

situation for the EL student by providing double exposure to the content ideas and academic vocabulary, as well as support for English language development.

Alignment Study for Content Standards

In 2011, WIDA conducted an alignment study²³ of content standards to WIDA’s English language development standards. The study confirms the alignment of the Tennessee Academic Standards and the WIDA standards, in both depth and breadth. Depth refers to similarity of cognitive complexity and breadth to similarity in dispersion, or how linking is distributed among goals within a standard. Results suggest adequate linking across all grade clusters between the WIDA English language proficiency (ELP) standards model performance indicators (MPIs) and the state standards in English language arts (reading, writing, speaking, and listening) and mathematics investigated in this study. The WIDA ELP standards and the Tennessee Academic Standards in English Language Arts and mathematics meet the criteria for alignment.

In 2015, a newly-developed assessment that is delivered on-line further supported the linkage and alignment. Studies to crosswalk Tennessee’s former paper-based assessment with the newer assessment are currently underway. This study will continue as the assessment is refined. Tennessee will compare the WIDA ACCESS and the TNReady 2016-17 assessments to determine where ELA and mathematics assessments intersect WIDA ACCESS assessment and confirm alignment. This will inform any change in our exit criteria, since students who exit EL services should be able to access the core content assessments linguistically.

Graduation

Graduation rate is explicitly tied to accountability at the school and district levels as a measure within the state’s framework (see [Accountability](#) section). Over the past few years, Tennessee has been raising expectations for both students and educators, and the state has seen significant gains as a result. These outcomes, including increases in graduation rates, are a testament to the work being done in schools across the state. The most notable gains and overall achievements are:

- Twelve districts improved their graduation rates by five percentage points or more.
- Ninety-five districts—over 70 percent of the districts in the state—have graduation rates at or above 90 percent, up from 81 districts last year.
- Seventy-six districts—roughly 60 percent of districts in the state—had graduation rates at or above 90 percent for both 2014-15 and 2015-16.

²³ Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, Pre-Kindergarten through Grade 12.

Regular High School Diploma

In order to graduate with a regular high school diploma and be equipped with the knowledge and skills to successfully embark on their chosen path in life, Tennessee students must: (1) earn the prescribed 22 credit minimum; (2) complete the ACT or SAT; and (3) have a satisfactory record of attendance.²⁴

- **Math:** Students must achieve four high school level units of math, including Algebra I, II, and Geometry (or the equivalent courses, Integrated Math I, II, and III) and an additional math course higher than Algebra I (further math courses). Additionally, students must be enrolled in a math course each year of high school.
- **ELA:** Students must achieve four high school level units in English language arts, including English I, II, III, and IV.
- **Science:** Students must achieve three high school level units of science, including Biology I, either Chemistry or Physics, and one additional laboratory science course.
- **Social Studies:** Students must achieve three high school level units in social studies, including U.S. History and Geography, World History and Geography, U.S. Government and Civics (1/2 credit), and Economics (1/2 credit).

Students earning a regular high school diploma before, during, or at the conclusion of the fourth year of high school, including the summer session immediately following the fourth year of high school, will be included in the four-year adjusted cohort graduation rate in accordance with the requirements of ESSA § 8101(25).

In accordance with 34 CFR § 200.34(c)(2), “regular high school diploma” means the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with state standards, or a higher diploma. A regular high school diploma does **not** include—

- a diploma aligned to the alternate academic achievement standards described in § 1111(b)(1)(E) of the ESEA, as amended by the ESSA; or
- a general equivalency diploma, certificate of completion, certificate of attendance, or any similar or lesser credential, such as a diploma based on meeting individualized education program (IEP) goals.

Alternate Academic Diploma

Students with the most significant cognitive disabilities who are assessed with the state’s alternate assessment and awarded a state-defined alternate diploma that is aligned to the state requirements for the regular high school diploma, will be included in the four-year adjusted cohort graduation rate in accordance with the requirements of ESSA § 8101(25). In Tennessee this will be the new alternate academic diploma.

²⁴ Tennessee State Board of Education. High School Policy (2.103). [Web](#).

In accordance with 34 CFR § 200.34(c)(3), “alternate diploma” means a diploma for students with the most significant cognitive disabilities, as defined by the state, who are assessed with a state’s alternate assessments aligned to alternate academic achievement standards under § 1111(b)(2)(D) of the Act and is—

- standards-based;
- aligned with the state’s requirements for a regular high school diploma; and
- obtained within the time period for which the state ensures the availability of a free appropriate public education under § 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)).

