



# **Tennessee Succeeds: ESSA in Tennessee**

**Chronically Out of School**

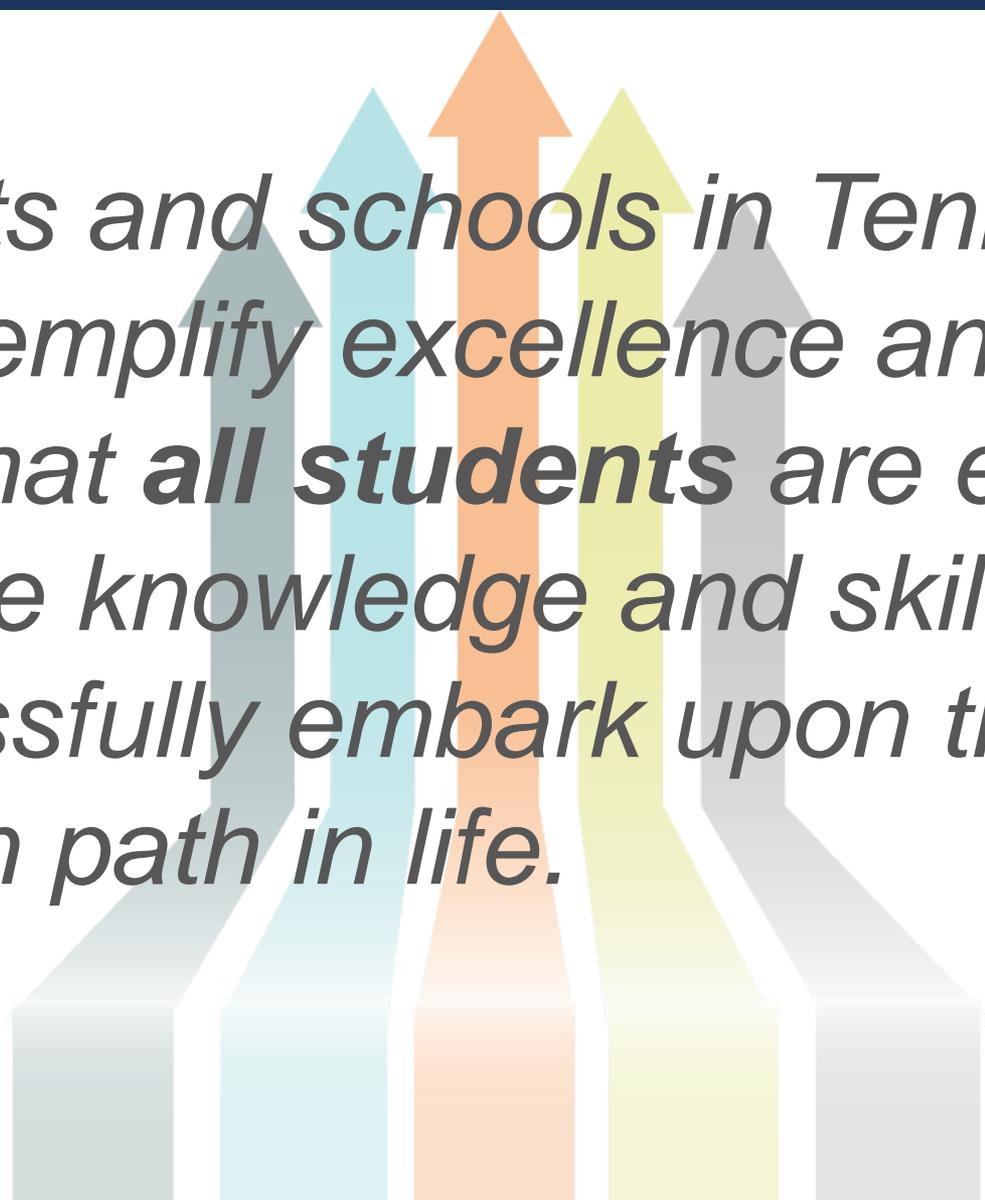
# Agenda

- ESSA Overview
- District Accountability
- School Accountability
- Chronically Out of School Indicator
- Student Supports



Tenn**ESSA<sup>+</sup>**ee Succeeds

# Our Vision

The background features five vertical arrows pointing upwards. From left to right, the colors are light blue, orange, light green, and grey. The arrows are stylized with a slight gradient and a shadow effect, giving them a 3D appearance. They are positioned behind the main text.

