

Accountability System Business Rules – DRAFT

NOTE: This document is a draft and might be revised.

Overview

Every year, the Minnesota Department of Education (MDE) uses the North Star Excellence and Equity System (“North Star”) to evaluate schools and districts using a variety of measurements for accountability calculations that prioritize schools and districts for support in accordance with the federal Every Student Succeeds Act (ESSA) and the Minnesota-specific World’s Best Workforce (WBWF) system. These measurements include:

- Assessments of academic standards mastery (the Minnesota Comprehensive Assessment [MCA-III] and Minnesota Test of Academic Skills [MTAS-III]).
- Assessments of English language acquisition (ACCESS for ELLs 2.0 and ALT-ACCESS).
- Graduation rates.
- Consistent attendance (based on students who are not chronically absent).

The following sections describe how:

1. Districts, schools, and students are included in accountability calculations.
2. Academic achievement is calculated for accountability purposes.
3. Academic progress is calculated for accountability purposes.
4. Graduation is calculated for accountability purposes.
5. Progress toward English language proficiency (ELP) is calculated for accountability purposes.
6. Consistent attendance is calculated for accountability purposes.
7. These measurements are used to identify schools for support.
8. Schools are recognized for success and improvement. [NOTE: THIS SECTION WILL BE ADDED IN A FUTURE DRAFT FOLLOWING ADDITIONAL STAKEHOLDER ENGAGEMENT.]
9. Data are reported. [NOTE: THIS SECTION WILL BE ADDED IN A FUTURE DRAFT FOLLOWING ADDITIONAL STAKEHOLDER ENGAGEMENT.]

1. District, School, and Student Inclusion in North Star Calculations

When describing schools and identifying them for support or recognition, North Star is designed to emphasize district- and school-level data based on student-level data. In order to draw meaningful conclusions about district- and school-level outcomes, and to ensure resources are prioritized appropriately, certain rules are used to determine when districts, schools, and students are included in accountability calculations.

For these purposes, to be **included in accountability calculations** means that a district or school can be identified as eligible for support or recognition.

Defining and including districts

The state is divided into more than 500 districts. Each district must have at least one school. All public schools belong to a district, and all students are reported at a school within a district. In some cases, individual schools are counted as their own districts.

Districts can be classified into many different types. Among the most common types are independent districts (sometimes referred to as traditional school districts), intermediate districts, and charter schools. These three types of districts, along with state operated schools, cooperatives, and Bureau of Indian Education (BIE) schools, are included as districts in North Star.

Defining and including schools

Schools can also be classified into many different types. Elementary schools, middle schools, high schools, Area Learning Centers (ALCs), and most alternative programs are included in North Star accountability calculations.

Students in correctional facilities or care/treatment centers are only included in state-level calculations. Those schools are not evaluated by North Star, nor are they included in district-level calculations.

Grade-span definitions

North Star distinguishes between elementary, middle, and high schools. For the purposes of this system:

- A **high school** is a school capable of having a graduation rate based on the grades it serves.
- A **middle school** is a non-high school that serves any grade higher than six.
- An **elementary school** is a non-high school that serves no grades higher than six.

If unsure about which grade span a school is considered to be in, ask the following questions:

- Can the school have a graduation rate? (Generally, does the school serve grade 12?)
 - If **yes**, the school is a **high school**.
 - If **no**, does the school serve any grade higher than six?
 - If **yes**, the school is a middle school.
 - If **no**, the school is an elementary school.

Defining students

The Minnesota Automated Reporting Student System (MARSS) tracks the enrollment and several characteristics (mostly demographic) of students in Minnesota public schools. These characteristics are tracked using different codes and indicators within the MARSS system.

Based on these characteristics, students are identified as belonging to specific groups. For accountability purposes, these groups include racial and ethnic groups, English learner status, disability status, and economic status.

Minimum group size

For a student group to be included as a distinct group in a school or district's calculation, at least 20 students in the group must qualify for inclusion. This 20-student minimum is applied separately to each indicator, meaning that a student group can be included in some indicators but not others depending on each indicator's inclusion rules.

Racial and ethnic groups

The following seven racial and ethnic groups have been defined at the federal level, and are tracked in MARSS:

- American Indian
- Asian
- Pacific Islander
- Hispanic
- Black
- White
- Two or More Races

English learner (EL) status, recently arrived ELs, and the expanded EL group

English learner status is also tracked in MARSS. In schools with 20 or more English learners, students who are not English learners will also be included as a separate group, if there are 20 or more non-English learners.

An English learner who is still in their first 12 months in a U.S. school is expected to take the grade-appropriate MCA or MTAS test(s) during their first year of enrollment. However, that student's results will not be included in accountability calculations during that first year. During the student's second year of enrollment, their results will only be used to calculate academic progress. During and after the student's third year of enrollment, their results will be used to calculate academic achievement as well.

Additionally, students who were formerly English learners will be included in the English learner group for accountability purposes in the math and reading achievement and progress indicators for four years after they exit EL status.

Disability status

Disability status is also tracked in MARSS. In schools with 20 or more students with disabilities, students without disabilities will also be included as a separate group, if there are 20 or more students without disabilities.

Additionally, students who were formerly identified as having disabilities will be included in the students with disabilities group for accountability purposes in the math and reading achievement progress indicators for two years after they stop receiving special education services.

Economic status

Economic status as defined by eligibility for free or reduced-price lunch is also tracked in MARSS. In schools with 20 or more students eligible for free or reduced-price lunch (FRP), students who are not eligible for free or reduced-price lunch (Non-FRP) will also be included as a separate group, if there are 20 or more non-FRP students.

Including students

Each type of measurement includes students with certain characteristics. These characteristics change based on the indicator. The following table summarizes which characteristics are relevant to each indicator, and each characteristic is then defined in the text that follows. If a cell in the table reports, “Yes,” then that characteristic is relevant to that indicator. If a cell in the table reports, “No,” then that characteristic is not relevant to that indicator.

Relevant Student Inclusion Characteristics for Each Indicator

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Academic Achievement (Grades 3-8, 10, and 11)	Yes	Yes	Yes	Included in Year 3	Yes	Yes
Academic Progress (Grades 4-8)	Yes	Yes	Yes	Included in Year 2	Yes	Yes
Progress Toward English Language Proficiency (Grades 1-12)	Yes	Yes	Yes	No	No	No
Graduation Rate	See, “Dropout Rule”	No	No	No	No	No
Consistent Attendance (Grades 1-12)	Yes	No	No	No	No	No

Half an academic year

A student is considered to be enrolled for half an academic year if their MARSS record shows them enrolled for 50 percent of the days in the school’s year. ESSA requires this definition to ensure that schools are being held accountable for students they had a significant opportunity to serve.

