



# **Tennessee Succeeds: ESSA in Tennessee**

Supports for Students with Disabilities

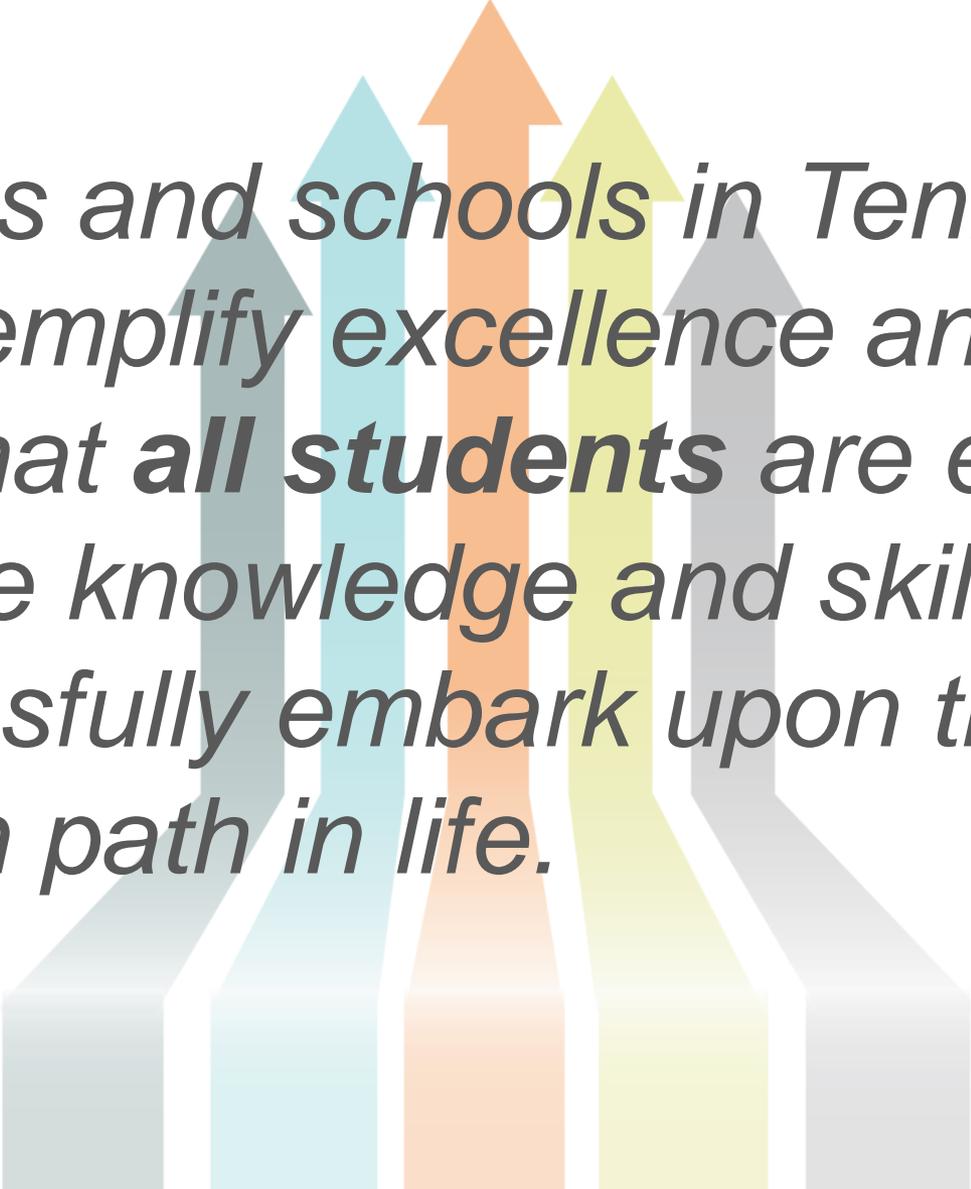
# Agenda

- ESSA Overview
- Participation Rate
- Ready Graduate indicator
- Special Education Waiver
- Alternate Diploma
- Supports for SWDs



TennESSA<sup>+</sup>ee Succeeds

# Our Vision

The background features five vertical arrows pointing upwards. From left to right, the colors are light blue, orange, light green, and grey. The arrows are stylized with a slight gradient and are positioned behind the main text.

