

## Accountability Overview

The school accountability framework responds to the requirements of the Every Student Succeeds Act (ESSA) and aligns with state goals and priorities. It provides an opportunity for schools to receive quality feedback regarding student achievement, growth and postsecondary success for all students. The framework was built on the following guiding principles:

- **Poverty is not Destiny:** All schools should be able to achieve the highest score if their students perform well and meet growth expectations or if they make extraordinary achievement gains.
- **All Means All:** Each indicator should be evaluated for historically underserved student groups, and student group performance should have a significant impact on overall school grade.
- **All Growth Matters:** Each indicator should have multiple levels of performance that differentiate and reward a school's progress (both achievement and TVAAS). High achievement in the absence of expected growth does not merit the highest designation.
- **Transparency:** Each school should receive scores on each indicator that show how the overall summative rating was determined.

### Design and Rationale

In order to reflect the many ways schools support and serve our students, the framework measures multiple indicators. Each indicator is weighted individually as described in the table below. The indicators in the framework measure success and improvement in student learning and preparation. The indicators that reflect overall student progress and performance, Achievement and Growth, accordingly receive higher weight in the framework. The weighting differences for K-8 schools compared to high schools reflect the two additional measures that reflect whether students leave high school ready for their next steps. The indicators include:

Indicator and Weight	Rationale
<b>Achievement (3-8: 45%; HS: 30%):</b> TCAP achievement data (grades 3-8) and EOC data (grades 9-12) for the subjects of math and ELA	Achievement measures student mastery of academic standards. Schools can receive high scores either through high proficiency rates or by meeting targets.
<b>Growth (3-8: 35%; HS: 25%):</b> Value-added data indicating student-level growth metric measuring whether students make expected annual progress	Assessing growth across a continuum allows schools and districts to be rewarded for their impact of student learning by evaluating those schools and districts on the value they add to a student's educational experience.
<b>Graduation Rate (High schools only: 5%):</b> Percent of students in the graduation cohort that graduate on time with a regular diploma	Graduation matters for students' success after high school. Schools can receive high scores either through high graduation rates or by meeting targets.
<b>Ready Graduate (High schools only: 20%):</b> Percent of students who graduate <b>and</b> meet post-secondary readiness criteria	Students should be prepared with both knowledge and skills to be successful after high school. Schools can receive high scores either by graduating high percentages of ready graduates or by meeting targets.
<b>Chronically Out of School (10%):</b> Percent of students who miss more than 10 percent of instructional days, including for out-of-school suspension	Attendance is a significant factor of student achievement and schools. Students who miss lots of instructional time can quickly fall behind. Schools can receive high scores through low chronic absenteeism rates or by meeting targets.
<b>English Language Proficiency (10%):</b> Percent of students making expected growth	Measuring English language acquisition allows students with limited English proficiency to demonstrate knowledge and growth on a more responsive scale.

In 2019, the department will also identify a variety of schools. Schools demonstrating high achievement and growth will receive a Reward designation, while the department will continue to identify Priority<sup>1</sup> and Comprehensive Support and Improvement (CSI) schools which identify those schools in the bottom five percent of their school pool, and Focus and Additional Targeted Support and Improvement (ATSI) schools which identify low subgroup performance, as required by federal and state law.

For more information regarding school and district grading and designations, please refer to the [Accountability Protocol](#) and User Guide.

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<sup>1</sup> Priority schools are identified every three years. The list of Priority schools was determined in 2018. No new Priority schools will be named in 2019, but schools with this designation will have the first opportunity to exit Priority status.