

Date	Group	Topic
October 19, 2011	<p>Superintendents' Study Council Executive Committee</p> <p>The purposes of the Superintendents' Study Council are to:</p> <ul style="list-style-type: none"> • Provide an opportunity for the continuous study of problems of the profession; • Jointly evaluate, with the State Department of Education, ongoing instructional programs and recommend changes designed to improve those programs <p>The Superintendent Study Council consists of all superintendents grouped by the 9 field service regions. Each of those groups has a representative on the executive committee that convenes regularly.</p>	<p>The 9 Superintendents' Study Council representatives were provided an overview of our approach to seeking flexibility from certain provisions in NCLB. Members were afforded the opportunity to pose questions and were encouraged to continue to provide feedback to TDOE, in advance of the all district webinar scheduled the following week.</p>
October 21, 2011	<p>One-on-one meetings with 5 superintendents representing rural and urban districts</p>	<p>Commissioner Huffman had one-on-one conversations with a number of school directors, providing them with an overview of the approach to ESEA flexibility. These intimate conversations afforded Commissioner Huffman an opportunity to receive specific feedback about Tennessee's approach. These school directors were encouraged to continue to provide feedback to TDOE.</p>
October 27, 2011	<p>LEA leaders and their teams representing all 136 LEAs in Tennessee</p>	<p>School systems were provided with an overview of our waiver request. Participants in the teleconference were provided the opportunity during the meeting to pose questions and were also encouraged to continue to provide feedback to TDOE.</p>

Date	Group	Topic
November 2, 2011	House Education Committee <i>Description:</i> 13 members of the House Education Committee of the Tennessee General Assembly	Legislators were provided with an overview of our waiver request. Commissioner Huffman provided legislators the opportunity during the meeting to pose questions and they were also encouraged to continue to provide feedback to TDOE.
November 4, 2011	State Board of Education <i>Description:</i> 11 member governing and policy making body for TN elementary and secondary education.	State Board members were provided with an overview of our waiver request during their monthly workshop. Commissioner Huffman provided Board members and State Board staff the opportunity to pose questions and also encouraged them to continue to provide feedback to TDOE.
November 8, 2011	Tennessee Education Association <i>Description:</i> Tennessee's largest professional organization representing over 52,000 elementary and secondary teachers, school administrators, education support professionals, higher education faculty, and students preparing to become teachers.	Union members were provided with an overview of our waiver request. Meeting participants were provided the opportunity during the meeting to pose questions and were also encouraged to continue to provide feedback to TDOE.
November 8, 2011	Special Education Stakeholders <i>Description:</i> District Special Education Coordinators and representatives from Tennessee Support and Training for Exceptional Parents, the Disability Law and Advocacy Center of Tennessee, and Higher Education Institutions including the University of Memphis and Austin Peay State University	TDOE engaged with stakeholders in the education of students with disabilities by providing them a draft of the ESEA Flexibility Request and a summary power point outlining the implementation of the four principles in the waiver. Stakeholders provided input and were encouraged to continue providing feedback to the TDOE.

Date	Group	Topic
November 8, 2011	ESL Task Force <i>Description:</i> State-wide committee including teachers, administrators, and superintendents	TDOE engaged with stakeholders in the education of English Learners by providing them a draft of the ESEA Flexibility Request and a summary power point outlining the implementation of the four principles in the waiver. Stakeholders provided input and were encouraged to continue providing feedback to the TDOE.
November 9, 2011	Tennessee School Board Association <i>Description:</i> The organization and representative agency of the members of schools boards of Tennessee. The TSBA offers programs, meetings and services designed to help school boards and their members to better serve the children in their school system.	TDOE engaged with representatives from the TN School Board Association by providing them a draft of the ESEA Flexibility Request and a summary power point outlining the implementation of the four principles in the waiver. Stakeholders provided input and were encouraged to continue providing feedback to the TDOE.
November 9, 2011	Committee of Practitioners <i>Description:</i> A committee of twenty-one members that advises the state in carrying out its responsibilities under Title I. The committee is comprised of a wide variety of members including teachers, TN Educators Association, parents, and school administrators	A draft of the ESEA Flexibility Request and a summary powerpoint was given to the committee outlining the implementation of the four principles in the waiver. Members provided input during the meeting and were also invited to continue to provide feedback to the designated recipient.

Date	Group	Topic
November 9, 2011	<p>Town Hall Community Forum</p> <p><i>Description:</i> Presented in partnership with Stand for Children, a statewide advocacy group striving to make education a top political priority; TN SCORE, a statewide organization advancing innovative reform; United Ways of Tennessee, dedicated to improving quality of life; and Urban Leagues of Tennessee, civil rights organizations raising the standard of living in historically underserved urban communities</p>	<p>Commissioner Huffman presented an overview of the four principles of the waiver, outlined next steps, and answered questions from attendees via the web and over the phone. Participants provided input and were encouraged to continue providing feedback to the TDOE.</p> <p>The audience was comprised of 426 participants consisting of Parents, Educators, Community Members, Education Advocacy Organizations, and Civil Rights Organizations.</p>
November 10, 2011	<p>Tennessee Business Roundtable</p> <p><i>Description:</i> Business organization of CEO's of major corporations in the state</p>	<p>TDOE met with TN Business Roundtable's Executive Director, Ellen Thornton, and provided an overview of the waiver application. Thornton provided input on behalf of the Business Roundtable and offered support.</p>
November 14, 2011	<p>Tennessee Media Outreach</p> <p><i>Description:</i> Media outlets from around Tennessee.</p>	<p>Commissioner Huffman presented an overview of the four principles of the waiver, outlined next steps, and answered questions from media participants.</p>

Grades/ subjects	Activities	2011-2012 School Year	Summer 12	2012-2013 School Year	Summer 13	2013-2014 School Year	Summer 14	2014-2015 School Year
K-2	Professional development (PD)	Summer PD: awareness & implementation	Enhanced PD on content/instructional practice				Enhanced PD and review on standards, PARCC assessments	
	CCSS standards	Implemented (opt-in)		Full implementation				
	Assessment	Various assessments ¹ ; Develop comprehensive assessment plan		Work with vendors to determine approved CCSS-aligned assessments		Give districts option of administering approved CCSS-aligned assessments		PARCC K-2 diagnostic tools ²
3-8 Math	PD		PD: awareness; preparation for implementation (50% of standards)		PD: preparation for implementation (remaining 50% of standards)		Enhanced PD and review on standards, PARCC assessments	
	CCSS standards			Partial implementation (50% of standards)		Full Implementation		
	Assessment	TCAP Phase 1: pilot CCSS-aligned field test items in spring; Develop comprehensive assessment plan		Phase 2: TCAP with CCSS-aligned field test items*		TCAP with CCSS-aligned items^; PARCC pilot		PARCC

