



# **Regional Director Meeting**

June 2018

# Agenda

- 2018 Report Card
  - Overview of accountability dashboard for 2017-18
  - Timeline for summer/fall information and reporting
- Assessment
  - Overview of director survey results
  - Planned Improvements
  - Online and paper administration
- Small group discussion
- Whole group report out

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**Public Reporting on  
School Performance:  
What to Expect in  
2018-19**

# Tennessee's ESSA plan reflects four key guiding principles and our theory of action.

- **All schools should have opportunity to achieve a high score.**
  - Poverty is not destiny.
- **All means all.**
  - Each indicator should be reported for historically underserved student groups.
- **All growth should be rewarded.**
  - Schools with low achievement but high growth will be recognized.
  - Incremental growth will be recognized.
- **Reporting should be transparent.**
  - Public should be able to access and review multiple indicators.

# **We will report school/district data and ratings on six key performance indicators.**

- Academic Achievement
  - Student Academic Growth
  - Chronically out of School
  - English Language Proficiency
  - Ready Graduate (HS only)
  - Graduation Rate (HS only)
- 
- Schools are evaluated on how well they serve all of their students in each of these indicator areas AND how well they serve historically underserved student groups.

# Based on legislative action, we modified our plan.

- Schools will not receive a summative A-F rating during 2018-19, as required by the new state law.
- Schools will still receive ratings for each indicator described in the state's ESSA plan.
- School and district performance data will be reported publicly on an online dashboard (report card), including Reward schools.

# **Most indicators consider the better score between absolute performance and performance improvement.**

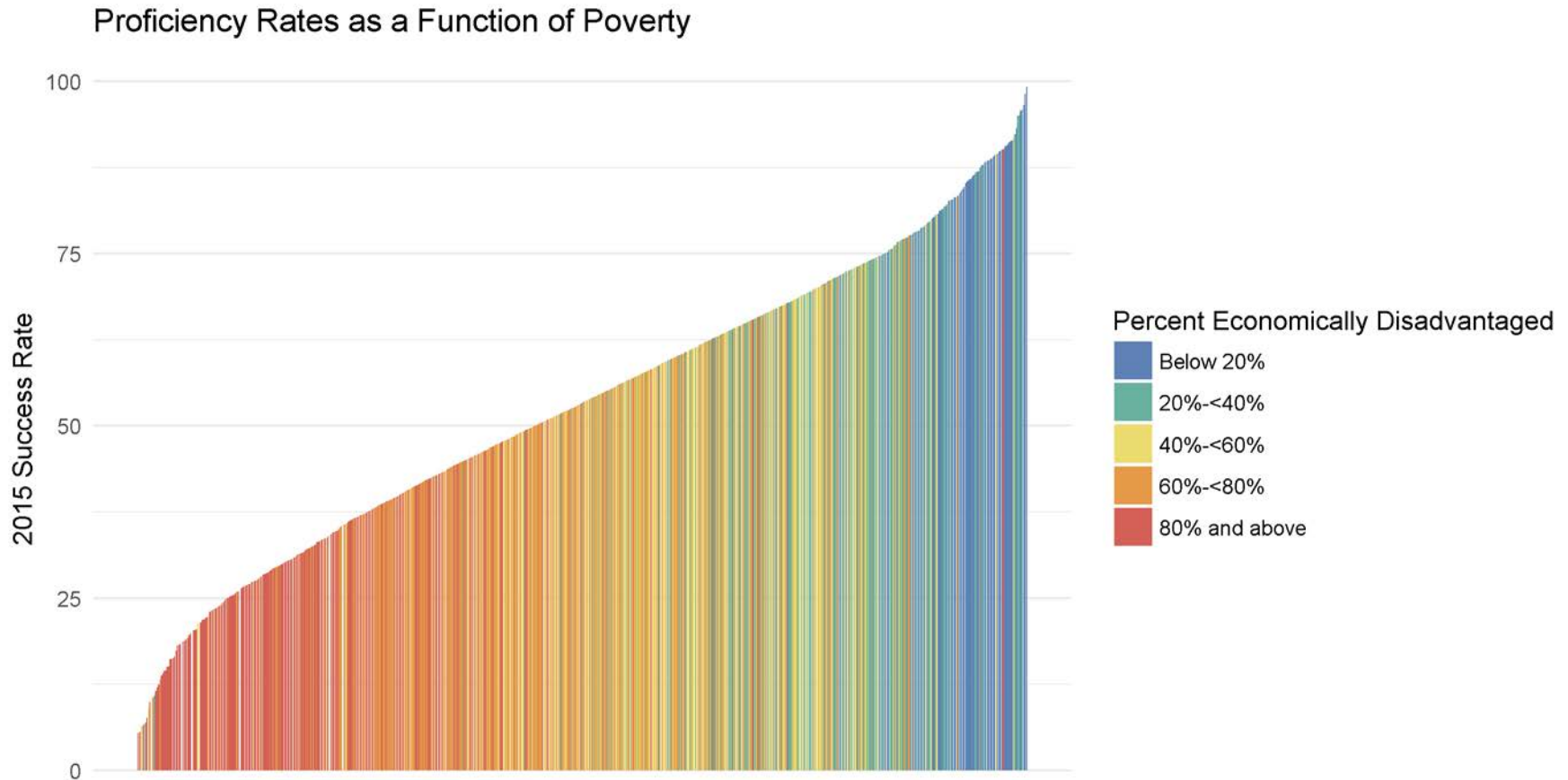
- **Absolute performance is:**

- the percent of students that meet or exceed the standard (e.g., proficiency for achievement)

