



2015 District Accountability Overview

Summer 2015

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Important Dates

Important Dates - Districts

Date	Milestone	Delivery Medium
June 15, 2015	Teacher, School, & District TVAAS Composites Released to Districts	Accountability Application CODE System
June 30, 2015	Value Added Data Released	TVAAS Restricted Website
July 8, 2015	Accountability Data Released to Districts & Appeals Window Opens	Email Accountability Appeals to: TNED.Accountability@tn.gov
July 15, 2015	District Appeals Window Closes	
July 30, 2015	Embargoed District Determinations	Email to Directors
August 3, 2015	Reward School List	Email to Directors

Important Dates - Public

Date	Milestone
Week of June 22, 2015	Public Release of State-Level Data
Week of July 27, 2015	Public Release of District- and School-Level Data
Week of August 3, 2015	Public Release of District Determinations and Reward School List



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Changes

MAAS-adjusted Safe Harbors

- For the 2014-15 school year, Tennessee eliminated the TCAP Modified Academic Achievement Standards (MAAS) assessment.
- Based on previous students transitioning from MAAS to TCAP, the state anticipated a drop in the percentage of students scoring proficient or advanced (P/A) in grades 3 through 8.
- In order to account for this, we provided additional safe harbors to affected sections of the accountability system.
- These safe harbors were used in an automatic appeals process.

Calculations for MAAS-adjusted Safe Harbors

Step 1: Determine the number of students taking MAAS who scored P/A (math and RLA only)

Step 2: Take 10% of the number from Step 1

$$(.10) * (\# \text{ of MAAS students who scored P/A})$$

Step 3: Use this adjusted number to determine the number of MAAS-adjusted prior P/A records

$$\begin{aligned} \# \text{ of MAAS-adjusted prior P/A records} = \\ \text{TCAP P/A} + \text{MAAS-adjusted P/A (from Step 2)} \end{aligned}$$

Calculations for MAAS-adjusted Safe Harbors

Step 4: Calculate the MAAS-adjusted prior percent P/A using the number calculated in Step 3 ($\frac{\text{Total \# P/A}}{\text{Total \# of Valid Tests}}$)

Step 5: Calculate the MAAS-adjusted AMO targets using the MAAS-adjusted prior %P/A from Step 4

For more details on the calculations, please see the document titled “2014-15 MAAS Adjustments to Accountability: Methodology” on the Announcements tab of the Accountability Application.

MAAS-adjusted Improvement Tests Safe Harbor

A safe harbor has been added to the Improvement test (total), Improvement test (aggregate), and Subgroup Improvement test.

In this safe harbor we compared the current percent P/A to the MAAS-adjusted prior percent P/A.

In each applicable grade-content area-subgroup, a district is considered improved if the current percent P/A is greater than the prior percent P/A OR the MAAS-adjusted prior percent P/A.

MAAS-adjusted AMO Safe Harbor

A safe harbor has been added to the Achievement AMO target and Gap AMO target tests.

In this safe harbor we compared the current percent P/A to the MAAS-adjusted AMO targets.

For achievement AMOs, in each applicable grade-content area, a district meets the target if the current percent P/A is greater than or equal to the original AMO target OR the MAAS-adjusted AMO target.

For gap closure AMOs, in each applicable grade-content area-subgroup, a district meets the target if the gap size is less than or equal to the gap closure AMO target OR the MAAS-adjusted gap closure AMO target.

MAAS-adjusted Appeals

- All districts were evaluated against the MAAS-adjusted safe harbors.
- All districts had this safe harbor automatically applied and the district determination has been updated to reflect this change.
- Directors in districts that met their targets or improved in an applicable grade-content area-subgroup only because of the MAAS-adjustments will receive a letter on July 8 from the Commissioner outlining the grade-content area-subgroup met via the MAAS-adjusted safe harbors.
- No letter will be sent to districts where targets or improvement was met outright or through another safe harbor.
- No letter will be sent to districts who did not meet targets or improvement outright or via any safe harbor (including the MAAS-adjustments).
- **There is no need for districts to take any action.**



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District Accountability Review

Accountability Model: Two Parts

Achievement

How are all students
doing in tested
subjects?

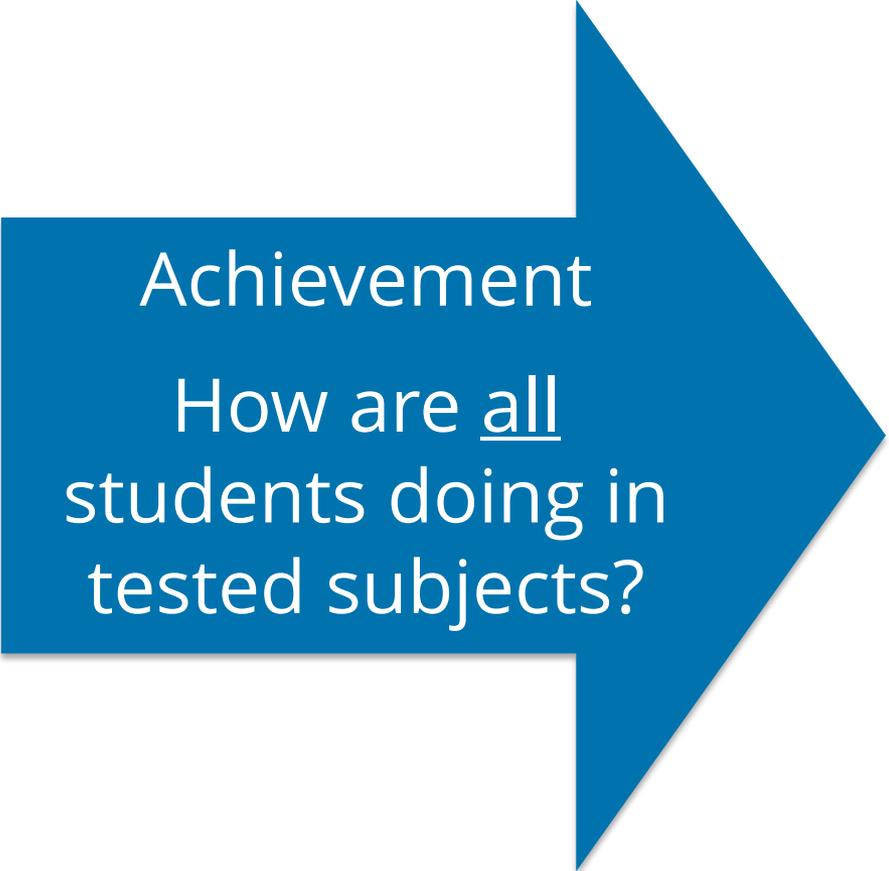
Gap Closure

Are achievement
gaps being closed?

AMOs for SY 2014-15

Achievement	Gap Closure	Subgroup
For the following subject/grade combinations, targets will be set for all students:	For the following subject/grade combinations:	For the following subject/grade combinations:
3-8 RLA 3-8 Math 3 RLA 3 Math 7 RLA 7 Math 9-12 Algebra I 9-12 Algebra II 9-12 English II 9-12 English III 9-12 Graduation Rate	3-8 RLA 3-8 Math Algebra I + Algebra II (combined)* English II + English III (combined)* *Takes the average by weighting each subject by the number of students in each subgroup.	3-8 RLA 3-8 Math Algebra I Algebra II English II English III 9-12 Graduation Rate
	Gap targets will be set for these subgroup vs. comparison group combinations:	Achievement targets will be set for these subgroups:
	Black/Hispanic/Native American vs. All Students	Black/Hispanic/Native American Economically Disadvantaged English Language Learners Students with Disabilities
	Economically Disadvantaged vs. Non-ED	
	English Language Learners vs. Non-ELL	Asian Black
	Students with Disabilities vs. Non-SWD	Hawaiian Pacific Islander Hispanic Native American White

Accountability Model: Achievement



Achievement
How are all
students doing in
tested subjects?

Steps

1. Determine if district met participation requirements.
2. Determine if district met majority of AMOs with Safe Harbors.
3. Determine if district improved in half or more of applicable subjects.
4. Determine status for achievement side of the model.