*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.*

# 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

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**District Accountability**

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# 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 in TN ESSA plan

## Six Areas

3-5 Success Rate\*

6-8 Success  
Rate\*

9-12 Success Rate\*

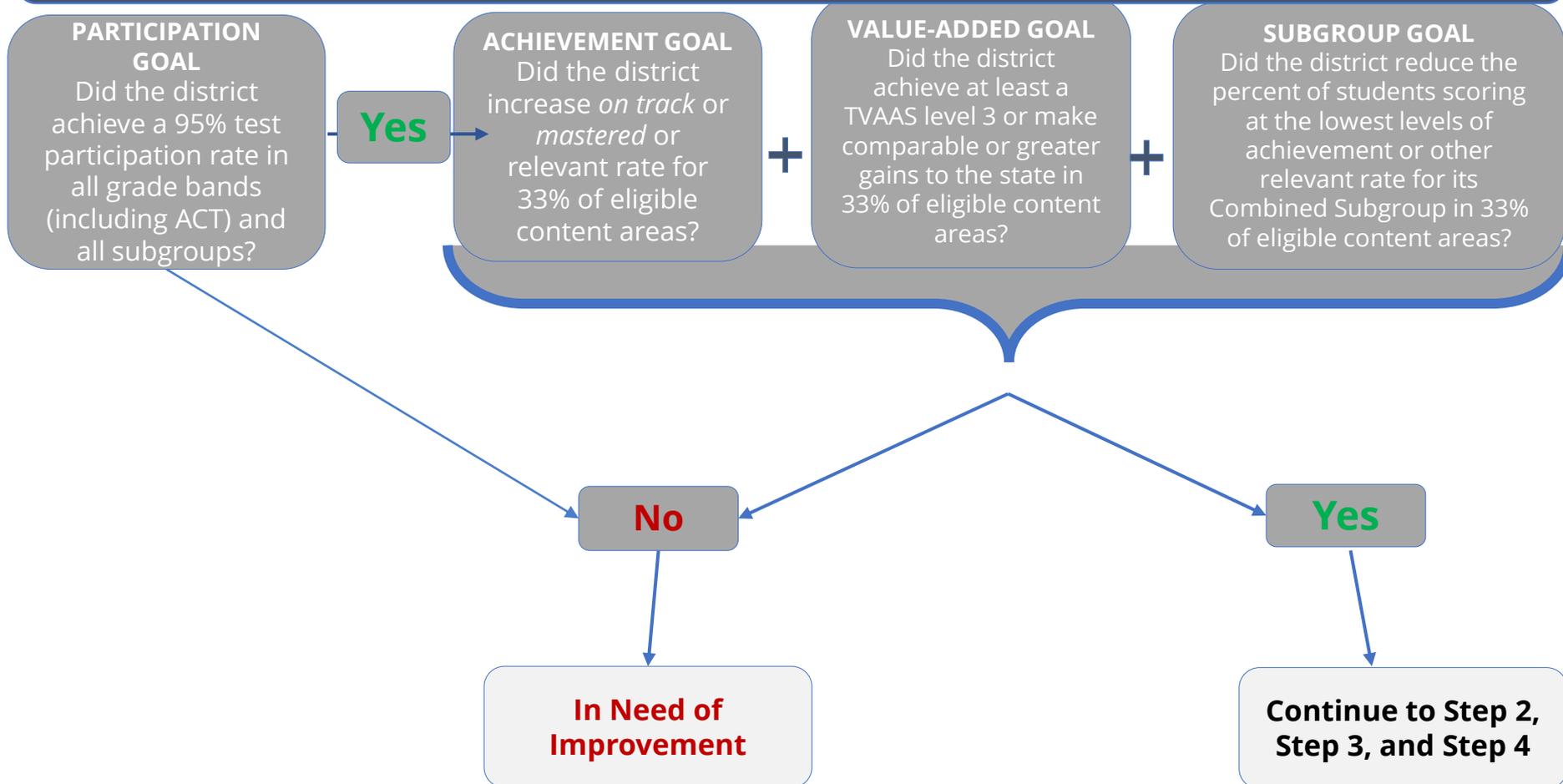
Chronically Out of  
School

Graduation Rate  
+ Ready Graduate

K-12 English  
Language Proficiency  
Assessment (ELPA)

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

## Step 1. Minimum Progress Goal Must meet all 4 checks



# Participation Rate

- Tennessee will continue to require a 95 percent participation rate for all students and for each subgroup of students, and use participation rate as an indicator for accountability.
- Students taking the alternate assessment
  - No district cap on participation
  - 1% state cap on participation



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# School Accountability: Requirements

- Under ESSA, states must **meaningfully differentiate** schools on an annual basis.
- Last year, the Tennessee General Assembly passed a law requiring all schools be awarded a **summative letter grade (A - F)**.

# School Accountability: Guiding Principles

- **All schools should have opportunity to achieve an “A”**
  - Poverty is not destiny
- **All means all**
  - Each indicator should be reported for historically underserved student groups
- **All growth should be rewarded**
  - Schools with low achievement but high growth will be recognized
- **Reporting should be transparent**
  - Public should be able to access and review multiple indicators

# School Accountability: Intended Outcomes

- The department proposes that school-level accountability using A - F grades for reporting should reward the following:
  - Performance and progress
  - Positive school culture
  - Readiness for postsecondary and workforce
  - Improved life trajectory for students

