Tennessee Succeeds: ESSA in Tennessee

Final Plan

Dr. Candice McQueen | Commissioner | April 2017

TennESSA+ee Succeeds

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.*

Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

Stakeholder Engagement

- Six working groups with 67 members across the state
- 3,000+ stakeholders provided input over the summer
- Dozens of listening sessions and informational meetings with teachers, parents, community members, advocates, and legislators
- Six town hall meetings over December and January
  - 1,000+ stakeholders attended town halls
- 2,000+ comments received through online and written feedback

Notable Changes in the Final Plan

- The department responded to stakeholder feedback with changes in several places, including the following:
  - District accountability
  - School accountability
  - School improvement
  - English learner support and accountability metrics
  - Other key areas, including earned autonomy, clarity on educator support, and transparency metrics

District Accountability

Stakeholder Feedback

- Align district accountability to the new school accountability framework
- Add the new measures of school quality and student success
- Maintain “best of” options for districts
- Include science assessments within the achievement and growth indicators
- Continue focus on ACT
- Participation rate matters

District Accountability Updates

- Updates to the district accountability framework more closely align it with school accountability:

1. Reconfiguring the **areas** from 8 to **6 metrics**:
   - All subjects (math, ELA, and science) are collapsed into overall success rates for the grade band
   - Adding Chronically Out of School and ELPA as content areas
2. Adding an **absolute performance pathway** to both *All Students* and *Subgroup* determinations
3. Expanded definition of **"value-added"** pathway
4. Updated **weights** for the subgroup status (40%)
5. Modifying names of and adding a level to final **district determinations**

District Accountability Areas

Six Areas		
3-5 Success Rate*	6-8 Success Rate*	9-12 Success Rate*
Chronically Out of School	Graduation Rate + Ready Graduate	K-12 English Language Proficiency Assessment (ELPA)

*Success rate includes science, ELA, math **and** ACT/SAT composite. It may also include social studies in future years.

Step 1. Minimum Progress Goal only evaluates the success rate content areas.

Steps 2 and 3

Step 2. *All Students* Determination
Absolute Performance or AMO Target + Value-Added

Success Rate for each Grade Band	Graduation Rate + Ready Graduate	Chronically Out of School	ELPA

Step 3. *Subgroup* Determination
Absolute Performance or AMO Target + Value-Added

BHN ED EL SWD

Success Rate for each Grade Band	Graduation Rate + Ready Graduate	Chronically Out of School	ELPA

Final Determination

Step 4. Final Determination
All Students (60%) + Subgroup (40%)

In Need of Improvement	Marginal	Satisfactory	Advancing	Exemplary

Alignment in ESSA Plan

District	School
Minimum Progress Goal identifies In Need of Improvement districts not making minimum progress	Minimum Performance Goal identifies Priority (F) schools with the lowest performance that are not making progress
Districts evaluated on six areas, including English language proficiency for ELs and chronically out of school students	Schools evaluated on up to five indicators, including English language proficiency for ELs and chronically out of school students
Multiple pathways to demonstrate success for all indicators	Multiple pathways to demonstrate success for most indicators
Ready Graduate is value-added pathway within graduation rate	Graduation rate included within Ready Graduate indicator
All Students (60%) and Subgroup designation (40%) combine for final determination	All Students (60%) and Subgroup (40%) grade combine to overall grade
Five determinations (Exemplary, Advancing, Satisfactory, Marginal, or In Need of Improvement)	Five grades (A, B, C, D, and F) with “minus” added for Focus schools