Participation Rate Test

Test	Question
Participation Rate Eligibility	<p>Did the district have 30 or more valid tests in the current year for All Students group?</p> <ul style="list-style-type: none">• 3-8 Math• 3-8 RLA• Algebra I• Algebra II• English II• English III
Participation Rate	<p>Did the district have a 95% participation rate for the All Students group in any of the last three years?</p>

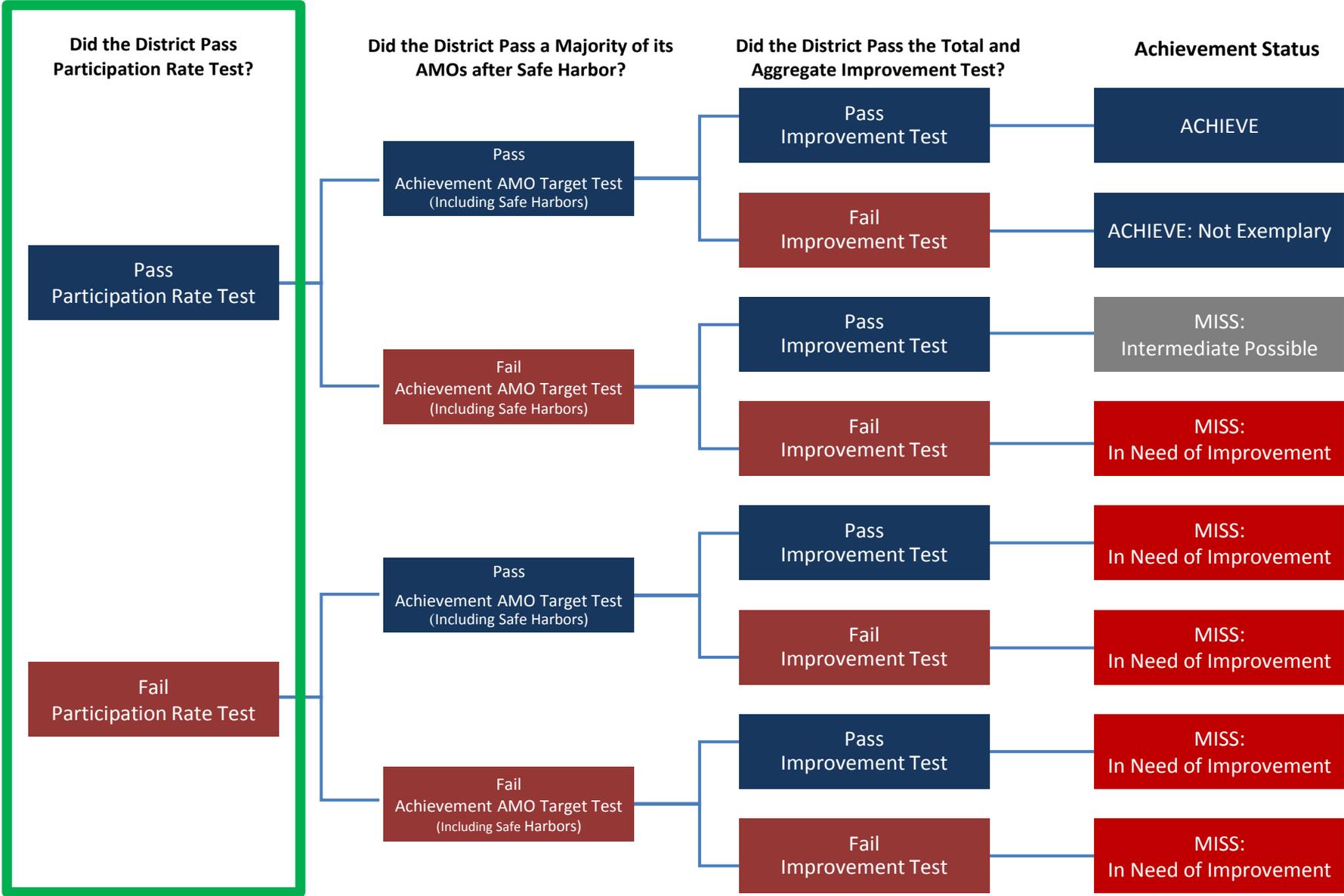
If a district fails the participation rate test for any subject, it receives an achievement designation of **MISS: In Need of Improvement**.

Participation Rates: Numeric File

A	B	F	G	H	I	J	K	L
year	system	subject	grade	subgroup	participation_rate_1yr	participation_rate_2yr	participation_rate_3yr	valid_tests
2015	0	Math	3rd through 8th	All Students	100	100	100	500
2015	0	RLA	3rd through 8th	All Students	99	99	99	499
2015	0	Algebra I	9th through 12th	All Students	99	99	99	200
2015	0	Algebra II	9th through 12th	All Students	99	99	99	150
2015	0	English II	9th through 12th	All Students	99	99	99	203
2015	0	English III	9th through 12th	All Students	98	98	98	25

Participation Rate Test – Achievement File

A	E	F	G	H
system	subject	grade	eligibility_participation	participation
0	Math	3rd through 8th	1	1
0	Math	3rd		
0	Math	7th		
0	RLA	3rd through 8th	1	1
0	RLA	3rd		
0	RLA	7th		
0	Algebra I	9th through 12th	1	1
0	Algebra II	9th through 12th	1	1
0	English II	9th through 12th	1	1
0	English III	9th through 12th	0	
0	Graduation Rate	9th through 12th		



AMO Target Test

Test	Question
Achievement AMO Target Eligibility Test	Did the district have 30 or more students with valid tests in both the current and prior school year? <ul style="list-style-type: none">• 3rd grade Math• 7th grade Math• 3rd grade RLA• 7th grade RLA• 3-8 Math• 3-8 RLA• Algebra I• Algebra II• English II• English III• Graduation Rate
Achievement AMO Target Test	Did the district meet the majority of its AMO targets with or without safe harbors?

AMO Targets – Numeric File

A	B	F	G	H	L	V	W	Z	AB
year	system	subject	grade	subgroup	valid_tests	pct_prof_adv	amo_target	grad_cohort	grad_rate
2015	0	Math	3rd through 8th	All Students	500	55.6	54.3		
2015	0	Math	3rd	All Students	80	61.7	59.2		
2015	0	Math	7th	All Students	76	51.4	48.2		
2015	0	RLA	3rd through 8th	All Students	499	48.4	52.7		
2015	0	RLA	3rd	All Students	80	43	47.3		
2015	0	RLA	7th	All Students	75	50.8	53.5		
2015	0	Algebra I	9th through 12th	All Students	200	65.6	64.8		
2015	0	Algebra II	9th through 12th	All Students	150	54.2	51.2		
2015	0	English II	9th through 12th	All Students	203	64.8	65.7		
2015	0	English III	9th through 12th	All Students	25	41.7	42		
2015	0	Graduation F	9th through 12th	All Students			87.2	243	91.4

