



Assessment Task Force 2.0

Meeting #3: July 20, 2016

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

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**Welcome:
Goals and Agenda**

Goals

1. Review and assess progress made on 16 recommendations from initial Assessment Task Force (ATF) report.
2. Take up 5 “Further Analysis” items from ATF report.
3. Review and assess year one of TNReady implementation.
4. Provide feedback and additional recommendations specific to principles and recommendations from initial ATF report, “Further Analysis” items from ATF report, and TNReady.
5. Provide feedback on specific assessment and accountability-related items for ESSA plan.

Agenda

Time	Agenda Item(s)
8:15	<i>Continental breakfast and coffee available</i>
8:30	<ul style="list-style-type: none">• Welcome, goals, and overview of agenda
8:45	<ul style="list-style-type: none">• Share progress on ATF 1.0 recommendations<ul style="list-style-type: none">○ Recommendation #3: Testing blueprints○ Recommendation #6: Second grade assessment○ Recommendation #7/11: ACT/ACT retakes
10:00	<ul style="list-style-type: none">• Discussion
10:20	<i>Break</i>
10:30	<ul style="list-style-type: none">• Measures of school quality and success<ul style="list-style-type: none">○ Review survey results
11:00	<ul style="list-style-type: none">• Small group discussion
11:30	<ul style="list-style-type: none">• Whole group debrief and recommendations
11:40	<i>Break for lunch</i>
12:00	<ul style="list-style-type: none">• 2016-17 Assessment and ESSA updates
12:50	<ul style="list-style-type: none">• Review homework for next meeting
1:00	<i>Adjourn</i>



Progress on Recommendations

Progress on Recommendations



Assessment Task Force Recommendation Updates and Next Steps (May 2016)

Recommendations	Next Steps
Culture of Transparency	
#1: The department and districts should continue to focus on improving communication around testing and accountability to create clarity, transparency, and trust.	<p>Leading up to the administration of TCAP this year, the commissioner held numerous webinars and conference calls for various audiences. In partnership with SCORE, Commissioner McQueen participated in multiple telephone town hall sessions for parents, specifically focused on TNReady. Earlier this year, Commissioner McQueen hosted a webinar in partnership with the Tennessee School Board Association focused on what school board members need to know about TNReady. In addition, she held conference calls for both the department's Teacher Advisory Council and the Governor's Teacher Cabinet about proposed changes to the evaluation flexibility bill as well as testing changes for next year.</p> <p>As the testing cycle unfolded this spring, Commissioner McQueen has made every effort to keep districts, stakeholders, and media up to date</p>

Recommendation #3

The department should **annually release** standardized test blueprints, test specification, and the methodology for calculating all score reports.

Owner: Dr. Tammy Shelton, Executive Director, Content & Assessment Design

Blueprints: Testing Structure

Grades 6-8 ELA Testing Structure

The testing structure for English language arts reflects both the number of operational assessment items and the number of field test assessment items.

For scheduling purposes sessions can be combined

Subpart 1	Subpart 2	Subpart 3	Subpart 4
<ul style="list-style-type: none">• 85 minutes• 1-3 Passages• 1 Writing Prompt*	<ul style="list-style-type: none">• 50 minutes• 2-3 passages• 6-14 questions per passage	<ul style="list-style-type: none">• 50 minutes• 2-3 passages• 6-14 questions per passage	<ul style="list-style-type: none">• 45 minutes• 1-2 passages• 6-14 questions per passage• 2 Editing Tasks

For scheduling purposes sessions can be combined

*For subpart 1, writing prompts will be field tested a minimum of every 2 years and will occur outside of the traditional testing window.

Blueprints: Testing Structure

Grades 3-5 Mathematics Testing Structure

The testing structure for mathematics reflects both the number of operational assessment items and the number of field test assessment items.

For scheduling purposes session can be combined.



Subpart 1 (No Calculator)	Subpart 2 (Calculator)	Subpart 3 (Calculator)
45 Minutes • 21-30	30 Minutes • 10-15 Items	40 Minutes • 12-16 Items • 2 Integrated Items*

*Integrated Items: 4-6 point questions which ask students to assimilate information from multiple grade-level domains. They may require background knowledge from previous grades. For 2016-17, both integrated items are field test items.

Blueprints: English Language Arts

English II: Subpart 1		
Writing	# of Items	# of Score Points
Prompt will align to one of W.9-10.1, W.9-10.2, or W.9-10.3; and W.9-10.7		
Focus and Organization	1	4
Development		4
Language and Style		4
Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3)		4
Total		16

English II: Subpart 2, 3, and 4		
	# of Items	# of Score Points
Reading		
<ul style="list-style-type: none"> Reading Literature (standards RL.9-10.1; RL.9-10.2; RL.9-10.3, RL.9-10.5; RL.9-10.6; RL.9-10.9) 	23-40	29-49
<ul style="list-style-type: none"> Reading Informational Text (standards RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.5; RI.9-10.6; RI.9-10.8; RI.9-10.9) 		
<ul style="list-style-type: none"> Vocabulary (standards RL.9-10.4; RI.9-10.4; L.9-10.4; L.9-10.5) 		
<ul style="list-style-type: none"> Conventions (standards L.9-10.1, L.9-10.2, L.9-10.3) 	4-6	4-6
Total	27-46	33-55

English II: Summary			
	# of Items	# of Score Points	% of Test
Subpart 1	1	16	26-32
Subpart 2,3, and 4	27-46	33-55	66-77
Total	28-47	50-71	100

Blueprints: U.S. History and Geography

U.S. History & Geography Blueprints

The blueprints reflect only operational assessment items.

Written Response: Subpart 1		
	# of Items	# of Score Points
Content <ul style="list-style-type: none"> The Rise of Industrial America and the Progressive Era (standards US.1 to US.30) The 1920s and the Great Depression (standards US.31 to US.53) US Policy between the Wars, World War II, and the Cold War (standards US.54 to US.81) 	1 written response item will be scored for both content and literacy	8
Literacy	The written response item listed above will be scored for both content and literacy	4
Total		12

Multiple Select: Subpart 2 and 3		
	# of Items	# of Score Points
<ul style="list-style-type: none"> The Rise of Industrial America and the Progressive Era (standards US.1 to US.30) 	6-10	6-13
<ul style="list-style-type: none"> The 1920s and the Great Depression (standards US.31 to US.53) 	14-18	14-22
<ul style="list-style-type: none"> US Policy between the Wars, World War II, and the Cold War (standards US.54 to US.81) 	11-15	11-13
<ul style="list-style-type: none"> The Post-War Years to Contemporary United States (standards US.82 to US.112) 	5-9	5-11
Total	36-52	36-59

Grade 3: Summary			
	# of Items	# of Score Points	% of Test
Subpart 1	1	12	17-25
Subpart 2	36-52	36-59	75-83
Total	28-47	48-71	100

Blueprints: Additional ELA Resources

Descriptions of Writing Types

Writing Type	Passages Used	Description of Tasks
Argument	Literary: Stories, dramas, or poems called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). For argument, the task asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). The reasons and evidence should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation	<ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). For argument, the task asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). The reasons, information, and/or evidence should be drawn from evidence within the passages.
Informative/Explanatory	Literary: Stories, dramas, or poems called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). The task asks students to examine a topic in the passages and organize and convey ideas about the passages. The task may require a comparison or integration of a topic or ideas. The ideas should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction	<ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The task asks students to examine a topic in the passages and

A Definition of Genres

Opinion/Argument:

Opinion writing is a precursor to argumentation. In grades K-5, the term “opinion” is used to refer to the developing form of argument.

- Opinion writing clearly articulates a position on a topic, and supports the position with reasons and evidence from text
- Opinion writing does not necessarily seek to change the reader’s mind; however, opinions make the position and intent clear to the audience.
- In grades K-5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.
- Arguments are used to change the reader’s point of view, to bring about some action on the part of the reader, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue or problem.
- Arguments are reasoned, logical ways of demonstrating that the writer’s position, belief, or conclusion is valid.
- Students make claims and defend their interpretations or judgments with evidence from the text.

Informational/Explanatory:

Although information is provided in both arguments and explanations, the two types of writing have different aims:

- Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior*
- Explanations, in contrast, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him/her to ask for a certain point of view. In short, arguments are used for persuasion and explanations for clarification.*

- Informational/explanatory writing conveys information accurately.
- Informative/explanatory writing intends to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a subject.

Blueprints: Additional Math Resources

TNReady Grades 6-8 Mathematics Calculator Policy

Central Beliefs

The TNReady Calculator Policy is based on two central beliefs:

- 1) Calculators are important tools and, in order to be ready for career and college, students need to understand how to use calculators effectively, and
- 2) In order to demonstrate mastery of the mathematics standards, students must demonstrate many skills without reliance on calculators.

Therefore, at all grade levels and in all courses, will include both calculator permitted subparts and calculator prohibited subparts.

- There will be one calculator prohibited subpart and two calculator permitted subparts at all grade levels.
- Information on the types of questions on the calculator prohibited section of TNReady can be found ([here](#)).