December 15

For test-based measurements, the half an academic year standard is supplemented with the requirement that the student be enrolled continuously at the school on and after December 15. (The combination of half an academic year and December 15 replaces the October 1 standard used in the previous accountability system.)

Dropout rule

If a student drops out after less than half an academic year at a high school, they will be counted as a dropout in the graduation rate of whichever high school they have attended for the most time. Note that this only applies to students who drop out, and not to students who have graduated, are continuing, or whose status is unknown.

Example: Joey Student was enrolled at New Albion High School for all of ninth grade, transferred to Wobegon High School in April of 10th grade, and dropped out in May. Joey would count as a dropout in New Albion High School's graduation rate.

Accountability window

For test-based measurements, a student must have been enrolled at a school during the accountability window to be included in the school's accountability calculations. Note that the student does not need to take the test during the accountability window; they only need to be enrolled at the school. Testing can happen at any time during the larger assessment window.

Recently arrived ELs

An English learner who is still in their first 12 months in a U.S. school is expected to take the grade-appropriate MCA or MTAS test(s) during their first year of enrollment. However, that student's results will not be included in accountability calculations during that first year. During the student's second year of enrollment, their results will only be used to calculate academic progress. During and after the student's third year of enrollment, their results will be used to calculate academic achievement as well.

Expanded EL included in EL group

For some indicators, students who were formerly English learners continue to be included in the EL group for four years after exiting EL status.

Expanded special education included in special education group

For some indicators, students who were formerly in special education continue to be included in the special education group for two years after exiting special education.

Foreign exchange

Foreign exchange students are not included in accountability calculations.

Dual enrollment

For all test-based indicators—academic achievement, academic progress, progress toward English language proficiency and consistent attendance, a student who is enrolled in multiple schools will be counted at all schools for which they meet the inclusion criteria (e.g., half an academic year). When summarizing these students at the district or state levels, they will only be included once.

For graduation, a student will only appear in one school’s graduation rate.

2. Calculating Academic Achievement

Under ESSA in Minnesota, academic achievement includes two separate indicators: math achievement and reading achievement. Each will be calculated using an achievement rate based on students’ achievement levels on the MCA or MTAS test.

Relevant student characteristics

The following table describes which student characteristics are relevant to determining which students are included in academic achievement calculations. For more information, see “Including students” in “District, School, and Student Inclusion in Accountability Calculations.”

Relevant Student Inclusion Characteristics for Academic Achievement

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Academic Achievement (Grades 3-8, 10, and 11)	Yes	Yes	Yes	Included in Year 3	Yes	Yes

Unless stated otherwise, all other references to “student” in this section refer to a student who meets the relevant characteristics for inclusion.

Achievement levels

On the MCA or MTAS, a student’s scale score will place them in one of four achievement levels:

- Exceeds standards
- Meets standards
- Partially meets standards
- Does not meet standards

More information about achievement levels, including documents describing what each level looks like for key math and reading standards, can be found on the [Achievement Level Descriptors](#) page of the MDE website.

Awarding achievement rate points

A student with a score at the “exceeds standards” or “meets standards” level is awarded one point. A student with a score at the “partially meets standards” or “does not meet standards” level, or who does not have a valid score, receives no points. A student may not have a valid score as a result of not participating in the test or taking actions that violate testing procedures (such as using a prohibited device).

Medical excuse exception

If a student was identified in the TestWES system (used to record information about student testing) as having a medical excuse for not testing, they are not expected to have a valid score and are removed from the calculation.

Calculating the achievement rate for a student group

For each student group with at least 20 students at the school, the number of points awarded to students in the group is divided by the number of students in the group and multiplied by 100.

Example:

There are 50 Hispanic students included in Wobegon Middle School’s math achievement. Of these, 10 scored at the “exceeds standards” level and 20 scored at the “meets standards” level; each of these 30 students is awarded one point. Another 20 students scored at the “partially meets standards” or the “does not meet standards” level, or did not have a valid score. Each of these 30 students is awarded no points.

30 points (for the 30 “exceeds” and “meets” students)
+ 0 points (for the “partially meets” and “does not meet” students, and students without a valid score)

30 points.

$30 \text{ points} / 50 \text{ students} = 0.60$
 $0.60 * 100 = 60$

Therefore, Wobegon Middle School’s math achievement rate for Hispanic students would be 60.

Calculating the achievement rate for a school

A school’s achievement rate for a subject is the average of student group achievement rates for that subject.

Example:

Five groups at Wobegon Middle School met the 20-student minimum for math achievement.

Group	Math Achievement Rate
All Students	62

Group	Math Achievement Rate
Hispanic	60
White	63
Free or Reduced- Price Lunch	57
Not Free or Reduced-Price Lunch	63
Average	$(62+60+63+57+63)/5 = 61$

Therefore, Wobegon Middle School’s Math Achievement rate for the school overall would be 61.

3. Calculating Academic Progress

Under ESSA in Minnesota, academic progress includes two separate indicators: math progress and reading progress. Each will be calculated using a transition matrix based on the change in students’ achievement levels on the MCA or MTAS test.

Relevant student characteristics

The following table describes which student characteristics are relevant to determining which students are included in academic progress calculations. For more information, see “Including students” in “District, School, and Student Inclusion in Accountability Calculations.”

Relevant Student Inclusion Characteristics for Academic Progress

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Academic Progress (Grades 4-8)	Yes	Yes	Yes	Included in Year 2	Yes	Yes

Unless stated otherwise, all other references to “student” in this section refer to a student who meets the relevant characteristics for inclusion.

Achievement levels

On the MCA and MTAS, a student’s scale score will place them in one of four achievement levels:

- Exceeds Standards
- Meets Standards
- Partially meets Standards
- Does Not Meet Standards

More information about achievement levels, including documents describing what each level looks like for key math and reading standards, can be found on the [Achievement Level Descriptors](#) page of the MDE website.

Awarding academic progress points

A student's achievement level from the current year is compared to the most recent achievement level on record for the student. The following table is used to determine how many points the student receives:

Academic Progress Transition Matrix

Current Year → Most Recent Prior Year ↓	Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
Exceeds Standards	0	0	0	3
Meets Standards	0	0	2	5
Partially Meets Standards	0	2	6	9
Does Not Meet Standards	0	8	12	15

Calculating the progress score for a student group

For each student group with at least 20 students at the school, the number of points awarded to students in the group is divided by the number of students with both a current year record and a prior record (i.e., those who could be evaluated using the transition matrix).

