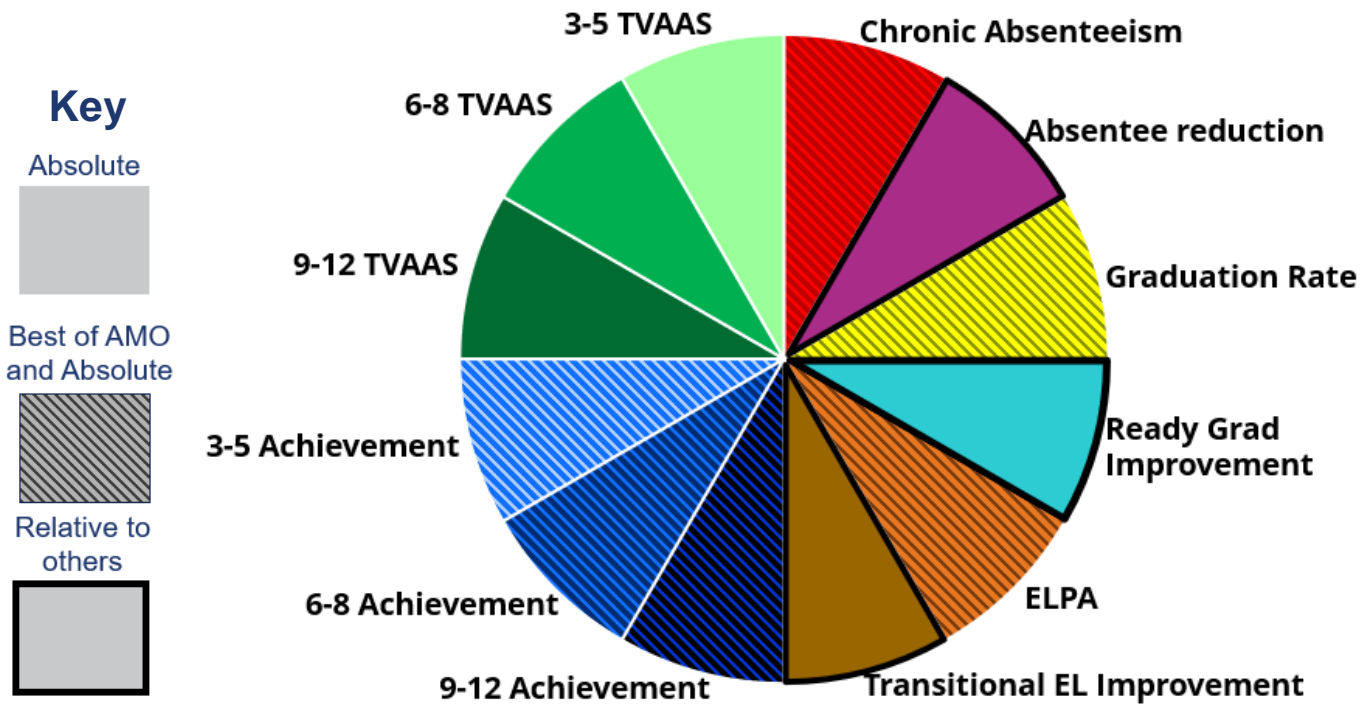
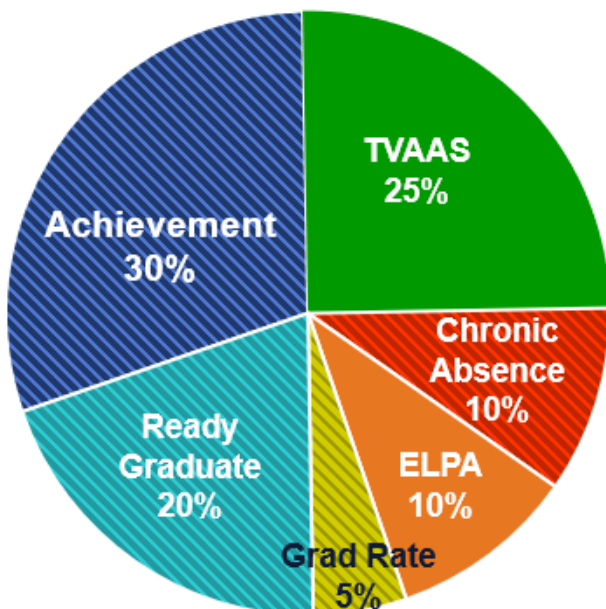


