Welcome:
Goals, Agenda, and Members
Goals

- Review of the first full year (2016-17) of grades 3-8 and EOC TNReady exams, including timeline and results
- Review of the first year of the optional grade 2 TNReady exam
- Review of current year testing and progress
- Make recommendations for further improvements, including a review of 11th grade testing/High school EOCs
- Review of district formative assessment and alignment to standards and TNReady expectations
# Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Continental breakfast and coffee available</td>
</tr>
<tr>
<td>9:00</td>
<td>• Welcome, goals, and progress</td>
</tr>
<tr>
<td>9:45</td>
<td>• Whole group debrief</td>
</tr>
<tr>
<td>10:15</td>
<td>• Review TNReady timeline, results, and findings</td>
</tr>
<tr>
<td>10:45</td>
<td>Break</td>
</tr>
<tr>
<td>11:00</td>
<td>• Whole group discussion</td>
</tr>
<tr>
<td>12:00</td>
<td>Break for working lunch</td>
</tr>
<tr>
<td>12:15</td>
<td>• Small group discussion</td>
</tr>
<tr>
<td>1:00</td>
<td>• Whole group debrief</td>
</tr>
<tr>
<td>1:30</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Assessment Task Force Members

- **Candice McQueen**, TDOE
- **Sara Morrison**, SBE
- **Dolores Gresham**, Senate Education Committee
- **John Forgety**, House Education Instruction and Programs Committee
- **Harry Brooks**, House Education Administration and Planning Committee
- **Mark White**, House Education Administration and Planning Subcommittee
- **Wayne Blair**, TSBA
- **Barbara Gray**, TEA
- **Dale Lynch**, TOSS
- **Sharon Roberts**, SCORE
- **Audrey Shores**, PET
- **Gini Pupo-Walker**, Conexión Américas & TN Equity Coalition
- **Lisa Wiltshire**, TQEE
- **Shawn Kimble**, Lauderdale County School System
- **Mike Winstead**, Maryville City Schools
- **Jennifer Cothern**, Wilson County Schools
- **Trey Duke**, Rutherford County Schools
- **Michael Hubbard**, Kingsport City Schools
- **LaToya Pugh**, Shelby County Schools
- **Bill Harlin**, Williamson County Schools
- **Laura Charbonnet**, Collierville Schools
- **Tim Childers**, Knox County Schools
- **Kevin Cline**, Jefferson County Schools
- **Kim Herring**, Cumberland County School District
- **Jolinea Pegues**, Shelby County Schools
- **Stacey Travis**, Maryville City Schools
- **Josh Rutherford**, Houston County School District
- **Cicely Woodard**, Metro Nashville Public Schools
- **Virginia Babb**, Parent
- **Jennifer Frazier**, Hamblen County Department of Education
New Assessment Task Force Members

- **Wayne Blair**, President, Tennessee School Board Association
- **Dale Lynch**, Executive Director, Tennessee Organization of School Superintendents
- **Gini Pupo-Walker**, Senior Director of Education Policy & Programs, Conexión América\'s
- **Lisa Wiltshire**, Policy Director, Tennesseans for Quality Early Education
- **Shawn Kimble**, Director of Schools, Lauderdale County School System
- **Jennifer Cothron**, Assessment Supervisor, Wilson County Schools
- **Trey Duke**, Coordinator for Federal Programs and RTI2, Rutherford County Schools
- **Michael Hubbard**, Director of Performance Excellence, Kingsport City Schools
- **LaToya Pugh**, iZone Science Instructional Support Manager, Shelby County Schools
- **Laura Charbonnet**, Assistant Principal, Collierville High School, Collierville Schools
- **Tim Childers**, Assistant Principal, L&N STEM Academy, Knox County Schools
- **Kevin Cline**, Assistant Principal, Jefferson County High School, Jefferson County Schools
- **Kim Herring**, Teacher, Cumberland County High School, Cumberland County School District
- **Jolinea Pegues**, Teacher, Southwind High School, Shelby County Schools
- **Stacey Travis**, Teacher, Maryville High School, Maryville City Schools
- **Josh Rutherford**, Teacher, Houston County High School, Houston County School District
- **Cicely Woodard**, 2017-18 Tennessee Teacher of the Year, West End Middle Prep, Metro Nashville Public Schools
- **Jennifer Frazier**, Parent, Hamblen County Department of Education
Norms

• Be present
• Speak in facts as much as possible
• Listen and value the ideas and feedback of others
• Contribute, but monitor air time
• Seek to understand, not just to be understood
• Be solutions oriented
• Ask questions
• Do your homework

Reminders: Meetings are taped and media will be present
Historical Timeline of State Standards and State-Required Assessments

Standards define what students should know and be able to do, and they evolve over time to ensure students are prepared for success in postsecondary and the workforce. Our assessments help us make sure students are on the path to get there.