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

# Stakeholder Engagement

- Six working groups with 67 members across the state
- 3,000+ stakeholders provided input over the summer
- Dozens of listening sessions and informational meetings with teachers, parents, community members, advocates, and legislators
- Six town hall meetings over December and January
  - 1,000+ stakeholders attended town halls
- 2,000+ comments received through online and written feedback

# Notable Changes in the Final Plan

- The department responded to stakeholder feedback with changes in several places, including the following:
  - District accountability
  - School accountability
  - School improvement
  - English learner support and accountability metrics
  - Other key areas, including earned autonomy, clarity on educator support, and transparency metrics

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**District Accountability**

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# Stakeholder Feedback

- Align district accountability to the new school accountability framework
- Add the new measures of school quality and student success
- Maintain “best of” options for districts
- Include science assessments within the achievement and growth indicators
- Continue focus on ACT
- Participation rate matters

# District Accountability Areas

## Six Areas

3-5 Success Rate\*

6-8 Success  
Rate\*

9-12 Success Rate\*

Chronically Out of  
School

Graduation Rate  
+ Ready Graduate

K-12 English  
Language Proficiency  
Assessment (ELPA)

# Chronically Out of School Pathways

- **Absolute Performance:** Percent of students who are chronically absent in the district

or

- **AMO Targets:** Target to reduce the percent of students who are chronically absent in the district (cohort-level comparison)

and

- **Value-Added:** Student-level comparison to measure reduction in chronic absenteeism for *specific students* who were chronically absent in the prior year
  - Growth expectation based on current year state performance

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**School Accountability**

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# School Accountability: Requirements

- Under ESSA, states must **meaningfully differentiate** schools on an annual basis.
- Last year, the Tennessee General Assembly passed a law requiring all schools be awarded a **summative letter grade (A - F)**.

# School Accountability: Guiding Principles

- **All schools should have opportunity to achieve an “A”**
  - 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
- **Reporting should be transparent**
  - Public should be able to access and review multiple indicators

# School Accountability: Intended Outcomes

- The department proposes that school-level accountability using A - F grades for reporting should reward the following:
  - Performance and progress
  - Positive school culture
  - Readiness for postsecondary and workforce
  - Improved life trajectory for students

# Stakeholder Feedback

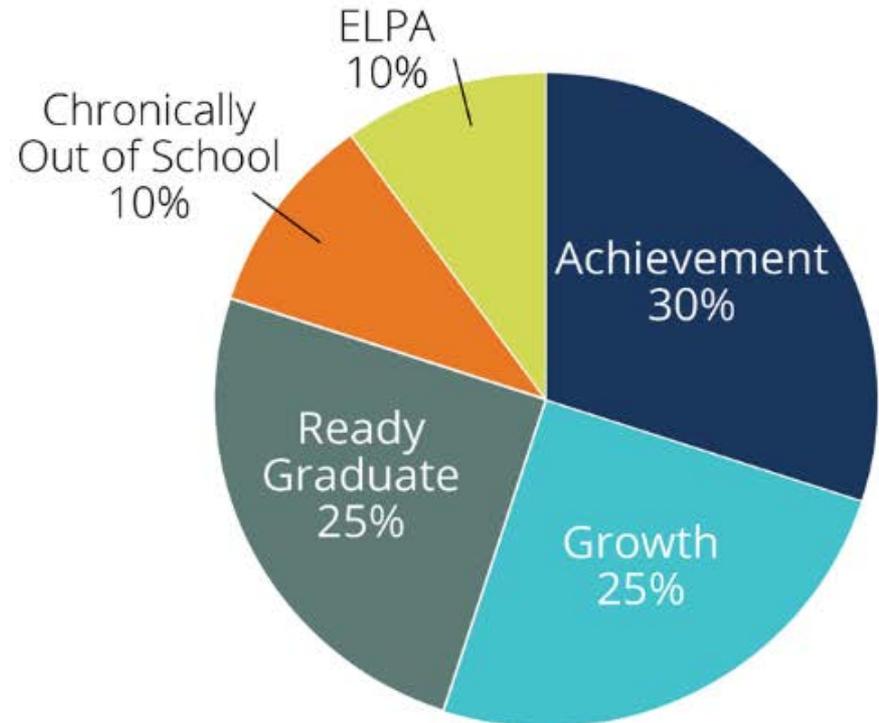
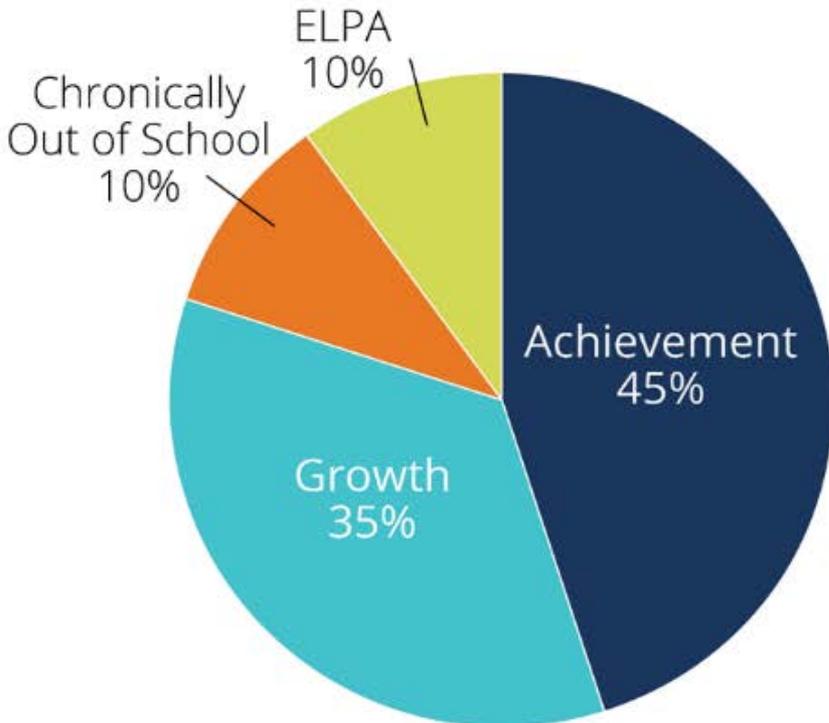
- **ELPA indicator** should be included for All Students
- **Chronically Out of School** indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators is critical
- The **Ready Graduate indicator** should reflect a significant weight for high school students
- The **Ready Graduate indicator** should include a check for military readiness
- The weighting of **All Students** and **All Subgroups** should reflect statewide demographic trends