Rationale

Calculator functionalities should align with the mathematics in each grade band. In grades 6-8 mathematics, our state

Grades 6-8 Mathematics Reference Sheets

The math assessment will allow reference sheets for all students in grades five through high school. The reference sheets are designed to match the intent of our current state standards in math.

Math Reference Sheet—Grade 6	
1 inch = 2.54 centimeters 1 meter = 39.37 inches 1 mile = 5,280 feet 1 mile = 1,760 yards 1 mile = 1.609 kilometers 1 kilometer = 0.62 mile	1 cup = 8 fluid ounces 1 pint = 2 cups 1 quart = 2 pints 1 gallon = 4 quarts 1 gallon = 3.785 liters 1 liter = 0.264 gallons 1 liter = 1000 cubic centimeters
1 pound = 16 ounces 1 pound = 0.454 kilograms 1 kilogram = 2.2 pounds 1 ton=2000 pounds	

Recommendation #6

The department should **eliminate the kindergarten and first-grade annual standardized test option** when SAT-10 is discontinued at the end of the 2015-16 school year. The department should create a new second-grade assessment aligned to Tennessee state standards as an alternative to the second-grade SAT-10 and provide this option to districts.

Owner: Dr. Tammy Shelton, Executive Director, Content & Assessment Design



Grade 2 Update

Second Grade Assessment Update

- **Questar Assessment, Inc.** was the sole respondent and earned an average score of 89 of 100 points.
- Operational assessment available in spring 2017 for the 2016-17 school year.



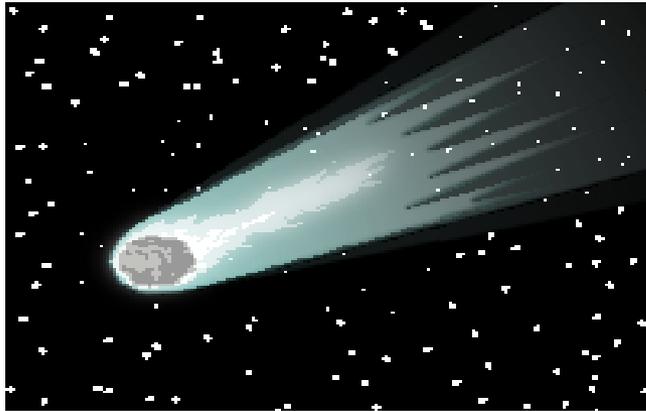
Grade 2 ELA

The integrated format will assess students based upon questions derived from both literature passages and informational text in order to determine their mastery of the standards in the following areas:

- **Comprehension**
- **Foundational Literacy Skills Language**
- **Conventions/Grammar/Spelling**
- **Writing**
- **Listening**
- **Foundational Literacy Fluency**

Grade 2 ELA Sample Text

Rocks in Space from *NASA Kids* magazine



1 There are not just stars and planets in space. There are rocks, too.

2 There are three main kinds of rocks in space. They are comets, asteroids and meteoroids.

Comets—Dirty Snowballs

3 Comets are like dirty snowballs. They are made of dust, ice and rock. A small comet is about the size of a house. Other comets are many miles across.

4 Most comets live out past the planets Neptune and Pluto. They orbit, or go around, the Sun. The heat from the Sun makes the comet's ice boil away to a gas. The gas and dust around it begin to glow. Some of the gas and dust stream off and glow. It looks as if the comet has a tail.

Grade 2 ELA Sample Questions

- **Comprehension:** Students' comprehension will be assessed through multiple choice items based upon both literature passages and informational text.

Stem: Which words from the article **best** describe the main topic?

- A. stars and planets
- B. rocks in space
- C. dust, ice and rock
- D. funny-shaped rocks

Grade 2 ELA Sample Questions

- **Foundational Skills:** Students' phonics and word recognition skills will be assessed using words taken directly from the given passages.

Which **two** words from the passage have the **same** vowel sound as the word **space**? Choose **two** correct answers.

- A. main
- B. small
- C. they
- D. heat
- E. that

Grade 2 ELA Sample Questions

- **Language - Conventions/Grammar/Spelling:** Students' command of the conventions of Standard English and vocabulary acquisition will be assessed through words, phrases, and sentences found within the given passages.

Read this sentence about the passage.

The _____ tail is made of gas and dust.

Which word makes the sentence correct?

- A. comets
- B. cometses
- C. comets'
- D. comet's**

Grade 2 ELA

- **Writing:** Students will be asked to write 3-4 sentences per prompt based upon evidence from the text.
- **Listening:** Students will be assessed on their listening comprehension skills through a series of pictures, sentences, and short passages.

Grade 2 ELA Sample Questions

- **Foundational Literacy Fluency:** Students' reading fluency and comprehension will be assessed through the use of yes or no responses to independently read sentences containing second grade vocabulary.
- Examples:
 - A fish can swim.
 - It is dark at night.
 - A hen is a plant.
 - A rock is very soft.

Grade 2 ELA Testing Structure

The testing structure for English language arts reflects both the number of operational assessment items and the number of field test assessment items.

Literature		Informational	
Subpart 1	Subpart 2	Subpart 3	Subpart 4
40 minutes	40 minutes	42 minutes	40 minutes
2 Passages <ul style="list-style-type: none"> 7-12 Multiple Choice Items per passage (includes Foundational Skills and Language) 1 Writing Task 	2 Passages <ul style="list-style-type: none"> 7-12 Multiple Choice Items per passage (includes Foundational Skills and Language) 3-5 Listening Sentences <ul style="list-style-type: none"> 1 Question per sentence 3-4 Listening Passages <ul style="list-style-type: none"> 2-3 Questions per passage 	2 Passage <ul style="list-style-type: none"> 7-12 Multiple Choice Items per passage (includes Foundational Skills and Language) 1 Writing Task 2 Foundational Skills Fluency Items *	2 Passages <ul style="list-style-type: none"> 7-12 Multiple Choice Items per passage (includes Foundational Skills and Language) 3-5 Listening Sentences <ul style="list-style-type: none"> 1 Question per sentence 3-4 Listening Passages <ul style="list-style-type: none"> 2-3 Questions per passage

Note: Word counts will range from 100-500 words for Reading passages and from 50-100 for Listening passages.

Grade 2 Math

The mathematics test will focus approximately

- **70%** of the assessment items on major work of the grade and
- **30%** of the items on supporting and additional work.
- Student mastery of **fluency, ability to problem solve,** and **understanding of the grade level standards** will be assessed.
- Students will be assessed on their **ability to connect topics** across the grade level domains

Grade 2 Math Sample Questions

Which sums and differences are equal to 14? Choose the **three** correct answers.

A. $6 + 8$

B. $7 + 6$

C. $11 + 4$

D. $18 - 4$

E. $20 - 6$

Grade 2 Math Sample Questions

Which number sentence is true?

A. $425 > 463$

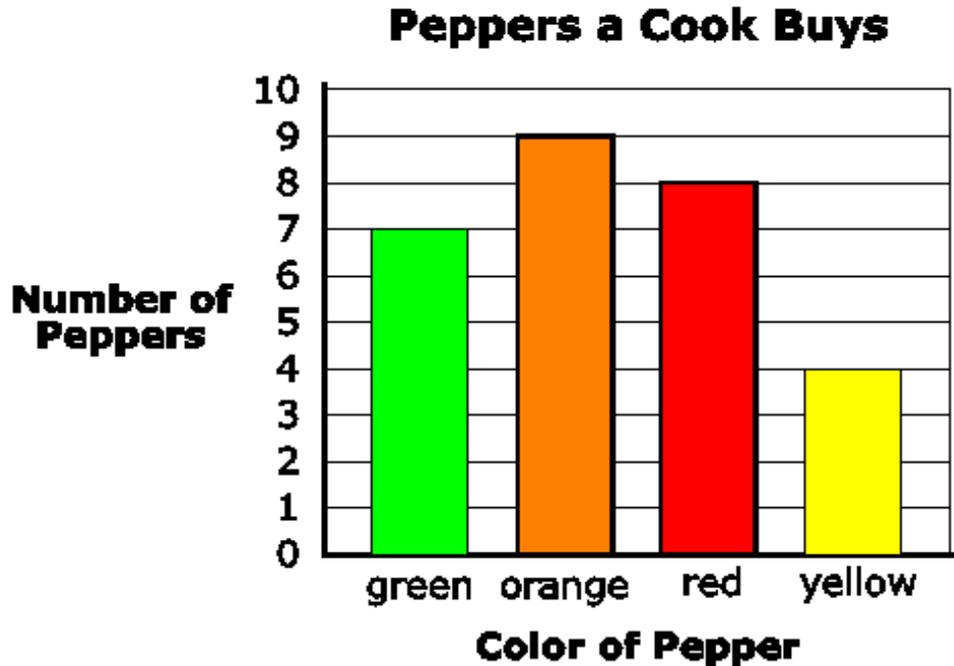
B. $425 > 470$

C. $425 > 419$

D. $425 > 425$

Grade 2 Math Sample Questions

The bar graph shows the numbers of peppers a cook buys.



