



# Making the Grade

## A 50-State Analysis of School Accountability Systems

By Carmel Martin, Scott Sargrad, and Samantha Batel May 2016

Center for American Progress



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A 50-State Analysis of School Accountability Systems

Part of a Series on Implementation of the Every Student Succeeds Act

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# Introduction and summary

One of the most enduring and contentious debates in education circles concerns the best way to hold schools and districts accountable for improving outcomes for students and closing achievement gaps. Lawmakers, teachers, district administrators, parents, and other stakeholders—all with strong and differing opinions—have wrestled for decades with questions about the appropriate role of the federal government compared with that of states and school districts in the operation of schools and the measurement of their success. Over the past 15 years, however, a national consensus slowly has emerged among the disparate parties and coalesced into a clear movement toward more sophisticated accountability systems and fewer federal mandates.

The Every Student Succeeds Act, or ESSA, signed into law in December 2015, was in many ways the culmination of the accountability movement. After months of negotiations, Congress outlined new requirements for statewide accountability systems that give states the opportunity to design their own systems that move beyond just test scores, while maintaining a clear federal role to protect historically underserved students.

Under ESSA, states must hold schools accountable for student performance in English language arts, or ELA, and mathematics; a second academic indicator, such as growth in ELA and mathematics; progress in achieving English language proficiency; high school graduation rates, if applicable; and at least one measure of school quality or student success. In addition, states are required to disaggregate these indicators, excluding English language proficiency, by individual subgroups of students, including those from low-income families, those from major racial and ethnic groups, those with disabilities, and English language learners.<sup>1</sup>

Along with requiring states to use specific categories of indicators, ESSA also includes requirements related to the emphasis that states must place on the different indicators. States must give “substantial weight” to the first four indicators above and “much greater weight” to the combination of those indicators than to the measures of school quality or student success.<sup>2</sup>

ESSA's new requirements build on the history of school accountability, which began at the state level in the 1990s amid a broader effort to measure school performance.<sup>3</sup> The No Child Left Behind Act, or NCLB—the 2001 reauthorization of the Elementary and Secondary Education Act, or ESEA—increased the federal role in accountability.<sup>4</sup> Under NCLB, states were responsible for improving student proficiency in ELA and mathematics as well as high school graduation rates. Additionally, schools were required to meet proficiency targets for every subgroup of students annually, with the targets increasing to 100 percent proficiency by 2014.<sup>5</sup>

ESSA, the most recent reauthorization of ESEA, gives states greater flexibility in designing more holistic accountability systems that take into account multiple indicators of school success, while continuing to hold schools accountable for academic achievement. This report analyzes the measures that states currently include in their accountability systems and examines how state systems compare with the new law's provisions, which will take effect in the 2017-18 school year.<sup>6</sup> To this end, the Center for American Progress analyzed ESEA flexibility waivers and accountability workbooks, supplementing the data from those sources with information and materials from state departments of education.

The authors find that statewide accountability measures fall into one of seven main categories of indicators: achievement indicators, such as proficiency in reading and mathematics; student growth indicators in multiple academic subjects; English language acquisition indicators; early warning indicators, such as chronic absenteeism; persistence indicators, such as graduation rates; college- and career-ready indicators, such as participation in and performance on college entry exams; and other indicators, such as access to the arts.

It is apparent from the research for this report that state accountability systems vary in complexity. It is also abundantly clear that while the majority of states have surpassed the requirements of NCLB, nearly all states will need to make adjustments to comply fully with the new law. As states plan for this transition, CAP recommends that they take the following steps:

- **States should set a vision for their accountability systems and be purposeful about the incentives they create when selecting system indicators.** All states, for example, should set as a clear objective that all students graduate from high school ready for college and a career. States must then select indicators to quantify this goal and gauge progress, while being mindful of the actions and opportunities that these measures encourage schools to prioritize.

- **States must weigh the trade-offs between simplicity and complexity to create a tailored yet comprehensive system of accountability.** States should be thoughtful in designing systems that capture a complete picture of student success and strike a balance between straightforward and nuanced accountability. Systems should be comprehensive, but states should not dilute their systems with unnecessary measures.
- **States, districts, and schools should increase transparency and clarity of school accountability and rating methodology for communities and families.** States' accountability systems align with federal requirements and state priorities, but they serve a much greater purpose than compliance. They also must clearly communicate to communities and families which measures determine a school's performance rating in order to enable stakeholders to make informed choices and better advocate for students.

Over the next year, states should take advantage of the opportunity to improve their current accountability systems with a set of indicators that better captures student achievement and school success.

# Statewide school accountability: A brief history

Passed in 1965, the Elementary and Secondary Education Act initially awarded more than \$1 billion per year to districts serving disadvantaged students.<sup>7</sup> The 1994 reauthorization of ESEA, the Improving America's Schools Act, or IASA, increased accountability for states and districts. IASA required states to establish reading or English language arts and mathematics standards; assess students at least once in elementary, middle, and high school against those standards; make assessment results public and break them out by student subgroup; and intervene in schools whose students were not making adequate yearly progress, or AYP.<sup>8</sup>

Alongside IASA, some states began to implement school accountability systems that not only reported student academic performance but also tied achievement to rewards and sanctions.<sup>9</sup> In 1993, for example, Texas began to rate schools as “low-performing,” “acceptable,” “recognized,” or “exemplary.” Texas schools rated as low performing could face serious consequences, such as layoffs or closure.<sup>10</sup>

In the late 1990s, Massachusetts also designed a system of school performance and improvement ratings. Low student achievement and improvement data could designate schools as “underperforming” and trigger required support and oversight from local and state education authorities.<sup>11</sup> Conversely, schools with positive ratings could serve as exemplars of effective teaching or administration practices.<sup>12</sup>

The 2001 reauthorization of ESEA, No Child Left Behind, increased the federal role in holding states responsible for students' academic progress. Expanding on IASA, NCLB required states to test students in reading and mathematics in third through eighth grades and once in high school and in science once in elementary school, middle school, and high school.<sup>13</sup> The law also required states to publicly report results for all students and subgroups of students, including major racial and ethnic groups, students with disabilities, English language learners, and students from low-income families.<sup>14</sup>

NCLB also outlined accountability provisions, requiring that all states develop and implement a single, statewide system that used sanctions and rewards to hold schools accountable for student achievement.<sup>15</sup> As part of that system, schools were required to bring all students to proficiency in reading and mathematics by the 2013-14 school year and set annual measurable objectives, or AMOs, as progress benchmarks. If a school failed to reach its proficiency goals for any subgroup of students, it failed to make AYP. If a school failed to make AYP for two or more years in a row, NCLB guidelines required it to take particular improvement actions, including offering free tutoring or the option for students to transfer to another public school.<sup>16</sup>

In response to the law's 100 percent proficiency goal, some states lowered their standards to avoid missing yearly targets. From 2005 to 2007, for example, 15 states lowered their benchmarks in fourth- or eighth-grade reading or mathematics, and three states lowered standards in both subjects at both grade levels.<sup>17</sup> As a result of these changes, lower state test scores qualified as proficient under NCLB, making it easier for schools to meet their proficiency targets without actually improving student achievement.<sup>18</sup>

In addition, an increasing number of schools, many of which were traditionally high performing, failed to meet the law's requirements. In 2007, for example, 28 percent of schools failed to make AYP. By 2011, this number had risen to 38 percent.<sup>19</sup> By the end of 2011, more than 50 percent of schools in several states failed to make AYP, including some states that had previously lowered their standards.<sup>20</sup>

As states and schools struggled with NCLB's AYP requirements, parents, educators, advocates, and other stakeholders called on Congress to rewrite the law. Although NCLB was due for reauthorization in 2007, Congress still had not passed a new bill by 2011. That same year, in response to state and local requests to move beyond NCLB's rigid accountability framework, the U.S. Department of Education began to offer states waivers from NCLB's provisions.<sup>21</sup>

Through these waivers, known as "ESEA flexibility," states were no longer required to meet AYP. Instead, states had the opportunity to design new, more holistic systems of school accountability that looked at individual student achievement and growth in at least ELA or reading and mathematics, graduation rates, and school performance and progress over time.<sup>22</sup>

Under ESEA flexibility, states also were required to set ambitious but achievable AMOs in at least ELA or reading and mathematics. Unlike NCLB, these targets did not need to result in 100 percent proficiency, and states could determine exactly how to set their goals and targets to best support improvement for all students.<sup>23</sup> Together, these new proficiency goals and accountability indicators would help states more accurately differentiate schools and better support those that were lowest performing than under NCLB.

When the Every Student Succeeds Act was signed into law, the Department of Education already had approved 42 states and the District of Columbia for ESEA flexibility. Using these waivers, states designed new accountability systems to varying degrees of complexity, from mirroring NCLB requirements to incorporating multiple measures of student performance and school success. Eight states still operated under NCLB.<sup>24</sup>

# Statewide accountability systems

Today, statewide accountability systems across all 50 states and the District of Columbia range in sophistication and include a variety of indicators, for a total of 60 unique measures nationwide. To provide a framework for understanding all of these indicators, the authors of this report organize measures into seven main categories of indicators: achievement indicators; student growth indicators; English language acquisition indicators; early warning indicators; persistence indicators; college- and career-ready indicators; and other indicators.

Each state has its own distinct system with measures from some or all of the seven categories. Some states also have put in place a state accountability system in addition to their federal statewide accountability system. The authors analyzed these systems to capture fully how states hold schools accountable for student success.<sup>25</sup> In addition, some state indicators consolidate more than one measure into an indicator. The authors reported each measure in these composite indicators as its own indicator to better show the range of measures included.

**TABLE 1**  
**Indicators across states**

Number of indicators	Number of states
Less than 5	3
5 to 10	24
11 to 15	15
16 to 20	7
Greater than 20	2

Note: The minimum number of indicators is four, and the maximum number of indicators is 26.  
Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

