

Tennessee: 2013 Accountability Profile

What new performance goal did Tennessee adopt after receiving waivers to <i>No Child Left Behind</i> provisions?	
Performance Goal ➤	To increase student proficiency on state assessments by 3 points to 5 points each year — to total a 20 percentage-point increase in student proficiency by 2017
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: reading, mathematics, science Participation rate
Middle Grades	State assessments: reading, mathematics, science Participation rate
High	End-of-course exams: English II, Algebra I, Biology I Graduation rate
How will Tennessee measure school performance and student progress after receiving waivers?	
<p>In Tennessee, school performance is measured by the percentage of students meeting annual targets. Unlike <i>NCLB's</i> adequate yearly progress (AYP) system, schools do not have to meet targets for the individual performance of each student group. Schools are held accountable for meeting: 1) achievement targets based on graduation rates and student proficiency in reading, mathematics and science; and 2) achievement gap closure targets that aim to narrow gaps among four comparison groups:</p> <ul style="list-style-type: none"> • Racial and ethnic student groups performing below state average, compared with all students • Students from low-income families, compared with students not from low-income families • English-language learners, compared with students not identified as English-language learners • Students with disabilities, compared with students not identified as students with disabilities <p>Schools are evaluated based on whether they “achieve” or “miss” annual targets in the achievement category or achievement gap closure category. To achieve in either category, schools must meet half or more of their annual targets — conversely, they receive a miss for missing half or more of their annual targets. Schools also must satisfy the participation requirement for state assessments.</p> <p>Tennessee school report cards assign A-to-F letter grades in each core content area, but there is no final or overall grade used to rank school performance or determine accountability status.</p>	
Tennessee’s Accountability Model Achieve/Miss Categories, 2013	
<p>To “achieve” in the achievement category, schools must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and each student group, and • meet half or more of their annual targets for achievement (including graduation rate targets for schools with a graduating class). <p>To “achieve” in the achievement gap closure category, schools must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and each student group, and • meet half or more of their annual targets for achievement gap closure (including graduation rate targets for schools with a graduating class). 	
<p>Source: Tennessee ESEA Flexibility Request — http://www2.ed.gov/policy/eseaflex/approved-requests/tn.pdf.</p>	

How will Tennessee identify schools in its school accountability system, using the *Reward, Focus and Priority Schools* labels?

In Tennessee, both Title I schools¹ and non-Title I schools are eligible for Reward, Focus or Priority status. Schools are assigned to an accountability category based on overall achievement and progress in closing achievement gaps. Keeping with the principles of flexibility, Tennessee developed separate criteria for identifying these schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	<p>High-performing schools are Title I or non-Title I schools with:</p> <ul style="list-style-type: none"> overall achievement in the top 5 percent for state assessments and high school graduation rates, and no significant gaps in achievement. <p>High-progress schools are Title I schools or non-Title I schools with:</p> <ul style="list-style-type: none"> student growth in the top 5 percent, based on TVAAS² value-added scores, and no significant gaps in achievement. 	Public recognition and financial rewards	Identified annually
Focus	<p>Title I or non-Title I schools with:</p> <ul style="list-style-type: none"> the largest achievement gaps between comparison groups a three-year average high school graduation rate that is less than 60 percent, or any student group with less than 5 percent scoring “proficient or advanced” on state assessments; or for high schools, any student group with less than 5 percent considered “proficient, advanced, or graduated.” 	School improvement plan with customized interventions aligned to needs assessment	<p>After three years, schools can exit Focus status by:</p> <ul style="list-style-type: none"> no longer meeting the entrance criteria, or meeting achievement gap closure targets for two years in a row.
Priority ³	<p>Title I or non-Title I schools with:</p> <ul style="list-style-type: none"> overall achievement in the bottom 5 percent for state assessments and high school graduation rates, based on three-year achievement data. 	<p>Schools undergo one of four:</p> <ul style="list-style-type: none"> enter state-run Achievement School District (ASD) enter locally run “Innovation Zone” adopt SIG⁴ turnaround model adopt school improvement plan supervised by the local district 	<p>After three years, schools can exit Priority status by:</p> <ul style="list-style-type: none"> no longer meeting the entrance criteria, or meeting achievement targets for two years in a row.

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families.

²Tennessee Value Added Assessment System (TVAAS) is used to measure student growth on state assessments. ³Priority Schools that enter the state-run Achievement School district must remain for five years. ⁴Schools currently operating under a federal Student Improvement Grant (SIG).

Source: Tennessee Dept. of Education — <http://www2.ed.gov/policy/eseaflex/approved-requests/tn.pdf>.

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- Annual Measurable Objectives (AMOs), pg. 41
- Measures (Approved for 2013,) pgs. 39-40
- Reward Schools, pg. 51
- Priority Schools, pg. 53
- Focus Schools, pg. 65