

SCAN OF MEASURES USED IN STATES' ACCOUNTABILITY AND ACCREDITATION SYSTEMS

January 19, 2016—Revised

This memorandum presents results from a scan of states' accountability and accreditation systems, focusing on measures of student achievement and outcomes that are associated with school improvement. Particular attention was given to indicators that can lead to increased student achievement and school quality other than state assessments. This work was conducted by the Center on Standards and Assessment Implementation (CSAI) on behalf of the Missouri Department of Elementary and Secondary Education. The data in the table below were collected from states' Elementary and Secondary Education Act (ESEA) waiver flexibility requests and departments of education websites.

Summary of Findings

Common across all 50 states and the District of Columbia is the use of **state assessments** and **graduation rates** as indicators of student learning in state accountability systems. Nearly half (n=23) of the states include **attendance rates** as an accountability measure. Additionally, present across at least 30 states is an emphasis on **college and career readiness**, as measured by participation and performance on college entrance (e.g., ACT, SAT, WorkKeys, and college placement) and advanced course (e.g., Advanced Placement, International Baccalaureate) assessments; dropout rate; postsecondary enrollment; concurrent enrollment/dual credit; attainment of industry credits; and percentage of students requiring remediation in college. While student-related indicators are the focus in state accountability systems, other measures incorporated in a few states' accountability systems include:

- **School climate/culture** (Georgia, New Mexico, and Illinois)
- **Community/student/parent engagement** (New Mexico and Texas)
- **Program reviews** (Alabama and Kentucky)
- **Principal/teacher evaluations** (Alabama, Kentucky, and Michigan)

Unlike accountability, accreditation is not a mandatory process in all states; schools and districts may choose to pursue accreditation if desired. While some states require and/or control the accreditation process, others charge this responsibility to external partner organizations:

- State-owned accreditation process—CO, IN, IA, KS, MI, MO, MS, MT, NC, NE, OK, SC, SD, TX, VA, WI, WV
- AdvancED—AL, AK, AZ, GA, ID, KY, ND, SD, UT, WA, WY
- Western Association of Schools and Colleges (WASC)—CA, HI
- New England Association of Schools and Colleges (NEASC)—CT, ME, MA, NH
- Middle State Association of Colleges and Schools—Commissions on Elementary and Secondary Schools (MSA-CESS)—NJ
- Educational Service Districts (ESDs)—WA

For states that own their accreditation process, the following list includes measures that are used to determine accreditation status:

- State assessments
- College and career readiness (e.g., participation and performance on the ACT, advanced course, and other pre-college assessments)
- Graduation rate
- Dropout rate
- Demographics, attitudes, health, and other risk factors influencing achievement
- Perception surveys
- Student engagement
- District/school climate
- Employability
- Post-secondary evidence (e.g., college enrollment)
- Attendance rate
- Community engagement

Accreditation indicators used by the external accrediting organizations include:

- State assessments
- Survey data from parents, students, and teachers
- Disciplinary data (e.g., expulsion, suspension, truancy, tardiness)
- College and career readiness assessments
- Graduation, promotion, and dropout rates
- Attendance rates
- Postsecondary enrollment

- Stakeholder interviews
- Classroom observations

Although the accreditation process is completed by different accrediting bodies across the states, there are some commonly used measures in the determination of accreditation statuses. Similar to accountability, accreditation focuses on emphasizing state assessments, graduation rates, attendance rates, and college and career readiness. However, it is notable that accreditation puts greater focus on school culture/climate.

The table below presents more detailed information about measures used in each state's accountability system and accreditation process. Links to sources are also included in this table.

Table: Measures of student learning and outcomes in states' accountability and accreditation systems

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Alabama	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ ACT Aspire ▪ Alabama Alternate Assessment ▪ Attendance rate ▪ Graduation rate <p>Effective 2015–16:</p> <ul style="list-style-type: none"> ▪ College & career readiness—percentage of students who successfully met an indicator of readiness for college or career; may consist of the following: <ul style="list-style-type: none"> ▪ Benchmark scores on the English, mathematics, reading, or science section of the ACT ▪ Qualifying score on Advanced Placement or International Baccalaureate exam ▪ Approved transcript of college or postsecondary credit while in high school ▪ Benchmark level on the ACT WorkKeys ▪ Approved industry credentials ▪ Program reviews—could include program areas such as art and JROTC; annual measurable objective (AMO) to be determined by each school and district ▪ Effective teachers and leaders—evaluation system and measures to be developed ▪ Local indicator—one local indicator with an AMO that is unique to that district/school and is part of its Continuous Improvement Plan <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://www.ascd.org/ascd/pdf/siteASCD/policy/2014/Washington-Accountability.pdf ▪ http://www.tcass.net/cms/lib3/AL01001644/Centricity/Domain/3830/PLAN%202020%20Accountability%20Model%20Overview.pdf ▪ https://docs.alsde.edu/documents/908/Attachment%202020%20Act%202012-402.pdf 	<p>The Alabama Department of Education is partnering with AdvancED for school accreditation. Accreditation measures may be the same as accountability measures. Specifically, the state webpage includes information about the “local indicator” in the accreditation section. There is no other information about accreditation on the state webpage.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes classroom observations, a review of student performance and stakeholder feedback, interviews with stakeholders, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ https://www.alsde.edu/sec/rd/Pages/advanced-all.aspx ▪ https://www.alsde.edu/sec/rd/Pages/faqs.aspx?tab=AdvancED%20Assist ▪ https://www.alsde.edu/sec/rd/Program%20Review%20Tabbed/Ideas%20for%20Local%20Indicator%20That%20Have%20Been%20Provided%20by%20Local%20Systems.pdf ▪ http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) ▪ http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Alaska	<p>(1–5 stars)</p> <ul style="list-style-type: none"> State standards-based assessments in reading, writing, and mathematics Attendance rate Graduation rate College and career readiness based on performance on ACT, SAT, or WorkKeys (participation rate included for WorkKeys) <p>(In 2015–16, Alaska is administering the Alaska Measures of Progress or AMP in English language arts and mathematics, but ratings will not use these assessments for the 2015–16 year. Note that in Alaska’s 2015 flexibility request, the state asked for a “pause” in its accountability system for 2015–16 and will submit a request to amend Principle 2 by January 2016. Alaska EED plans to add a rule that a school cannot receive the highest rating (five stars) if it has significant persisting achievement or graduation rate gaps across subgroups. ASPI will also be revised during this amendment process. ASPI scores and star ratings will be based on 2014 assessments, and then recalculated with 2016 assessment data.)</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA Waiver https://education.alaska.gov/akaccountability/#c3gtabs-aspi 	<p>Schools are accredited by the Northwest Accreditation Commission, or NWAC, an affiliate of AdvancED. Accreditation is based on AdvancED standards.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes classroom observations, a review of student performance and stakeholder feedback, interviews with stakeholders, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> https://education.alaska.gov/news/releases/2013/sb_previ ew_jan2013.pdf http://extranet.advanc-ed.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanc-ed.org/school_resources_and_tools/docs/school_accr_hnd bk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Arizona	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ AIMS ▪ AIMS A ▪ Stanford 10 (K–2) ▪ English Language Learner (ELL) reclassification ▪ Graduation rate ▪ Attendance rate ▪ Falls Far Below reduction <p>In the 2015–16 school year, Arizona is administering the AzMERIT in English language arts (ELA) and mathematics in grades 3–8, and in ELA, geometry, and Algebra I and II in grades 9–11. Science performance on state assessments (include alternate assessments) is included in the accountability system effective 2015.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.azed.gov/accountability/ ▪ http://www.azed.gov/research-evaluation/files/2013/11/2013-a-f-technical-manual.pdf ▪ http://www.azed.gov/accountability/files/2015/05/2015-arizona%E2%80%99s-transition-to-a-new-accountability-system-for-public-schools-and-districts.pdf 	<p>Schools are accredited by the North Central Association Commission on Accreditation—a division of AdvancED. There is no other information on accreditation on the state webpage.</p> <p>However, according to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i>, and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes classroom observations, a review of student performance and stakeholder feedback, interviews with stakeholders, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.azed.gov/internal-external-leadership/az-leads/agency-representatives/ ▪ http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) ▪ http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)
Arkansas	<p>(A–F grades beginning in 2015)</p> <ul style="list-style-type: none"> ▪ Statewide tests: benchmark for grades 3–8, end-of-course algebra, end-of-course geometry, and grade 11 literacy exams ▪ Graduation rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card ▪ http://www.arkleg.state.ar.us/assembly/2013/2013R/Acts/Act696.pdf 	<p>The Arkansas Department of Education is responsible for creating guidelines to be used in evaluating schools and districts to determine if they are in compliance with the Standards for Accreditation of Arkansas Public Schools. There is no other information on the process of determining accreditation statuses.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.arkansased.gov/divisions/public-school-accountability/standards-assurance-monitoring ▪ http://www.arkansased.gov/public/userfiles/rules/Current/FINAL_Standards_for_Accreditation.pdf