Occupational Diploma

Tennessee Code Annotated (T.C.A.) § 49-6-6001(g) requires the state board to adopt, in addition to a full diploma, a certificate of attendance, or a special education diploma, and an occupational diploma for students with disabilities.

An occupational diploma may be awarded to a student with disabilities at the end of his or her fourth year of high school who has: (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) satisfactory records of attendance and conduct; (4) completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the TDOE; and (5) completed two years of paid or non-paid work experience.²⁵

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student’s 10th grade year or two academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward the regular high school diploma through the end of the school year in which they reach age 22.

Special Education Diploma

A special education diploma may be awarded at the end of the fourth year of high school to a student with disabilities who has: (1) not met the requirements for a regular high school diploma; (2) satisfactorily completed an IEP; and (3) satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the regular high school diploma through the end of the school year in which they reach the age of 22.

²⁵ Tennessee Department of Education. Occupational Diploma. [Web](#).

Diploma Option and Postsecondary Success

The department recognizes that graduation rate is an important measure but is committed to individual student success. Therefore, a school should be supporting all students in their efforts to acquire the most appropriate diploma regardless of its inclusion in the calculation of graduation rate. The work of schools is preparing individuals for postsecondary success based on the individual's goals and aptitudes. The four diploma options in Tennessee support all students in achieving those goals.

For students with cognitive disabilities, this is a critical and life-long decision as the diploma earned can impact eligibility for adult support and employment services. In order to ensure that school leaders, teachers, students, and families are informed of each diploma including the benefits and consequences (i.e., enrollment options, employment options, eligibility for services such as vocation rehabilitation and Medicaid waivers through TNCare), the state will engage stakeholders, including but not limited to, the Tennessee Department of Intellectual and Developmental Disabilities, Tennessee Council on Developmental Disabilities, TNCare, Vocational Rehabilitation, state Centers for Independent Living, the Tennessee Department of Labor, the Tennessee Department of Children's Services, and the Governor's Children's Cabinet as well as advocacy groups such as but not limited to The Arc and Disability Rights Tennessee.

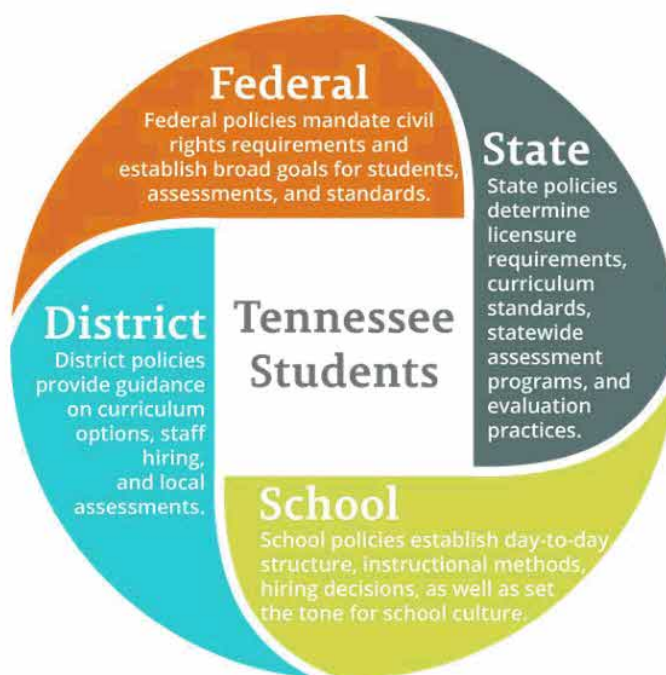
Accountability

Accountability

Tennessee recognizes and supports the federal department of education’s interest in ensuring that states implement effective accountability systems to ensure that all children have the opportunity to pursue their chosen path in life. Through Race to the Top, we created a framework that necessitates all districts, schools, and classrooms focus on advancing student achievement for every child. With the implementation of the Every Student Succeeds Act, Tennessee remains committed to a rigorous accountability system. Our proposed accountability plan represents a system that promotes our top-line goals, supported by effective state policies and oversight, and driven by local innovation and execution.

Responsibilities

Tennessee’s accountability and reporting system is rooted in the following beliefs about federal, state, and local responsibilities.



Federal

We believe that the role of U.S. Department of Education (USED) is to hold states accountable for state’s development of and progress towards rigorous top-line goals for both student achievement and for closing the achievement gap between different groups of students. USED is also responsible for monitoring annual progress against these goals, as well as reporting and highlighting the progress of states against these goals.