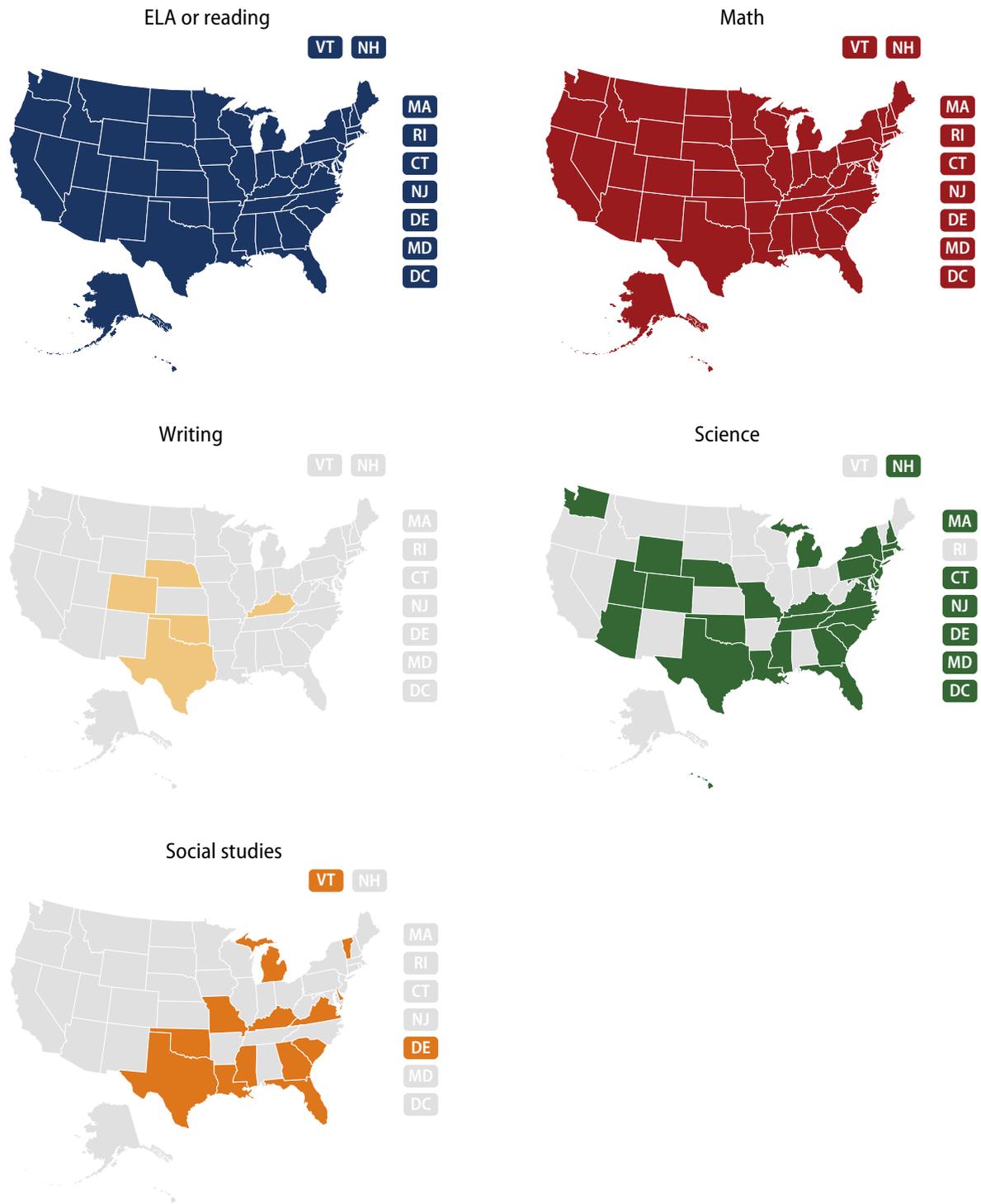
On average, states include a total of 11 indicators across some or all indicator categories in elementary, middle, and high school accountability systems, with a minimum of four indicators and a maximum of 26 indicators.<sup>26</sup>

The following analysis also quantifies how states weight accountability indicators to determine a school's overall rating or grade. The weighting analysis, like the indicator analysis, is based on the authors' seven-category framework such that individual category weightings within each state sum to 100 percent. Average weights of each category across states, however, do not sum to 100 percent, as they do not include data from states that do not include or weight indicators in that category.

Overall, the authors excluded 15 states from the weighting analysis for various reasons. These states do not have an Elementary and Secondary Education Act flexibility waiver or additional state system—and therefore use adequate yearly progress for accountability; do not combine their accountability indicators in a way that results in an overall score or grade; use business rules that do not translate to weightings; or are transitioning to a new system.

For more detail, see Appendix A.

**FIGURE 1**  
**Achievement indicators by state**



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## Achievement indicators

Every state measures student academic achievement in English language arts and mathematics, and 29 states include a measure of student academic achievement in science, writing, or social studies. Of the states that measure additional academic subjects, 15 states measure science; two states measure science and writing; nine states measure science and social studies; and three states measure science, writing, and social studies.<sup>27</sup>

Holding schools accountable for academic achievement gives states a picture of how all students perform each year. In addition to this baseline understanding of achievement, some states also hold schools responsible for other slices of proficiency, such as subgroup achievement gaps and school progress. West Virginia, for example, includes in its accountability system schoolwide proficiency rates in ELA and mathematics and achievement gaps between certain subgroups—including low-income students and non-low-income students; students of color and white students; migrant and nonmigrant students; English language learners and non-English language learners; and students with and without disabilities.<sup>28</sup> Nebraska, on the other hand, includes in its accountability system the three-year nonproficiency trend and the three-year school improvement trend, in addition to a school's average score in reading, mathematics, writing, and science.<sup>29</sup>

To measure achievement, states rely on a variety of assessments. In the 2015-16 school year, for example, 23 states planned to participate in assessments developed by two consortia of states, the Partnership for Assessment of Readiness for College and Careers and the Smarter Balanced Assessment Consortium.<sup>30</sup> At least 25 states planned to administer state-developed assessments, such as the Kentucky Performance Rating for Educational Progress, or K-PREP, and the State of Texas Assessments of Academic Readiness, or STAAR, in multiple subjects.<sup>31</sup> And Wyoming and Wisconsin, along with a handful of other states, are assessing high school students' ELA and mathematics proficiency using college readiness exams such as the SAT and ACT.<sup>32</sup>

Furthermore, states rely on different statistical methods to incorporate achievement data into their accountability systems. Maryland, for example, counts the percentage of students who score “proficient” or “advanced” in ELA, mathematics, and science.<sup>33</sup> This method is intuitive, easily communicating achievement to

schools, parents, and students. However, focusing on the proficiency cut point limits the information to a label and masks student performance at both high and low achievement levels. States also may set different cut points, so a proficient student in one state may not be the same as a proficient student in another.<sup>34</sup>

South Carolina, on the other hand, uses scale scores to incorporate ELA, mathematics, science, and social studies achievement into its accountability system.<sup>35</sup> Scale scores convert a student’s raw score to a common scale—for example, 300 to 900—and in doing so, are better able to distinguish the relative performance of students at the high and low ends of the same proficiency level.<sup>36</sup> Using this method, however, does require more context to understand what scores mean in terms of proficiency, and states using scale scores each have their own conversion table.

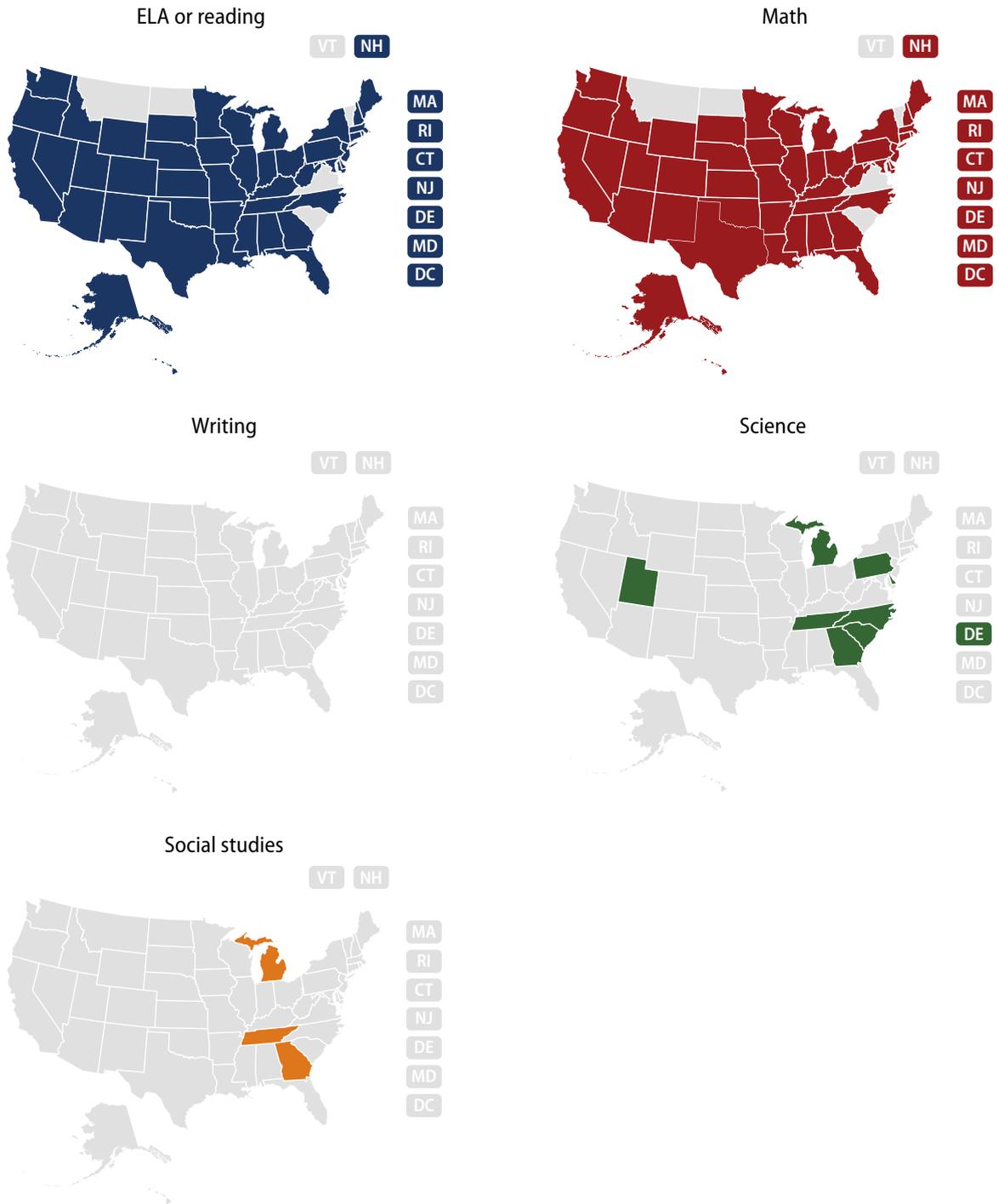
Of the states that weight the indicators in their accountability systems, academic achievement accounts for an average of 48 percent of a school’s accountability rating, ranging from 20 percent for elementary and middle schools and 15 percent for high schools to 100 percent for all schools. States assign greater weight to achievement in elementary and middle school systems—51 percent, on average—than high school systems—42 percent, on average.<sup>37</sup>

**TABLE 2**  
**Achievement indicators**  
Elementary and middle schools

Weighting	Number of states
0% to 25%	4
26% to 50%	19
51% to 75%	9
76% to 100%	4

Note: The minimum weighting is 20 percent, and the maximum weighting is 100 percent.  
Source: Data are based on authors’ analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

**FIGURE 2**  
**Student growth indicators by state**



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## Student growth indicators

Compared with academic achievement, which provides a snapshot of student proficiency each year, student growth indicators capture the difference in individual student proficiency between two points in time to assess student progress from year to year. Growth measurements enable schools to better understand student performance by identifying students who have improved but are not yet proficient and those who have progressed to meet proficiency but are not yet advanced.

