



# A-F School Letter Grades Working Group

## Meeting 3: Growth

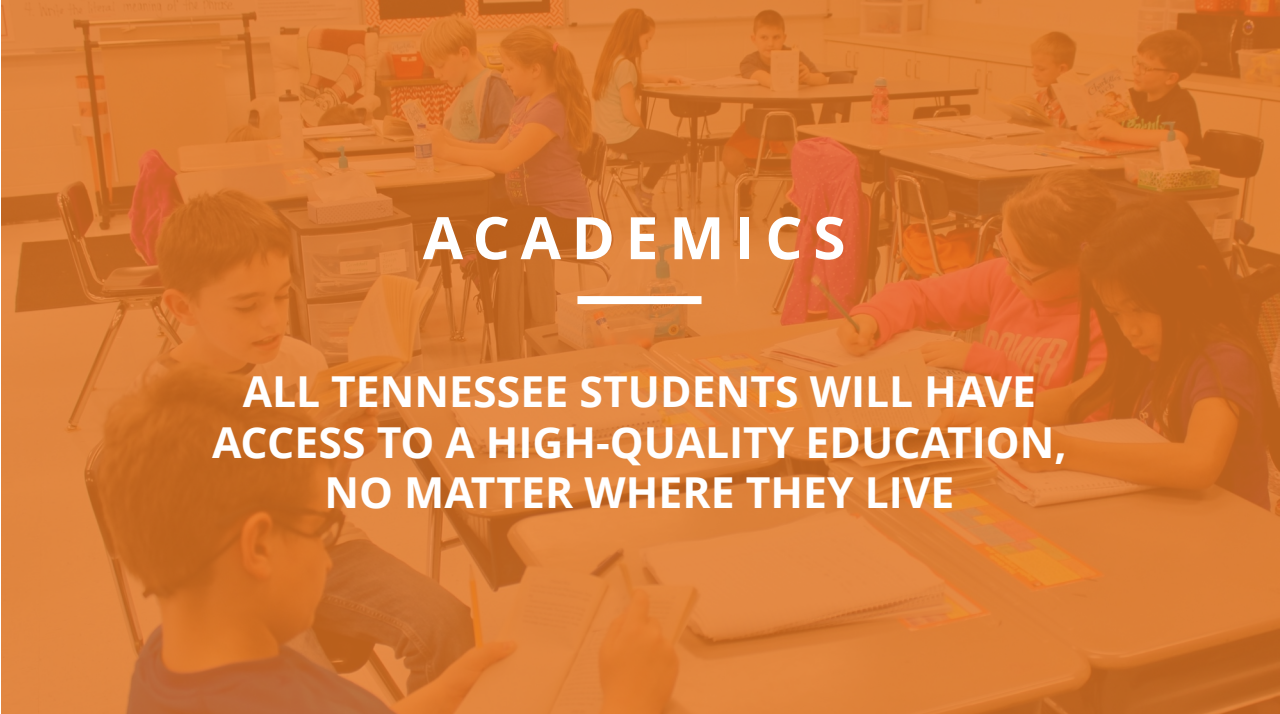
*Wednesday, October 12, 2023*





**BEST** FOR  
**ALL**

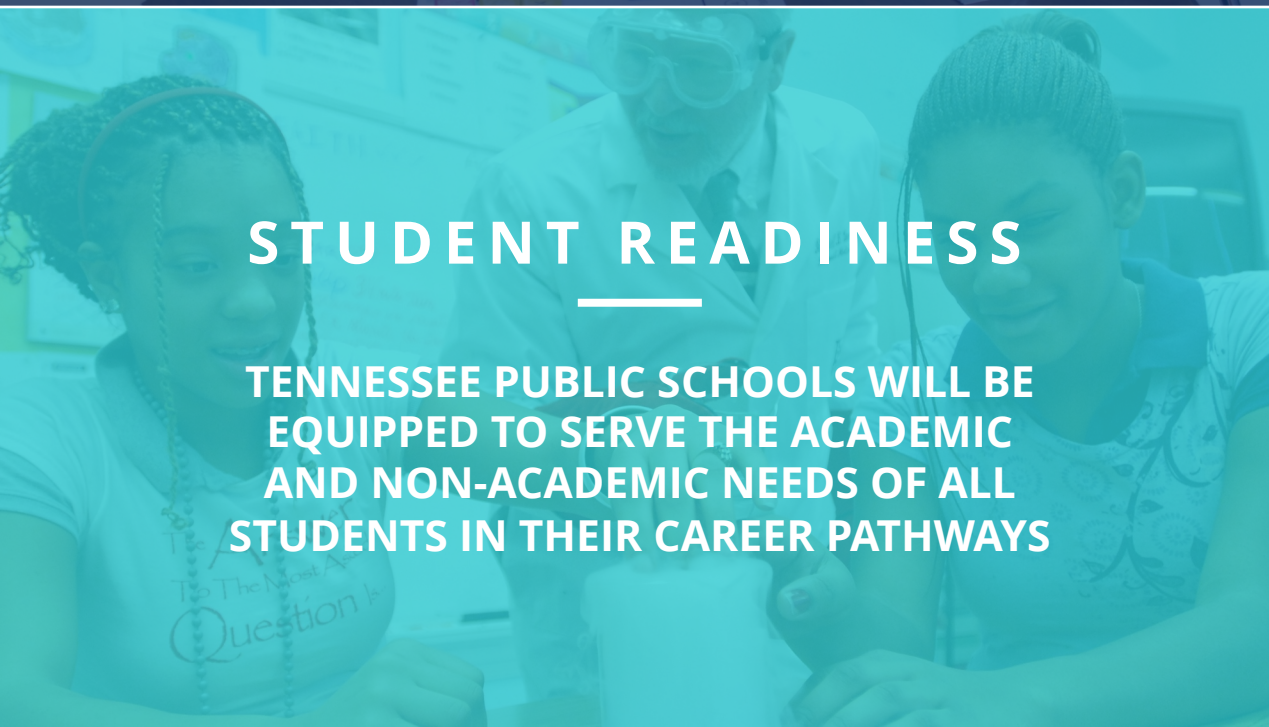
