



**School Accountability:
Presentation to the State Board of Education**

Agenda

- Legal Requirements
- Context for Current System
- Components of Current System
- Moving Forward
- Questions and Feedback

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Requirements

Law Requires School Accountability

- **Federal Law (ESSA) Requires:**

- Meaningful differentiation of all schools
- Identification of struggling schools and schools with “consistently underperforming” groups
- Methodology that improves “student academic achievement and school success”

- **Federal and State Law Require Measurements of:**

- Academic achievement
- Proficiency for English Language Learners
- Graduation rate
- Other indicator(s) of “school quality or student success”
- Academic growth using TVAAS as calculation

** State law and federal law should align into one comprehensive system.*

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**Context for
Accountability
Development**

Original Guiding Principles

- **All schools will have the opportunity to achieve an “A.”**
 - Poverty is not destiny.
- **Each student and all student groups can succeed.**
 - Each indicator should be reported for historically underserved student groups.
- **Growth should be rewarded.**
 - Growth should be recognized, regardless of absolute achievement.
- **Reporting should be transparent.**
 - Public should be able to access and review the indicators used.

Feedback Received and Heard

- **Prior to implementation** of the current iteration of Accountability, we received formal stakeholder input.
 - 6 working groups
 - 6 town hall meetings
 - Listening sessions
 - Online and written feedback
- **Since the implementation**, stakeholders have been able to react to it, and more specific feedback has been received.
 - Most notably, the Commissioner has been able to visit districts across the state, receiving valuable feedback from the field.
 - Additional public comments have been received from the educator survey, district survey, and public comments
 - 13 additional focus groups on strategic planning and department work

Feedback: “It needs to be better and more clear.”

- The Commissioner has been actively seeking feedback from stakeholders in every district.
- Our accountability system should adopt adjustments that:
 - Respond to feedback received after its first implementation
 - More clearly set the bar for school excellence and the pathway to achieve it
 - Better empower schools to meet the needs of each student and each group of students
 - Focus more to provide data in a way that is actionable, clear, and fair for district and school leaders

Adoption of Additional Guiding Principles based on Feedback from the Field

- **Accountability must be understandable and actionable.**
 - Districts, schools, and families should be able to understand what the data mean and what can be done about it.
- **Accountability should define excellence for schools.**
 - Measurements that most clearly align with educational success should be the foundation of the system.
- **Each child and student group is meaningfully accounted for.**
 - No child can slip through the “cracks.”
- **Ratings mean what they say they mean.**
 - Any parent would be happy with their child at any school that receives a high rating in the system.

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System Components and Opportunities