School Accountability

Stakeholder Feedback

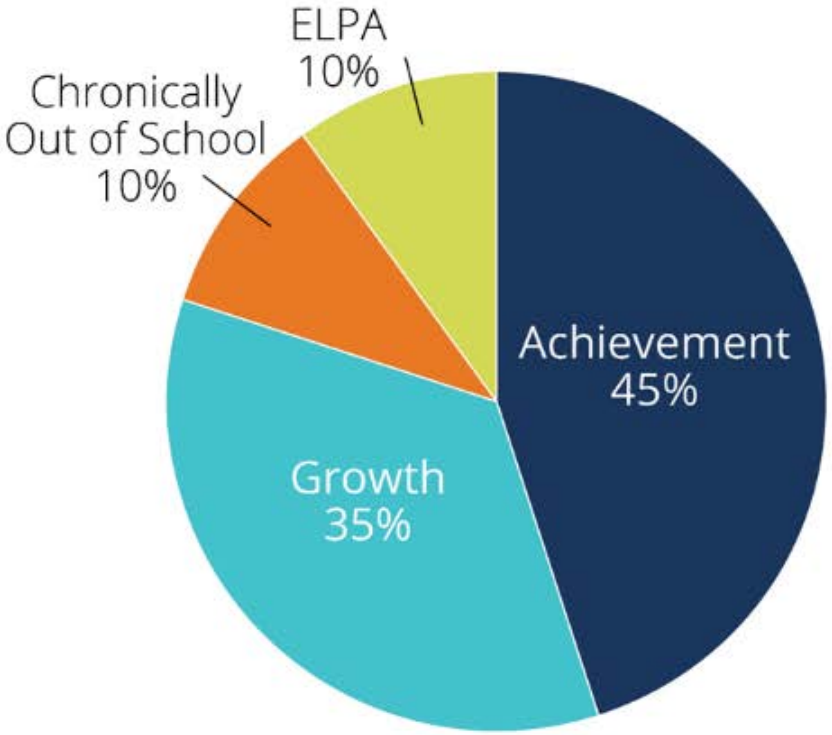
- ***Chronically Out of School*** indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators is critical
- **ELPA indicator** should be included for All Students
- The ***Ready Graduate*** **indicator** should reflect a significant weight for high school students
- The ***Ready Graduate*** **indicator** should include a check for military readiness
- The weighting of ***All Students*** and ***All Subgroups*** should reflect statewide demographic trends

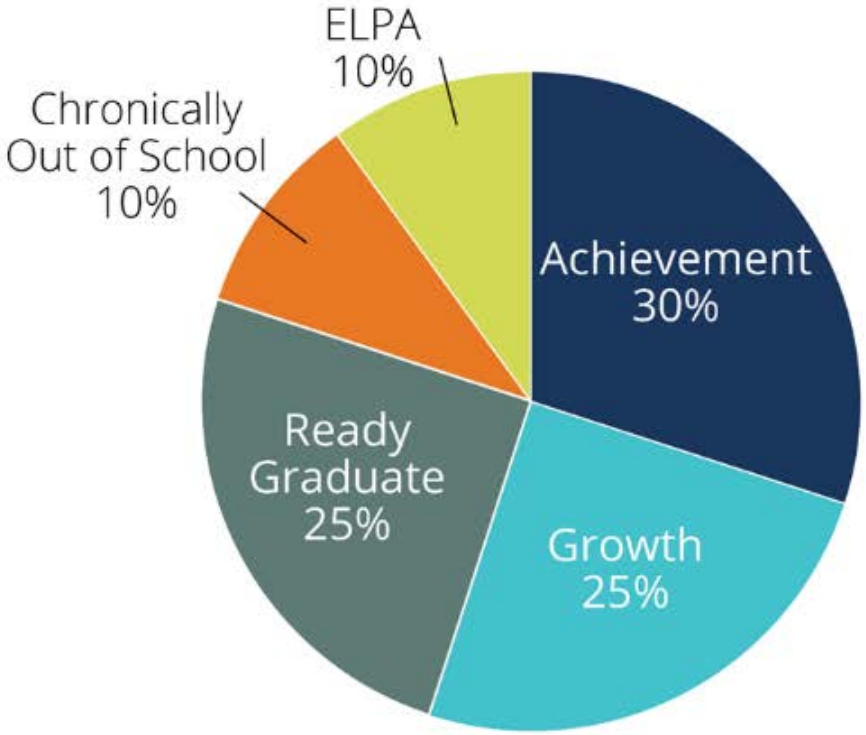
K-8 Schools

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.

GUIDING PRINCIPLES

All schools should have the opportunity to earn an "A" • All means all
All growth should be rewarded • Reporting should be transparent

K–8 School Example

Indicator	All Students		Subgroup	
	Grade	Weight	**Grade**	Weight
Achievement Absolute proficiency or AMO Targets	**A**	45%	**B**	45%
Growth	**A**	35%	**C**	35%
Chronically Out of School	**D**	10%	**B**	10%
ELPA*	**B**	10%	**B**	10%
Weighted Average	**B**	100%	**B**	100%
All Students Grade	**B**	60%		
Subgroup Grade	**B**	40%		
Overall School Grade	**B**	100%		

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 50 percent and 40 percent, respectively.