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
California	<p>(Academic Performance Index Score)</p> <ul style="list-style-type: none"> Statewide assessments: Smarter Balanced, California Modified Assessment, California Alternate Performance Assessment, California High School Exit Exam (CAHSEE), California Standards Test (CST) in science Dropout rate Graduation rate <p>Note that the CAHSEE is currently suspended. Also note that the CAPA in English language arts and mathematics was eliminated. The state field tested the California Alternate Assessment in spring 2015. The superintendent with the approval of the state board may include college and career readiness measures beginning with the 2015–16 year. Also, state assessment results may constitute only 60 percent of a high school's API score.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.cde.ca.gov/ta/ac/ap/ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB484 	<p>Schools are accredited by the Western Association of Schools and Colleges (WASC). Schools conduct a self-study that includes a variety of evidence. Accreditation principles include the use of multiple ways to analyze student learning, including conducting student and staff perceptions/interviews, examining student work and achievement data, and observing students engaged in learning.</p> <p>p. 51–3—Examples of measures include:</p> <ul style="list-style-type: none"> CAASP, CST, CAHSEE, SAT/ACT, CELDT AYP—participation rate and graduation rate Percentage of students approved for the California State University Early Assessment Program (EAP) Post-enrollment data (admission/entrance to and performance in postsecondary education, armed forces, and workforce) English learner reclassification rate Percentage of students determined to be prepared for college by the Early Assessment Program AP and IB enrollment and performance Perception data from parents, students, staff, community Dropout, suspension, expulsion, discipline, attendance data <p>Source(s):</p> <ul style="list-style-type: none"> http://www.acswasc.org/wp-content/uploads/pdf_cde/ACSWASC-CDE-Charter-JointProcess-15.pdf http://www.acswasc.org/schools/public-california/

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Colorado	<p>(Performance Plan, Improvement Plan, Priority Improvement Plan, Turnaround Plan)</p> <ul style="list-style-type: none"> State assessments (include alternate assessments) Postsecondary and workforce readiness: <ul style="list-style-type: none"> Graduation rate Dropout rate Performance on the Colorado ACT <p>Note that the State is no longer using the Colorado ACT and is currently in the process of securing a new college and career readiness assessment.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/accountability/computationalguide_2012-13spranddpr_20131122.pdf 	<p>Colorado uses the District Performance Framework and the School Performance Framework to hold districts and schools accountable on the same indicators: academic achievement, academic longitudinal growth, academic gaps, and postsecondary and workforce readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or a district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan each school will implement. Districts will continue to accredit schools, and they may do so using the state's performance framework or using their own more exhaustive or stringent framework.</p> <p><i>Accreditation measures are the same as those in the accountability system.</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> https://www.cde.state.co.us/accountability/performanceframework

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Connecticut	<p>(Categories 1–5)</p> <ul style="list-style-type: none"> State assessments in reading, mathematics, writing, and science: Smarter Balanced and NCSC assessments, SAT, CMT assessment in science, and CAPT Preparation for postsecondary and career readiness: <ul style="list-style-type: none"> Coursework: percentage of students in grades 11–12 participating in at least one of the following during high school: two courses in AP/IB/dual enrollment; or two courses in one of seven CTE categories; or two workplace experience "courses" in any area Exams: percentage of students in grades 11–12 achieving CCR benchmark on at least one of the following: Smarter Balanced 11th, SAT, ACT, AP, or IB Graduation rates (on track in 9th grade, 4-year adjusted cohort, 6-year adjusted cohort) School Improvement Grant status Percentage of students chronically absent Postsecondary entrance rate Physical fitness: percentage of students meeting/exceeding the "Health Fitness Standard" in all four areas of the Connecticut Physical Fitness Assessment (CTPFA) Arts access: percentage of students in grades 9–12 participating in at least one dance, theater, music, or visual arts course in the school year <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver 	<p>Schools are accredited by the New England Association of Schools and Colleges (NEASC). Schools conduct a self-study. Schools are evaluated based on the Standards for Accreditation. "The NEASC Standards provide significant scrutiny of a school's processes and practices related to teaching and learning and the support of teaching and learning. As such, accreditation is about the best practices of the educators in the schools and the support systems around them. Accreditation examines not only the work of the students but also examines the nature of the contributions of the school staff."</p> <p>The accreditation process looks at how educators use a range of student learning evidence to inform/change instructional practice. Examples listed in the rating guides of evidence of student learning and school culture include State Report; survey data from parents, teachers, and students; and annual data on disciplinary actions, incidences of vandalism, etc.</p> <p>Source(s):</p> <ul style="list-style-type: none"> https://www.neasc.org/ https://cpss.neasc.org/information-public/standards-accreditation https://cpss.neasc.org/getting-started/standards-rating-guides http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Delaware	<ul style="list-style-type: none"> State assessments in mathematics, English language arts (ELA), social studies, and science, which include Smarter Balanced ELA and mathematics, and DCAS science and social studies Attendance rate Graduation rates On track in 9th grade: Percentage of ninth-grade students who have earned at least four credits by July 31 in four of the following areas: ELA, mathematics, science, social studies, and/or foreign language (for high schools) Demonstration of success on one or more example(s) of college and career preparation in high school—options include meeting college and career benchmark/level on both Smarter Balanced ELA and mathematics assessments, SAT, AP, IB; earning a B or higher grade in a Department-approved, non-elective course in the state course transfer matrix; or technical skills attainment with a score of 6 or more on the Smarter Balanced exams or with completion of a job training opportunity. <p>According to the state's ESEA waiver approval letter, Delaware needs to provide a final version of the Delaware School Success Framework, which the state intends to use to identify Priority, Focus, and Reward schools no later than the 2016–17 school year.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.doe.k12.de.us/domain/309 	There is no information about K–12 public school accreditation on the state webpage.
District of Columbia	<p>(Index score of 1–110)</p> <ul style="list-style-type: none"> DC CAS in reading, mathematics, composition, and science Attendance rate Graduation rate <p>In 2015–16, DC is administering the PARCC assessment in English language arts and mathematics in place of DC CAS. According to DC's ESEA waiver, DC seeks to provide additional information, including college readiness metrics to be negotiated with LEA stakeholders.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.learnDC.org/schoolprofiles/view?s=dc#reportcard 	There is no information about K–12 public school accreditation on the DC Office of the State Superintendent of Education webpage.