Achievement AMO Safe Harbors

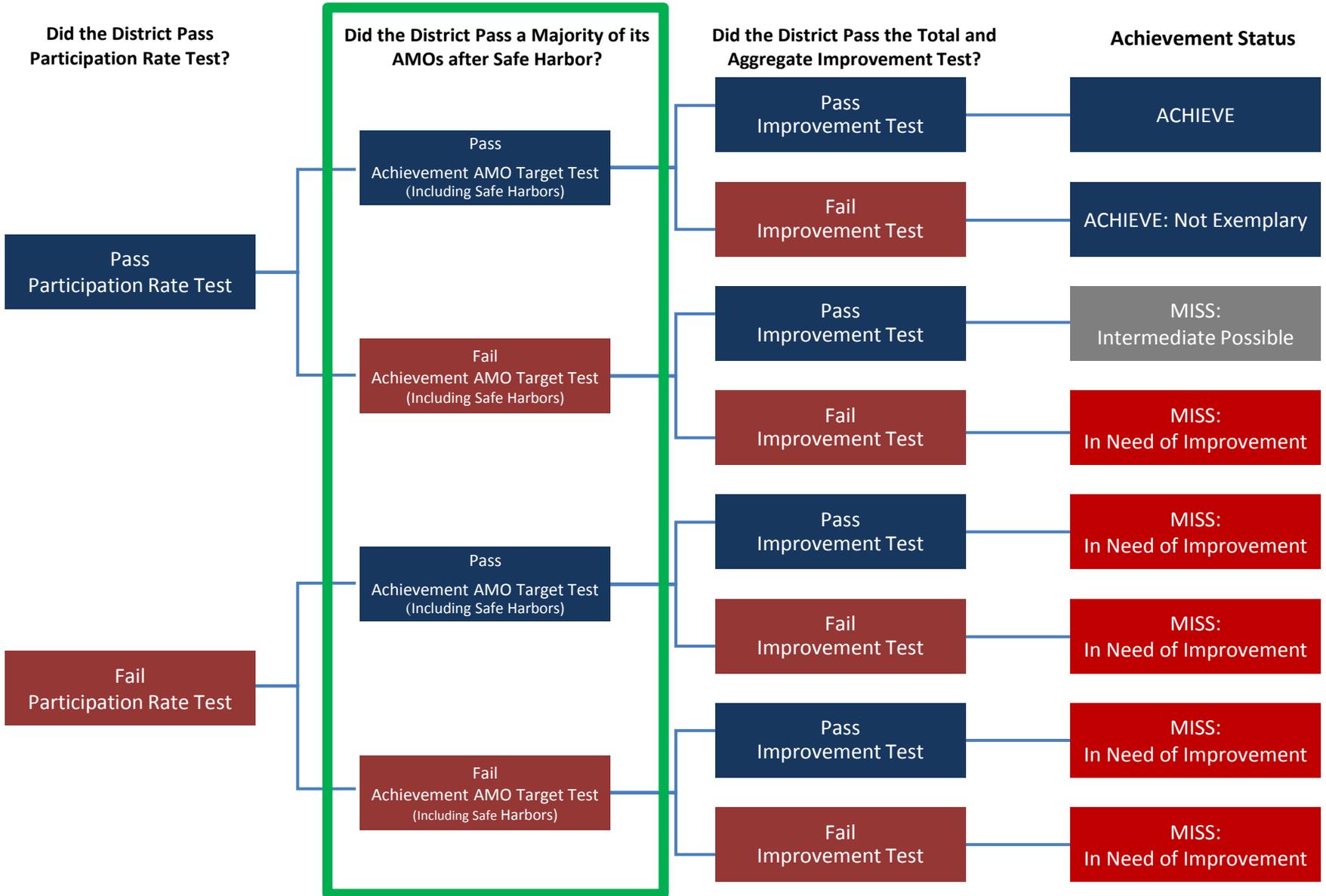
Safe Harbor	Question
Confidence Interval Safe Harbor	Did the upper bound of the 95% confidence interval for percent P/A meet the AMO?
TVAAS Safe Harbor	Did the district receive an index value of 1 or higher in the current year?
Reduction in Percent Below Proficient Safe Harbor	Did the district reduce the number of students scoring basic/below basic by 10% over 1 year, 19% over 2 years, or 27% over 3 years?
Graduation Rate Safe Harbor	Did the district have a graduation rate of at least 95%?
MAAS-Adjusted AMO Safe Harbor	Did the upper bound of the 95% confidence interval for percent P/A meet the MAAS-adjusted AMO? (math and RLA only)

Achievement AMO Safe Harbor Data – Numeric File

F	G	H	AC	AD	AG	AH	AI	AJ
subject	grade	subgroup	tvaas	maas_adjusted_amo_target	upper_bound_ci	red_perc_below_or_bsc_1yr	red_perc_below_or_bsc_2yr	red_perc_below_or_bsc_3yr
Math	3rd through 8th	All Students	2.13	53.1	55.7	8.8	9.8	15.9
Math	3rd	All Students	1.91	58.2	62	12	6.1	14.9
Math	7th	All Students	0.23	47.3	51.8	12.1	7.8	11.6
RLA	3rd through 8th	All Students	6.23	49.9	48.5	-2.2	-4.2	-3
RLA	3rd	All Students	3.12	46.2	43.4	-1.4	-11.5	-5.4
RLA	7th	All Students	5.12	50.9	51.2	0.8	7.3	8.6
Algebra I	9th through 12th	All Students	-0.12		66	8.5	13.4	23
Algebra II	9th through 12th	All Students	-0.25		54.6	12.1	21	31.3
English II	9th through 12th	All Students	2.12		65.1	3.8	13.1	10.4
English III	9th through 12th	All Students	9.05		42.1	5.8	3.5	6.3
Graduation	9th through 12th	All Students						

AMO Target Test with Safe Harbors – Achievement File

A	E	F	I	J	R
system	subject	grade	eligibility_amo	amo_test	amo_test_with_sh
0	Math	3rd through 8th	1	1	1
0	Math	3rd	1	1	1
0	Math	7th	1	1	1
0	RLA	3rd through 8th	1	0	1
0	RLA	3rd	1	0	1
0	RLA	7th	1	0	1
0	Algebra I	9th through 12th	1	1	1
0	Algebra II	9th through 12th	1	1	1
0	English II	9th through 12th	1	0	1
0	English III	9th through 12th			
0	Graduation Rate	9th through 12th	1	1	1



MAAS-adjusted Improvement Tests

A safe harbor has been added to the Improvement test (Total) and Improvement test (Aggregate). In this safe harbor the current percent P/A is compared to the MAAS-adjusted prior percent P/A. A subject is considered improved if the current percent P/A is greater than the MAAS-adjusted prior percent P/A.

The district must improve in at least half of the total number of eligible measures to pass the improvement test (Total).

-AND-

The district must improve in both 3rd-8th math and 3rd-8th RLA AND half of its eligible high school subjects to pass the Improvement Test (Aggregate).

Improvement Test Data – Achievement File

A	E	F	I	S	T	U
system	subject	grade	eligibility_amo	improved	improved_sh	improved_with_sh
0	Math	3rd through 8th	1	1	1	1
0	Math	3rd	1	1	1	1
0	Math	7th	1	1	1	1
0	RLA	3rd through 8th	1	0	0	0
0	RLA	3rd	1	0	0	0
0	RLA	7th	1	1	0	1
0	Algebra I	9th through 12th	1	1	1	1
0	Algebra II	9th through 12th	1	1	1	1
0	English II	9th through 12th	1	1	0	1
0	English III	9th through 12th				
0	Graduation Rate	9th through 12th	1	1	1	1