- **Performance Improvement is:**

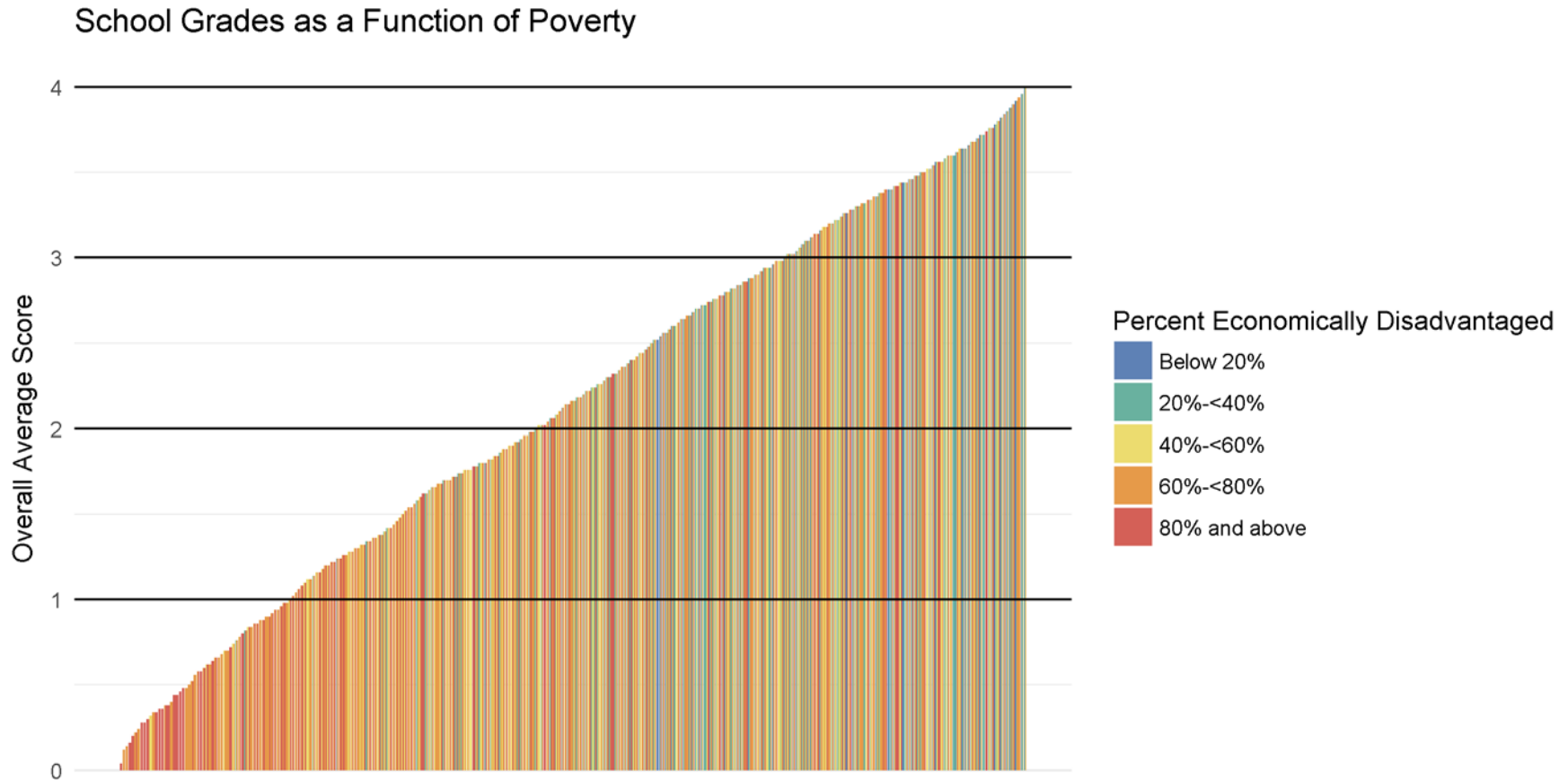
- the school's improvement relative to its target

# Poverty rates closely reflect absolute proficiency.





# Poverty rates do not pre-determine indicator ratings.



# For each indicator, schools will receive a numeric rating.

## ■ Achievement Indicator Example:

Points	Absolute Performance (All Students and Subgroups)	AMO Targets (All Students and Subgroups)
4	One-year success rate equals or exceeds 50 percent	One-year success rate equals or exceeds double AMO target
3	One-year success rate equals or exceeds 45 percent and is less than 50 percent	One-year success rate exceeds AMO target
2	One-year success rate equals or exceeds 35 percent and is less than 45 percent	Upper bound of one-year success rate confidence interval equals or exceeds AMO target
1	One-year success rate equals or exceeds 25 percent and is less than 35 percent	Upper bound of one-year success rate confidence interval exceeds prior one-year success rate
0	One-year success rate is less than 25 percent	Upper bound of one-year success rate confidence interval is less than or equal to prior one-year success rate

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# **School and District Dashboard**

# How do we reflect this system for parents and stakeholders in an online dashboard?



**Provides a tool for parents and community members to understand school performance and advocate for their children**



**Fulfills state and federal requirements around annual reporting on school and district performance**

# Dashboard Release Timeline

## 2018

June	Share report card “preview site” using 2016-17 data
August	Share final 2017-18 testing and accountability data with districts through accountability application
September – October	Report Card Preview released to district leaders (populated with 2017-18 data) for data appeals
October – November	Public release of Report Card

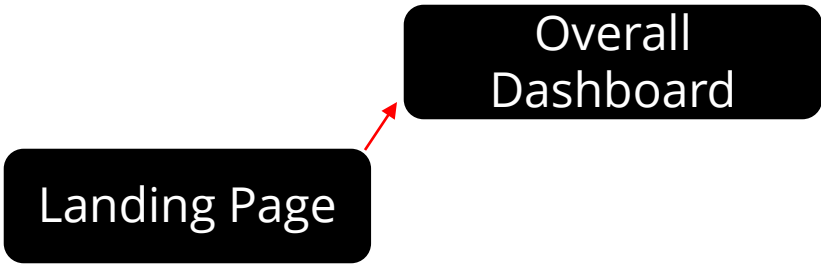
# **The design of the dashboard should reflect how people are going to use it.**

- Based on research, users are quickly overwhelmed with information.
- Users spend little time on each page.
- At least 50% of users will access the tool on their phones.