Scoring

A. (1 point)
28 (peppers)

B. (1 point)
2 (orange peppers)

A. How many peppers does the cook buy all together?

B. The cook uses 7 orange peppers. How many orange peppers are left?

Grade 2 Mathematics Testing Structure

The testing structure for mathematics reflects both the number of operational assessment items and the number of field-test assessment items.

Subpart 1 (No Calculator)	Subpart 2 (No Calculator)
40 minutes • 30 items (including 1 integrated items*)	42 minutes • 23 items (including 1 integrated items*)

*For 2016–17, both integrated items are field test items.

Recommendation #7 and #11

#7: The department should address the issue of over-testing and possible test redundancy by **eliminating the mandatory EXPLORE (8th grade) and PLAN (10th grade) tests**, and not adopt ACT's new alternative ASPIRE. The department should continue to require ACT for all 11th grade students except for the rare circumstances in which an IEP precludes a student from taking the ACT.

#11: The department should **expand ACT or SAT retake** opportunities for all students.

Owner: Danielle Mezera

Public Chapter 844

Tennessee Student Assessment Transparency Act

Tennessee Code Annotated, Section 49-6-6001-Graduation Requirements

Removed subsection (b): *“As a strategy for assessing student readiness to enter and succeed in postsecondary training, every public school student shall take a series of three (3) examinations, one (1) administered at grade eight (8), one (1) administered at grade ten (10), and one (1) at grade eleven (11). These assessments shall be approved by the commissioner...”*

Replaced with:

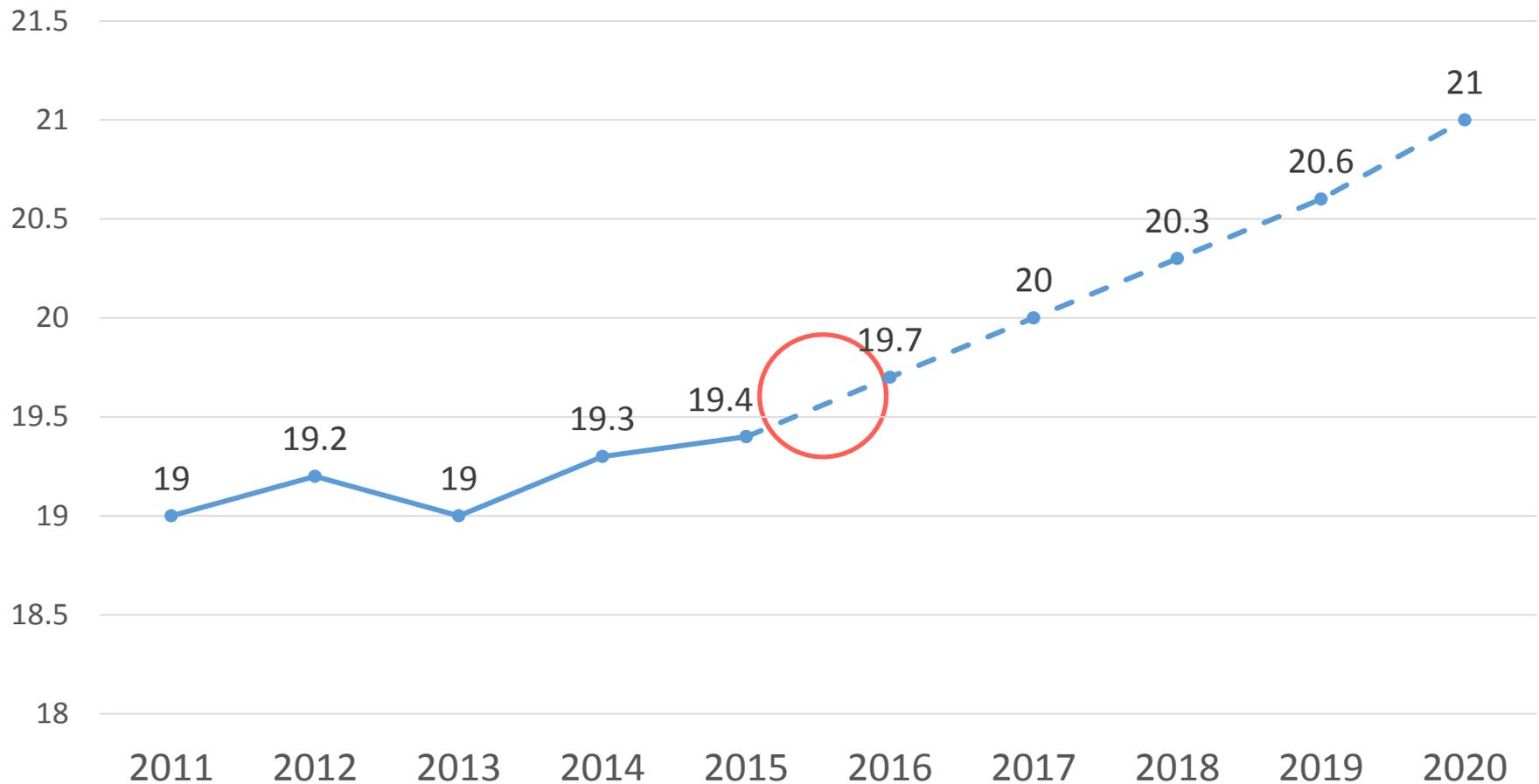
(b) (1) As a strategy for assessing student readiness for postsecondary education, every public school student shall take an examination at grade eleven (11). This assessment shall be approved by the commissioner ...

(2) Subject to available appropriations each year, each student participating in the assessment pursuant to subdivision (b)(1) shall have the opportunity to retake the assessment one (1) additional time prior to graduation.

The Path to a 21 Composite

ACT Composite Scores Over Time

Past Performance & Path to Achieving a Statewide Average of 21 on the ACT by 2020



Our Approach to ACT Growth

All schools must develop a **culture of student readiness**

- The **behaviors and practices, beliefs, and values** modeled by all educators support our vision that all students must be prepared for their **chosen path in life**
- Adults should **encourage** and **empower students**, never limit them
- Preparation for the ACT/SAT is **embedded in the academic culture** of all districts for all students (K-12)



The Path to 21: Challenges & Key Levers

There are several current challenges that our strategic approach addresses head-on:

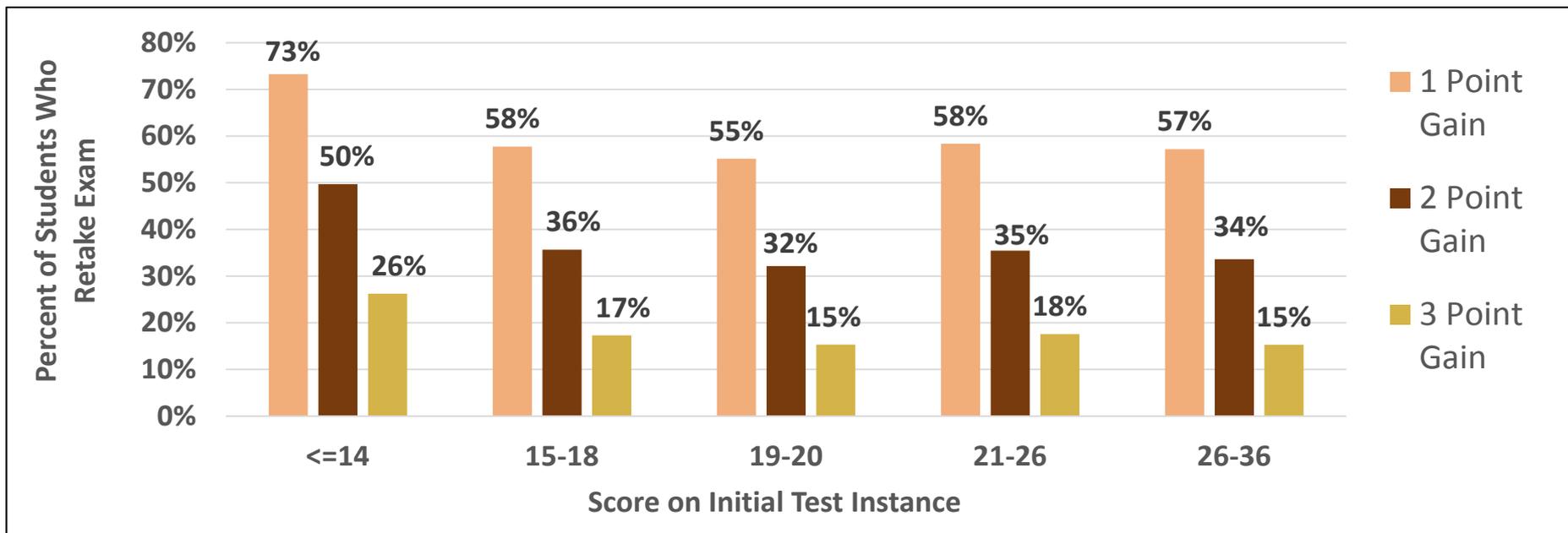
Challenge	Symptoms	Key Lever Solution
Lack of belief in value of ACT for all students	Low participation rate in some districts; 17% of students graduating without ACT score	Change Culture
Lack of growth mindset, high expectations	Low retake percentage for all; economically disadvantaged students retake at lower rate	Increase Retakes
Implementing standards with full fidelity and embracing instructional shifts across all subjects/grades	Only 17% of students hitting all four CR benchmarks; disconnect between student aspirations (85% desire postsecondary) and reality	Improve Instruction

Accountability

Why are Retakes Central to Our Strategy?