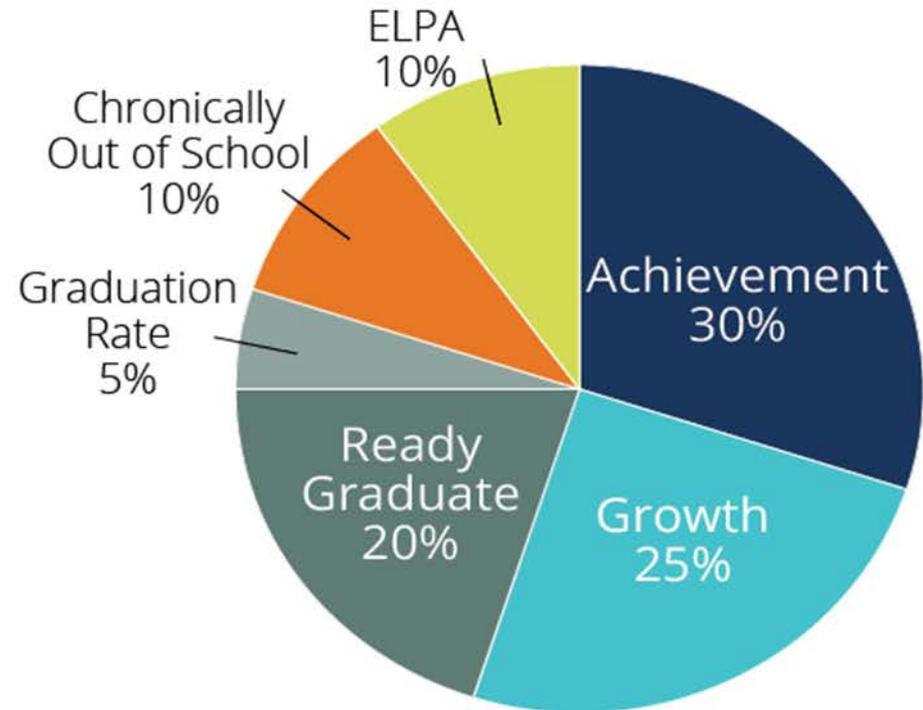
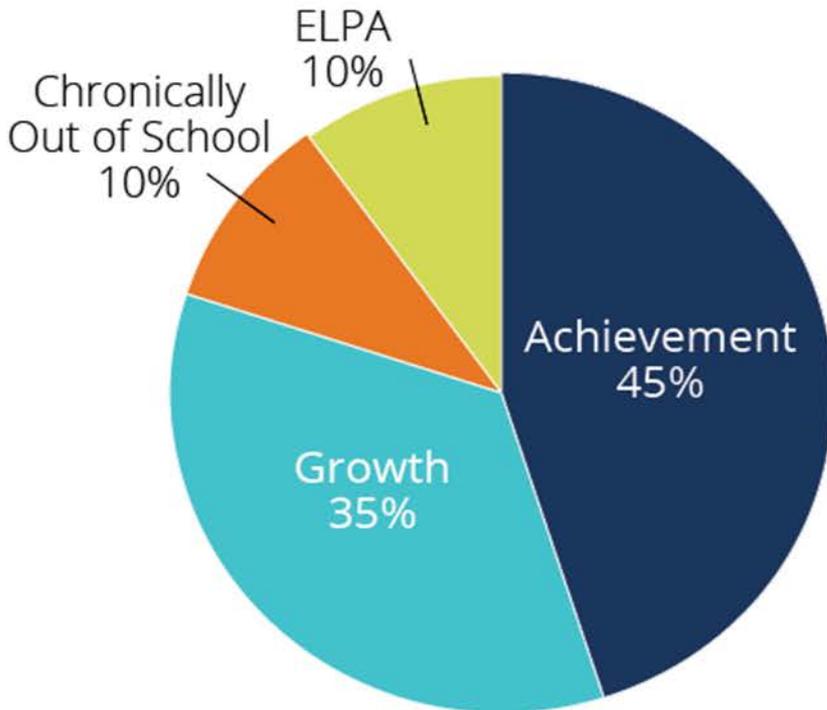
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K-8 Schools

High Schools

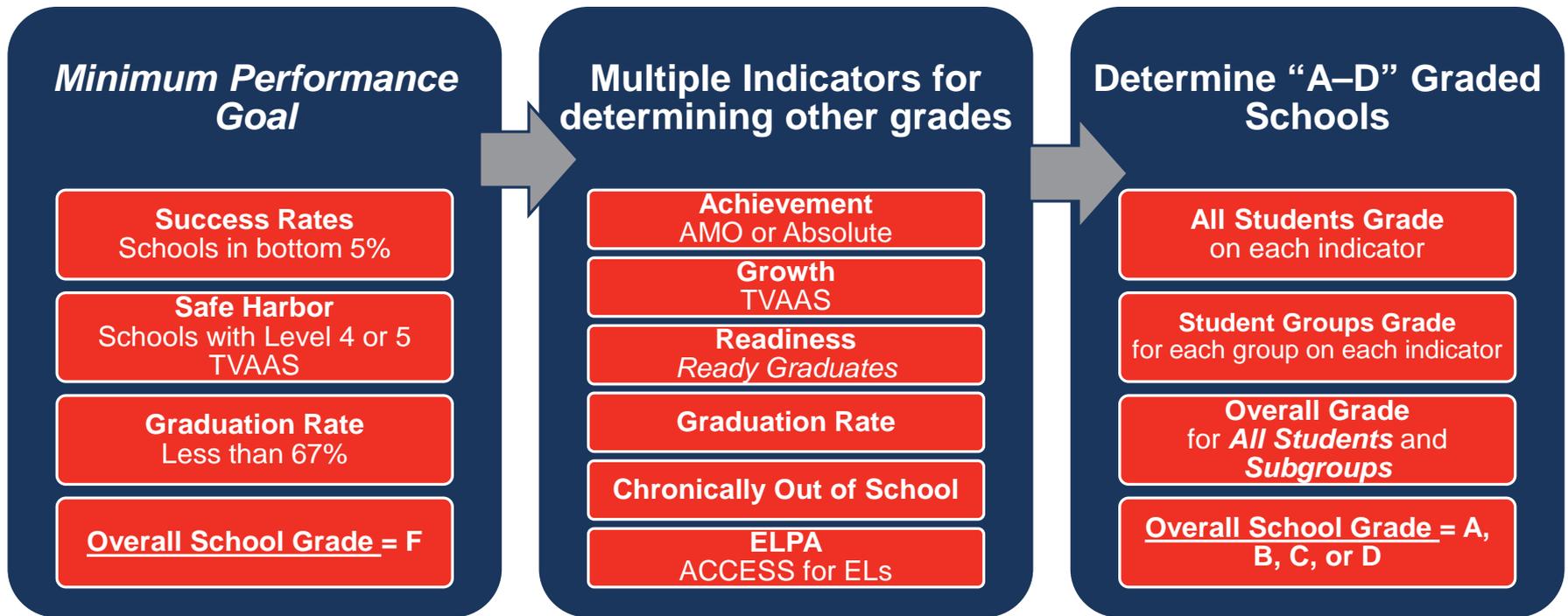
(Schools that serve grade 12)

