



Accountability Update

April 14, 2016

Dr. Nakia Towns, Assistant Commissioner of Data and Research



TM

Accountability During TNReady Transition

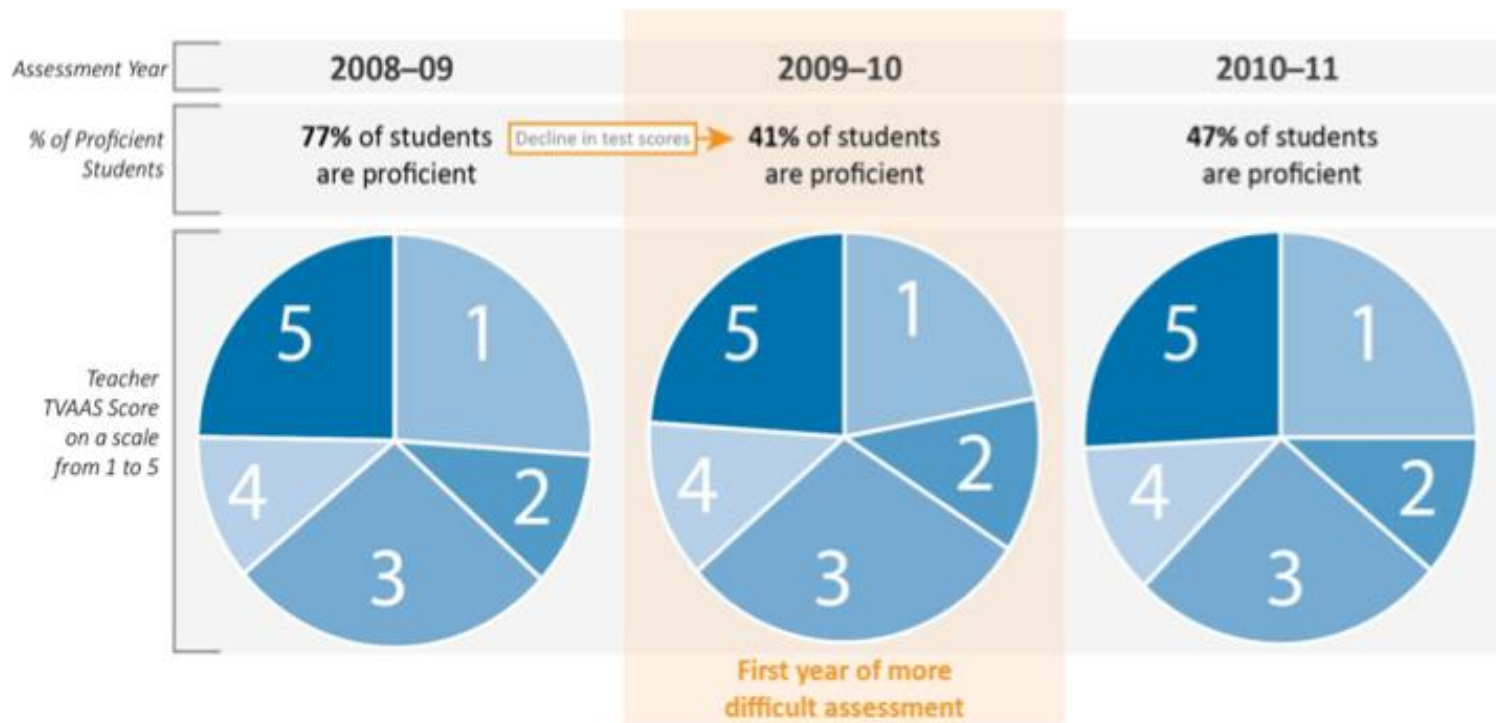
How Will TNReady Affect TVAAS?

- TVAAS will **not** compare students' *absolute* performance on TNReady to their *absolute* performance on TCAP.
- Instead, TVAAS will compare students' *relative* performance on TNReady to their peers' performance. So, students will be expected to perform about as well on TNReady as their peers who had similar TCAP scores last year.
- Because students' performance will be compared to the performance of their peers, any drops in statewide proficiency rates resulting from increased rigor will have **no impact** on the ability of teachers, schools, and districts to earn strong TVAAS scores.

Past Transitions Have Not Impacted TVAAS

Consistency of Teacher TVAAS Scores

From 2009 to 2011, teacher TVAAS scores for Tennessee's Algebra I Assessment remained consistent despite a significant decline in student proficiency due to the implementation of a more difficult test in 2010.



