TennESSA+ee Succeeds
Our Vision

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.
Our Priorities

**Early Foundations & Literacy**
Building skills in early grades to contribute to future success

**High School & Bridge to Postsecondary**
Preparing significantly more students for postsecondary completion

**All Means All**
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

**Educator Support**
Supporting the preparation and development of an exceptional educator workforce

**District Empowerment**
Providing districts with the tools and autonomy they need to make the best decisions for students
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
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
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 Updates

- Updates to the district accountability framework more closely align it with school accountability:
  1. Reconfiguring the **areas** from 8 to **6 metrics**:
     - All subjects (math, ELA, and science) are collapsed into overall success rates for the grade band
     - Adding Chronically Out of School and ELPA as content areas
  2. Adding an **absolute performance pathway** to both *All Students* and *Subgroup* determinations
  3. Expanded definition of “**value-added**” pathway
  4. Updated **weights** for the subgroup status (40%)
  5. Modifying names of and adding a level to final **district determinations**
## District Accountability Areas

<table>
<thead>
<tr>
<th>Six Areas</th>
<th>3-5 Success Rate*</th>
<th>6-8 Success Rate*</th>
<th>9-12 Success Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronically Out of School</td>
<td>Graduation Rate + Ready Graduate</td>
<td>K-12 English Language Proficiency Assessment (ELPA)</td>
<td></td>
</tr>
</tbody>
</table>

*Success rate includes science, ELA, math and ACT/SAT composite. It may also include social studies in future years.*
Step 1. Minimum Progress Goal only evaluates the success rate content areas.

Step 1. Minimum Progress Goal
Must meet all 4 checks

**PARTICIPATION GOAL**
Did the district achieve a 95% test participation rate in all grade bands (including ACT) and all subgroups?

**ACHIEVEMENT GOAL**
Did the district increase on track or mastered or relevant rate for 33% of eligible content areas?

**VALUE-ADDED GOAL**
Did the district achieve at least a TVAAS level 3 or make comparable or greater gains to the state in 33% of eligible content areas?

**SUBGROUP GOAL**
Did the district reduce the percent of students scoring at the lowest levels of achievement or other relevant rate for its Combined Subgroup in 33% of eligible content areas?

If yes to all 4 checks, continue to Step 2, Step 3, and Step 4.

If not, in need of improvement.
Steps 2 and 3

Step 2. All Students Determination
Absolute Performance or AMO Target + Value-Added

- Success Rate for each Grade Band
- Graduation Rate + Ready Graduate
- Chronically Out of School
- ELPA

Step 3. Subgroup Determination
Absolute Performance or AMO Target + Value-Added

- BHN
- ED
- EL
- SWD

- Success Rate for each Grade Band
- Graduation Rate + Ready Graduate
- Chronically Out of School
- ELPA
Final Determination

Step 4. Final Determination
All Students (60%) + Subgroup (40%)

- In Need of Improvement
- Marginal
- Satisfactory
- Advancing
- Exemplary
## Alignment in ESSA Plan

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum <strong>Progress</strong> Goal identifies In Need of Improvement districts not making minimum progress</td>
<td>Minimum <strong>Performance</strong> Goal identifies Priority (F) schools with the lowest performance that are not making progress</td>
</tr>
<tr>
<td>Districts evaluated on six areas, including English language proficiency for ELs and chronically out of school students</td>
<td>Schools evaluated on up to five indicators, including English language proficiency for ELs and chronically out of school students</td>
</tr>
<tr>
<td>Multiple pathways to demonstrate success for all indicators</td>
<td>Multiple pathways to demonstrate success for most indicators</td>
</tr>
<tr>
<td>Ready Graduate is value-added pathway within graduation rate</td>
<td>Graduation rate included within Ready Graduate indicator</td>
</tr>
<tr>
<td>All Students (60%) and Subgroup designation (40%) combine for final determination</td>
<td>All Students (60%) and Subgroup (40%) grade combine to overall grade</td>
</tr>
<tr>
<td>Five determinations (Exemplary, Advancing, Satisfactory, Marginal, or In Need of Improvement)</td>
<td>Five grades (A, B, C, D, and F) with “minus” added for Focus schools</td>
</tr>
</tbody>
</table>
Stakeholder Feedback

- **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
- **ELPA indicator** should be included for All Students
- 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

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.

![Pie chart for K-8 Schools]

High Schools

(Schools that serve grade 12)

![Pie chart for High Schools]

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students</th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>Weight</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute proficiency or AMO Targets</td>
<td>A</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>A</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Chronically Out of School</strong></td>
<td>D</td>
<td>10%</td>
</tr>
<tr>
<td><strong>ELPA</strong></td>
<td>B</td>
<td>10%</td>
</tr>
<tr>
<td>Weighted Average</td>
<td>B</td>
<td>100%</td>
</tr>
<tr>
<td><strong>All Students Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subgroup Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall School Grade</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students</th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>Weight</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Absolute proficiency or AMO Targets</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td><strong>Ready Graduate</strong></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td><strong>Chronically Out of School</strong></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td><strong>ELPA</strong></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Weighted Average</td>
<td>B</td>
<td>100%</td>
</tr>
<tr>
<td><strong>All Students Grade</strong></td>
<td>B</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Subgroup Grade</strong></td>
<td>B</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Overall School Grade</strong></td>
<td>B</td>
<td>100%</td>
</tr>
</tbody>
</table>