Example:

There are 50 Hispanic students included in Wobegon Middle School's math progress. They are distributed and receive points as follows:

Hispanic Student Math Progress Distribution

Current Year → Most Recent Prior Year ↓	Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
Exceeds Standards			2 students <u>* 0 points each</u> 0 points	9 students <u>* 3 points each</u> 27 points
Meets Standards		1 student <u>* 0 points each</u> 0 points	14 students <u>* 2 points each</u> 28 points	1 student <u>* 5 points each</u> 5 points
Partially Meets Standards	1 student <u>* 0 points each</u> 0 points	6 students <u>* 2 points each</u> 12 points	3 students <u>* 6 points each</u> 18 points	
Does Not Meet Standards	9 students <u>* 0 points each</u> 0 points	3 students <u>* 8 points each</u> 24 points	1 students <u>* 12 points each</u> 12 points	

24 points (for the students who moved from “does not meet” to “partially meets”)
 12 points (for the students who remained in “partially meets”)
 12 points (for the student who moved from “does not meet” to “meets”)
 18 points (for the students who moved from “partially meets” to “meets”)
 28 points (for the students who remained in “meets”)
 5 points (for the student who moved from “meets” to “exceeds”)
 27 points (for the students who remained in “exceeds”)
 0 points (for the students who moved backward or who remained in “does not meets”)
+ 0 points (for the “partially meets” and “does not meet” students, and students without a valid score)
 112 points.

$$112 \text{ points} / 50 \text{ students} = 2.2$$

Therefore, Wobegon Middle School’s Math Progress score for Hispanic students would be 2.2.

Calculating the progress score for a school

A school’s progress score for a subject is the average of student group progress scores for that subject.

Example:

Five groups at Wobegon Middle School met the 20-student minimum for math progress.

Group	Math Achievement Rate
All Students	2.1
Hispanic	2.2
White	1.9
Free or Reduced-Price Lunch	2.4
Not Free or Reduced-Price Lunch	2.0
Average	$(2.1 + 2.2 + 1.9 + 2.4 + 2.0)/5 = 2.1$

Therefore, Wobegon Middle School’s math progress score for the school overall would be 2.1.

4. Calculating Graduation

Under ESSA in Minnesota, graduation includes two separate indicators: Four-year graduation rate and seven-year graduation rate. Each will be calculated using a federally required adjusted cohort rate known as the exclusion-adjusted cohort graduation indicator (EACGI) methodology.

Relevant student characteristics

The following table describes which student characteristics are relevant to determining which students are included in academic achievement calculations. For more information, see “Including students” in “District, School, and Student Inclusion in Accountability Calculations.”

Relevant Student Inclusion Characteristics for Graduation

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Graduation Rate	See, “Dropout Rule”	No	No	No	No	No

For the purposes of calculating graduation, any student who has ever been in a special population (English learners, students with disabilities, and/or students eligible for free or reduced-price lunch) during or after grade nine will be counted in that population. For example, if a student was identified as eligible for free or reduced-price lunch during grades 10 and 11, they would be included in the FRP group in the school’s graduation rate.

Unless stated otherwise, all other references to “student” in this section refer to a student who meets the relevant characteristics for inclusion.

Cohorts

At the beginning of grade nine, each student is placed in a graduation cohort at their school expected to graduate at the end of four school years, and which is tracked for seven years. For example, a student in grade nine in the fall of the 2018-19 school year is expected to graduate from grade 12 by the end of the 2021-22 school year. That same student would be included in the 2024-25 seven-year rate.

When a student transfers from one Minnesota public high school to another, they transfer to their new school’s cohort (and out of their previous school’s cohort). When a student enters the Minnesota public school system after grade nine, they are placed in the graduation cohort of whichever grade they enter. For example, a student who enters the Minnesota public school system in grade 10 in the 2019-20 school year is expected to graduate from grade 12 by the end of the 2021-22 school year and is included in the 2024-25 seven-year rate.

End status

For the purposes of this calculation, a student can have one of five end-status types:

- Graduate
- Dropout
- Continuing education into following year (“Continuing”)
- Ending status unknown (“Unknown”)
- Stopped, either because they were unable to attend school or because they transferred out of the Minnesota public school system

A student’s end status is based on the most recent end code reported in the MARSS system. A complete list of end codes and their corresponding end status can be found in the *Graduation Rate Functional Requirements*. Unless the dropout rule applies, a student will be counted at the last school to report an end code for them.

Summer graduates in the four-year rate

Minnesota includes students who graduate during the summer in the four-year rate of whichever school they graduated from.

For example, a student is marked as “continuing” by Wobegon High School at the end of the 2021-22 school year, but goes on to graduate from the Wobegon ALC that summer. That student is counted as a graduate in the Wobegon ALC’s four-year rate, and they are removed from the cohort at Wobegon High School (meaning their “continuing” record no longer applies to Wobegon High School).

Calculating the graduation rate for a student group

For each student group with at least 20 students at the school, the graduation rate is the number of graduates divided by the total number of graduates, dropouts, continuing students, and unknown students.

Example:

There are 40 Hispanic students in Wobegon High School’s four-year graduation rate cohort. Of these, 36 graduated, one dropped out, two are continuing, and one is unknown. (Two additional students transferred out of Minnesota public schools, so they are marked as “stopped” and are not included in this calculation.)

$$36 \text{ graduates} / 40 \text{ students} = 90\%$$

Therefore, Wobegon Middle School’s four-year graduation rate for Hispanic students would be 90 percent.

Calculating the graduation rate for a school

A school’s graduation rate for a timespan (four-year or seven-year) is the average of student group graduation rates for that timespan.

Example:

Five groups at Wobegon High School met the 20-student minimum for four-year graduation rate.

Group	Four-Year Graduation Rate
All Students	91%
Hispanic	90%
White	92%
Free or Reduced-Price Lunch	84%
Not Free or Reduced-Price Lunch	94%
Average	$(91\% + 90\% + 92\% + 84\% + 94\%) / 5 = 90\%$

Therefore, Wobegon High School’s four-year graduation rate for the school overall would be 90 percent.

5. Progress Toward English Language Proficiency

Under ESSA in Minnesota, progress toward English language proficiency will be calculated using a path-to-proficiency index based on students’ growth on the ACCESS for ELLs 2.0 test.