- **2007**: U.S. Chamber of Commerce gives Tennessee two Fs, particularly given misalignment between NAEP and TCAP

- **2008**:  

- **2009**:  

- **2010**:  

- **2011**:  

- **2012**:  

- **2013**:  

- **2014**: For the first time, TNReady and NAEP results are aligned

- **2015**:  

- **2016**:  

- **2017**:  

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Where We Were in 2007

» 72.6% graduation rate

» NAEP rankings:
   » 39th in fourth grade reading
   » 35th in eighth grade reading
   » 43rd in fourth grade math
   » 41st in eighth grade math

» Tennessee proficiency assessments compared to NAEP:
   » Received an “F” in the *Truth in Advertising* category
   » Received an “F” in the *Postsecondary and Workforce Readiness* category

Grade 3-8 Achievement On TCAP vs. NAEP

**Reading Proficiency**
- TCAP: 91%
- NAEP: 28%

**Math Proficiency**
- TCAP: 91%
- NAEP: 25%
In response to these results, we began to take steps to strengthen what must be the core foundation of our education system.
Where We Are Now
We’ve closed the gap between our performance on NAEP and the ACT and what we see on TNReady.

### Grades 3-8 Achievement
On TCAP vs. NAEP

**2007**

- **Reading Proficiency**: 91% (TCAP), 28% (NAEP)
- **Math Proficiency**: 91% (TCAP), 25% (NAEP)

**2017**

- **Reading Proficiency Results**
  - 4th Grade: 33% (TCAP), 36.5% (NAEP)
  - 8th Grade: 33% (TCAP), 31% (NAEP)

- **Math Proficiency Results**
  - 4th Grade: 40% (2017 TNReady), 41.2% (2015 NAEP)
  - 8th Grade: 29% (2017 TNReady), 31.4% (2015 NAEP)
Students’ performance on TNReady is similar to how they perform on the ACT.
This is 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.
Goal 1
Tennessee will Rank in the Top Half of All States on the National Assessment of Educational Progress (NAEP) by 2019

Tennessee is the fastest improving state in the nation since 2013

Current NAEP Rankings
- Fourth Grade Science: 19th
- Eighth Grade Science: 21st
- Fourth Grade Math: 25th
Goal 2

75 Percent of Tennessee Third Graders Will Be Proficient in Reading by 2025

2017 TNReady Results
1/3 of Tennessee third graders are on track

2025 TNReady Goal
75% of Tennessee third graders will be proficient in reading
Goal 3

The Average ACT Composite Score in Tennessee Will Be 21 by 2020

Average ACT Composite Score

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>19</td>
</tr>
<tr>
<td>2014</td>
<td>19.3</td>
</tr>
<tr>
<td>2015</td>
<td>19.4</td>
</tr>
<tr>
<td>2016</td>
<td>19.9</td>
</tr>
<tr>
<td>2017</td>
<td>20.1</td>
</tr>
<tr>
<td>2020</td>
<td>21</td>
</tr>
</tbody>
</table>
Goal 4

The Majority of High School Graduates From the Class of 2020 Will Earn a Postsecondary Certificate, Diploma, or Degree

29% of graduates from the class of 2011 have a certificate, diploma, or degree

The Majority of students graduating in 2020 will receive a postsecondary credential
Progress on ATF Recommendations
Key Topics of Previous Recommendations

- Identify testing and time reductions
- Develop transparency
- Improve test scheduling and logistics
- Create more resources for teachers and parents
- Align to postsecondary readiness
- Phase-in implementation of A-F School rating metrics
How have we reduced testing and testing time?

Successes:
• Implement single testing window for administration of TNReady
• Reduce overall testing time by 30%
• Elimination of SAT10 and ACT Plan/Explore
• Time reduction in 3rd and 4th grade science and social studies assessments

Next steps:
• Evaluate 11th grade/HS EOC assessments
• Continue to review opportunities to streamline tests
• Review and recommend ways to improve local formative assessments
How have we improved our transparency?