Grades/ subjects	Activities	2011-2012 School Year	Summer 12	2012-2013 School Year	Summer 13	2013-2014 School Year	Summer 14	2014-2015 School Year
9-12 math	PD				PD: awareness and preparation for implementation		Enhanced PD and review on standards, PARCC assessments	
	CCSS standards					Full implementation		
	Assessment	TCAP; Develop comprehensive assessment plan		TCAP with CCSS-aligned field test items		TCAP with CCSS-aligned items^; PARCC pilot		PARCC
3-12 ELA	PD		Training on CCSS-adapted writing test		PD: awareness and preparation for implementation		Enhanced PD and review on standards, PARCC assessments	
	CCSS standards					Full implementation		
	Assessment	TCAP; Develop comprehensive assessment plan		TCAP with CCSS-aligned field test items; CCSS-adapted writing test		TCAP with CCSS-aligned items^; PARCC pilot		PARCC
6-12 Literacy for social studies, math, and science	PD				PD: awareness and preparation for implementation			
	CCSS Standards					Full implementation		
	Assessment							
K-12 ALL	Teacher prep/evaluation/licensing		THEC develops curriculum	Training of HE teacher pre-service pilot (spring)		Teacher pre-service CCSS training implemented		All new teachers and principals trained on CCSS
K-12 ALL	ELP/SWD accommodations			Develop implementation plan		Enact implementation plan		

¹The TDOE is working with LEAs who are experimenting with various early grades assessments, including the SAT-10, to use for TEAM quantitative scores for K-2 teachers

²PARCC states are exploring the option of creating summative assessments for K-2

*Overpopulate items that already align with CCSS

^New item types covering CCSS standards

Academic Achievement Grades

This page displays the 2009 re-start of all comparison reporting for achievement data for Tennessee's annual comprehensive educational report card.

Only 2009 converted data are reported and no trend data are available.

Scores and grades may only be compared for 2008-09 and 2009-10. (See Note.)

Grades 3-8: TCAP Criterion Referenced Academic Achievement					View Chart ?
(3 year average)	2009		2010		
CRT	Score	Grade	Score	Grade	Trend
Math	50	B	49	C	-
Reading/Language	50	B	49	C	-
Social Studies	50	B	51	B	NC

A – F grading scale in use today

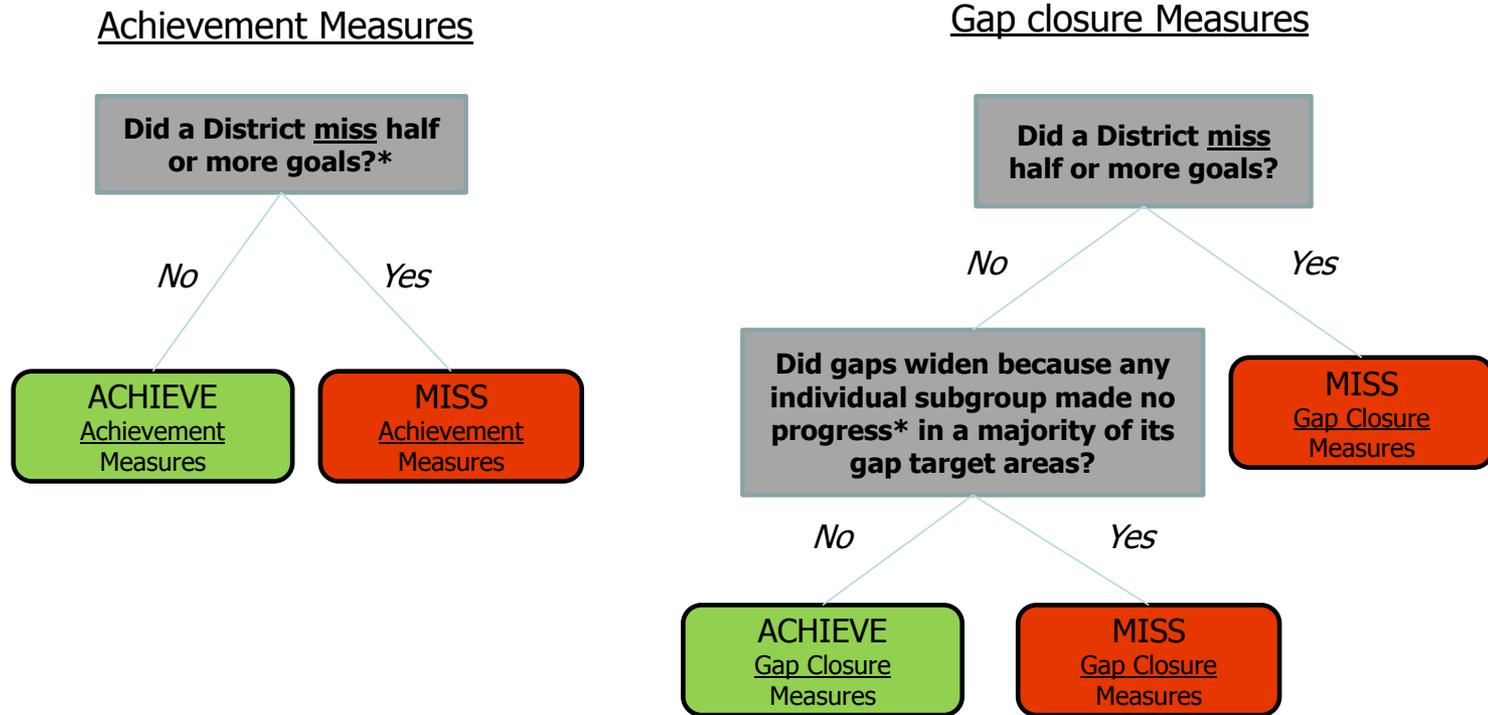
School Report Card will be updated to align with new accountability system, upon waiver approval

Appendix 4: Tennessee's New Accountability System

Public Accountability	State Accountability: 2 Systems	
<p style="text-align: center;">REPORT CARDS</p> <ul style="list-style-type: none"> • School, LEA, and TDOE levels • Full transparency of: <ul style="list-style-type: none"> - Progress against AMOs - Status as Reward, Priority, or Focus - Achievement data by assessment, by sub-group performance - Growth data by sub-group performance - Participation and Graduation rates - School environment - School profile <p style="text-align: right;">⇒ Reported annually</p>	<p>① Absolute Accountability: AMOs</p> <p>(1) Achievement* : % Proficient/Advanced targets in:</p> <ul style="list-style-type: none"> - 3rd grade Math - 3rd grade RLA - 7th grade Math - 7th grade RLA - 3-8 grades Math - 3-8 grades RLA - HS: Algebra I - HS: English II - HS: Graduation rate <p style="text-align: right;">⇒ "Achieve" / "Miss" assessed annually</p> <p>(2) Gap Closure*: 6% annual reduction in gaps for:</p> <ul style="list-style-type: none"> - 3-8 grades Math - 3-8 grades RLA - HS: Algebra I - HS: English II <p style="text-align: right;">⇒ "Achieve" / "Miss" assessed annually</p>	<p>② Relative Accountability: Priority, Focus, Reward</p> <p>(1) Priority : Bottom 5% of all schools in proficiency ⇒ Identified every 3-years</p> <p>(2) Focus: 10% of Schools with largest achievement gaps; graduation rates <60%; sub-group performance below threshold ⇒ Identified every 3-years</p> <p>(3) Reward: Top 5% of all schools in Proficiency and Top 5% of all schools in Progress ⇒ Identified Annually</p>

* Algebra II and English III data will be included when available

Appendix 4: Criteria for "Achieving"/"Missing" AMO Categories



*SAFE HARBOR: If a District has a "green" TVAAS score on a measure (i.e. demonstrating a positive threshold of growth), then this will stand as goal achievement for that measure