# K-8 Schools

# High Schools

(Schools that serve grade 12)

Starting with data from 2017-18, all schools that pass the minimum performance goal will receive a letter grade based on the performance of all students and historically underserved student groups in the following areas.



*Except for growth, all indicators provide schools two opportunities to show success, through either absolute performance or growth in school performance.*

## GUIDING PRINCIPLES

All schools should have the opportunity to earn an "A" • All means all  
All growth should be rewarded • Reporting should be transparent

# K-8 School Example

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

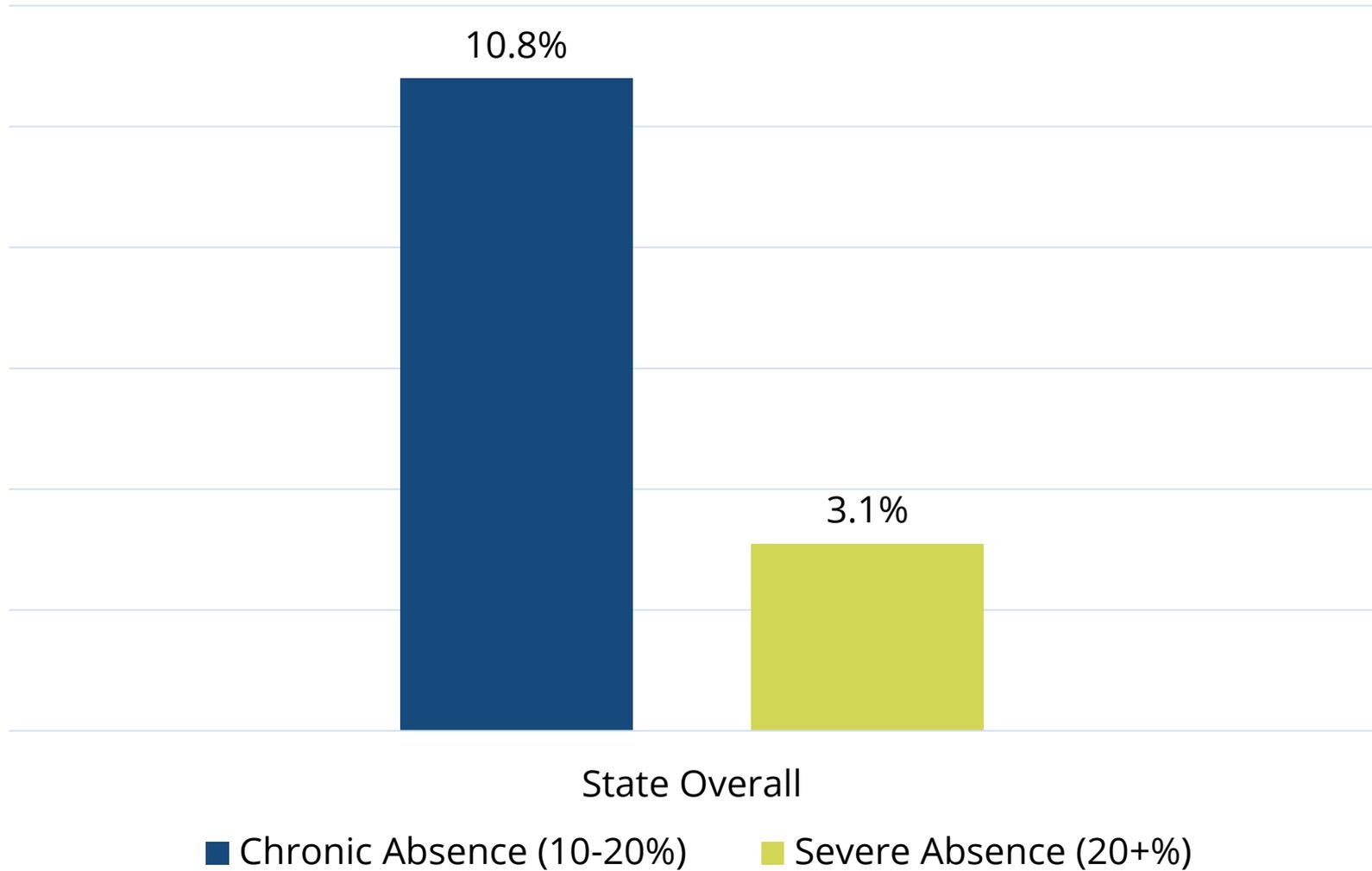
Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
<b>Achievement</b> Absolute proficiency <u>or</u> AMO Targets	<b>A</b>	30%	<b>B</b>	30%
<b>Growth</b>	<b>A</b>	25%	<b>C</b>	25%
<b>Ready Graduate</b>	<b>D</b>	25%	<b>B</b>	25%
<b>Chronically Out of School</b>	<b>D</b>	10%	<b>B</b>	10%
<b>ELPA*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

\*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.