Forty-six states measure growth in ELA and mathematics, and seven states also measure growth in science or science and social studies.<sup>38</sup> Definitions of growth vary by state, such as the percentage of students making one year's growth or the percentage of students who are on track to be on grade level within three years.<sup>39</sup> Some states, in addition to measuring growth for all students, include measures that capture the growth of historically disadvantaged subgroups.<sup>40</sup>

Like academic achievement, states use different methods to incorporate growth into their accountability systems. The state of Washington, for example, uses student growth percentiles, or SGPs. SGPs measure the amount of growth a student makes in a subject relative to his or her peers, which include students in the same grade who had similar scores in that subject the previous year. A student with an SGP of 85, for example, has shown more growth than 85 percent of his or her academic peers. The state also calculates a median SGP to summarize growth for districts and schools.<sup>41</sup>

Colorado, on the other hand, uses adequate growth percentiles, or AGPs. AGPs build on the basics of SGPs to determine if a student has made sufficient growth. In other words, AGPs measure the growth percentile needed for a student to catch up to or to maintain proficiency in a subject. Colorado calculates the AGP for every student and also aggregates the percentiles to create a median AGP, which is the growth needed for a typical student in a school or district, on average, to reach or to maintain proficiency.<sup>42</sup>

Rather than percentiles, Florida uses what it calls “learning gains” to measure student growth from one year to the next in ELA and mathematics for all students, as well as the lowest-performing 25 percent of students. Students can demonstrate learning gains in four different ways: increasing at least one achievement level, which categorizes a student's level of proficiency based on cut scores; improving performance within Achievement Level 1 or Achievement Level 2; remaining at Achievement Level 3 or 4 and increasing their scale score; or maintaining the highest achievement level—Achievement Level 5.<sup>43</sup>

Lastly, states such as Pennsylvania and Tennessee use value-added models to measure a district or school’s impact on academic progress.<sup>44</sup> Typically, value-added measures determine the amount of growth expected for a classroom and calculate the amount of growth that the class actually makes. The difference between these two measures is the “value” that the school added. In addition to student test scores, value-added models often include student and teacher characteristics, such as student demographics.<sup>45</sup>

Of the states that measure student growth, 32 states weight student growth for elementary and middle schools and 25 states weight student growth for high schools.<sup>46</sup> Overall, these states assign greater weight to growth in elementary and middle school accountability systems—45 percent, on average, with a minimum of 20 percent and a maximum of 75 percent—compared with high school systems—30 percent, on average, with a minimum of 10 percent and a maximum of 50 percent.<sup>47</sup> Some states—such as Delaware, Minnesota, and Oregon—weight growth more heavily than academic achievement.<sup>48</sup>

**TABLE 3**  
**Achievement indicators**

High schools

Weighting	Number of states
0% to 25%	8
26% to 50%	20
51% to 75%	5
76% to 100%	3

Note: The minimum weighting is 15 percent, and the maximum weighting is 100 percent.  
Source: Data are based on authors’ analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

**TABLE 4**  
**Student growth indicators**  
 Elementary and middle schools

Weighting	Number of states
0% to 25%	4
26% to 50%	17
51% to 75%	11
76% to 100%	0

Note: The minimum weighting is 20 percent, and the maximum weighting is 75 percent.

Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

**TABLE 5**  
**Student growth indicators**  
 High schools

Weighting	Number of states
0% to 25%	10
26% to 50%	15
51% to 75%	0
76% to 100%	0

Note: The minimum weighting is 10 percent, and the maximum weighting is 50 percent.

Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

Together, academic achievement and student growth make up a combined average of 91 percent of elementary and middle school ratings—with a minimum of 71 percent and maximum of 100 percent—and an average of 63 percent of high school ratings—with a minimum of 40 percent and a maximum of 100 percent.<sup>49</sup>

**TABLE 6**  
**Combined achievement and student growth indicators**

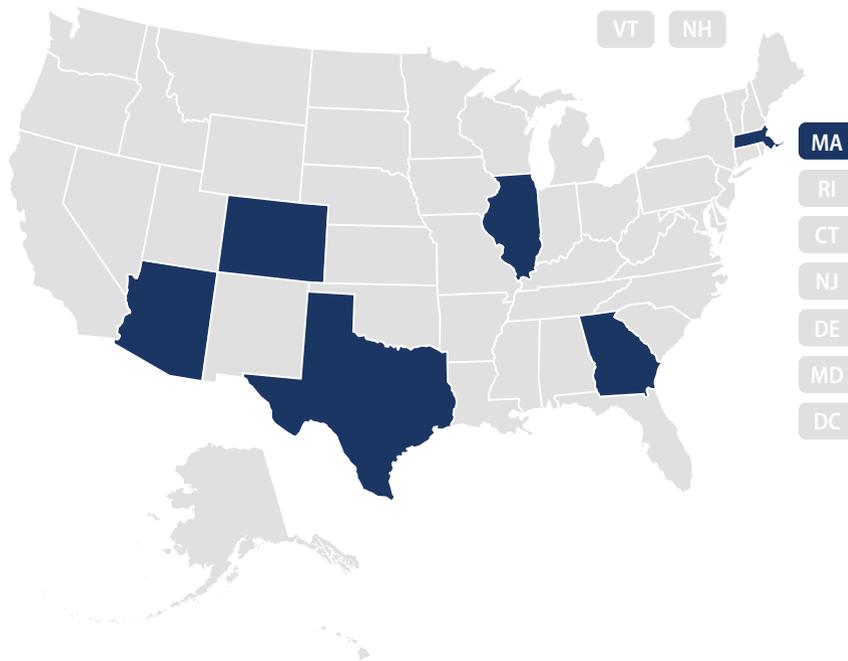
Elementary and middle schools

Weighting	Number of states
0% to 25%	0
26% to 50%	0
51% to 75%	3
76% to 100%	33

Note: The minimum weighting is 71 percent, and the maximum weighting is 100 percent.

Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

**FIGURE 3**  
**English language acquisition indicators by state**



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## English language acquisition indicators

Under No Child Left Behind, states were responsible for improving English learners' language proficiency in addition to their academic achievement. NCLB, however, treated language acquisition differently than subject area achievement, which required states to set up a separate accountability system that only applied to districts, not schools.<sup>50</sup>

Through ESEA flexibility, six states—Arizona, Colorado, Georgia, Illinois, Massachusetts, and Texas—incorporated a measure of English language proficiency or growth into their statewide accountability systems.<sup>51</sup> Under the Every Student Succeeds Act, all states will be required to include a measure of progress in achieving English language proficiency as a specific indicator in statewide accountability systems.

Like achievement and growth, states that currently include English language acquisition in accountability use different measures to incorporate this indicator. Arizona, for example, includes in its system the English language learner reclassification rate on the Arizona English Language Learner Assessment, or AZELLA.<sup>52</sup> Georgia, on the other hand, measures the percentage of English language learners who have improved to a higher state-determined performance band on the Assessing Comprehension and Communication in English State-to-State for English Language Learners exam, or ACCESS for ELLs.<sup>53</sup> And Illinois assesses English language proficiency by the percentage of students achieving a half score increase or a maximum score on the ACCESS for ELLs.<sup>54</sup>

On average, states that measure English language acquisition weight this indicator as 7 percent of elementary and middle school systems and 6 percent of high school systems.<sup>55</sup> Illinois and Colorado give the most weight to language proficiency, with an average of 13 percent and 6 percent across all schools, respectively. Massachusetts schools, through extra credit points, and Georgia elementary and middle schools weight language proficiency, on average, as 3 percent of a school's total possible rating. Georgia high schools earn bonus points for improving students' English language skills.



educators can better identify these students and provide appropriate supports and interventions.<sup>57</sup> Aggregating early warning system data at the school level also allows school and district leaders to identify areas for school improvement and develop turnaround strategies.<sup>58</sup>

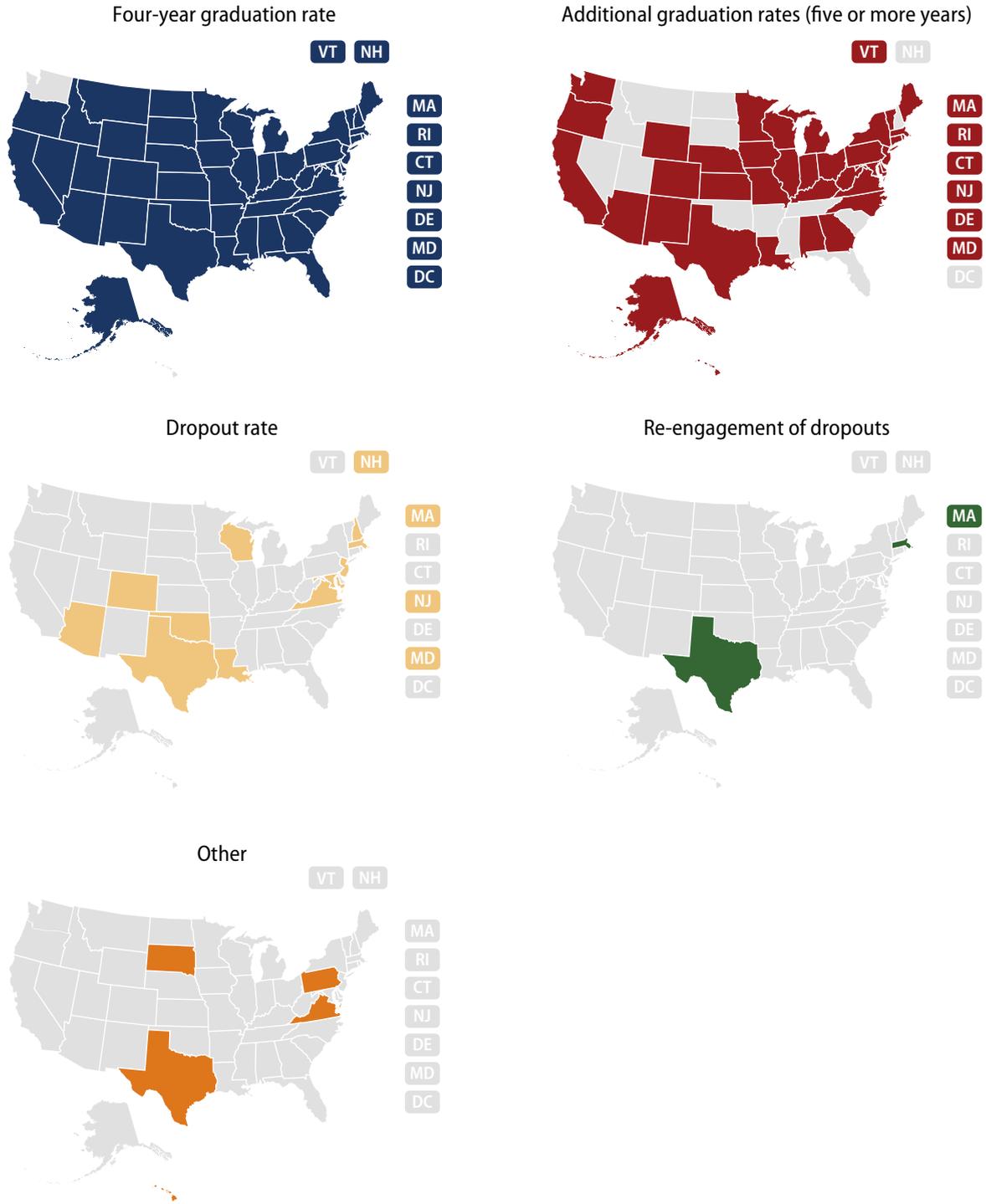
Under NCLB, states were required to include academic achievement in English language arts and mathematics in their accountability systems. States also were required to include in their systems an additional academic indicator for elementary and middle schools; for high schools, states were required to include the graduation rate. States commonly relied on attendance, or the percentage of students who come to school each day, as their additional academic indicator.<sup>59</sup>

As an early warning indicator, however, average daily attendance masks what schools want to prevent—chronic absence—by focusing on the number of students who attend school on a given day rather than on those students who persistently fail to show up and are most at risk of struggling academically.<sup>60</sup> Accordingly, some states with ESEA waivers opted to include other or additional early warning indicators in their accountability systems, such as chronic absenteeism.