How Will TNReady Affect Teacher Evaluations?

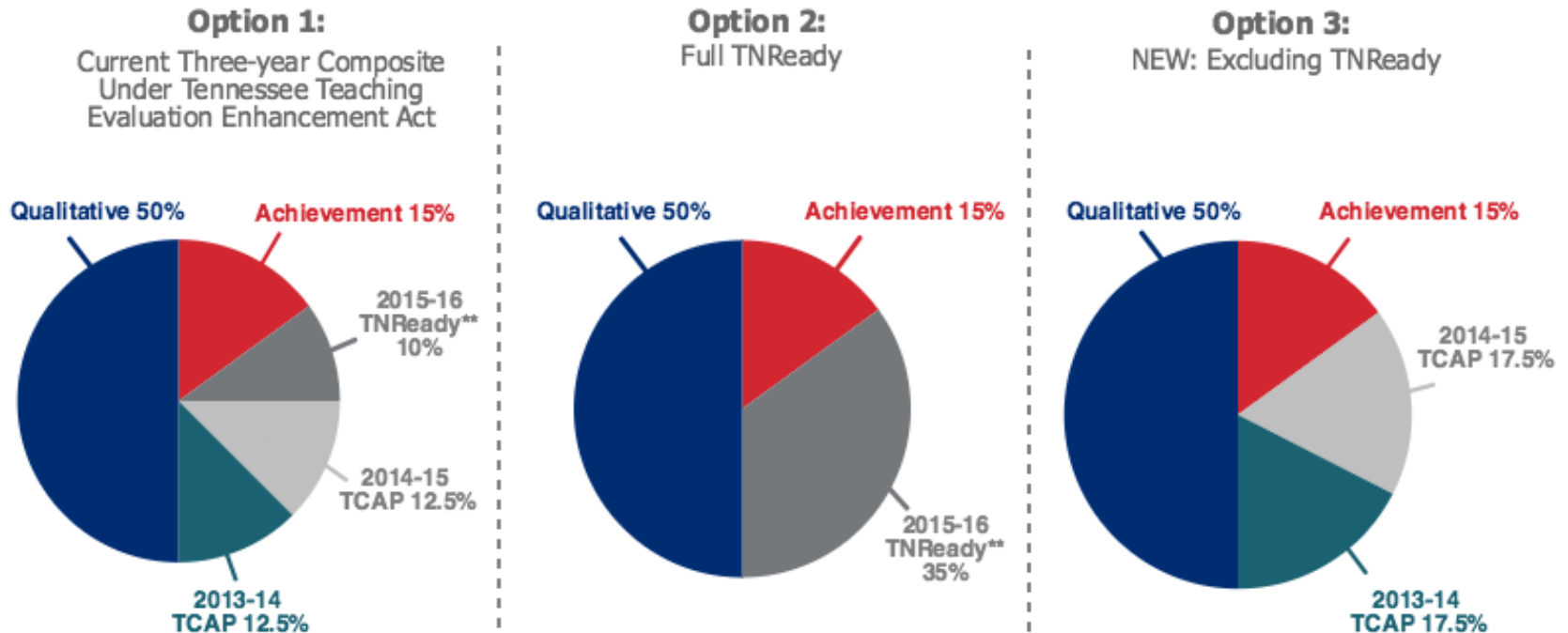
- The **Tennessee Teaching Evaluation Enhancement Act** passed by the General Assembly in 2015 adjusted the weighting of the growth score component of teacher evaluations during the transition to TNReady.
- In addition, it provided **complete discretion to local districts** in how they choose to factor test data into employment decisions like promotion, retention, termination, and compensation.

How Will TNReady Affect Teacher Evaluation?

- The General Assembly recently approved the proposal by Gov. Haslam to give educators **additional flexibility**.
 - Evaluations **may include or *not include* data from 2015-16** in the student growth score, depending on what benefits a teacher the most. The best option will be **automatically** calculated and applied.
- In other words, if TNReady or TCAP (including K-2) results from this year help a teacher earn a higher score, they will be used.
 - **If they do not help a teacher earn a higher score, the 2015-16 growth scores will not be used.**
- And, if at any point in this three-year transition an educator's evaluation would *not* benefit from including the 2015-16 student growth data, **that data will be excluded from the educator's summative evaluation score.**

How Will TNReady Affect Teacher Evaluation?