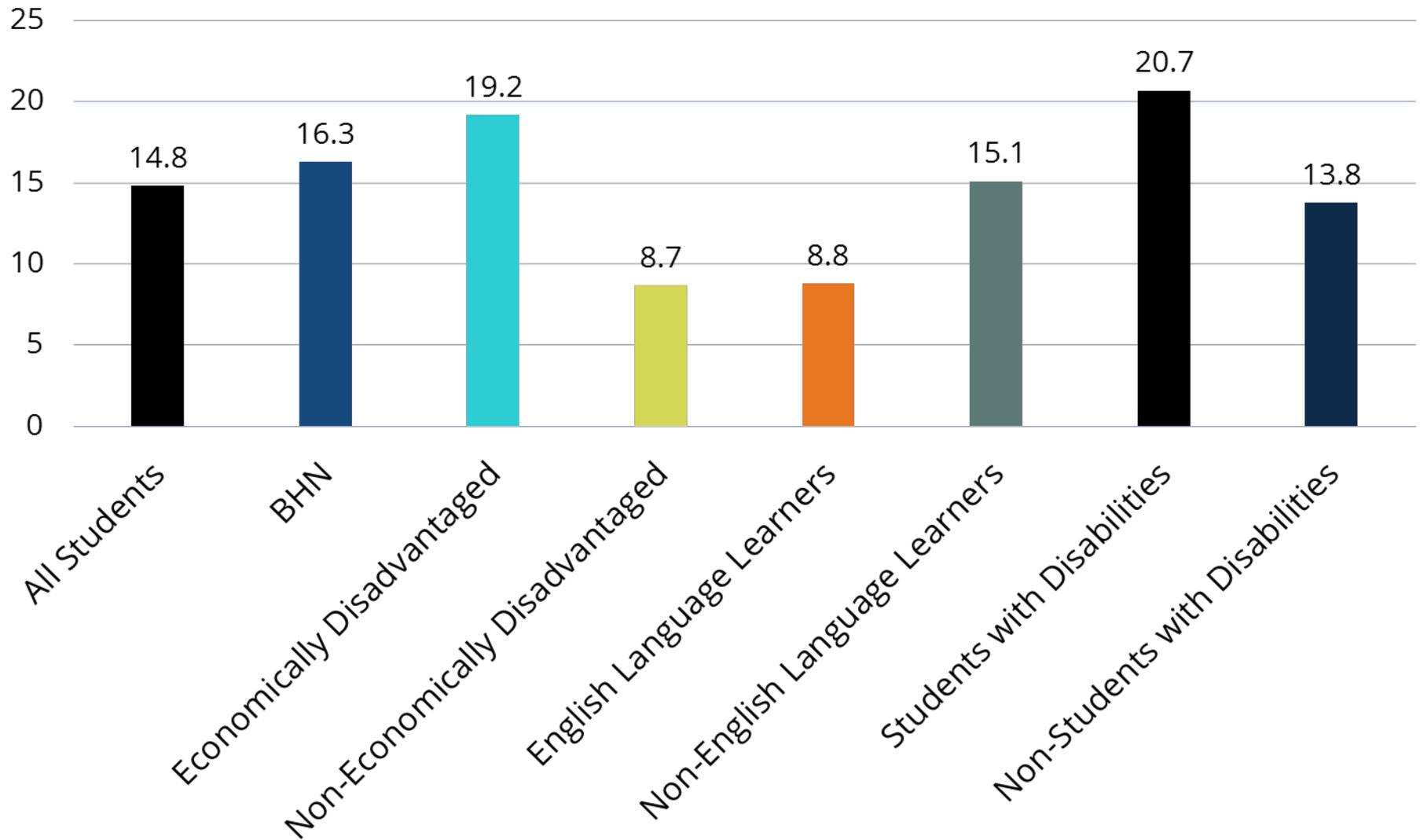
# Indicator: Measure of School Quality and Student Success

- **Chronically out of school** indicator measures chronic absenteeism rate, including out of school suspension.
  - Schools will be measured based on either **low chronic absenteeism rate** or **reducing the rate**
    - A student is chronically absent if he/she misses 10% of the school year
    - For example, 18 or more days in a 180 day calendar
  - Additional measures for this indicator will continue to be reviewed for use in future years

# Chronic Absent Rate



# Chronic Absent Rate



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**Questions?**

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# **Reducing Chronic Absenteeism**

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# Why is the Chronically Out of School indicator important?