Improvement Tests – Final Determination File

A	E	F
system	improvement_test_total	improvement_test_aggregate
0	Pass	Fail

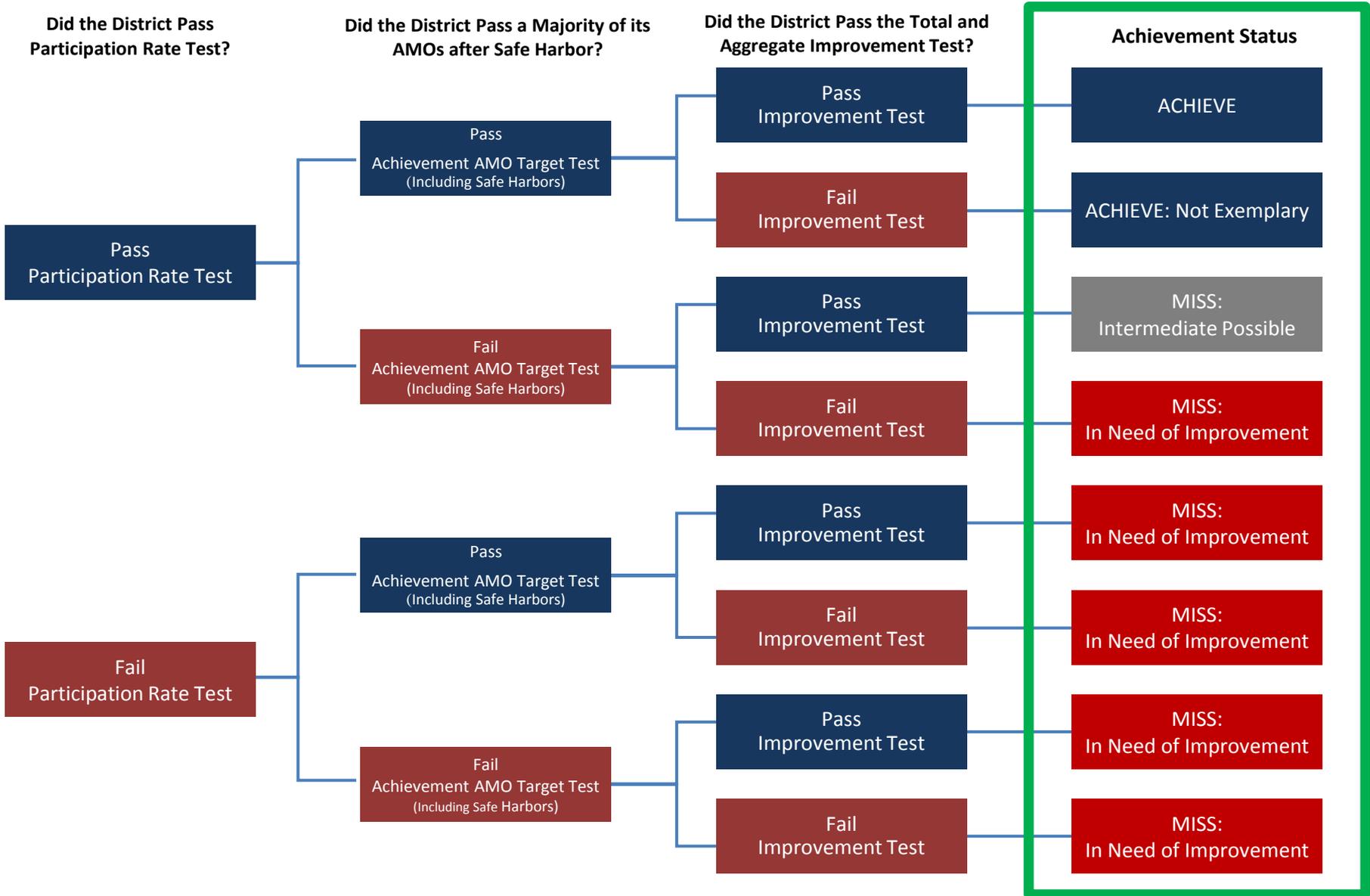
District must pass both the Improvement Test (Total) and the Improvement Test (Aggregate) to pass the Improvement Test.

System Achievement Determination

- If a district meets the majority of its AMO Targets (with safe harbors applied) and passes both Improvement Tests, it receives an achievement determination of **ACHIEVE**
- If a district meets the majority of its AMO Targets (with safe harbors applied) and fails either Improvement Test, it receives an achievement determination of **ACHIEVE: Not Exemplary**

System Achievement Determination

- If a district *does not* meet the majority of its AMO Targets (with safe harbors applied) but passes both Improvement Tests, it receives an achievement determination of **MISS: Intermediate Possible**
- If a district *does not* meet the majority of its AMO Targets (with safe harbors applied) and fails either Improvement Test, it receives an achievement determination of **MISS: In Need of Improvement**



Accountability Model: Gap Closure

Steps

1. Determine if district met subgroup participation rate requirements.
2. Determine whether district met majority of gap closure AMOs with Safe Harbors.
3. Determine whether subgroups improved in half or more subjects (two pathways).
4. Determine status for gap closure side of the model.

Gap Closure

Are achievement gaps being closed in tested subjects?

Subgroup Participation Test

Test	Question
Subgroup Participation Rate Eligibility	<p>Did the district have 30 or more valid tests in the current year for the following subgroups:</p> <ul style="list-style-type: none"> • White • Hispanic • Black • Native American/Alaskan Native • Asian • Hawaiian/Pacific Islander • Students with Disabilities (SWD) • Economically Disadvantaged (ED) • English Language Learners (ELL) <p>In the following subjects:</p> <ul style="list-style-type: none"> • 3-8 Math • 3-8 RLA • Algebra I + II (combined) • English II + III (combined)
Subgroup Participation Rate	Did the district have a 95% participation rate for the groups listed above in any of the last three years?

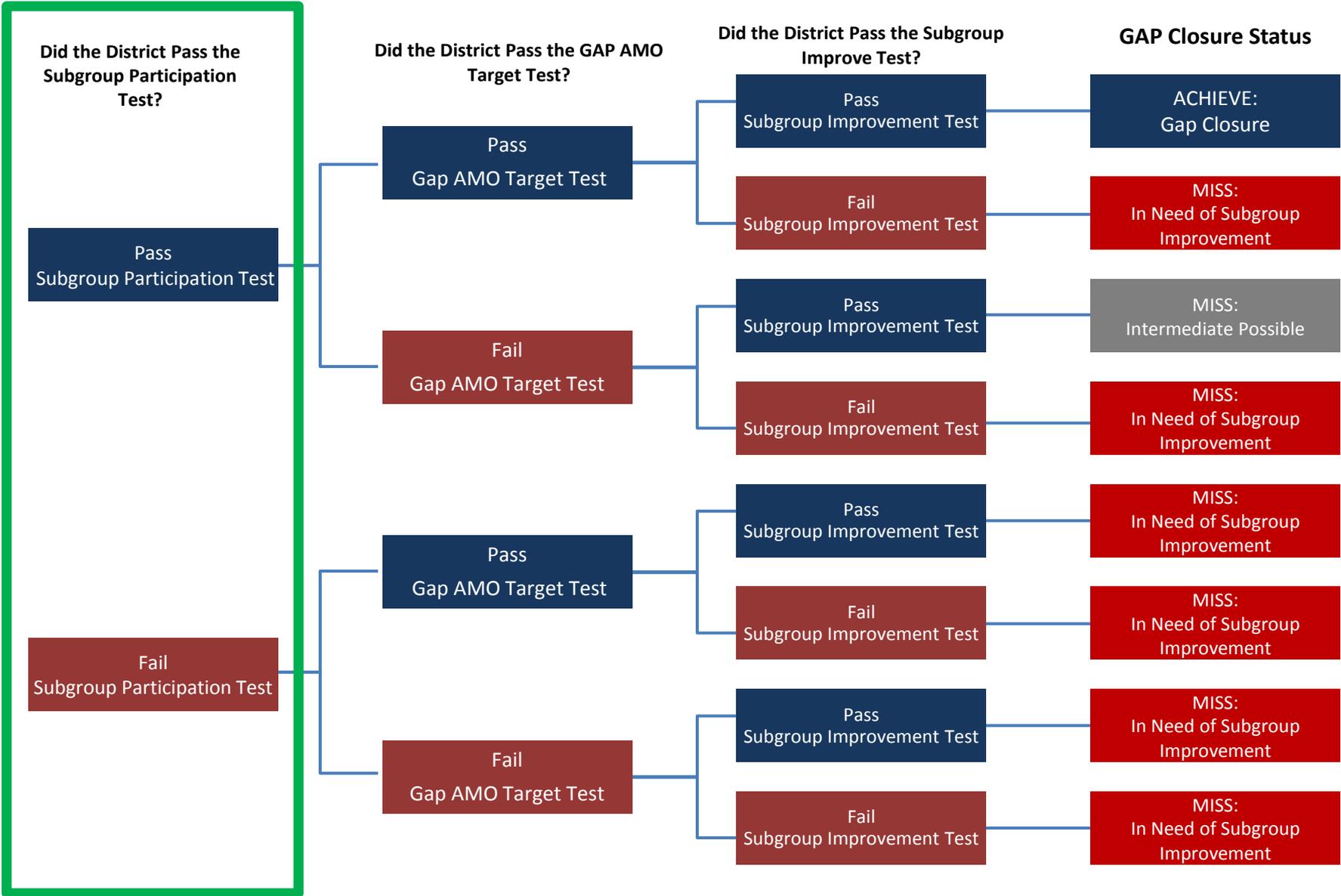
If a district fails the participation rate test for any subject/subgroup, it receives a gap closure designation of **MISS: In Need of Subgroup Improvement.**