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.

Current Accountability Framework



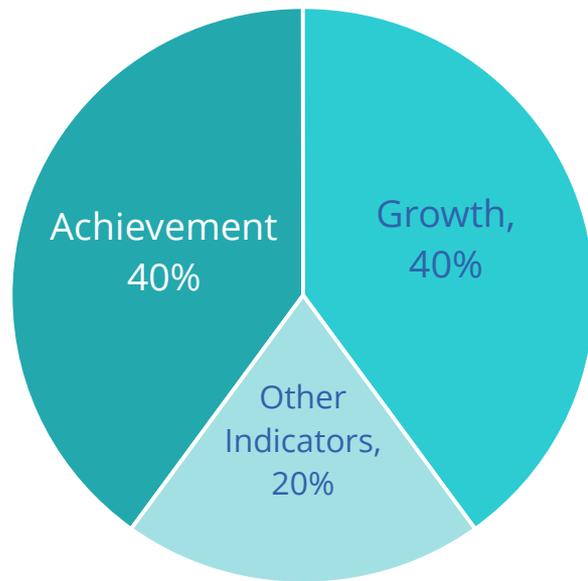
Feedback Received

- It is too complicated for families/non-school stakeholders and is hard to explain, let alone know what to do about it.
- It is difficult to figure out what the data mean for educators and what are the best actions to take as a school.

What are ways to make the framework accountability clearer and more actionable?

More Clear: Simplify the Pie

- E.g. Capture more in fewer categories, simplifying the model for families



More Actionable: Provide “Best of” options, to allow a school to focus on its core work.

- E.g. Taking a “**best of**” scoring for Growth or Achievement to help schools focus on the strategy that most defines what makes them great.



Component Opportunity: Achievement

Current Way

- Best of absolute proficiency for math and for ELA by % of students whose performance is *on track or mastery* – or –
- Annual Measurable Objectives (AMO) Target for improving the percent of students who are *on track by an AMO target*

Potential Minor, Actionable Shifts

- **Give added weight to areas not represented elsewhere** (e.g. emphasizing 3rd grade reading, since it is both key to strong achievement, and isn't necessarily represented in growth.)
 - Gives schools a reason to staff differently (effectively)
- **Increase metrics used for defining achievement** (e.g. including college and career metrics, such as ACT, AP, and strong industry certifications, to increase the ways a school can demonstrate Achievement)

Component Opportunity: Growth

Current

- A very complicated set of calculations is used to produce a TVAAS score for each school:
 - A linear mixed multivariate regression model using longitudinal and fixed effect data formulates a TVAAS score based on shifts in school-wide performance averages.
- “I don’t understand it, so I don’t know how to get better.”

Potential Minor, Actionable Shifts

- **Use terminology that stakeholders understand** (e.g. Allow student growth to *also* be measured by a shift in performance bands - a student who scored approaches the previous year could demonstrate growth by moving up to On Grade level.)
- **Give a greater emphasis to students who can show the most growth** (e.g. place extra emphasis to the bottom quartile of students: if they show significant growth, it should be acknowledged.)

Component Opportunity: School Climate

Current

- **Chronic Absenteeism** is currently the only indirect measure of school climate being used in the system
 - It is the percent of students missing 10 percent or more of instructional days enrolled.