# Site Navigation

Landing Page

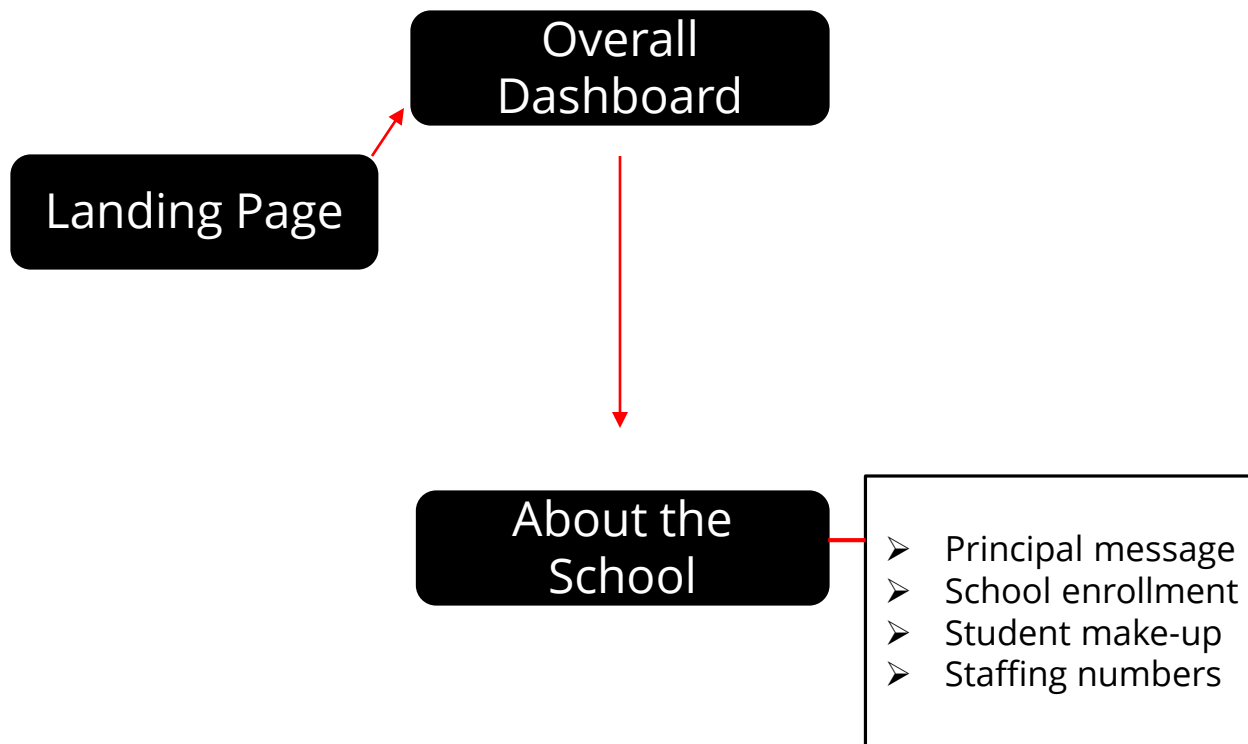
Overall  
Dashboard



```
graph LR; LP[Landing Page] -- red arrow --> OD[Overall Dashboard]
```

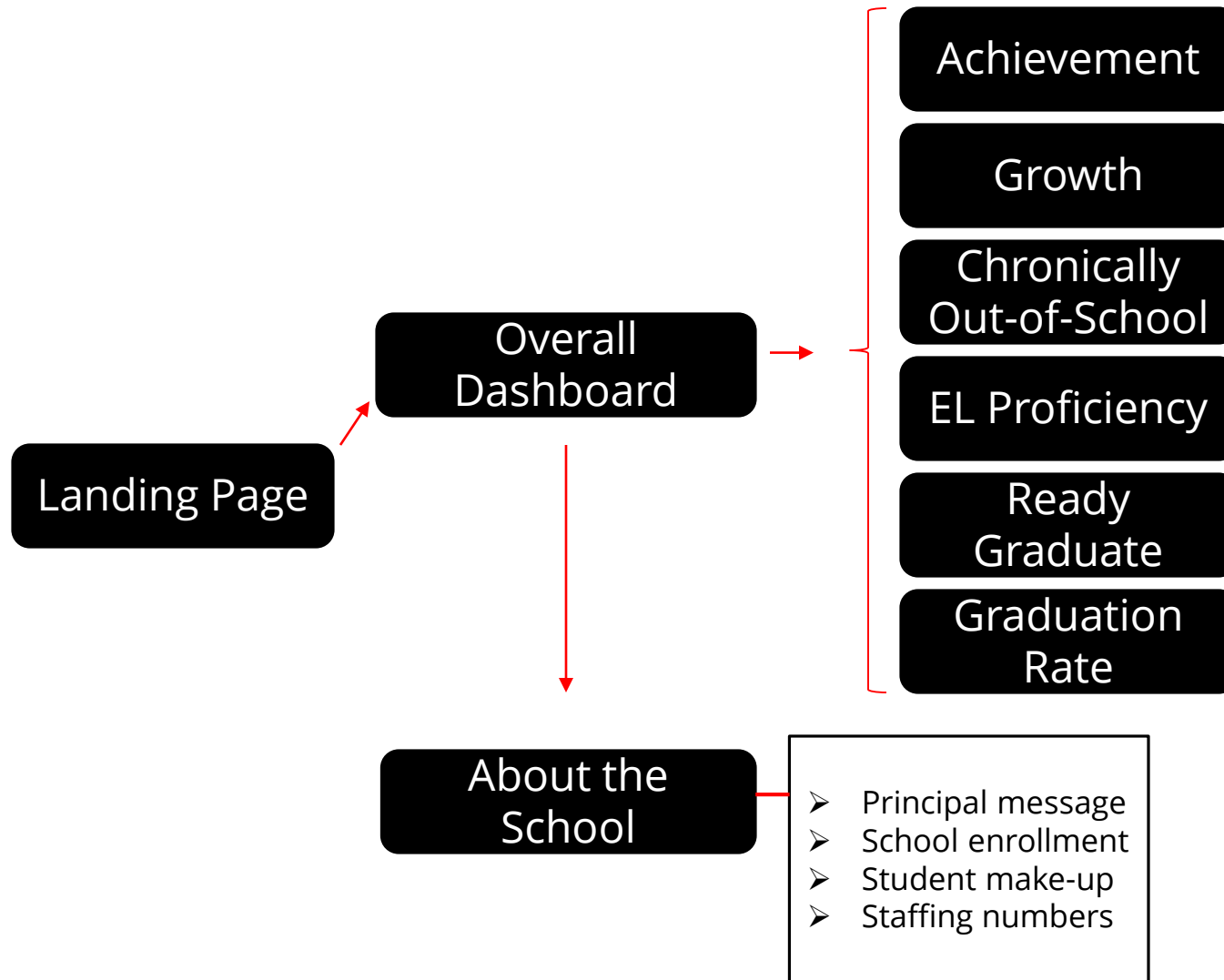
A diagram illustrating site navigation. It consists of two black rounded rectangular boxes. The first box, labeled 'Landing Page', is positioned at the bottom left. A red arrow points from the top right corner of this box to the bottom left corner of a second box, labeled 'Overall Dashboard', which is positioned at the top right.

