



Tennessee Succeeds: ESSA in Tennessee

Chronically Out of School

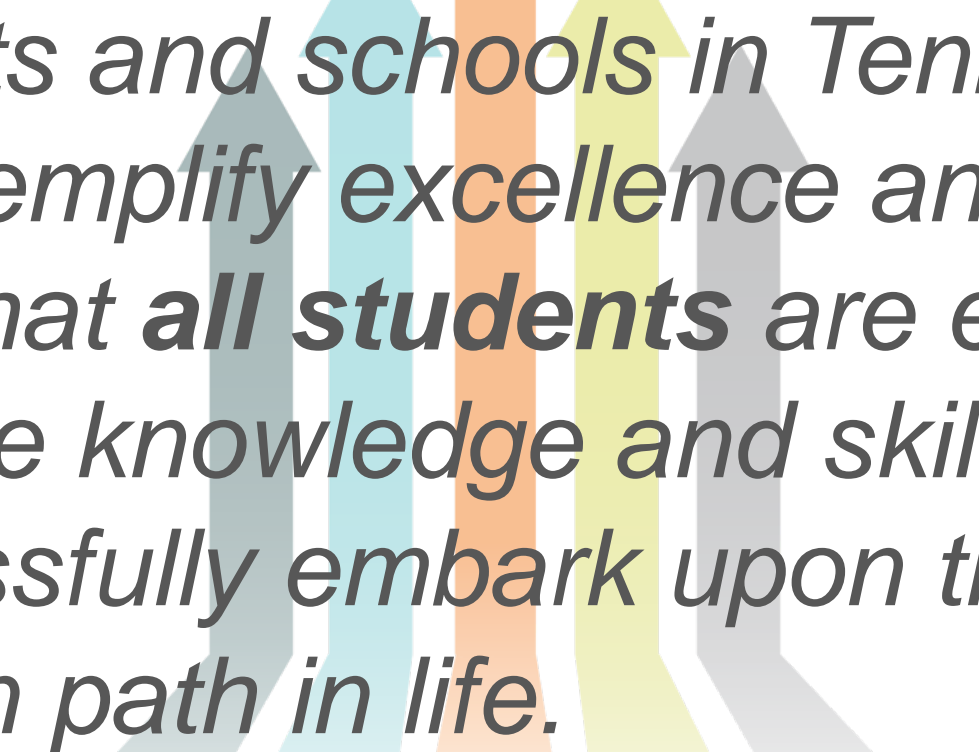
Agenda

- ESSA Overview
- District Accountability
- School Accountability
- Chronically Out of School Indicator
- Student Supports



Tenn**ESSA⁺**ee Succeeds

Our Vision

The background features five vertical arrows pointing upwards. From left to right, the colors are grey, light blue, orange, light green, and grey. The arrows are positioned behind the text, with the orange arrow being the most prominent and tallest.

*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 Areas

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)

Chronically Out of School Pathways

- **Absolute Performance:** Percent of students who are chronically absent in the district

or

- **AMO Targets:** Target to reduce the percent of students who are chronically absent in the district (cohort-level comparison)

and

- **Value-Added:** Student-level comparison to measure reduction in chronic absenteeism for *specific students* who were chronically absent in the prior year
 - Growth expectation based on current year state performance

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School Accountability

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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

