TENNESSEE’S NEW REPORT CARD: WHY IT MATTERS AND WHAT IT CONTAINS

Gini Pupo-Walker
Senior Director of Education Policy & Programs
Conexión Américas

Staff from the Tennessee Department of Education
Overview of today’s webinar

• What is public reporting and why does it matter?
• What does ESSA require?
• What are we looking for in Tennessee’s Report Card?
• TDOE
  • Overview and Navigation of the new Report Card
• Feedback on the Report Card
• Remaining Questions & Areas of Focus
• What’s next for us?
• Q & A
Key Takeaway from Today

- Tennessee’s new Report Cards are much more than just TNReady results
  - They contain key information on a broad range of measures, including:
    - Demographic information
    - Rates of discipline incidents, chronic absenteeism, college readiness rates
    - Information about the school, teachers and staff
Who We Are

- Formed in spring 2015
- Network of over 2000 advocates and allies
- Intentional focus on students of color, and English Learners and those living in poverty
- Advocacy centered on 4 key policy priorities
- Led by a statewide Steering Committee
- Regional Presence across the State
What We Do

Convene: Regional meetings, connecting and building networks

Inform: We develop & share recommendations on our 4 policy priorities

Advocate: Statewide initiatives, Day on the Hill, direct dialogue with decision-makers

Lead: Subgrants, The Mosaic Fellowship & Generation Lead
Our 4 Policy Priorities

Priority 1: Excellent Teachers and Leaders for Every Child

Priority 2: Strong Accountability Systems

Priority 3: Appropriate and Equitable Resources

Priority 4: Successful Outcomes in Access and Completion
The National Context

ESEA and ESSA
Every Student Succeeds Act

- Passed December 2015
- Result of advocacy by many groups
- Sponsored by Sen. Lamar Alexander and Sen. Patty Murray
ESSA: Shift to new System Requirements

- Assessments & Other Measures of School Success
- Accountability
- Identification and Differentiation
- Support and Intervention
- Public Reporting
Why Does Public Reporting Matter?

• Report cards help families make decisions
• Key information is provided on:
  • The performance of every school and district on a range of measures
  • the performance of specific groups of students
  • Student access to opportunities to learn on a range of metrics
• Funding allocations provides advocates and community groups with tools to identify critical inequities and to push for change.
Access to Information is Not a Solution

• The information is only effective if it is presented in a way that is understandable, easily accessible, and widely available

• And it is what happens once people have access to information that truly matters for students
Why Data Matters to Parents

Parents Rely on Public Data to Make Important Decisions

Would use data about the performance of the school, such as test scores and graduation rates, to make decisions related to their child’s education.

Think that a school’s overall performance rating, like an A-F letter grade, helps them make decisions related to their child’s education.

Parents use a variety of public data to determine school quality.

- Teacher/Principal Qualifications: 51%
- School Safety: 47%
- Availability of Options/Services: 42%
- Preparing Students For Future: 40%

SOURCE: Online survey conducted within the United States by The Harris Poll on behalf of Data Quality Campaign: May 17-21, 2018, among 914 parents of children ages 5-17, 842 of whom had children attending school. The 2015 survey referenced was conducted from November 6-15, 2015 among 1,093 parents of children ages 5-17, 1,052 of whom had children attending school. For more information, please contact info@dataqualitycampaign.org.

https://dataqualitycampaign.org
What is NOT public reporting?

- Accountability
- Student-specific test reports
- Large data files
What **DATA** does ESSA require?

**Student Outcomes**
- Results on all accountability indicators, including state assessments and graduation rates
- Rates at which high school graduates enroll in higher education, if available

**Accountability System**
- The school’s accountability rating
- Whether the school has been identified for support and improvement
- An explanation of how schools got their ratings or identification status

**Opportunity to Learn**
- Access to advanced coursework, such as AP, IB, and dual enrollment
- Enrollment in preschool
- Exclusionary discipline rates
- Chronic absenteeism rates

**Key Education Inputs**
- The number and percentage of: inexperienced teachers, principals, and other school leaders;
  • teachers teaching with emergency credentials; and
  • teachers teaching out-of-field.
- State, local, and federal per-pupil expenditures, by funding source

**Other Contextual Information**
- Assessment participation rates
- Students with the most significant cognitive disabilities taking the alternate assessment
- State-level results of the National Assessment of Educational Progress

**Civil Rights Data Collection indicators**
Public Reporting: What else does ESSA require?

State and local report cards must include the following information:

- Disaggregated results for all accountability measures
- Disaggregated assessment participation rates
- Disaggregated rates of exclusionary discipline and access to advanced coursework
- Number of long-term English Learners in a school or district
What **FORMAT** does ESSA require?

• Report cards must be:
  ✓ Concise and easy to understand
  ✓ Widely accessible to the public
  ✓ Translated into key languages represented in the state
What **PROCESS** does ESSA require?

- Report Cards must be:
  - Developed in consultation with parents
  - Published every year
  - Information must be available on state, district and school level performance
ESSA: What do states have to measure?