2015-16 Teacher Evaluation Options*



* All three options are also available for teachers with no prior individual TVAAS data, including new teachers. For those teachers, the qualitative portion would be increased in place of the TCAP data from 2013-14 and 2014-15.

** For 2015-16, student growth data may come from all TCAP assessments, regardless of subject or grade, including TNReady in math or English language arts or the TCAP in social studies or science. The student growth data that factors into the score for a specific educator would come from the results of that teacher's students, in whichever grades/subject(s) that educator taught them.

Note: These weightings assume stability in the number of tested students per teacher year to year. Additionally, districts will have the ability to allow their teachers to choose a new achievement measure for 2015-16.

Additional Impact of this Flexibility

- Districts will have the option to allow educators to **pick a new achievement measure**.
- This flexibility is for all educators, **regardless of grade or subject**, including science and social studies teachers.
 - **First-year teachers** and those without prior TVAAS data will also have the option to eliminate 2015-16 results.
 - Teachers in **non-tested grades and subjects** will also have the option to remove the schoolwide TVAAS growth score this year.

How Will TNReady Impact Students' Grades?

- Last year the General Assembly adopted legislation giving districts the option of **excluding TNReady scores from a student's final grade** if the scores are not received at least five days before the end of the school year.
- LEAs **currently still have the option to exclude quick scores from student grades**, if they have not already had the opportunity to do so.
 - Quickscores for fall block were released in late February 2016.
 - Quickscores for spring block and spring traditional will be **released in June 2016.**

How Will TNReady Impact School Accountability?

- **Summer 2016** – Priority/Focus Improving and Exit
 - Priority and Focus Improving and Exit schools will be determined this summer based on **percentile rank and/or TVAAS growth**.
 - Neither of these criteria depends on absolute achievement in terms of percent of students who are proficient.
- **Summer 2016** – Reward Schools (Progress/Performance)
 - Recognizing **top 5% of schools** based on progress and achievement. As a relative measure, this determination will not be impacted by percent of students who are proficient.
- **Summer 2017** – Priority/Focus List update
 - Preliminary determinations based on **three-year success** rate, including 2015-16.
 - **Safe harbor** will be available based on two-year success rate, excluding 2015-16. If a school is **above bottom 5% based on safe harbor calculation**, it will not be named a Priority or Focus school in summer 2017.

How will TNReady Impact District Accountability?

- Districts **will not** be evaluated by comparing how many students scored proficient in 2015-16 versus last year because TNReady is a **new and more rigorous** test.
- During the 2015-16 school year, districts will receive the better of two options for *achievement* and *gap closure*: (1) **one-year growth measure** or their (2) **relative performance rank** in the state.
 - If a district's achievement scores decline, but its peers across the state decline in tandem, a district's relative rank will remain stable.
 - ***No list ranking districts will be published or included in State Report Card.***
 - Districts **also** have the option to use a one-year growth measure to measure their performance.
- Districts will automatically receive the option that yields the **higher score**.

Accountability Overview: 2015-16 Transition Year

Did the district maintain or increase its relative rank in terms of % P/A for at least 25% of eligible content areas?

+

Did the district achieve a TVAAS level 3 or greater for at least 25% of eligible content areas?

+

Did the district either 1) achieve a TVAAS level 3 or greater for its Super Subgroup or 2) maintain or decrease its relative rank in terms of % P/A for at least 25% of eligible content areas?

+

Did the district achieve a 95% test participation rate in all subjects (except for ACT for 2015-16 only)?*