Potential Shifts

- **Broaden the Menu of Measures of School Climate** (e.g. continue studying opportunities and factors that indicate a healthy school climate for schools).
- **Allow for “Best of” Scenarios** (e.g. if we increased the kinds of measures available, we could allow for schools to be highlighted for their best indicators of school climate).

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**Stakeholder
Engagement**

Plan for Stakeholder Engagement

- Superintendent Study Council meeting September 9-11
- Reconvening the accountability group from the original ESSA drafting
- Convening additional small group meetings with stakeholders
- Post proposed changes to TDOE website to collect feedback
- Present proposed changes to the Accountability Advisory Group on Oct. 17th
- Submit final proposal to U.S. Department of Education by October 31st.

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**Questions and
Feedback**

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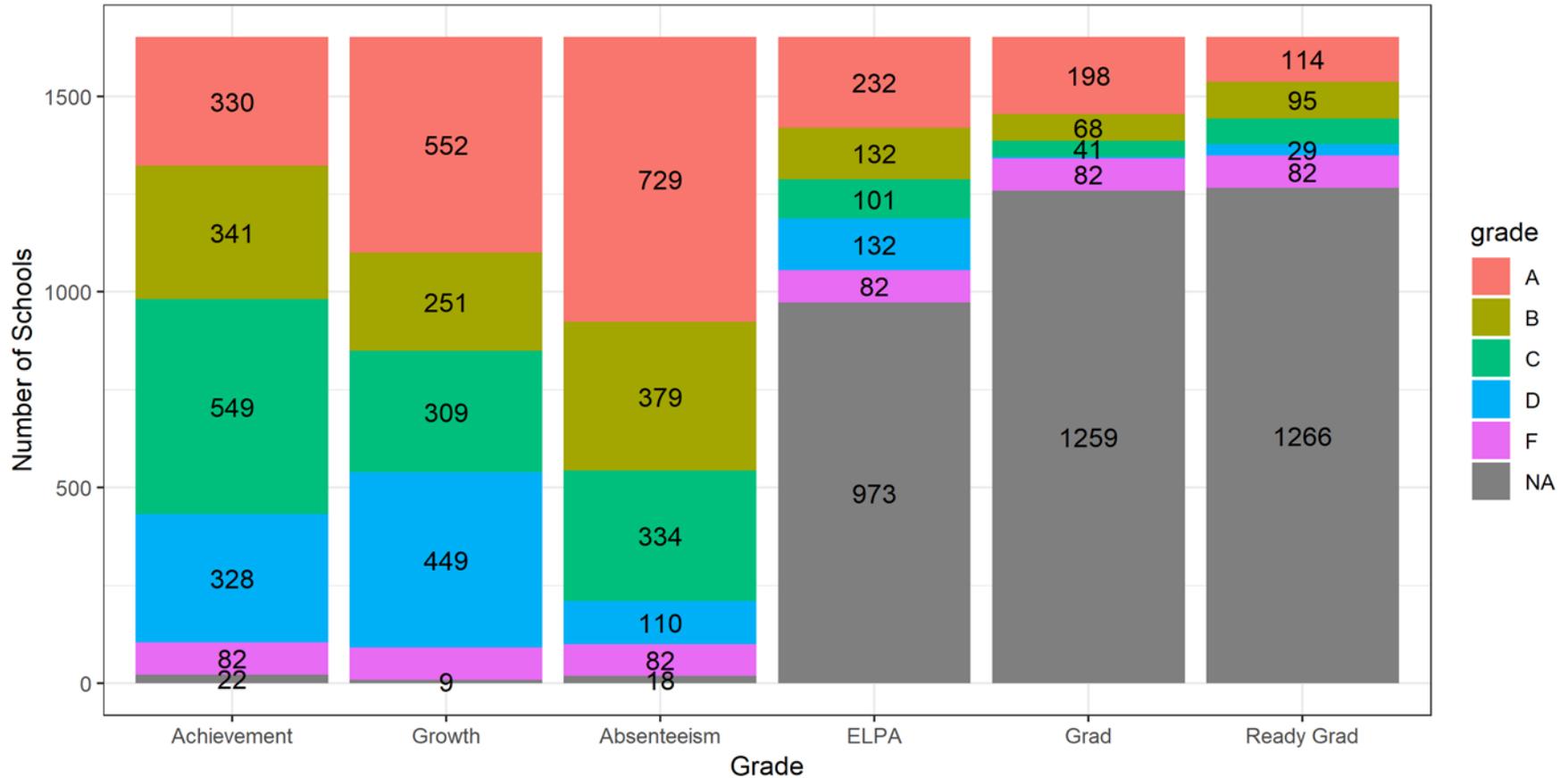
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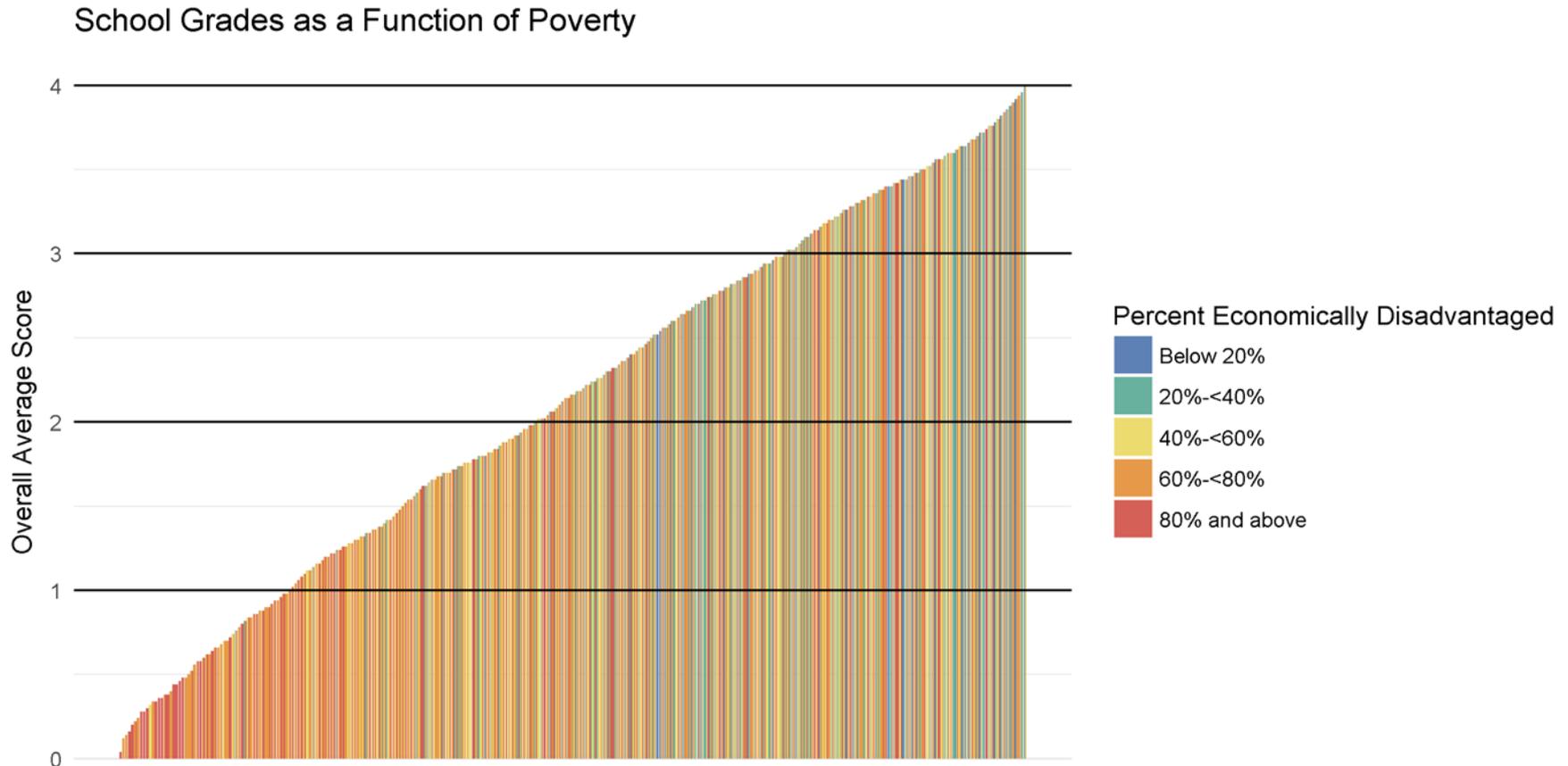
Appendix

2018 Grades by Component

Proportion of School Grades, 2018



Poverty rates should not pre-determine A-D grades





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