In Tennessee, students who took the ACT multiple times:

- **Average gains** from first to second test: **.9302 points**
- More than **30 percent** of students gained **2 points** or more
- Between 40-60 percent of students within 2 points of “College Readiness” benchmarks **pass thresholds on retake**



Retake Results: Potential Impact

Threshold Area	Students who did not meet minimum ACT score and did not retake	Students predicted to meet or exceed threshold with retake
HOPE Scholarship	22,327	2,803
Reading Learning Support	17,690	5,686
English Learning Support	17,606	4,364
Math Learning Support	21,376	3,594

⇒ Thousands of students could remove “default remediation” by retaking ACT

ACT Senior Retake Opportunity - Timeline

July

- **Districts** assign a point of contact for the *ACT Senior Retake Opportunity*.
- The department sends a pre-populated file of total number of qualifying students to the district's identified point of contact.
- District **verifies student eligibility numbers** and **submits final number of needed retake vouchers and fee waivers** to the department.

August

- **ACT, Inc.** provides participating districts with retake voucher and fee waiver **registration codes for qualifying seniors** via email.
- Districts are responsible for giving students their ACT registration codes and providing guidance to students on how to register for the ACT.

Sept.

- Districts continue to promote and support student registration and preparation for the exam.
- The **regular registration deadline** for the October 22 test date is Friday, **September 16**.
- The **late registration deadline** is Friday, **September 30**.

Oct.

- The *ACT Senior Retake Opportunity* test date is **October 22**.
- Students are responsible for transportation to their registered test site, as well as bringing identification and any other materials needed for testing.
- Students may add or change postsecondary institutions to receive score reports until noon on Thursday, October 27.

ACT Senior Retake Opportunity - Overview

- **All** qualifying seniors will have the option of retaking the ACT on Saturday, October 22, 2016
- A qualifying student is any Tennessee public school senior who took the ACT as a junior on the statewide administration date or on a national ACT test date using a voucher
- Students who wish to retake will receive a special voucher or waiver for the October 22 national test date only
- Districts will be responsible for ensuring students register through the ACT national test date process
- Detailed guidance and logistics released throughout July & August

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Discussion

Discussion Questions

- What are the strengths of the optional second grade assessment?
- What are the benefits of the ACT re-take?
- What should we be thinking about with these changes?

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Measures of School Quality and Success

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Guiding Principles

Indicators in our state accountability framework should:

- **Align** with our vision and strategic plan
- Promote student **college and career readiness**
- Provide **actionable** and timely feedback
- Reward **excellence** and identify **equity** issues
- Provide **additional pathway** for districts to demonstrate success
- Minimize **unintended consequences**
- **Comply** with state and federal law

Tennessee has an opportunity to make a strong statement about measures beyond state test data that we prioritize and believe ultimately contribute to student success after graduation.

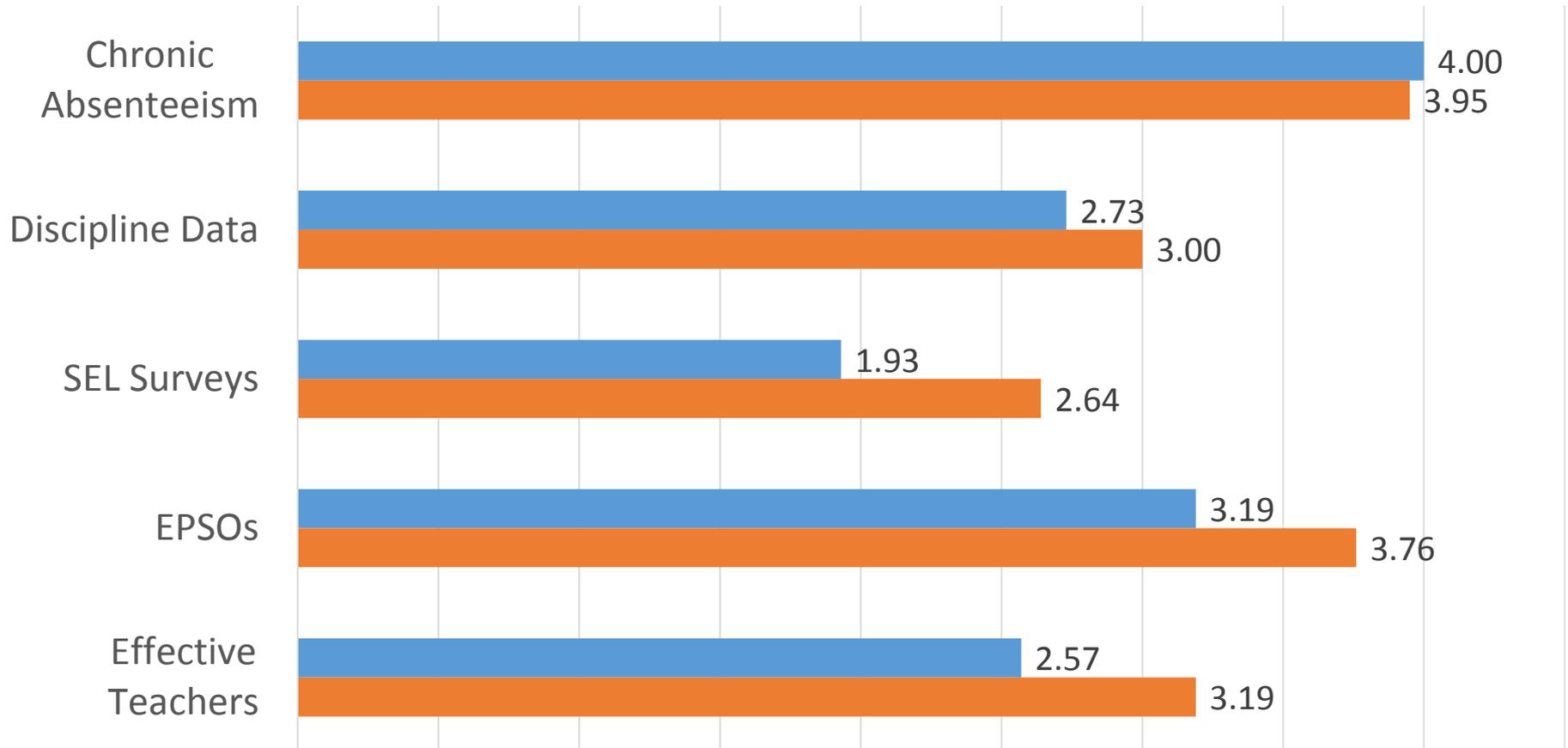
Survey Results

- Potential Indicators:
 - Chronic absenteeism
 - Discipline data
 - Social and emotional learning surveys
 - Early postsecondary opportunity and industry credentials
 - Access to effective teachers
 - Other suggested measures

Survey Results: Overview

■ The indicator should be included in Tennessee's accountability model.

■ Including indicator in accountability gives districts more actionable feedback to improve education.