Overall, 24 states include at least one early warning indicator in their systems. Of these 24 states, 18 states measure attendance rates, and five states measure chronic absenteeism, with one state measuring both.<sup>61</sup> Additionally, some states, such as Connecticut and Louisiana, incorporate an indicator that measures whether a ninth-grade student is on track to graduate.<sup>62</sup>

Of states measuring and weighting these indicators, early warning indicators make up an average of 11 percent of elementary and middle school ratings, with a minimum of 2 percent and maximum of 25 percent. For high schools, these indicators make up an average of 7 percent of ratings, with a minimum of 1 percent and a maximum of 14 percent.<sup>63</sup>

**FIGURE 5**  
**Persistence indicators by state**



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## Persistence indicators

NCLB required states to measure and set targets for graduation rates in determining AYP. Most states measured the four-year adjusted cohort graduation rate, and through ESEA flexibility, many states also incorporated extended graduation rates—such as five-, six-, or even seven-year rates—to better reflect the success of all students and subgroups.<sup>64</sup>

Accordingly, persistence indicators include the four-year cohort graduation rate and the extended cohort graduation rates. All states but one include the four-year graduation rate, and 37 states capture at least one extended-year cohort graduate rate, including the state that does not include the four-year rate, Washington. In addition, some states include in their accountability systems closing graduation gaps between target groups of students.<sup>65</sup>

Graduation rates are the standard measure of student persistence and high school success, while dropout rates are an annual measure of the percentage of students who drop out of school in a given year. As a result, while the cohort graduation rate captures whether students ultimately succeed in graduating high school, the dropout rate can provide a more real-time measure of student persistence. Eleven states measure dropout rates, and Massachusetts and Texas also capture the rate at which schools re-engage dropouts.<sup>66</sup> Some states incorporate both dropout and graduation rates into their systems, while other states include the annual dropout rate when graduation rate data are unavailable.<sup>67</sup>

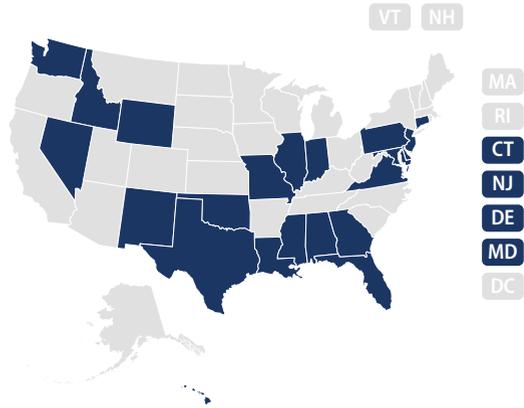
Further, five states incorporate other measures of persistence into accountability, including the percentage of students graduating from a particular program or with a GED certificate.<sup>68</sup> Texas, for example, includes a graduation plan component, which captures the annual percentage of graduates who have graduated through a regular or a distinguished achievement program.<sup>69</sup> Virginia incorporates into its graduation index students who earn a GED certificate or certificate of completion.<sup>70</sup> And South Dakota includes a completer rate, which captures the percentage of students who have attained a diploma or GED certificate.<sup>71</sup>

Overall, of states measuring and weighting these indicators, persistence indicators account for an average of 22 percent of high school accountability scores, with a minimum of 2 percent and a maximum of 50 percent.<sup>72</sup> Some systems, such as the District of Columbia's, do not factor graduation rates into a school's score but

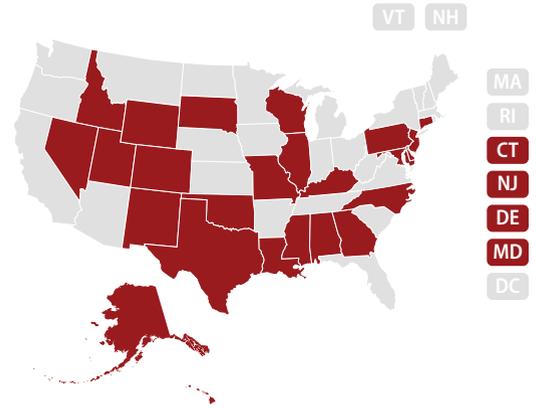
rather use this indicator separately to identify high-performing schools or those in need of improvement.<sup>73</sup> Of elementary and middle school systems that include persistence indicators—such as retention, promotion, or dropout rates—these measures account for an average of 3 percent of a school’s total score.<sup>74</sup>

**FIGURE 6**  
**College- and career-ready indicators by state**

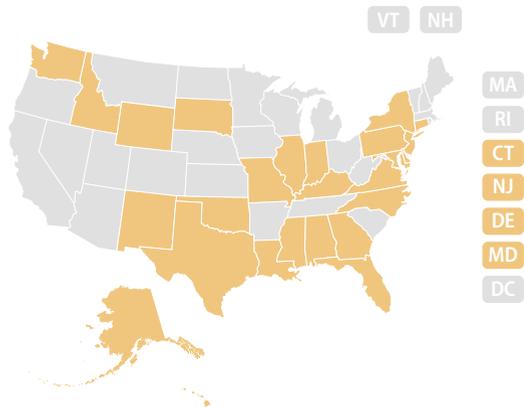
Participation in or performance on advanced course work or exams



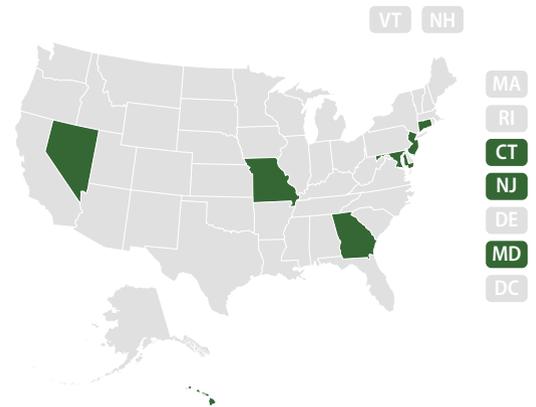
Participation in or performance on college entry exams



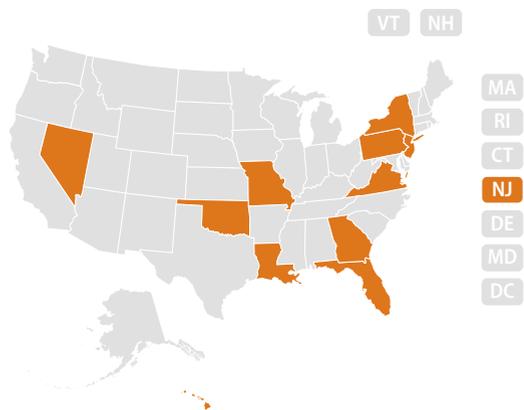
Career preparedness participation or performance



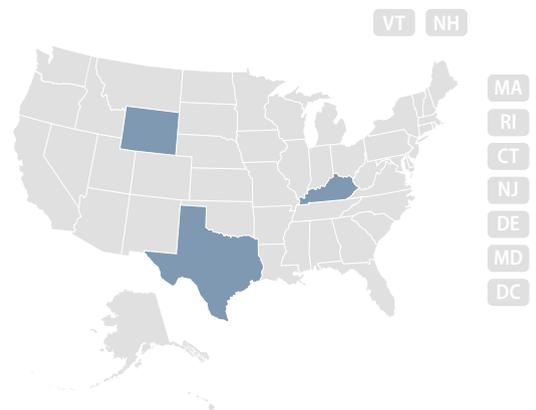
Postsecondary enrollment



Other advanced coursework indicators



Other college- and career-ready indicators



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## College- and career-ready indicators

The ultimate goal of the K-12 education system is not only to ensure that all students graduate from high school but also that they are college and career ready. Academic achievement and growth, early warning indicators, and measures of persistence are necessary to get students to the finish line but do not fully capture whether students are prepared for success after high school.

Accordingly, 30 states include some measure of college and career readiness in their accountability systems. College- and career-ready indicators include participation and performance in advanced course work or exams and college entry exams; participation in career and technical education courses and earning career readiness certificates; postsecondary enrollment; and participation of middle school students in high-school-level courses.<sup>75</sup>

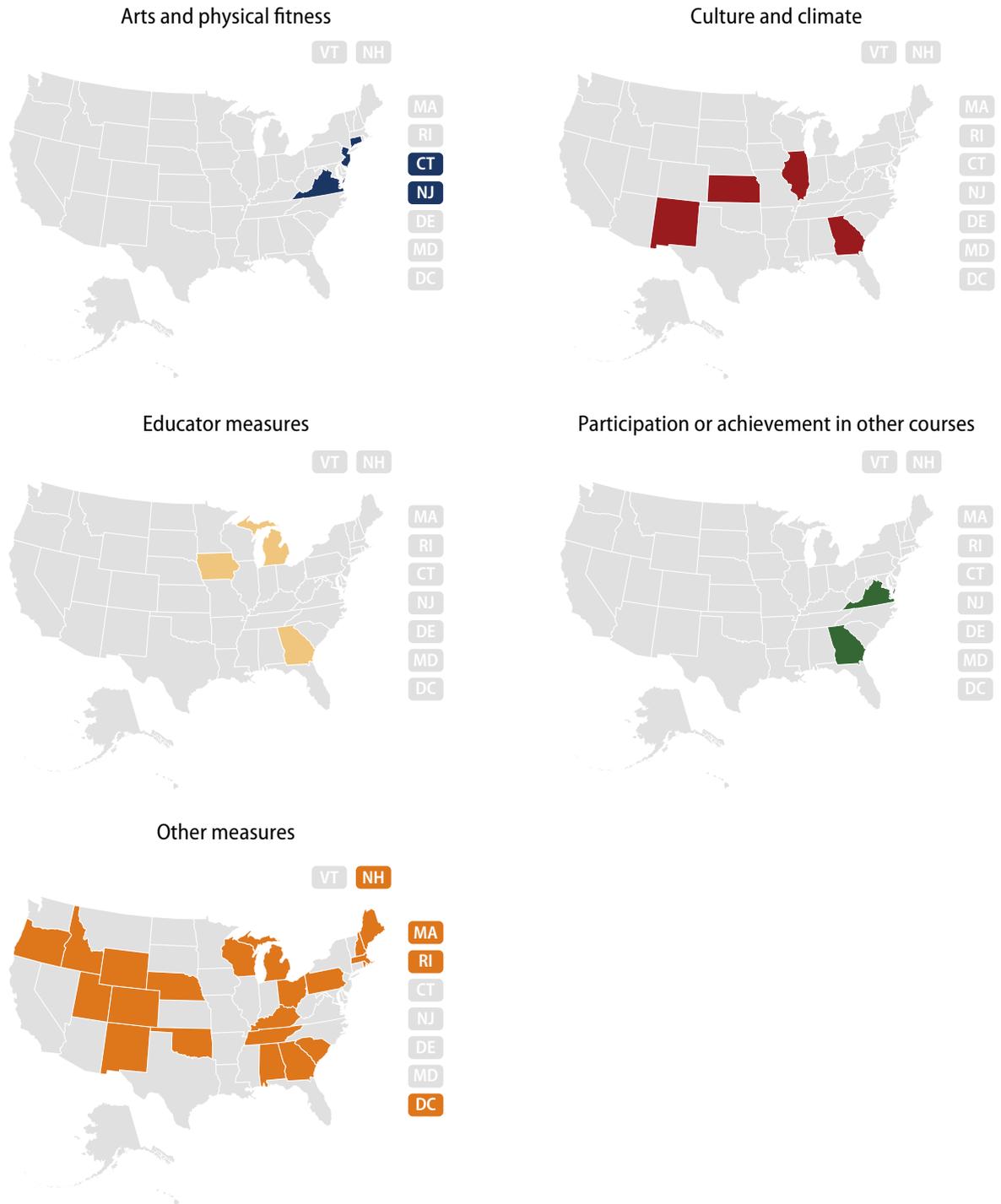
Utah, for example, includes one college- and career-ready measure, while other states, such as New Mexico and Nevada, capture multiple measures of college and career readiness, from taking the PSAT to the percentage of students required to take remedial course work in college.<sup>76</sup> Other indicators include the percentage of students who receive advanced or honors diplomas and the percentage of graduates who join the armed forces.<sup>77</sup>

Notably, the specific measures that states include as college- and career-ready indicators can create very different incentives. Participation in advanced placement, or AP, classes and performance on AP exams, for example, are discrete measures that may have different implications. The former motivates schools to expand access to advanced course work, at the risk of ignoring whether students actually succeed in those courses. The latter motivates schools to improve results, while creating the potential incentive to exclude students from advanced courses who may not perform well.