19-20 Accountability Model Overviews and FAQs

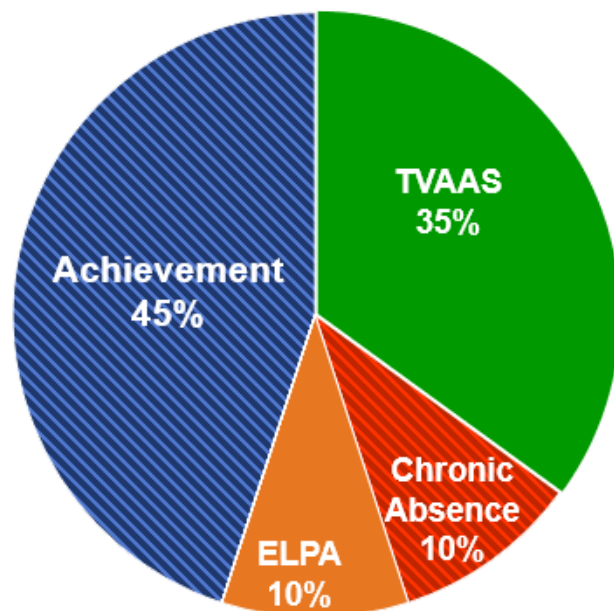
District Model (no indicator weightings are used)



High School A-D Model



K-8 School A-D Model



*For state designations, 60% of each model will be based on **all students** and 40% will be based on performance of historically underserved **student groups***

FAQ and Quick Reference for 2020 District and School Accountability

School Designations

Type	Designation	Frequency
State	A-D Letter Grades (A = Reward Schools)	Each year
	F Letter Grades: Schools in the bottom 5% for TCAP On-Track or Above rates earn an F	Every 3 years*
Federal	TSI: Student group performance (Focus School)	Each year
	ATSI: TSI schools w/student group bottom 5% proficiency rate (Focus School)	Every 3 years*
	CSI: Same system as F Letter grade	Every 3 years*
Exit Criteria	F/CSI Exit Criteria: Proficiency rate, TVAAS, grad rate, or AMOs for ATSI subgroups (if the school became F/CSI for 4+ years as ATSI)	Each year
	ATSI Exit Criteria: Proficiency rate, TVAAS, or grad rate for ATSI subgroup(s)	Each year

*Next year will be 2021.

District Designations

Type	Designation	Frequency
State	District Ratings: Exemplary, Advancing, Satisfactory & Marginal	Each year
	In Need of Improvement: Districts in the bottom 5% for overall ratings earn this rating	Each year

Which indicators are used, and what standards will be used to measure success?

Indicators	Schools	Districts	Min. Students
Achievement (all qualifying grades): "On track" or "Mastered" rates	Best of		30
Achievement (grades 3-5): "On track" or "Mastered" rates		Best of	30
Achievement (grades 6-8): "On track" or "Mastered" rates		Best of	30
Achievement (grades 9-12): "On track" or "Mastered" rates		Best of	30
Growth (all grades): TVAAS score	Abs		6
Growth (grades 3-5): TVAAS score		Abs	6
Growth (grades 6-8): TVAAS score		Abs	6
Growth (grades 9-12): TVAAS score		Abs	6
Chronic Absenteeism Rate	Best of	Best of	30
Reduction of Chronic Absenteeism Rate (previously chronically absent students)		Rel	30
ELPA: % of ELs meeting target on WIDA ACCESS	Abs	Best of	S=10/D=30
Annual improvement in transitional EL proficiency on TCAP ELA		Rel	30
Graduation Rate (high school only)	Best of	Best of	30
Ready Graduate Rate (high school only)	Best of		30
Annual change in Ready Graduate Rate		Rel	30
Standard Used to Measure Success			
<ul style="list-style-type: none"> • Abs: Comparison to rubric • AMO: Comparison to prior year • Rel: Relative comparison to other schools/districts • Best of: Best of Abs and AMO 			

What are other key differences between school and district designations?