- Multiple research studies link poor attendance with reduced academic outcomes.
- Only looking at average daily attendance rate tends to mask attendance problems, particularly within subgroups.
- Harmful effects of poor attendance are cumulative.
- Districts and schools have access to rich attendance data that can be monitored throughout the school year.
- Chronically missing school is an indication of conditions that can be successfully addressed.

# Why does it matter?

- Tennessee students who are chronically absent in kindergarten are 15 percentage points less likely to reach proficiency in either 3<sup>rd</sup> grade math or ELA.
- Tennessee students who are chronically absent in 9<sup>th</sup> grade are 30 percentage points less likely to earn an on-time diploma (62% vs. 92%).

# Step 1: Review data

- Student management system/attendance
- Student management system/discipline
- Coordinated school health/school nurses
- Student/family support services
- Student and parent focus groups
- Transportation, other non-traditional sources

## Step 2: Identify differences across schools

District X Elementary Schools	Average daily attendance rate	% of students chronically absent	% of ED students
School A	93.8	17.9	87.6
School B	94.7	12.1	58.5
School C	95.0	9.9	77.5
School D	96.3	6.7	42.8

# Step 3: Unpack contributing factors

## Myths

- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences are not a problem
- Attendance only matters in older grades

## Barriers

- Lack of access to dental and health care
- Poor transportation
- No safe path to school
- Trauma
- Homelessness

## Avoidance

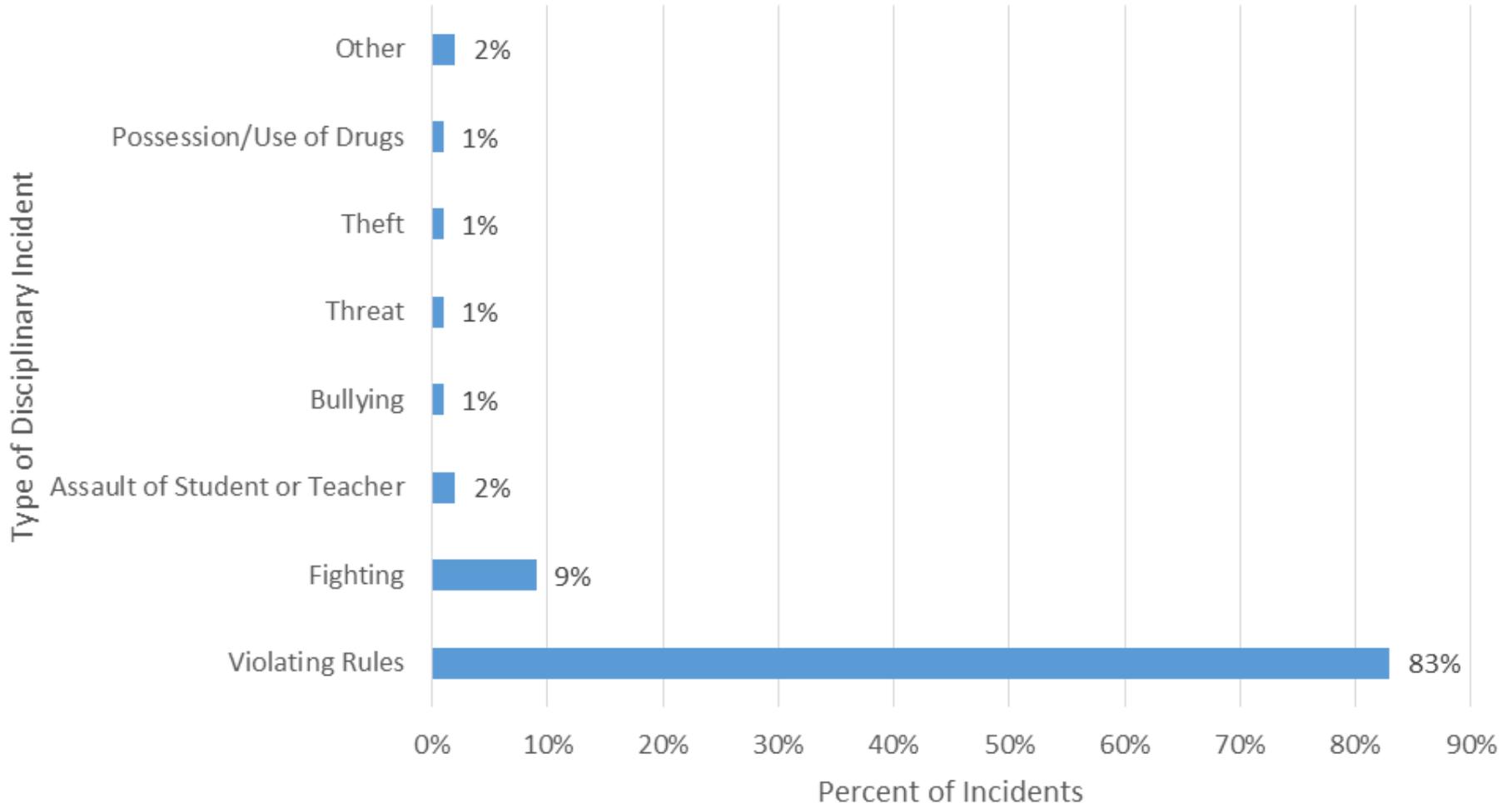
- Child struggles academically and socially
- Bullying
- Ineffective school discipline
- Family had negative school experience
- Undiagnosed disability