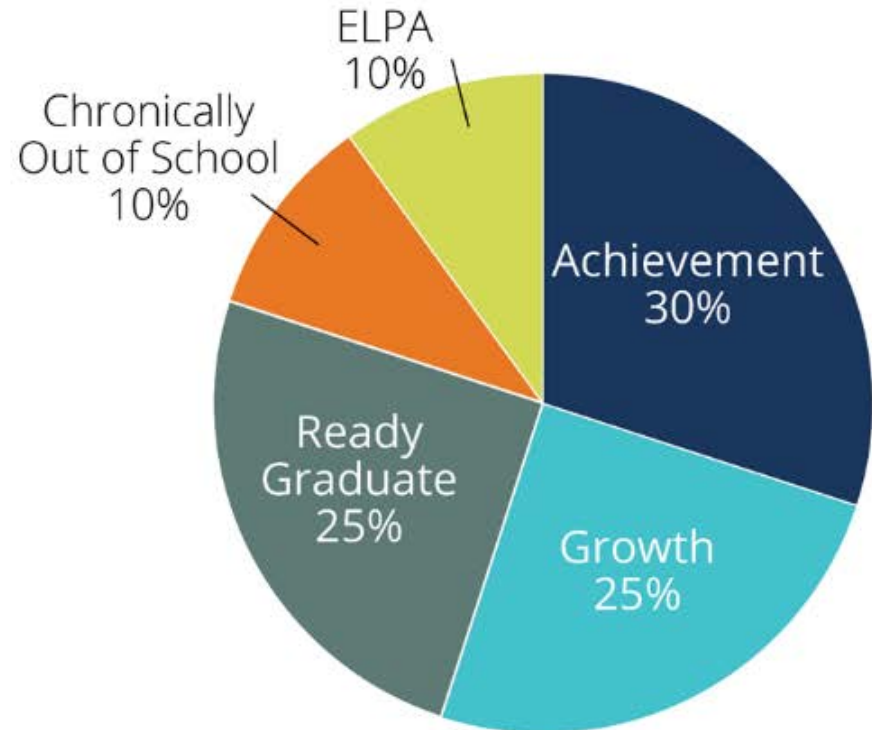
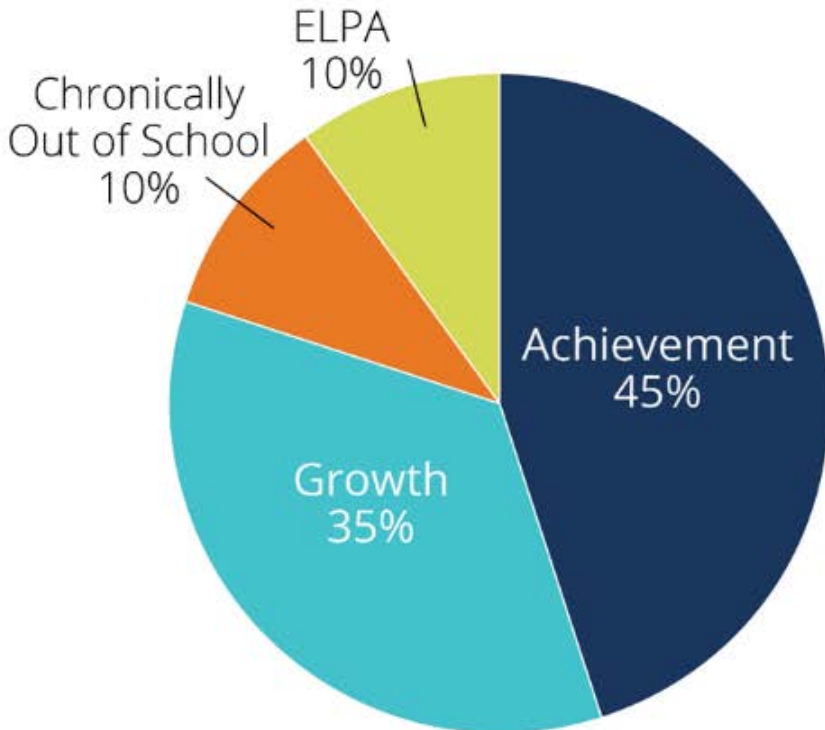
- **ELPA indicator** should be included for All Students
- **Chronically Out of School** indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators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