Relevant student characteristics

The following table describes which student characteristics are relevant to determining which students are included in progress toward English language proficiency calculations. For more information, see “Including students” in “District, School, and Student Inclusion in Accountability Calculations.”

Relevant Student Inclusion Characteristics for Progress Toward English Language Proficiency

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Progress Toward English Language Proficiency (Grades 1-12)	Yes	Yes	Yes	No	No	No

This indicator only applies to current English learners, and it does not disaggregate the indicator by the other groups used in accountability calculations.

Unless stated otherwise, all other references to “student” in this section refer to a student who meets the relevant characteristics for inclusion.

ACCESS scores

This indicator uses changes in a student’s ACCESS composite scale score to calculate progress.

A student’s composite scale score is used to determine their proficiency level, which the calculation uses when determining the timeline in which a student is expected to reach proficiency on the ACCESS test.

Setting timelines

A student’s timeline to achieve proficiency is set based on their ACCESS proficiency level in their first year as an English learner. Their proficiency level is categorized as one of: Beginning, Intermediate, or Advanced.

A student’s grade is also taken into account when setting their timeline. The timelines for students at each level and grade are as follows. These timelines are based on available historical data for students in Minnesota.

Timelines for Students at the Beginning Level

Grade First Identified	Number of Years to Reach Proficiency
Kindergarten	7
1-8	6
9-12	7

Timelines for Students at the Intermediate Level

Grade First Identified	Number of Years to Reach Proficiency
Kindergarten	7
1-3	5
4-8	6
9-12	7

Timelines for Students at the Advanced Level

Grade First Identified	Number of Years to Reach Proficiency
Kindergarten	3
1-12	2

These timelines include the student’s first year as an EL. For example, a student identified as advanced in kindergarten is expected to reach proficiency by grade two, and a student identified as intermediate in grade three is expected to reach proficiency by grade seven.

Students with limited or interrupted formal education (SLIFE)

Students with limited or interrupted or formal education at the beginning or intermediate levels are given an additional year to achieve proficiency. For example, a SLIFE in grade seven with an intermediate proficiency level would be expected to achieve proficiency in seven years rather than six years. SLIFE at the advanced level do not receive the additional year.

For more information on SLIFE, consult [the SLIFE page](#) of the MDE website.

Setting targets on the path to proficiency

The composite proficiency level required to be considered proficient on the ACCESS test is 4.5 (there are [additional domain-specific requirements](#), but they are not reflected in this calculation). Once a student’s timeline has been set, the grade at which they are expected to achieve proficiency—and thus the target scale score necessary to be proficient at that grade level—can be determined. For example, a beginning student in grade one has six years to achieve proficiency (including grade one), and is therefore expected to have a composite proficiency level of 4.5 by grade six. The student would therefore be expected to have a composite scale score that equates to that proficiency level in grade six; this is the student’s target scale score.

Once the target scale score has been determined, a path to that scale score is charted along the timeline. Because English learners tend to grow faster at lower proficiency levels and slower at higher proficiency levels, the path expects more growth in the earlier years (when the student’s proficiency level is lower) and slower growth in the later years (when the student’s proficiency level is higher).

These paths and targets can be found in the section of this plan describing the progress toward English language proficiency indicator.

Updating targets

If a student exceeds their target for the year, their targets increase along the rest of their timeline. For example, if a student with six years left in their timeline exceeds their target for the year, in the following year, their most recent score would be treated as the starting score on the timeline for students with five years to reach proficiency. Their remaining targets would be increased appropriately.

Calculating the score for a student

A student receives 0 points if any of the following is true:

- The student does not have a valid score for the year.
- The student is past their timeline to reach proficiency and is not yet proficient.
- The student's composite scale score is lower than the previous year's.

If a student reaches or surpasses their target for the year, they receive 100 points. Students who are past their timeline to reach proficiency receive 100 points in the year they achieve proficiency.

If a student does not reach their target for the year, they receive index points equal to 100 multiplied by:

$$\frac{\text{Actual Change in Scale Score}}{\text{Target Change in Scale Score}}$$

For example, a student at Wobegon Middle School received a composite scale score of 220 last year, exactly reaching their target for the year. This year, their target is 300, and they score 280. The actual change in their scale score was 60 scale score points, and their target change was 80 scale score points. Their individual progress toward English language proficiency score for the year would be $(60/80) * 100 = 75$ index points.

Calculating the score for a school

A school's progress toward English language proficiency index is the average of student index points.

Example:

Twenty-five students at Wobegon Middle School are English learners. The average of their individual index points is 83.

Therefore, Wobegon Middle School's progress toward English language proficiency index for the school overall would be 83.

6. Calculating Consistent Attendance

Under ESSA in Minnesota, consistent attendance is calculated based on the percentage of students who are **not** chronically absent.

Relevant student characteristics

The following table describes which student characteristics are relevant to determining which students are included in academic achievement calculations. For more information, see "Including students" in "District, School, and Student Inclusion in Accountability Calculations."

Relevant Student Inclusion Characteristics for Consistent Attendance

Indicator	Half an Academic Year	December 15	Accountability Window	Recently Arrived ELs	Expanded EL Included in EL Group	Expanded Special Education Included in Special Education Group
Consistent Attendance (Grades 1-12)	Yes	No	No	No	No	No

Unless stated otherwise, all other references to “student” in this section refer to a student who meets the relevant characteristics for inclusion.

Calculating chronic absenteeism

A student is considered chronically absent if they miss at least 10 percent of the days they are enrolled at a school.

Specifically, this calculation will use the Average Daily Attendance (ADA) and Average Daily Membership (ADM) rates for each student, as reported in the MARSS system. If ADA divided by ADM is 0.90 or below (meaning 90% or fewer days were attended), the student is considered chronically absent.

The chronic absenteeism rate for a student group is the result of:

$$\frac{\text{Number of Chronically Absent Students in the Group}}{\text{All Students in the Group}}$$

For example, of the 50 Hispanic students at Wobegon Middle School, two were chronically absent. The chronic absenteeism rate for the group would therefore be 2/50, or 4 percent.

Calculating consistent attendance

The consistent attendance rate for a group refers to all students who are not chronically absent, which could also be described as:

$$100 \text{ percent} - \text{Chronic Absenteeism Rate} = \text{Consistent Attendance Rate}$$

For example, the consistent attendance rate for Hispanic students at Wobegon Middle School would be:

$$100 \text{ percent} - 4 \text{ percent} = 96 \text{ percent}$$

Thus, the consistent attendance rate for Hispanic students at Wobegon Middle School would be 96 percent.

