# District Accountability: ESSA Updates for 2017-18
## *Updated:  July 18, 2018*

One of the state's primary roles is to set expectations and manage outcomes for districts, both by evaluating current performance and by providing supports that promote equity, excellence, and continuous improvement.

**Guiding Principles**

The following principles have guided the creation and revision of the district accountability framework:

- 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**.

**Design Overview**

Districts will be assessed on student performance in <u>six areas</u> measured through <u>three pathways</u>. The score for each area is calculated by averaging the <u>*best of*</u> **absolute performance** <u>or</u> **AMO target** <u>and</u> **value-added** pathways.

*Performance Areas and Pathways*

1. **Grade 3-5 Success Rate** - TCAP data, including math, English language arts, and science (grade 5 only)
Grades 3 and 4 science will not be included in the 2018 success rates as these tests were shortened and do not yield performance level data.
2. **Grade 6-8 Success Rate** - TCAP data, including math, English language arts, and science
3. **Grade 9-12 Success Rate** - TCAP data, including math, English language arts, and science

For grade band success rates, the absolute performance pathway is the number of students *on track* or *mastered* for all subjects in the applicable grade band, while the AMO target pathway is the target set to reduce the percent of students who are not scoring *on track* or *mastered* for all subjects in the applicable grade band.  Additionally, for grade band success rates, the value-added pathway is the TVAAS composite in the applicable grade band.

4. **Graduation rate**
   - The absolute performance pathway measures the percent of students in a graduation cohort who graduated within four years and one summer.
   - The AMO target pathway is a target to increase the percent of students who graduate within four years and a summer.
   - The value-added pathway is a student-level comparison that measures the percent of students meeting the ***Ready Graduate*** criteria. The growth expectation will be set based on the state-level performance.

5. **Chronically out of school**
   - The absolute performance pathway measures the percent of students who are chronically out of school.
   - The AMO target is a cohort-level comparison target to reduce the percent of students who are chronically out of school.
   - The value-added pathway is a student-level comparison to measure reduction in chronic absenteeism for students who were chronically absent in the prior year, setting a growth expectation based on state-level performance versus the prior year.
6. **English Language Proficiency Assessment (WIDA ACCESS)**
   - The absolute performance pathway measures the percent of English learners who meet differentiated growth standards or exit on WIDA ACCESS.
   - The AMO target is a target to increase the percent of English learners who meet differentiated growth standards or exit on WIDA ACCESS.
   - The value-added pathway is a student-level metric based on the percent of students who recently exited ESL service (T1-T4) scoring on track/mastered on the TNReady ELA assessment in the current year.

In addition, to maintain a focus on historically underserved student groups, district performance will be assessed for the following **student groups**:

- All students
- Black/Hispanic/Native American students (BHN)
- English learners (EL)
- Students with disabilities (SWD)
- Economically disadvantaged students (ED)
- Combined subgroup (including students across each of the four subgroups)

**Final Determination**

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
- In Need of Improvement

A district designated as *In Need of Improvement* did not meet the minimum progress goal and is not showing even minimal evidence of meaningful student progress based on **achievement**, **TVAAS**, or **subgroup improvement**, as well as meeting 95% participation rate on state assessments. These districts will receive additional state level support.