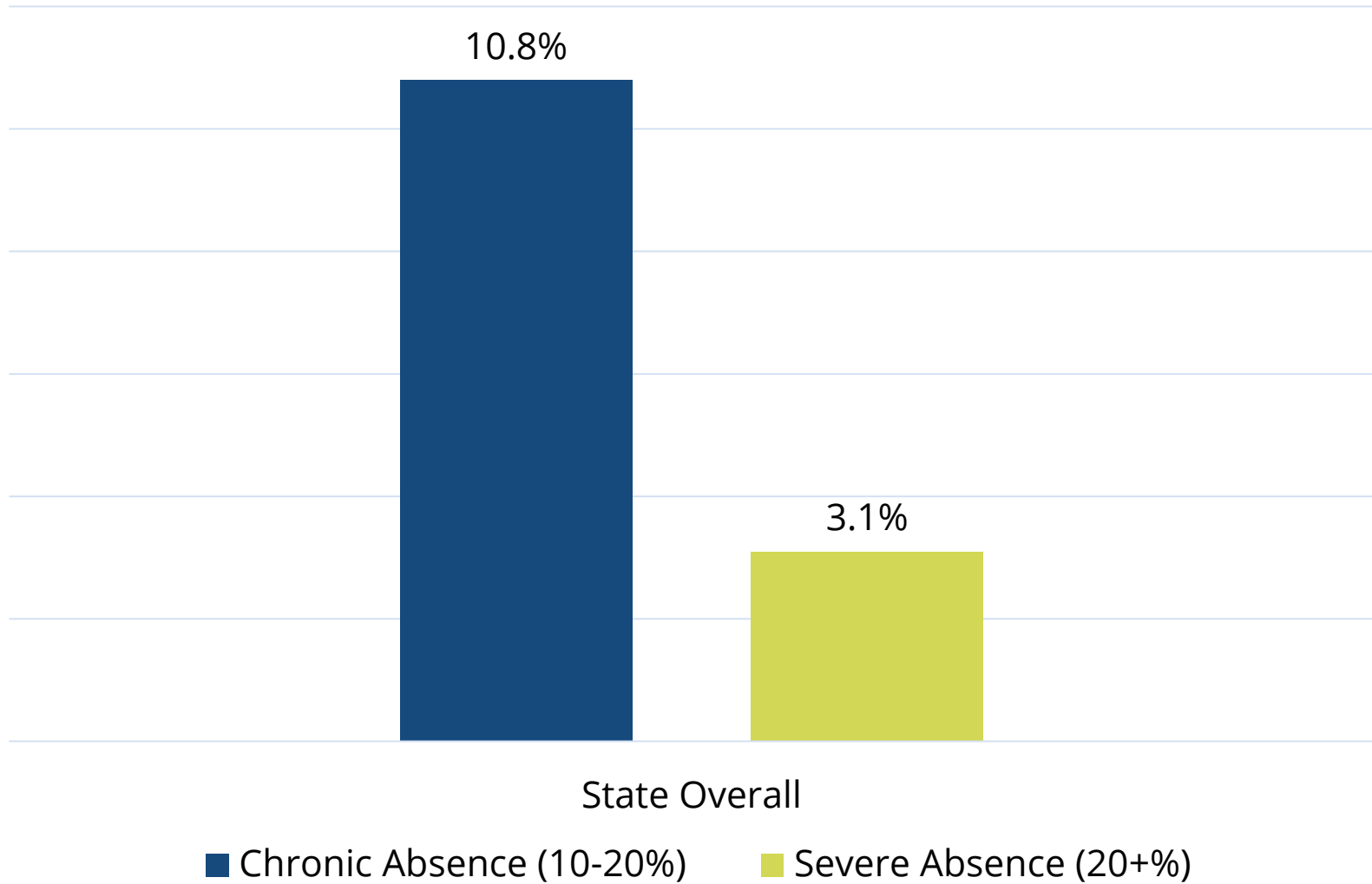
Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement Absolute proficiency <u>or</u> AMO Targets	A	30%	B	30%
Growth	A	25%	C	25%
Ready Graduate	D	25%	B	25%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	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 35 percent and 30 percent, respectively.

