

## Third Grade: Data Submission

Pursuant to T.C.A. § 49-6-3115, students in the third grade who are not determined to be proficient in English Language Arts (ELA) based on the student's performance level on the ELA portion of the student's most recent Tennessee Comprehensive Assessment Program (TCAP) test are at risk of retention. Local education agencies (LEAs) and public charter schools must determine whether an individual student meets one of the pathways to promotion or if the student should be retained.

LEAs will submit final student pathway decisions as well as LEA-level evidence to the department in the TNShare, EIS Supervisor folder by **9/6/2024**.

Office hours will be held to answer any questions on Thursday 8/15/2024 at 2pm CT and on Wednesday 8/21/2024 at 10am CT. Please [click here](#) to access office hours.

### Instructions

Each LEA has been provided with a spreadsheet that includes third grade students who did not reach proficiency on their spring ELA TCAP assessment or their retake assessment. The list includes all students in the LEA who were expected to take the TCAP assessment in the spring as determined by rostered students for the TCAP. LEAs will use this spreadsheet to denote promotion and retention decisions made for each student not reaching proficiency on the spring ELA TCAP following the steps below.

#### STEP 1: Download reporting spreadsheet

Each LEA will download its unique reporting spreadsheet from their TNShare, EIS Supervisor folder (subfolder: 2024 3<sup>rd</sup> Grade Data). This includes all students identified as having not reached proficiency on the spring ELA TCAP or their retake assessment and will serve as the base report for LEAs to complete.

#### STEP 2: Review state data

The spreadsheet provided includes prepopulated data points for each student, capturing performance on the spring ELA TCAP, the TCAP retake opportunity, and the summer post-test measure of adequate growth. Additionally, students with approved appeals are also included. LEAs should review the state level data against prior data releases to ensure all students are appropriately captured.

The provided state-level data points include:

- *Column H - TCAP ELA Performance Level, spring:*
  - 1 - Below
  - 2 - Approaching
  - Blank - Valid Score Not Available

- *Column I - TCAP ELA Performance Level, Retake:*
  - 1 - Below
  - 2 - Approaching
  - Blank - Valid Score Not Available
- *Column J - Reached Approaching Level:*
  - Y - Reached Approaching on spring TCAP or retake assessment
  - N - Did not reach approaching on spring TCAP or retake assessment
- *Column M - Summer School, Adequate Growth:*
  - Y - Eligible student (student who scored “approaching” on either the 3rd grade spring TCAP or the ELA portion of the 3rd grade TCAP retake opportunity) who reached adequate growth
  - Blank - Student not eligible for adequate growth pathway, did not reach adequate growth, or did not participate
- *Column N - Appeals Granted:*
  - G1 – Ground 1 Appeal granted by the state
  - G2 – Ground 2 Appeal granted by the state
  - Blank - Appeal not granted, not eligible or not filed.

### STEP 3: Enter LEA data

LEAs will need to compile the following LEA-level data points in order to finalize promotion and retention decisions by completing the appropriate columns in the spreadsheet with the indicators below for each:

- *Column K - AimsWeb Universal Reading Screener (URS):*
  - Enter spring Aimsweb URS composite score. Where available with accurate SSIDs, the state has populated Aimsweb URS composite scores. Please review populated scores and enter any additional spring Aimsweb scores available at the district level that are not currently included on the spreadsheet. Do **not** enter URS scores other than Aimsweb scores.
- *Column L - Summer School, 90% attendance:*
  - Y - Student attended summer school with at least 90% attendance, including make-up days.
  - Blank - Student did not attend or did not reach 90% attendance, including make-up days.
- *Column O - Exemptions, Student with Disability Impacting Reading:* LEA or public charter school shall not retain a student with a disability that impacts their ability to read (See additional guidance linked [here](#)).
  - Y - Student has a disability that impacts their ability to read
  - Blank – Student does not have a disability that impacts their ability to read
- *Column P - Exemptions, Student with **Suspected** Disability Impacting Reading:* LEA or public charter school shall not retain a student with a suspected disability that impacts their ability to read (See additional guidance linked [here](#)).
  - Y - Student has a **suspected** disability that impacts their ability to read
  - Blank – Student does not have a suspected disability that impacts their ability to read