# Site Navigation

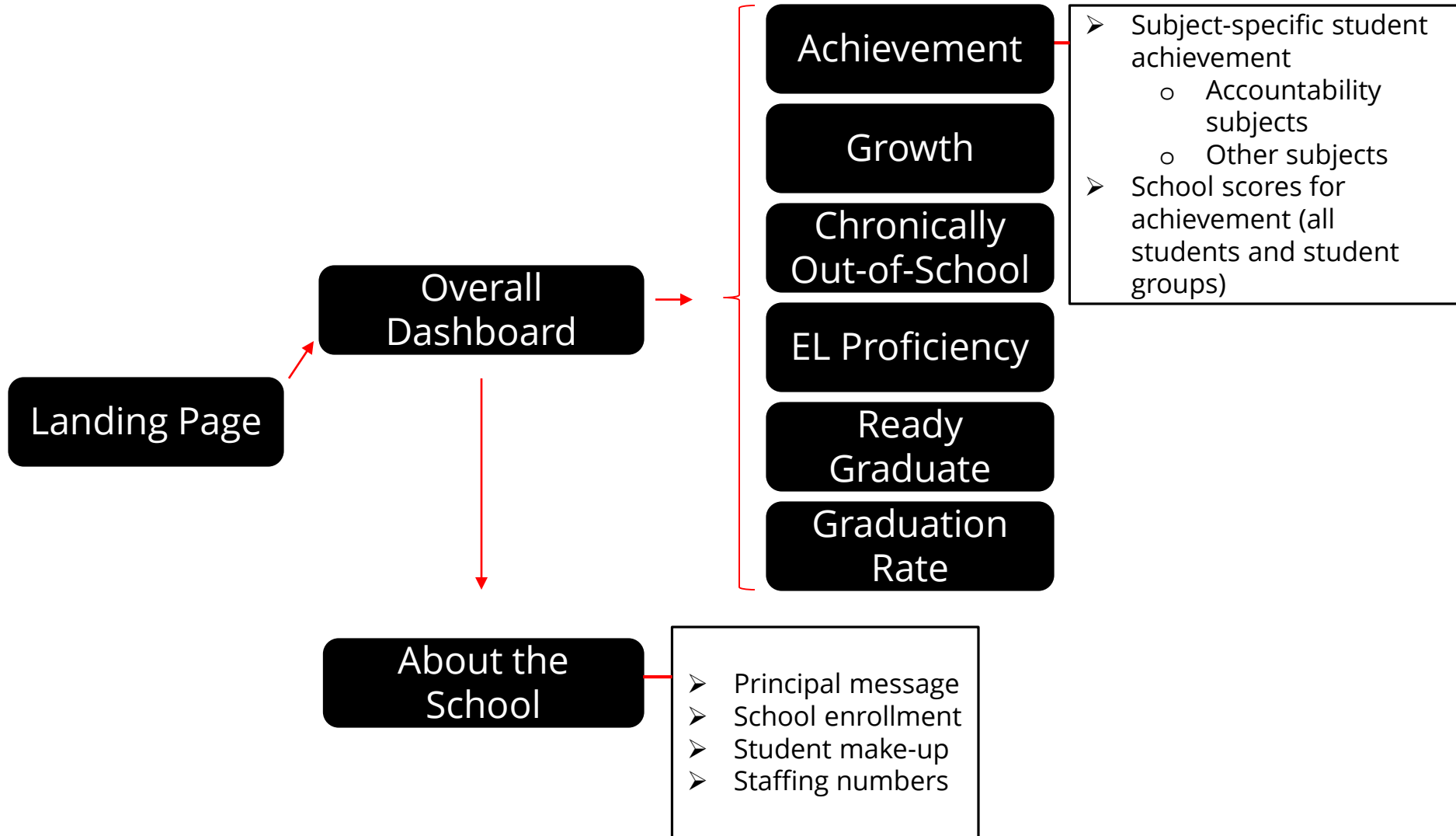




# Site Navigation



# Site Navigation



# Landing Page for Districts

## EXPLORE DISTRICTS AND SCHOOLS

[State report](#)

Select Counties to Filter the District/School Set



Districts

Schools

Search by school name or location

Displaying 1 Districts in

Davidson County

DISTRICTS	GRADES SERVED	NUMBER OF SCHOOLS	COUNTY
DAVIDSON COUNTY		161	Davidson County

Tennessee Department of Education  
710 James Robertson Parkway  
Nashville, TN 37243

