



TENNESSEE
STATE BOARD OF EDUCATION

TESTING AND ACCOUNTABILITY SUBCOMMITTEE

OCTOBER 8, 2020

AGENDA

- Welcome
- Commissioner's Overview and Updates
- Roles and Responsibilities in District and School Accountability Policy
- Reviewing Requirements in Every Student Succeeds Act (ESSA)
- Annual Measurable Objectives (AMO) Update
- Updates on Fall End-of-Course (EOC) Plans
- Discussion and Adjournment

COMMISSIONER'S OVERVIEW AND UPDATES

ROLES AND RESPONSIBILITIES IN DISTRICT AND SCHOOL ACCOUNTABILITY

AMY OWEN (SBE)

U.S. DEPARTMENT OF EDUCATION

- Under federal law, state plans under the Every Student Succeeds Act (ESSA) must include:
 - Academic standards
 - Annual testing in specific grades and courses
 - School accountability
 - Goals for academic achievement (AMOs)
 - Plans for supporting and improving struggling schools
 - State and local report cards
- To date, USED has indicated they will not waive assessment requirements in 2020-21.
- Any changes to Tennessee's ESSA plan require federal approval.

TENNESSEE GENERAL ASSEMBLY

- Requires use of a value-added assessment system (TVAAS)
- Requires A – F grading system for schools and comparable system for districts
- Several parts of code list requirements for state assessments, such as:
 - T.C.A. § 49-6-6002 indicates the Commissioner sets the schedule for assessments
 - T.C.A. § 49-6-6003 requires writing assessment at least once per grade band as determined by State Board
 - T.C.A. § 49-6-6007 requires TDOE to list all state-mandated tests/dates online
- The General Assembly would need to address requirements for school and district accountability through legislation; the State Board or Department could not waive this independently.

STATE BOARD OF EDUCATION (SBE)

- T.C.A. § 49-1-602 requires the SBE to establish performance goals and measures for schools and LEAs including student achievement, student growth, and other indicators of performance.
- T.C.A. § 49-1-302 directs SBE to set policies for “measuring the educational achievement of individual schools.”
- Together, these laws mean the SBE:
 - Approves annual measurable objectives (AMOs).
 - Approves performance levels and cut score designations for state assessments.
 - Approves school and designation lists based on “established performance goals and measures.”
- T.C.A. § 49-1-228 allows SBE to “review” the grading scale TDOE develops for A – F grades.

TENNESSEE DEPARTMENT OF EDUCATION (TDOE)

- Designs, field tests, and administers annual state assessments for all student groups, including students with disabilities and English learners
- Establishes requirements for state assessment schedule for math, science, ELA, and social studies
- Recommends performance levels and cut scores to SBE
- T.C.A. § 49-1-228 authorizes TDOE to develop the A – F grading system
 - TDOE also produces the annual state education report card to share this information and other required school- and district-level information with the public, in compliance with ESSA
- Developed ESSA plan, which includes detailed calculations of school and district designations and grades
- Federal reporting on progress toward ESSA plan. Can request waivers or revisions of ESSA plan.
- Assists schools and districts in need, including administering School Improvement Grants and other opportunities and resources

REVIEWING REQUIREMENTS IN EVERY STUDENT SUCCEEDS ACT (ESSA)

DR. EVE CARNEY (TDOE)

ESSA STATE PLAN REQUIREMENTS

- Define an accountability system
- Identify student subgroups
- Determine n-size
- Establish of long-term goals
- School accountability – annual meaningful differentiation
- Identify schools for improvement
- Provide supports for identified schools

ACCOUNTABILITY FRAMEWORK

- An accountability system requiring, in aggregate, significant **growth in student achievement** in core subjects and overall **improvement in student subgroup performance** and closing achievement gaps for historically underserved student groups
- An accountability system that **recognizes and rewards growth** across the full continuum of student achievement (including the highest levels) and not simply focused on moving students to proficiency
- An accountability structure that recognizes the top-performing schools
- An accountability structure that creates **meaningful, tailored interventions for the lowest five percent of schools** in absolute performance that do not exceed growth expectations across all indicators
- An accountability structure that identifies **and creates support for schools with historically underserved student groups**.