Components	Schools	Districts
Are indicators weighted ?	Yes	No ¹
When are all students and student groups combined ?	Each indicator score	Overall score
Are additional students groups (listed in chart below) used?	Yes, for TSI & ATSI	No
Is there a separate system for assigning the lowest scores (e.g. F scores)?	Yes	No
How often are designations assigned?	ATSI, CSI & F: 3 yrs. Others: Annual	Annual

Which students are included?

Student Group	School Grades	Federal Desig.	Districts
All Students (ALL)	A-F	CSI	District Ratings
Economically Disadvantaged (ED)	A-D	TSI, ATSI	District Ratings
Students with Disabilities (SWD)	A-D	TSI, ATSI	District Ratings
English Learners (EL) and Transitional ELs	A-D	TSI, ATSI	District Ratings
Black/Hispanic/Native American (BHN)	A-D	TSI, ATSI	District Ratings
Super Subgroup (combined BHN, ED, EL, and SWD when not enough individually)	A-D		
Students who were chronically absent during the prior year ² (disaggregated by All, ED, SWD, EL, BHN)			District Ratings
Transitional ELs			District Ratings
Black		TSI, ATSI	
Hispanic		TSI, ATSI	
Native American		TSI, ATSI	
Asian		TSI, ATSI	
Hawaii/Pacific Islander		TSI, ATSI	
White		TSI, ATSI	

What other business rules might affect designations?

Scenario	Effect on Grade or Designation
Less than 95% participate on TCAP	Earn 0 points/F for Achievement
Less than 95% participation on ACT/SAT	Earn 0 points/F for Ready Graduate
Identified as TSI or ATSI	Minus sign (e.g. "C-") and the highest possible score is "B-"
Not enough students for ELPA for schools	10% weighing that would go to ELPA is evenly split between Achievement and Growth
Not enough students for another school indicator	Missing indicator weight goes proportionately to other indicators

What about TCAP science and social studies scores?