<http://www.tn.gov/education>

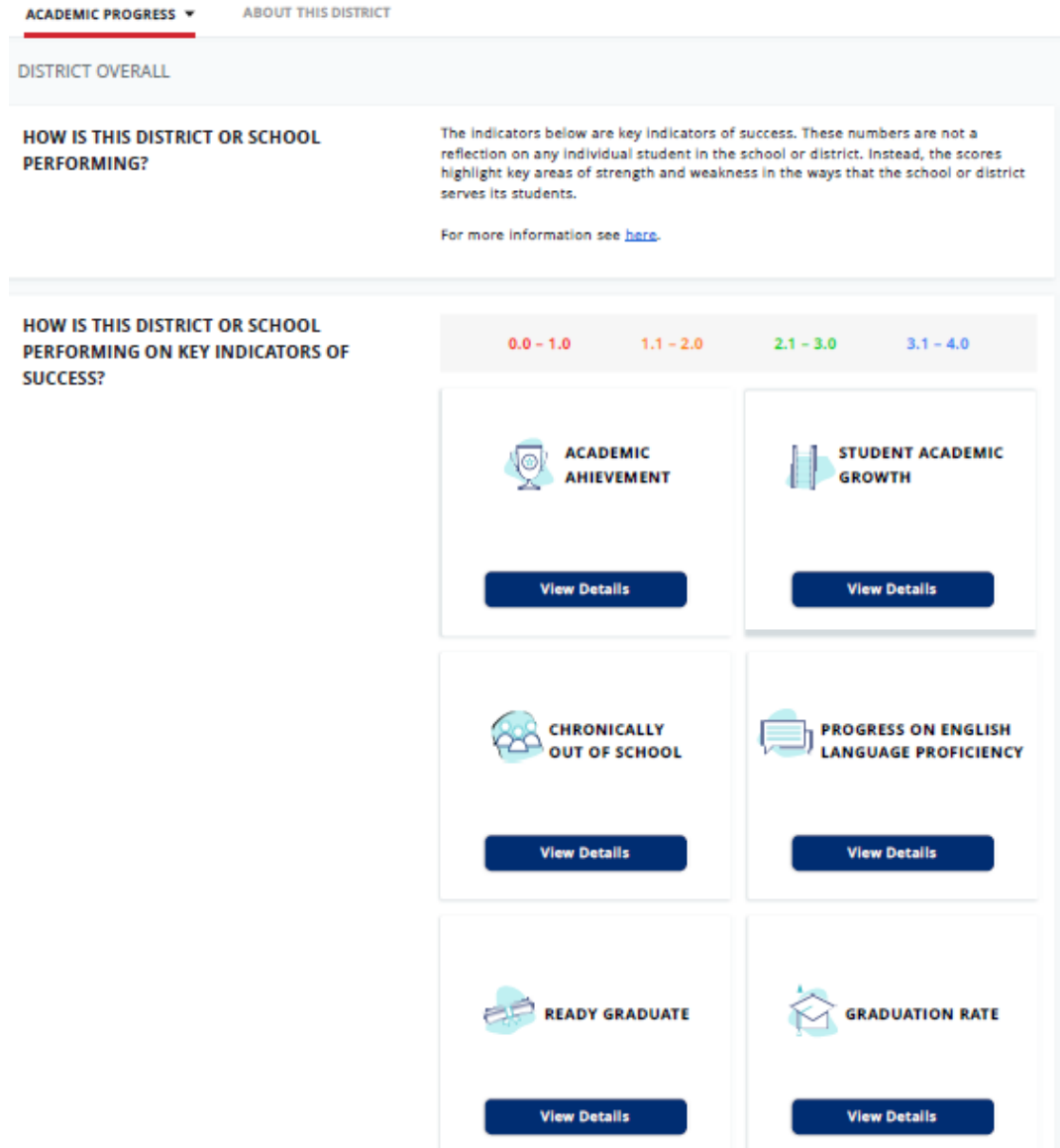
translated by Google

### Want More Information?

[District accountability report](#)

[Download detailed data](#)

# Overall Performance for Districts



# Landing Page for Schools

## EXPLORE DISTRICTS AND SCHOOLS

[State report](#)

Select Counties to filter the District/School list

[Districts](#)[Schools](#)

Displaying 1-20 of 152 Schools in Davidson County

SCHOOLS	GRADES SERVED	DISTRICT	COUNTY
A. Z. KELLEY ELEMENTARY		DAVIDSON COUNTY	Davidson County
ALEX GREEN ELEMENTARY		DAVIDSON COUNTY	Davidson County
AMQUI ELEMENTARY		DAVIDSON COUNTY	Davidson County
ANDREW JACKSON ELEMENTARY		DAVIDSON COUNTY	Davidson County
ANTIOCH HIGH SCHOOL		DAVIDSON COUNTY	Davidson County
ANTIOCH MIDDLE		DAVIDSON COUNTY	Davidson County
APOLLO MIDDLE		DAVIDSON COUNTY	Davidson County
BELLEVUE MIDDLE		DAVIDSON COUNTY	Davidson County
BELLSHIRE ELEMENTARY		DAVIDSON COUNTY	Davidson County
BUENA VISTA ELEMENTARY		DAVIDSON COUNTY	Davidson County
CALDWELL ELEMENTARY		DAVIDSON COUNTY	Davidson County
CAMERON COLLEGE PREPARATORY		DAVIDSON COUNTY	Davidson County
CANE RIDGE ELEMENTARY		DAVIDSON COUNTY	Davidson County

# Overall Performance for Schools

## HOW IS THIS DISTRICT OR SCHOOL PERFORMING?

The indicators below are key indicators of success. These numbers are not a reflection on any individual student in the school or district. Instead, the scores highlight key areas of strength and weakness in the ways that the school or district serves its students.