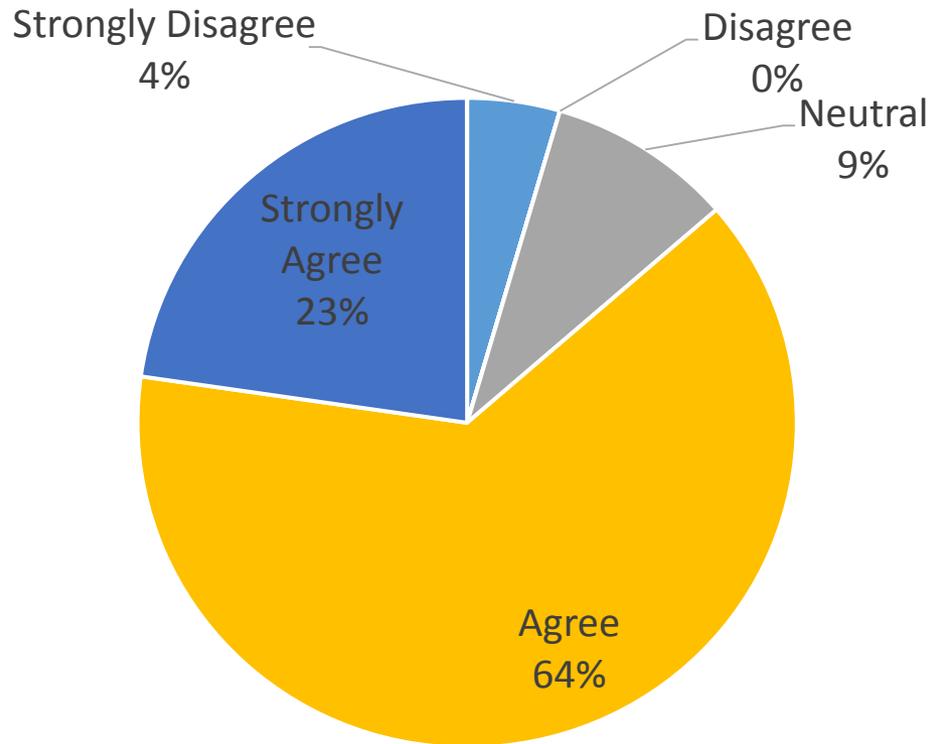


Survey Results: Reporting

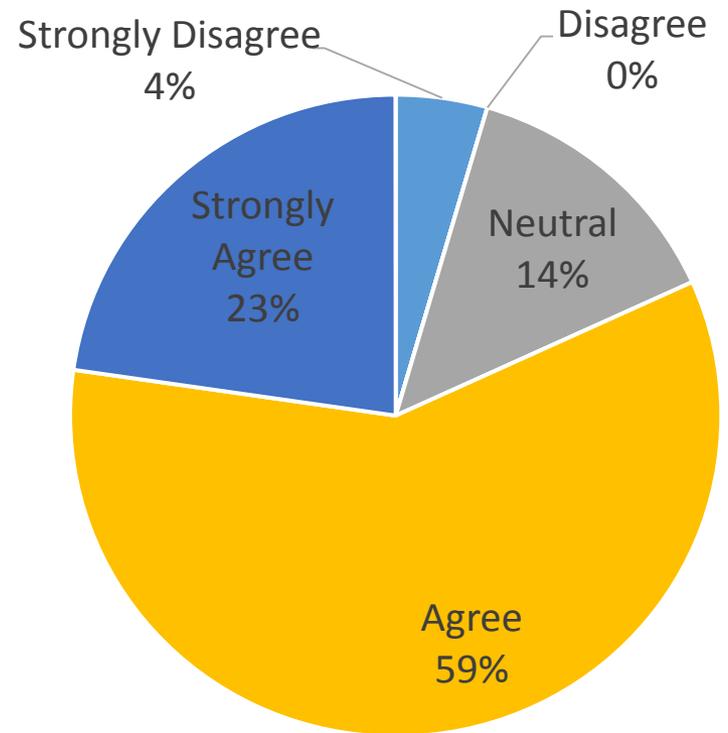
- The survey results regarding which inputs should be reported but not factor into accountability will be part of another discussion due to:
 - Legislative requirements around reporting
 - Uniformity and availability of survey responses
 - A significant majority favored reporting for all inputs
 - Only respondents who said the input should not be included were asked about reporting

Survey Results: Chronic Absenteeism

This indicator should be included in Tennessee's Accountability model



Indicator gives districts more actionable feedback to improve education



Survey Results: Chronic Absenteeism

Strengths

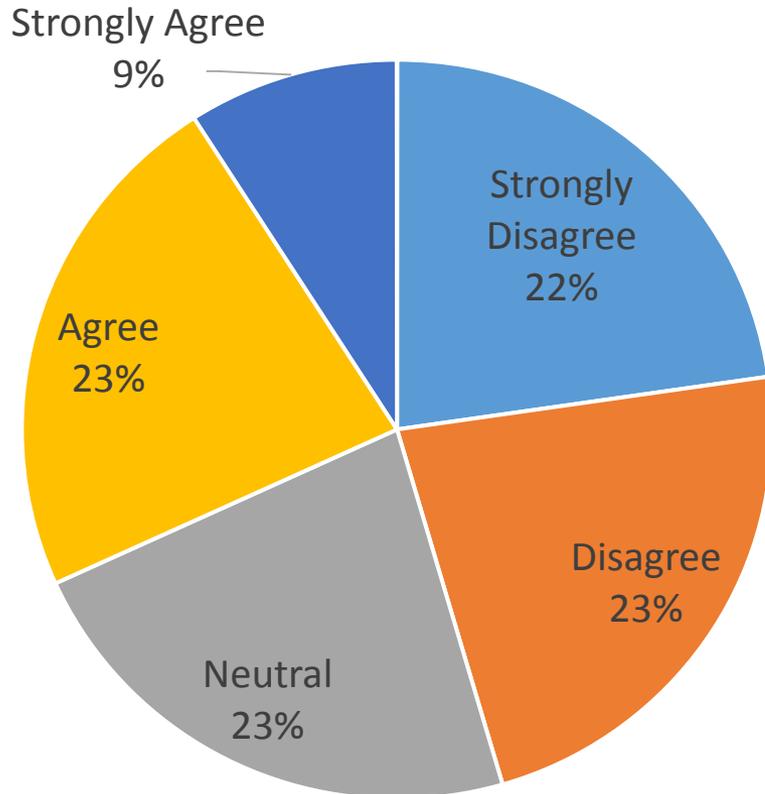
- Correlation between attendance and success in postsecondary
- Students who are chronically absent likely face other challenges
- Quantitative metric that is valid and reliable
- Insight into school culture

Drawbacks

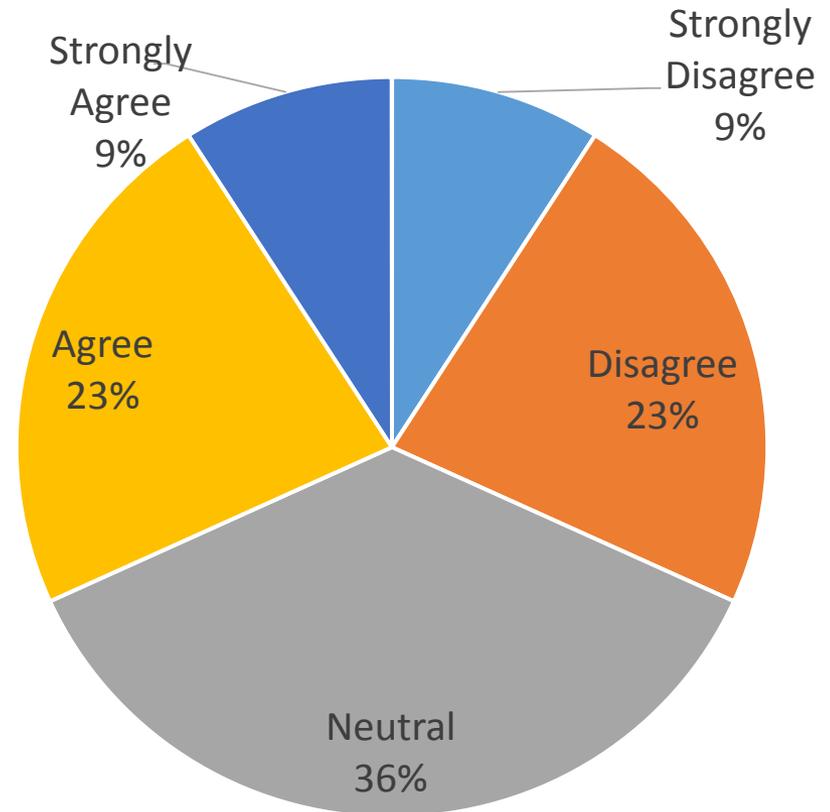
- Reasons for chronic absenteeism that exceed the school's locus of control
- Would benefit further with support from the truancy system

Survey Results: Discipline Data

Indicator should be included in Tennessee's Accountability model



Indicator gives districts more actionable feedback to improve education



Survey Results: Discipline Data

Strengths

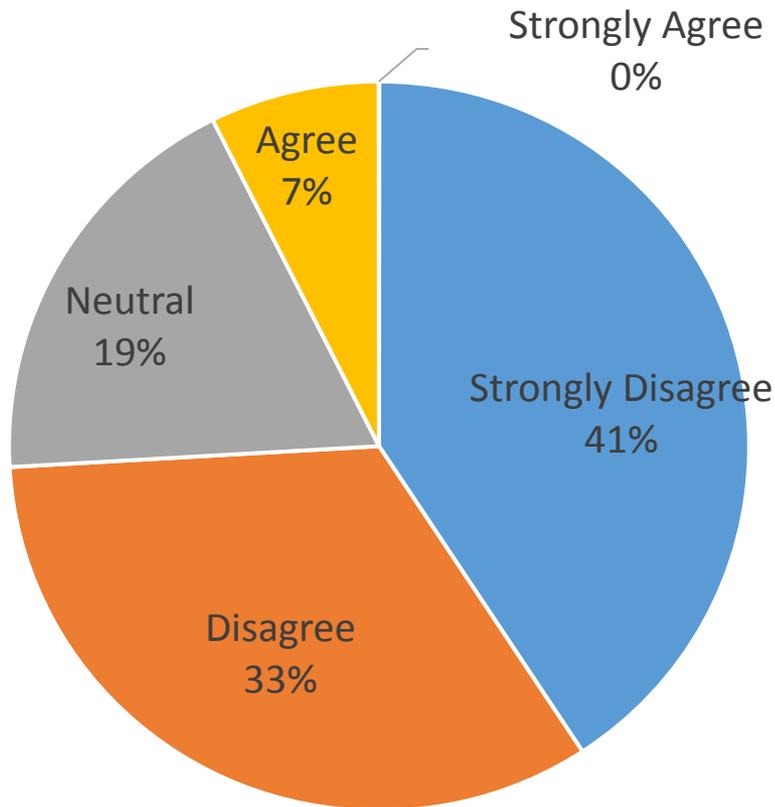
- These data are easily accessible for all schools
- Incentivizes schools to develop alternatives to suspension/expulsion
- Related to school culture and equity disparities
- Opportunity to improve discipline practices and supports for students