States have to rate schools based on the following indicators, all of which have to be disaggregated by student group:

1. **Academic Achievement** – (TNReady)
2. **Other Academic Indicator**
   - For high schools – graduation rate
   - For k-8 – growth or another valid and statewide academic indicator (TVAAS)
3. **Progress toward English language proficiency** for English learners (ELPA)
4. **Additional statewide indicator** of school quality or student success
Additional Indicator 1: The Ready Graduate indicator measures student readiness for workforce or postsecondary.

Ready Graduate indicator

Graduation Rate multiplied by the percentage of graduates who are “Ready”. A Ready Graduate meets one of the following criteria:

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)  OR
4. completing 2 EPSO + designated score TBD on ASVAB AFQT
Additional Indicator 2: Chronically Out of School measures chronic absenteeism rates.

Chronically out of school indicator measures chronic absenteeism rate, including out of school suspension. Schools can demonstrate performance using one of two pathways:

1) Absolute Performance Pathway: the % of students who are chronically out of school, relative to other schools

2) Performance in reducing the percent of students chronically out of school
Additionally, the ELPA indicator measures EL student growth in learning English.

- This indicator measures student progress towards achieving proficiency in learning the English language.
- It is measured by the percent of English learners reaching proficiency or making sufficient progress on the English Language Proficiency Assessment (ELPA).
- Incorporated into the rating if there are 10 or more test takers at the school.
Reporting on Achievement for Accountability

• Ideally, we would like to see the following information:
  • The indicators the state is using to measure school performance
  • Easy to understand ratings on those indicators
  • Whether the school has been identified as in-need of improvement (Comprehensive Support and Improvement and Targeted Support and Improvement)
  • An explanation of how schools got their ratings/identification status, including
  • The state’s n-size*
  • How schools earn credit for those indicators and how much each indicator counts
Reporting on Resource Equity and Opportunity to Learn

According to ESSA, Tennessee must report rates of:

• In-school suspensions
• Out-of-school suspensions
• Expulsions
• School-related arrests
• Referrals to law enforcement
• Chronic absenteeism (including both excused and unexcused absences)
• Incidences of violence (including bullying and harassment)
Measures of Resource Equity and Opportunity to Learn

Tennessee must also report the number and percentage of students enrolled in:

• Preschool programs
• Advanced coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement and International Baccalaureate courses and examinations and dual or concurrent enrollment programs)
• The number of long-term English Learners in each school and district
Welcome

Sara Gast, Director of Communications
Nate Schwartz, Chief Research and Strategy Officer
Shelby Buono, Director of Data Use
Strengths of the Tennessee Report Card

- Easy to navigate home page
- Focus on Equity
- Clear 0-4 rating for each measure
- Comparisons between schools and districts provided on each measure
- Additional views of data offered for each measure
- Disaggregated data by student groups, including breaking out Black, Hispanic, Native American, homeless, migrant and foster youth for every measure
- Reward or Priority Schools are clearly identified
- Complete and accurate Spanish language translation
- “About this School” page offers additional context and information
What questions remain?
1. Future Reporting on per-pupil funding

- ESSA requires that states report on per-pupil expenditures of federal, state, and local funds:
  - disaggregated by source
  - for each district and school for the preceding fiscal year
  - including actual salary and non-personnel expenditures, and not district-wide average salaries.
Questions on funding reporting:

• How will the state report on funding that individual schools receive?
• Will all districts calculate per-pupil expenditures the same way?
• How will the state display per pupil expenditures?
2. Future reporting on the Ready Graduate Indicator

• How will Tennessee report on access, enrollment and success on EPSOs?
  • ESSA requires states to include the number and percentage of students enrolled in advanced coursework.
  • In addition to data on enrollment, the state should include data on success in advanced coursework on school, district, and state report cards.
3. Frequency of Reporting

- How often will Tennessee update data?
- Although districts only have to submit civil rights data to the USED every other year, states should make sure that all data on school report cards – including civil rights indicators – are updated annually.
- States should also use consistent definitions from year to year so that parents, advocates, educators and the public can make meaning of this information over time.
4. Reporting on Outcomes of Voucher Funding

Tennessee does not currently report on the progress of students who access individual education accounts (IEA) for special education services or tuition.

- If vouchers are expanded, will Tennessee report on the progress of schools and students who access state funding to attend private schools?
- What type of public reporting system will be in place to monitor the success of students accessing vouchers?
- How can that information be incorporated into the State’s Report Card page?
- What is the role of advocates on this issue?
Next Steps

• Provide members opportunities to monitor and give feedback on future reporting on funding and the Ready Graduate Indicator

• Continue to provide context and information to advocates, parents and members about how to use the Report Card to make decisions and inform school improvement

• Continue to advocate for a strong accountability system, with clear and transparent reporting that empowers all Tennesseans to engage in improving education in our state
Upcoming Events

Casting Our Vision Webinar
January 7th, 2019 at noon
Part 3: Increasing Postsecondary Opportunities for Incarcerated Tennesseans — Evaluating Post-Release Outcomes

4th Annual Education Summit
Feb. 11-12, 2019

Register on our website @ www.tnedequity.org
Questions?
(And please take our survey!)