Accordingly, accountability systems that include both of these measures as indicators ensure that schools are held responsible for both student participation and attainment in advanced course work. Some states that include performance on the SAT or ACT in high school accountability systems fund all students to take these exams to ensure participation.<sup>78</sup>

Overall, of states measuring and weighting these indicators, college- and career-ready indicators average 15 percent of high school accountability scores, with a minimum of 3 percent and a maximum of 30 percent. Of middle school systems that include these measures, college- and career-ready indicators average 11 percent of school scores.<sup>79</sup>

**FIGURE 7**  
**Other indicators by state**



Source: Data are based on authors' analysis of ESEA flexibility waivers, state accountability workbooks, and information and materials from state departments of education.

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## Other indicators

Lastly, 27 states include other indicators, or measures that are unique to individual states or outside the scope of the main categories of indicators. Other indicators may reflect particular state values or incentives for particular school activities. Accordingly, this category captures measures ranging from arts access and physical fitness to students earning credit in courses such as world languages and physics.<sup>80</sup>

Virginia, for example, includes additional criteria in its Virginia Index of Performance, or VIP, program. Schools in the commonwealth may earn VIP points for offering foreign language instruction in elementary grades and for students who participate in advanced science, technology, engineering, and mathematics course work, among other measures. Schools meeting particular VIP point thresholds earn awards from the governor or the Virginia Board of Education.<sup>81</sup>

Ohio includes an indicator for improving K-3 literacy.<sup>82</sup> Georgia awards additional points to schools based on what it terms “exceeding the bar” indicators, which include measures such as the percentage of teachers using the state’s longitudinal data system, the percentage of graduates earning three or more high school credits in the same world language, and the percentage of middle school or elementary school students with disabilities served in general education classes for more than 80 percent of the school day.<sup>83</sup> And Iowa factors staff retention into school ratings.<sup>84</sup>

In addition, several states include a measure of school climate and culture in their accountability systems. Illinois, for example, awards bonus points to schools that have received an “excellent” school rating for fostering a positive learning environment.<sup>85</sup> New Mexico incorporates in its school ratings results from an opportunity-to-learn student survey, which measures how well teachers’ instructional methods facilitate student learning.<sup>86</sup> And Georgia schools may earn additional points for school programming aimed at improving the school climate, such as conflict mediation, mentoring, and positive behavioral interventions and supports.<sup>87</sup>

A group of nine districts in California, known as the California Office to Reform Education, or CORE, have taken this work a step further.<sup>88</sup> In addition to incorporating student, staff, and parent culture-climate survey results into accountability, CORE districts include measures of students’ social-emotional skills, which are increasingly recognized as important for student success.<sup>89</sup> To capture these skills,

students self-report on a series of behaviors and beliefs based on four competencies: growth mindset, or a student’s belief that his or her “abilities can grow with effort”; self-efficacy, or a student’s belief in his or her ability to meet a goal; self-management, or a student’s ability to control his or her emotions; and social awareness.<sup>90</sup>

In addition, NCLB required that schools test at least 95 percent of all students and subgroups of students in the required grades and academic subjects.<sup>91</sup> Through ESEA flexibility, some states chose to limit or reduce the overall rating or classification of schools that miss this threshold. Oklahoma, for example, docks schools a whole letter grade if fewer than 95 percent of students have valid scores.<sup>92</sup> Rhode Island, similarly, classifies schools that fail to test at least 95 percent of all students as “Warning Schools”—the third lowest of six classifications—at best.<sup>93</sup> South Carolina, on the other hand, includes meeting participation requirements as a percentage of a school’s index score.<sup>94</sup> ESSA continues to require that schools annually measure the achievement of at least 95 percent of all students and each subgroup of students as a stand-alone factor in statewide accountability.<sup>95</sup>

Of the states measuring and weighting these measures, other indicators make up an average of 10 percent of elementary and middle school accountability scores—with a minimum of 5 percent and maximum of 23 percent—and an average of 12 percent of high school scores—with a minimum of 6 percent and maximum of 23 percent.<sup>96</sup> For CORE districts, other indicators account for 24 percent of school accountability.<sup>97</sup>

# Next steps for statewide accountability

Going forward, states will need to revamp their current accountability systems to comply with the requirements of the Every Student Succeeds Act.

## **ESSA requires states to incorporate the following measures into their accountability systems:**

- Student achievement in English language arts and mathematics
- A second academic indicator, such as growth in ELA and mathematics
- English language acquisition
- Graduation rates, which take the place of a second academic indicator for high schools
- At least one measure of school quality or student success

States are required to disaggregate all indicators, excluding English language acquisition, by the following subgroups of students: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and English language learners. ESSA further requires states to give “substantial weight” to the first four indicators above and “much greater weight” to the combination of those indicators compared with the measures of school quality or student success.<sup>98</sup>

Currently, all states measure achievement in mathematics and reading, and all but five states measure growth in those subjects. For high schools, nearly all states include the four-year adjusted cohort graduation rate, and almost three-quarters of states include an extended cohort graduation rate in rating school performance. The majority of states, however, will need to incorporate a measure of English language acquisition into their statewide accountability systems. Furthermore, some states that already include this measure, such as Massachusetts and Georgia, may have to revise their methodology to afford English language acquisition “substantial weight” in school determinations.<sup>99</sup>

When it comes to satisfying the most novel component of ESSA—the school quality or student success indicator—states can measure student engagement, educator engagement, student access to and completion of advanced course work, postsecondary readiness, school climate and safety, or any other measure that the state chooses as long as the measure allows for meaningful differentiation among schools and is valid, reliable, comparable, and statewide.<sup>100</sup> At present, 42 states include in their accountability systems at least one early warning indicator, persistence indicator other than graduation rates, college- and career-ready indicator, or other indicator—excluding test participation—that might fulfill ESSA criteria.<sup>101</sup>

However, not all of the states that include a school quality or student success indicator in their accountability systems do so for all schools. For example, 14 states incorporate a measure that might meet these criteria only in their high school accountability systems.<sup>102</sup>

Furthermore, under ESSA, the school quality or student success indicator must receive substantially less weight than academic achievement, a second academic indicator, English language proficiency, and graduation rates combined.<sup>103</sup> Currently, of states that weight their systems and include at least one school quality or student success measure, these indicators average 16 percent of elementary and middle school scores and 21 percent of high school scores.<sup>104</sup>

In addition to outlining the indicators that states must include in their accountability systems, ESSA also requires that states disaggregate indicators by subgroup. Under No Child Left Behind, states were required to disaggregate academic achievement, graduation rate, and the other academic indicator for elementary and middle schools by several subgroups of students: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and English language learners.<sup>105</sup> Under ESSA, states will have to disaggregate all indicators by these same subgroups, excluding indicators of English language acquisition.<sup>106</sup>

Meeting this requirement necessitates that states re-evaluate their current systems to ensure that every indicator can be disaggregated. It also requires that states select new indicators—such as the school quality or student success measure—that they can measure by subgroup. Disaggregating data by subgroup also increases complexity and data collection costs, which also will factor into state decisions that determine which indicators to incorporate.

# Recommendations

In August 2016, states will transition from No Child Left Behind and Elementary and Secondary Education Act flexibility to the Every Student Succeeds Act. States will have an additional year to implement their new accountability systems, which must be in place by the 2017-18 school year.<sup>107</sup> As states plan for this transition, CAP recommends that they take the following steps.

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## Set a vision for accountability systems and be purposeful about incentives when selecting system indicators

States must first create a vision for their accountability systems and then choose the indicators that align with their goals. All states, for example, should set as a clear objective that all students graduate from high school ready for college and a career. But within this broad objective, states may have different specific targets based on the challenges and struggles of schools on the ground. Perhaps a state wants to increase its college-going rate, boost graduation rates, or improve student engagement; by setting a clear aim, states will be better able to design systems that meet particular needs.

When choosing indicators, states must be purposeful about the incentives they create. For example, by selecting particular college- and career-ready measures, states may incentivize participation in advanced course work; performance on AP or International Baccalaureate, or IB, exams; or both. Similarly, by holding schools accountable for subjects other than English language arts and mathematics, states encourage schools to prioritize content areas such as science and social studies. In addition, by measuring student growth, states are recognizing schools' success when it comes to helping students improve, rather than simply focusing on student proficiency.

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## Weigh the trade-offs between simplicity and complexity to create a tailored yet comprehensive system of accountability

ESSA outlines the minimum requirements that states must include in their accountability systems, while ensuring that academic achievement is not masked. This, however, does not mean that states should just tinker around the edges for compliance. Instead, states should be thoughtful in designing systems based on a clear vision that capture a complete picture of student success while maintaining clarity for stakeholders. While a system that includes dozens of indicators might send the signal that all of these indicators are important to the state, it also makes it nearly impossible for school leaders to know where to focus and difficult for parents to understand why their child's school received a particular rating.

To accomplish this goal, states must weigh trade-offs between simplicity and complexity. School accountability should be comprehensive, but states should not dilute their systems with unnecessary measures. Instead, states should select the fewest number of indicators needed to provide the most impactful outcomes and yield measures that paint an accurate and clearly discernible picture of whether schools have achieved their system's objective.

States also face trade-offs between simplicity and complexity when choosing how to measure system indicators. Value-added models, for example, may more accurately reflect student growth than other methods but are also more difficult for stakeholders to understand. States must weigh the pros and cons to strike a balance between straightforward and nuanced accountability.

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## Increase transparency and clarity of school accountability and rating methodology for communities and families

States design accountability systems to comply with federal requirements and their own priorities. Accountability systems, however, are much more than just government tools. Accountability systems also must speak to communities and families to communicate clearly which measures determine a school's performance rating. Clear and transparent accountability will allow parents to make more informed choices and better advocate for students.