We will set all students on a path to success.



## ACADEMICS

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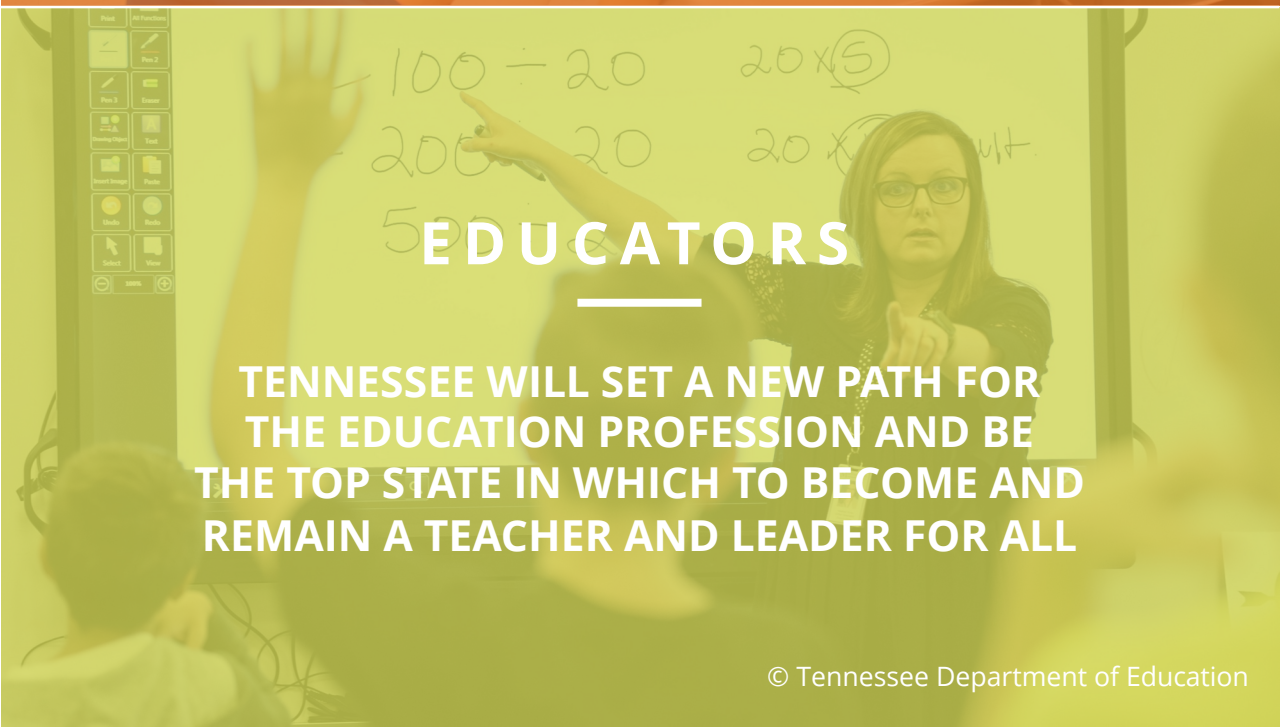
**ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE**