Subgroup Participation Rates – Numeric File

A	B	F	G	H	I	J	K	L
year	system	subject	grade	subgroup	participation_rate_1yr	participation_rate_2yr	participation_rate_3yr	valid_tests
2015	0	Math	3rd through 8th	White	100	99	99	2354
2015	0	Math	3rd through 8th	Hispanic	100	100	100	46
2015	0	Math	3rd through 8th	Black	100	99	99	37
2015	0	Math	3rd through 8th	Asian	100	100	100	3
2015	0	Math	3rd through 8th	Native American	100	100	100	12
2015	0	Math	3rd through 8th	Hawaiian or Pacific Islander	100	100	100	1
2015	0	Math	3rd through 8th	Economically Disadvantaged	100	99	99	1924
2015	0	Math	3rd through 8th	Students with Disabilities	99	99	99	401
2015	0	Math	3rd through 8th	English Language Learners	100	100	100	4
2015	0	Math	3rd through 8th	Black/Hispanic/Native American	100	99	100	95
2015	0	Math	3rd through 8th	Non-Economically Disadvantaged	100	100	100	529
2015	0	Math	3rd through 8th	Non-Students with Disabilities	100	100	100	2052
2015	0	Math	3rd through 8th	Non-English Language Learners	100	99	99	2449

Subgroup Participation Rate Test – Subgroup Determination File

A	E	F	G	H	I	J	K
system	subject	grade	subgroup	eligibility_participation	participation_1yr	participation_2yr	participation_3yr
0	Math	3rd through 8th	White	1	1	1	1
0	Math	3rd through 8th	Hispanic	1	1	1	1
0	Math	3rd through 8th	Black	1	1	1	1
0	Math	3rd through 8th	Asian	0			
0	Math	3rd through 8th	Native American	0			
0	Math	3rd through 8th	Hawaiian or Pacific Islander	0			
0	Math	3rd through 8th	Economically Disadvantaged	1	1	1	1
0	Math	3rd through 8th	Students with Disabilities	1	1	1	1
0	Math	3rd through 8th	English Language Learners	0			
0	RLA	3rd through 8th	White	1	1	1	1
0	RLA	3rd through 8th	Hispanic	1	1	1	1
0	RLA	3rd through 8th	Black	1	1	1	1
0	RLA	3rd through 8th	Asian	0			
0	RLA	3rd through 8th	Native American	0			



Gap Closure AMO Target Test

Test	Question
Gap Closure AMO Target Eligibility Test	<p>Did the district have 30 or more students with valid tests in the subgroup AND comparison group for BOTH the current and prior school year?</p> <p>Comparisons for AMO Target Test:</p> <ul style="list-style-type: none">• All students vs. Black/Hispanic/Native American• Non-economically disadvantaged vs. Economically disadvantaged• Non-English language learners vs. English language learners• Non-students with disabilities vs. Students with disabilities <p>Subjects for Gap AMO target test</p> <ul style="list-style-type: none">• 3-8 RLA• 3-8 Math• Algebra I + II (weighted)• English II + III (weighted)
Gap Closure AMO Target Test	Did the district meet the majority of its gap closure AMO targets with or without the safe harbors?

Gap Closure AMO Targets – Numeric File

A	B	F	G	H	L	X	Y
year	system	subject	grade	subgroup	valid_tests	gap_size	gap_target
2014	0	Math	3rd through 8th	All Students	2964		
2014	0	Math	3rd through 8th	Economically Disadvantaged	1878	21	21.4
2014	0	Math	3rd through 8th	Students with Disabilities	560	37.4	31.6
2014	0	Math	3rd through 8th	English Language Learners	10	1.9	
2014	0	Math	3rd through 8th	Black/Hispanic/Native American	112	3.7	8.1
2014	0	Math	3rd through 8th	Non-Economically Disadvantaged	1086		
2014	0	Math	3rd through 8th	Non-Students with Disabilities	2404		
2014	0	Math	3rd through 8th	Non-English Language Learners	2954		
2015	0	Math	3rd through 8th	All Students	2941		
2015	0	Math	3rd through 8th	Economically Disadvantaged	1972	24.3	19.7
2015	0	Math	3rd through 8th	Students with Disabilities	531	38.3	35.1
2015	0	Math	3rd through 8th	English Language Learners	2	56	
2015	0	Math	3rd through 8th	Black/Hispanic/Native American	105	-1.2	3.5
2015	0	Math	3rd through 8th	Non-Economically Disadvantaged	969		
2015	0	Math	3rd through 8th	Non-Students with Disabilities	2410		
2015	0	Math	3rd through 8th	Non-English Language Learners	2939		

Gap Closure AMO Safe Harbors

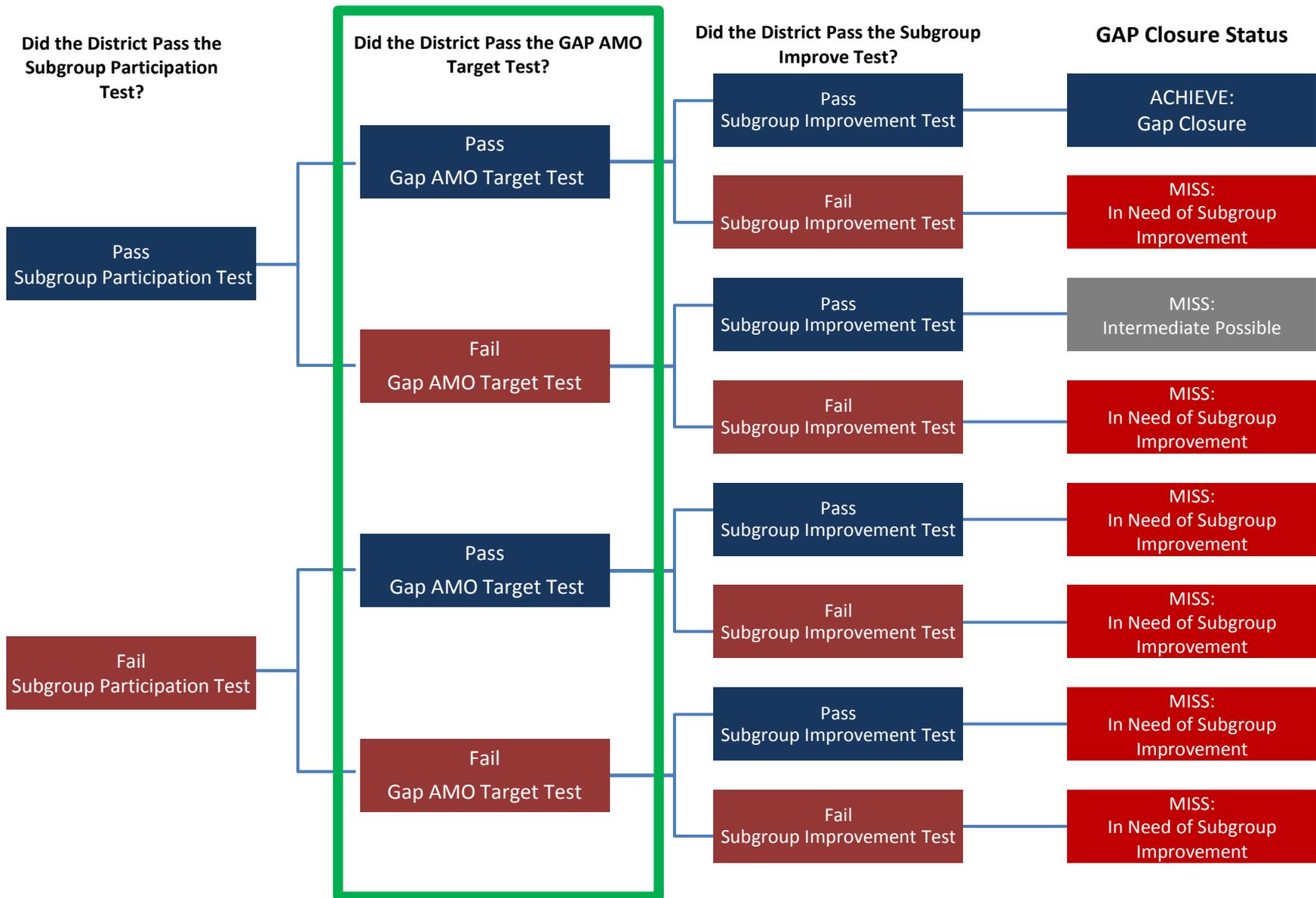
Safe Harbor	Question
MAAS-adjusted AMO Safe Harbor	Was the current gap less than or equal to the MAAS-adjusted AMO gap closure target? (math and RLA only)
Gap Closure Safe Harbor	Did the subgroup meet their subgroup AMO target for a given subject? <u>AND</u> , did the gap stay the same or decrease? (both of these elements are required for this safe harbor)