**Successes:**
- Regular communication with district leaders re assessment program via webinar, commissioner updates
- Release of blueprints, practice tests, and improved teacher reports
- Opportunities for school leaders and educators to learn more through webinars, lunch & learns, and trainings
- Convened Teacher and Parent Advisory Councils for feedback

**Next steps:**
- Release more TNReady test questions annually
- Increased opportunities to engage in item writer workshops
### 2016-17 TNReady Test Item Release Plan

#### Item Release by Content/Grade

The following table outlines the extent of item release for each grade and content area this fall.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Full Release</th>
<th>Limited Release</th>
<th>No Release</th>
</tr>
</thead>
</table>
| **High School EOC** | • ELA and U.S. history writing prompts and anchor sets  
                     • U.S. history  
                     • Biology  
                     • Chemistry | • ELA  
                     • Math  
                     • TCAP–Alt** |                           |
| **Grades 3–8**   | • ELA writing prompts and anchor sets  
                     • Science                  | • Math  
                     • TCAP–Alt**                | • ELA*  
                     • Social studies***         |
| **Grade 2**      | • ELA  
                     • Math                  | • Grade 2 Alt**               |                            |

* Due to suspension of testing in 2015–16, the department does not have intellectual rights to items.
** These tests are not specifically covered under the Tennessee Assessment Transparency Act. A smaller population (1%) of students takes these assessments, creating fewer opportunities to replace items.
*** Field test items will not be released.
How have we improved logistics?

Successes:
- Utilizing a single testing window that provides flexibility across 3 weeks
- Release test administration schedule 2 years in advance
- Phase-in to online over 3 years
- Sharing key dates with directors for 2017-18 for report card decisions

Next steps:
- Continue to improve turnaround time for results
- Continue to implement data flow optimization to improve processing time
New Streamlined Process for Assessment

- Fully Enrolled Students in SIS
- Nightly Data Transfer to EIS
- New Tool for Data Review of EIS Demo Stats
- Automatic Ordering of Student Tests
- Automatic Rostering in Teacher Student Connection
- Ongoing SIS Updates and EIS Data Transfer
<table>
<thead>
<tr>
<th>OLD PROCESS</th>
<th>NEW PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID data pulled once—in October and January—for test ordering</td>
<td><strong>Continuous</strong> EIS data transfer through two days before admin window opens (in November and April) for online test ordering in Nextera</td>
</tr>
<tr>
<td>Demographic data clean-up 2 to 3 weeks after testing window closed and SDDV complete</td>
<td>Demographic data review and updates for 2 to 3 months from first EIS data transfer through the last day of the testing window</td>
</tr>
<tr>
<td>Teacher Student Connection open <em>only after testing window closed</em></td>
<td>Teacher Student Connection (TSC) open and available for editing <em>from first EIS data transfer through last day of testing window</em></td>
</tr>
<tr>
<td>Duplicate data entry in both EdTools and SIS</td>
<td>Single data entry in SIS with data transfer to EIS, Nextera, and TSC</td>
</tr>
<tr>
<td>No reconciliation between EdTools and EIS, resulting in data conflicts and errors</td>
<td>EIS Data Visibility Tool ensures accuracy of data for assessment, accountability, and other reporting/finance functions</td>
</tr>
</tbody>
</table>
What resources are available to teachers and parents?

**Successes:**
- Release of testing blueprints and supporting resources for each assessment
- Release of Classroom Assessment Builder (CAB) community preview
- Increased opportunity for item writer workshops for educators
- Improved family score reports and teacher standard-level reports

**Next steps:**
- Refinement and expansion of CAB
- Continued training and involvement of educators during the development and scoring of testing
- Expand item writer workshops to all subjects
How have we aligned to postsecondary?

**Successes:**
- TNReady is fully aligned to more rigorous standards; item types reflect rigor
- Alignment of TNReady cut scores to postsecondary and workforce readiness
- Increased number of students taking ACT/SAT
- ACT re-take was provided to all students for two years with over 70,000 students participating

**Next steps:**
- Continue to promote the ACT/SAT and re-take opportunity
- Continue to involve postsecondary faculty in assessment committees, including item review, range finding, and item writer workshops
What is next for A-F school accountability?