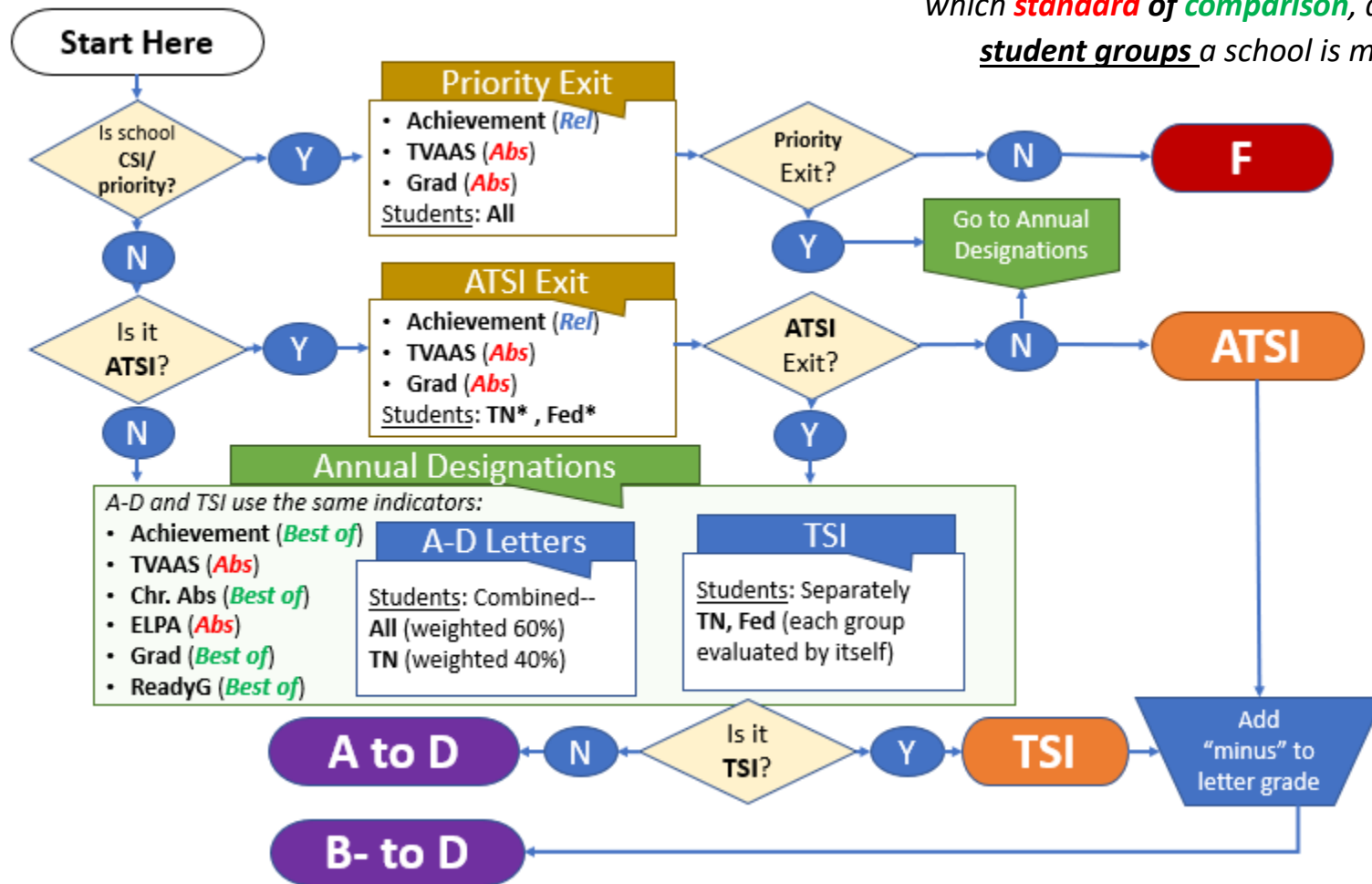
Due to standard-setting, Science and Social Studies scores will not affect school or district accountability. However, teachers in Grades 6-8 Social Studies, U.S. History, Grades 5-8 Science and Biology will receive individual student growth scores that will be used in evaluation.

¹ When there are not enough students for district indicators, the overall categories weights will be redistributed according to accountability protocol.

² This includes students who were chronically absent at another district but transferred to their current district.

All-in-one Flowchart for 2020 School Accountability

Each criteria box shows which indicators, by which **standard of comparison**, and on which **student groups** a school is measured.



KEYS FOR ANNOTATIONS

Indicators Used for Calculations

- **Achievement:** % Proficient (“On track” or “Mastered”) on TCAP ELA/Math
- **TVAAS:** TVAAS Level
- **Chr. Abs:** Chronic absentee rate
- **ELPA:** % ELs meeting target on WIDA ACCESS
- **Grad:** Graduation rate (HS only)
- **ReadyG:** % of grads “Ready” (HS only)

Standard Applied to Each Indicator

- **Abs:** Comparison to rubric
- **AMO:** Comparison to prior year
- **Rel:** Relative comparison to other schools
- **Best of:** Best of **Abs** and **AMO**

Student Groups Applied to Each Indicator

- **All:** All students
- **TN:** TN Groupings = BHN (Black/Hisp./Nat. Amer), Econ. Disadv., Students w/Dis., and ELLs
- **Fed:** Federal Groupings = Asian, Black, Am. Indian, Hisp., Pac. Island, White
- * = Previously identified