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Florida	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ FCAT 2.0 in reading, mathematics, writing, and science (revised school grading system will include social studies assessment for middle and high school) ▪ Florida End-of-Course assessments ▪ Florida Alternate Assessment (FAA) ▪ Graduation rate ▪ Acceleration success (participation and performance) in advanced curricula, which includes Advanced Placement, International Baccalaureate, Advanced International Certificate of Education (AICE), Dual Enrollment, and Industry Certifications ▪ Postsecondary readiness in reading and mathematics, based on SAT, ACT, or common placement test results <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf ▪ http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.stml ▪ http://schoolgrades.fldoe.org/pdf/1314/Guidesheet2014SchoolGrades.pdf 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Georgia	<p>(Performance flags—green, yellow, red—based on the College and Career Ready Performance Index or the CCRPI)</p> <ul style="list-style-type: none"> ▪ Statewide assessments in English language arts, mathematics, science, and social studies ▪ Post readiness indicators ▪ Graduation rates ▪ Extra points for subgroup performance ▪ Extra points for “Exceeding the Bar” indicators ▪ Financial efficiency rating (reported but not included in calculations for the CCRPI) ▪ School climate rating (reported but not included in calculations for the CCRPI) <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Accountability%20Webinar%20Scoring.pdf 	<p>Schools are accredited by AdvancED. According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <ul style="list-style-type: none"> ▪ http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Standards-and-Policies.aspx ▪ http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) ▪ http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Hawaii	<p>(5 Strive HI Steps—recognition, continuous improvement, focus, priority, superintendent’s zone)</p> <ul style="list-style-type: none"> ▪ Hawaii State Assessments (HSA) reading and mathematics ▪ End-of-course science assessments ▪ Readiness: chronic absenteeism; 8th and 11th grade ACT scores in reading, English, mathematics, and science; high school graduation rates; college enrollment <p>Note that Hawaii is administering the Smarter Balanced assessments in place of the HSA in English language arts and mathematics in 2015–16.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx 	<p>Schools are accredited by the Western Association of Schools and Colleges (WASC). Schools conduct a self-study that includes a variety of evidence. Examples of measures include:</p> <ul style="list-style-type: none"> ▪ Attendance (average daily rate, mobility/transient rate, truancy, tardiness, discipline—referrals, suspension, expulsion rates, student participation in activities) ▪ Student test data (state assessments, schoolwide assessments, college entrance exams—SAT and ACT, AP) ▪ Promotion and graduation rates ▪ Dropout rates ▪ Post-enrollment data (admission/entrance to and performance in postsecondary education, armed forces, and workforce) <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.acswasc.org/wp-content/uploads/pdf_hawaii/HIDOE-WASC-FOL2013.pdf ▪ http://www.acswasc.org/schools/public-hawaii/
Idaho	<p>(Four-level accountability rating: below expectations, meets expectations, exceeds expectations, exemplary—proposed)</p> <p>Idaho State Department of Education (ISDE) received approved from USED to suspend/pause its current accountability system for 2015–16. ISDE will be submitting a waiver amendment on March 31, 2016 with specific details on its new accountability system, the Fair and Equitable Accountability System (FEAS). ISDE will use achievement data from the 2014–15 Idaho achievement test (Smarter Balanced) to identify reward schools as of October 30, 2015 and identify priority and focus schools by January 31, 2016. However, ISDE will not assign schools new ratings (1–5 stars in current system) based on those assessment results.</p> <p>Note that measures include graduation rate.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver 	<p>Schools are accredited by the Northwest Accreditation Commission or NWAC, an affiliate of AdvancED. The “AdvancED Accreditation Process combines internal and external assessment, through an analysis of the Standards, the institution’s ability to improve student achievement, and the <i>results of stakeholder perception surveys</i>. The review of the institution will include <i>classroom observations, documentation review, and interviews with various stakeholders</i>.” According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ https://www.sde.idaho.gov/site/accreditation/ ▪ http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Illinois	<p>(Reward, Focus, and Priority status—based on index scores)</p> <ul style="list-style-type: none"> PARCC English language arts and mathematics assessments Student outcomes: four- and five-year cohort graduation rates Bonus points for Context: 5Essentials Survey on school culture and climate taken by students, teachers, and parents; college preparedness (percentage of students scoring a 3 or higher on AP or IB exams, percentage of students taking dual credit or honors courses, percentage of students receiving industry credentials) "Additional context measures may include the percentage of students who enroll in an IHE, the percentage of students who attain one year's worth of college credit, and/or the percentage of students who matriculate into the military or jobs." <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>
Indiana	<p>(A–F grades)</p> <ul style="list-style-type: none"> ISTEP+ in English language arts and mathematics End-of-Course (EOC) Assessments Graduation rate College and career readiness (achievement and participation rate) on Advanced Placement exams, IB exams, dual/concurrent enrollment college credits, industry certifications <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.doe.in.gov/accountability http://www.doe.in.gov/accountability/indiana-student-centered-accountability http://www.in.gov/legislative/iac/20150715-IR-511140447FRA.xml.pdf 	<p>The Indiana Department of Education (IDOE) accredits both public and non-public schools that choose to seek accreditation. Accreditation status is determined by eleven legal standards. <i>Note that the accreditation status is predominantly determined by performance on state assessments (ISTEP+) for the previous year</i> (Public Law 221—Indiana's K–12 accountability system law).</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.doe.in.gov/accreditation http://www.doe.in.gov/accreditation/accreditation-legal-standards http://www.doe.in.gov/sites/default/files/turnaround/pl-221-fact-sheet.pdf