- *Column Q - Exemptions, English Learner with Less than 2 Years of ELA Instruction:* The student is an English language learner and has received less than two (2) years of ELA instruction (See additional guidance linked [here](#)).
  - Y – Student is identified as an English Learner and has received less than two years of ELA instruction.
  - Blank – Student is not identified as an English Learner or student is identified as an English Learner with more than two years of ELA instruction.
- *Column R - Exemptions, Previously Retained:*
  - Y - Student was previously retained in any of the grades kindergarten through three (K-3)
  - Blank – Student was not previously retained in any of the grades kindergarten through three (K-3)

#### **STEP 4: Report pathway for each student**

Finally, the LEA will need to report the pathway chosen for each student. Ensure that if a student is promoted or promoted with tutoring, the evidence provided in the spreadsheet supports the pathway indicated.

- *Column S - Pathway, Promotion Decision:*
  - **Promoted:** Student will be promoted to 4<sup>th</sup> grade with no additional requirements.
    - Expected Evidence:
      - Students who reached “approaching” on TCAP or TCAP retake:
        - Summer School: 90% attendance **AND** adequate growth; or
        - Appeals: Ground 2 appeal granted; or
        - Exemptions: Student with disability or suspected disability that impacts their ability to read, or English Learner who has received less than 2 full school years of ELA instruction, or a student who was previously retained in grades K-3.
      - Students who did not reach approaching on TCAP or TCAP retake:
        - Exemptions: Student with disability or suspected disability that impacts their ability to read, or English Learner who has received less than 2 full school years of ELA instruction, or a student who was previously retained in grades K-3.
  - **Promoted w/ Tutoring:** Student is promoted to 4<sup>th</sup> grade but will receive high-dosage, low-ratio tutoring in ELA for the entirety of the upcoming school year.
    - Expected Evidence:
      - Students who scored at or above the 50<sup>th</sup> percentile on spring Aimsweb URS; or
      - Appeals: Ground 1 appeal granted (please note that this pathway also requires the principal to develop an academic remediation plan for the student)

- **Promoted w/ Tutoring & Adequate Growth:** Student is promoted to 4<sup>th</sup> grade but will receive high-dosage, low-ratio tutoring in ELA for the entirety of the upcoming school year. Student must show adequate growth on the 4<sup>th</sup> grade ELA portion of the TCAP test or participate in the conference pathway before the student may be promoted to 5<sup>th</sup> grade.
  - Expected Evidence:
    - Students who reached “approaching” on TCAP or TCAP retake
    - Students who scored “below” or did not have a valid score on TCAP or TCAP retake:
      - Summer School: 90% attendance
- **Retained:** Student will be retained and repeat the 3<sup>rd</sup> grade.
- **Not Enrolled:** Student is no longer enrolled at the district.

Please use the Notes column sparingly to provide evidence for students with unique circumstances. If you have questions, submit them via email to [Commissioner.Education@tn.gov](mailto:Commissioner.Education@tn.gov).

## STEP 5: Upload completed report

After completing the reporting spreadsheet, LEAs should upload the completed file back to the same TNShare folder from which the original was downloaded. Please add “Completed” to the file name to denote the LEA has finished filling in all required fields.

### Other Notes:

- **Students switching or new to your LEA:**
  - If a student took the spring ELA TCAP in your LEA but is no longer enrolled, the LEA should still complete the spreadsheet with all available information on the student and then select “Not Enrolled” in the final pathway decision. It is important to complete the other relevant information and data on the student to assist in providing this information to districts receiving transferring students.
  - If a student has transferred into your LEA from another Tennessee LEA but did not take the spring ELA TCAP in your LEA, please reach out for all transfer records as you normally would for such students. If you are unable to receive the information in a timely manner, please use the second tab of the workbook (*Transfers*) to list the state student ID and student name of such transfers. The state will work to share back information submitted through this process as quickly as possible. While districts should still primarily receive this information from sending districts, the state can provide state facilitated data points to help inform district decisions as quickly as possible.
  - The [Promotion & Retention Guidelines and Toolkit](#) contains both a Third Grade and Fourth Grade Promotion Student Record Template that can be included in student records and are particularly helpful when students transfer to a new school or district.