PARTICIPATION RATE: A 95% participation rate in the required TCAP accountability tests for all students and for each student subgroup; If an LEA does not meet this participation rate, the LEA will automatically fail both its achievement and gap closure measures

Appendix 4: AMO Interventions

ACHIEVE
Achievement
 Measures

ACHIEVE
Gap Closure
 Measures

- LEA commended to an exemplary LEA list
- LEA allowed to maintain plans at the district level without approval from the state
- LEA granted increased latitude in funding flexibility (where possible)

MISS
Achievement
 Measures

ACHIEVE
Gap Closure
 Measures

If an LEA made no progress in achievement in half or more targets; OR made no progress in either 3-8 math, 3-8 RLA, or the majority of HS targets*:

- LEA will be placed on public list of LEAs in need of improvement
- LEA must meet with TDOE to support the creation of an aggressive plan for corrective action

In all other cases:

- LEA must submit a detailed analysis of the results along with plans for the coming year to achieve goals, subject to TDOE approval

ACHIEVE
Achievement
 Measures

MISS
Gap Closure
 Measures

If an individual subgroup made no progress in achievement in a majority of its gap target areas, OR the LEA made no progress in achievement in half or more of its target areas overall* :

- LEA placed on public list of LEAs in need of improvement
- LEA must meet with TDOE to support the creation of an aggressive plan for corrective action

In all other cases:

- LEA must submit a detailed analysis of the results along with plans for the coming year to achieve goals, subject to TDOE approval

MISS
Achievement
 Measures

MISS
Gap Closure
 Measures

- LEA placed on public list of LEAs in need of improvement
- LEA must meet with TDOE officials in-person to support the creation of an aggressive plan for corrective action

*SAFE HARBOR: If a District has a "green" TVAAS score on a measure (i.e. demonstrating a positive threshold of growth), then this will stand as goal achievement for that measure

PARTICIPATION RATE: A 95% participation rate in the required TCAP accountability tests for all students and for each student subgroup; If an LEA does not meet this participation rate, the LEA will automatically fail both its achievement and gap closure measures

Appendix 5: State-level AMO Targets

I. Achievement AMOs

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2014-15)
3rd grade Math	51.0%	54.2%	57.3%	60.5%	63.6%	66.8%	69.9%	73.1%	76.2%	3.2%
3rd grade Reading	43.0%	47.0%	51.1%	55.1%	59.1%	63.1%	67.2%	71.2%	75.2%	4.0%
7th grade Math	35.7%	39.5%	43.3%	47.0%	50.8%	54.6%	58.4%	62.1%	65.9%	3.8%
7th grade Reading	44.3%	47.2%	50.2%	53.1%	56.0%	58.9%	61.9%	64.8%	67.7%	2.9%
3-8 aggregate math	41.0%	44.5%	48.0%	51.5%	55.0%	58.5%	62.0%	65.5%	69.0%	3.5%
3-8 aggregate reading	47.5%	50.6%	53.8%	56.9%	60.0%	63.1%	66.3%	69.4%	72.5%	3.1%
End-of-Course: Algebra I	47.1%	50.1%	53.0%	56.0%	58.9%	61.9%	64.8%	67.8%	70.7%	3.0%
End-of-Course: English II	58.0%	60.6%	63.3%	65.9%	68.5%	71.1%	73.8%	76.4%	79.0%	2.6%
ALL Students	85.5%	86.8%	88.1%	89.4%	90.7%	90.7%	90.8%	90.9%	91.1%	1.3%

II. Gap Closure AMOs: Close Achievement Gap between Highest Performing and Lowest Performing, Corresponding Sub-groups by 6% Annually.

This implies target achievement gap sizes for the following achievement measures:

3-8 Aggregate Math

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Annual gap reduction in percentage points	Annual gap reduction as a percent of 2010-11 gap size
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	15.4%	14.4%	13.5%	12.5%	11.6%	10.6%	9.6%	8.7%	7.7%	1.0%	6.25%
ED vs. Non-ED	26.3%	24.7%	23.0%	21.4%	19.7%	18.1%	16.4%	14.8%	13.2%	1.6%	6.25%
EL vs. Non-EL	20.7%	19.4%	18.1%	16.8%	15.5%	14.2%	12.9%	11.6%	10.4%	1.3%	6.25%
SWD vs. Non-SWD	14.6%	13.7%	12.8%	11.9%	11.0%	10.0%	9.1%	8.2%	7.3%	0.9%	6.25%

3-8 Aggregate Reading

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Annual gap reduction in percentage points	Annual gap reduction as a percent of 2010-11 gap size
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	17.7%	16.6%	15.5%	14.4%	13.3%	12.2%	11.1%	10.0%	8.9%	1.1%	6.25%
Non-ED vs. ED	30.1%	28.2%	26.3%	24.5%	22.6%	20.7%	18.8%	16.9%	15.1%	1.9%	6.25%
Non ELL vs. ELL	33.5%	31.4%	29.3%	27.2%	25.1%	23.0%	20.9%	18.8%	16.8%	2.1%	6.25%
Non-SWD vs. SWD	17.8%	16.7%	15.6%	14.5%	13.4%	12.2%	11.1%	10.0%	8.9%	1.1%	6.25%

HS: Algebra I

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Annual gap reduction in percentage points	Annual gap reduction as a percent of 2010-11 gap size
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	20.0%	18.8%	17.5%	16.3%	15.0%	13.8%	12.5%	11.3%	10.0%	1.3%	6.25%
ED vs. Non-ED	24.1%	22.6%	21.1%	19.6%	18.1%	16.6%	15.1%	13.6%	12.1%	1.5%	6.25%
EL vs. Non-EL	24.6%	23.1%	21.5%	20.0%	18.5%	16.9%	15.4%	13.8%	12.3%	1.5%	6.25%
SWD vs. Non-SWD	29.1%	27.3%	25.5%	23.6%	21.8%	20.0%	18.2%	16.4%	14.6%	1.8%	6.25%

HS: English II

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Annual gap reduction in percentage points	Annual gap reduction as a percent of 2010-11 gap size
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students	20.5%	19.2%	17.9%	16.7%	15.4%	14.1%	12.8%	11.5%	10.3%	1.3%	6.25%
ED vs. Non-ED	30.7%	28.8%	26.9%	24.9%	23.0%	21.1%	19.2%	17.3%	15.4%	1.9%	6.25%
EL vs. Non-EL	46.9%	44.0%	41.0%	38.1%	35.2%	32.2%	29.3%	26.4%	23.5%	2.9%	6.25%
SWD vs. Non-SWD	39.7%	37.2%	34.7%	32.3%	29.8%	27.3%	24.8%	22.3%	19.9%	2.5%	6.25%

This implies the following proficiency targets by sub-groups:

3-8 Aggregate Math

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2018-19)	Percent annual growth (2010-11 to 2014-15)
ALL Students	41.0%	44.5%	48.0%	51.5%	55.0%	58.5%	62.0%	65.5%	69.0%	3.5%	3.5%
White	47.1%	50.4%	53.7%	57.0%	60.3%	63.6%	66.9%	70.2%	73.6%	3.3%	3.3%
African American	23.6%	28.4%	33.2%	37.9%	42.7%	47.5%	52.3%	57.0%	61.8%	4.8%	4.8%
Asian	67.7%	69.7%	71.7%	73.8%	75.8%	77.8%	79.8%	81.8%	83.9%	2.0%	2.0%
Native American	39.9%	43.7%	47.4%	51.2%	54.9%	58.7%	62.4%	66.2%	70.0%	3.8%	3.8%
Hispanic	32.8%	37.0%	41.2%	45.4%	49.6%	53.8%	58.0%	62.2%	66.4%	4.2%	4.2%
Hawaiian Pacific Islander	49.8%	52.9%	56.1%	59.2%	62.4%	65.5%	68.6%	71.8%	74.9%	3.1%	3.1%
Economically Disadvantaged	29.8%	34.2%	38.6%	43.0%	47.4%	51.7%	56.1%	60.5%	64.9%	4.4%	4.4%
English Learners	21.4%	26.3%	31.2%	36.1%	41.1%	46.0%	50.9%	55.8%	60.7%	4.9%	4.9%
Students with disabilities	28.2%	32.7%	37.2%	41.7%	46.2%	50.6%	55.1%	59.6%	64.1%	4.5%	4.5%

3-8 Aggregate Reading

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2018-19)	Percent annual growth (2010-11 to 2014-15)
ALL Students	47.5%	50.6%	53.8%	56.9%	60.0%	63.1%	66.3%	69.4%	72.5%	3.1%	3.1%
White	54.9%	57.7%	60.5%	63.4%	66.2%	69.0%	71.8%	74.6%	77.5%	2.8%	2.8%
African American	28.2%	32.7%	37.2%	41.7%	46.2%	50.6%	55.1%	59.6%	64.1%	4.5%	4.5%
Asian	65.7%	67.8%	70.0%	72.1%	74.3%	76.4%	78.6%	80.7%	82.9%	2.1%	2.1%
Native American	44.7%	48.2%	51.6%	55.1%	58.5%	62.0%	65.4%	68.9%	72.4%	3.5%	3.5%
Hispanic	35.4%	39.4%	43.5%	47.5%	51.6%	55.6%	59.6%	63.7%	67.7%	4.0%	4.0%
Hawaiian Pacific Islander	57.7%	60.3%	63.0%	65.6%	68.3%	70.9%	73.6%	76.2%	78.9%	2.6%	2.6%
Economically Disadvantaged	34.8%	38.9%	43.0%	47.0%	51.1%	55.2%	59.3%	63.3%	67.4%	4.1%	4.1%
English Learners	15.9%	21.2%	26.4%	31.7%	36.9%	42.2%	47.4%	52.7%	58.0%	5.3%	5.3%
Students with disabilities	31.9%	36.2%	40.4%	44.7%	48.9%	53.2%	57.4%	61.7%	66.0%	4.3%	4.3%

HS: Algebra I

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2018-19)	Percent annual growth (2010-11 to 2014-15)
ALL Students	47.1%	50.1%	53.0%	56.0%	58.9%	61.9%	64.8%	67.8%	70.7%	3.0%	3.0%
White	52.9%	55.8%	58.8%	61.7%	64.7%	67.6%	70.6%	73.5%	76.5%	2.9%	2.9%
African American	31.0%	35.3%	39.6%	43.9%	48.3%	52.6%	56.9%	61.2%	65.5%	4.3%	4.3%
Asian	63.7%	66.0%	68.2%	70.5%	72.8%	75.0%	77.3%	79.6%	81.9%	2.3%	2.3%
Native American	45.7%	49.1%	52.5%	55.9%	59.3%	62.7%	66.1%	69.5%	72.9%	3.4%	3.4%
Hispanic	42.3%	45.9%	49.5%	53.1%	56.7%	60.3%	63.9%	67.5%	71.2%	3.6%	3.6%
Hawaiian Pacific Islander	50.5%	53.6%	56.7%	59.8%	62.9%	66.0%	69.1%	72.2%	75.3%	3.1%	3.1%
Economically Disadvantaged	36.4%	40.4%	44.4%	48.3%	52.3%	56.3%	60.3%	64.2%	68.2%	4.0%	4.0%
English Learners	23.5%	28.3%	33.1%	37.8%	42.6%	47.4%	52.2%	57.0%	61.8%	4.8%	4.8%
Students with disabilities	21.5%	26.4%	31.3%	36.2%	41.1%	46.0%	50.9%	55.8%	60.8%	4.9%	4.9%

HS: English II

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2018-19)	Percent annual growth (2010-11 to 2014-15)
ALL Students	58.0%	60.6%	63.3%	65.9%	68.5%	71.1%	73.8%	76.4%	79.0%	2.6%	2.6%
White	66.4%	68.5%	70.6%	72.7%	74.8%	76.9%	79.0%	81.1%	83.2%	2.1%	2.1%
African American	35.8%	39.8%	43.8%	47.8%	51.9%	55.9%	59.9%	63.9%	67.9%	4.0%	4.0%
Asian	71.8%	73.6%	75.3%	77.1%	78.9%	80.6%	82.4%	84.1%	85.9%	1.8%	1.8%
Native American	48.6%	51.8%	55.0%	58.2%	61.5%	64.7%	67.9%	71.1%	74.3%	3.2%	3.2%
Hispanic	46.4%	49.8%	53.1%	56.5%	59.8%	63.2%	66.5%	69.9%	73.2%	3.4%	3.4%
Hawaiian Pacific Islander	67.1%	69.2%	71.2%	73.3%	75.3%	77.4%	79.4%	81.5%	83.6%	2.1%	2.1%
Economically Disadvantaged	42.7%	46.3%	49.9%	53.4%	57.0%	60.6%	64.2%	67.8%	71.4%	3.6%	3.6%
English Learners	12.3%	17.8%	23.3%	28.7%	34.2%	39.7%	45.2%	50.7%	56.2%	5.5%	5.5%
Students with disabilities	22.5%	27.3%	32.2%	37.0%	41.9%	46.7%	51.6%	56.4%	61.3%	4.8%	4.8%

Graduation Rate

	2010-2011 Actual	2011-12 Target	2012-13 Target	2013-14 Target	2014-15 Target	2015-16 Target	2016-17 Target	2017-18 Target	2018-19 Target	Percent annual growth (2010-11 to 2018-19)	Percent annual growth (2010-11 to 2014-15)
ALL Students	85.5%	86.8%	88.1%	89.4%	90.7%	90.7%	90.8%	90.9%	91.1%	0.7%	1.3%
White	88.7%	89.8%	90.9%	92.0%	93.1%	93.1%	93.1%	93.1%	93.1%	0.6%	1.1%
African American	78.3%	80.0%	81.8%	83.5%	85.3%	85.7%	86.1%	86.5%	86.9%	1.1%	1.8%
Asian	91.2%	91.5%	91.8%	92.1%	92.4%	92.4%	92.4%	92.4%	92.4%	0.2%	0.3%
Native American	88.5%	89.7%	90.9%	92.1%	93.3%	93.3%	93.3%	93.3%	93.3%	0.6%	1.2%
Hispanic	78.9%	80.5%	82.2%	83.8%	85.5%	85.9%	86.3%	86.7%	87.1%	1.0%	1.7%
Hawaiian Pacific Islander*											
Economically Disadvantaged	79.8%	81.3%	82.8%	84.3%	85.8%	86.6%	87.4%	88.2%	89.0%	1.2%	1.5%
English Language Learners	70.8%	72.9%	75.0%	77.1%	79.2%	80.2%	81.2%	82.2%	83.2%	1.6%	2.1%
Students with disabilities	67.4%	69.8%	72.2%	74.6%	77.0%	78.4%	79.8%	81.2%	82.6%	1.9%	2.4%