Calculating consistent attendance for a school

A school’s consistent attendance score is the average of student group consistent attendance rates.

Example:

Five groups at Wobegon Middle School met the 20-student minimum for consistent attendance.

Group	Consistent Attendance Rate
All Students	98%
Hispanic	96%
White	99%
Free or Reduced-Price Lunch	94%
Not Free or Reduced-Price Lunch	98%
Average	$(98 + 96 + 99 + 94 + 98)/5 = 97$

Therefore, Wobegon Middle School’s consistent attendance score for the school overall would be 97.

7. Identifying Schools for Support

Under ESSA, Minnesota will be identifying four categories of schools for support beginning in the 2018-19 school year:

- Category A – the lowest 5 percent of Title I schools.
- Category B – any public high schools with a four-year graduation rate lower than 67 percent overall or for any student group.
- Category C – any schools where any student group performs similarly to the lowest 5 percent of Title I schools.
- Category E – schools where any student group performs below the thresholds used to identify the lowest 5 percent of Title I schools.

[NOTE: These category names are placeholders used during plan development. They will be replaced with more descriptive names.]

Timelines for identification

Identifications will be made beginning in the 2018-19 school year using the years of data identified in the following table. Subsequent identifications will use the three most recent years of data available. Methods for combining data across years are discussed in each category’s section that follows.

Years Used to Identify Schools for Support

Indicator	Years Used
Academic Achievement	2018, 2017, and 2016
Progress Toward English Language Proficiency	2018*
Academic Progress	2018, 2017, and 2016
Graduation	2017, 2016, and 2015
Consistent Attendance	2017, 2016, and 2015

** Only one year of progress data will be available beginning in the 2018-19 school year.*

Identification of Categories A, B and C will happen on three-year cycles, meaning the next round of identification for those categories will occur before the 2022-23 school year.

Identification of Category E will occur annually, using the most recent three years of data available for each indicator.

Category A – The lowest 5 percent of Title I schools

For the purposes of this document, “Title I schools” refers to any school receiving Title I, Part A funding. This describes nearly half of the public schools in Minnesota.

This category of schools will be broken into elementary, middle and high schools. Identifying the lowest 5 percent of each means identifying:

- Approximately 34 elementary schools.
- Approximately nine middle schools.
- Approximately seven high schools.

These numbers may change in the future based on changes in the number of schools receiving Title I, Part A funding.

For each indicator, each school will receive a school average based on the average performance of its separate student groups (as described in the previous sections).

The most recent three years of available data for the school will be averaged together, with each year weighted equally. If the school has no data for an indicator (often because the population was smaller than 20 students) in one of the most recent three years, the remaining two years will be averaged together. If the school only has data for an indicator in one of the most recent three years, that one year’s data will be used.

Elementary and middle schools will be identified based on three stages.

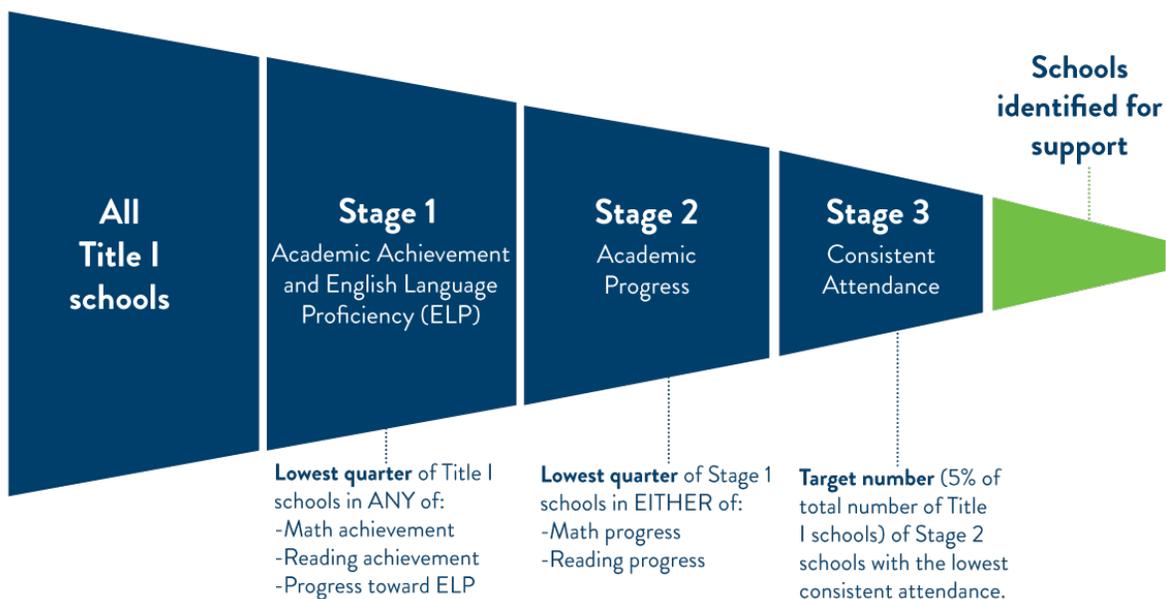
Stage 1: The lowest quarter of Title I schools in any of math achievement, reading achievement, and progress toward English language proficiency. (In other words, if a school is in the bottom quarter of any of those indicators, it moves to Stage 2.)

Stage 2: The lowest quarter of Stage 1 schools in either math progress or reading progress. (In other words, if a school is one of those identified in Stage 1 and is in the bottom quarter of either indicator among the other schools identified in Stage 1, it moves to Stage 3.)

Stage 3: The target number (5 percent of all Title I elementary schools and 5 percent of all Title I middle schools) of Stage 2 schools with the lowest consistent attendance.

The process can be visualized as follows:

Comprehensive Support and Improvement: Elementary and Middle Schools.



High schools will also be identified based on three stages.

Stage 1: The lowest quarter of Title I schools in any of math achievement, reading achievement, and progress toward English language proficiency.