No

Yes

Achievement Status

Gap Closure Status

In Need of Improvement

Progressing

Achieving

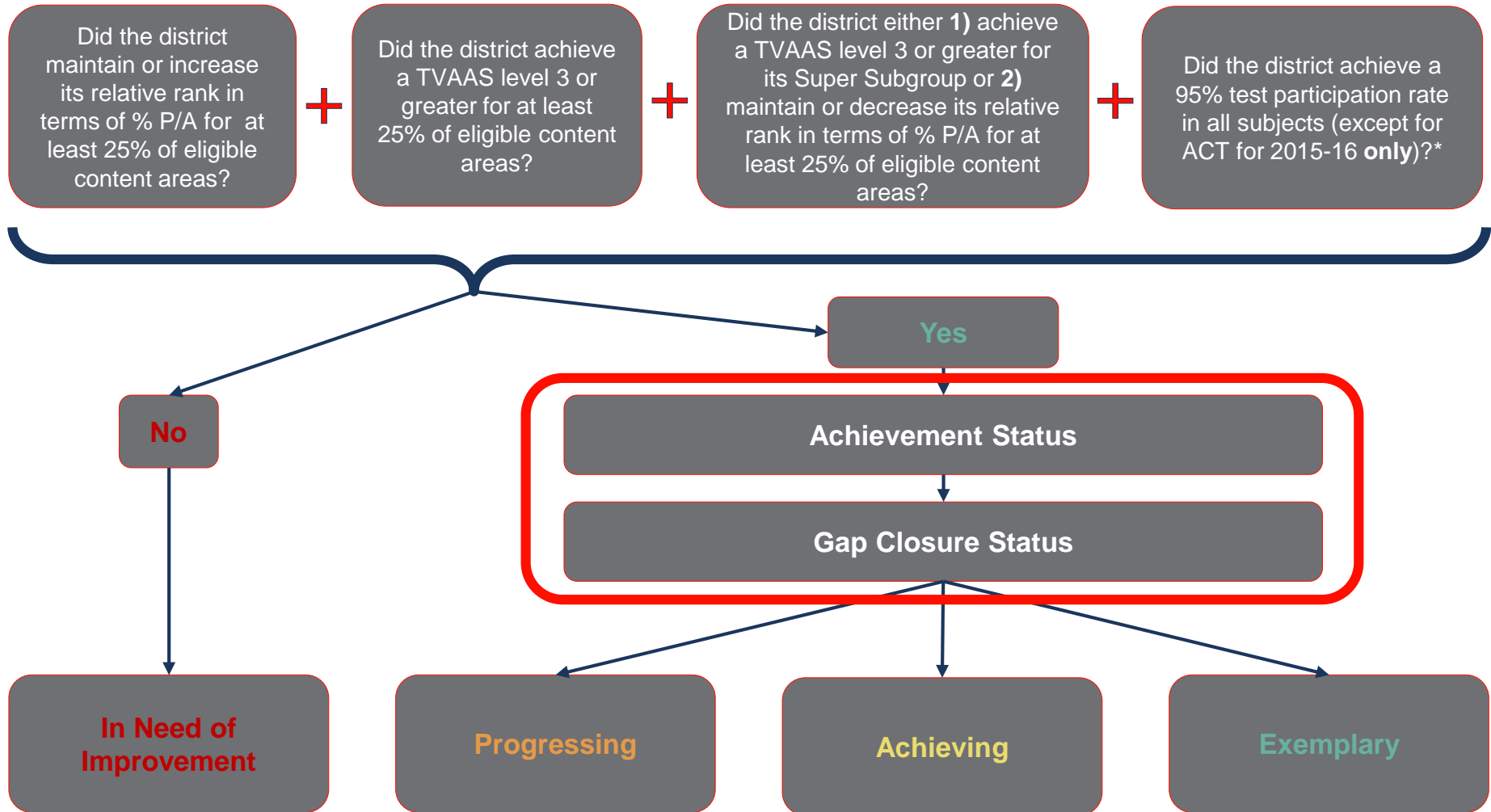
Exemplary

Minimum Performance Goal

Content Area	Achievement Goal	TVAAS Goal	Gap Closure Goal	
			BB Reduction	Super Subgroup TVAAS
3-5 Math	No	Yes	No	No
3-5 ELA	No	Yes	Yes	No
6-8 Math	Yes	No	No	No
6-8 ELA	No	No	Yes	Yes
High School Math	No	No	No	No
High School ELA	No	Yes	No	No
ACT Composite	Yes	No		
Graduation Rate	Yes			
Measures Met	3	3	2	
Eligible Measures	8	7	6	
Percent of Measures Met	✔ 37.5%	✔ 42.9%	✔ 33.3%	

- Relative rank used for Achievement Goal and “BB” (or Level 1) reduction.
 - No ranking information displayed to make comparison to prior year ranking.**

Achievement and Gap Closure



Achievement Determination Heat Map

Content Area	Relative Achievement	TVAAS	Best Score
3-5 Math	1	2	2
3-5 ELA	1	2	2
6-8 Math	3	1	3
6-8 ELA	1	0	1
High School Math	1	0	1
High School ELA	0	4	4
ACT Composite	3	1	3
Graduation Rate	4		4
District Achievement Determination	2.5		
	Achieving		