High School Example

Indicator	All Students		Subgroup	
	Grade	Weight	**Grade**	Weight
Achievement Absolute proficiency or AMO Targets	**A**	30%	**B**	30%
Growth	**A**	25%	**C**	25%
Ready Graduate	**D**	25%	**B**	25%
Chronically Out of School	**D**	10%	**B**	10%
ELPA*	**B**	10%	**B**	10%
Weighted Average	**B**	100%	**B**	100%
All Students Grade	**B**	60%		
Subgroup Grade	**B**	40%		
Overall School Grade	**B**	**100%**		

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 35 percent and 30 percent, respectively.

School Improvement

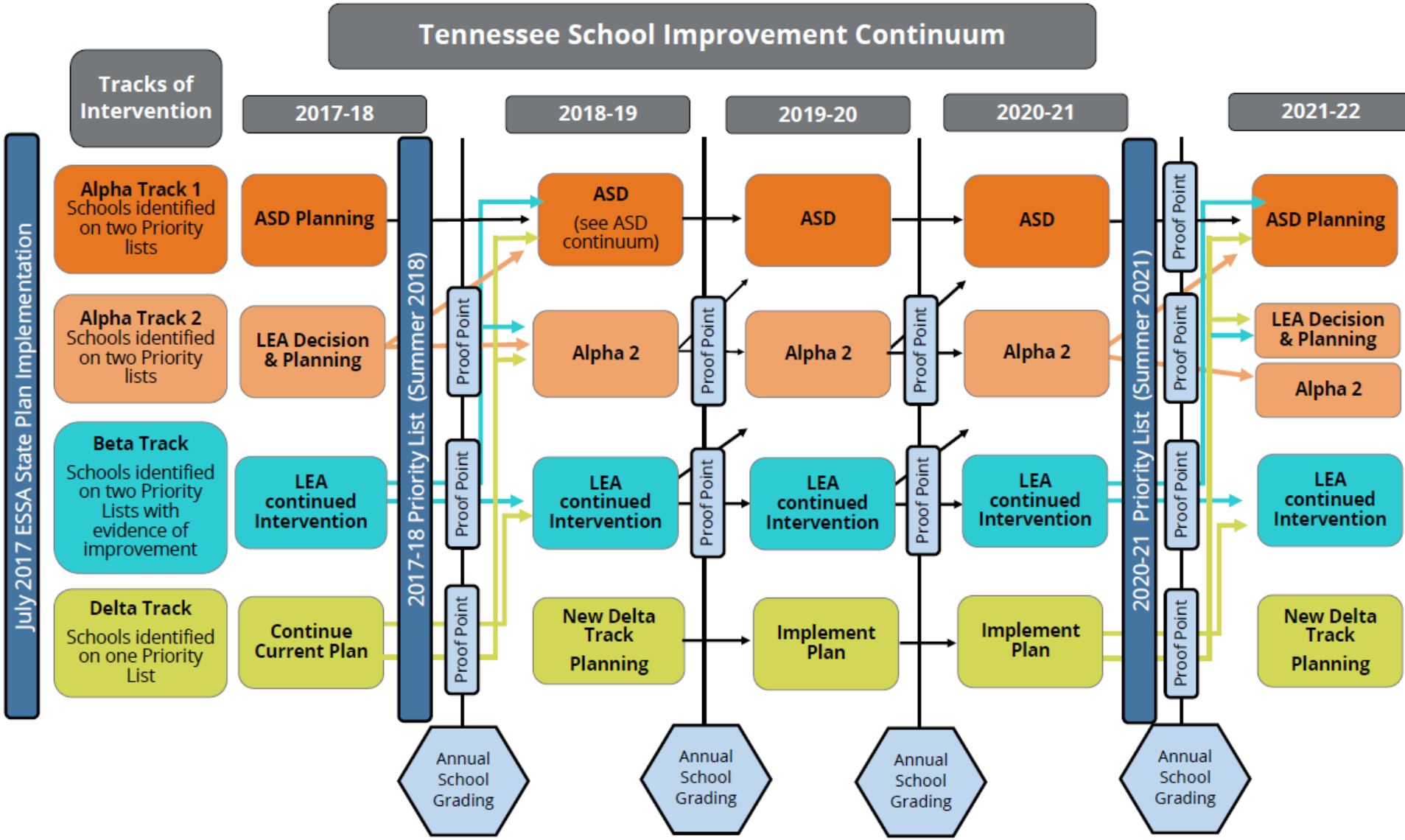
Stakeholder Feedback

- Align the next **Priority list with the first A-F grading** and Focus list identification, and adjust for data issues
- Provide opportunities for schools to **exit** the Priority list each year
- Start **school improvement continuum of interventions immediately** for all Priority schools
- **Keep sense of urgency** on improving outcomes for students in the lowest performing schools
- Provide more **clarity** on Priority school entrance, proof points, and exit, as well as Focus school identification
- Improve support for **Focus schools**

School Improvement Guiding Principles

- **First, empower districts**
  - Districts should have an opportunity to improve Priority schools first with state support, if new to Priority list
  - Establish and communicate clear criteria for ASD eligibility
- **Invest in what works**
  - Schools that are exceeding growth expectations should be supported to sustain those gains
- **Students can't wait**
  - Schools that have been historically underperforming and are not showing adequate growth must have state intervention
  - Schools with a history of underperformance do not begin with a clean slate and may require intervention within the three years before a new priority list is run

Priority School Improvement Continuum



2017-18 Interventions

- Tennessee's School Improvement Continuum will go into effect July 1, 2017, with current Priority schools
- There will be three tracks of intervention based on multiple factors, including, but not limited to:
  - (1) previous identification as a Priority school
  - (2) overall TVAAS composite,
  - (3) one-year success rate across all tested subjects,
  - (4) length of time in current intervention,
  - (5) feeder pattern, and
  - (6) graduation rate.

Next Priority List

- Tennessee's next Priority List will be released in summer 2018. The **2017-18 Priority list** will be based on data from 2015-16, 2016-17, and 2017-18.
  - Allows for inclusion of data from the TNReady assessment and historical TCAP science assessment.
