



# Puerto Rico Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Puerto Rico annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students); however, it identifies schools for comprehensive and targeted support and improvement (CSI/TSI) using a composite index.
- Puerto Rico includes a measure of teacher attendance in its composite index to help ensure proper conditions for learning.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input checked="" type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)	
Summative Ratings	
Not applicable	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
<b>GAP</b> Achievement gap	
<b>ELP</b> English language proficiency/progress	✓
4-year graduation rate	✓
<b>EAR</b> Early learning	
<b>WRE</b> Well-rounded education	
Persistence	
<b>EXT</b> Extended-year graduation rate(s)	
<b>OTG</b> On-track to graduation	✓
Dropout rate	✓
College and career readiness	
<b>COL</b> College enrollment	
<b>ADV</b> Advanced coursework or sequence	
<b>CPT</b> College placement test(s)	✓
<b>CTE</b> Career and technical education or work-based learning	
Readiness to learn	
<b>CFL</b> Conditions for learning/school climate	✓
<b>SEL</b> Social-emotional learning	
<b>CHR</b> Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability and reporting)	
Major racial/ethnic subgroups	
Puerto Rican	
Hispanic (other than Puerto Rican)	
White non-Hispanic	
Other origin	
Other required subgroups	
Economically disadvantaged	
Spanish learners	
Students with disabilities	
Nonrequired subgroups	
Not applicable	




Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)		
Writing		
Science		
Social studies		
Other	✓	✓



## Annual Differentiation System

Puerto Rico annually differentiates across all public schools based on scores for individual accountability measures (not annual summative ratings for all schools/all students based on all indicators). Comprehensive and targeted support and improvement (CSI/TSI) are identified using the following composite index.




### Puerto Rico Composite Index for Determination of CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools (Grades 10–12)	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency (SLA, math)	20%	25%	20%	25%
	Student growth (transition matrix for SLA, math)	20%	25%	--	--
	College Board tests (average score)	--	--	20%	25%
 Other academic	Proficiency (English as second language)	20%	25%	--	--
 Graduation rate	3-year graduation rate	--	--	20%	25%
<b>ELP</b> English language proficiency progress	On-track to Spanish proficiency	20%	--	20%	--
<b>Academic indicators subtotal</b>		<b>80%</b>	<b>75%</b>	<b>80%</b>	<b>75%</b>
<b>SQSS</b> School quality or student success	Student attendance rate	6.67%	8.33%	6.67%	8.33%
	Teacher attendance rate	6.67%	8.33%	6.67%	8.33%
	Participation rate (SLA, math, English as second language)	6.67%	8.33%	6.67%	8.33%
<b>SQSS indicator subtotal</b>		<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Note 1: SLA=Spanish language arts

Note 2: Puerto Rico provides alternate weighting schemes for schools that meet the minimum N size for English learners and schools that do not.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (Spanish language arts, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	Student growth (Spanish language arts, math)	Average number of performance levels of improvement on statewide assessments from year to year across participating students. A transition matrix is used to assign point values to each student according to starting and ending performance level.
	College Board tests	Average score on the College Board's college placement test Las Pruebas de Evaluación y Admisión Universitaria (PEAU).
 Other academic	Proficiency (English as second language)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
 Graduation rate	3-year graduation rate	Percentage of students within an <a href="#">adjusted cohort</a> who graduate within 3 years with a regular high school diploma.
<b>ELP</b> English language proficiency progress	On-track to Spanish proficiency	Percentage of students meeting individual targets for sufficient progress to Spanish proficiency within a state-determined number of years, based on annual statewide Spanish language proficiency assessments.
<b>SQSS</b> School quality or student success	Student attendance rate	Average daily attendance rate ("present" means not missing more than 2 courses in a single day).
	Teacher attendance rate	Average percentage of days that teachers are present and teaching students in an assigned class (including sick leave and/or personal leave).
	Participation rate (Spanish language arts, math, English as second language)	Percentage of students enrolled in tested grades who participate in statewide assessments in Spanish language arts, math, and English as a second language.

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score</li> <li>Low graduation rate school: 3-year graduation rate less than or equal to 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status)</li> </ul>	Any school with underperforming subgroup(s) based on composite index score, for a single year (pending clarification)	Criteria for identification of ATS schools do not appear to be distinct from criteria for identification of schools for TSI
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	2018–19 and annually thereafter (pending clarification)	Not applicable
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	2 consecutive years of improvement required to exit TSI status	Not applicable

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	✓ Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		