# Stakeholder Feedback

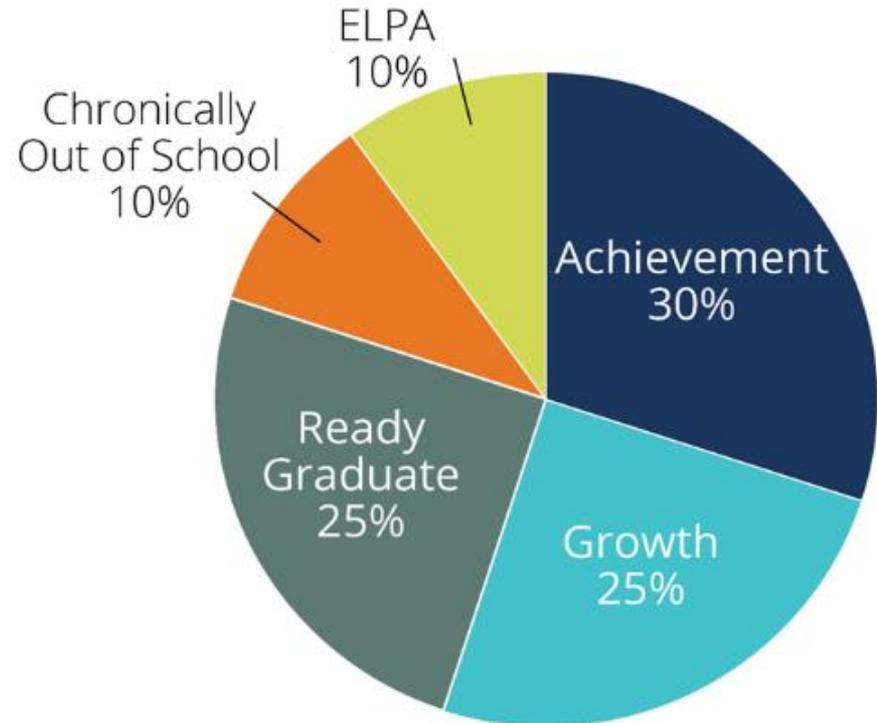
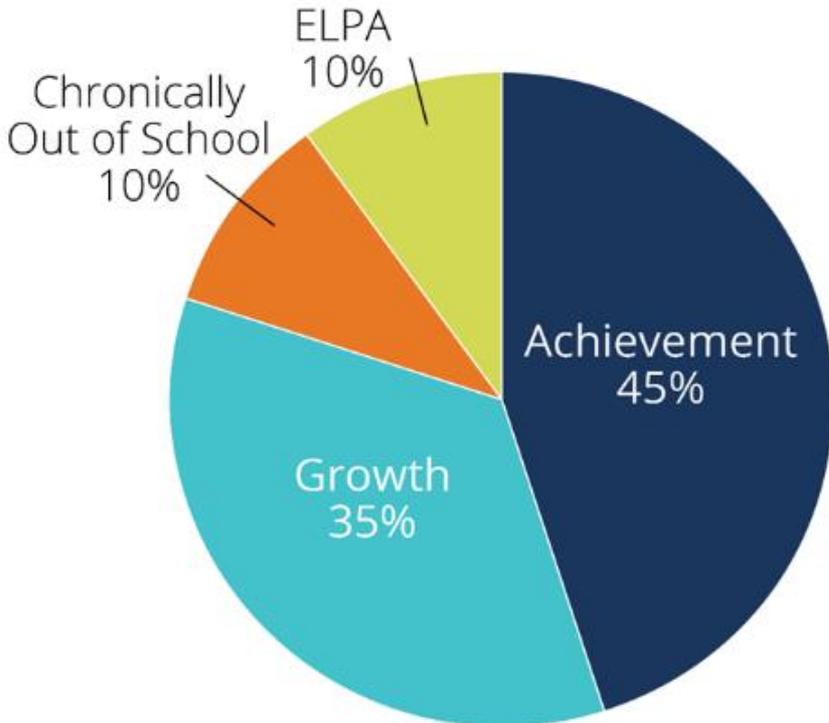
- **ELPA indicator** should be included for All Students
- ***Chronically Out of School*** indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators is critical
- 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
<b>Achievement</b> Absolute proficiency <u>or</u> AMO Targets	<b>A</b>	45%	<b>B</b>	45%
<b>Growth</b>	<b>A</b>	35%	<b>C</b>	35%
<b>Chronically Out of School</b>	<b>D</b>	10%	<b>B</b>	10%
<b>ELPA*</b>	<b>B</b>	10%	<b>B</b>	10%
Weighted Average	<b>B</b>	100%	<b>B</b>	100%
<b>All Students Grade</b>	<b>B</b>	60%		
<b>Subgroup Grade</b>	<b>B</b>	40%		
<b>Overall School Grade</b>	<b>B</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
<b>Achievement</b> Absolute proficiency <u>or</u> AMO Targets	<b>A</b>	30%	<b>B</b>	30%
<b>Growth</b>	<b>A</b>	25%	<b>C</b>	25%
<b>Ready Graduate</b>	<b>D</b>	25%	<b>B</b>	25%
<b>Chronically Out of School</b>	<b>D</b>	10%	<b>B</b>	10%
<b>ELPA*</b>	<b>B</b>	10%	<b>B</b>	10%
Weighted Average	<b>B</b>	100%	<b>B</b>	100%
<b>All Students Grade</b>	<b>B</b>	60%		
<b>Subgroup Grade</b>	<b>B</b>	40%		
<b>Overall School Grade</b>	<b>B</b>	<b>100%</b>		

\*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.