Accordingly, states and districts should provide all stakeholders clear guidance that explains which indicators states include in accountability systems and how states use these systems to calculate school scores. Stakeholders also must have access to information on how states use these systems to intervene in schools. The purpose of school accountability is to identify struggling schools and provide them with additional supports. It is not enough for stakeholders to understand how a school is scored; they also must know what measures produced that score, the purpose of those measures, and how the score will be used.

# Conclusion

Many states are on the right track to meet the accountability requirements of the Every Student Succeeds Act, capturing measures of academic proficiency and student growth, early warning indicators, persistence indicators, measures of college and career readiness, and other measures of student performance. The majority of states, however, will need to incorporate a measure of English language acquisition into their accountability systems and ensure that subgroup performance is considered for all indicators in order to comply fully with the law. In addition, many states have the opportunity to include new indicators of school quality and student success in their systems to move beyond exclusively test-score-based measures of achievement.

However, designing accountability systems is just the first step. States must use these systems to effectively differentiate schools and provide proper supports for those that are struggling. Statewide accountability is a resource to help states know where and how to intervene effectively in schools. As states develop their new systems, it is critical that they stay focused on their ultimate objective: ensuring that all students succeed.

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## About the authors

**Carmel Martin** is the Executive Vice President for Policy at the Center for American Progress. She manages policy across issue areas and is a key member of CAP's Executive team. Before joining CAP, Martin was the assistant secretary for planning, evaluation, and policy development at the Department of Education. In this position, she led the department's policy and budget development activities and served as a senior advisor to then-Secretary of Education Arne Duncan.

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# Appendix A: Methodology

CAP analyzed the federal statewide accountability systems of all 50 states and the District of Columbia using approved Elementary and Secondary Education Act waivers and state accountability workbooks. The authors supplemented their analysis with publicly available information from state departments of education, including technical manuals and school letter-grade calculation appendices. The authors also reached out to state contacts to review the analysis, some of whom confirmed data or provided updated information.

The authors conducted their analysis in two phases: an indicator analysis and a weighting analysis. The indicator analysis includes all indicators used in school ratings, such as A–F grades and school classifications, and identification of schools for rewards or interventions. The analysis excludes measures used only for reporting purposes. Some states use different or additional indicators for subsets of schools, such as K-2 schools, small schools, or alternative and special needs schools. These measures also are excluded from the analysis.

To complete the indicator analysis, the authors recorded all unique measures in each of the seven indicator categories. For example, some states include the percentage of students earning a particular score on reading and mathematics exams as a separate indicator in their accountability systems. The authors did not record meeting state benchmarks on these exams as a unique indicator, as it is simply a different way of examining achievement data. In addition, some state systems consolidate multiple measures into an indicator. The authors reported each measure in these composite indicators as its own indicator. Accordingly, the analysis may reflect fewer or more indicators than how a state describes its system.

For the second phase of the analysis, the authors determined the weights that states assign to each of the indicator categories to determine a school's score. Fifteen states were excluded from this analysis. The authors calculated weightings based on total points or percentage points a school can earn or the relative weights of each indicator. The weightings of the seven categories of indicators sum to 100 percent for each state.

The authors assigned the weighting of nonunique measures that were excluded from the indicator analysis to the corresponding indicator category for the weighting analysis. For example, while the authors excluded meeting state benchmarks on reading and mathematics exams from the indicator analysis, they included the weight assigned to this measure in the weighting of the state's achievement indicators category.

Also of note, the student growth indicators category is based on individual student growth between two points in time. Accordingly, some measures labeled as “growth” or “progress” in a state's accountability system in fact measure the performance of different cohorts of students from year to year. The authors added the weight that states assigned to these indicators to the weighting of the achievement indicators category.

# Appendix B: Indicator analysis

**TABLE A1**  
**Achievement indicators by state**

State	ELA or reading	Math	Writing	Science	Social studies
Alabama	✓	✓			
Alaska	✓	✓			
Arizona	✓	✓		✓	
Arkansas	✓	✓			
California	✓	✓			
Colorado	✓	✓		✓	
Connecticut	✓	✓		✓	
District of Columbia	✓	✓		✓	
Delaware	✓	✓		✓	✓
Florida	✓	✓		✓	✓
Georgia	✓	✓		✓	✓
Hawaii	✓	✓		✓	
Idaho	✓	✓			
Illinois	✓	✓			
Indiana	✓	✓			
Iowa	✓	✓			
Kansas	✓	✓			
Kentucky	✓	✓	✓	✓	✓
Louisiana	✓	✓		✓	✓
Maine	✓	✓			
Maryland	✓	✓		✓	
Massachusetts	✓	✓		✓	
Michigan	✓	✓		✓	✓
Minnesota	✓	✓			
Mississippi	✓	✓		✓	✓
Missouri	✓	✓		✓	✓

State	ELA or reading	Math	Writing	Science	Social studies
Montana	✓	✓			
Nebraska	✓	✓	✓	✓	
Nevada	✓	✓			
New Hampshire	✓	✓		✓	
New Jersey	✓	✓		✓	
New Mexico	✓	✓			
New York	✓	✓		✓	
North Carolina	✓	✓		✓	
North Dakota	✓	✓			
Ohio	✓	✓			
Oklahoma	✓	✓	✓	✓	✓
Oregon	✓	✓			
Pennsylvania	✓	✓		✓	
Rhode Island	✓	✓			
South Carolina	✓	✓		✓	✓
South Dakota	✓	✓			
Tennessee	✓	✓		✓	
Texas	✓	✓	✓	✓	✓
Utah	✓	✓		✓	
Vermont	✓	✓			
Virginia	✓	✓		✓	✓
Washington	✓	✓		✓	
West Virginia	✓	✓			
Wisconsin	✓	✓			
Wyoming	✓	✓	✓	✓	

**TABLE A2**  
**Student growth indicators by state**

State	ELA or reading	Math	Writing	Science	Social studies
Alabama	✓	✓			
Alaska	✓	✓			
Arizona	✓	✓			
Arkansas	✓	✓			

State	ELA or reading	Math	Writing	Science	Social studies
California	✓	✓			
Colorado	✓	✓			
Connecticut	✓	✓			
District of Columbia	✓	✓		✓	
Delaware	✓	✓			
Florida	✓	✓			
Georgia	✓	✓		✓	✓
Hawaii	✓	✓			
Idaho	✓	✓			
Illinois	✓	✓			
Indiana	✓	✓			
Iowa	✓	✓			
Kansas	✓	✓			
Kentucky	✓	✓			
Louisiana	✓	✓			
Maine	✓	✓			
Maryland	✓	✓			
Massachusetts	✓	✓			
Michigan	✓	✓		✓	✓
Minnesota	✓	✓			
Mississippi	✓	✓			
Missouri	✓	✓			
Montana					
Nebraska	✓	✓			
Nevada	✓	✓			
New Hampshire	✓	✓			
New Jersey	✓	✓			
New Mexico	✓	✓			
New York	✓	✓			
North Carolina	✓	✓		✓	
North Dakota					
Ohio	✓	✓			
Oklahoma	✓	✓			
Oregon	✓	✓			

State	ELA or reading	Math	Writing	Science	Social studies
Pennsylvania	✓	✓		✓	
Rhode Island	✓	✓			
South Carolina					
South Dakota	✓	✓			
Tennessee	✓	✓		✓	✓
Texas	✓	✓			
Utah	✓	✓		✓	
Vermont					
Virginia					
Washington	✓	✓			
West Virginia	✓	✓			
Wisconsin	✓	✓			
Wyoming	✓	✓			

**TABLE A3**  
**English language acquisition indicators by state**

State	English language acquisition
Alabama	
Alaska	
Arizona	✓
Arkansas	
California	
Colorado	✓
Connecticut	
District of Columbia	
Delaware	
Florida	
Georgia	✓
Hawaii	
Idaho	
Illinois	✓
Indiana	
Iowa	
Kansas	

State	English language acquisition
Kentucky	
Louisiana	
Maine	
Maryland	
Massachusetts	✓
Michigan	
Minnesota	
Mississippi	
Missouri	
Montana	
Nebraska	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	✓
Utah	
Vermont	
Virginia	
Washington	
West Virginia	
Wisconsin	
Wyoming	

**TABLE A4**  
**Early warning indicators by state**

State	Attendance rate	Chronic absenteeism	On track to graduate
Alabama	✓		
Alaska	✓		
Arizona			
Arkansas			
California	✓		
Colorado			
Connecticut		✓	✓
District of Columbia			
Delaware	✓		✓
Florida			
Georgia	✓		
Hawaii		✓	
Idaho			
Illinois			
Indiana			
Iowa	✓		
Kansas			
Kentucky			
Louisiana			✓
Maine	✓		
Maryland			
Massachusetts			
Michigan	✓		
Minnesota			
Mississippi			
Missouri	✓		
Montana	✓		
Nebraska			
Nevada	✓		✓
New Hampshire		✓	
New Jersey		✓	
New Mexico	✓		
New York			

State	Attendance rate	Chronic absenteeism	On track to graduate
North Carolina			
North Dakota	✓		
Ohio			
Oklahoma	✓		
Oregon			
Pennsylvania	✓		
Rhode Island			
South Carolina			
South Dakota	✓		
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia	✓		
Wisconsin	✓	✓	
Wyoming			✓

**TABLE A5**  
**Persistence indicators by state**

State	Four-year graduation rate	Additional graduation rates (five or more years)	Dropout rate	Re-engagement of dropouts	Other, such as percentage of students earning a GED certificate
Alabama	✓	✓			
Alaska	✓	✓			
Arizona	✓	✓	✓		
Arkansas	✓				
California	✓	✓			
Colorado	✓	✓	✓		
Connecticut	✓	✓			
District of Columbia	✓				
Delaware	✓	✓			

State	Four-year graduation rate	Additional graduation rates (five or more years)	Dropout rate	Re-engagement of dropouts	Other, such as percentage of students earning a GED certificate
Florida	✓				
Georgia	✓	✓			
Hawaii	✓	✓			✓
Idaho	✓				
Illinois	✓	✓			
Indiana	✓	✓			
Iowa	✓	✓			
Kansas	✓	✓			
Kentucky	✓	✓			
Louisiana	✓	✓	✓		
Maine	✓	✓			
Maryland	✓	✓	✓		
Massachusetts	✓	✓	✓	✓	
Michigan	✓	✓			
Minnesota	✓	✓			
Mississippi	✓				
Missouri	✓	✓			
Montana	✓				
Nebraska	✓	✓			
Nevada	✓				
New Hampshire	✓		✓		
New Jersey	✓	✓	✓		
New Mexico	✓	✓			
New York	✓	✓			
North Carolina	✓	✓			
North Dakota	✓				
Ohio	✓	✓			
Oklahoma	✓		✓		✓
Oregon	✓	✓			
Pennsylvania	✓	✓			✓
Rhode Island	✓	✓			
South Carolina	✓				
South Dakota	✓				✓

State	Four-year graduation rate	Additional graduation rates (five or more years)	Dropout rate	Re-engagement of dropouts	Other, such as percentage of students earning a GED certificate
Tennessee	✓				
Texas	✓	✓	✓	✓	✓
Utah	✓				
Vermont	✓	✓			
Virginia	✓	✓	✓		✓
Washington		✓			
West Virginia	✓	✓			
Wisconsin	✓	✓	✓		
Wyoming	✓	✓			