* No data available

REWARD SCHOOLS: METHODOLOGY FOR IDENTIFYING HIGHEST-PERFORMING AND HIGHEST PROGRESS SCHOOLS

Overview:

- Reward schools are 10% of schools¹, comprised of:
 - 5% highest-performing schools in the State
 - 5% highest-progress schools in the State
- TDOE has developed, in collaboration with external technical advisors, the following methodologies:
 - To identify “highest-performance” (matched with priority methodology):
 - Calculate a composite proficiency rate (“success rate”) for all students in a school, in order to have one comparable number across sub-groups
 - Rank schools based on “success rate”
 - To identify “highest-progress”
 - Rank schools based on the TVAAS growth composite index
 - Exempt any school with achievement gaps that are larger than the state median in any sub-group area and where achievement gaps have widened between 2009-10 and 2010-11 school years
- Note: Elementary/Middle Schools and High Schools were assessed separately using different measures; Schools that span both levels were assessed in both categories

Data inputs

- 2009-10 and 2010-11 data sets, except where noted otherwise²
- **Elementary/Middle Measures:**
 - TCAP Math, Science, RLA data
 - Total # of students tested (3-8 aggregate)
 - # of students tested who scored “proficient” or “advanced”
 - TVAAS Composite Index Scores including data for up to three years based on TCAP Math, Science, RLA, Social Studies, and Algebra I (if taken at the Middle school level)
- **High School Measures:**
 - End-of-course exams: Algebra I, Biology I, English I, English II
 - Total # of students tested
 - # of students tested who scored “proficient” or “advanced”
 - Graduation rate
 - Total # of students in graduation cohort ³

¹ USED has not mandated a certain percentage of “reward” schools, however Tennessee has determined a target of 10%, which corresponds with the percentage required for focus schools, of which 5% are “highest performing schools,” which corresponds with the percentage required for priority schools

² Tennessee TCAP cut scores were recalibrated in 2009-10, which means 2008-9 data is not comparable. However, going forward, we intend to include 3-years of data, beginning with our final list run in summer of 2012.

- # of students who graduate in four years with a regular high school diploma
- TVAAS Composite Index Scores including data for up to three years based on Algebra I, Biology I, U.S. History, English I and English II

Calculation: “Highest-Performance” Methodology

1. Calculate a 2-year “success rate” for all students, by school, based on the number of students who scored “proficient” or “advanced” on any exam and the number who graduated in high school, out of the total number of students who took any of the corresponding exams and the number in the graduation cohort in high school

Elementary/Middle Schools Example:

<p style="color: green; font-weight: bold;">[School X]</p> <p style="text-align: center; font-weight: bold;">Blended</p> <p style="text-align: center; font-weight: bold;">2009-10 and 2010-11</p> <p style="text-align: center; font-weight: bold;">2-year “success rate”</p>	=	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"> # P/A on RLA 2011 + # P/A on Math 2011 + # P/A on Science 2011 + # P/A on RLA 2010 + # P/A on Math 2010 + # P/A on Science 2010 </td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; width: 10px;"></td> <td style="text-align: left; padding-left: 10px;"> # Exam Cohort RLA 2011 + # Exam Cohort Math 2011 + # Exam Cohort Science 2011 + # Exam Cohort RLA 2010 + # Exam Cohort Math 2010 + # Exam Cohort Science 2010 </td> </tr> </table>	# P/A on RLA 2011 + # P/A on Math 2011 + # P/A on Science 2011 + # P/A on RLA 2010 + # P/A on Math 2010 + # P/A on Science 2010		# Exam Cohort RLA 2011 + # Exam Cohort Math 2011 + # Exam Cohort Science 2011 + # Exam Cohort RLA 2010 + # Exam Cohort Math 2010 + # Exam Cohort Science 2010
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High School Example:

<p style="color: blue; font-weight: bold;">[School Y]</p> <p style="text-align: center; font-weight: bold;">Blended</p>	=	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"> # P/A on Algebra I 2011 + # P/A on Biology I 2011 + # P/A on English I 2011 + # P/A on English II 2011 + # 2011 graduates + # P/A on Algebra I 2010 + # P/A on Biology I 2010 + # P/A on English I 2010 + # P/A on English II 2010 + # 2010 graduates </td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; width: 10px;"></td> <td style="text-align: left; padding-left: 10px;"></td> </tr> </table>	# P/A on Algebra I 2011 + # P/A on Biology I 2011 + # P/A on English I 2011 + # P/A on English II 2011 + # 2011 graduates + # P/A on Algebra I 2010 + # P/A on Biology I 2010 + # P/A on English I 2010 + # P/A on English II 2010 + # 2010 graduates		
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³ From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period (As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv))

<p>2009-10 and 2010-11 2-year "success rate"</p>	<p>=</p>	<p># Exam Cohort Algebra I 2011 + # Exam Cohort Biology I 2011 + # Exam Cohort English I 2011 + # Exam Cohort English II 2011 + # 2011 Graduation Cohort + # Exam Cohort Algebra I 2010 + # Exam Cohort Biology I 2010 + # Exam Cohort English I 2010 + # Exam Cohort English II 2010 + # 2010 Graduation Cohort</p>
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- Rank schools based on blended 2-year success rates across measures to identify the top 5% of schools with the highest aggregate rates of achievement:

**EXAMPLE: Rank Two-Year Blended Success Rates by School
(Lowest Rank = Highest-Performing School)**

	Two-year Blended Success Rate (2009/10- 2010/11)	Rank	
SCHOOL A	5%	6	<i>--> "Priority school" (same methodology)</i>
SCHOOL B	10%	5	
SCHOOL C	12%	4	
SCHOOL X	24.0%	3	
SCHOOL Y	27%	2	
SCHOOL Z	40%	1	<i>--> "Reward school"</i>

Calculation: "Highest-Progress" Methodology

- Rank TVAAS Composite Index scores (provided by SAS Institute)

Calculation: Exemption based on Significant Gaps that are widening⁴

1. Refer to Focus list calculations
2. Identify schools with any achievement gap greater than the State median achievement gap for that subgroup
3. For identified schools in step #2, identify whether any gaps are widening (i.e. whether achievement gaps are larger in 2010-11 than in 2009-10)
4. If a school has any achievement gap larger than the state median achievement gap for that subgroup and any achievement gaps are widening, then the school is excluded from being a Reward school

⁴ This is mandated by the waiver application. The USED states: "A school may not be classified as a 'highest-performing' school if there are significant achievement gaps across subgroups that are not closing in the school" and "A school may not be classified as a 'high-progress school' if there are significant achievement gaps across subgroups that are not closing in the school." (US Department of Education, *ESEA Flexibility*, September 23, 2011)

PRIORITY SCHOOLS: METHODOLOGY FOR IDENTIFYING BOTTOM 5% SCHOOLS ON PROFICIENCY

Overview:

- Priority schools¹ are the 5% lowest-performing schools in the state
- TDOE has developed, in collaboration with external technical advisors, the following methodology to identify “lowest-performance” (same as highest-performance reward methodology):
 - Calculate a composite proficiency rate (“success rate”) for all students in a school, in order to have one comparable number across sub-groups
 - Rank schools based on “success rate”
- Note: Elementary/Middle Schools and High Schools were assessed separately using different measures; Schools that span both levels were assessed in both categories

Data inputs

- 2009-10 and 2010-11 data sets²
- **Elementary/Middle Measures:**
 - TCAP Math, Science, RLA data
 - Total # of students tested (3-8 aggregate)
 - # of students tested who scored “proficient” or “advanced”
- **High School Measures:**
 - End-of-course exams: Algebra I, Biology I, English I, English II³
 - Total # of students tested
 - # of students tested who scored “proficient” or “advanced”
 - Graduation rate
 - Total # of students in graduation cohort⁴
 - # of students who graduate in four years with a regular high school diploma

¹ The USED states: “A ‘priority school’ is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State...based on the achievement of the ‘all students’ group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the ‘all students’ group.” (US Department of Education, *ESEA Flexibility*, September 23, 2011)

² Tennessee TCAP cut scores were recalibrated in 2009-10, which means 2008-9 data is not comparable. However, going forward, we intend to include 3-years of data, beginning with our final list run in summer of 2012.

³ Data for Algebra II and English III will be included when available

⁴ From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period (As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv))

Calculation

1. Calculate a 2-year “success rate” for all students, by school, based on the number of students who scored “proficient” or “advanced” on any exam and the number who graduated in high school, out of the total number of students who took any of the corresponding exams and the number in the graduation cohort in high school

Elementary/Middle Schools Example:

<p>[School X]</p> <p>Blended</p> <p>2009-10 and 2010-11</p> <p>2-year “success rate”</p>	<p>=</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"> <p># P/A on RLA 2011 + # P/A on Math 2011 + # P/A on Science 2011 + # P/A on RLA 2010 + # P/A on Math 2010 + # P/A on Science 2010</p> </td> <td style="border-bottom: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;"> <p># Exam Cohort RLA 2011 + # Exam Cohort Math 2011 + # Exam Cohort Science 2011 + # Exam Cohort RLA 2010 + # Exam Cohort Math 2010 + # Exam Cohort Science 2010</p> </td> <td></td> </tr> </table>	<p># P/A on RLA 2011 + # P/A on Math 2011 + # P/A on Science 2011 + # P/A on RLA 2010 + # P/A on Math 2010 + # P/A on Science 2010</p>		<p># Exam Cohort RLA 2011 + # Exam Cohort Math 2011 + # Exam Cohort Science 2011 + # Exam Cohort RLA 2010 + # Exam Cohort Math 2010 + # Exam Cohort Science 2010</p>	
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<p># Exam Cohort RLA 2011 + # Exam Cohort Math 2011 + # Exam Cohort Science 2011 + # Exam Cohort RLA 2010 + # Exam Cohort Math 2010 + # Exam Cohort Science 2010</p>						

High School Example:

<p>[School Y]</p> <p>Blended</p> <p>2009-10 and 2010-11</p> <p>2-year “success rate”</p>	<p>=</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"> <p># P/A on Algebra I 2011 + # P/A on Biology I 2011 + # P/A on English I 2011 + # P/A on English II 2011 + # 2011 graduates + # P/A on Algebra I 2010 + # P/A on Biology I 2010 + # P/A on English I 2010 + # P/A on English II 2010 + # 2010 graduates</p> </td> <td style="border-bottom: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;"> <p># Exam Cohort Algebra I 2011 + # Exam Cohort Biology I 2011 + # Exam Cohort English I 2011 + # Exam Cohort English II 2011 + # 2011 Graduation Cohort + # Exam Cohort Algebra I 2010 + # Exam Cohort Biology I 2010 + # Exam Cohort English I 2010 + # Exam Cohort English II 2010 +</p> </td> <td></td> </tr> </table>	<p># P/A on Algebra I 2011 + # P/A on Biology I 2011 + # P/A on English I 2011 + # P/A on English II 2011 + # 2011 graduates + # P/A on Algebra I 2010 + # P/A on Biology I 2010 + # P/A on English I 2010 + # P/A on English II 2010 + # 2010 graduates</p>		<p># Exam Cohort Algebra I 2011 + # Exam Cohort Biology I 2011 + # Exam Cohort English I 2011 + # Exam Cohort English II 2011 + # 2011 Graduation Cohort + # Exam Cohort Algebra I 2010 + # Exam Cohort Biology I 2010 + # Exam Cohort English I 2010 + # Exam Cohort English II 2010 +</p>	
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2010 Graduation Cohort

2. Rank schools based on blended 2-year success rates across measures to identify the bottom 5% of schools with the lowest aggregate rates of achievement:

**EXAMPLE: Rank Two-Year Blended Success Rates by School
(Highest Rank = Lowest-Performing School)**

	Two-year Blended Success Rate (2009/10- 2010/11)	Rank	
SCHOOL A	5%	6	--> "Priority school"
SCHOOL B	10%	5	
SCHOOL C	12%	4	
SCHOOL X	24.0%	3	
SCHOOL Y	27%	2	
SCHOOL Z	95%	1	--> "Reward school" (same methodology)

FOCUS SCHOOLS: METHODOLOGY FOR IDENTIFYING SCHOOLS WITH THE LARGEST GAPS

Overview:

- Focus Schools¹ are the 10% of schools that are:
 1. High schools with a three-year average graduation rate less than 60% that have not otherwise been identified as “Priority”
 2. Schools with sub-groups that have less than **5%** composite performance on the TCAP for grades three through eight, or composite performance on Algebra and English assessments in high school²
 3. Schools with the largest within-school gaps between sub-groups
- Identifying pathway #3: schools with the largest gaps, requires a new comprehensive method for conducting gap analyses
- TDOE has developed, in collaboration with external technical advisors, the following methodology:
 1. Calculate a composite proficiency rate for each comparison group in a school, in order to have one comparable number across comparison groups
 2. Calculate the “gap” between up to four corresponding comparison sets within a school (1. Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students; 2. Economically Disadvantaged vs. Non-ED; 3. English Learners vs. Non-EL; 4. Students with Disabilities vs. Non-SWD), in order to capture the depth of each gap
 3. Weight the size of each gap by the percentage of students in the school who are negatively impacted by the gap (i.e who are in the underperforming comparison group), in order to capture the breadth of the gap
 4. Once the depth and breadth has been captured into a single weighted average gap for each of up to four comparison sets in a school, average the weighted gaps to arrive at a “gap index” number that can be used as a point of comparison across schools
 5. Rank schools based on their “gap index” numbers
- There are two “safe harbors” that can exempt a school from “focus” identification:
 1. Every comparison group in a school is performing at or above the State proficiency/graduation levels for all students
 2. Every comparison set (e.g. Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All students) has reduced its gap by at least 6% in the last year (equivalent to gap closure AMO)
- Note: Elementary/Middle Schools and High Schools were assessed separately using different measures; Schools that span both levels were assessed in both categories

¹ The USED states: “A ‘focus school’ is ...a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates. An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.” (US Department of Education, *ESEA Flexibility*, September 23, 2011)

² Note: the threshold calculation is based on “success rates” (step #1 of gap analysis calculation) that are less than 5% for any subgroup.

Pathway #3: Gap Analysis Explanation*Data Inputs:*

- 2009-10 and 2010-11 data sets³
- **Elementary/Middle Measures:**
 - TCAP Math, Science, RLA data
 - Total # of students tested (3-8 aggregate)
 - # of students tested who scored “proficient” or “advanced”
- **High School Measures:**
 - End-of-course exams: Algebra I and English II
 - Total # of students tested
 - # of students tested who scored “proficient” or “advanced”
 - Graduation rate
 - Total # of students in graduation cohort ⁴
 - # of students who graduate in four years with a regular high school diploma
- All data disaggregated by comparison groups:
 - Comparison group of racial/ethnic sub-groups currently performing below the state average
 - All students
 - Economically Disadvantaged
 - Non – Economically Disadvantaged
 - Students with Disabilities
 - Non – Students with Disabilities
 - English Learners
 - Non – English Learners

Calculation:

1. Calculate a 2-year “success rate” for each comparison group, by school, based on the number of students who scored “proficient” or “advanced” on any exam and the number who graduated in high school, out of the total number of students who took any of the corresponding exams and the number in the graduation cohort in high school

³ Tennessee TCAP cut scores were recalibrated in 2009-10, which means 2008-9 data is not comparable. However, going forward, we intend to include 3-years of data, beginning with our final list run in summer of 2012.

⁴ From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period (As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv))

Elementary/Middle Schools Example:

<p style="text-align: center; color: green;">[School X]</p> <p style="text-align: center;">Blended</p> <p style="text-align: center;">2009-10 and 2010-11</p> <p style="text-align: center;">2-year [COMPARISON GROUP] “success rate”</p>	=	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> # P/A [Comparison Group] on RLA 2011 + # P/A [Comparison Group] on Math 2011 + # P/A [Comparison Group] on Science 2011 + # P/A [Comparison Group] on RLA 2010 + # P/A [Comparison Group] on Math 2010 + # P/A [Comparison Group] on Science 2010 </td> </tr> <tr> <td style="padding: 5px;"> # Exam [Comparison Group] Cohort RLA 2011 + # Exam [Comparison Group] Cohort Math 2011 + # Exam [Comparison Group] Cohort Science 2011 + # Exam [Comparison Group] Cohort RLA 2010 + # Exam [Comparison Group] Cohort Math 2010 + # Exam [Comparison Group] Cohort Science 2010 </td> </tr> </table>	# P/A [Comparison Group] on RLA 2011 + # P/A [Comparison Group] on Math 2011 + # P/A [Comparison Group] on Science 2011 + # P/A [Comparison Group] on RLA 2010 + # P/A [Comparison Group] on Math 2010 + # P/A [Comparison Group] on Science 2010	# Exam [Comparison Group] Cohort RLA 2011 + # Exam [Comparison Group] Cohort Math 2011 + # Exam [Comparison Group] Cohort Science 2011 + # Exam [Comparison Group] Cohort RLA 2010 + # Exam [Comparison Group] Cohort Math 2010 + # Exam [Comparison Group] Cohort Science 2010
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High School Example:

<p style="text-align: center; color: blue;">[School Y]</p> <p style="text-align: center;">Blended</p> <p style="text-align: center;">2009-10 and 2010-11</p> <p style="text-align: center;">2-year [COMPARISON GROUP] “success rate”</p>	=	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> # P/A [Comparison Group] on Algebra I 2011 + # P/A [Comparison Group] on English II 2011 + # 2011 graduates [Comparison Group] + # P/A [Comparison Group] on Algebra I 2010 + # P/A [Comparison Group] on English II 2010 + # 2010 graduates [Comparison Group] </td> </tr> <tr> <td style="padding: 5px;"> # Exam [Comparison Group] Cohort Algebra I 2011 + # Exam [Comparison Group] Cohort English II 2011 + # 2011 Graduation [Comparison Group] Cohort + # Exam [Comparison Group] Cohort Algebra I 2010 + # Exam [Comparison Group] Cohort English II 2010 + # 2010 Graduation [Comparison Group] Cohort </td> </tr> </table>	# P/A [Comparison Group] on Algebra I 2011 + # P/A [Comparison Group] on English II 2011 + # 2011 graduates [Comparison Group] + # P/A [Comparison Group] on Algebra I 2010 + # P/A [Comparison Group] on English II 2010 + # 2010 graduates [Comparison Group]	# Exam [Comparison Group] Cohort Algebra I 2011 + # Exam [Comparison Group] Cohort English II 2011 + # 2011 Graduation [Comparison Group] Cohort + # Exam [Comparison Group] Cohort Algebra I 2010 + # Exam [Comparison Group] Cohort English II 2010 + # 2010 Graduation [Comparison Group] Cohort
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2. Calculate the size of the achievement gap between comparison sets by school:

All students	Comparison group of racial/ethnic sub-groups currently performing below the state average	Gap size
60%	40%	60%-40% = 20%

Non-ED	ED	Gap size
50%	25%	$50\% - 25\% = 25\%$

Non-EL	EL	Gap size
40%	30%	$40\% - 30\% = 10\%$

Non-SWD	SWD	Gap size
45%	30%	$45\% - 30\% = 15\%$

3. Weight the size of each achievement gap based on the percent of the under-performing population size, by school:

Comparison group of racial/ethnic sub-groups currently performing below the state average v. All Students gap	% Comparison group of racial/ethnic sub-groups currently performing below the state average of Tested Cohort	Weighted Gap
20%	50%	$20\% \times 50\% = 10\%$

ED vs. Non-ED	% ED of Tested Cohort	Weighted Gap
25%	70%	$25\% \times 70\% = 17.5\%$

ELL vs. Non-ELL	% EL of Tested Cohort	Weighted Gap
10%	20%	$10\% \times 20\% = 2\%$

SWD vs. Non-SWD	% SWD of Tested Cohort	Weighted Gap
15%	30%	$15\% \times 30\% = 4.5\%$

4. Average the weighted gaps by school to arrive at an average weighted gap that accounts for both magnitude of gap size and magnitude of students impacted by gap, across all sub-groups and all within-school gaps:

EXAMPLE: Average Weighted Achievement Gaps

	Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All Students Weighted Gap	ED vs. Non-ED Weighted Gap	ELL vs. Non-ELL Weighted Gap	SWD vs. Non-SWD Weighted Gap	"Gap Index" (Average of Weighted Gaps where 1% = 1 point)
SCHOOL X	10.0%	17.5%	2.0%	4.5%	$= [10\% + 17.5\% + 2\% + 4.5\%] \div 4 = 8.5$
SCHOOL Y	15%	1%			$= [15\% + 1\%] \div 2 = 8.0$
SCHOOL Z	15%		3%	5%	$= [15\% + 3\% + 5\%] \div 3 = 7.7$

5. Rank the average weighted achievement gaps across schools to identify the schools with the largest, pervasive achievement gaps

EXAMPLE: Rank Average Weighted Gaps Across Schools (Highest Rank = Largest Cross-School Achievement Gap)

	Average Weighted Gaps	Rank
SCHOOL A	20	6
SCHOOL B	15	5
SCHOOL C	10	4
SCHOOL X	8.5	3
SCHOOL Y	8.0	2
SCHOOL Z	7.7	1

--> "Focus school"

*** Safe Harbors:**

Schools that meet the following criteria will receive "safe harbor" and will not be identified as "focus schools" if:

- 1) Every sub-group in a school is performing at or above the State proficiency/graduation levels for all students

- 2) Every corresponding sub-group set (e.g. Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All Students) has reduced its gap by at least 6% (equivalent to gap closure AMO)