## Disengagement

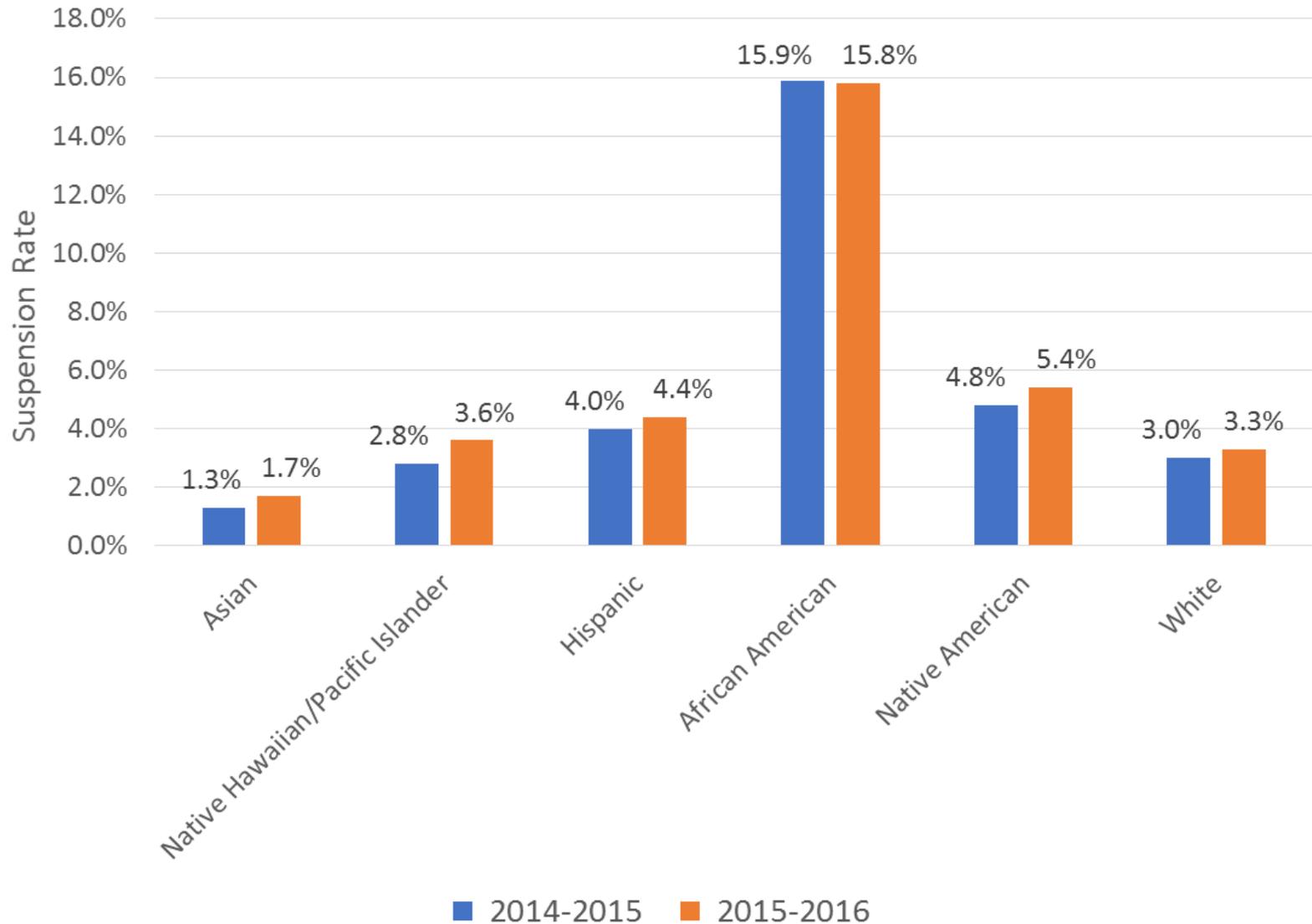
- Lack of engaging and relevant instruction
- Few meaningful relationships with adults in school
- Poor school climate

# Majority of disciplinary incidents due to “Violation of School Rules”

Percent of Incidents by Disciplinary Type



# Discipline Disparities



# Alternatives to Suspension & Expulsion

- Relationship building
- Behavioral recognitions and rewards (PBIS, multi-tiered systems of support)
- Social and personal competencies
- Restorative practices
- Policies reducing the use of suspension