  - Releasing the 2017-18 list in summer 2018 also creates alignment with the first designation of A-F school grades, and the first opportunity for a Focus school to be eligible for comprehensive support.
  - The Priority List in 2020-21 will include three years of new science and social studies assessments, as well as TNReady assessments for ELA and math.

Focus Schools in ESSA Plan

- A school can be identified as a Focus school for multiple subgroups.
- Additionally, **all schools earning an overall letter grade of "D"** will be identified as Focus schools.
- Focus schools will receive a "minus" on their school grade if earning an "A," "B," or "C" designation.
- Focus schools will be identified annually. The first identification will occur in **2018**.
- Focus schools that remain in the **bottom 5 percent for the <u>same</u> subgroup *<u>and</u>* that do not meet AMO targets for three consecutive years** will become Priority schools.

English Learners

Stakeholder Feedback

- Ensure **ELPA indicator has meaningful weight** in the school accountability framework
- Increase **supports** for schools struggling to serve English learners
- Long-term **goals and interim targets** should be ambitious and achievable
- **Improve reporting and supports** for long-term ELs
- **Delay recently arrived ELs' inclusion in accountability** but allow for students to demonstrate growth

Long-Term English Learners (LTELs)

- Tennessee will continue to define **LTELs** as students who have not exited after six years of ESL service.
- All students beginning a seventh year of ESL instruction will be identified as LTELs, and a new metric will be included in the state report card.
- The department will be developing a new state-level approach to supporting EL instruction, specifically for LTELs.

Recently Arrived English Learners (RAELs)

- Tennessee will phase **RAELs** into accountability
  - In year one, RAELs would participate in state assessments. Those results would be excluded from accountability.
  - In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability.
  - Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.
- The department will continue to work with researchers and stakeholders to determine options for assessing RAELs.

Next Steps

Timeline for Moving Forward

- Plan has been submitted to the U.S. Department of Education, and we await their review and approval
- Much of this work is already underway, with new areas of focus and work beginning under ESSA
- ESSA goes into effect on July 1, 2017
  - We will work with stakeholders and districts to release an implementation guide by that date
- Partnership is key to ensuring this work happens

Building on Ongoing Work & Partnerships

TN Department of Education

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