**TABLE A6**  
**College- and career-ready indicators by state**

Participation in or performance on advanced course work or exams		
State	Participation in advanced course work, including AP or IB classes or dual enrollment	Performance in advanced course work, including AP or IB exams and dual enrollment course grades
Alabama	✓	✓
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut	✓	✓
District of Columbia		
Delaware		✓
Florida		✓
Georgia	✓	✓
Hawaii	✓	
Idaho	✓	✓
Illinois	✓	✓
Indiana	✓	✓
Iowa		
Kansas		

State	Participation in advanced course work, including AP or IB classes or dual enrollment	Performance in advanced course work, including AP or IB exams and dual enrollment course grades
Kentucky		
Louisiana	✓	✓
Maine		
Maryland		✓
Massachusetts		
Michigan		
Minnesota		
Mississippi	✓	✓
Missouri		✓
Montana		
Nebraska		
Nevada		✓
New Hampshire		
New Jersey	✓	✓
New Mexico	✓	✓
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma	✓	✓
Oregon		
Pennsylvania		✓
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas	✓	
Utah		
Vermont		
Virginia	✓	
Washington	✓	
West Virginia		
Wisconsin		
Wyoming	✓	

Participation in or performance on college entry exams

State	Participation in college entry exams such as SAT or ACT	Performance on college entry exams such as SAT, ACT, ACCUPLACER, or COMPASS	Participation in PSAT or ACT Aspire	Performance on PSAT or ACT Aspire	Participation and performance in SAT subject tests
Alabama		✓			
Alaska		✓			
Arizona					
Arkansas					
California					
Colorado		✓			
Connecticut		✓			
District of Columbia					
Delaware		✓			
Florida					
Georgia		✓			
Hawaii		✓	✓		
Idaho		✓			
Illinois		✓			
Indiana					
Iowa					
Kansas					
Kentucky		✓			
Louisiana		✓			
Maine					
Maryland					
Massachusetts					
Michigan					
Minnesota					
Mississippi		✓			
Missouri	✓	✓			
Montana					
Nebraska					
Nevada	✓				
New Hampshire					
New Jersey	✓	✓	✓		
New Mexico	✓	✓	✓	✓	✓

State	Participation in college entry exams such as SAT or ACT	Performance on college entry exams such as SAT, ACT, ACCUPLACER, or COMPASS	Participation in PSAT or ACT Aspire	Performance on PSAT or ACT Aspire	Participation and performance in SAT subject tests
New York					
North Carolina		✓			
North Dakota					
Ohio					
Oklahoma	✓	✓			
Oregon					
Pennsylvania		✓	✓		
Rhode Island					
South Carolina					
South Dakota		✓			
Tennessee					
Texas		✓			
Utah		✓			
Vermont					
Virginia					
Washington					
West Virginia					
Wisconsin	✓	✓			
Wyoming		✓			

**Career preparedness participation or performance**

State	Career preparedness participation, including completing career and technical education classes or WorkKeys assessments and participating in job training	Career preparedness performance, including earning credentials or certificates, performance on WorkKeys, and grades in career and technical education courses
Alabama		✓
Alaska	✓	✓
Arizona		
Arkansas		
California		
Colorado		
Connecticut	✓	
District of Columbia		
Delaware		✓
Florida		✓

State	Career preparedness participation, including completing career and technical education classes or WorkKeys assessments and participating in job training	Career preparedness performance, including earning credentials or certificates, performance on WorkKeys, and grades in career and technical education courses
Georgia	✓	✓
Hawaii	✓	
Idaho	✓	✓
Illinois		✓
Indiana		✓
Iowa		
Kansas		
Kentucky		✓
Louisiana		✓
Maine		
Maryland		✓
Massachusetts		
Michigan		
Minnesota		
Mississippi	✓	✓
Missouri	✓	✓
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey	✓	
New Mexico	✓	✓
New York		✓
North Carolina		✓
North Dakota		
Ohio		
Oklahoma	✓	✓
Oregon		
Pennsylvania		✓
Rhode Island		
South Carolina		
South Dakota		✓
Tennessee		

State	Career preparedness participation, including completing career and technical education classes or WorkKeys assessments and participating in job training	Career preparedness performance, including earning credentials or certificates, performance on WorkKeys, and grades in career and technical education courses
Texas	✓	
Utah		
Vermont		
Virginia		✓
Washington		✓
West Virginia		
Wisconsin		
Wyoming		✓

**Postsecondary enrollment**

State	Postsecondary enrollment	Military enrollment within six months of graduation	College remedial course enrollment	Percentage of graduates not requiring college remediation
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut	✓			
District of Columbia				
Delaware				
Florida				
Georgia				✓
Hawaii	✓			
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland	✓			
Massachusetts				

State	Postsecondary enrollment	Military enrollment within six months of graduation	College remedial course enrollment	Percentage of graduates not requiring college remediation
Michigan				
Minnesota				
Mississippi				
Missouri		✓		
Montana				
Nebraska				
Nevada			✓	
New Hampshire				
New Jersey	✓			
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				

Other advanced coursework indicators

State	Percentage of students earning an advanced diploma	AP, International Baccalaureate, or college credit offered	Participation of middle school students in honors, pre-AP, or high school level courses	Percentage of middle schoolers who passed a high-school-level end-of-course assessment or earned industry certification
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
District of Columbia				
Delaware				
Florida				✓
Georgia			✓	
Hawaii			✓	
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				✓
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				✓
Montana				
Nebraska				
Nevada	✓			
New Hampshire				
New Jersey			✓	

State	Percentage of students earning an advanced diploma	AP, International Baccalaureate, or college credit offered	Participation of middle school students in honors, pre-AP, or high school level courses	Percentage of middle schoolers who passed a high-school-level end-of-course assessment or earned industry certification
New Mexico				
New York	✓			
North Carolina				
North Dakota				
Ohio				
Oklahoma			✓	
Oregon				
Pennsylvania		✓		
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia	✓		✓	
Washington				
West Virginia				
Wisconsin				
Wyoming				

**Other college- and career-ready indicators**

State	State exit-level or college placement test	Unweighted GPA
Alabama		
Alaska		
Arizona		
Arkansas		
California		
Colorado		
Connecticut		
District of Columbia		
Delaware		
Florida		

State	State exit-level or college placement test	Unweighted GPA
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky	✓	
Louisiana		
Maine		
Maryland		
Massachusetts		
Michigan		
Minnesota		
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma		
Oregon		
Pennsylvania		
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas	✓	
Utah		

State	State exit-level or college placement test	Unweighted GPA
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin		
Wyoming		✓

**TABLE A7**  
**Other indicators by state**

Arts and physical fitness			
State	Percentage of students meeting or exceeding physical fitness standards	Participation in nutrition and physical activity program	Participation in visual and performing art classes
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut	✓		✓
District of Columbia			
Delaware			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			

State	Percentage of students meeting or exceeding physical fitness standards	Participation in nutrition and physical activity program	Participation in visual and performing art classes
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			✓
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia		✓	
Washington			
West Virginia			
Wisconsin			
Wyoming			

**Culture and climate**

State	Measure of school climate and culture	Student and parent engagement	Promotion of extracurricular activities	Reduction of truancy
Alabama				
Alaska				

State	Measure of school climate and culture	Student and parent engagement	Promotion of extracurricular activities	Reduction of truancy
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
District of Columbia				
Delaware				
Florida				
Georgia	✓			
Hawaii				
Idaho				
Illinois	✓			
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska	✓			
Nevada				
New Hampshire				
New Jersey				
New Mexico	✓	✓	✓	✓
New York				
North Carolina				
North Dakota				
Ohio				

State	Measure of school climate and culture	Student and parent engagement	Promotion of extracurricular activities	Reduction of truancy
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				

**Educator measures**

State	Teacher use of state data systems or school use of teacher-student data systems	Reporting educator effectiveness labels	Staff retention
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
District of Columbia			
Delaware			
Florida			
Georgia	✓		
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			✓

State	Teacher use of state data systems or school use of teacher-student data systems	Reporting educator effectiveness labels	Staff retention
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan	✓	✓	
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			

Participation or achievement in other courses

State	Students earning credits in other courses, such as world languages and physics	School has earned certification in science, technology, engineering, and math or has students taking advanced course work in these subjects	School offers foreign language in elementary school	Percentage of elementary and middle school students completing career-related projects
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
District of Columbia				
Delaware				
Florida				
Georgia	✓	✓		✓
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				

State	Students earning credits in other courses, such as world languages and physics	School has earned certification in science, technology, engineering, and math or has students taking advanced course work in these subjects	School offers foreign language in elementary school	Percentage of elementary and middle school students completing career-related projects
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia	✓	✓	✓	
Washington				
West Virginia				
Wisconsin				
Wyoming				

**Other measures**

State	Improving K-3 literacy	Innovative practice	State law compliance factors	Program reviews, including those for arts and humanities, writing, and practical living and career studies
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
District of Columbia				

State	Improving K-3 literacy	Innovative practice	State law compliance factors	Program reviews, including those for arts and humanities, writing, and practical living and career studies
Delaware				
Florida				
Georgia		✓		
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				✓
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan			✓	
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio	✓			
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				

State	Improving K-3 literacy	Innovative practice	State law compliance factors	Program reviews, including those for arts and humanities, writing, and practical living and career studies
South Carolina				
South Dakota				
Tennessee				
Texas				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				

**Other measures (continued)**

State	Percentage of students with disabilities served in general education environments for more than 80 percent of the day	Test participation of less than 95 percent of students limits or reduces overall rating or classification	Use of online assessment format	Other local indicator
Alabama				✓
Alaska				
Arizona				
Arkansas				
California				
Colorado		✓		
Connecticut				
District of Columbia		✓		
Delaware				
Florida				
Georgia	✓			
Hawaii				
Idaho		✓		
Illinois				
Indiana				
Iowa				
Kansas				

State	Percentage of students with disabilities served in general education environments for more than 80 percent of the day	Test participation of less than 95 percent of students limits or reduces overall rating or classification	Use of online assessment format	Other local indicator
Kentucky				
Louisiana				
Maine		✓		
Maryland				
Massachusetts		✓		
Michigan		✓		
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska		✓		
Nevada				
New Hampshire		✓		
New Jersey				
New Mexico		✓	✓	
New York				
North Carolina				
North Dakota				
Ohio		✓		
Oklahoma		✓		
Oregon		✓		
Pennsylvania		✓		
Rhode Island		✓		
South Carolina		✓		
South Dakota				
Tennessee		✓		
Texas				
Utah		✓		
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin		✓		
Wyoming		✓		

# Appendix C: Weighting analysis

**TABLE A8**  
**Color key for weighting analysis**

	A blank cell signifies that a state: (1) does not have an ESEA flexibility waiver or additional state system and therefore uses AYP for accountability; (2) does not combine its accountability indicators in a way that results in an overall score or grade; (3) uses business rules that do not translate to weightings; or (4) is transitioning to a new system.
--	A double dash signifies that a state does not include this category of indicators in its accountability system at the state or school level.
	A light blue cell means that the weighting data for some or all of the indicators in this category could not be unpacked from another indicator category's weighting. The cell in the corresponding category of indicators with the weighting is also light blue.
	A medium blue cell means that this category of indicators contributes to bonus points not included in the category's weighting or in a school's classification.
	A dark blue cell means that performance of some or all of the indicators in this category contribute to a point or rating deduction or to a school's classification.