## STUDENT READINESS

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**TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS**



## EDUCATORS

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**TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL**



# Meeting 3 Agenda

- Group Norms
- Overview of **Growth**
- Review of Prompts
- Breakout Discussions
  - Prompt 1: Measures
  - Prompt 2: Weights
  - Prompt 3: Letter Grade Application
- Breakout Share-Outs
- Next Meeting



# Group Norms



# Group Norms and Tips

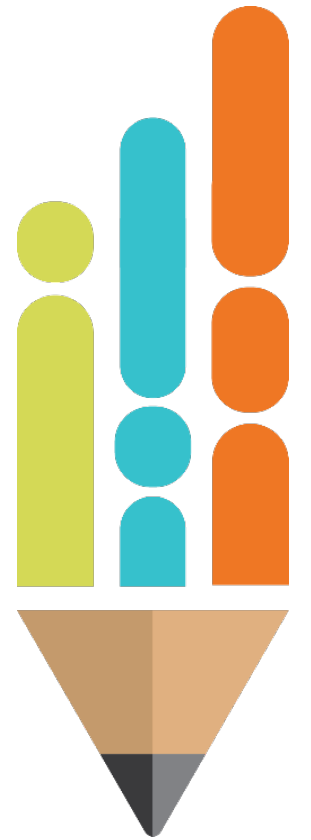
We have limited time together and we are grateful for your participation. To best use our time together, here are some tips for engaging:

## Do's:

- Contribute your perspective
- Consider parents and families
- Review public comment
- Engage your communities
- Provide clear input

## Don'ts:

- Forget the intended audiences
- Debate the the law
- Ignore the legal requirements
- Focus on reporting displays
- Stray from the meeting agenda, as much as possible