DISTRICT ACCOUNTABILITY

- Indicators:
 - Achievement
 - Growth via TVAAS
 - Chronic Absenteeism
 - Graduation Rate
 - English Language Proficiency Assessment (ELPA)
 - Annual Change in Ready Graduate rate
- Minimum progress goal
 - Participation rate – 95% for all students and each student group
- 60% for All Students, 40% for Student Subgroups
- Final District determinations
 - Exemplary
 - Advancing
 - Satisfactory
 - Marginal
 - In Need of Improvement*

SCHOOL ACCOUNTABILITY

- Annual meaningful differentiation
 - Federally-mandated accountability ratings:
 - Comprehensive and Targeted Support (once every three years)
 - Additional Targeted Support (annual)
 - State accountability ratings:
 - Reward, Priority, Focus
 - A-F
- School accountability shares similar indicators as district accountability model
- 60% all students and 40% student subgroups in the following:
 - Achievement
 - Growth (TVAAS)
 - Ready Graduate
 - Graduation rate
 - English Language Proficiency Assessment (ELPA)
 - Chronically Out of School

ANNUAL MEANINGFUL DIFFERENTIATION

- **Federally-Mandated Differentiation**
 - Comprehensive support and improvement
 - Targeted support and improvement
 - Additional targeted support and improvement

- **State Differentiation**
 - Reward, Focus, Priority
 - A - F

COMPREHENSIVE SUPPORT

- Priority vs. Comprehensive Support and Improvement
 - Those among lowest five percent of performance for all schools (encompassing Title I), schools with graduation rates below 67 percent, and ATSI schools that are consistently underperforming
- LEA developed plan
- Support from department
- Evidence-based interventions
 - Tier I: experimental study
 - Tier II: quasi-experimental study
 - Tier III: correlational study
- Currently 16 CSI schools

TARGETED SUPPORT AND IMPROVEMENT

- Targeted Support vs. Focus Schools
 - Schools with one or more underperforming student groups
 - For example, a school in which Economically Disadvantaged (ED) students perform in the bottom five percent of all eligible ED student groups will be identified as TSI for its ED student group.
- Supports from the department through CORE and Division of School Improvement
- Currently 147 TSI schools

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT

- Subset of Targeted Support and Improvement
- Schools with student subgroups performing at such a level if the student subgroup were a school, it would be in the bottom five percent
- Three years with same student subgroup, school becomes Priority school
- Supports from CORE and School Improvement divisions
- Currently 37 ATSI schools

OTHER ESSA REQUIREMENTS

- Report Card (ESEA section 1111(h)(1)(C); 34 C.F.R. § 200.30(a)(2))
 - Assessment and accountability
 - Demographic information
 - Other data (postsecondary enrollment, educator qualifications, etc.)
 - Per pupil expenditures: federal, state, and local (school level)
- Maintained other “pillars”:
 - Supplement not supplant
 - Comparability
 - Maintenance of Effort
- Resource Allocation Review

ANNUAL MEASURABLE OBJECTIVES (AMO) UPDATE

MIKE HARDY (TDOE)

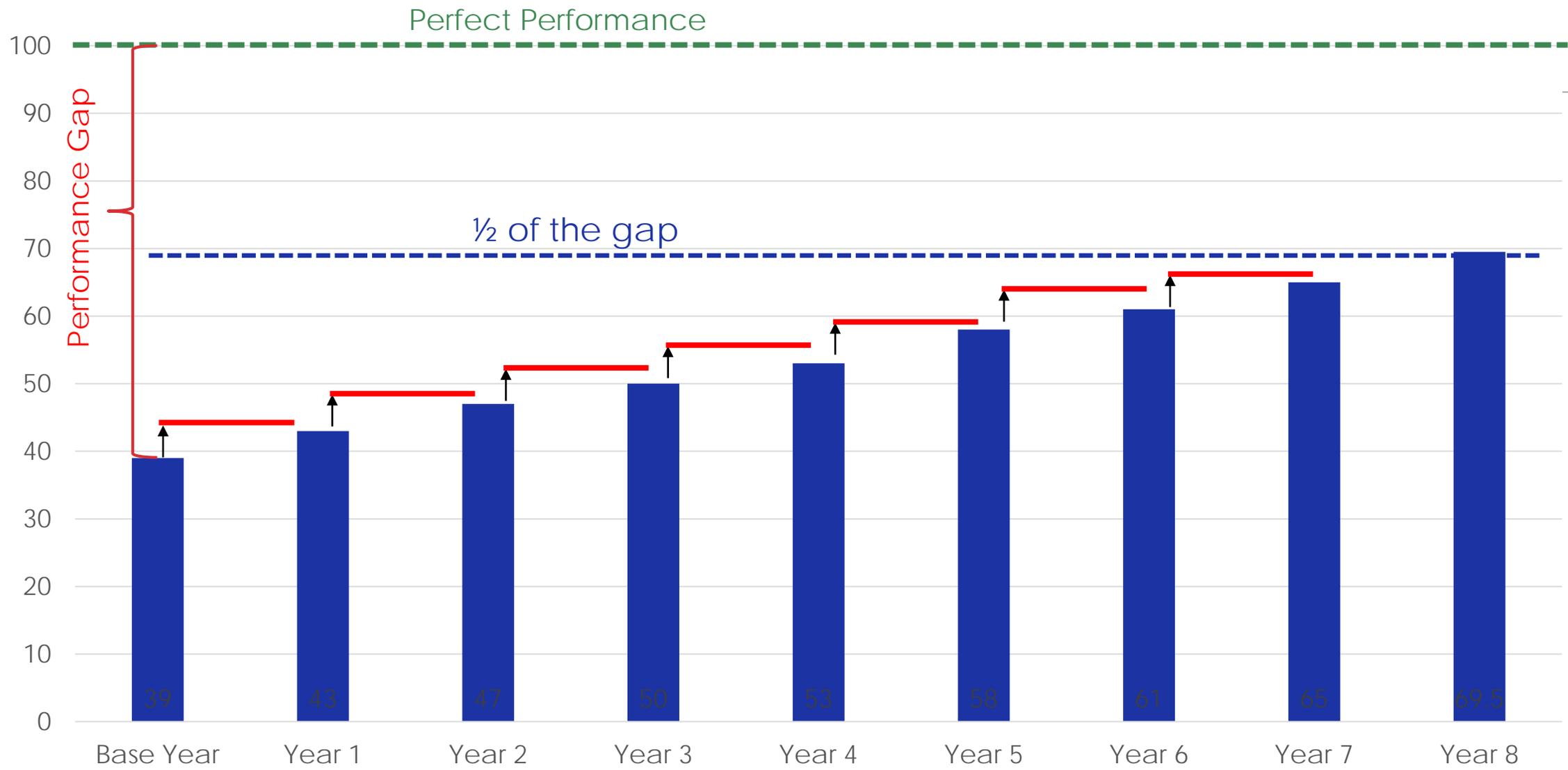
WHAT ARE AMOs?