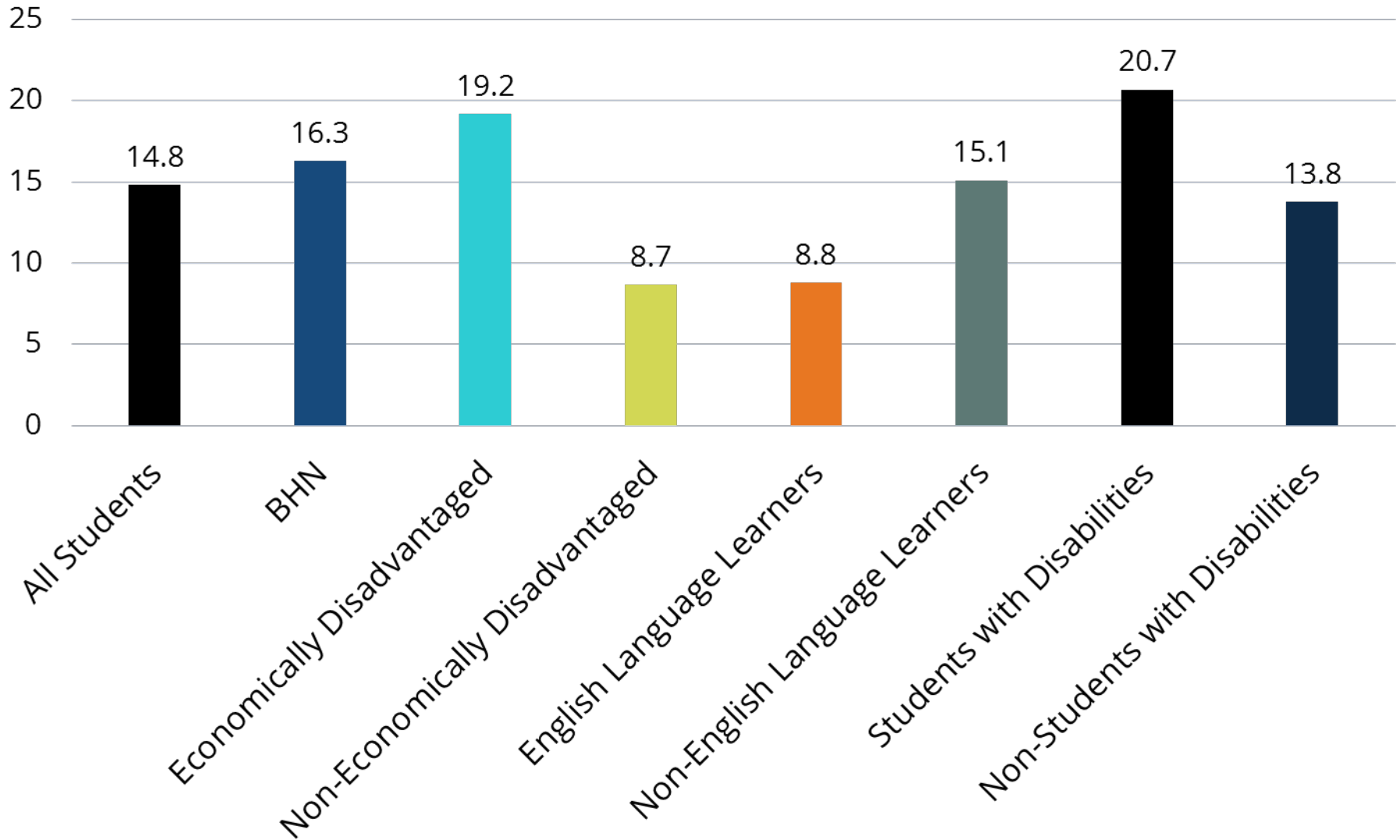
Indicator: Measure of School Quality and Student Success

- **Chronically out of school** indicator measures chronic absenteeism rate, including out of school suspension.
 - Schools will be measured based on either **low chronic absenteeism rate** or **reducing the rate**
 - A student is chronically absent if he/she misses 10% of the school year
 - For example, 18 or more days in a 180 day calendar
 - Additional measures for this indicator will continue to be reviewed for use in future years

Chronic Absent Rate



Chronic Absent Rate



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Questions?

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Reducing Chronic Absenteeism

Why is the Chronically Out of School indicator important?

- Multiple research studies link poor attendance with reduced academic outcomes.
- Only looking at average daily attendance rate tends to mask attendance problems, particularly within subgroups.
- Harmful effects of poor attendance are cumulative.
- Districts and schools have access to rich attendance data that can be monitored throughout the school year.
- Chronically missing school is an indication of conditions that can be successfully addressed.

Why does it matter?

- Tennessee students who are chronically absent in kindergarten are 15 percentage points less likely to reach proficiency in either 3rd grade math or ELA.
- Tennessee students who are chronically absent in 9th grade are 30 percentage points less likely to earn an on-time diploma (62% vs. 92%).

Step 1: Review data

- Student management system/attendance
- Student management system/discipline
- Coordinated school health/school nurses
- Student/family support services
- Student and parent focus groups
- Transportation, other non-traditional sources

Step 2: Identify differences across schools

District X Elementary Schools	Average daily attendance rate	% of students chronically absent	% of ED students
School A	93.8	17.9	87.6
School B	94.7	12.1	58.5
School C	95.0	9.9	77.5
School D	96.3	6.7	42.8

Step 3: Unpack contributing factors

Myths

- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences are not a problem
- Attendance only matters in older grades

Barriers

- Lack of access to dental and health care
- Poor transportation
- No safe path to school
- Trauma
- Homelessness