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Iowa	<p>(AYP status)</p> <ul style="list-style-type: none"> Iowa Assessment in reading, mathematics, and science Graduation rate Test participation rate Average daily attendance <p>Source(s):</p> <ul style="list-style-type: none"> https://www.educateiowa.gov/sites/files/ed/documents/2015StateReportCard.pdf 	<p>Iowa public schools must meet general accreditation standards (Chapter 12) in order to be accredited. Among the standards is the creation and implementation of a school improvement plan in the core content areas of reading, mathematics, and science. Schools shall set learning goals and use multiple measures, including data from local, state, and national sources, to assess student progress. Information about additional factors influencing student achievement such as demographics, attitudes, health, and other risk factors shall be collected.</p> <p>Source(s):</p> <ul style="list-style-type: none"> https://www.educateiowa.gov/pk-12/accreditation-program-approval https://www.educateiowa.gov/sites/files/ed/documents/Chapter12Matrix2015-06-08.pdf https://www.legis.iowa.gov/docs/ACO/rule/281.12.8.pdf
Kansas	<p>(Assessment Performance Index)</p> <ul style="list-style-type: none"> Kansas Assessment Program (KAP) assessments in English language arts, mathematics, and science (including Dynamic Learning Maps) Test participation rate Graduation rates Attendance rate <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver 	<p>The current system, Quality Performance Accreditation (QPA), includes:</p> <ul style="list-style-type: none"> Student performance on state tests Test participation rate Attendance rate Graduation rate Eleven quality criteria related to school improvement, teacher licensure and training, graduation requirements, programs and services to support students, etc. <p>Note that there is a new accreditation model named Kansas Education Systems Accreditation, which focuses on The Five Rs framework: relationships, relevance, responsive culture, rigor, and results. All schools maintain their current accreditation status for the 2015–16 school year. First cycle of accreditation to begin in July 2016. <i>Examples of indicators/measures include perception surveys (taken by students, staff, and community members), student engagement, assessment data, district climate, employability, and post-secondary evidence. Districts and schools have flexibility in choosing data points/evidence.</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.ksde.org/Default.aspx?tabid=394

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
<p>Kentucky</p>	<p>(Overall Score to determine needs improvement, proficient, distinguished)</p> <ul style="list-style-type: none"> State assessments in English language arts, mathematics, science, writing, and social studies College and career readiness: percentage of students meeting ACT, college placement test, or career academic and technical benchmarks Graduation rate Program reviews Principal and teacher evaluations <p>Note that the last two are components of the overall accountability model. The first three bullet points are student-focused.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://education.ky.gov/AA/Acct/Pages/default.aspx http://education.ky.gov/comm/ul/Pages/default.aspx 	<p>According to several documents retrieved from the Kentucky Department of Education webpage, schools are accredited through AdvancED/Southern Association of Colleges and Schools (SACS). The accreditation process includes a self-assessment and site visit. The process occurs every five years. Note that accreditation is voluntary.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://education.ky.gov/comm/Documents/R064accredit.pdf http://education.ky.gov/comm/Documents/A063accredit.pdf http://education.ky.gov/school/prischedrecov/documents/fayette%20district%20dr%20final.pdf http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Louisiana	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ Annual state assessments in English language arts (ELA), mathematics, science, and social studies (includes alternate assessments) ▪ ACT ▪ End-of-course assessments (Algebra I, geometry, English 2 and 3, biology, and U.S. history) ▪ Credits earned through the end of students' 9th-grade year/dropout index (for middle schools) ▪ Graduation rate ▪ Graduation index (achievements like AP and IB exam credit, graduation rate, career credentials, dual enrollment credit) <p>Source(s):</p> <ul style="list-style-type: none"> ▪ https://www.louisianabelieves.com/accountability/school-performance-scores 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>
Maine	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ State-administered assessments in mathematics and reading ▪ Graduation rate <p>Note that the state webpage also includes performance on the SAT as a measure/indicator in the FAQ section but not in the Methodology section.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://maine.gov/doe/accountability/ ▪ http://www.maine.gov/doe/schoolreportcards/ ▪ http://maine.gov/doe/schoolreportcards/resources/faq.html ▪ http://www.maine.gov/doe/schoolreportcards/resources/methodology.html 	<p>Many public and private Maine schools participate in the accreditation program operated by the New England Association of Schools and Colleges. To receive accreditation, schools must meet specific standards in the following areas: core values, curriculum, instruction, assessment, school culture and leadership, and school and community learning resources. The accreditation process includes a self-study and a site visit. The process occurs every ten years.</p> <p>The accreditation process looks at how educators use a range of student learning evidence to inform/change instructional practice. Examples listed in the rating guides of evidence of student learning and school culture include State Report; survey data from parents, teachers, and students; and annual data on disciplinary actions, incidences of vandalism, etc.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.maine.gov/doe/schools/ ▪ https://cpss.neasc.org/information-public/standards-accreditation ▪ https://cpss.neasc.org/getting-started/standards-rating-guides

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Maryland	<p>(Strand classification of 1, or highest, to 5, or lowest, based on School Progress Index)</p> <ul style="list-style-type: none"> ▪ Maryland School Assessment, Alternate MSA, and High School Assessments in English language arts, mathematics, and science ▪ College and career readiness: graduation rate, and college and career preparation (AP or IB exam performance; career concentrators—schools received credit for students enrolled in the 3rd year of a CTE program; or college enrollment) ▪ Attendance rate ▪ Cohort dropout rate (this indicator is not in the waiver but is noted on state page) <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://mdk12.msde.maryland.gov/assessments/accountability/ ▪ http://mdk12.msde.maryland.gov/data/index.aspx?Nav=1.8 ▪ ESEA waiver 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>
Massachusetts	<p>(Levels 1–5)</p> <ul style="list-style-type: none"> ▪ MCAS in English language arts, mathematics, and science—PARCC assessments for ELA and mathematics (transition is pending), MCAS for science ▪ MCAS-Alternate in English language arts (ELA), mathematics, and science ▪ Dropout rate ▪ Cohort graduation rate ▪ Dropout re-engagement, reduction of the percentage of students scoring Warning/Failing, and/or increasing percentage of students scoring Advanced <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.doe.mass.edu/apa/accountability/default.html ▪ http://www.doe.mass.edu/apa/accountability/2014/LEABrochure.pdf 	<p>According to news articles found on the web, schools in Massachusetts are accredited by the New England Association of Schools and Colleges (NEASC).</p> <p>In the NEASC process, schools conduct a self-study and are evaluated based on the Standards for Accreditation, which “provide significant scrutiny of a school’s processes and practices related to teaching and learning and the support of teaching and learning. As such, accreditation is about the best practices of the educators in the schools and the support systems around them. Accreditation examines not only the work of the students but also examines the nature of the contributions of the school staff.” The accreditation process looks at how educators use a range of student learning evidence to inform/change instructional practice. Examples listed in the rating guides of evidence of student learning and school culture include State Report; survey data from parents, teachers, and students; and annual data on disciplinary actions, incidences of vandalism, etc.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ https://cpss.neasc.org/information-public/standards-accreditation ▪ https://cpss.neasc.org/getting-started/standards-rating-guides