Develop a ***calculation***  
to generate  
A-F letter grades for schools

# Recap of Achievement Discussion

# Recap: Achievement

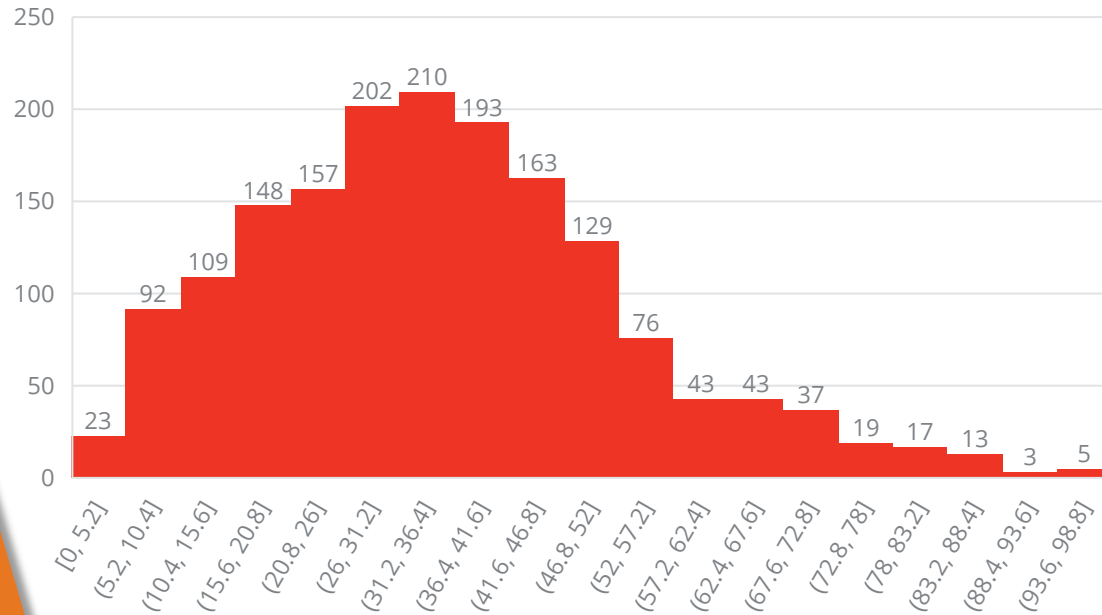
- Points of *General Consensus*
  - Include **all subjects**
  - Heavier weights for ELA/Math
    - May vary by grade band
- Remaining Open Question
  - How should letter grades be applied to achievement indicator?