Stage 2:

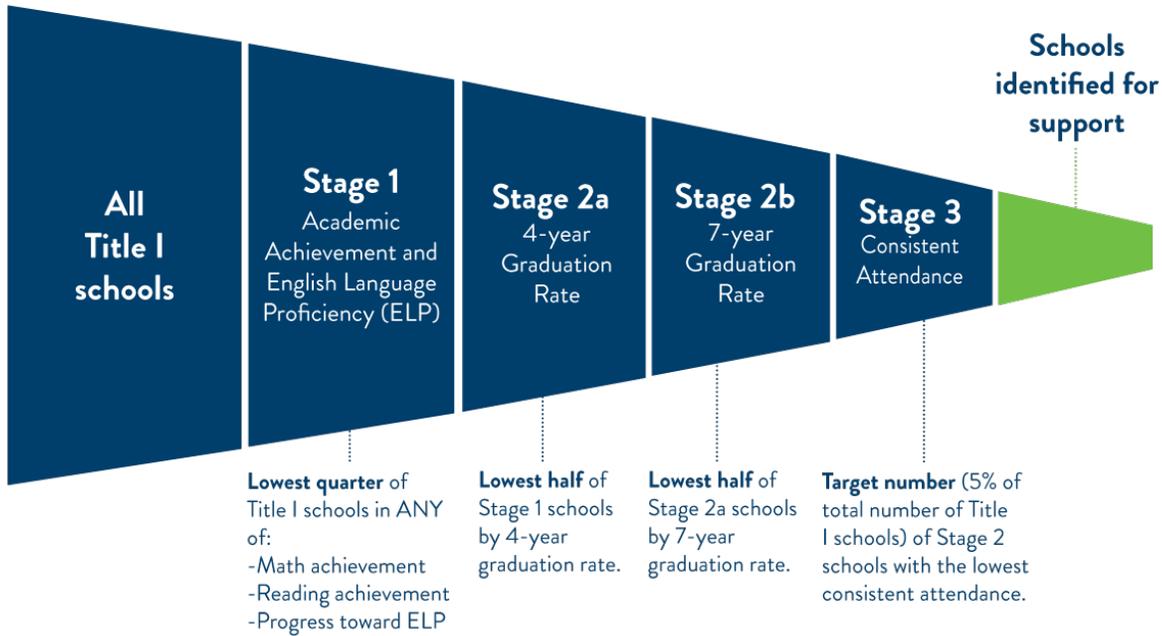
2a: The lowest half of Stage 1 schools in four-year graduation rate.

2b: The lowest half of Stage 2a schools in seven-year graduation rate.

Stage 3: The target number (5 percent of all Title I high schools) of Stage 2b schools with the lowest consistent attendance.

The process can be visualized as follows:

Comprehensive Support and Improvement: High Schools.



Schools missing indicators

If a school is missing all of the indicators in a stage, it moves directly to the next stage. For example, if a small elementary school identified in Stage 1 has fewer than 20 students with two or more years of MCA results, it would not be able to receive math or reading progress scores. In that case, the school would move directly to Stage 3 and be compared to all other schools in Stage 3 on consistent attendance.

Category B – Low-graduation schools

Low-graduation schools are those high schools where the four-year graduation rate for the school overall, or for any student group at the school, is lower than 67 percent.

Any school can be identified for this category, whether or not it is a Title I school. For each indicator, each student group in the school with 20 or more included students will be used to evaluate schools.

When identifying these schools, the most recent three years of four-year graduation rate data will be averaged together, with each year carrying equal weight. If the school or a student group has no four-year graduation rate data (often because the population was smaller than 20 students) in one of the most recent three years, the remaining two years will be averaged together. If the school or a student group only has a four-year graduation rate in one of the most recent three years, that one year's graduation rate will be used.

Category C – Schools where any student group performs similarly to the lowest 5 percent of schools

Any school can be identified for this category, whether or not it is a Title I school.

For each indicator, each student group in the school with 20 or more included students will be used to evaluate schools. The most recent three years of available data for that student group will be averaged together, with each year weighted equally. If the school or a student group has no data for an indicator (often because the population was smaller than 20 students) in one of the most recent three years, the remaining two years will be averaged together. If the school or a student group only has data for an indicator in one of the most recent three years, that one year's data will be used.

The average performance of the lowest 5 percent of Title I schools in each grade span will also be calculated for each indicator. (For example, the average performance of the lowest 5 percent of Title I **elementary** schools on math achievement, reading achievement, etc., will be calculated, as will the average performance of the lowest 5 percent of Title I **middle** schools on math achievement, reading achievement, etc., as will the average performance of the lowest 5 percent of Title I **high** schools on math achievement, reading achievement, etc.)

Each student group (with at least 20 or more included students) will then be compared to the average performance of the lowest 5 percent of Title I schools in the group's grade span (i.e., student groups in elementary schools will be compared to the lowest 5 percent of Title I elementary schools and student groups in middle schools will be compared to the lowest 5 percent of Title I middle schools). This uses the same stages of indicators used to identify the lowest 5 percent of Title I schools.

Elementary and middle schools will be identified based on three stages.

Stage 1: Any student group at the school performs lower than the average math achievement or reading achievement of the lowest 5 percent of Title I schools, or English learners in the school perform lower than the average progress toward English language proficiency of the lowest 5 percent of Title I schools.

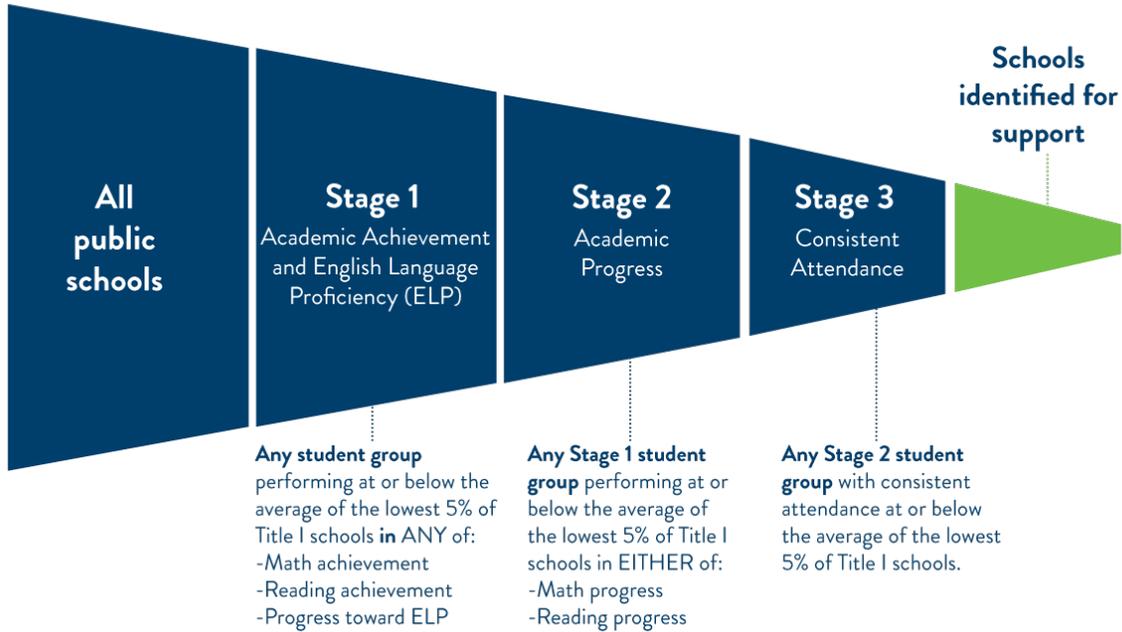
Stage 2: Any stage 1 student group at the school performs lower than the average math or reading progress of the lowest 5 percent of Title I schools.