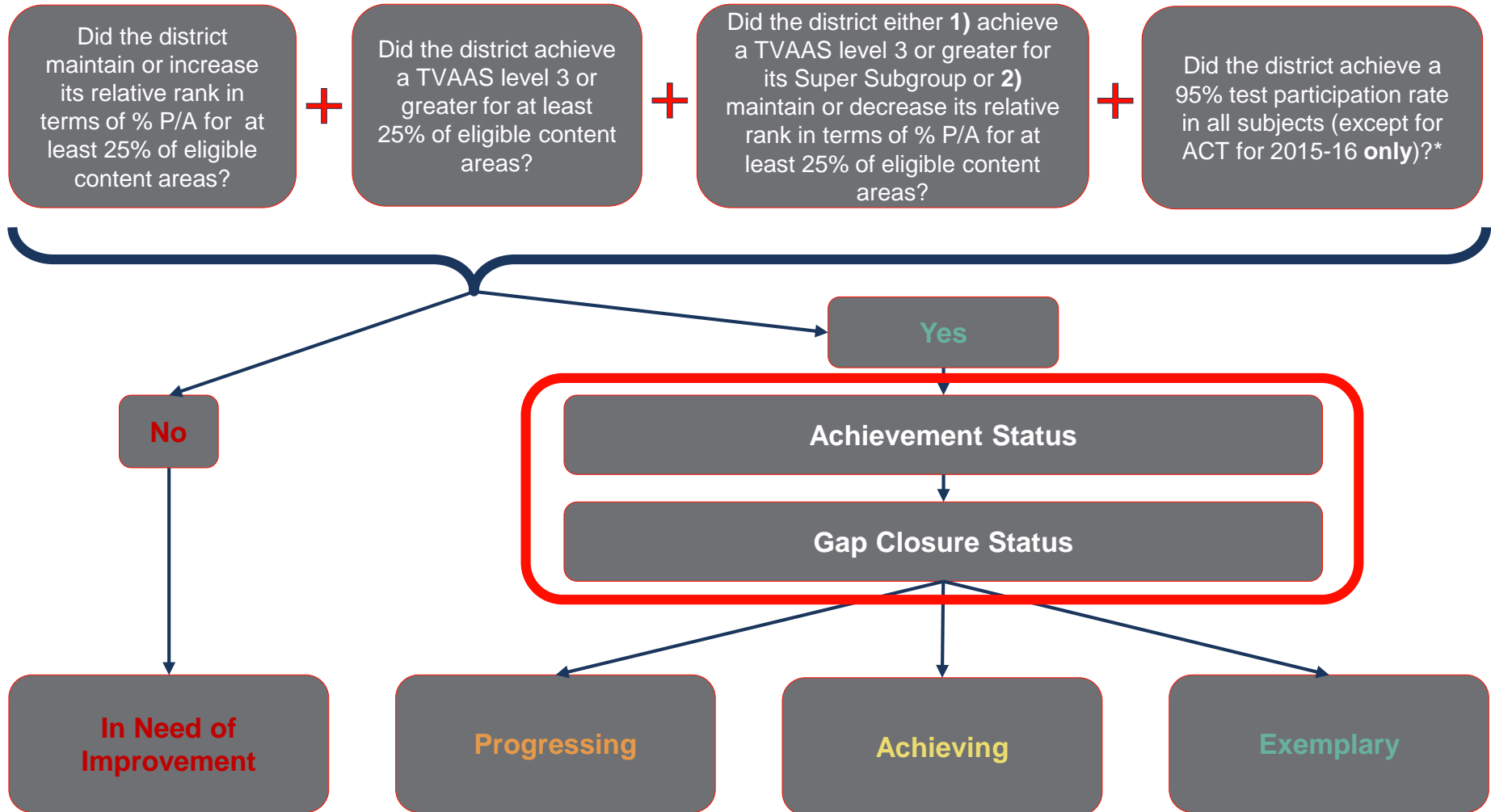
- Relative rank used for each content area as one pathway, with TVAAS as a second pathway.