Successes:

• School grades will be released in Fall 2018
• Inclusion of Ready Graduate indicator with only ACT/SAT this school year
• Inclusion of the Chronically Out of School Indicator

Next steps:

• Providing preview of school grades using 2016-17 data (February)
• Ready Graduate will include all four “readiness” checks beginning next year
• Consider additional metrics to include in the Opportunity to Learn index
What other improvements have been made?

- Attention to early grades
  - Pre-K and K portfolio
  - Kindergarten Entry Inventory (KEI) pilot
  - Development of optional 2nd grade assessment
  - Development of optional grade 2 portfolio
- Science standards implementation with field test next year
- RTI implementation check and review
Survey Results
What is going well?

- “The new assessments are truly **more rigorous** and therefore they make our instruction more rigorous.”
- “The **online platform is performing well**, and is very user friendly. Online testing also reduces that amount of time that staff have to prepare for the exams, and overall is much easier to administer.”
- “We are finally able to assess student learning against our more rigorous state standards. We have two years of HS data to analyze and learn from and one year of 3-8 data. Our new assessments requires students to show their thinking, which **allows us to see a broader snapshot of their skills, knowledge and aptitudes.**”
What is going well?

• “At the high school level things seem to be more stable. As we have tested this week I have not heard any real issues with the platform or logging on to the test…students got their score reports and could see the areas where they need improvement. Teachers were able to see their reports and evaluate both their work and their students' performances.

• “Our schedule during testing is minimally intrusive to our normal day. Our students keep their normal schedule and test during the class periods with their teachers on consecutive days.”
What is going well?

• “The data we have received is so useful in classroom instruction. This is why a moratorium will not work. We need the data to be able to move forward.”

• “It is nice to see the rigor level increased. The new ISRs are more helpful to parents.”

• “Tennessee finally has an assessment system aligned to its current standards in math and ELA. The parent reports and the variety of teacher reports are much better than anything our state has ever had in the past. Teachers and school/district leaders have appreciated the information provided them through these reports. The efforts made by the state to reduce testing time is appreciated by many practitioners.”
What is going well?

• “The score reports are **more detailed** which allows teachers, parents and students the opportunity to have more robust conversations around the areas of improvement. The reports empower parents to have talking points when they visit their student's school.”

• “The test are shorter and in **sub-parts** that take less class time.”

• “I like that TNReady is more in-depth and forces teachers and students to have **more conceptual understanding of the content**.”
What is on your mind as we begin ATF 3.0?

• “How do we get continue to get the most out of testing in an effort to ensure that Tennessee continues to be the fast growing state?”

• “Possible [optional] state-produced benchmark assessments, reductions in testing where possible and stability in standards and assessments for the coming years will be important for educators and students”

• “Making sure the parent reports are user friendly, discuss the effect of A-F grade will have on the economy of a school system and its community”
What is on your mind as we begin ATF 3.0?

• “How do we change the narrative that assessment is a tool to help inform practice? How do we ensure that teachers, parents, administrators, and other stakeholders understand the value of an aligned assessment?”

• “Also I would love for us to have some state approved benchmark assessments. I do not think that the state should require them, but I do think that school districts and teachers should have the option to use them.”

• “How can we reduce the number of days allocated to state testing?”

• “Clearer understanding how TNReady will predict college and career readiness. Has the state seen an alignment with TNReady scores and ACT/SAT?”
What is on your mind as we begin ATF 3.0?

• “How is the **new science assessment** going to align with the new Tennessee Science Academic Standards. As we shift to 3 dimensional standards, which require student not just regurgitate science facts but make sense of science phenomena through engagement of practice and crosscutting concepts, will assessment reflect this.”

• “**What assessments can we remove** and still continue to hold value of rigor.”

• “**Reduce testing** but still encourage rigorous instruction.”

• “**Would like to have more on PD for all teachers on how the test is constructed**”

• “**Timely return** of raw score data”
What is on your mind as we begin ATF 3.0?

• “A continued conversation on how districts might receive data and reports in a more timely manner, an opportunity to discuss any additional ways to reduce testing time (both from the state's perspective as well as how to assist districts in making better decisions regarding formative assessments), and how to better communicate so that more practitioners/parents/policymakers are better informed.”

• “State needs to work on rebuilding credibility with the assessment program”

• “Reduce the amount of testing at the high school level, especially 11th grade.”

• “What contingencies are in place if there are online testing challenges, which will be inevitable at some point?”
What are your priorities related to state testing?

1. Inclusion of test items aligned fully aligned to standards/expectations
2. More information in the early grades
3. Better, more detailed reporting
What would you change?