MAAS-adjusted AMO Safe Harbor – Gap Determination File

A	E	F	G	H	I	J	L
system	subject	grade	comparison	eligibility	gap_closure_amo	sh_maas_adjusted_amo	gap_closure_with_sh
0	Math	3rd through 8th	Black/Hispanic/Native American vs. All	1	0	0	0
0	Math	3rd through 8th	ELL vs. Non-ELL	0			
0	Math	3rd through 8th	Students with Disabilities vs. Non-Students with Disabilities	1	0	0	0
0	Math	3rd through 8th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0	0	0
0	RLA	3rd through 8th	Black/Hispanic/Native American vs. All	1	1	1	1
0	RLA	3rd through 8th	ELL vs. Non-ELL	0			
0	RLA	3rd through 8th	Students with Disabilities vs. Non-Students with Disabilities	1	1	1	1
0	RLA	3rd through 8th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0	0	0
0	Algebra I + Algebra II	9th through 12th	Black/Hispanic/Native American vs. All	0			
0	Algebra I + Algebra II	9th through 12th	ELL vs. Non-ELL	0			
0	Algebra I + Algebra II	9th through 12th	Students with Disabilities vs. Non-Students with Disabilities	0			
0	Algebra I + Algebra II	9th through 12th	Economically Disadvantaged vs. Non-Economically Disadvantaged	0			
0	English II + English III	9th through 12th	Black/Hispanic/Native American vs. All	0			
0	English II + English III	9th through 12th	ELL vs. Non-ELL	0			
0	English II + English III	9th through 12th	Students with Disabilities vs. Non-Students with Disabilities	1	0		0
0	English II + English III	9th through 12th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0		0

Gap Closure AMO Safe Harbor – Gap Determination File

A	E	F	G	H	I	K	L
system	subject	grade	comparison	eligibility	gap_closure_amo	gap_sh	gap_closure_with_sh
0	Math	3rd through 8th	Black/Hispanic/Native American vs. All	1	0	0	0
0	Math	3rd through 8th	ELL vs. Non-ELL	0			
0	Math	3rd through 8th	Students with Disabilities vs. Non-Students with Disabilities	1	0	0	0
0	Math	3rd through 8th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0	0	0
0	RLA	3rd through 8th	Black/Hispanic/Native American vs. All	1	1	0	1
0	RLA	3rd through 8th	ELL vs. Non-ELL	0			
0	RLA	3rd through 8th	Students with Disabilities vs. Non-Students with Disabilities	1	1	0	1
0	RLA	3rd through 8th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0	0	0
0	Algebra I + Algebra II	9th through 12th	Black/Hispanic/Native American vs. All	0			
0	Algebra I + Algebra II	9th through 12th	ELL vs. Non-ELL	0			
0	Algebra I + Algebra II	9th through 12th	Students with Disabilities vs. Non-Students with Disabilities	0			
0	Algebra I + Algebra II	9th through 12th	Economically Disadvantaged vs. Non-Economically Disadvantaged	0			
0	English II + English III	9th through 12th	Black/Hispanic/Native American vs. All	0			
0	English II + English III	9th through 12th	ELL vs. Non-ELL	0			
0	English II + English III	9th through 12th	Students with Disabilities vs. Non-Students with Disabilities	1	0	0	0
0	English II + English III	9th through 12th	Economically Disadvantaged vs. Non-Economically Disadvantaged	1	0	0	0



Subgroup Improvement Test

Test	Question
Subgroup Improvement Test (pathway 1: combined)	Did each subgroup listed below improve in at least half of applicable subjects from the prior year? <ul style="list-style-type: none">• White• Hispanic• Black• Native American/Alaskan Native• Asian• Hawaiian/Pacific Islander• Students with Disabilities (SWD)• Economically Disadvantaged (ED)• English Language Learners (ELL) In the following subjects: <ul style="list-style-type: none">• 3-8 Math• 3-8 RLA• Algebra I + II (combined)• English II + III (combined)
Subgroup Improvement Test (pathway 2: overall)	Did the subgroups listed above improve in at least half of the following subjects from the prior year? <ul style="list-style-type: none">• 3-8 Math• 3-8 RLA• Algebra I• Algebra II• English II• English III

-OR-

MAAS-adjusted Subgroup Improvement Tests

- A safe harbor has been added to the Subgroup improvement test (pathway 1 and pathway 2). In this safe harbor the current percent P/A is compared to the MAAS-adjusted prior percent P/A. A subgroup is considered improved for a particular subject if the current percent P/A is greater than the MAAS-adjusted prior percent P/A.
- The subgroup must improve in at least half of the total number of eligible measures via pathway 1 -OR- improve in at least half of the total number of eligible measures via pathway 2.

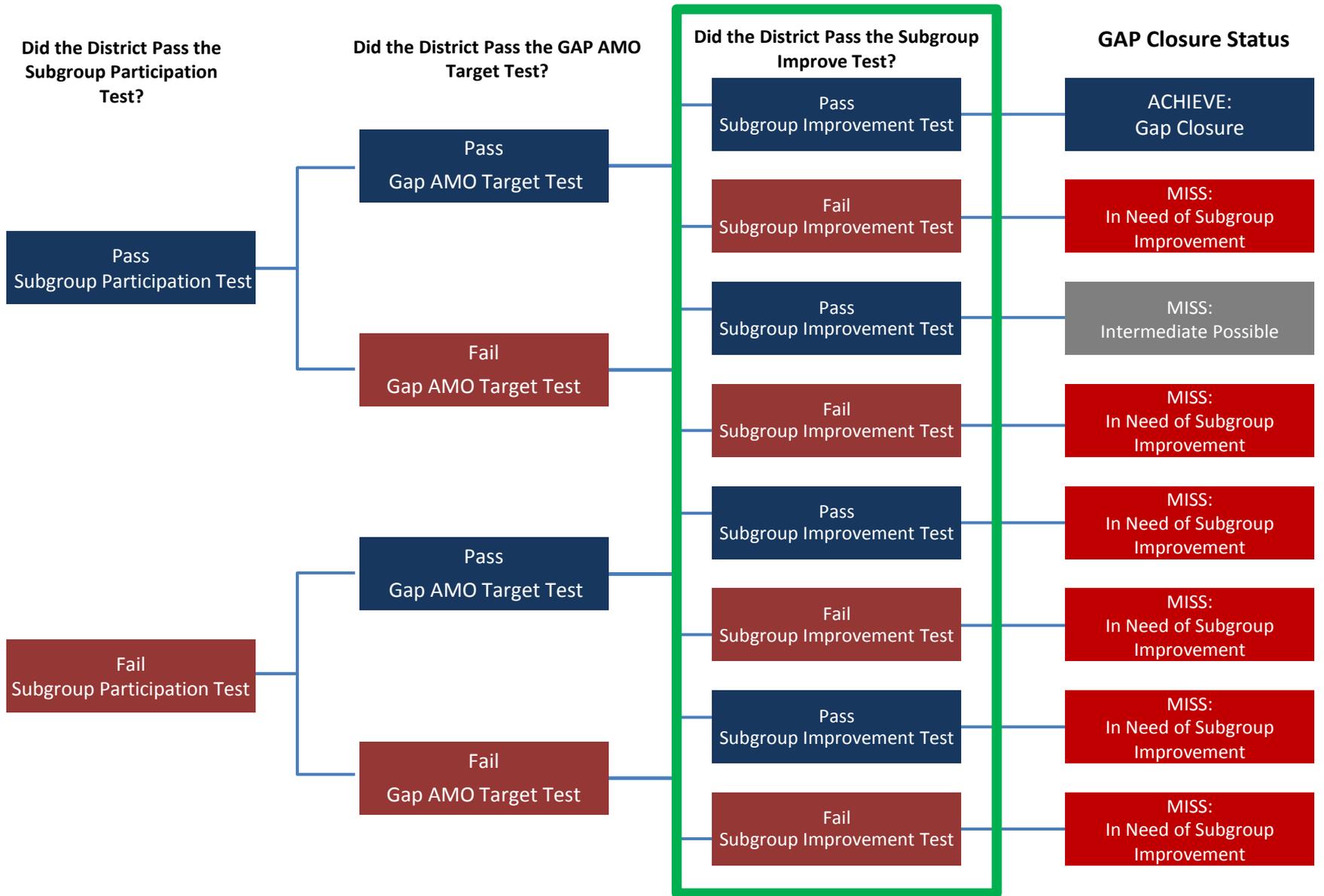
Subgroup Improvement Test Data – Subgroup Determination File