For more information see [here](#).

## HOW IS THIS DISTRICT OR SCHOOL PERFORMING ON KEY INDICATORS OF SUCCESS?

0.0 – 1.0

1.1 – 2.0

2.1 – 3.0

3.1 – 4.0



### ACADEMIC ACHIEVEMENT

3.4  
out of 4

[View Details](#)



### STUDENT ACADEMIC GROWTH

3.2  
out of 4

[View Details](#)



### CHRONICALLY OUT OF SCHOOL

2.8  
out of 4

[View Details](#)



### PROGRESS ON ENGLISH LANGUAGE PROFICIENCY

2.6  
out of 4

[View Details](#)



### READY GRADUATE

0.7  
out of 4

[View Details](#)



### GRADUATION RATE

1.4  
out of 4

[View Details](#)

# Chronically Out of School Indicator Page

## CHRONICALLY OUT OF SCHOOL



### WHAT IS THE CHRONICALLY OUT OF SCHOOL INDICATOR?

The chronically out of school indicator measures school or district chronic absenteeism. A student is considered chronically out of school if he or she misses 10 percent or more instructional days for which he or she is enrolled for any reason including out of school suspensions.

A school can perform well on this indicator if the school has a low chronic absenteeism rate or significantly reduces its chronic absenteeism rate.

### HOW IS THIS SCHOOL OR DISTRICT PERFORMING ON THIS INDICATOR?

CHRONICALLY OUT OF SCHOOL

23.1%

↓ 0.3% decrease from 2016

[View Details](#)

### HOW IS THIS SCHOOL OR DISTRICT PERFORMING ON RELATED METRICS?

IN-SCHOOL SUSPENSIONS

16.5%

— No change from 2016

[View Details](#)

OUT-OF-SCHOOL SUSPENSIONS

15.5%

— No change from 2016

[View Details](#)

EXPULSIONS

\*\*9%

— No change from 2016

[View Details](#)

### HOW DOES THIS SCHOOL SERVE ALL STUDENTS INCLUDING SPECIFIC STUDENT GROUPS?

The success of all students and the success of historically underserved student groups count toward the indicator. For more information on student groups, please see this [resource](#).

0.0 – 1.0

1.1 – 2.0

2.1 – 3.0

3.1 – 4.0

#### ALL STUDENTS SCORE

3.0

out of 4

#### STUDENT GROUP SCORE

1.1

out of 4

[View Student Groups](#)

### HOW IS THIS SCHOOL OR DISTRICT PERFORMING OVERALL ON THE CHRONICALLY OUT OF SCHOOL INDICATOR?

The performance of this school on this indicator is a weighted average of the performance among all students and specific student groups.

0.0 – 1.0

1.1 – 2.0

2.1 – 3.0

3.1 – 4.0

2.2

out of 4

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# **TNReady and the Future of Online Assessment**



# Our Goals for TNReady

- TNReady is an improved TCAP test designed to provide **better information** about what students know and understand.
- It is **aligned** to the full depth and breadth of our academic standards, and it has multiple types of questions.
- It is a **Tennessee-specific** test that can grow with us.
- It cannot be gamed, and the **best test prep is strong instruction** everyday.
- It will help all of us know whether students are **on track for the next step** in their academic journey, leading toward college and career readiness.

# Online Transition Plan

- The department's current plan to phase into online assessment:

Year	Online	Paper-Pencil
2016-17	EOC optional	3-8 required
2017-18	EOC required 5-8 optional	3-4 required
2018-19	EOC required 5-8 required 3-4 optional	3-4 optional

- Today, we will discuss alternate options for phase-in.

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**Where are we now?**

# 2018 Spring Testing Window

- Nearly 2.5 million online subtests were submitted.
- Five unique events caused log-in and submission challenges in the testing platform to varying degrees across the state –
  1. Unanticipated negative interaction between platform and Classroom Assessment Builder (CAB)
  2. External event consistent with a cyber attack
  3. An unscheduled maintenance event executed by Questar employee
  4. A fiber optic cable outage
  5. Text-to-speech feature caching issue

# Lessons Learned

- Online testing has expected risks, and TDOE will improve training and preparation for the future.
- Unanticipated negative interaction between platform and Classroom Assessment Builder (CAB).
  - This conflict has been fully resolved.
- External event consistent with a DOS/cyber attack.
  - Vendor performed appropriately to protect TN student data. It is not possible to protect against DOS attacks without shutting down the source. No other data center in the country would have behaved differently. Contributing factors that potentially worsened the duration of the event have been addressed.

# Lessons Learned

- An unscheduled maintenance event executed by Questar employee.
  - Contract prohibited this. Questar introduced new change controls to prevent a repeat and dismissed the offending employee.
- A fiber optic cable outage.
  - There is no way to mitigate this. Contributing factors that potentially worsened the duration of the event have been addressed.
- Text-to-speech feature caching issue.
  - This feature was eliminated and replaced with read aloud for the balance of spring testing. This feature is under review for future administrations.

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**Improvements  
for the Future**

# Overview of Improvements

- We are **gathering detailed feedback** from our districts and other stakeholders.
- We are making specific **assessment program changes** as we look at the 2018-19 school year.
- We will **significantly improve customer service** for our district leaders, teachers, and testing coordinators.



# **We are making specific assessment program changes as we look at the 2018-19 school year.**

- We will transition to ETS for all test development and design. ETS has been an excellent partner with us and currently designs our social studies and science tests.
- This transition moves all Tennessee's content tests including math and ELA to one partner.
- This allows Questar to focus solely on test delivery and reporting.
- Test design is complex and sophisticated and we believe the expertise and years of experience ETS brings is more suited to our needs in Tennessee.