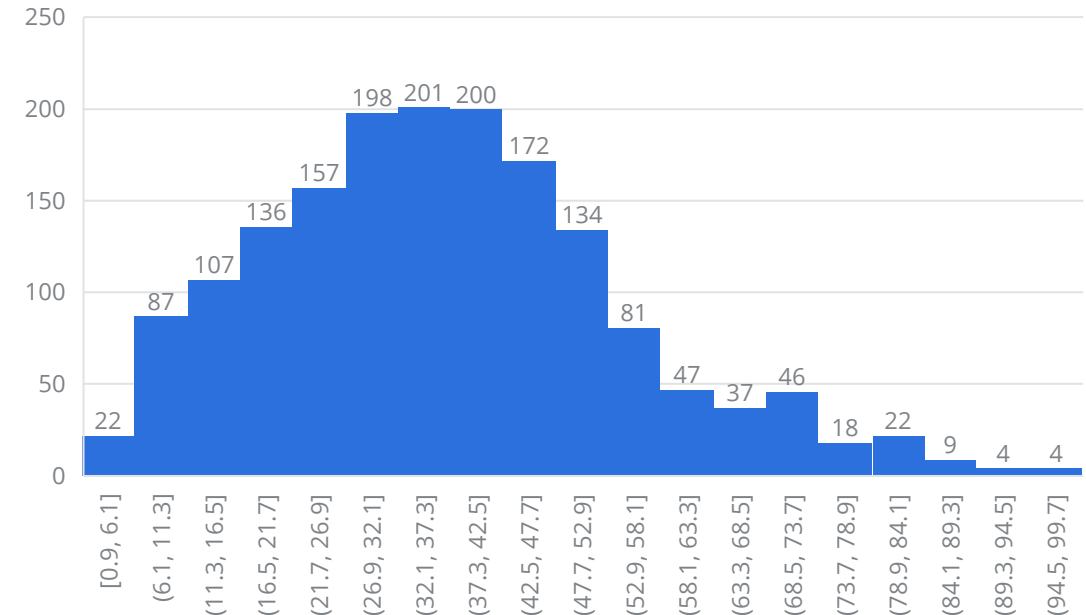
# Subject Area Inclusion Comparison



ELA/Math Success Rate



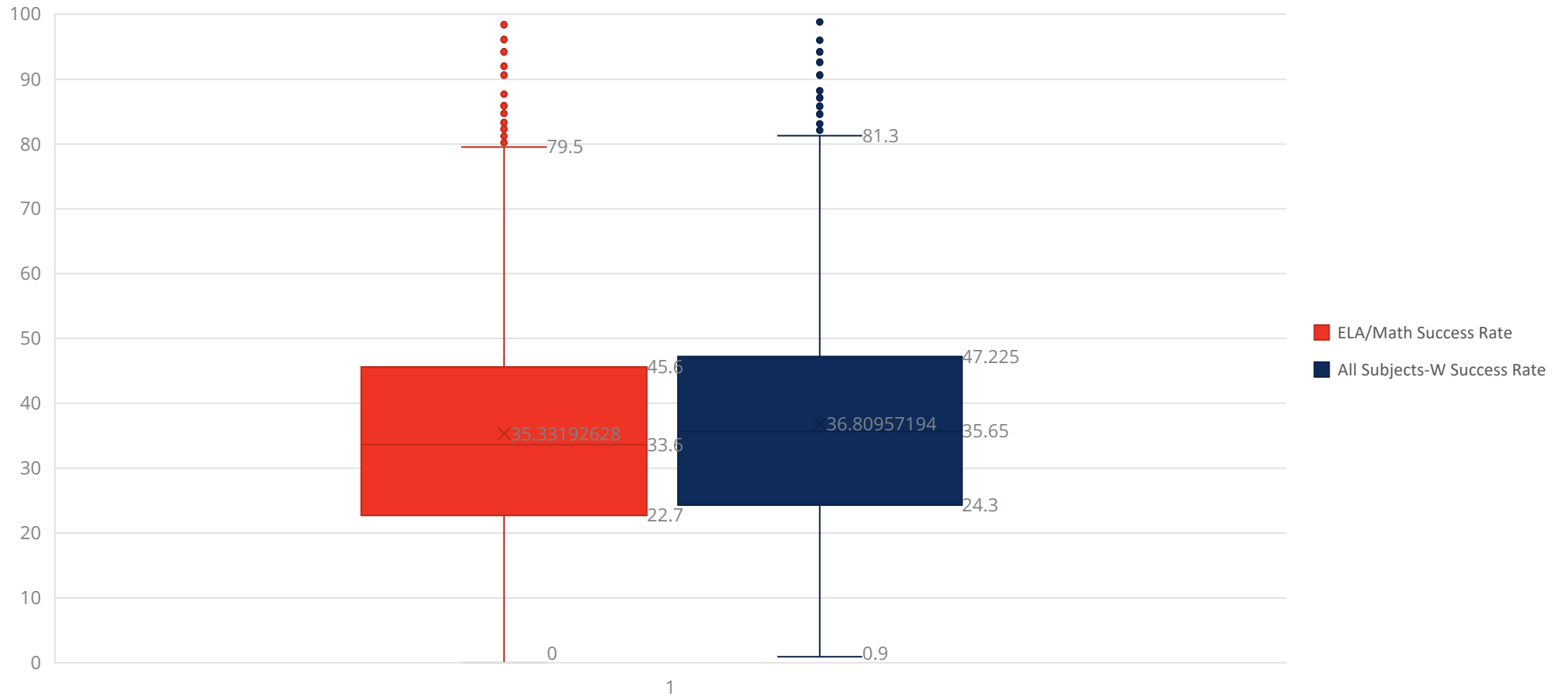
All Subjects Weighted Success Rate



ACADEMICS



# Statewide School Average Success Rate: ELA/Math vs. Weighted Subjects



# Recap: Achievement

- Observations

- Average performance increases with all subjects included. School average increases approximately 1.5%.
- Distribution shape for academic performance of all schools remains the same.