# Connecting health, nutrition and attendance

- Research clearly shows that health issues are a primary cause of chronic absenteeism. Key **strategies** include:
  - **Health Services** (school nurses, school based clinics, individualized healthcare plans)
  - **School Counseling, Psychological, and Social Services** (school counselors, social workers, psychologists)
  - **Nutrition** (access to healthy school meals, universal breakfast, food insecurity programs)
  - **Healthy School Environment** (access to good indoor air quality, ensure positive school culture)
  - **Physical Education/Physical Activity** (increases connectedness by favorably affecting student health status)

# Chronic health conditions

- Chronic health conditions are often a barrier to attendance and contribute to chronic absenteeism.
- Coordinated School Health collects data each year on chronic health conditions and health services provided.
- According to the 2015-16 *Health Services Report*, **205,254** students in Tennessee had a chronic illness.
- Most common diagnoses were asthma (**34%**), ADD/ADHD (**26%**), and severe allergies (**17%**).
- In 2015-16, there were **3,885,680** student visits to a school nurse. **87%** of those visits resulted in a student's ability to **return to class** instead of being sent home.

# Step 4: Shift focus from compliance to support

## Truancy

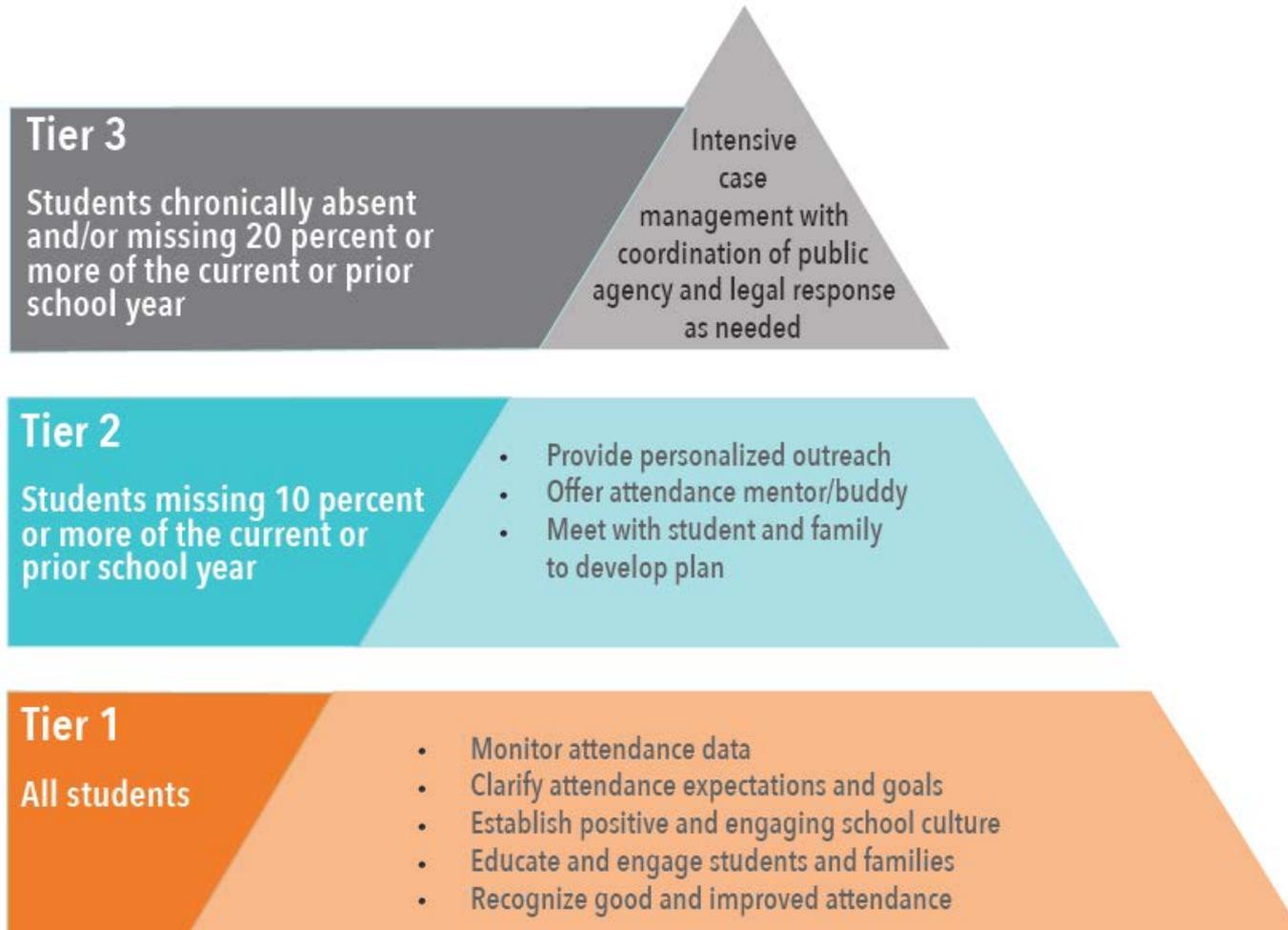
- Only includes unexcused absences (which may differ by LEA)
- Emphasizes compliance with school rules
- Focus on punitive and legal solutions