1. Change timeline for data returns
2. Eliminate one or more high school EOC/11th grade test
What tests might you eliminate, if any?

1. U.S. History (10 out of 20 responses)
2. Chemistry (9 out of 20 responses)
3. English III (8 out of 20 responses)
4. None (6 out of 20 responses)
Priorities for local assessment?

1. Evaluation of the alignment of local benchmark testing to expectations/TNReady
2. Implementation of optional CTE benchmark exams aligned to industry certifications
3. Development of common formative assessments
Assessment Creation Road Map

1. Assessment Blueprints
2. Item Development
3. Item Reviews
4. Field Testing
5. Equating and comparability studies
6. Scoring and performance review
7. Test administration
8. Create operational test forms
9. Standard setting
10. Finalize cut scores
11. Score Reporting
12. Technical Reports

We are here.
Recap on TNReady Transition

- The 2015-16 year began our transition to TNReady
- We had to suspend testing that year in grades 3-8, and high school students took TNReady EOCs on paper
- In the summer of 2016, we hired a new vendor
- We made significant reductions and streamlined the test, and we made a plan to phase into online
- The 2016-17 year was the second for high schoolers to take TNReady and the first for grades 3-8
- One reason for score delays has been setting cut scores and implementing new score reports for two years
The EOC scoring issue impacted English I & II and Integrated Math II. Only 5 out of 275 versions of the EOC test were scored inaccurately.

In total, 9,400 assessments out of 1.9 million, less than 1 percent, were affected by the scoring error—about 70 schools (out of 1,800) in 33 districts (out of 146).

These 1,700 tests represent 0.1% of all TNReady assessments. 99.9% are not changing.

Qusetar took full responsibility for the error and correctly re-scored, at no cost to the state, the impacted assessments.
Across all subject areas, Tennessee high school students improved their performance on the end-of-course exams in the second year of TNReady.

While we still have room to grow, thousands of additional students are now meeting course expectations.

Not only did the overall number of students who scored in the top performance levels increase, but the results also show progress for historically underserved groups.
2016-17 High School Statewide TNReady Results

Students show across-the-board growth
In every subject, we **reduced** the percentage of students who scored at the **lowest achievement level**

This year, thousands of additional students scored at the *approaching* performance level – 7,000 new students in math and 17,000 in English

– This positive movement is particularly true for our student groups, who **often outpaced the “all students” category** in advancing out of the lowest performance level, *below*
More than 75 percent of districts with high schools increased the percent of students now scoring on track or mastered in high school English

61 districts showed an increase in students who are now scoring on track or mastered in high school math

Nearly every district reduced the number of high school students achieving at below (the lowest performance level) in English

Nearly two-thirds of districts with high schools reduced the percentage of students scoring at below in both high school math and English
Overall, these results demonstrate that – as expected – scores are improving as teachers and students adjust to an assessment that is fully aligned to more rigorous standards.

These results are solid, but they show we still need to continue to improve to ensure that every student graduates from high school ready to be successful in college and their career.
Tennessee educators completed the cut score process this summer.

These results cannot be compared to previous TCAP results and set a new baseline from which students will grow.

Higher standards mean a harder test—which means lower test scores and grades in the near term.

We believe ALL our students are capable of achieving these higher standards, and just as we expected scores to be lower this year, we expect scores to rise in the long term.
2016-17 Grades 3-8
Statewide TNReady Results

Setting a new baseline for student achievement

Raising expectations to ensure all Tennessee students have the opportunity to fulfill their potential.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Below</th>
<th>Approaching</th>
<th>On Track</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>21.5%</td>
<td>44.7%</td>
<td>28.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25.9%</td>
<td>36.1%</td>
<td>29.1%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Science*</td>
<td>17.8%</td>
<td>23.7%</td>
<td>42.2%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

*TNReady science exams will transition to more rigorous standards in the 2018-19 school year.
Social studies exams were field tested and did not generate achievement results for 2016-17.
TNReady helps us ensure all students receive a high-quality education. When we see gaps in performance, it highlights where additional support is needed for every student to be successful.