# Overview of Growth



# Legal Requirements: T.C.A. 49-1-228

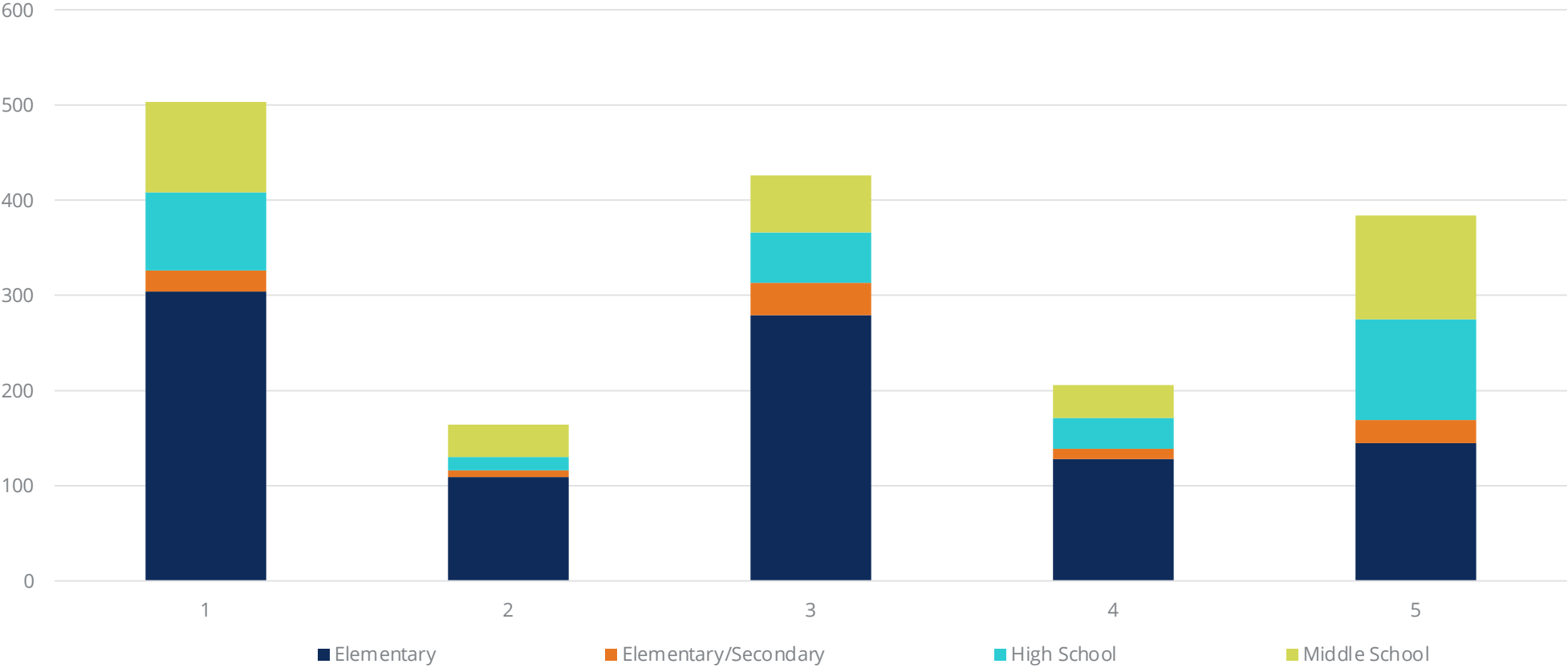
- a. The department of education shall develop a school grading system that annually assigns A, B, C, D, and F letter grades to schools based on:
  - a. Student performance on the Tennessee comprehensive assessment program (TCAP) tests or end-of-course exams;
  - b. **Student growth as indicated by Tennessee Value-Added Assessment System (TVAAS) data or data from other measures of student growth;** and
  - c. Other outcome indicators of student achievement that the department finds to be reliable measures of school performance.
- b. The department of education shall include each school's A, B, C, D, or F grade on the state report card.
- c. Implementation of the school grading system shall begin in the 2017-2018 school year; provided, however, prior to implementation, the state board shall review the grading scale developed by the department.
- d. The department shall provide notice of the adopted grading scale to each LEA prior to the start of the 2017-2018 school year.
- e. Notwithstanding subsection (a), student performance and student growth data from the TNReady assessments administered in the 2017-2018 school year shall not be used to assign a letter grade to a school pursuant to this section.
- f. Notwithstanding subsections (a)-(c), student performance and student growth data from the Tennessee comprehensive assessment program (TCAP) tests, which include, but are not limited to, TNReady assessments, English learner assessments, alternate TCAP assessments, and end-of-course examinations, administered in the 2019-2020 school year shall not be used to assign a letter grade to a school, unless the use results in a higher letter grade for the school.
- g.
  - a. If eighty percent (80%) or more of an LEA's or public charter school's students enrolled in grades three through twelve (3-12) participate in the Tennessee comprehensive assessment program (TCAP) tests administered in the 2020-2021 school year, then, notwithstanding subsections (a)-(c), student performance and student growth data generated from the TCAP tests administered in the 2020-2021 school year shall not be used to assign a letter grade to a school.
  - b. The commissioner of education may, at the commissioner's discretion, grant an LEA or public charter school a waiver from the eighty-percent-participation requirement in subdivision (g)(1).
- h. The department shall not issue letter grades or any other summative ratings for schools eligible for the accountability protections in subdivision (g)(1) or schools that receive a waiver from the commissioner pursuant to subdivision (g)(2) in the state report card for the 2020-2021 school year; provided, that the department shall provide student performance and student growth data to LEAs, and as required by federal law. © Tennessee Department of Education