Avoidance

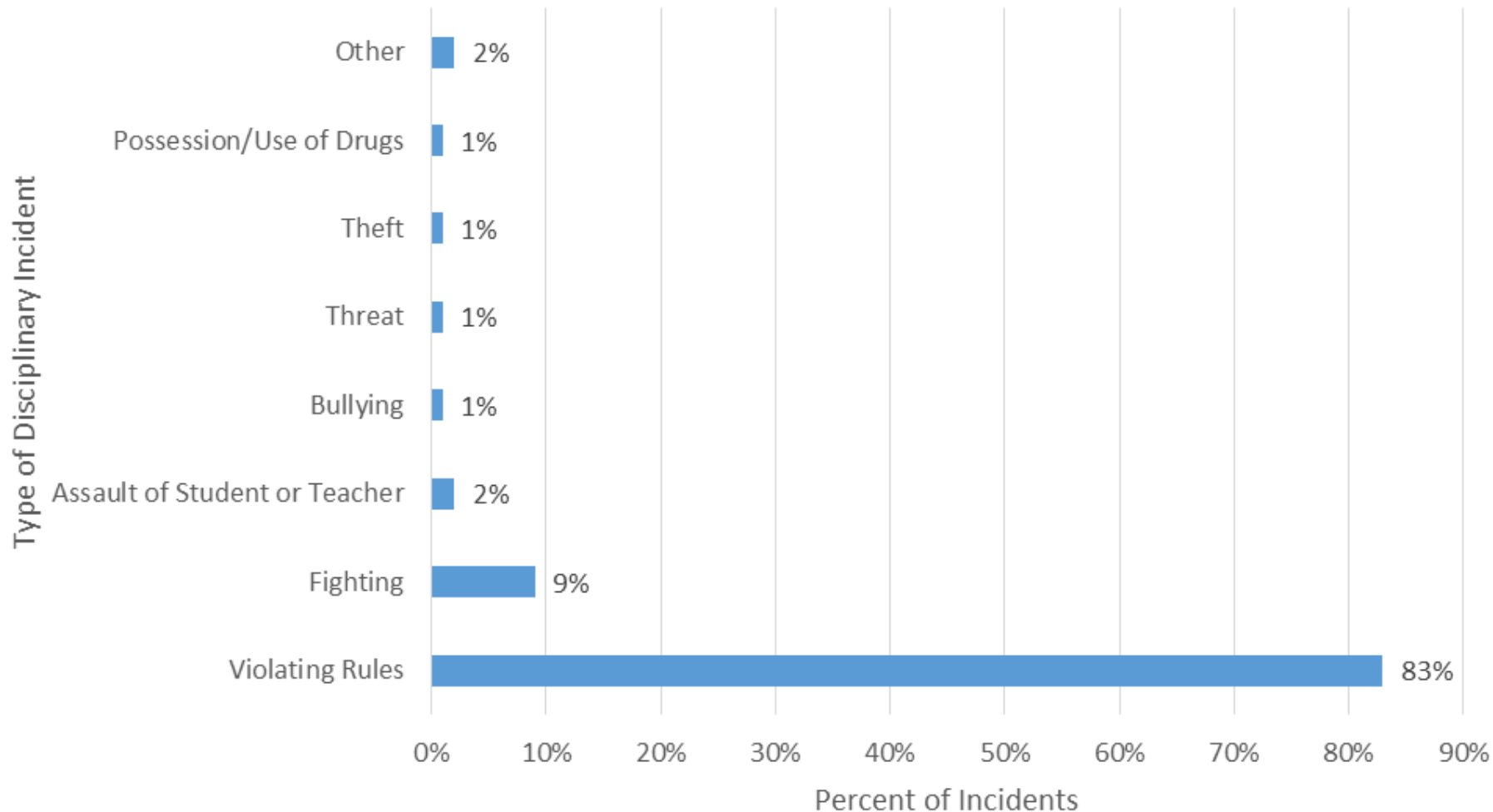
- Child struggles academically and socially
- Bullying
- Ineffective school discipline
- Family had negative school experience
- Undiagnosed disability