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Michigan	<p>(5-color scale: green, lime, yellow, orange, red)</p> <ul style="list-style-type: none"> State assessments in mathematics, reading, social studies, science, and writing Graduation rate Attendance rate Educator evaluations <p>Source(s):</p> <ul style="list-style-type: none"> http://www.michigan.gov/documents/mde/ScorecardGuide_4_26897_7.pdf ESEA waiver 	<p>On the state webpage, EducationYes! is listed as Michigan's accreditation model, which includes:</p> <ul style="list-style-type: none"> Components of student achievement Indicators of school performance <p>Note that the components and indicators are not specified. Also note that the EducationYes! policy was approved in 2003. There was a proposed model in 2009; however, there is no indication of whether the new model was ever approved. The state website still lists EducationYes! as the accreditation model. See the last two links for the proposed model.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.michigan.gov/mde/0,1607,7-140-22709_22877--,00.html http://www.michigan.gov/documents/mde/MI-SAS_doc_final_5-12-09_283970_7.pdf http://www.michigan.gov/documents/mde/12_26_40_Bielawski-MI-SAS_276444_7.pdf
Minnesota	<p>(Multiple Measurements Rating)</p> <ul style="list-style-type: none"> State assessments in reading and mathematics Graduation rates <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Mississippi	<p>(A–F grades)</p> <ul style="list-style-type: none"> State assessments in reading/language arts, mathematics, science (including biology), and U.S. history Graduation rate College and career readiness (using mathematics and English/reading)—contingent upon legislative funding Acceleration (participation and performance combined)—Year 1 of implementation will be 2015–16 <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.mde.k12.ms.us/TD/news/2014/10/17/mississippi-schools-graded-according-to-new-accountability-system-and-u.s.-department-of-education-waiver http://reports.mde.k12.ms.us/report/report2014.aspx 	<p>Mississippi's accreditation is performance-based and is mandatory for all public schools. District accreditation statuses are based on compliance with Process Standards, which address "educational principles and practices that are believed to promote educational quality" (Accountability Standards, 2). School and district performance classifications will be based on achievement, growth, and graduation rate. Factors such as graduation rates, dropout rates, completion rates, College and Career Readiness, and Acceleration may be considered. <i>(Note that accreditation measures are the same as those in the accountability system.)</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.mde.k12.ms.us/ACCRED/AAS http://www.mde.k12.ms.us/docs/accreditation-library/2015-accountability-resource-manual-revised-12-11-15_20151211162703_791295.pdf?sfvrsn=2
Missouri	<p>(Designations—reward, priority, focus, targeted support)</p> <ul style="list-style-type: none"> State assessments in English language arts and mathematics Graduation rate Test participation rate Attendance rate High school readiness—points for completion of advanced courses in mathematics College and career readiness—points for the percentage of students earning a qualifying score in advanced courses (AP, IB, dual credit, dual enrollment, Project Lead The Way, or industry recognized credential) <p>Note that the Missouri School Improvement Program (MSIP) 5 is the state's school accountability system for identifying district accreditation status and determining levels of differentiated support.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-5 	<p><i>Accreditation measures are the same as those in the accountability system.</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> https://dese.mo.gov/quality-schools/mo-school-improvement-program/accreditation-classification-school-districts

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Montana	<p>(AYP status)</p> <ul style="list-style-type: none"> State assessments in reading and mathematics Attendance rate Graduation rate <p>Source(s):</p> <ul style="list-style-type: none"> http://opi.mt.gov/Reports&Data/ 	<p>Accreditation status determination is based on assurance standards (e.g., school leadership, academic requirements, educational opportunity, and program area standards) and student performance standards. The latter includes <i>state mathematics, reading, and science assessments in addition to graduation rate</i>.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://opi.mt.gov/Programs/Accred/index.php?gpm=1_2
Nebraska	<p>(Classification levels: excellent, great, good, needs improvement)</p> <ul style="list-style-type: none"> Nebraska State Accountability Assessments (NeSA) in reading, mathematics, science, and writing Graduation rates <p>Source(s):</p> <ul style="list-style-type: none"> http://aquestt.com/ 	<p>All public school systems in Nebraska are required by state law to be accredited. To earn accreditation, school systems must comply with all provisions of Rule 10: Regulations and Procedures for the Accreditation of Schools. Districts/schools may choose to be accredited by AdvancED/North Central Association.</p> <p>Included in the Rule 10 provisions is the development of a school improvement plan, which includes the incorporation of multicultural education in all curriculum areas at all grades; data collection that includes student performance, demographics, learning climate, former high school students; improvement goals; action plan with an aligned professional development plan; evaluation of progress.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.education.ne.gov/APAC/ http://www.education.ne.gov/APAC/Documents/Accreditation/Acc%20Public%20K-12%20Checklist.pdf
Nevada	<p>(1–5 stars)</p> <ul style="list-style-type: none"> Reading and mathematics state assessments Cohort graduation rate College and career readiness—percentage of students in NV colleges requiring remediation; percentage of students earning an advanced diploma; AP proficiency; and ACT/SAT participation Average daily attendance Percentage of grade 9 students who are credit deficient <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://nspf.doe.nv.gov/Home/AboutEle 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
New Hampshire	<ul style="list-style-type: none"> State assessments in reading and mathematics Graduation, dropout, and attendance rates Locally defined indicators—measures of performance defined by school or district to demonstrate that the school provides opportunity for adequate education <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://education.nh.gov/instruction/school_improve/documents/overview.pdf 	<p>All schools are required to be “approved” in the state of New Hampshire. However, all schools are not required to be accredited. Accreditation is a voluntary process in which schools are compared to standards established by an accrediting organization. Most public and private high schools and a few middle schools in New Hampshire are accredited by the New England Association of Schools and Colleges (NEASC).</p> <p>In the NEASC process, schools conduct a self-study and are evaluated based on the Standards for Accreditation, which “provide significant scrutiny of a school’s processes and practices related to teaching and learning and the support of teaching and learning. As such, accreditation is about the best practices of the educators in the schools and the support systems around them. Accreditation examines not only the work of the students but also examines the nature of the contributions of the school staff.” The accreditation process looks at how educators use a range of student learning evidence to inform/change instructional practice. Examples listed in the rating guides of evidence of student learning and school culture include State Report; survey data from parents, teachers, and students; and annual data on disciplinary actions, incidences of vandalism, etc.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://education.nh.gov/program/school_approval/approval_faq.htm https://cpss.neasc.org/information-public/standards-accreditation https://cpss.neasc.org/getting-started/standards-rating-guides

