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## Annual Performance Goals for 2017-18 District Accountability

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### The Background:

T.C.A. § 49-1-602 requires the State Board of Education, in consultation with the commissioner, to establish appropriate performance goals and measures for schools and LEAs. The performance goals and measures must include, at a minimum, student achievement, student growth, and other appropriate indicators of performance.

Tennessee will use a new district accountability framework beginning in 2017-18 based on its approved Every Student Succeeds Act (ESSA) Plan. The framework sets expectations and helps manage outcomes for districts by evaluating current performance and by providing supports that promote equity, excellence, and continuous improvement when needed.

Tennessee's district accountability framework builds on the growth the state experienced under our waiver. The framework reflects key guiding principles that drive the department's work. These guiding principles include:

- The district accountability system should identify districts failing to show minimum progress with their students, such that those districts may receive customized support and additional resources towards improvement.
- All means all. Meeting the needs of all students is a priority. If a district is failing to make progress with its lowest achieving students, it is in need of improvement.
- All growth should be recognized. Much progress is overlooked when targets are binary.
- Absolute achievement alone is not sufficient. All students must be growing.
- The metrics in school and district accountability should be conceptually aligned so that schools and district are focusing on the same metrics and results are comparable.
- District and school accountability should work together to drive continuous improvement based on current and timely data and ensure a focus on priorities as defined in strategic plan.
- District and school accountability should drive school improvement efforts.

Under the new framework districts will be assessed on all students and historically underserved student group performance in six areas measured through three pathways. The pathways include absolute performance, improvement in performance as compared to an achievement target, and value-added to students in the area. The score for each area is calculated by averaging the best of absolute performance or AMO target and value-added pathways.

Final district determinations are calculated by using a weighted average of the district's scores on the All Students and Subgroup status, with all students weighted at 60% and subgroups at 40%. The final determinations are Exemplary, Advancing, Satisfactory, Marginal, and In Need of Improvement.

**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 adoption of this item on final reading. The SBE staff concurs with this recommendation.

**Attachment will be given out  
at the Workshop**