Disengagement

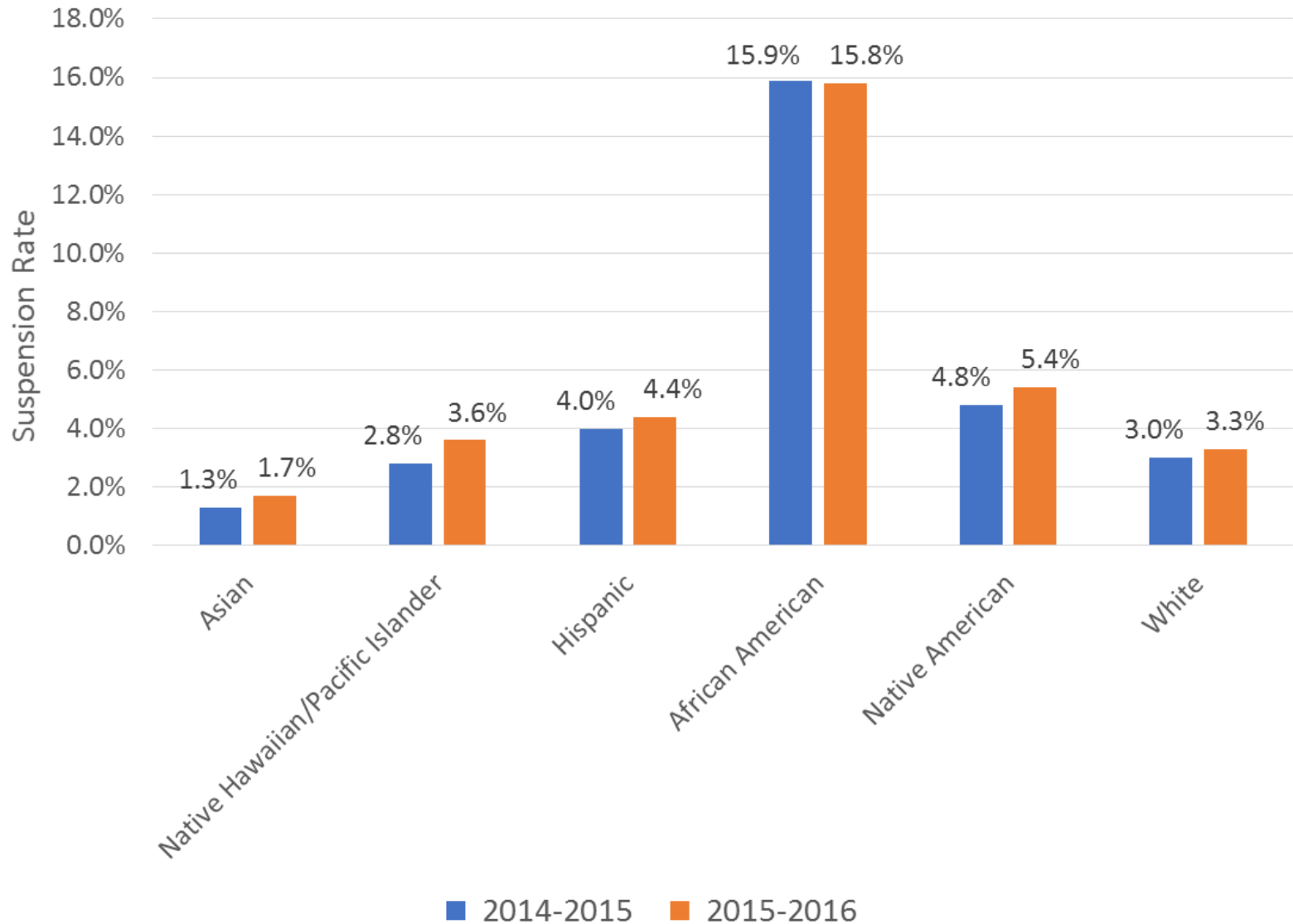
- Lack of engaging and relevant instruction
- Few meaningful relationships with adults in school
- Poor school climate

Majority of disciplinary incidents due to “Violation of School Rules”

Percent of Incidents by Disciplinary Type



Discipline Disparities



Alternatives to Suspension & Expulsion

- Relationship building
- Behavioral recognitions and rewards (PBIS, multi-tiered systems of support)
- Social and personal competencies
- Restorative practices
- Policies reducing the use of suspension

Connecting health, nutrition and attendance

- Research clearly shows that health issues are a primary cause of chronic absenteeism. Key **strategies** include:
 - **Health Services** (school nurses, school based clinics, individualized healthcare plans)
 - **School Counseling, Psychological, and Social Services** (school counselors, social workers, psychologists)
 - **Nutrition** (access to healthy school meals, universal breakfast, food insecurity programs)
 - **Healthy School Environment** (access to good indoor air quality, ensure positive school culture)
 - **Physical Education/Physical Activity** (increases connectedness by favorably affecting student health status)

Chronic health conditions

- Chronic health conditions are often a barrier to attendance and contribute to chronic absenteeism.
- Coordinated School Health collects data each year on chronic health conditions and health services provided.
- According to the 2015-16 *Health Services Report*, **205,254** students in Tennessee had a chronic illness.
- Most common diagnoses were asthma (**34%**), ADD/ADHD (**26%**), and severe allergies (**17%**).
- In 2015-16, there were **3,885,680** student visits to a school nurse. **87%** of those visits resulted in a student's ability to **return to class** instead of being sent home.