# **We are making specific assessment program changes as we look at the 2018-19 school year.**

- There will be no stand-alone field tests for the next two years.
- We are continuing to reduce tests and time where we can.
  - Eliminated two end-of-course assessments for next year: Chemistry and English III
  - Reduced test time in third and fourth grades, specifically in ELA
  - Planned reduction in time for grades 5-8 science in 2018-19
    - All science tests in grades 5-8 will decrease from 95 minutes to 75 minutes

# We are making specific assessment program changes as we look at the 2018-19 school year.

- For online assessments we are requiring the engagement of a **credible third party expert** who will conduct an architectural review of all applicable Questar technology systems and operating practices.
- The department will evaluate the findings and recommendations of this third party along with its own observations for technology improvements and work with the vendor to implement appropriate changes. These will part of the contract amendment.

# We are making specific assessment program changes as we look at the 2018-19 school year.

- We will coordinate a **multi-state stress test** to verify that Questar has the capacity to support multiple customers simultaneously.
  - Questar serves as the assessment vendor in eight states, and several states test during the same timeframe as Tennessee.
  - Based on the outcome of this stress test, the TDOE may require immediate modifications to components that are in common with other Questar customers.

# We are making specific assessment program changes as we look at the 2018-19 school year.

- We will continue to review our requirements for an online **text-to-speech** capability.
  - This review includes a policy analysis of the use of text-to-speech as an accessibility feature.
  - Text-to-speech feature is technically complex and contributed to at least one of the reported problems.
  - We will work with experts to determine how to best provide accommodation to students who need it.

# We are making specific assessment program changes as we look at the 2018-19 school year.

- For the **paper test**, we are reducing the number of forms and exploring test booklet changes, which will streamline and simplify logistics for schools.
  - Beginning next year, every school will receive only one test form-version for each grade/content area.
  - We are exploring the possibility of providing multiple content areas in one test booklet to reduce testing materials for schools.

# We will significantly improve customer service.

- We will have a position at the department focused solely on the **customer and user experience** with assessments.
  - This position will spend time in schools working to train and respond to user feedback.
  - This position will provide additional support before, during, and after test administration.

# We will significantly improve customer service.

- We are establishing new training protocols for assessment coordinators and launching the **TNReady Ambassador Program**.
  - Training modules will be available for building level test coordinators and proctors.
  - Professional development points will be available for completion of these training modules.



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# **Online Transition**

# Dual modality testing presents many risks.

- Requires logistical and technical solutions to account for provisioning each school and grade correctly.
- Presents challenges for test design and field testing because it is hard to estimate opt-in rates.
- Requires additional analysis to ensure comparability in scoring and reporting across schools that opt in.
- Limits item types when some students in the grade/content area test online and others on paper.

# Option 1: Conduct all testing on paper

- Increases the time needed to score all tests and provide reporting to parents, schools, and districts
- Increases the effort of district and school staff to prepare for test administration
- Typically lessens statewide delivery risk for assessment
- Requires a change in testing mode for high school students and teachers who have been online for at least one year
- Decreases focus on technological investments
- Increases complexity of embedding field test items
- Reduces the types of items available to align to standards
- Allows for a shorter testing window as paper testing does not require the logistical concerns of limited computers
- Approximately \$11 million increase to print and ship all test materials

## **Option 2: Conduct EOC online; grades 3-8 on paper**

- Continues focus on technological investment and digital literacy for high school
- Requires a longer testing window to accommodate EOC
- Allows for additional item types for EOC
- Reduces per student test cost for EOC
- Provides an additional year to improve online experience prior to transitioning grades 3-8
- Allows for continuity in high school test experience for returning students and teachers

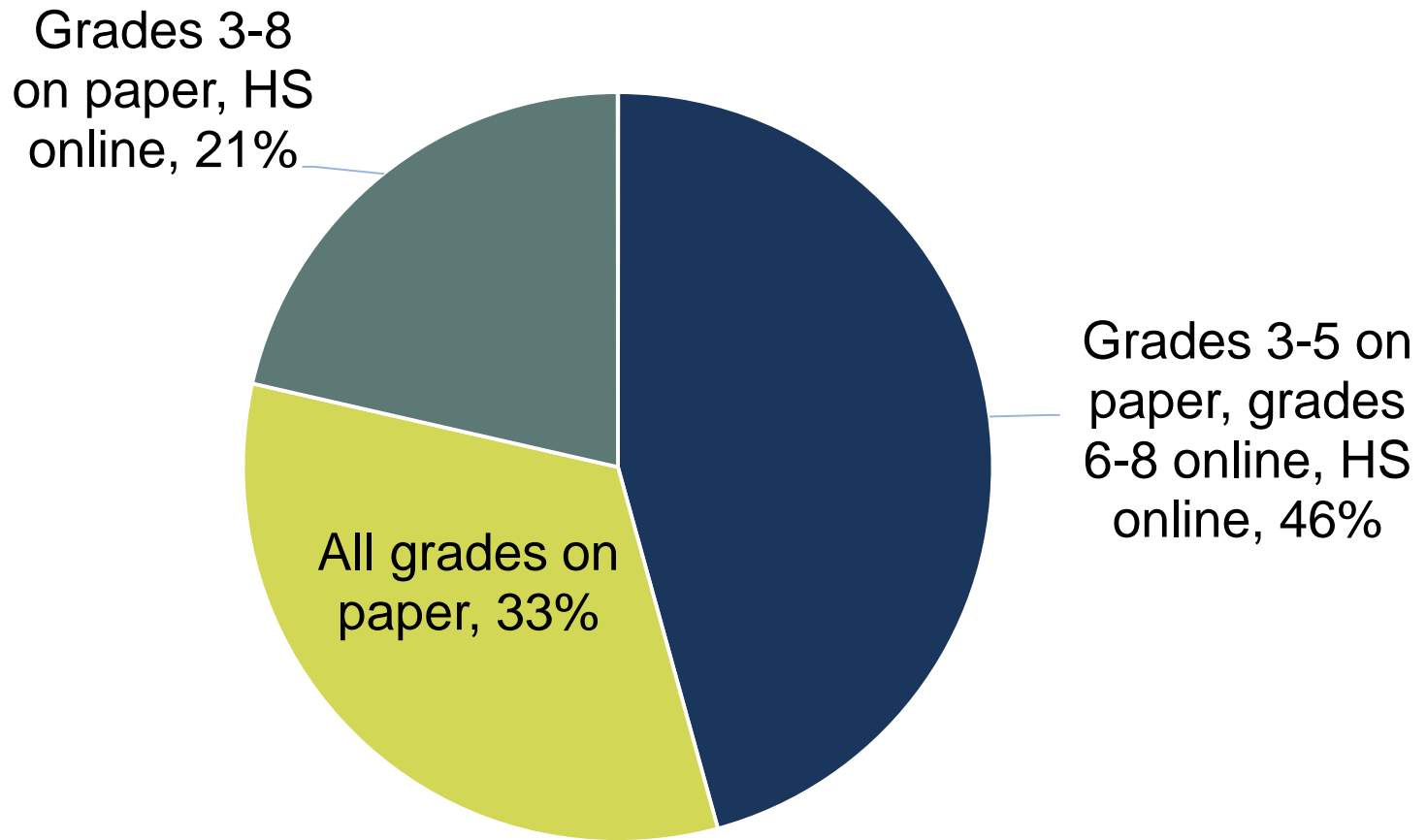
## **Option 3: Conduct EOC and grades 6-8 online; grades 3-5 on paper**