**Grades 3-8 English Language Arts**
- All Students: 33.8%
- American Indian or Alaska Native: 36.7%
- Hispanic: 22.3%
- Black or African-American: 18.6%
- Economically Disadvantaged: 18.8%
- English Learners: 11.1%
- Students with Disabilities: 11%

**Grades 3-8 Math**
- All Students: 38%
- American Indian or Alaska Native: 40.8%
- Hispanic: 20%
- Black or African-American: 27.8%
- Economically Disadvantaged: 22%
- English Learners: 19.8%
- Students with Disabilities: 14.3%

Percentage of students in grades 3-8 who scored on track or mastered (2017)
## Tying Performance to Standards: 3–5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Computational understanding of multiplication and division</td>
<td>Measurement and Data standards: calculating area (application of multiplication)</td>
</tr>
<tr>
<td>4</td>
<td>Working with fractions (like denominator) with a limited set of denominators</td>
<td>Geometry standards: working with lines and angles and classifying shapes</td>
</tr>
<tr>
<td>5</td>
<td>Graphing on the coordinate plane</td>
<td>Working with fractions (unlike denominators) Measurement and Data standards: calculating volume</td>
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## Tying Performance to Standards: 3–5

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</tbody>
</table>
<pre><code>                                                                               | Measurement and Data standards: calculating volume                       |
</code></pre>
# Tying Performance to Standards: 6–8

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strength</th>
<th>Weakness</th>
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<tbody>
<tr>
<td>6</td>
<td>Understanding ratios</td>
<td>Geometry: real-world application of area, surface area, volume with fractional edge lengths</td>
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</tbody>
</table>
| 7     | Statistics | • Equations and Expressions  
• Standards involving APPLICATION with fractions:  
  • Proportions  
  • Scale drawings  
  • Real-world area, volume, and surface are many of which involve fractional measures |
| 8     | Statistics | • Equations and Expressions  
• Congruence  
• Pythagorean Theorem  
• Solving real-world problems with volume of cylinders, cones, and spheres (fractions)  
• Translations and dilations (fractions) |
# Tying Performance to Standards: 6–8

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  • Proportions<br>  • Scale drawings<br>  • Real-world area, volume, and surface are many of which involve fractional measures |
| 8     | Statistics               | • **Equations and Expressions**<br>• Congruence<br>• Pythagorean Theorem<br>• Solving real-world problems with volume of cylinders, cones, and spheres (fractions)<br>• Translations and dilations (fractions) |
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• Solving real-world problems with volume of cylinders, cones, and spheres (fractions)  
• Translations and dilations (fractions) |
For postsecondary success, students need a deep conceptual understanding of the inner workings of each function family. There was not a single function family that even half of our students mastered.
Tying Performance to Standards: EOC Geometry

- Students performed the highest on congruence.

- Students performed well on proof items.

- Geometry students struggled with using geometric concepts in modeling.
  - Focus-applying previously learned concepts (e.g., area, volume, surface area) in a modeling situation

- Integrated math students outperformed geometry students on the geometry standards.
ELA Successes

Reading

- Because we use only authentic texts, students are encountering much more complex texts on TNReady than they did on the previous TCAP achievement tests. Students are demonstrating an ability to grapple with more complex texts, evidence of another instructional shift.

- Students show success with determining the meaning of unknown words using context. One of the three shifts places a heavy focus on academic vocabulary. That shift in instruction is evident in the assessment.
Writing

- Students show success in using narrative techniques when composing narrative stories. Students likely encounter more literary texts than they do informational texts in ELA instruction. Because of this exposure to mentor narrative texts and because of a natural preference for storytelling (research supports this), students show comfort and skill with composing narratives.
ELA Challenges We Still Face

Reading

- Students continue to struggle with determining the central idea of texts. They have trouble discerning what information is a detail; what information is an idea; and how details contribute to making an idea. These are difficult skills to master.

- Students continue to struggle with identifying the best textual evidence used to support an idea or argument. Students often can point to textual evidence, but they do not always select the strongest evidence from the reading to support their interpretation.
ELA Challenges We Still Face

Writing

- Students struggle to acknowledge and address the counterclaim in argumentative writing.
- Students struggle to write informational essays that enhance the reader’s understanding of the stimulus texts. The essays often resort to summarizing or regurgitating facts from the text.
- Students struggle with answering or adhering to the specific prompt.
Feedback

- What resonated with you?
- How would you recommend we continue to share this information with stakeholders?
- How can we help share this information with your stakeholders?
Timeline for Next School Year
The department worked closely with a working group, which included TOSS board members and our assessment vendor, Questar Inc., to develop and confirm the **2017-18 TNReady score delivery timeline**.