Stage 3: Any stage 2 student group at the school performs lower than the average consistent attendance of the lowest 5 percent of Title I schools.

If a student group is identified in all three stages, the school will be identified for focused support. Note that a school will only be identified if the **same** student group is identified in stages 1, 2 and 3.

The process can be visualized as follows:

Student Group Accountability: Performing Similarly to the Lowest 5 Percent of Title I Elementary and Middle Schools.



High schools will also be identified based on three stages.

Stage 1: Any student group at the school performs lower than the average math achievement or reading achievement of the lowest 5 percent of Title I schools, or English learners in the school perform lower than the average progress toward English language proficiency of the lowest 5 percent of Title I schools.

Stage 2:

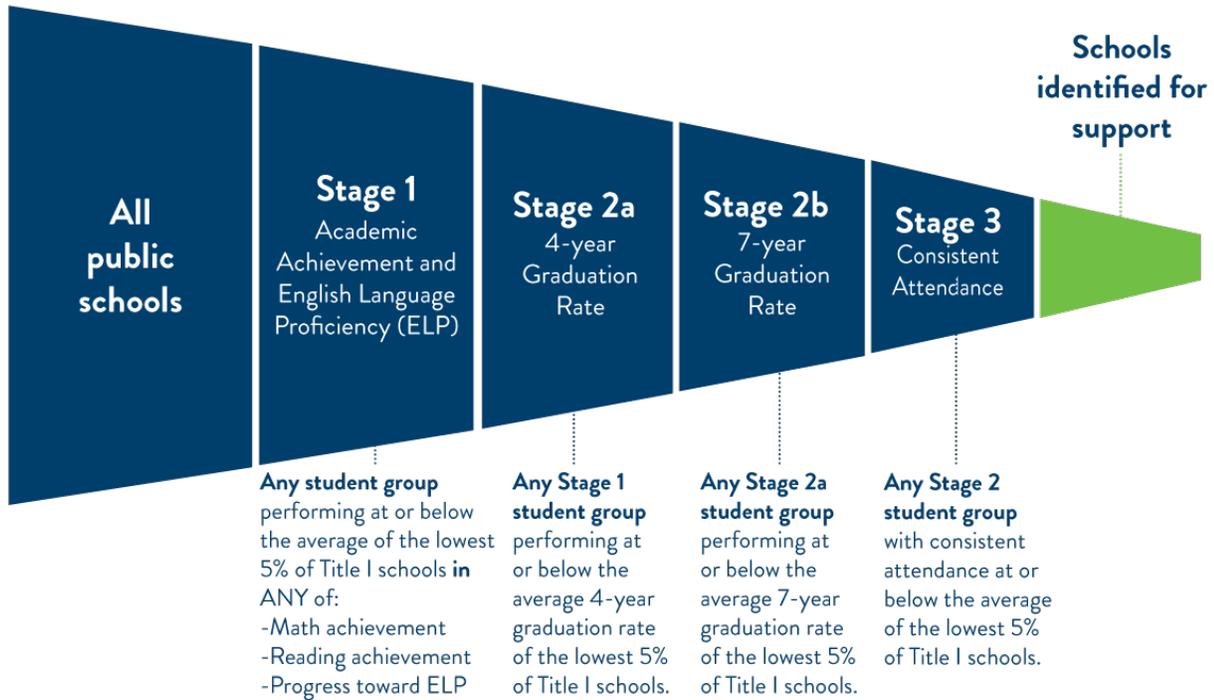
2a: Any Stage 1 student group in the school performs lower than the average four-year graduation rate of the lowest 5 percent of Title I schools.

2b: Any Stage 2a student group in the school performs lower than the average seven-year graduation rate of the lowest 5 percent of Title I schools.

Stage 3: Any Stage 2b student group at the school performs lower than the average consistent attendance of the lowest 5 percent of Title I schools.

The process can be visualized as follows:

Student Group Accountability: Performing Similarly to the Lowest 5 Percent of Title I High Schools.



If a student group is identified in all three stages, the school will be identified for focused support. Note that a school will only be identified if the **same** student group is identified in stages 1, 2 and 3.

Student groups missing indicators

If a student group is missing all of the indicators in a stage, it moves directly to the next stage.

Category E – Schools where any student group performs below the thresholds used to identify the lowest 5 percent of Title I schools

Any school can be identified for this category, whether or not it is a Title I school. For each indicator, each student group in the school with 20 or more included students will be used to evaluate schools.

Student groups will be compared against the thresholds used at each stage to identify the lowest 5 percent of Title I schools. For example, the math progress of each student group at an elementary school will be compared against the math progress score used to find the bottom quarter of stage 1 Title I elementary schools.

The exception to this is consistent attendance, where the threshold will be the consistent attendance score that defines the lowest quarter of Title I schools that made it to stage 3 when the lowest 5 percent of Title I schools was identified.

Elementary and middle schools will be identified based on three stages.