# Measure of School Quality and Student Success

- **Ready Graduate indicator** (for high schools):

Graduation Rate multiplied by the % of students –

1. scoring **21 or higher on ACT** OR
2. completing **4 EPSOs** OR
3. completing **2 EPSOs + earning industry certification**  
(on a CTE pathway leading to a credential)
4. completing **2 EPSO + designated score TBD** on **ASVAB AFQT**

*This metric defines four “checks” for evidence that graduates have **demonstrated** postsecondary and workforce readiness.*

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**Questions?**

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# **Early Postsecondary Opportunities (EPSOs)**

# Our Vision

- We believe all high schools should offer a diverse **portfolio** of early postsecondary opportunities (EPSO) for students.
- We believe **all students** should have an opportunity to earn postsecondary credits/hours and transferable industry certifications while in high school.

# Early Postsecondary Opportunities Help Students Achieve Success After High School

## Early postsecondary opportunities allow students to:

- Earn postsecondary credits in high school.
- Become familiar with postsecondary learning expectations and requirements.
- Develop confidence and study skills necessary for success in postsecondary coursework.
- Make more informed decisions about postsecondary plans and career goals.
- Decrease the time and cost of completing a certificate or degree.

**Students who participate in early postsecondary courses are more likely to enroll and persist in college.**

# TN Early Postsecondary Opportunities

- Dual Enrollment
- Local Dual Credit
- Statewide Dual Credit
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge International
- College Level Examination Program (CLEP)
- Capstone Industry Certification