A list of sources for this analysis can be found in Appendix D.

**TABLE A9**  
**Achievement indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	50.0%	50.0%	25.0%
Alaska	35.0%	35.0%	20.0%
Arizona			
Arkansas	51.0%	51.0%	34.6%
California			
Colorado	25.0%	25.0%	15.0%
Connecticut	35.3%	33.3%	48.0%
District of Columbia	100.0%	100.0%	100.0%
Delaware	30.0%	30.0%	25.0%
Florida	42.9%	44.4%	40.0%
Georgia	50.0%	48.0%	33.8%
Hawaii	52.4%	46.3%	34.1%
Idaho	25.0%	25.0%	20.0%
Illinois	50.0%	50.0%	22.2%
Indiana	50.0%	50.0%	26.7%
Iowa	57.2%	62.5%	55.5%
Kansas			
Kentucky	51.3%	43.1%	30.8%
Louisiana	100.0%	95.0%	50.0%
Maine	50.0%	50.0%	80.0%
Maryland	70.0%	70.0%	64.0%
Massachusetts	66.7%	66.7%	50.0%
Michigan			
Minnesota	33.3%	33.3%	25.0%
Mississippi	42.9%	42.9%	30.0%
Missouri	75.0%	75.0%	50.0%
Montana			
Nebraska			
Nevada	30.0%	30.0%	30.0%
New Hampshire	20.0%	20.0%	50.0%
New Jersey			
New Mexico	33.3%	33.3%	28.6%
New York			

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
North Carolina	80.0%	80.0%	45.7%
North Dakota			
Ohio			
Oklahoma	45.5%	45.5%	46.4%
Oregon	25.0%	25.0%	20.0%
Pennsylvania	51.9%	51.9%	41.0%
Rhode Island	75.0%	75.0%	80.0%
South Carolina	90.0%	90.0%	55.0%
South Dakota	40.0%	40.0%	40.0%
Tennessee			
Texas			
Utah	50.0%	50.0%	33.3%
Vermont			
Virginia			
Washington	40.0%	40.0%	32.0%
West Virginia	60.0%	60.0%	55.0%
Wisconsin	55.0%	55.0%	62.5%
Wyoming			

**TABLE A10**  
**Student growth indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	30.0%	30.0%	15.0%
Alaska	40.0%	40.0%	40.0%
Arizona			
Arkansas	49.0%	49.0%	32.7%
California			
Colorado	67.9%	67.9%	45.0%
Connecticut	47.1%	44.4%	--
District of Columbia			
Delaware	60.0%	60.0%	45.0%
Florida	57.1%	44.4%	40.0%
Georgia	40.0%	40.0%	40.0%

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Hawaii	34.1%	26.8%	14.6%
Idaho	75.0%	75.0%	50.0%
Illinois	35.0%	35.0%	23.3%
Indiana	50.0%	50.0%	13.3%
Iowa	28.6%	25.0%	22.2%
Kansas			
Kentucky	25.7%	21.6%	15.4%
Louisiana			
Maine	50.0%	50.0%	--
Maryland	30.0%	30.0%	--
Massachusetts	29.6%	29.6%	22.2%
Michigan			
Minnesota	66.7%	66.7%	50.0%
Mississippi	57.1%	57.1%	40.0%
Missouri			--
Montana			
Nebraska			
Nevada	60.0%	60.0%	10.0%
New Hampshire	60.0%	60.0%	--
New Jersey			
New Mexico	52.4%	52.4%	28.6%
New York			
North Carolina	20.0%	20.0%	20.0%
North Dakota			
Ohio			
Oklahoma	45.5%	45.5%	45.5%
Oregon	75.0%	75.0%	30.0%
Pennsylvania	38.5%	38.5%	37.4%
Rhode Island	25.0%	25.0%	--
South Carolina	--	--	--
South Dakota	40.0%	40.0%	--
Tennessee			
Texas			
Utah	50.0%	50.0%	33.3%
Vermont			

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Virginia			
Washington	60.0%	60.0%	32.0%
West Virginia	35.0%	35.0%	15.0%
Wisconsin	25.0%	25.0%	--
Wyoming			

**TABLE A11**  
**English language acquisition indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	--	--	--
Alaska	--	--	--
Arizona			
Arkansas	--	--	--
California			
Colorado	7.2%	7.2%	5.0%
Connecticut	--	--	--
District of Columbia	--	--	--
Delaware	--	--	--
Florida	--	--	--
Georgia	2.5%	3.0%	
Hawaii	--	--	--
Idaho	--	--	--
Illinois	15.0%	15.0%	10.0%
Indiana	--	--	--
Iowa	--	--	--
Kansas			
Kentucky	--	--	--
Louisiana	--	--	--
Maine	--	--	--
Maryland	--	--	--
Massachusetts	3.7%	3.7%	2.8%
Michigan			
Minnesota	--	--	--

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Mississippi	--	--	--
Missouri	--	--	--
Montana			
Nebraska			
Nevada	--	--	--
New Hampshire	--	--	--
New Jersey			
New Mexico	--	--	--
New York			
North Carolina	--	--	--
North Dakota			
Ohio			
Oklahoma	--	--	--
Oregon	--	--	--
Pennsylvania	--	--	--
Rhode Island	--	--	--
South Carolina	--	--	--
South Dakota	--	--	--
Tennessee			
Texas			
Utah	--	--	--
Vermont			
Virginia			
Washington	--	--	--
West Virginia	--	--	--
Wisconsin	--	--	--
Wyoming			

**TABLE A12**  
**Early warning indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	10.0%	10.0%	--
Alaska	25.0%	25.0%	10.0%
Arizona			
Arkansas	--	--	--
California			
Colorado	--	--	--
Connecticut	11.8%	16.7%	12.0%
District of Columbia	--	--	--
Delaware	10.0%	10.0%	5.0%
Florida	--	--	--
Georgia	2.5%	3.0%	1.9%
Hawaii	12.2%	2.4%	1.2%
Idaho	--	--	--
Illinois	--	--	--
Indiana	--	--	--
Iowa	7.1%	6.3%	5.6%
Kansas			
Kentucky	--	--	--
Louisiana	--	--	--
Maine	--	--	--
Maryland			--
Massachusetts	--	--	--
Michigan			
Minnesota	--	--	--
Mississippi	--	--	--
Missouri	12.5%	12.5%	7.1%
Montana			
Nebraska			
Nevada	10.0%	10.0%	14.0%
New Hampshire	10.0%	10.0%	12.5%
New Jersey			
New Mexico	4.8%	4.8%	2.9%
New York			

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
North Carolina	--	--	--
North Dakota			
Ohio			
Oklahoma	9.1%	5.5%	--
Oregon	--	--	--
Pennsylvania	4.8%	4.8%	2.3%
Rhode Island	--	--	--
South Carolina	--	--	--
South Dakota	20.0%	20.0%	--
Tennessee			
Texas			
Utah	--	--	--
Vermont			
Virginia			
Washington	--	--	--
West Virginia	5.0%	5.0%	--
Wisconsin	20.0%	20.0%	
Wyoming			

**TABLE A13**  
**Persistence indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	--	--	20.0%
Alaska	--	--	20.0%
Arizona			
Arkansas	--	--	32.7%
California			
Colorado	--	--	26.3%
Connecticut	--	--	16.0%
District of Columbia	--	--	
Delaware	--	--	15.0%
Florida	--	--	10.0%
Georgia	--	--	15.0%

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Hawaii	1.2%	--	26.8%
Idaho	--	--	15.0%
Illinois	--	--	33.3%
Indiana	--	--	30.0%
Iowa	--	--	11.1%
Kansas			
Kentucky	--	--	15.4%
Louisiana	--		25.0%
Maine	--	--	20.0%
Maryland	--	--	28.0%
Massachusetts	--	--	25.0%
Michigan			
Minnesota	--	--	25.0%
Mississippi	--	--	20.0%
Missouri	--	--	21.4%
Montana			
Nebraska			
Nevada	--	--	30.0%
New Hampshire	--	--	25.0%
New Jersey			
New Mexico	--	--	16.2%
New York			
North Carolina	--	--	11.4%
North Dakota			
Ohio			
Oklahoma	--	1.8%	5.5%
Oregon	--	--	50.0%
Pennsylvania	4.8%	4.8%	2.3%
Rhode Island	--	--	20.0%
South Carolina	--	--	30.0%
South Dakota	--	--	30.0%
Tennessee			
Texas			
Utah	--	--	16.7%

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Vermont			
Virginia			
Washington	--	--	32.0%
West Virginia	--	--	30.0%
Wisconsin	--	--	32.5%
Wyoming			

**TABLE A14**  
**College- and career-ready indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	--	--	30.0%
Alaska	--	--	10.0%
Arizona			
Arkansas	--	--	--
California			
Colorado	--	--	8.8%
Connecticut	--	--	16.0%
District of Columbia	--	--	--
Delaware	--	--	10.0%
Florida	--	11.1%	10.0%
Georgia	--	--	9.4%
Hawaii	--	24.4%	23.2%
Idaho	--	--	15.0%
Illinois	--	--	11.1%
Indiana	--	--	30.0%
Iowa	--	--	--
Kansas			
Kentucky	--	12.3%	15.4%
Louisiana	--	5.0%	25.0%
Maine	--	--	--
Maryland	--	--	8.0%
Massachusetts	--	--	--
Michigan			

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Minnesota	--	--	--
Mississippi	--	--	10.0%
Missouri	12.5%	12.5%	21.4%
Montana			
Nebraska			
Nevada	--	--	16.0%
New Hampshire	--	--	--
New Jersey			
New Mexico	--	--	14.3%
New York			
North Carolina	--	--	22.9%
North Dakota			
Ohio			
Oklahoma	--	1.8%	2.7%
Oregon	--	--	--
Pennsylvania	--	--	16.8%
Rhode Island	--	--	--
South Carolina	--	--	--
South Dakota	--	--	30.0%
Tennessee			
Texas			
Utah	--	--	16.7%
Vermont			
Virginia			
Washington	--	--	4.0%
West Virginia	--	--	--
Wisconsin	--	--	5.0%
Wyoming			

**TABLE A15**  
**Other indicators weighting**

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
Alabama	10.0%	10.0%	10.0%
Alaska	--	--	--
Arizona			
Arkansas	--	--	--
California			
Colorado			
Connecticut	5.9%	5.6%	8.0%
District of Columbia			
Delaware	--	--	--
Florida	--	--	--
Georgia	5.0%	6.0%	
Hawaii	--	--	--
Idaho			
Illinois			
Indiana	--	--	--
Iowa	7.1%	6.3%	5.6%
Kansas			
Kentucky	23.0%	23.0%	23.0%
Louisiana	--	--	--
Maine			
Maryland	--	--	--
Massachusetts			
Michigan			
Minnesota	--	--	--
Mississippi	--	--	--
Missouri	--	--	--
Montana			
Nebraska			
Nevada	--	--	--
New Hampshire	10.0%	10.0%	12.5%
New Jersey			
New Mexico	9.5%	9.5%	9.5%
New York			

State	Percentage of elementary school rating	Percentage of middle school rating	Percentage of high school rating
North Carolina	--	--	--
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina	10.0%	10.0%	15.0%
South Dakota	--	--	--
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington	--	--	--
West Virginia	--	--	--
Wisconsin			
Wyoming			

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