A	E	F	G	L	M	N	O
system	subject	grade	subgroup	eligibility_improvement	improved	improved_sh	improved_with_sh
0	Math	3rd through 8th	White	1	1	1	1
0	Math	3rd through 8th	Hispanic	1	1	1	1
0	Math	3rd through 8th	Black	1	1	1	1
0	Math	3rd through 8th	Asian				
0	Math	3rd through 8th	Native American				
0	Math	3rd through 8th	Hawaiian or Pacific Islander				
0	Math	3rd through 8th	Economically Disadvantaged	1	1	1	1
0	Math	3rd through 8th	Students with Disabilities	1	1	1	1
0	Math	3rd through 8th	English Language Learners				
0	RLA	3rd through 8th	White	1	0	0	0
0	RLA	3rd through 8th	Hispanic	1	0	0	0
0	RLA	3rd through 8th	Black	1	1	1	1
0	RLA	3rd through 8th	Asian				
0	RLA	3rd through 8th	Native American				
0	RLA	3rd through 8th	Hawaiian or Pacific Islander				
0	RLA	3rd through 8th	Economically Disadvantaged	1	0	0	0
0	RLA	3rd through 8th	Students with Disabilities	1	0	0	0
0	RLA	3rd through 8th	English Language Learners				

Subgroup Tests – Final Determination File

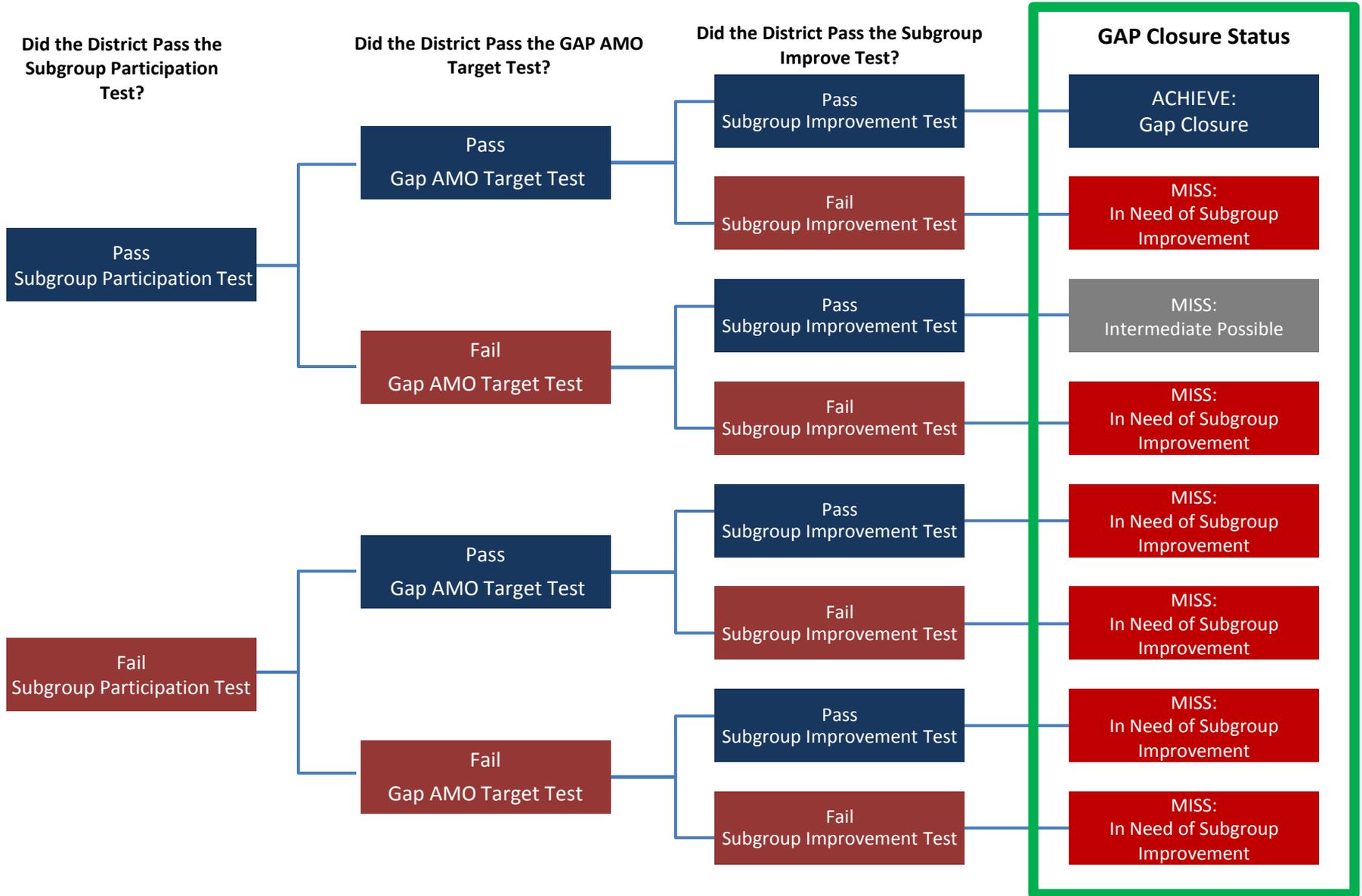
A	H	I	J
system	subgroup_improvement_separate	subgroup_improvement_combine	subgroup_improvement_overall
0	Fail	Pass	Pass

District can pass the Improvement Test via EITHER pathway (separate or combined).



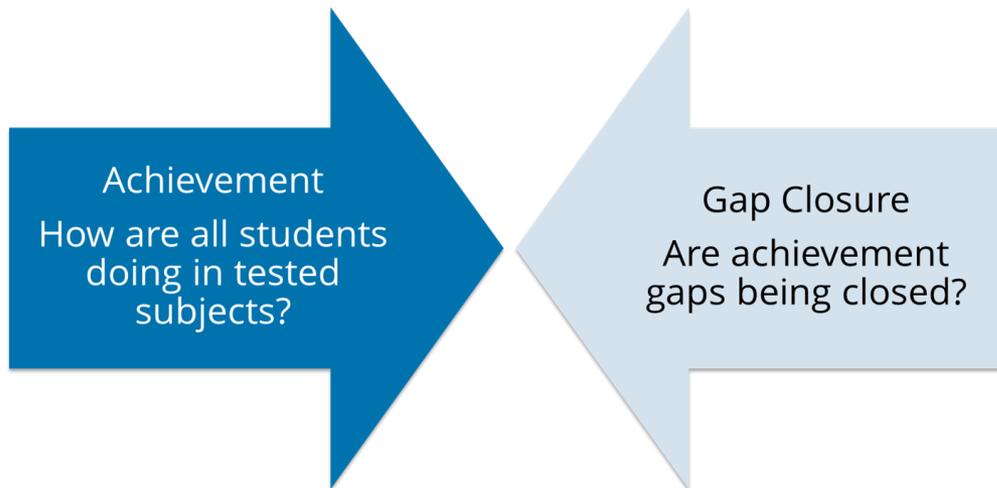
System Gap Closure Determination

- If a district passes the subgroup participation test, meets the majority of its gap closure AMO targets (with safe harbors applied) and passes the subgroup improvement tests (via either pathway), it receives a gap closure determination of **ACHIEVE**
- If a district fails to meet the majority of its AMO targets, but passes the participation rate and subgroup improvement tests, it receives a gap closure determination of **MISS: Intermediate Possible**
- If a district fails the subgroup participation rate test or the subgroup improvement test, it receives a gap closure determination of **MISS: In Need of Subgroup Improvement**



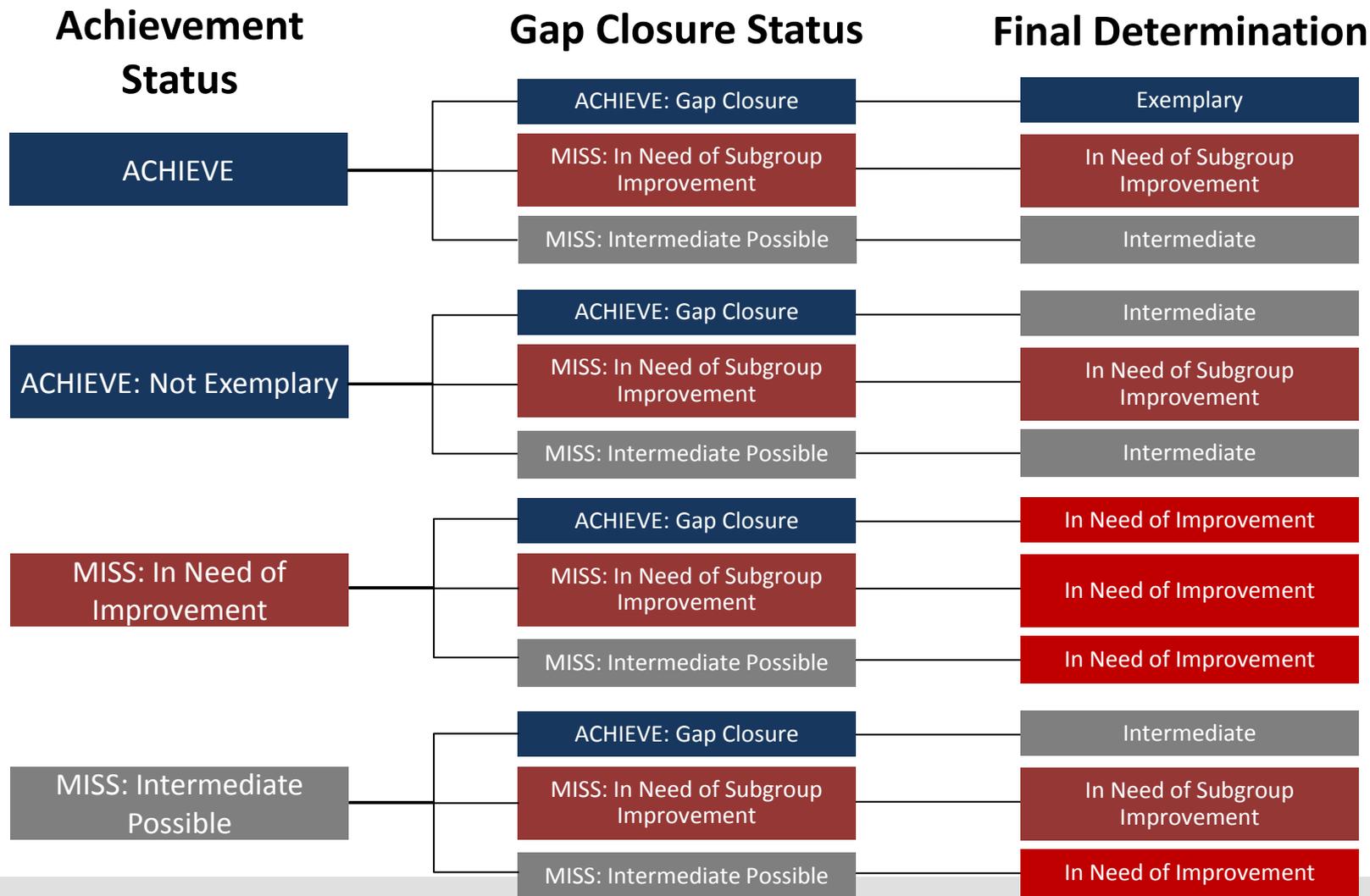
Accountability Model: Final Determination

Steps



1. Determine Achievement status
2. Determine Gap Closure status
3. Use Achievement status and Gap Closure status to determine Final Determination

Combining Achievement and Gap Closure Results: Final Determination





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Data Release

Accountability Application

https://doe1.tn.gov/Accountability/Announcements.aspx

Tennessee Department of E...

File Edit View Favorites Tools Help

 **Accountability Data**
Tennessee Department of Education

Announcements AMO Dashboards School Target Submission File Downloads Log out

Welcome to the Tennessee Department of Education Accountability Application. This application will be a valuable resource for information relating to district and school accountability outlined in our ESEA Flexibility Waiver.

Date	Milestone	Delivery Medium
June 15, 2015	Release of Files with Teacher, School, and District TVAAS Evaluation Composites	Accountability Application
July 8, 2015	Release of Accountability Data	Accountability Application
July 8, 2015	District Appeals Window Begins	TNED.Accountability@tn.gov
July 15, 2015	District Appeals Window Ends	
July 24, 2015	Preview of Public District and School Level Data Files	Accountability Application
July 30, 2015	Release of Embargoed District Determinations	Email to District Directors
August 3, 2015	Release of Embargoed Reward School Lists	Accountability Application and Email to Directors with Reward Schools

Guidance
[2014-15 Important Accountability Data Release Dates](#)

Accountability Resources
[Tennessee ESEA Flexibility Waiver](#)
[SAS District Accountability Protocol](#)

District Accountability Resources

School Accountability Resources

Additional Questions
The department wants to provide as much support to districts as possible on accountability related topics. There are several resources available to you. You may contact your Regional Data Analyst located in the CORE Offices. You may find a list of Regional Data Analysts sorted by district by clicking [here](#). To address accountability related questions to the department directly, please email TNED.Accountability@tn.gov.

Status: Save

The following files will be released to districts on July 8th

Districts Will Receive	Description
Student-level File	Produced by SAS and includes the scores used for all students in accountability determinations.
Base Accountability File	Displays testing data at the subject/grade/subgroup level for all tested grades and subjects for the past three years. These files are produced at the state, system, and school level.
Numeric Accountability File	Displays data with all accountability rules applied and all data points used to make accountability determinations. These files are produced at the state, system, and school level.
Achievement Determination File; Gap Determination File; Subgroup Determination File	Include data supporting accountability determinations for achievement, gap, and subgroup data.
Final Determination File	Includes variables supporting districts' final accountability status.

Additional Resources

Resource	Details
Tennessee ESEA Flexibility Waiver	This is the primary governing document behind our Accountability Framework and includes all amendments and changes approved by USED to date.
SAS District Accountability Protocol	Outlines the methodology used to implement the district accountability model.
2014-15 Frequently Asked Questions	Answers commonly-asked questions.
2014-15 District Accountability Overview	Includes a general overview of district determinations, key dates, and procedures.
2014-15 District Accountability Recorded Webinar	Includes a general overview of district determinations, key dates, and procedures.



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Appeals

Submitting District Appeals

- The Director of Schools must submit the final appeal.
- The formal appeal must be submitted on the district's official letterhead.
- The appeal must clearly describe the issue being appealed and how it fits within the criteria described in section II of the Appeals Memo.
- The appeal must be submitted as an email attachment to TNED.Accountability@tn.gov.
- The appeal must be received by **Wednesday, July 15th, 5pm (CDT)**.
- To submit the AP Language & Composition appeal, districts should submit a formal appeal as outlined above and upload the provided data template to the department via EdTools by **Wednesday, July 15th, 5pm (CDT)**.
- Detailed guidance on appeals can be located in the Directors' Update and on the "Announcements" tab of the Accountability Application.

What may districts appeal?

- Large, systematic errors:
 - The error impacts a large portion of the district's tested population
 - The error occurred due to a data migration that could not have been rectified during SDDV
- Accountability methodological errors
- Advanced Placement (AP) Language & Composition/English III

Additional Support

Regional Data Analysts

- Provide support on accessing and interpreting accountability data
- Answer general accountability/data questions
- May hold meetings in which regional administrators share best practices
- Find yours at the following link: <http://tn.gov/education/topic/centers-of-regional-excellence>

TNED.Accountability@tn.gov

- Direct access to TDOE Accountability Office
- Send any questions related to accessing and interpreting data, accountability methodology, etc.
- Send all allowable appeals

Password Resets

- Every School Director should have a DATA account to access the accountability application
- To request a reset, the **Director** must email TNED.Accountability@tn.gov

Mary Batiwalla
Executive Director
Office of Accountability
615-571-0908

Lacey Hartigan
Research Analyst
Division of Data and Research
615-770-3866



TN.Gov/Education
Facebook.com/TennesseeEducation
Twitter: @Tnedu
TNED.Accountability@tn.gov