Achievement Determination

Achievement Determination Key	Progressing	Achieving	Exemplary
	Below 2.0	2.0 to < 3.0	3.0 and above
	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average

Achievement Determination Key	Progressing	Achieving	Exemplary
	Below 2.0	2.0 to < 3.0	3.0 and above
	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average
Points	Relative Achievement Goal (Percent Proficient/Advanced)	TVAAS Goal	Definition
0	Rank decreased by more than 10 points compared to previous year	Level 1	Regressing or no improvement
1	Rank decreased by more than 2 points and fewer than 10 points compared to previous year	Level 2	Improvement, but not meeting growth expectation or performance goal
2	Rank stayed the same or decreased by no more than 2 points compared to previous year	Level 3	Meeting growth expectation or performance goal
3	Rank increased by fewer than 10 points compared to previous year OR district has a percentile rank of 95% or higher in both the current and prior year	Level 4	Exceeding growth expectation or performance goal
4	Rank increased by at least 10 points compared to previous year	Level 5	Greatly exceeding growth expectation or performance goal

Achievement and Gap Closure



Gap Closure Determination

Gap Closure Determination Key	Progressing	Achieving	Exemplary
	Below 2.0	2.0 < 3.0	3.0 and above
	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average
Points	Relative Achievement Goal (% Below Basic)		TVAAS Goal
0	Rank increased by more than 10 points compared to previous year		Level 1
1	Rank increased by more than 2 points and fewer than 10 points compared to previous year		Level 2
2	Rank stayed the same or increased by no more than 2 points compared to previous year		Level 3
3	Rank decreased by fewer than 10 points compared to previous year OR district has a percentile rank of 95% or higher in both current and previous year		Level 4
4	Rank decreased by at least 10 points compared to previous year		Level 5



TN

ACT/SAT Participation Rates

Why Change ACT/SAT Participation Rates?

- The changes to **ACT/SAT participation rates for accountability** that follow reflect stakeholder feedback, in consultation with legal counsel.
 - Please note this that participation rate **does not** measure ***compliance*** with the state statute that requires ***all juniors*** take the ACT/SAT.
- The department affirms that the participation rate calculations that follow ***balance the competing realities of equity and access*** for **all** students.
 - However, we also acknowledge that the ACT/SAT is ***not always appropriate*** as an assessment for a ***very small subset*** of Tennessee students, such as those with the most ***severe cognitive disabilities***.

Which Students Must Participate?

- The department believes that ***all students on-track to receive an on-time regular education diploma*** should take the ACT.
 - This includes **Students with Disabilities** and **English Learners**.
- Students receiving ***special education or occupational diplomas*** will **not** be counted in district accountability measures for **ACT/SAT participation and proficiency rates only**.
 - However, decisions as to whether such students **should** participate **must** be determined by **the student's needs and goals**.

Changes to ACT/SAT Participation Rates

- The department is adjusting how ACT participation rates will be calculated for the purposes of accountability:

$$\frac{\text{Number of *graduates* with a *valid ACT/SAT score* in the prior year cohort}}{\text{Number of *graduates* with a *regular* diploma in the prior year cohort}}$$

- **Valid ACT/SAT Score** – Scores obtained with **no** accommodations OR **ACT-approved** accommodations **only**.
 - Accommodations that are Tennessee-specific (and **not** allowed by ACT/SAT) invalidate ACT/SAT scores.
- Please recall that participation rate for the transition year (**class of 2015**) will be **80 percent**, increasing to **95 percent** in all future years (class of 2016 and beyond).
 - Beginning in **2017-18 (class of 2017)**, districts that fail the ACT participation rate will automatically earn a determination of **“In Need of Improvement.”**

ACT/SAT Participation Rates: Consequences

Consequences for missing ACT/SAT participation rates will scale up over the **first three years** of its inclusion in accountability determinations.

Accountability School Year	ACT Data Used from Graduating Class	ACT Participation Rate Requirement	Penalty for Missing ACT Participation Rate
2015-16	Class of 2015 (graduated spring 2015)	80%	District misses ACT content area goals in all three pathways of Minimum Performance Goal and receives 0 points for ACT performance in both Achievement and Gap Closure Status
2016-17	Class of 2016 (current seniors, will graduate spring 2016)	85%	District misses ACT content area goals in all three pathways of Minimum Performance Goal and receives 0 points for ACT performance in both Achievement and Gap Closure Status
2017-18	Class of 2017 (current juniors, will graduate spring 2017)	95%	District automatically receives “In Need of Improvement” determination

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

®

**Questions?
Feedback?**



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