State

We believe that the state is responsible for setting all long-term and interim goals, defining a measurement system, and reporting state results to the USEd. While the federal government requires states to maintain rigorous state-established top-line goals, it is also the state's responsibility to determine the interim measures that will lead to achieving its top-line goals. The state defines measurement tools, including how to measure growth in outcomes and reduce gaps in student achievement. Additionally, the state sets district goals, measures district and school-level progress annually (disaggregated by historically underserved student groups), and reports district and school results publicly. Because the state is responsible for ensuring the attainment of state-level goals, the state also has the duty to support districts that are failing to make progress against goals and to intervene in the lowest-performing schools.

District

We believe that districts should receive greater freedom and flexibility when they are successful, support when they demonstrate progress but are failing to reach ambitious goals, and intervention when their results regress or demonstrate growing achievement gaps between groups of students. Districts are responsible for implementing the reforms needed to meet targets determined by school and district accountability frameworks. Districts manage their schools to ensure they make progress towards goals. When schools fail to make progress, districts have the obligation to work with the state to develop plans for improvement. When schools are consistently underperforming, the state has the obligation to intervene and provide additional oversight as defined by state policy. However, in nearly all cases, the district is ultimately accountable for the management of its schools and for its students' growth and outcomes.

School

We believe that schools have the most significant influence and impact on student learning. By establishing day-to-day processes and procedures that prioritize learning, schools are uniquely positioned to be the primary driver for student achievement. Schools that demonstrate a clear commitment to instructional leadership, evidence-based instructional strategies, and differentiated instruction and supports create a rich, supportive learning environment for all students.

State Report Card

The Tennessee state report card will reflect accountability metrics and additional transparency metrics for all districts and schools. ESSA clearly outlines the requirements for the state report card in § 1111(h)(1)(C), and Tennessee will meet these reporting requirements, as well as share additional information relevant to our parents, educators, students, school board members, legislators, and community members. Through our stakeholder engagement during the plan

development process, we heard from thousands of Tennesseans about what is most important to understand the successes and challenges within our public schools more clearly.

In addition to the accountability metrics shared on the annual report card, Tennessee proposes to incorporate the following as transparency metrics to provide additional information to all stakeholders. Transparency metrics provide relevant and understandable information for parents, educators, and stakeholders to better understand and compare schools and districts. Over time, Tennessee will continue to review transparency metrics to add or include in accountability framework. Initially, these metrics will not be included in accountability, unless specifically noted in the following sections. For accountability measures, Tennessee will continue to use the minimum n-size of 30 students; however, for reporting purposes, Tennessee will reduce n-size to 10 students. The department engaged education stakeholders and community advocates through the six working groups and other opportunities to specifically discuss n-size during the public input and feedback process.

These metrics will be disaggregated by Tennessee’s accountability subgroups, and, when available and applicable, these metrics will be disaggregated by all subgroups under ESSA. Unless otherwise noted, all metrics will begin to appear on the report card in December 2018, reflecting data from the 2017-18 school year.

Metric	Measure	Timeline	Level	By Subgroup
Postsecondary matriculation	Percent of graduates that matriculate into postsecondary program (4-yr, 2-yr, or credential) the fall following high school graduation	Tennessee currently collects this data	State, district, and school	Yes
Postsecondary completion	Percent of graduates that complete postsecondary program within six years of high school graduation	Tennessee currently collects this data and continues to refine the associated data practices	State, district, and school	Yes
Equitable access to highly-effective teachers	Percent of students <i>below</i> level with access to highly effective teachers compared to the percent of <i>mastered</i> level students with access	Tennessee currently collects this data and shares with districts through the human capital/equity reports to districts	State, district, and school	Only at state level
Teacher retention	Percent of teachers retained/continuing to teach within the district and state	Tennessee currently collects this data	State and district	No
Types of Early Postsecondary Opportunities (EPSOs) offered	Types of EPSOs offered	Tennessee is working to improve our data quality for this metric.	State, district, and school	No

Metric	Measure	Timeline	Level	By Subgroup
Students earning ESPO credit	Percent of students earning ESPO credit	Tennessee is working to improve our data quality for this metric across all ESPO offerings.	State, district, and school	Yes
Students completing 1+ ESPO	Percent of students completing at least 1 ESPO	Tennessee currently collects this data	State, district, and school	Yes
Students complete 2+ ESPO and earning recognized industry credential	Percent of students completing 2+ ESPO and earning industry credential	Tennessee is working to improve our data quality for this metric.	State, district, and school *included in <i>Ready Graduate</i> indicator	Yes
Students completing 4+ ESPO	Percent of students completing 4+ ESPO	Tennessee currently collects this data	District and school metric *included in <i>Ready Graduate</i> indicator	Yes
Students earning industry credential ³³	Percent of students earning industry credential	Tennessee is working to improve our data quality for this metric.	State, district, and school	Yes
Extended cohort graduation rate	Percent of students graduating in five years and a summer	At the earliest December 2019 (for 2018-19 school year)	State, district, and school	Yes
Exclusionary Discipline	Percent of students not in class due to all exclusionary disciplinary practices (e.g. in school suspension)	December 2019 (for 2018-19 school year) Tennessee currently reports out of school suspension and expulsion data	State, district, and school	Yes
Long-term English Learners (LTELs)	Percent of students identified as LTELs	Tennessee is working to improve our data quality for this metric.	State, district, and school	Only at state-level