Step 4: Shift focus from compliance to support

Truancy

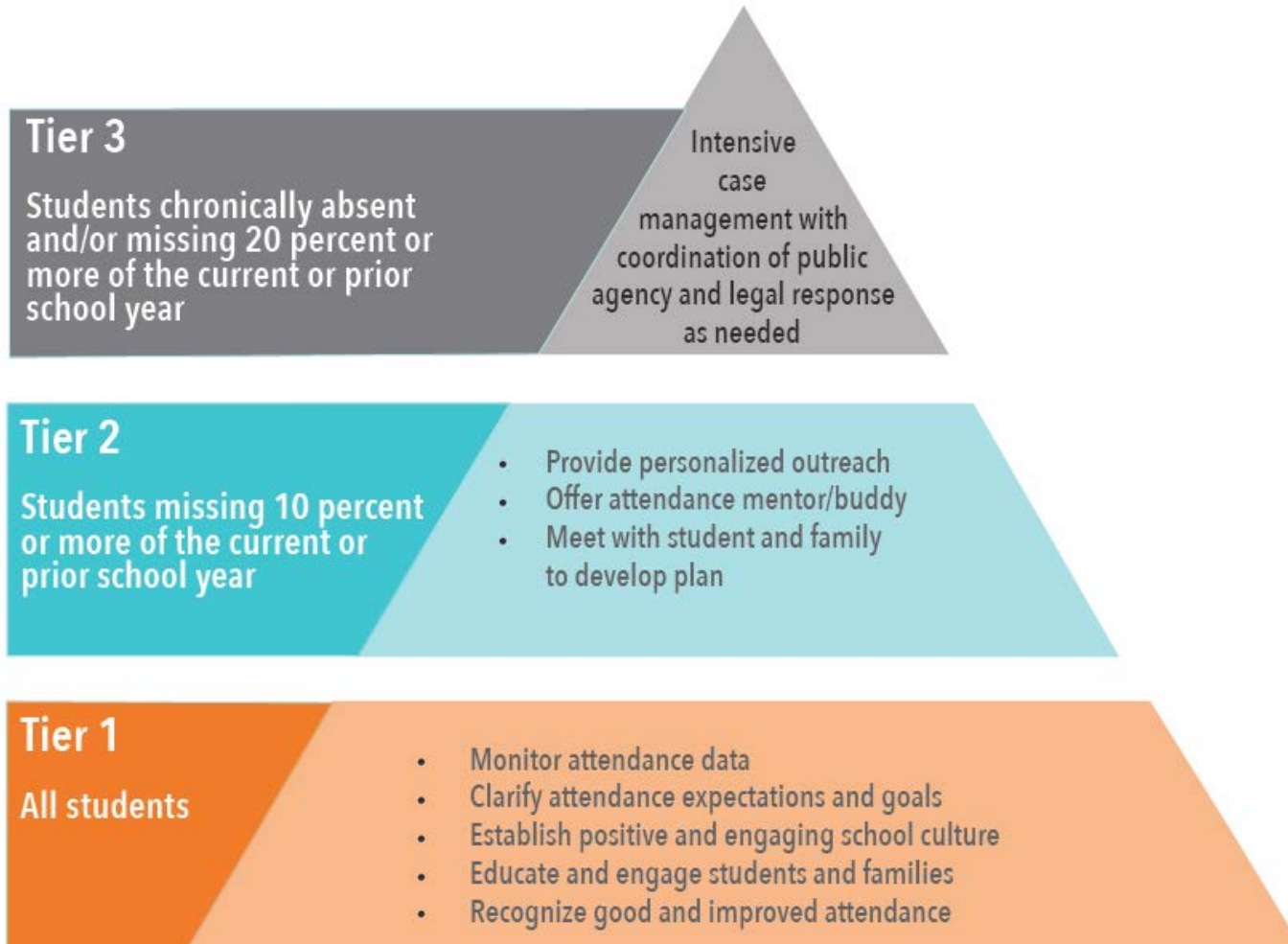
- Only includes unexcused absences (which may differ by LEA)
- Emphasizes compliance with school rules
- Focus on punitive and legal solutions



Chronically Out of School

- Includes ALL absences (excused and unexcused)
- Emphasizes academic and social impact of missed days
- Uses preventative strategies and positive messaging

