Information on the Accountability System

What is it?

Under the 2015 Every Student Succeeds Act (ESSA) there was a federal requirement for an accountability system that is used to make sure all Montana's students are served and being prepared for the future. ESSA outlines areas each state must focus on for indicators. For more information, please see Montana's State Plan.

What Students are included?

Per federal law, students who have been enrolled at least half of the year in the school shall be included for all indicators except graduation rate. For graduation rate the student is included in graduation rate for the school that they last attended. **Additionally, there must be at least ten students participating in each indicator to receive a score.**

How are Schools Identified as Comprehensive?

- Participating Title I schools that are above 10 in enrollment are scored in all indicators with at least ten students. They are then ranked and given a composite score and the lowest performing 5% are identified as a Comprehensive Support School
- All High schools who have a graduation rate that is less than 67% are identified as Comprehensive.

Note: A Title I school can be moved from Additional Targeted to Comprehensive if a subgroup consistently underperforms for three years in a row.

What is a Subgroup?

This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes Economically disadvantaged students, English learners, students from major racial and ethnic groups (White, American Indian, and Hispanic), and children with disabilities.

How are Schools Identified as Additional Targeted (ATSI)

All Schools, including Non-Title I school, are scored in each indicator for each subgroup that has at least ten students and compared to the composite score of the bottom 5% of title schools. If a subgroup scores at or below the level of the bottom 5% of Title I schools, then they are identified as ATSI for that subgroup.

Note: If a Non-Title School is identified as ATSI for the same subgroup for three years in a row they move to targeted status which is similar to comprehensive but is for Non-Title Schools.

What are the Indicators Used in the Accountability System?

The First four indicators are required by federal law. There has to be at least ten students to be scored in an indicator. Additionally, the student must be enrolled for at least half the year besides for graduation/cohort.

1. **Academic Achievement:** Measures proficiency in Math and ELA (Smarter Balanced Summative assessment grades 3-8 and the ACT for 11th grade). Participation Rate is taken into account on this indicator as well.
2. **Academic Growth (Elementary and Middle Schools Only):** An academic growth indicator uses individual student performance on annual state tests (Smarter Balanced Summative assessment grade 4-8) over a two-year period to determine the amount of improvement of a student's proficiency on grade level Math and English Language Arts content standards between two consecutive years. This is not an indicator used for High School

3. **EL Learner Progress:** Progress is defined as is any student who shows a 0.5-point growth on their composite score on the WIDA from the previous year.
4. **Four-year Adjusted Cohort Graduation Rate (High School Only):** Calculations are based on the four-year adjusted cohort graduation rate for all students and for each student group who met the state standards with a regular high school diploma. Students who graduate in accordance to IEP goals are not included in the numerator of this calculation due to Federal law.
5. **Satisfactory Attendance:** Students who attend at least 95% of the instructional days are considered satisfactory. If a school didn't report their attendance on time, they received a 0.
6. **College and/or Career Ready (High School Only):** Percent of students determined to be college or career ready. A student is considered college or career ready if they are a CTE concentrator or scores at least 21 Composite Score on the ACT.
7. **STEM Indicator:** Proficiency on statewide science assessment for students in grades 5 and 8.

How are Schools assigned scores for each indicator?

Each indicator as outlined above has a total possible point that can be earned. The schools are ranked for each indicator and assigned a score based on their ranking and total possible points for that indicator. For example, a Title 1 High School with the highest graduation rate would earn the total possible points of 25.

If there are not at least ten students for the school or for a specific subgroup participating in any of the above indicators a school with not receive a score for that indicator and those possible points will be subtracted out of amount of points a school can earn.

The final school ranking is a percentage based on the $\dfrac{\text{total points earned for all indicators}}{\text{total possible points for all indicators scored in}}$.

What is Montana's Long Term Growth Goals?

The long-term goals for Montana are a 4 percent reduction in the number of students not proficient (or not graduated) each year. This allows for stronger growth in real numbers among low scoring subgroups to close the achievement gaps between these subgroups and the state average

How can a school Exit Comprehensive Support or ATSI?

Based on the Addendum approved by USED:

Comprehensive schools identified in fall 2022, the exit criteria for fall 2023 to require that a School meets both of the following criteria:
1. No longer be in the bottom 5% of Title I schools.
2. The academic growth goals in the school's improvement plan (CSIP) for one year (rather than three consecutive years).

ATSI schools identified in fall 2022, exit criteria for fall 2023 to require that a school meets both of the following criteria:
1. All subgroups in the school perform at a level higher than the lowest performing 5% of Title I schools.
2. The academic growth goals set in the school's CSIP for one year (rather than two consecutive years).