Drawbacks

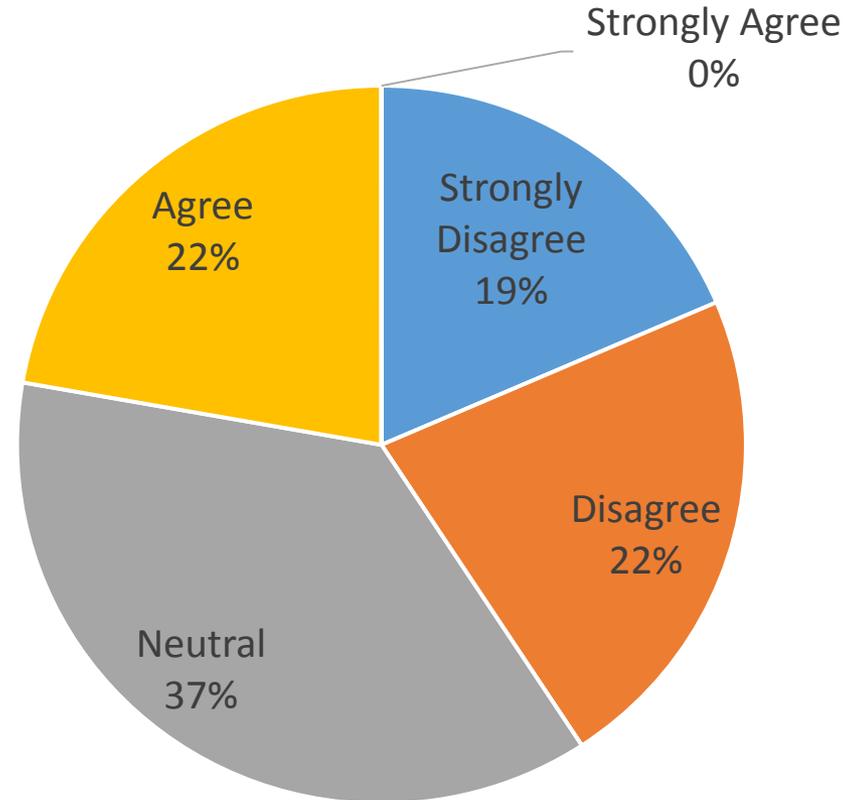
- Varied practices and reporting across the state
- Potential unintended consequence of not enforcing rules, even when suspension or expulsion is necessary
- Questions around operational definitions

Survey Results: SEL Survey

Indicator should be included in Tennessee's Accountability model



Indicator gives districts more actionable feedback to improve education



Survey Results: SEL Survey

Strengths

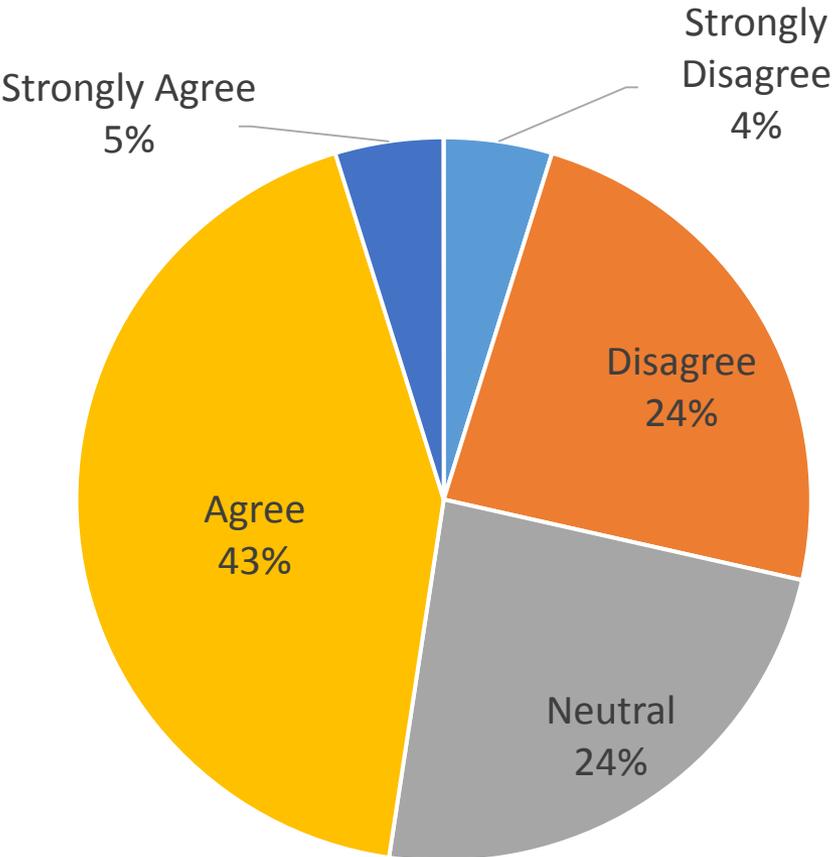
- Social and emotional skills are important for success in school and in all post-secondary options
- Student engagement is tied to SEL
- Inclusion increases student voice

Drawbacks

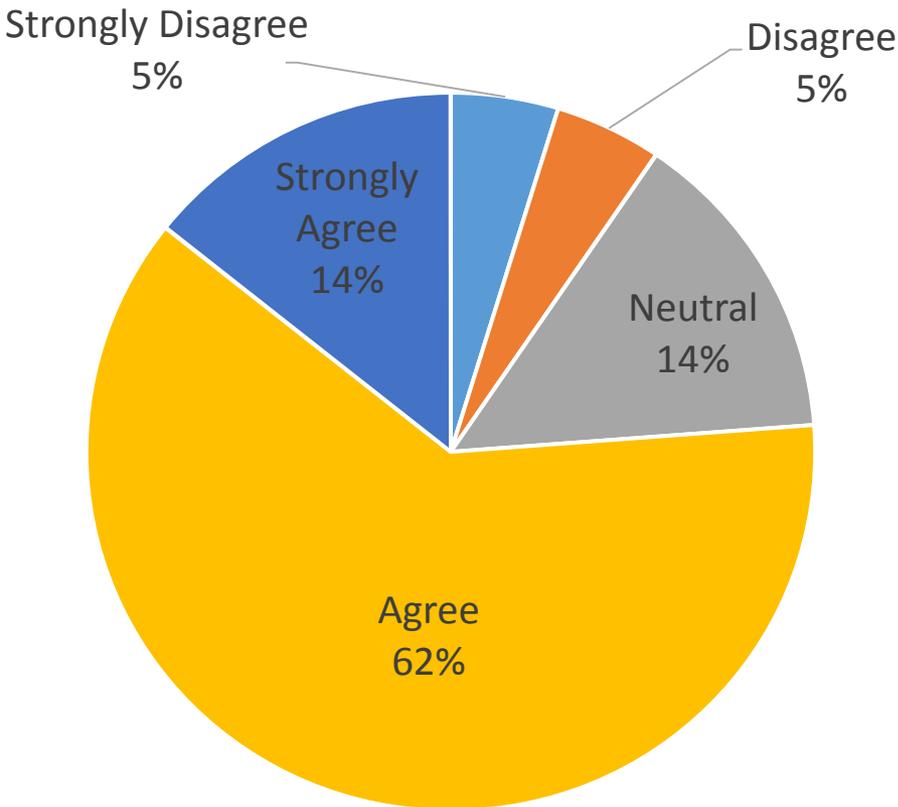
- Self-surveys are subjective and difficult to rely on for valid/reliable results
- Potential unintended consequences of teachers coaching students or “gaming” results
- Surveys give snapshot and not a full picture
- There is not a measure or reporting metric currently collected for SEL