- These delivery dates are based on the fact that all high school tests will be taken **online**, while grades 3-8 will still be taken on **paper** and will require additional delivery and scanning time.

We are sharing these dates so **districts can begin planning now for report cards**. In particular, given the expected timeline for grades 3–8, districts will be able to use the flexibility in state law to decide whether to include students’ TNReady scores in final grades for grades 3-8.

As we transition to all online, the **timeline for grades 3-8 will adjust** to be more closely align with EOC score delivery.
2017-18 TNReady Raw Score and Score Report Delivery (High School – Fall/Spr)

Fall 2017 High School EOC Score Delivery

- **Nov. 27–Dec. 15:** Fall test administration window; All English and US History essays must be completed and submitted by Friday, Dec. 1.
- **By Dec. 1:** All fall 2017 EOC constructed response items (i.e., English and U.S. history essays) must be completed and submitted by districts via Nextera.
- **By Jan. 5, 2018:** Raw scores from the fall 2017 administration of end-of-course exams (EOCs) will be delivered electronically to districts.
- **By Feb. 12:** Detailed score reports for fall EOCs will be available electronically to districts.

Spring 2018 High School EOC Score Delivery

- **April 16–May 4:** Spring administration window; All essays for ELA and US History must be completed by Friday, Apr. 20.
- **By April 20:** All spring 2018 EOC constructed response items (i.e., English and U.S. history essays) must be completed and submitted online by districts via Nextera.
- **By May 22, 2018:** Raw scores from the spring 2017 administration of EOCs will be delivered electronically to districts.
- **By June 30:** Detailed score reports for spring EOCs will be available electronically to districts.
2017-18 TNReady Raw Score and Score Report Delivery (3-8 and optional 2)

- **Spring 2018 Grades 3–8 and Optional Grade 2 Assessment Score Delivery**
  - **By April 20**: Districts must submit all 2–8 constructed response and hand-scored assessment items and materials.
    - Districts testing online must submit via Nextera by April 20.
    - Districts testing on paper and pencil must ship all hand-scored materials by April 20.
  - **By June 15**: Raw scores from the spring administration of TNReady for grades 3–8 and optional grade 2 assessment will be available to districts electronically, for districts that complete online or ship all tests by April 20 deadline.
  - **By July 15**: Detailed score reports for grades 3–8 and optional grade 2 spring 2018 assessment will be available electronically to districts.
The delivery timeline for grades 3–8 and optional grade 2 assessment is about a month behind the EOC timeline, because most schools will test on paper which requires additional processing time.

When all schools serving grades 5–8 shift to online administration in 2018-19, the timeline for 3–8 score delivery will align more closely with EOC score delivery.
Continuous Improvement
Continuous Improvement Categories

- Identify testing and time reductions
- Develop transparency
- Improve test scheduling and logistics
- Create more resources for teachers and parents
- Align to postsecondary readiness
- Other
Your Task

- What ideas do you want to know more about and/or discuss in each category?
  - For example, in the category of “create more resources”, you have an idea that CAB needs more functions.

- What questions do you have related to each idea?
  - For example, for above, you may have the following questions:
    - I want to add more questions in CAB, so what has to happen to make this a reality?
    - I want to include teacher-made questions in the CAB functionality, so is this possible?
# Small Group Discussion

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<thead>
<tr>
<th>Commissioner McQueen/H. Knudson</th>
<th>Dr. Ailshie/L. Encalade</th>
<th>Dr. Kirk/S. Gast (room 106)</th>
<th>Dr. Towns/T. Shelton (room 109)</th>
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<tbody>
<tr>
<td>Wayne Blair</td>
<td>Audrey Shores</td>
<td>Sharon Roberts</td>
<td>Barbara Gray</td>
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<td>Dale Lynch</td>
<td>Sara Morrison</td>
<td>Gini Pupo-Walker</td>
<td>Lisa Wiltshire</td>
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<td>Trey Duke</td>
<td>Shawn Kimble</td>
<td>Mike Winstead</td>
<td>Jennifer Cothron</td>
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<td>Laura Charbonnet</td>
<td>Michael Hubbard</td>
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<td>Jolinea Pegues</td>
<td>Kevin Cline</td>
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<td>Cicely Woodard</td>
<td>Stacey Travis</td>
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<td>Jennifer Frazier</td>
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Next Meeting – Fri., January 19th

- Pre-readings will be sent prior to the meeting
- Same location
- All meetings are recorded as webinars with slides available online