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
New Jersey	<p>(Percentile—comparison of school to other state schools)</p> <ul style="list-style-type: none"> ▪ New Jersey Assessment of Skills and Knowledge (NJASK) ▪ High School Proficiency Assessment (HSPA) ▪ Biology end-of-course exam ▪ Percentage of chronically absent students (student who is not present for 10 percent or more of the school year, for any reason) <p>Note that PARCC replaced HSPA in 2014–15 and also includes three end-of-course tests in Algebra I, Geometry, and Algebra II.</p> <p>Included in New Jersey’s ESEA waiver are:</p> <ul style="list-style-type: none"> ▪ High school graduation rate ▪ College- and career-readiness measures (e.g. AP/IB scores, PSAT/SAT scores, ACT scores, Visual and Performing Arts coursework) ▪ Post-secondary outcomes <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.nj.gov/education/pr/1314/NJ%20School%20Performance%20Interpretive%20Guide%202015.pdf ▪ ESEA waiver 	<p>There is no information about K–12 public school accreditation on the state webpage.</p> <p>However, by conducting an Internet search, we found that some schools are accredited through the Middle State Association of Colleges and Schools—Commissions on Elementary and Secondary Schools (MSA-CESS). The MSA-CESS includes a self-study and site visit. Accreditation is based on foundational standards (e.g., mission, governance and leadership, school improvement planning, finances, facilities, etc.) and operational standards (e.g., educational program, assessment and evidence of student learning, student services, and student life and activities). For more information, see the MSA-CESS webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
New Mexico	<p>(A–F grades)</p> <ul style="list-style-type: none"> Standards-based assessment (SBA) in reading and mathematics for grades 3–8, 10, and 11 College and career readiness using one or more of the following indicators: PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, CAREER PATHWAY, PLAN, ACCUPLACER, COMPASS, International Baccalaureate Bonus points for habitual truancy improvement Graduation rate Dropout rate Opportunity to learn—based on attendance and classroom survey Bonus points for encouraging student and parent engagement <p>In the 2015–16 school year, NM will administer PARCC assessments in place of SBA in English language arts and mathematics.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/A-F_School_Grading_Technical_Guide_2012_V2.0.pdf http://webapp2.ped.state.nm.us/SchoolData/docs/School_Grading_FAQ_V1.5.pdf ESEA waiver 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>
New York	<p>(Designations—priority, focus, reward)</p> <ul style="list-style-type: none"> Elementary and middle school English language arts (ELA) and mathematics assessments Regents exams in ELA and mathematics Science exams in grades 4 and 8 Four- and five-year high school graduation rates <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://www.p12.nysed.gov/pla/FAQ.html 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
North Carolina	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ End-of-grade (EOG) reading and mathematics for grades 3–8 ▪ EOG science for grades 5 and 8 ▪ End-of-course (EOC) Mathematics 1 and Biology ▪ EOC Mathematics 1, English 2, Biology (high school) ▪ ACT (percentage of students who score 17 or higher) ▪ ACT WorkKeys (percentage of students who achieve Silver Certificate or better) ▪ Mathematics course rigor (percentage of students who successfully complete Mathematics 3) ▪ Four-year graduation rate <p>Included in North Carolina’s ESEA waiver:</p> <ul style="list-style-type: none"> ▪ Future Ready Core completer rate (students who complete and pass Algebra 2/Integrated Mathematics 3/Mathematics 3) ▪ Implementation of the Graduation Project <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.ncpublicschools.org/docs/accountability/reporting/spgbckgrndpack15.pdf ▪ http://www.ncpublicschools.org/docs/accountability/reporting/spgexecsumm15.pdf ▪ ESEA waiver 	<p>High School Accreditation is a voluntary, quality assurance process that includes self-reflection and an outside peer review. The Department of Public Instruction will review/analyze the most recent three years of school performance data, beginning with a school’s achievement indicators from the School Report Card. Specifically, <i>accreditation designations will be based on student growth on state assessments (as determined by the State Board of Education), percentage of graduates passing Mathematics 3, ACT overall proficiency, WorkKeys proficiency, four-year cohort graduation rate, and dropout rate. (Note that these measures are the ones used in the accountability system.)</i></p> <p>Note that there is no accreditation available for elementary and middle schools.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.dpi.state.nc.us/hs-accreditation/ ▪ http://www.dpi.state.nc.us/hs-accreditation/designations/

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
North Dakota	<p>(AYP status)</p> <ul style="list-style-type: none"> State assessments in reading and mathematics Graduation rate Test participation rate Attendance rate <p>Note that North Dakota received an AYP Freeze Waiver from USED for the 2015–16 school year. North Dakota will generate an AYP report for each school and district, indicating if the school or district met AYP based on participation rate, graduation rate, and attendance rate; however, the state is not required to report achievement data. The waiver would freeze the AYP consequences for 2015–16.</p> <p>Source(s):</p> <ul style="list-style-type: none"> https://www.nd.gov/dpi/uploads/1231/QA_AYP_Freeze_Waiver.pdf https://www.nd.gov/dpi/Administrators/assessment/accountability/ 	<p>Full rollout of statewide accreditation through AdvancED occurred in North Dakota in the 2013–14 school year. According to state legislation, schools must implement an education improvement process that meets the needs of all students. Schools may choose to use the state process or an alternative process that meets the requirements of the state process. The plan must be developed using assessment results and must describe how it would lead to improved student achievement.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> https://www.nd.gov/dpi/uploads/94/ConnectEd_Newsletter_JanFebMarch2014.pdf https://www.nd.gov/dpi/schoolstaff/tse/accred/ http://www.legis.nd.gov/information/acdata/pdf/67-19-01.pdf?20151208181237 (State legislation) http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Ohio	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ State assessments (including the Ohio Graduation Tests) in English language arts, mathematics, science, and social studies ▪ Four-year and five-year cohort graduation rates ▪ K–3 literacy ▪ Prepared for Success Component measures how well students are prepared for college and careers without having to take remedial courses; indicators include college admission tests, dual enrollment credits, industry credentials, honors diplomas awarded, AP and IB program metrics <p>Note that the Prepared for Success indicator does not receive a letter grade while the other measures do.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://education.ohio.gov/getattachment/Topics/Data/Accountability-Resources/Report-Card-facts-14-15.pdf.aspx ▪ http://education.ohio.gov/Topics/Data/Accountability-Resources/Ohio-Report-Cards/State-Percentages-for-2015-Ohio-School-Report-Card 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Oklahoma	<p>(A–F grades)</p> <ul style="list-style-type: none"> ▪ Oklahoma Core Curriculum tests (OCCT) ▪ End-of-instructions exams (EOI) ▪ Oklahoma Alternate Assessment Program ▪ Bonus points for whole school achievement <ul style="list-style-type: none"> ▪ High school: Four-year adjusted cohort graduation rate; performance and participation on AP and IB courses, concurrent enrollment courses, Advanced International Certificate of Education courses, achievement on national industry certification; postsecondary readiness as measured by SAT or ACT; four-year adjusted cohort graduation rate of students who scored at Limited Knowledge or Unsatisfactory on eighth-grade criterion-referenced tests in reading and mathematics; percentage of students completing OK college and career preparatory curriculum (as measured by completing at least six end-of-instruction tests) ▪ Middle school: Attendance rate; drop-out rate; student participation of honors, pre-AP, or high school-level courses ▪ Elementary school: Attendance rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://www.ok.gov/sde/af-grades 	<p>Schools are accredited by the Oklahoma State Department of Education. Accreditation status is determined by compliance with standards, which include, but are not limited to, mission, school-community relationships, administration and organization, personnel, student services, financial support, facilities, and curriculum, instruction, assessment, and climate. Standards specify which plans schools should have in place to address the aforementioned areas.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://sde.ok.gov/sde/accreditation-standards-division
Oregon	<p>(Levels 1–5)</p> <ul style="list-style-type: none"> ▪ Oregon Assessment of Knowledge and Skills (OAKS) in mathematics and reading ▪ Rates of chronic absenteeism ▪ Rates of credit attainment ▪ Earning college credit in high school through AP, IB, dual enrollment, or college enrollment ▪ Four- and five-year cohort graduation and completion rates ▪ Post-secondary enrollment <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://www.ode.state.or.us/apps/faqs/?tid=41 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Pennsylvania	<ul style="list-style-type: none"> ▪ Pennsylvania System of School Assessment (PSSA) in mathematics, reading, science, and writing ▪ Keystone Exams in Algebra I, literature, and biology ▪ Other factors influencing or reflecting academic achievement: cohort graduation rate, promotion rate, attendance rate, AP or IB or college credit offered, PSAT/PLAN participation ▪ Extra points for advanced achievement: percentage PSSA advanced, percentage advanced on industry-based competency assessments, percentage receiving 3 or higher on AP exams <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver 	There is no information about K–12 public school accreditation on the state webpage.
Rhode Island	<p>(Classification labels: commended, leading, good standing, focus, priority)</p> <p>Metrics for 2015–16 through 2018–19:</p> <ul style="list-style-type: none"> ▪ PARCC English language arts and mathematics assessments ▪ Graduation rate ▪ Post-secondary credential (to be determined, phased in over time) ▪ Test participation rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://www.ride.ri.gov/InformationAccountability/Accountability/SchoolClassifications.aspx ▪ ESEA waiver 	There is no information about K–12 public school accreditation on the state webpage.

