The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

### State Indicator Table

<table>
<thead>
<tr>
<th>State</th>
<th>Suspension Rates</th>
<th>School Climate</th>
<th>Chronic Absenteeism</th>
<th>Extended-Year Graduation Rates</th>
<th>College- and Career-Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Improvement</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Alaska</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Not Using</td>
</tr>
<tr>
<td>Arizona</td>
<td>Improvement</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Improvement</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>California</td>
<td>Accountability</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Accountability</td>
</tr>
<tr>
<td>Colorado</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Other Uses</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Delaware</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Florida</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>Georgia</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Not Using</td>
</tr>
<tr>
<td>Idaho</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
</tr>
<tr>
<td>Illinois</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Indiana</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Iowa</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Other Uses</td>
</tr>
<tr>
<td>Kansas</td>
<td>Improvement</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Not Using</td>
<td>Not Using</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Maine</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Other Uses</td>
</tr>
<tr>
<td>Maryland</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Michigan</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
</tbody>
</table>

**HOW STATES ARE USING THE INDICATOR:**

- **Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.
- **Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.
- **Other Uses:** Additional state efforts to measure or improve school performance on this indicator.
<table>
<thead>
<tr>
<th>State</th>
<th>Suspension Rates</th>
<th>School Climate</th>
<th>Chronic Absenteeism</th>
<th>Extended-Year Graduation Rates</th>
<th>College- and Career-Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>Improvement</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Other Uses</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>Missouri</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Not Using</td>
</tr>
<tr>
<td>Montana</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Nevada</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Not Using</td>
</tr>
<tr>
<td>New Mexico</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>New York</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
</tr>
<tr>
<td>North Dakota</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Ohio</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Oregon</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Accountability</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Accountability</td>
</tr>
<tr>
<td>Texas</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>Utah</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Vermont</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Virginia</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Not Using</td>
</tr>
<tr>
<td>Washington</td>
<td>Improvement</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Washington DC</td>
<td>Other Uses</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Accountability</td>
<td>Other Uses</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Accountability</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Other Uses</td>
<td>Improvement</td>
<td>Accountability</td>
<td>Accountability</td>
<td>Other Uses</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Other Uses</td>
<td>Not Using</td>
<td>Accountability</td>
</tr>
</tbody>
</table>
The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

**Suspension Rates** refers to states that are measuring student suspensions, usually as the percentage of students who have been suspended during a school year.

### HOW STATES ARE USING THE INDICATOR:

**Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

**Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

**Other Uses:** Additional state efforts to measure or improve school performance on this indicator.

### Suspension Rates

**States using indicator for accountability purposes**

- California
- Rhode Island
- West Virginia

**States using indicator for improvement purposes**

- Alabama
- Arizona
- Arkansas
- Kansas
- Minnesota
- Washington

**States not using indicator**

- None

- Alaska
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington DC
- Wisconsin
- Wyoming
The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

**School Climate** refers to states that are measuring school climate (such as through the use of student surveys).

**HOW STATES ARE USING THE INDICATOR:**

**Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

**Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

**Other Uses:** Additional state efforts to measure or improve school performance on this indicator.

<table>
<thead>
<tr>
<th>States using indicator for accountability purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho</td>
</tr>
<tr>
<td>Illinois</td>
</tr>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Maryland</td>
</tr>
<tr>
<td>Nevada</td>
</tr>
<tr>
<td>New Mexico</td>
</tr>
<tr>
<td>North Dakota</td>
</tr>
<tr>
<td>South Carolina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>States using indicator for improvement purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
</tr>
<tr>
<td>Arizona</td>
</tr>
<tr>
<td>Arkansas</td>
</tr>
<tr>
<td>California</td>
</tr>
<tr>
<td>Colorado</td>
</tr>
<tr>
<td>Connecticut</td>
</tr>
<tr>
<td>Georgia</td>
</tr>
<tr>
<td>Hawaii</td>
</tr>
<tr>
<td>Massachusetts</td>
</tr>
<tr>
<td>Michigan</td>
</tr>
<tr>
<td>Minnesota</td>
</tr>
<tr>
<td>Missouri</td>
</tr>
<tr>
<td>Rhode Island</td>
</tr>
<tr>
<td>Tennessee</td>
</tr>
<tr>
<td>Vermont</td>
</tr>
<tr>
<td>Wisconsin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>States using indicator for other purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
</tr>
<tr>
<td>Delaware</td>
</tr>
<tr>
<td>Indiana</td>
</tr>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>Louisiana</td>
</tr>
<tr>
<td>Maine</td>
</tr>
<tr>
<td>Mississippi</td>
</tr>
<tr>
<td>Montana</td>
</tr>
<tr>
<td>Nebraska</td>
</tr>
<tr>
<td>New Hampshire</td>
</tr>
<tr>
<td>New Jersey</td>
</tr>
<tr>
<td>New York</td>
</tr>
<tr>
<td>North Carolina</td>
</tr>
<tr>
<td>Ohio</td>
</tr>
<tr>
<td>Oklahoma</td>
</tr>
<tr>
<td>Oregon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>States not using indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
</tr>
<tr>
<td>Kentucky</td>
</tr>
<tr>
<td>Texas</td>
</tr>
<tr>
<td>Utah</td>
</tr>
<tr>
<td>Wyoming</td>
</tr>
</tbody>
</table>
The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