Step 5: Create a tiered support system



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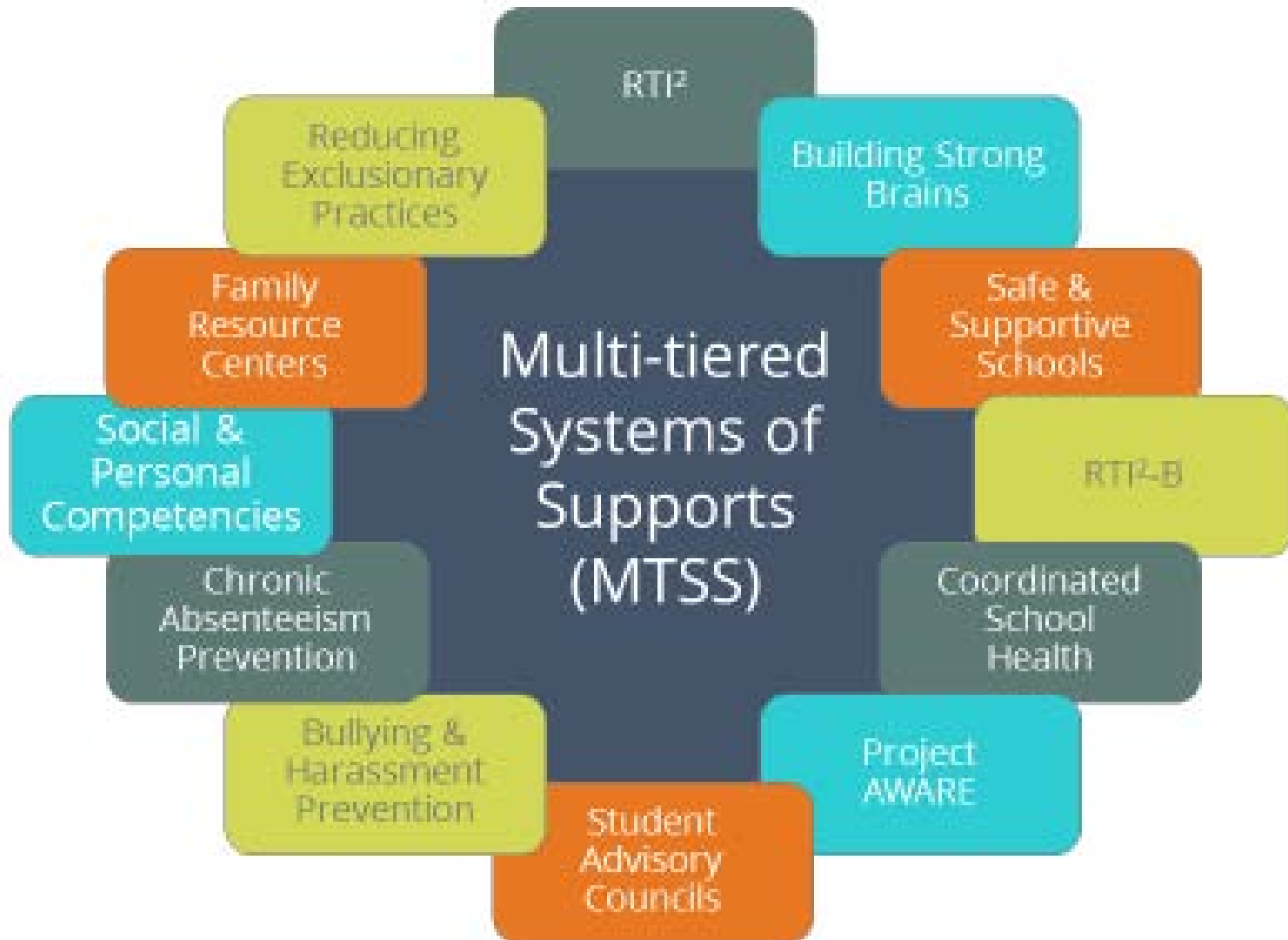
**Supporting All
Students**

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Making the Most of Student Supports

- There are a variety of academic and non-academic supports available to students, some are state developed and others are unique to your district or school.
- Our hope is to pull the state-developed resources together into one location so that schools and districts can easily find and utilize them.

Multi-Tiered Systems of Supports



Guiding Principles

- **Coherence** is key.
- Effective, engaging instruction is the **most important factor** in supporting student success.
- Implementation that is **student-focused** can and should vary intentionally in design between schools and even over time.

Resources

- [Overview of Student Supports in Tennessee](#)
 - Webpage that brings the many state-developed supports into one place
- [Chronic Absenteeism in Tennessee's Early Grades](#)
 - TDOE policy brief
- [ePlan](#) - LEA Plan, School Climate and Culture
 - Review your district's data in ePlan
- [Attendance Works](#)
 - National and State initiative
- [Every Student, Every Day](#)
 - ED toolkit

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Contact Information

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Excellence | Optimism | Judgment | Courage | Teamwork