- Continues with transition for EOC and 6-8 online
- Continues focus on technological investment and digital literacy for middle and high school
- Allows for additional item types for EOC
- Reduces overall cost of testing program
- Requires a longer testing window to accommodate EOC

## **Option 4: Conduct EOC online; conduct science online for grades 5-8; all 3-4 tests on paper**

- Creates a softer phase-in for grades 6-8
- Continues with transition for EOC and 6-8 online
- Continues focus on technological investment and digital literacy for middle and high school
- Allows for additional item types for EOC
- Reduces overall cost of testing program
- Requires a longer testing window to accommodate EOC

# District Survey Responses on Modality



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**Discussion**



# East Tennessee Breakout Groups

Comm. McQueen	Dr. Airhart/ M. Batiwalla	Dr. Kirk	Dr. Ailshie/ L. Encalade
<ul style="list-style-type: none"><li>• Athens City</li><li>• Bradley</li><li>• Campbell</li><li>• Johnson City</li><li>• Maryville City</li><li>• Rhea</li><li>• Sevier</li></ul>	<ul style="list-style-type: none"><li>• Bristol City</li><li>• Cumberland</li><li>• Hawkins</li><li>• Jefferson</li><li>• Loudon</li><li>• Oak Ridge</li></ul>	<ul style="list-style-type: none"><li>• Alvin C. York</li><li>• Clinton City</li><li>• Dickson</li><li>• Oneida Special</li><li>• Sweetwater City</li><li>• Union</li></ul>	<ul style="list-style-type: none"><li>• Cleveland City</li><li>• Jefferson County</li><li>• Johnson County</li><li>• Lenoir City</li><li>• Meigs</li><li>• McMinn</li></ul>

# Middle Tennessee Breakout Groups

Comm. McQueen	Dr. Airhart/ M. Batiwalla	Dr. Kirk	Dr. Ailshie/ L. Encalade
<ul style="list-style-type: none"><li>• Cannon</li><li>• Clarksville-Montgomery</li><li>• Coffee</li><li>• Humphreys</li><li>• Marshall</li><li>• Putnam</li><li>• TN School for the Blind</li></ul>	<ul style="list-style-type: none"><li>• Bedford</li><li>• Lawrence</li><li>• Maury</li><li>• Moore</li><li>• Pickett</li><li>• White</li><li>• Wilson</li></ul>	<ul style="list-style-type: none"><li>• Bledsoe</li><li>• Clay</li><li>• DeKalb</li><li>• Franklin Special</li><li>• Jackson County</li><li>• Robertson</li><li>• Rutherford</li></ul>	<ul style="list-style-type: none"><li>• Houston</li><li>• Manchester City</li><li>• Sequatchie</li><li>• Smith</li><li>• Van Buren</li><li>• Warren</li><li>• Williamson</li></ul>

# West Tennessee Breakout Groups

Comm. McQueen	Dr. Airhart/ M. Batiwalla	Dr. Kirk	Dr. Ailshie/ L. Encalade
<ul style="list-style-type: none"><li>• Bells City</li><li>• Collierville Municipal</li><li>• Hardeman</li><li>• Haywood</li><li>• Hollow Rock-Bruceton SSD</li><li>• South Carroll</li><li>• Trenton Special</li></ul>	<ul style="list-style-type: none"><li>• Benton</li><li>• Chester</li><li>• Hardin</li><li>• Lauderdale</li><li>• McKenzie Special</li><li>• Paris Special</li><li>• Weakley</li></ul>	<ul style="list-style-type: none"><li>• Bartlett City</li><li>• Bradford</li><li>• Dyer County</li><li>• Gibson County Special</li><li>• Lexington City</li><li>• Milan Special</li><li>• West Carroll Special</li></ul>	<ul style="list-style-type: none"><li>• Carroll</li><li>• Crockett</li><li>• Dyersbrug City</li><li>• Huntingdon Special</li><li>• Henderson</li><li>• Henry</li><li>• Lakeland</li></ul>

# Small Group Discussion Questions

- How do you plan to communicate the Accountability system updates and Dashboard to your stakeholders?
- How will you ensure your stakeholders understand?
- What additional resources can we provide to help? What other suggestions do you have?
- Any feedback on these initial improvements to the testing program?
- Are there other improvements do you suggest?
- What recommendations, if any, do you have for altering our transition plan to online?
- Which grades should test online in 2018-19?

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# **Whole Group Report Out and Discussion**



Department of  
**Education**

***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**