- Annual measurable objectives are yearly goals set for districts and schools within in Tennessee's accountability framework for schools and districts.
- Tennessee sets AMOs individually for each school/district and for each student group within that school, using the most recent available data as the starting point for each goal.
- AMOs represent the amount of improvement expected from the previous year to decrease by half over eight years the percent of students who do not meet expectations on state assessments or other performance areas.
- By setting individualized goals, AMOs help schools and districts focus their efforts on their students and unique contexts.

AMO PERFORMANCE AREAS

- Achievement (TCAP)
- Chronic Absenteeism
- Graduation Rate
- Ready Graduate Indicator (schools only)
- English Language Proficiency Assessment (ELPA, assessed via WIDA ACCESS) (districts only)

“CLOSE PERFORMANCE GAP BY 1/2 IN 8 YRS”



CONTEXT FOR AMOS

2002-
2008

Schools & districts

- Same goals for everyone

Achievement

- increased every 2-3 years, by subject

Attendance & Graduation

- ADA: 93%
- Grad Rate: 90%

Other targets

- None

2009-
2012

Schools & districts

- Same goals for everyone

Achievement

- Increase every year across TN, by subject and grade

Attendance & Graduation

- ADA: 93%
- Grad Rate: 90%

Other targets

- Gap closure for student group

2012-
2015

Districts only

- District-specific
- Schools set locally

Achievement

- Close "performance gap by half over 8 years" by subject and grade

Attendance & Graduation

- None approved

Other targets

- Gap closure "by half over eight years" by student group

2016-
Present

Schools & districts

- School/LEA-specific

Achievement

- Close "performance gap by half over 8 years"

Grad & Chronic Absence

- Close "performance gap by half over 8 years"

Other targets

- Each student group
- **Ready Grad (Schools)**
- **WIDA (Districts)**

UPDATES ON FALL END- OF-COURSE (EOC) PLANS

MIKE HARDY AND CHARLIE BUFALINO (TDOE)

FALL EOC ADMINISTRATION

- What is happening:
 - High school, block schedule End-of-Course assessments
 - English I, English II, Algebra I, Geometry, Algebra II, Integrated Maths I, II, & III, Biology, and U.S. History
- What we are hearing from districts:
 - Grading is a challenge.
 - SBE rule currently requires scores be used for 15-25% of student grades.
 - Looking for flexibility based on delayed semesters.
 - Some schools had a delayed start and delayed end of semester.
 - Looking for support and flexibility within test windows.
 - COVID logistics make it more challenging to administer assessments.
 - Worried about participation.
 - ESSA has a 95% assessment participation requirement; LEAs worry about virtual and COVID student attendance.

DISCUSSION AND ADJOURNMENT

VICE-CHAIR BOB EBY AND DR. SARA MORRISON (SBE)