³³ See [Appendix I](#)

Future Consideration for Transparency Metrics





The following metrics are under consideration for reporting in future years subject to collection and availability of data. Based on stakeholder feedback, the department is exploring these metrics, among others, as areas for further study.

Metric	Measure	Current Status	Level	By Subgroup
Teacher chronic absences	Percent of teachers missing 10 percent or more of the school year	Tennessee will begin collecting data, engaging stakeholders, & creating business rules for what is included in this metric and how it will be shared.	Potential state, school, and district	No
Educator Effectiveness data	Percent of educators at or above expectations on annual teacher evaluation framework (to replace highly qualified metric)	Tennessee currently collects this data	State, district, and school	No
Work Based Learning (WBL)	Percent of students participating in WBL	Tennessee does not currently collect this data	State, district, and school	Yes
Capstone Completion	Percent of students participating and completing a WBL capstone OR Percent of students earning credit for a non-WBL capstone	Tennessee currently collects this data	State, district, and school	Yes
Student mobility	Number of students entering, reentering, and withdrawing after the first day of school as a percent of total enrollment	Tennessee currently collects this data	District and school	Yes
Students participating in at least one extracurricular activity	Percent of students participating in at least one extracurricular activity	Tennessee does not collect or monitor this information	Reported by schools on website	No

Tennessee's Long Term Goals

Tennessee articulated four overarching goals within *Tennessee Succeeds*. As part of our ESSA state plan, we defined long-term goals and interim targets for the next eight years: school year 2016-17

through school year 2024-25. These goals represent Tennessee’s commitment to ensuring all students are college and career ready and to closing achievement gaps of historically underserved student groups. In order to adequately and accurately determine the projected target for each subject and all students, Tennessee will use the 2016-17 assessment results to determine the baseline.

Tennessee Succeeds Goals	Interim Targets
<p>1 Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019. </p> <p>Tennessee’s 2015 NAEP rank:</p> <ul style="list-style-type: none"> • 25th on 4th grade math • 37th on 8th grade math • 36th on 4th grade reading • 30th on 8th grade reading • 19th on 4th grade science • 21st on 8th grade science 	<p>2017:</p> <ul style="list-style-type: none"> • 31th on 8th grade math* • 27th on 4th grade reading • 28th on 8th grade reading <p>2019:</p> <ul style="list-style-type: none"> • 25th on 8th grade math* • 25th on 4th grade reading • 25th on 8th grade reading <p>*Goal met (in 2015) on 4th grade math</p>
<p>2 75 percent of Tennessee third graders will be proficient in reading by 2025. </p> <p>In 2015, Tennessee had 43 percent of third graders reading proficiently.</p>	<p>Baseline to be set following the 2016-17 school year when assessments are aligned to revised state standards.</p>
<p>3 The average ACT composite score in Tennessee will be a 21 by 2020. </p> <p>In 2015, Tennessee’s average composite equaled 19.4 on ACT.</p>	<p>ACT average composite:</p> <ul style="list-style-type: none"> • 2016 – 19.7³⁴ • 2017 – 20.0 • 2018 – 20.3 • 2019 – 20.6
<p>4 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree. </p> <p>Of spring 2015 graduates, 62 percent matriculated into postsecondary in fall 2015.</p>	<p>Five percent increase in matriculation each year, based on first year results of TN Promise:</p> <ul style="list-style-type: none"> • 2016 – 67 percent • 2017 – 72 percent • 2018 – 77 percent
<p>As of fall 2015, 24 percent of the class of 2008 earned a postsecondary credential within six years.</p>	<ul style="list-style-type: none"> • 2–3 percent annual increase in students earning postsecondary credential within six years • Fall 2026 = 50 percent of class of 2020 earning credential

³⁴ Tennessee interim target for ACT average composite in 2016 was 19.7. The 2016 ACT average composite score was 19.9 [using “best of” scores].