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
South Carolina	<p>(A–F grades) South Carolina is in the process of formulating a new accountability system for 2016. Indicators used from 2012–14 included:</p> <ul style="list-style-type: none"> ▪ SC Palmetto Assessment of State Standards in English language arts (ELA), mathematics, science, and social studies ▪ High School Assessment Program ▪ End-of-Course Examination Program (EOCEP) in Biology I ▪ ACT for ELA and mathematics ▪ Graduation rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver 	<p>The State Board of Education accredits all public schools and education centers. For 2015–16, schools and districts may be accredited through the South Carolina Department of Education or AdvancED. The second option is available only to schools and districts that did not have any deficiencies identified in the 2014–15 state accreditation process. <i>Accreditation classification is based on standards related to school personnel (e.g., professional staff must hold appropriate credentials for their positions), curriculum and instruction, and operations and procedures.</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://ed.sc.gov/districts-schools/state-accountability/accreditation-of-schools-and-districts/ ▪ http://ed.sc.gov/districts-schools/state-accountability/accreditation-of-schools-and-districts/2015-16-accreditation-process-overview/

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
South Dakota	<p>(School classifications: exemplary, status, progressing, focus, priority)</p> <ul style="list-style-type: none"> State assessment in English language arts and mathematics (Smarter Balanced and NCSC) ACT High school completion: four-year cohort graduation rate, completer rate <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver 	<p>Accreditation is completed by the state. Districts may be accredited by an outside agency such as AdvancED, but they still must host a visit from the state. Accreditation includes a site visit and a five-year “improvement plan.” The improvement plan identifies goals and sets actions that will be taken to achieve the goals. The plan includes periodic benchmarks, measurement processes, and evaluation protocols. The plan is reviewed annually. There is no information on indicators used to measure student achievement on the state webpage.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://doe.sd.gov/oatq/districtaccreditation.aspx http://legis.sd.gov/Rules/DisplayRule.aspx?Rule=24:43&cookieCheck=true http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Tennessee	<p>(Achievement status: progressing, achieving, exemplary)</p> <ul style="list-style-type: none"> ▪ TN Comprehensive Assessment Program (TCAP) in mathematics and reading/language ▪ End-of-course exams in Algebra I, Algebra II, Biology I, English I, English II, and Chemistry ▪ Portfolio in mathematics and reading/language ▪ English Linguistically Simplified Assessment (ELSA) (accommodated version of TCAP) <p>Included in Tennessee's ESEA waiver are:</p> <ul style="list-style-type: none"> ▪ Grade 11 ACT ▪ Graduation rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ https://www.tn.gov/assets/entities/education/attachments/acc_t_protocol.pdf 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>
Texas	<p>(A–F grades—to take effect in 2017–18)</p> <ul style="list-style-type: none"> ▪ State of Texas Assessments of Academic Readiness (STAAR) in reading, mathematics, writing, science, and social studies (grades 3–8) ▪ STAAR end-of-course assessments in English I, English II, Algebra I, Biology, and U.S. History ▪ STAAR Modified and Alternate and STAAR L ▪ Graduation rate ▪ Additional indicators: community engagement, AP course enrollment, attendance, dropout rate <p>Source(s):</p> <ul style="list-style-type: none"> ▪ ESEA waiver ▪ http://www.legis.state.tx.us/BillLookup/Text.aspx?LegSess=84R&Bill=HB2804 ▪ http://ritter.tea.state.tx.us/perfreport/account/2013/20130328coe/overview_20130423.pdf ▪ http://blogs.edweek.org/edweek/state_edwatch/2015/06/in_no_d_to_florida_texas_lawmakers_approve_a-f_grades_for_schools.html 	<p>The Texas Education Agency (TEA) accredits public schools in Texas at the district level for grades K–12. Accreditation status is based on performance under the financial accountability rating system and the state academic accountability rating system. <i>Measures of student achievement in accreditation are those used for accountability purposes.</i></p> <p>Source(s):</p> <ul style="list-style-type: none"> ▪ http://tea.texas.gov/accredstatus/ ▪ http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055 ▪ http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.051 ▪ http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.053