*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.*
Stakeholder Feedback

- Align the next **Priority list with the first A-F grading** and Focus list identification, and adjust for data issues
- Provide opportunities for schools to **exit** the Priority list each year
- Start **school improvement continuum of interventions immediately** for all Priority schools
- **Keep sense of urgency** on improving outcomes for students in the lowest performing schools
- Provide more **clarity** on Priority school entrance, proof points, and exit, as well as Focus school identification
- Improve support for **Focus schools**
First, empower districts
- Districts should have an opportunity to improve Priority schools first with state support, if new to Priority list
- Establish and communicate clear criteria for ASD eligibility

Invest in what works
- Schools that are exceeding growth expectations should be supported to sustain those gains

Students can’t wait
- Schools that have been historically underperforming and are not showing adequate growth must have state intervention
- Schools with a history of underperformance do not begin with a clean slate and may require intervention within the three years before a new priority list is run
Priority School Improvement Continuum

Tennessee School Improvement Continuum

Tracks of Intervention
- Alpha Track 1: Schools identified on two Priority lists
- Alpha Track 2: Schools identified on two Priority lists
- Beta Track: Schools identified on two Priority Lists with evidence of improvement
- Delta Track: Schools identified on one Priority List

2017-18 Priority List (Summer 2018)
- Annual School Grading
- New Delta Track Planning
- LEA continued Intervention
- Continue Current Plan

2017-18
- ASD Planning
- ASD (see ASD continuum)
- Alpha 2
- New Delta Track Planning
- Implement Plan

2018-19
- ASD
- Alpha 2
- LEA continued Intervention
- Implement Plan

2019-20
- ASD
- Alpha 2
- LEA continued Intervention
- Implement Plan

2020-21
- ASD
- Alpha 2
- LEA continued Intervention
- Implement Plan

2021-22
- ASD Planning
- LEA Decision & Planning
- Alpha 2
- New Delta Track Planning
- Annual School Grading
2017-18 Interventions

- Tennessee’s School Improvement Continuum will go into effect July 1, 2017, with current Priority schools.
- There will be three tracks of intervention based on multiple factors, including, but not limited to:
  - (1) previous identification as a Priority school
  - (2) overall TVAAS composite,
  - (3) one-year success rate across all tested subjects,
  - (4) length of time in current intervention,
  - (5) feeder pattern, and
  - (6) graduation rate.
Next Priority List

- Tennessee’s next Priority List will be released in summer 2018. The **2017-18 Priority list** will be based on data from 2015-16, 2016-17, and 2017-18.
  - Allows for inclusion of data from the TNReady assessment and historical TCAP science assessment.
  - Releasing the 2017-18 list in summer 2018 also creates alignment with the first designation of A-F school grades, and the first opportunity for a Focus school to be eligible for comprehensive support.
  - The Priority List in 2020-21 will include three years of new science and social studies assessments, as well as TNReady assessments for ELA and math.
Focus Schools in ESSA Plan

- A school can be identified as a Focus school for multiple subgroups.
- Additionally, all schools earning an overall letter grade of “D” will be identified as Focus schools.
- Focus schools will receive a “minus” on their school grade if earning an “A,” “B,” or “C” designation.
- Focus schools will be identified annually. The first identification will occur in 2018.
- Focus schools that remain in the bottom 5 percent for the same subgroup and that do not meet AMO targets for three consecutive years will become Priority schools.
Stakeholder Feedback

- Ensure **ELPA indicator** has **meaningful weight** in the school accountability framework
- Increase **supports** for schools struggling to serve English learners
- Long-term **goals and interim targets** should be ambitious and achievable
- **Improve reporting and supports** for long-term ELs
- **Delay recently arrived ELs’ inclusion in accountability** but allow for students to demonstrate growth
Long-Term English Learners (LTELEs)

- Tennessee will continue to define LTELs as students who have not exited after six years of ESL service.
- All students beginning a seventh year of ESL instruction will be identified as LTELs, and a new metric will be included in the state report card.
- The department will be developing a new state-level approach to supporting EL instruction, specifically for LTELs.
Recently Arrived English Learners (RAELs)

- Tennessee will phase RAELs into accountability
  - In year one, RAELs would participate in state assessments. Those results would be excluded from accountability.
  - In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability.
  - Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.

- The department will continue to work with researchers and stakeholders to determine options for assessing RAELs.
Timeline for Moving Forward

- Plan has been submitted to the U.S. Department of Education, and we await their review and approval
- Much of this work is already underway, with new areas of focus and work beginning under ESSA
- ESSA goes into effect on July 1, 2017
  - We will work with stakeholders and districts to release an implementation guide by that date
- Partnership is key to ensuring this work happens
Building on Ongoing Work & Partnerships

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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.