Survey Results: EPSOs and Certification

Indicator should be included in Tennessee's accountability model

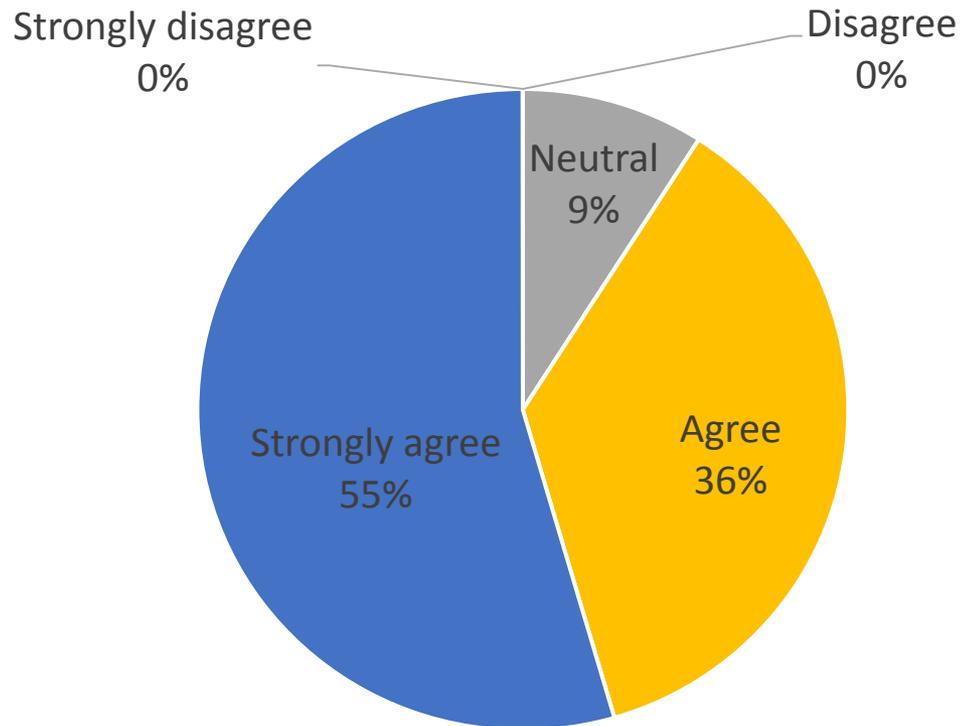


Indicator gives districts more actionable feedback to improve education



Survey Results: EPSOs and Certification

Early Postsecondary Opportunities and Industry Certifications should not be included in accountability, but should be reported at the school/district level



Survey Results: EPSOs and Certifications

Strengths

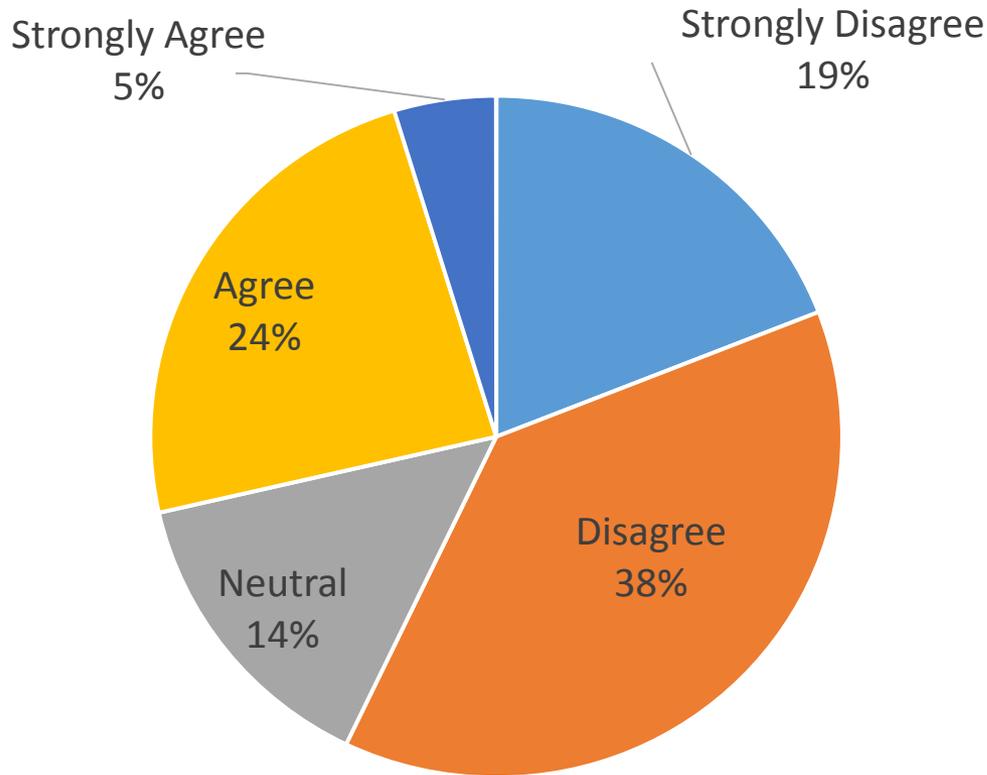
- Aligned well with our goals- *Tennessee Succeeds* and *Drive to 55*
- Strong predictor for success in college and career
- Encourage access to early credits for college-bound students
- Provide path for students not planning to pursue 4-year degrees

Drawbacks

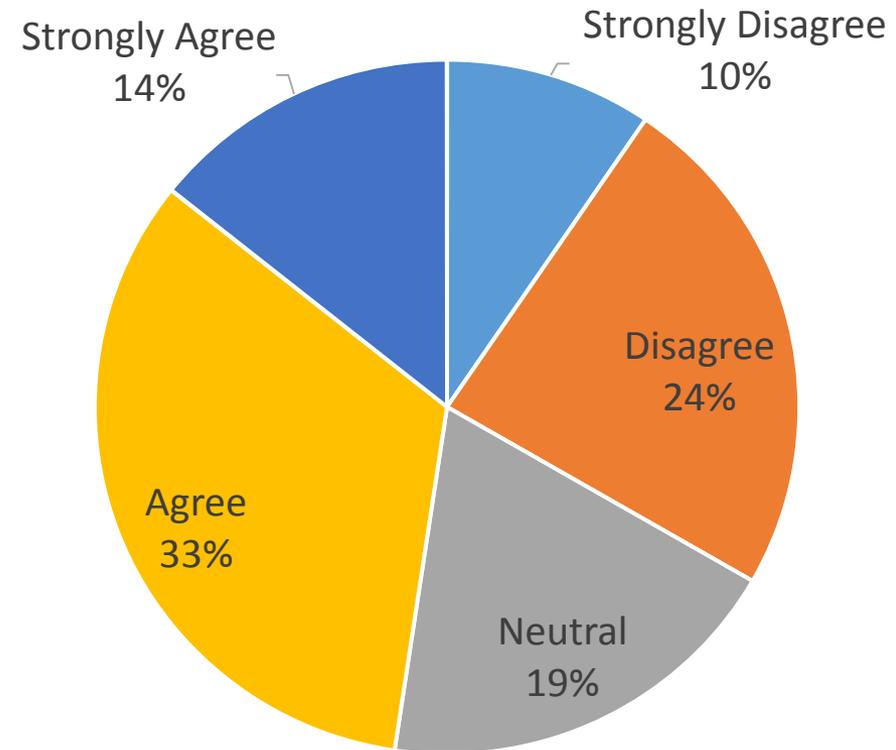
- Need a different measure for elementary and middle schools
- Lack of funding for ESPOs in different districts
- Inequitable opportunities across the state
- Potential unintended consequence of “tracking” students

Survey Results: Effective Teachers

Indicator should be included in Tennessee's Accountability model

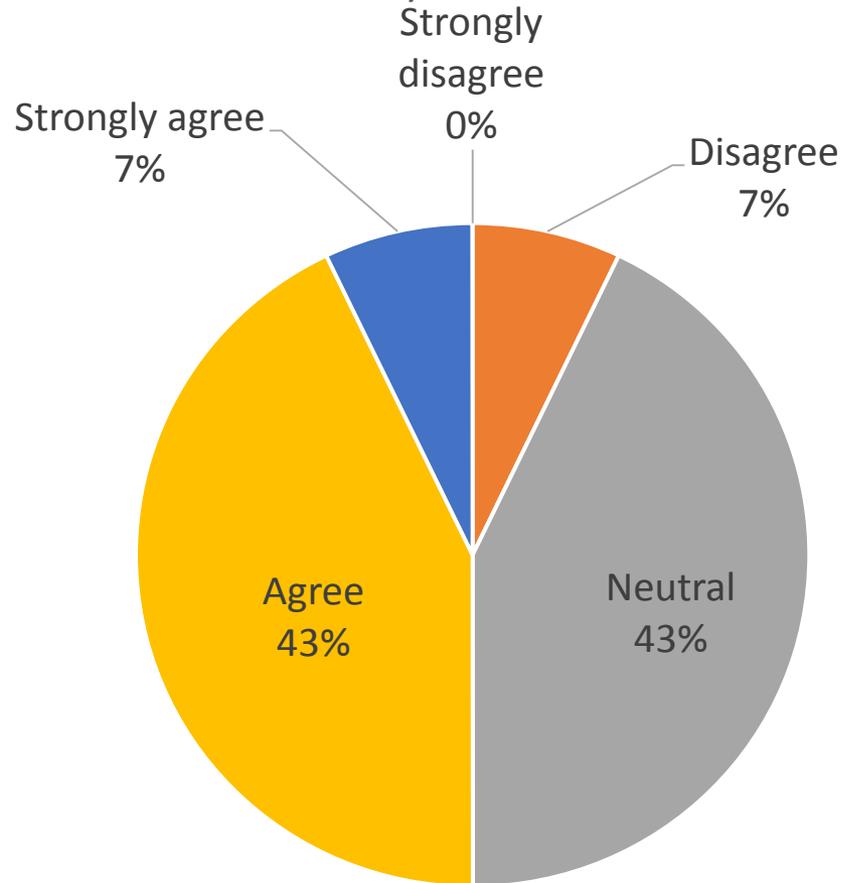


Indicator gives districts more actionable feedback to improve education



Survey Results: Effective Teachers

Equitable access to effective teachers should not be included in accountability, but should be reported at the school/district level