**Course**

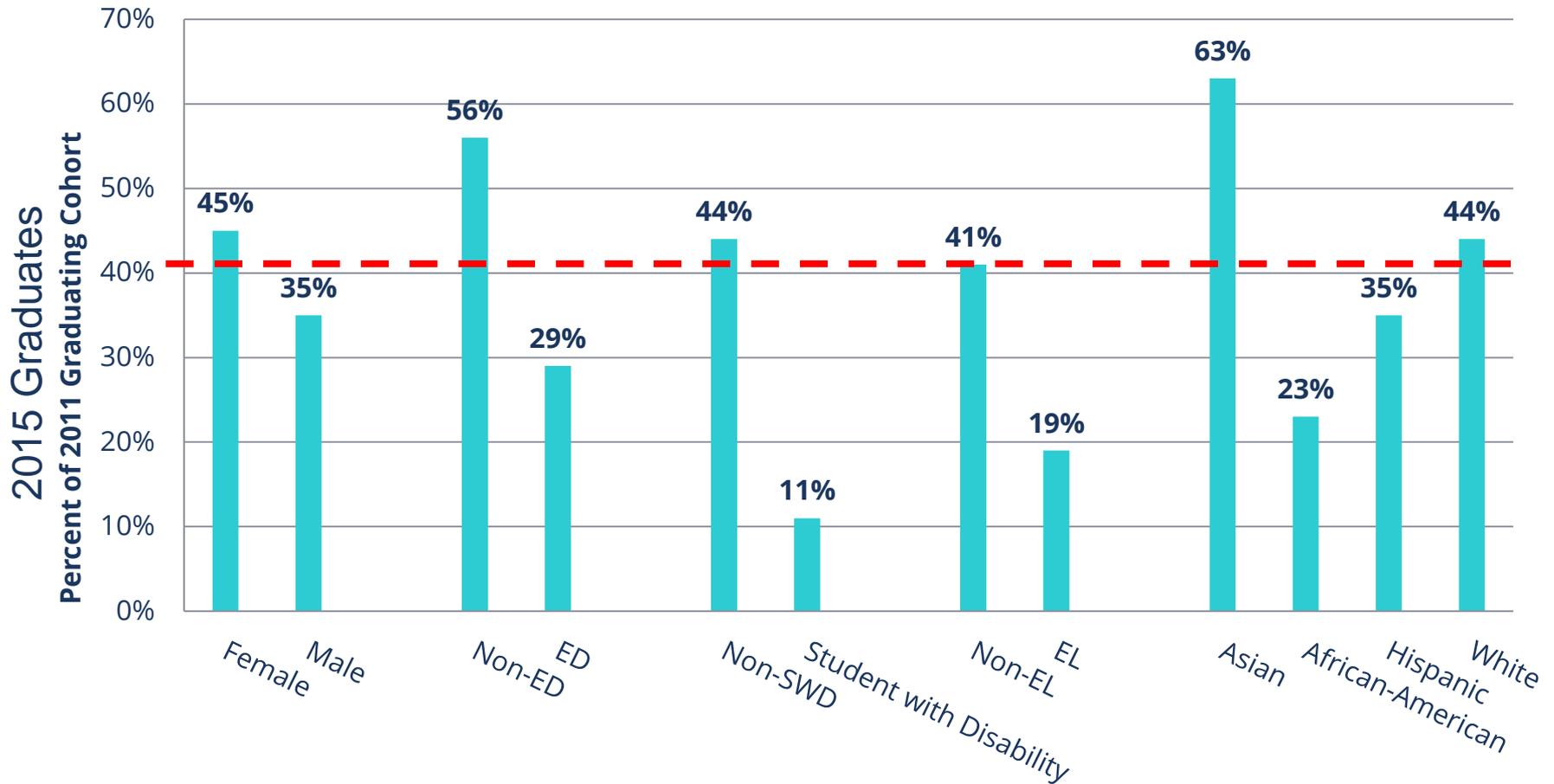
**Local  
Institution**

**Course  
& Exam**

**Multiple  
Institutions**

**Exam**

# We see a number of areas of concern as it comes to equitable access for all students



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**SPED Waivers**

# Emergency Credentials and Waivers

- Beginning with the 2017-18 school year, all new and existing educators teaching special education must hold a full, valid special education credential
  - Special educator emergency credentials and waivers will not be approved
  - Waivers will not be approved for the 2017-18 school year

# Emergency Credentials and Waivers

- Consider reviewing endorsements held by existing staff
- Support teachers in adding special education endorsement
- Districts are encouraged to work with Educator Preparation Programs (EPPs)
- The department will continue to work with EPPs to improve the pipeline of SPED teachers

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**Graduation Rate**

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# Graduation Rate

- Students with the most **significant cognitive disabilities** who are assessed with the state's **alternate assessment** and awarded a state-defined **alternate diploma**.
- **Alternate diploma** is aligned to the state requirements for the regular high school diploma and **will be included** in the four-year adjusted cohort graduation rate.

# Alternate Diploma

- “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 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

# Diploma Options

## Regular Diploma

- 22 credit requirements outlined in the high school policy
- Included in graduation rate

## Special Education Diploma

- Must have a current IEP
- Unable to earn the regular diploma even with appropriate accommodations/modifications
- Attending school regularly in accordance with IEP

## Occupational Diploma

- Must have a current IEP
- Unable to earn the regular diploma even with appropriate accommodations/modifications
- Attending school regularly in accordance with IEP
- Completes the SKEMA with mastery of the 4 Required skills, 8/10 Critical skills, and 2 years of paid or unpaid work experience

## Alternate Academic Diploma\*

- Must have a current IEP
- Alternate course codes/curriculum aligned to the 22 credit requirements of the regular diploma
- Meets eligibility requirements for the alternate assessment
- Completes the required high school alternate assessments
- Completed within the first 4 years in high school

\* New diploma option outlined in ESSA and included in graduation rate; awaiting state board rules and regulations

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# Special Populations Division

- Targeted Technical Assistance
- Revisited RTI<sup>2</sup> training & requirements to ensure that schools remain focused on **solid Tier I instruction**
- **Providing professional development** for educators with a focus on improving outcomes of SWDs.
- Developing **multi-tiered system of support** for students with a focus on the whole child
- Summer **PD opportunities** for SPED supervisors
- New training request feature coming to the website

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*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**