**Chronic Absenteeism** refers to states that are measuring the percentage of students who are chronically absent from school (usually defined as missing 10% or more of school days).

**HOW STATES ARE USING THE INDICATOR:**

**Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

**Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

**Other Uses:** Additional state efforts to measure or improve school performance on this indicator.

**States using indicator for accountability purposes**
- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Georgia
- Hawaii
- Illinois
- Indiana
- Kentucky
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Missouri
- Montana
- Nebraska
- Nevada
- New Jersey
- New Mexico
- New York
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Tennessee
- Virginia
- Washington
- Washington DC
- West Virginia
- Wisconsin

**States using indicator for improvement purposes**
- Kansas

**States using indicator for other purposes**
- Florida
- Idaho
- Iowa
- Louisiana
- Mississippi
- New Hampshire
- North Carolina
- North Dakota
- South Carolina
- Texas

**States not using indicator**
- None
The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

Extended-Year Graduation Rates refers to states that are measuring adjusted cohort graduation rates after 5, 6, or 7 years in addition to the 4-year graduation rate required by ESSA.

### HOW STATES ARE USING THE INDICATOR:

**Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

**Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

**Other Uses:** Additional state efforts to measure or improve school performance on this indicator.

---

**Extended-Year Graduation Rates**

- Alabama
- Alaska
- Arizona
- Arkansas
- Colorado
- Connecticut
- Delaware
- Georgia
- Illinois
- Indiana
- Iowa
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- Utah
- Vermont
- Washington
- West Virginia
- Wisconsin
- None
- California
- Idaho
- North Carolina
- Tennessee
- Florida
- Hawaii
- Kansas
- Mississippi
- Missouri
- Montana
- South Carolina
- South Dakota
- Texas
- Virginia
- Washington DC
- Wyoming
The use of multiple measures in school accountability and improvement systems under the Every Student Succeeds Act (ESSA) offers states the chance to gather and respond to information that is meaningfully connected to student opportunity and success. As states implement ESSA, using the information from these systems, policymakers should continue to engage with educators, parents, community-based organizations and other education stakeholders to improve their efforts to ensure that students furthest from opportunity can graduate from high school fully prepared for college, career, and civic engagement.

**College- and Career-Readiness** refers to states that are measuring student access to a curriculum that prepares them for college or career and/or performance on measures that indicate college- or career-ready skills.

**HOW STATES ARE USING THE INDICATOR:**

**Accountability:** States using one or more measures of the indicator to identify schools for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) in their accountability systems.

**Improvement:** States using one or more measures of the indicator to inform improvement efforts in identified schools or as part of a broader system of continuous improvement across schools.

**Other Uses:** Additional state efforts to measure or improve school performance on this indicator.

**States using indicator for accountability purposes**

- Alabama
- Arizona
- Arkansas
- California
- Connecticut
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Maryland
- Massachusetts
- Michigan
- Mississippi
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Washington
- Washington DC
- West Virginia
- Wyoming

**States not using indicator**

- Alaska
- Hawaii
- Kansas
- Missouri
- New Jersey
- Virginia

**States using indicator for improvement purposes**

- None

**States using indicator for other purposes**

- Colorado
- Iowa
- Maine
- Minnesota
- Wisconsin

- Alaska
- Hawaii
- Kansas
- Missouri
- New Jersey
- Virginia