Survey Results: Effective Teachers

Strengths

- Teachers have the greatest in-school effect on improving student achievement
- Promotes goal of highly effective teachers in every classroom

Drawbacks

- Challenging to change assignment of teachers
- Difficulties of removing poorly performing teachers from the classroom may be beyond district control

Survey Results: Conclusion

- Indicators that most agree should be included in accountability
 - Chronic absenteeism
 - Access to early postsecondary and industry certification
- Indicators that elicited concerns around implementation and operationalization
 - SEL survey data
 - Access to highly effective teachers
- Largest variance in responses
 - Discipline data

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Considerations and Next Steps in Analysis

Feedback and Data Considerations

- The department is continuing to collect feedback around these inputs and additional indicators.
 - ESSA Accountability Workgroup
 - TOSS Working Group for Accountability
 - Superintendent Study Council
 - District Accountability Advisory Council
- Data considerations may prove a limiting factor around implementing suggestions and perspectives that may have widespread support.

Data Considerations: EPSOs

- The only data that are complete enough for inclusion in accountability would be:
 - The number of available EPSOs in each district (and perhaps school)
 - (Tentative) The number of students participating in each EPSO
- Research shows that simply counting participation with no indication of student performance does not strongly correlate with success after graduation
- Any other inputs around college and career readiness would be quite lagged (e.g., percent of students still enrolled in college two years after graduating)

Data Considerations: EPSOs

- Because not all students take a summative assessment or because assessment variation is low (i.e., high pass rates) in certain EPSOs, including measures of achievement in *all* EPSOs is not feasible.
- Options for overcoming incomplete data:
 - Limit EPSOs included in accountability to core subjects
 - Limit which EPSOs are included in accountability (in order to look at achievement)
 - Incentivize certain EPSOs through weighting (e.g., AP participation counts more than local dual credit)
 - Use course progression in CTE career clusters and programs of study, recognizing that course enrollment data have their own challenges

Data Considerations: Discipline

- Discipline data has shown a strong correlation to student outcomes, and there are a great deal of data regarding disparate discipline rates among subgroups.
- While the trepidation around disparities in discipline data is understandable, there may be a more nuanced approach to including such data points equitably.
 - Apply different weighting to expulsions, suspensions (in-school and out-of-school)
 - Apply different weighting to longer suspensions
 - Apply different weighting based on number of incidents (i.e., count subsequent incidents more)

Data Considerations: Access to Effective Teachers

- Given the concerns and feedback that were expressed, there is a need to clarify what this input would measure.
- Access to highly effective teachers accounts for variation in distributions of effective teachers.
 - Minimum counts would be required for reporting of student groups/teachers at different effectiveness levels
 - Underperforming teachers that may be “difficult to remove” from the classroom are not an inherent disadvantage; rather, how teachers are **assigned to students** is the key.

Potential Inputs: Opportunity Index

- Given the feedback we have received from various groups, as well as the data considerations highlighted, the following inputs seem to be appropriate for inclusion in an ***opportunity index***.
 - Chronic absenteeism
 - Access to effective teachers
 - Discipline
 - (Potential) access to (and performance in) early postsecondary opportunities
- This index would be applicable across grade levels with EPSO data being applied for high schools only.



Questions?



Assessment and ESSA Updates



**2016-2017
Assessment Update**

Key Concerns and Considerations

- **Logistical** challenges with scheduling and administration
- Reducing **testing time** in terms of administration and preparation
- Protecting **instructional time**
- **Instructional pacing** for Part I for math assessment
- **Instructional shifts** required to prepare students for more rigorous assessment
- Balance between **formative and summative assessment** and the **purpose of TCAP**

Priorities Reflected in 2016-17 Design

- Maintain **rigor and quality** of assessment
- Change administration, where possible, to **minimize disruption to schedule**
- Update blueprints to focus on **summative assessment goals**
- Learn from other states and our experience this year to **improve overall assessment process**
- Position TNReady for **transition to updated ELA and math standards in 2017-18**

Next Steps – Assessment Transition

- Score tests from this year's assessments with a new scoring vendor
 - Pearson contract executed on May 13, 2016
 - Standards Setting for HS EOC on August 22-24, 2016
- Secure a new assessment vendor for 2016-17
 - Notice of Intent to Award Questar TCAP contract issued July 6, 2016.
 - Contract fully executed on July 14, 2016.
- Finalize test content for next year
 - Provide updated blueprints before end of July 2016
- Complete scoring for 2015-16 and provide results to districts in Fall 2016
 - Full score reports for HS EOC. Raw data for grades 3-8.

2016-17 Assessment Changes

- Students will spend about **30% less time** taking state tests
- Single testing window towards the end of the school year
 - Part I eliminated for all TCAP tests
 - Partnership with vendor to ensure scores are timely and meaningful to students, parents, and educators
- Students will take the test in a series of shorter subparts
- Social Studies test in grades 3-8 will be a field test

Partnership with Questar

- Based in Apple Valley, Minnesota and founded in 1976
- History of success with other states
 - Mississippi, New York, Indiana
- Proven to work on developing assessments quickly and at scale
- Online platform is continuously improving and user-friendly
- Focus on high-quality scoring that provides useful, timely feedback

Future of Online Testing

- **We are committed to a computer-based assessment in the long-term.**
 - Computer-based testing will be phased in over the next three years.
 - All grade 3-8 testing will be paper/pencil for 2016-17
 - Optional online testing for HS based on successful proof points in early fall 2016
- The preparation that the state, districts, and schools have taken over this past year to get ready will both support this transition and, most importantly, our students' education.

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**Mathematics Design
Updates for 2016-17**

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Testing Structure 2016-17: Math

Revisions:

- Allow more flexibility for district pacing of standards/content
- Allow teachers to make more seamless connections between mathematical content
- Offer flexibility in test scheduling
- Fit within a traditional bell schedule
- Allow for administration chunking or separation over multiple days

Testing Structure 2016-17: Math

- End of Year Testing (Part II) only; elimination of Part I in math
- Transition from *performance tasks* to **integrated items** for inclusion in Part II
- Continued inclusion of calculator-permitted and prohibited sections
- Three shorter subtests in math

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**English Language Arts &
Social Studies
Design Updates 2016-17**

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Testing Structure 2016-17: ELA & SS

- ELA
 - Elimination of Part I
 - Writing will be incorporated into end-of-year testing window
 - Field testing of writing prompts with rotating group of students during separate time from operational tests
 - Delaying phase-in of double-weighting for writing rubric in Part I
 - Double-weighting will not be implemented for grades 3 – 5
 - Reducing passages and time for selected response items
- Social Studies
 - Grades 3-8 will only take field test for 2016-2017
 - U.S. History is operational, including writing prompt



ESSA Update

Regional Director Feedback Report

- Commissioner McQueen and her leadership team held meetings in east, middle, and west Tennessee seeking input from directors on ESSA
- 124 district leaders representing 115 school districts
- Discussed the following questions:

Assessment

- How should we continue strengthening ways to measure student progress toward meeting state academic standards?
- How could we strengthen the current state assessment system?

Accountability

- Given that Tennessee's district accountability system is new, how might we strengthen it?
- What other system quality measure might you include in the district accountability framework?
- What measures of school quality or student success should be included in the school accountability framework?

Regional Director Feedback: Themes

- Assessment feedback:
 1. Decrease the amount of time spent testing
 2. Improve the alignment of assessment at the state, district, and school level
 3. Address challenges with communication and transition
 4. Address concerns with assessment logistics and structure
- Accountability feedback:
 1. Maintain current accountability framework.
 2. Address challenges with communication and the transition under ESSA
 3. Consider all possibilities for the measure of School Quality and Student Success

ESSA State Plan Working Groups

Six working groups:

- Accountability
- Standards and Assessment
- English Learners
- Educator Support and Effectiveness
- Student Support
- School Improvement

Working groups are comprised of individuals who are

- Geographically diverse
- Represent multiple stakeholder groups
- Representative of both policy and practitioner points of view



Homework

Homework for August Meeting

- Send draft recommendations for your review and share feedback at meeting
- Read the documents provided by email prior to August meeting
- *Draft of ATF 2.0 Report will be available for review in September*

Questions? Email Hillary.Knudson@TN.gov



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Questions?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork