
State Identified 2024-25 In Need of Improvement Districts

The Background:

In accordance with T.C.A. § 49-1-602 and Tennessee’s accountability system as approved in its Every Student Succeeds Act (ESSA) plan, the Tennessee Department of Education is charged with presenting to the State Board of Education a listing of districts identified as receiving the lowest accountability determination. This information is presented annually.

For the 2024-25 school year, the lowest accountability determination for districts is “In Need of Improvement.”

In Need of Improvement Criteria

Districts receive an In Need of Improvement designation if their overall final score calculated for the 2024-25 school year falls in the bottom five percent (5%) of all districts. Overall indicator scores from this year’s data average the number of points districts receive for value-added performance with the higher number of points between their annual measurable objective (AMO) targets and their absolute performance. These indicator scores are averaged to calculate an overall All Students score. This process is repeated for all eligible subgroups.

Districts receive an In Need of Improvement designation if their overall scores fall in the bottom five percent (5%) statewide, regardless of what determination that score would earn according to the weighted average of districts’ achievement and subgroup scores. An overall score in the bottom five percent (5%) outweighs the score determined in the final determination scale in the 2024-25 district accountability data.

The following indicators are included in district accountability data for the 2024-25 school year:

- Grades 3–5 success rate indicator reflects what proportion of students meet content standards and whether students are making expected academic growth among students from grades 3 to 5.
- Grades 6–8 success rate indicator reflects what proportion of students meet content standards and whether students are making expected academic growth among students from grades 6 to 8.
- Grades 9–12 success rate indicator reflects what proportion of students meet content standards and whether students are making expected academic growth among students from grades 9 to 12.
- Grades K–12 chronically out of school indicator measures the proportion of students missing 10 percent or more of the school year.
- Grades K–12 English language proficiency assessment (ELPA21) indicator evaluates how students with limited English proficiency are improving their language fluency.
- Graduation rate indicator assesses whether students are earning a traditional high school diploma or alternate academic diploma on time and whether they are prepared for postsecondary success.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends approval of this item on first and final reading. The SBE staff concurs with this recommendation.