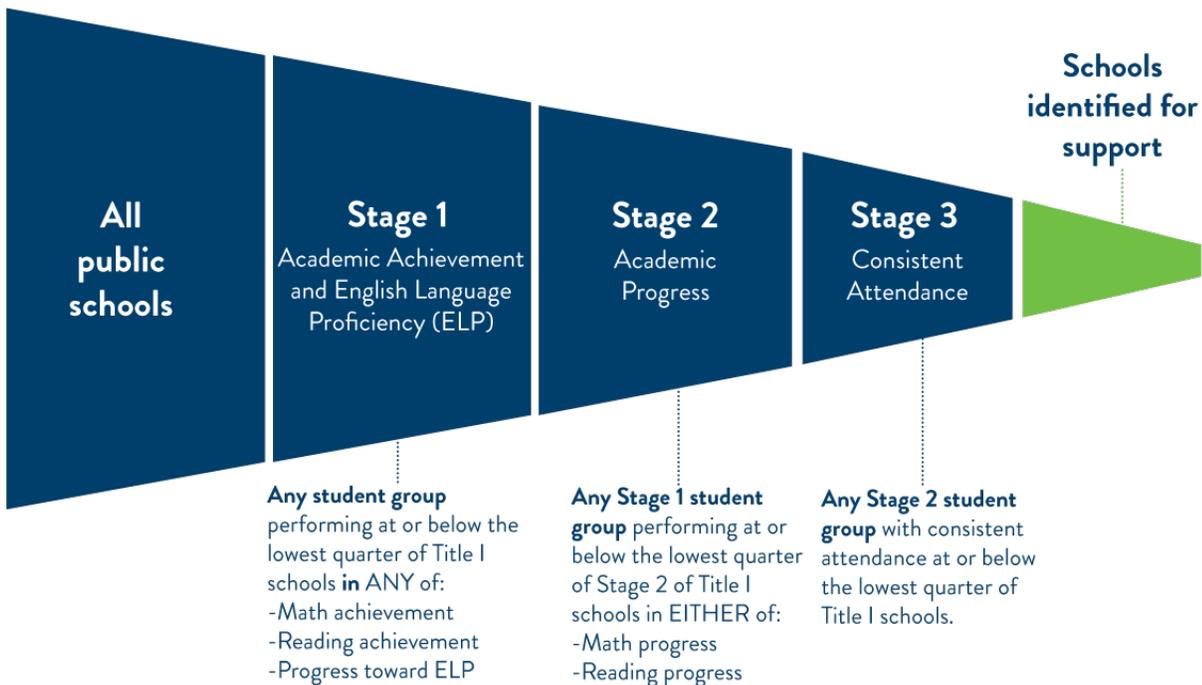
Stage 1: Any student group at the school performs lower than the threshold in either math or reading achievement, or English learners at the school perform lower than the threshold in progress toward English language proficiency.

Stage 2: Any Stage 1 student group at the school performs lower than the threshold in either math or reading progress.

Stage 3: Any Stage 2 student group at the school performs lower than the threshold in consistent attendance.

The process can be visualized as follows:

Student Group Accountability: Consistently Underperforming Elementary and Middle School Student Groups.



High schools will also be identified based on three stages.

Stage 1: Any student group at the school performs lower than the threshold in either math or reading achievement, or English learners in the school perform lower than the threshold in progress toward English language proficiency.

Stage 2:

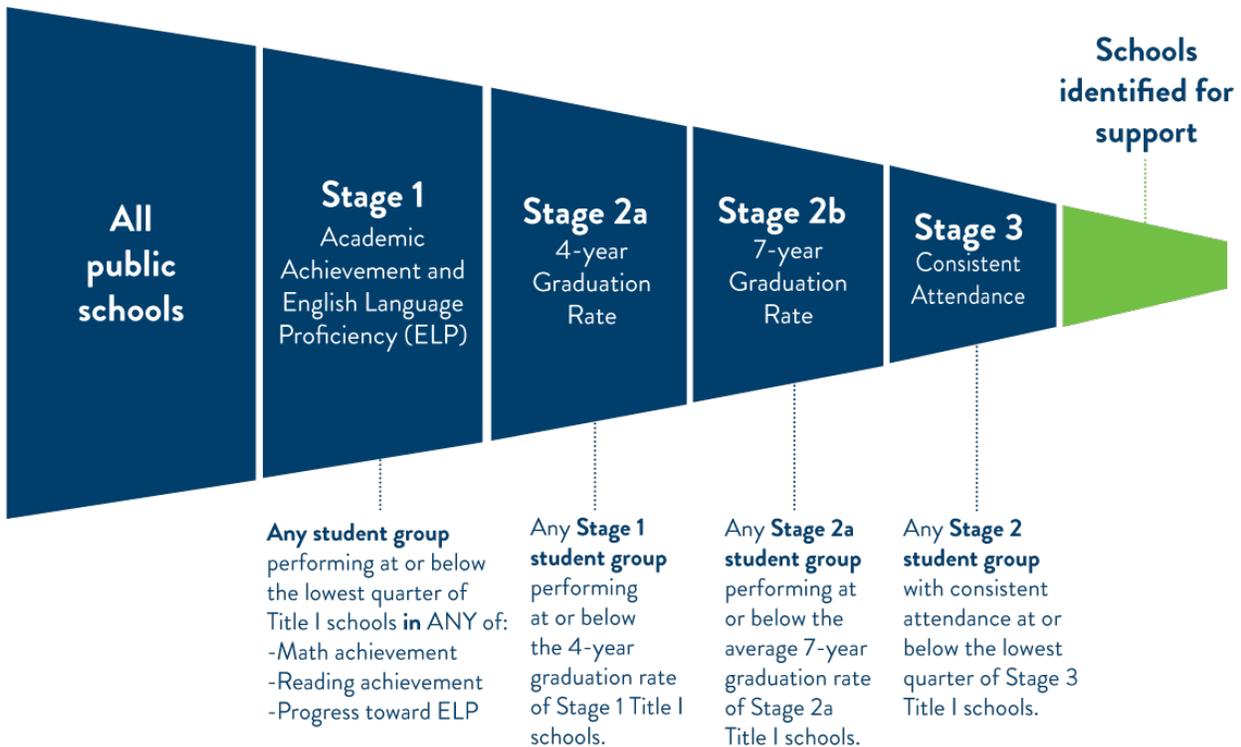
2a: Any Stage 1 student group in the school performs lower than the threshold in the four-year graduation rate.

2b: Any Stage 2a student group in the school performs lower than the threshold in the seven-year graduation rate.

Stage 3: Any Stage 2b student group at the school performs lower than the threshold in consistent attendance.

The process can be visualized as follows:

Student Group Accountability: Consistently Underperforming High School Student Groups.



If a student group would be identified after stage 3 in each of the last three years, the school is identified for targeted support.

Student groups missing indicators

If a student group is missing all of the indicators in a stage, it moves directly to the next stage.

8. Recognizing Schools for Success and Improvement

This section will be added following stakeholder engagement during the 2017-18 school year.

9. Reporting Data

This section will be added following stakeholder engagement during the 2017-18 school year.