

School Accountability: ESSA Updates for 2017-18

Given the new requirements of ESSA to both differentiate all schools annually and to include a metric of school quality and student success, the department created a framework for school accountability that aligns with state goals and priorities. It provides multiple measures to capture the range of ways schools serve our students, and all schools have the opportunity to earn an “A.” Moreover, the school accountability framework builds on the district model and meets the new state legislation requiring an A–F grade for all schools.

Guiding Principles

The following principles have guided the creation and revision of the school accountability framework:

- **Poverty is not Destiny:** All schools should be able to achieve an “A” if high performing and meeting growth expectations or if making extraordinary achievement gains for all students.
- **All Means All:** Each indicator should be graded by subgroup, and subgroup performance should have a significant impact on overall school grade.
- **All Growth Matters:** Each indicator should have multiple levels performance (A–F) that differentiate and reward a school’s progress (both achievement and TVAAS). High achievement alone, in the absence of expected growth, will not earn the highest designation..
- **Alignment:** Model should allow for weighting of indicators according to state goals and priorities, as well addressing ESSA annual school identification requirements.
- **Transparency:** Each school should receive a grade on multiple indicators that show how the overall summative grade was determined.

Design Overview

The following five indicators will be used to determine a school’s A–F grade by providing a letter grade for each measure for all students and overall subgroup performance.

Indicator	All Students Metric	Subgroup Metric (n>=30)
Achievement (Progress toward <i>on track</i> +))	Absolute proficiency <u>or</u> AMO targets (targets set to increase the percent of students scoring at or above <i>on track</i>)	Absolute proficiency <u>or</u> AMO targets (targets set to increase the percent of students scoring at or above <i>on track</i>)
Growth (Progress toward <i>approaching, on track, mastered</i>)	TVAAS (student level growth measure across achievement continuum)	Percent of students advancing to the next performance level
Ready Graduate	Graduation rate x [percent of graduates scoring 21+ on ACT <u>or</u> EPSO/industry certification] (absolute or targets) <i>Military pathway will be added.</i>	Graduation rate x [percent of graduates scoring 21+ on ACT <u>or</u> EPSO/industry certification] (absolute or targets) <i>Military pathway will be added.</i>
Chronically Out of School	Chronic absenteeism, including out-of-school suspension (absolute or targets)	Chronic absenteeism, including out of school suspension (absolute or targets)
ELPA (based on 10 or more valid tests)	Performance on WIDA ACCESS	Performance on WIDA ACCESS

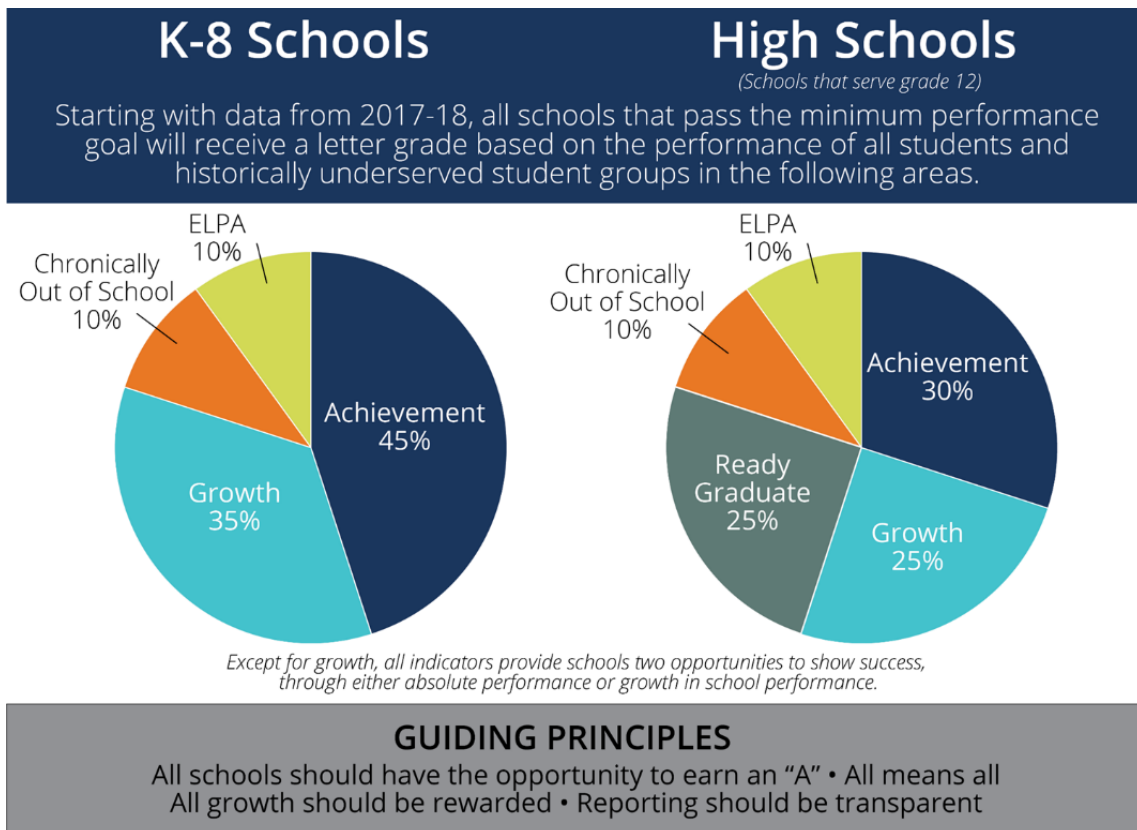
Tennessee engaged stakeholders in extensive feedback loops regarding the weighting of indicators in the school accountability framework. In settling on the proposed weightings, the department was also mindful that ESSA prescribed that academic indicators should receive significantly more weight than non-academic indicators. The proposed weighting reflects the guiding principles for school accountability as well as the priorities of our *Tennessee Succeeds* strategic plan.

What we heard:

- **Achievement** indicator should be more heavily weighted.
- The **Chronically Out of School** indicator should be weighted appropriately as a single metric.
- The **ELPA** (English Learner Proficiency Assessment) indicator should be included in the All Students metric.
- The **Readiness** indicator should reflect significant weighting for high schools and incorporate military readiness.
- The weighting of **All Students and Subgroups** should reflect statewide demographic trends.

What changed:

- Weightings have been adjusted and, in the case of Chronically Out of School, renamed.
- Military readiness will be incorporated in the Ready Graduate indicator. The department is working to determine the appropriate score to ensure that the military readiness pathway is both ambitious and aligned to Tennessee's long-term goals for Tennessee students.



K-8 School Example

Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement Absolute proficiency <u>or</u> AMO Targets	A	45%	B	45%
Growth	A	35%	C	35%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	B	100%		

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 50 percent and 40 percent, respectively.

High School Example

Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement Absolute proficiency <u>or</u> AMO Targets	A	30%	B	30%
Growth	A	25%	C	25%
Ready Graduate	D	25%	B	25%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	B	100%		

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 35 percent and 30 percent, respectively.