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Utah	<p>(Numerical scale)</p> <ul style="list-style-type: none"> Student Assessment of Growth and Excellence (SAGE) in English language arts, mathematics, and science Points for percentage of students who graduate high school Points for percentage of students who are considered college-ready based on college admissions test <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver http://le.utah.gov/~2014/bills/static/SB0209.html http://www.schools.utah.gov/assessment/Accountability/20122013GradingSummary.aspx 	<p>All Utah public secondary schools offering credit and/or diplomas are required to be accredited by the Northwest Accreditation Commission (NWAC), a division of AdvancED. Accreditation is optional for elementary and middle schools.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.schools.utah.gov/curr/accred/ http://www.rules.utah.gov/publicat/code/r277/r277-410.htm#T3 http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)
Vermont	<p>(AYP status)</p> <ul style="list-style-type: none"> New England Common Assessment Program (NECAP) in mathematics and reading Vermont Alternate Assessment Portfolio (VTAAP) Graduation rate Test participation rate <p>Source(s):</p> <ul style="list-style-type: none"> http://education.vermont.gov/documents/EDU-Accountability_Operations_Manual_March_2011.pdf 	<p>There is no information about K–12 public school accreditation on the state webpage.</p>

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Virginia	<p>(Accreditation ratings)</p> <ul style="list-style-type: none"> Standards of Learning (SOL) tests in English language arts, history/social science, mathematics, and science Meet minimum benchmark for graduation and completion (VA will calculate the number of students within a cohort who have graduated on time and assign points) <p>Note that Governor McAuliffe signed a bill on March 23, 2015, repealing the state's A–F grading system. A–F grades were approved in 2013 but never were formally implemented.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.pdf http://pulse.ncpolicywatch.org/2015/03/23/virginia-governor-signs-into-law-repeal-of-a-f-school-grades/ 	<p>School accreditation ratings are based on students' SOL test and other test performance in English, mathematics, history/social science, and science; AMOs that require 95 percent participation rate and academic progress for all groups; and minimum benchmark for graduation and completion (high schools). Note that these measures are also used in the accountability system.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Washington	<p>(1–10 rating scale)</p> <ul style="list-style-type: none"> Measures of Student Progress (MSPs) in reading, mathematics, writing, and science High School Proficiency Exams (HSPEs) in reading and writing End-of-course assessments in biology and mathematics 5-year adjusted cohort graduation rate <p>Source(s):</p> <ul style="list-style-type: none"> http://www.sbe.wa.gov/documents/AchievementIndex/IndexFAQ2.pdf https://eds.ospi.k12.wa.us/WAI/IndexReport 	<p>Accreditation is a voluntary process. State law requires all schools to be approved in order to provide education. Schools typically seek accreditation through AdvancED, Educational Service Districts (ESDs), or other recognized accrediting institutions. The AdvancED Accreditation Protocol is an approach that combines standards, stakeholder feedback, and student performance.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>The Association of Education Service Districts' (AESD) process requires schools to conduct an in-depth self-evaluation of their School Improvement Plan and a companion evaluation of the school improvement planning process. A review and site visit are conducted to verify understandings of the improvement plan and planning process.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://www.sbe.wa.gov/faq/accreditation.php#.Vm8Go7-s5vA http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
West Virginia	<p>(A–F grades)</p> <ul style="list-style-type: none"> General and alternate assessments in reading/language arts and mathematics (WESTEST2 and Alternate Performance Task Assessment) Attendance rates for elementary and middle schools Graduation rates for high schools Test participation rate (95 percent criterion) <p>Note that WV is administering the Smarter Balanced assessments in 2015–16.</p> <p>Source(s):</p> <ul style="list-style-type: none"> ESEA waiver https://wvde.state.wv.us/news/2980/ 	<p>Accreditation measures are the same as accountability measures.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://wvde.state.wv.us/policies/ http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25775&Format=PDF
Wisconsin	<p>(Ratings: significantly exceeds expectations, exceeds expectations, meets expectations, meets few expectations, fails to meet expectations)</p> <ul style="list-style-type: none"> Badger Exam ACT ACT Aspire DLM WI Knowledge and Concepts Examination (WKCE) in science and social studies On-Track to Graduation and Postsecondary Readiness: attendance, graduation rate, ACT participation and performance, and student achievement at grade 3 reading and grade 8 mathematics <p>Source(s):</p> <ul style="list-style-type: none"> http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/School%20Report%20Card%20Technical%20Guide%202014.pdf 	<p>According to an amendment to Senate Bill 286, if a public school has received a grade of “fails to meet expectations” for any school year, the school board must seek and maintain accreditation for the school from an accrediting agency approved by the Department of Public Instruction. Note that accreditation is a “quality assurance process that evaluates the core elements necessary to operate a school” and “not necessarily a process or measurement of school effectiveness or improvement” (Wisconsin Department of Public Instruction, 2). There is no further information on the accreditation process, including measures used to determine accreditation status.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://docs.legis.wisconsin.gov/2013/related/amendments/sb286/asa1_sb286 http://pb.dpi.wi.gov/sites/default/files/imce/pb/pdf/ASA1_to_SB286.pdf (Wisconsin Department of Public Instruction Feedback)

STATE	ACCOUNTABILITY MEASURES	ACCREDITATION MEASURES
Wyoming	<p>(Performance levels: exceeding expectations, meeting expectations, partially meeting expectations, not meeting expectations)</p> <ul style="list-style-type: none"> Proficiency Assessment for Wyoming Students (PAWS) in reading, mathematics, and science ACT for grade 11 in reading, mathematics, science, and combined English/writing Graduation: four year on-time graduation rate, extended graduation rate Additional readiness (for high schools): Hathaway scholarship eligibility, grade-nine credit (all full-year academic students enrolled at a school at the end of grade nine), and tested readiness (composite scores on ACT Explore in grade 9, ACT Plan in grade 10, and ACT in grade 11) <p>Source(s):</p> <ul style="list-style-type: none"> http://edu.wyoming.gov/downloads/accountability/SCHOOL-PERFORMANCE-RATING-MODEL-FOR-2014-102014.pdf 	<p>Accreditation is conducted by AdvancED. As part of the accreditation process, schools create and submit a comprehensive plan with improvement plans for the following domains: teaching and learning, leadership capacity, and resource utilization. The improvement plans include measurable performance goals and strategies that will be implemented in order to meet those goals.</p> <p>According to the AdvancED Q&A document, all schools will be required to submit <i>multiple sources of student performance data</i> as part of their self-assessments. Schools also will be required to conduct <i>staff, student, and parent surveys</i> and include those results with their self-assessments. The survey results and student data will be included in the determination of accreditation status. According to the School Accreditation handbook, an external review, which includes <i>classroom observations</i>, a review of student performance and stakeholder feedback, <i>interviews with stakeholders</i>, a determination of the extent to which schools meet AdvancED Standards for Quality, and an examination of additional artifacts and evidence, is conducted by a team of evaluators.</p> <p>Source(s):</p> <ul style="list-style-type: none"> http://edu.wyoming.gov/educators/accountability/accreditation/ https://docs.google.com/document/d/1Uw3breEQDbi79PBaiJNXLYiMEGnBX1JpR3ZKxRziqgl/edit?pli=1 http://extranet.advanced.org/school_resources_and_tools/docs/advanced_q_and_a.pdf (AdvancED Q&A) http://extranet.advanced.org/school_resources_and_tools/docs/school_accr_hndbk.pdf (School Accreditation—A Handbook for Schools)

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