## Chronically Out of School

- Includes ALL absences (excused and unexcused)
- Emphasizes academic and social impact of missed days
- Uses preventative strategies and positive messaging

# Step 5: Create a tiered support system



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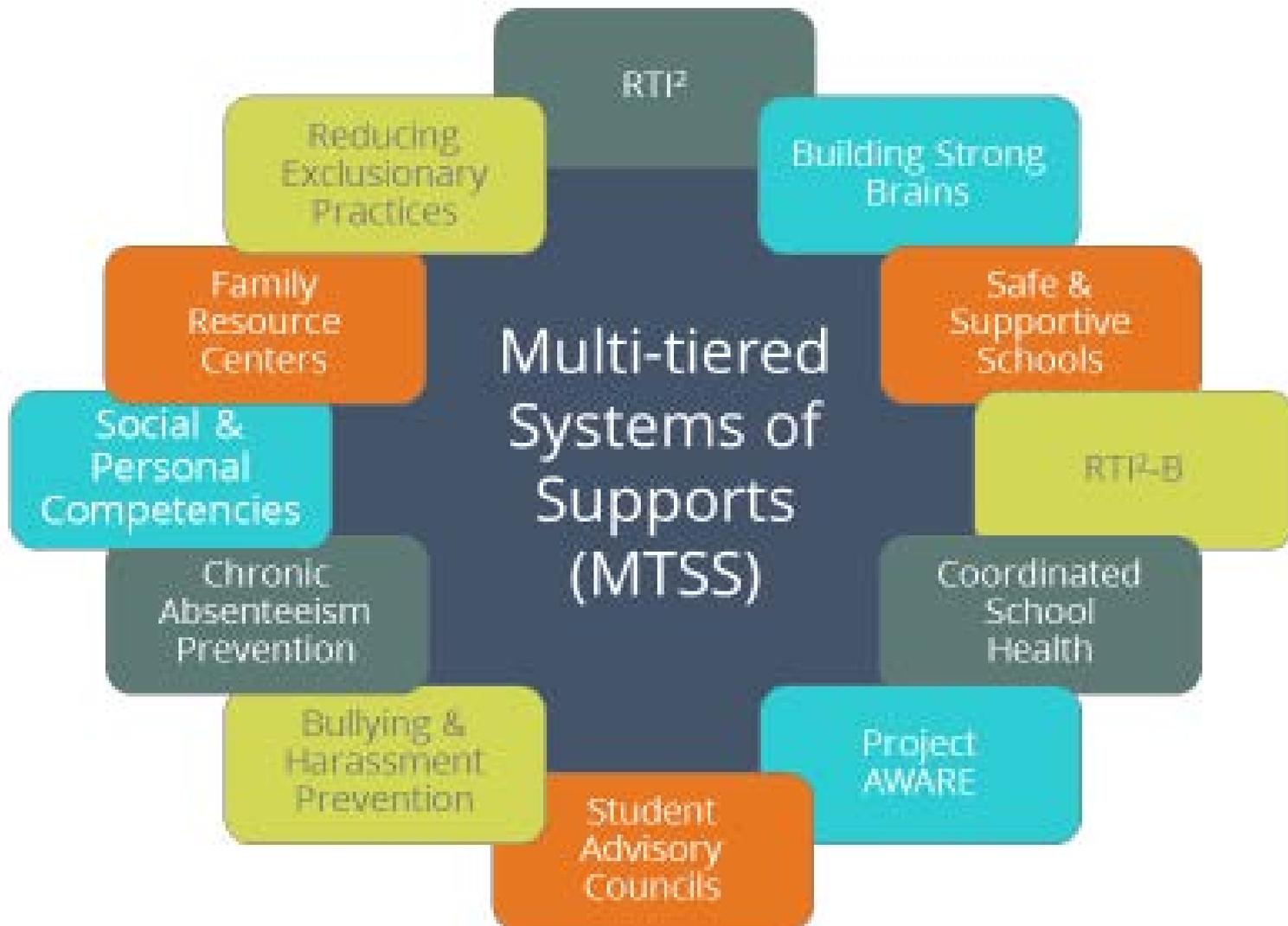
**Supporting All  
Students**

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# Making the Most of Student Supports

- There are a variety of academic and non-academic supports available to students, some are state developed and others are unique to your district or school.
- Our hope is to pull the state-developed resources together into one location so that schools and districts can easily find and utilize them.

# Multi-Tiered Systems of Supports



# Guiding Principles

- **Coherence** is key.
- Effective, engaging instruction is the **most important factor** in supporting student success.
- Implementation that is **student-focused** can and should vary intentionally in design between schools and even over time.

# Resources

- [Overview of Student Supports in Tennessee](#)
  - Webpage that brings the many state-developed supports into one place
- [Chronic Absenteeism in Tennessee's Early Grades](#)
  - TDOE policy brief
- [ePlan](#) - LEA Plan, School Climate and Culture
  - Review your district's data in ePlan
- [Attendance Works](#)
  - National and State initiative
- [Every Student, Every Day](#)
  - ED toolkit

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# Contact Information

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***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**