



FACT SHEET

Tennessee Accountability

By Samantha Batel and Laura Jimenez August 2017

TABLE 1
Tennessee school classification system

Design model	Performance index		
Summative classifications	A–F letter grades		
School classification indicators	Indicator weights		
		Elementary and middle schools	High schools
Academic achievement			
Subject(s)	Measure(s)		
English language arts, math, and science	Percent proficient (absolute or improvement)	45.0%	30.0%
Student growth			
Subject(s)	Measure(s)		
English language arts, math, and science	Tennessee Value-Added Assessment System*	35.0%	25.0%
English learner progress			
Percent proficient and percentage of students meeting or exceeding growth standard (absolute or improvement)		10.0%	10.0%
Early warning			
Chronic absenteeism, including out-of-school suspensions (absolute or improvement)		10.0%	10.0%
Persistence			
Four-year graduation rate (absolute or improvement)		—	5.0%
College and career readiness			
“Ready graduate” indicator that multiplies the graduation rate by the percentage of students meeting ACT or SAT cut scores; completing advanced coursework; earning industry certifications; and/or meeting the Armed Services Vocational Aptitude Battery cut score (absolute or improvement)		—	20.0%

Enrichment and environment	—	—
Test participation**	—	—

*For subgroups, the state will measure the percent of students moving from one achievement level to a higher achievement level.

**Schools will receive an "F" on the achievement indicator for any group of students that does not meet the 95 percent participation rate.

Notes: Subgroup performance will make up 40 percent of an overall school grade. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

TABLE 2
Tennessee timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify comprehensive and targeted support schools* <ul style="list-style-type: none"> Instruct identified schools and their districts to engage in planning for remainder of school year Review and approve applications for funding 	2020-21
2018-19	<ul style="list-style-type: none"> Notify schools of identification Launch district and school support system 	2021-22
2019-20	See above	2022-23
2020-21	and	2023-24
Determine if schools met improvement targets by end of school year		

*Comprehensive support schools are identified every three years and targeted support schools are identified annually.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 3
Tennessee school improvement funding

Grant structure and amounts

Competitive grants	✓
Formula grants	✗
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

Note: All comprehensive support schools receive planning grants automatically in the 2017-18 school year and their districts can compete for implementation grants the following school year.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
Tennessee school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	—
Low-performing subgroups	—

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A selection of Tennessee's key school improvement strategies

- For comprehensive support schools, three intervention tracks that include state takeover and other alternative governance structures such as charter conversion or district-led reforms
- Centers of Regional Excellence serve as an arm of the state, providing technical assistance to districts and schools
- Regional specialists also work with districts and schools to provide assistance in specific areas, such as meeting the needs of English learners

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