# Today's Focus: Growth

- TVAAS composites: Distinguish exceptional year to year growth
  - Implemented in 1992
- TVAAS compares the change in a student's performance to the change observed by other students performing similarly
- Key implementation decision
  - All subjects
  - 50% attendance requirement
  - 1-year composite scores (vs. three years)
- Distribution of 22-23

# TVAAS Impact Data

2023 TVAAS School Composites

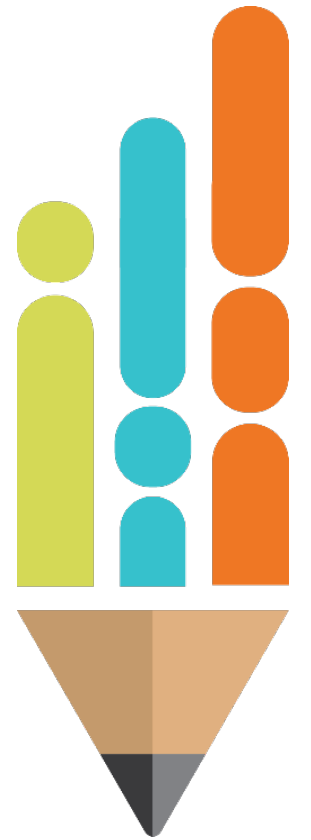


# Review of Prompts



# Meeting 3: Growth *Prompts*

1. What measures should be included in the growth indicator?
  - a) Schoolwide TVAAS only?
  - b) Schoolwide TVAAS plus other measures?
    - i. Growth of lowest performing students in each school?
    - ii. Subgroup growth?
    - iii. Other?
2. If multiple measures identified within growth indicator, how should they be weighted?
3. How should letter grades be applied to the resulting overall growth indicator?





# Prompt 1: Which Measures?

1. What measures should be included in the growth indicator?

**Schoolwide TVAAS**

**OR**

**Multiple Measures**

If additional measures, which ones?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





# Reference for Prompt 1: Which Measures?

For reference, here is a list of all existing and potential TVAAS outputs:

- **Schoolwide TVAAS**
- Subgroup TVAAS
  - Economically Disadvantaged
  - Students with Disabilities
  - English Language Learners
  - Racial and Ethnic Subgroups
  - Lowest X% in Academic Performance



# Prompt 2: Weights?

- How should growth measures be weighted?

_____ %	<b>SCHOOLWIDE TVAAS</b>
_____ %	<b>Additional Measure 1</b>
_____ %	<b>Additional Measure 2</b>
_____ %	<b>Additional Measure 3</b>
<b>100%</b>	<b>ALL GROWTH MEASURES</b>





# Prompt 3: Applying letter grades to growth

3. What approach to applying letter grades to the overall growth indicator should be used?





# Prompt 3: Applying letter grades to achievement

- Which approach to applying letter grades to achievement should be used?

- Absolute cut-offs:** Achievement results aligned directly to letter grades, regardless of performance compared to other schools. (For example, schools with an overall achievement score of above X receive a letter grade of B.)

If the group chooses Absolute cut-offs, what are score ranges that apply to each letter grade? (For example, achievement scores between X and Y receive a D.)

OR

- Distribution:** Performance of each school is measured relative to all schools. (For example, schools performing in the top X% of schools in the state receive a letter grade of an A.)

If the group chooses Distribution, what letter grade rating should be assigned to an average performing school? Then, where do we draw the lines for percentile range of schools to be represented by each letter grade?

# Breakout Discussions



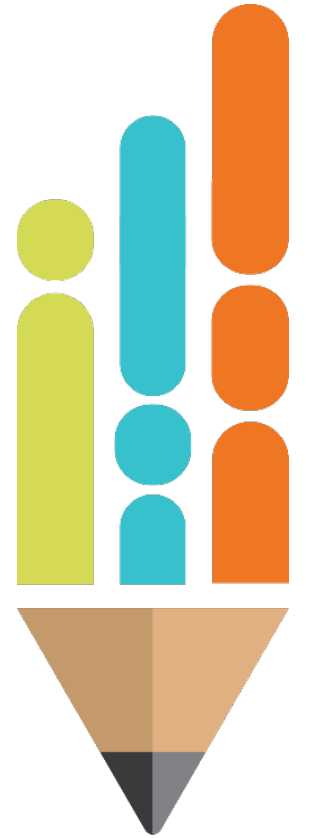
# Breakout Discussions: Logistics

Breakout groups will have approximately one hour to discuss the three prompts.

**The goal for each breakout group is to come to a consensus on each of the three prompts.**

During the last half hour of this call, each group will share out their consensus decisions and a brief rationale for their decisions on the prompts. **Each breakout group will need to select one person to share their group's reflection.**

If time permits, we will open the floor for other items discussed in the breakout groups that could be beneficial to the Working Group.





# Share Outs

# Next Meeting



# Meeting Schedule

- **Meeting 1: Introductions & Overview**  
Thursday, October 5, 2023, from 3:00- 5:00 pm CT
- **Meeting 2: Required Component of the A-F Calculation: **Achievement****  
Tuesday, October 10, 2023, from 3:00- 5:00 pm CT
- **Meeting 3: Required Component of the A-F Calculation: **Growth****  
Thursday, October 12, 2023, from 3:00- 5:00 pm CT
- **Meeting 4: Required Component of the A-F Calculation: **Other Indicators****  
Monday, October 16, 2023, from 3:00- 5:00 pm CT
- **Meeting 5: Putting It All Together: **Weighting****  
Friday, October 20, 2023, from 3:00- 5:00 pm CT

All meetings are virtual via Microsoft Teams. All meetings will be recorded and posted on the department's website for transparency.





# Homework for Meeting 4

1. Review public comment at [tn.gov/education/SchoolLetterGrades](https://tn.gov/education/SchoolLetterGrades)
2. Review prompts for the topic at Meeting 4: **Other Indicators**

**This afternoon, the department will email you easy-to-access links, as well as this slide deck for Meeting 3, and prompts to help you prepare for Meeting 4.**





**Next Meeting: Monday, October 16**

**Email additional questions, comment, or input to  
[SchoolLetterGrades@tnedu.gov](mailto:SchoolLetterGrades@tnedu.gov)**

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