Exemption #1: If “success rates” for every sub-group for 2010-11 (or the last year of the three year data set) data is greater than the State average 2011 success rate for all students

- 2010-11 High School State Average Success Rate = **63.4%**
- 2010-11 Elementary/Middle School State Average Success Rate = **48.3%**

Elementary/Middle Schools 2010-11 Success Rate Calculation:

<p>[School X]</p> <p>2010-11</p> <p>[COMPARISON GROUP]</p> <p>“Success Rate”</p>	=	<p># P/A [Comparison Group] on RLA 2011 + # P/A [Comparison Group] on Math 2011 + # P/A [Comparison Group] on Science 2011</p> <hr/> <p># Exam [Subgroup] Cohort RLA 2011 + # Exam [Subgroup] Cohort Math 2011 + # Exam [Subgroup] Cohort Science 2011</p>
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High Schools 2010-11 Success Rate Calculation:

<p>[School Y]</p> <p>2010-11</p> <p>[COMPARISON GROUP]</p> <p>“Success Rate”</p>	=	<p># P/A [Comparison Group] on Algebra I 2011 + # P/A [Comparison Group] on English II 2011 + # 2011 graduates [Comparison Group] +</p> <hr/> <p># Exam [Comparison Group] Cohort Algebra I 2011 + # Exam [Comparison Group] Cohort English II 2011 + # 2011 Graduation [Comparison Group] Cohort +</p>
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* The above calculations must be done for all comparison groups in a school, and all comparison groups must clear the respective State average success rate for the school level to be granted SAFE HARBOR

Exemption # 2: If the change in gap size has reduced by at least 6% (equivalent to gap closure AMO) from 2010 to 2011 (or between the last two years of the data set)

1. Calculate annual success rates by comparison groups:

2009-10 Success Rates

All Students	Comparison group of racial/ethnic sub-groups currently performing below the state average	Gap size
55%	30%	55%-30% = 25%

2010-11 Success Rates

All Students	Comparison group of racial/ethnic sub-groups currently performing below the state average	Gap size
70%	60%	70%-60% = 10%

2. Calculate percent reduction in gap size from 2009-10 to 2010-11

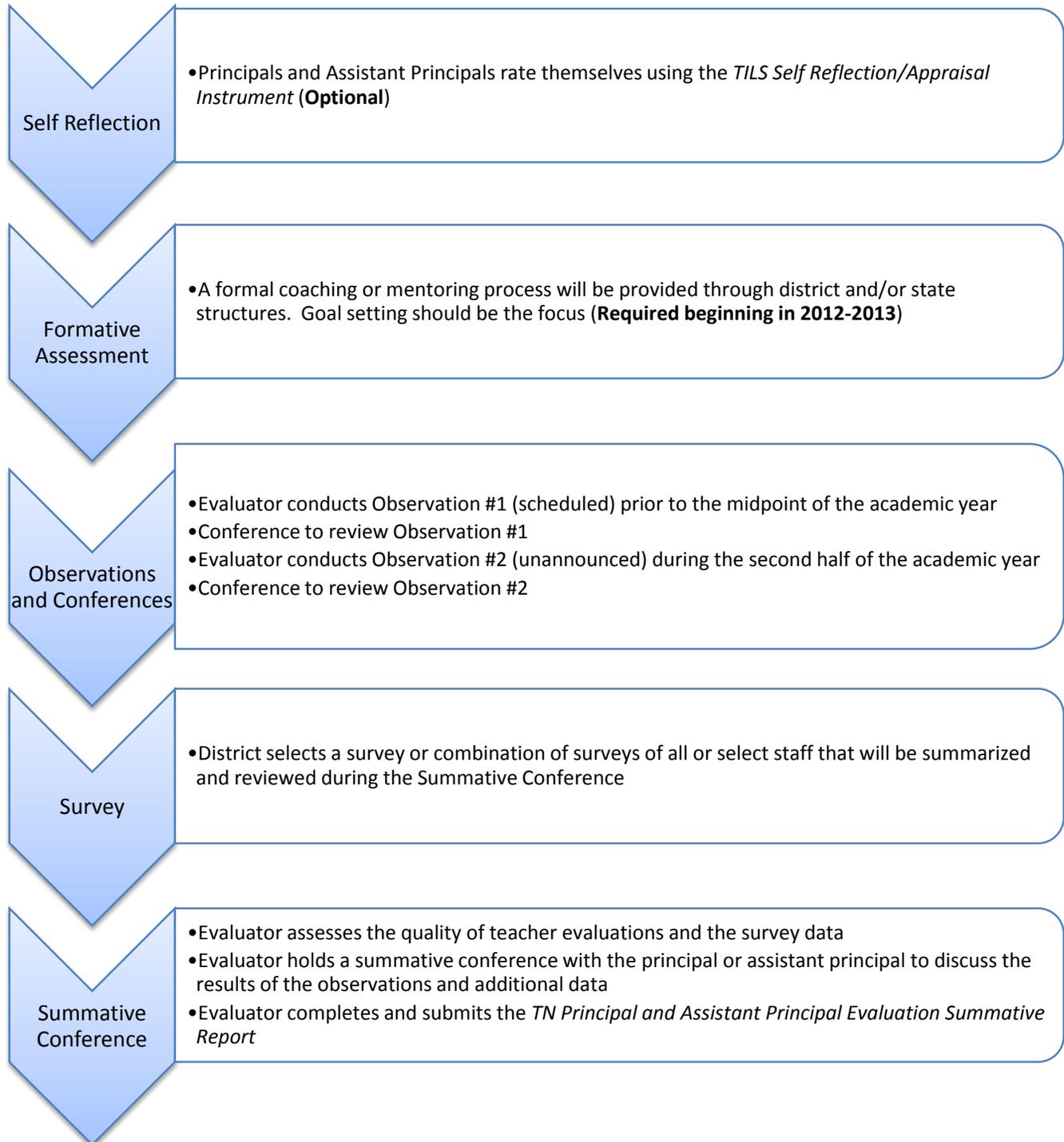
	2009-10 Gap	2010-11 Gap	Point change in success rate	Percent reduction
Comparison group of racial/ethnic sub-groups currently performing below the state average vs. All Students	25%	10%	25% - 10% = 15%	15% ÷ 25% = 60%

* The above calculations must be done for all comparisonsets in a school, and all achievement gaps in a school must achieve equal to or greater than a 6% gap reduction between the last two years of the data set to be granted SAFE HARBOR

ACCOUNTABILITY SYSTEM: Resources and timeline for interventions

Identification Timeline	Priority Schools	Focus Schools	Reward Schools
Schools identified November 14, 2011 through the ESEA Flexibility Waiver application	Approximately \$40-45M grant competition to begin in December 2011 with awards by March 2012 (School Improvement Grant Cohort 2 funds)	Possible competition using School Improvement Grant Cohort 2 funds	All Reward Schools eligible for resources based upon identification at end of 2011-12
Schools identified at end of 2011-12	School Improvement Grant Cohort 3 funds and First to the Top Renewal Schools Funds to be allocated conditional upon approval of Race to the Top amendment by USED	Approximately \$5M (State funds and First to the Top Renewal Schools Funds conditional upon approval of Race to the Top amendment by USED)	Approximately \$2M (First to the Top Focus Schools Funds conditional upon approval of Race to the Top amendment by USED)
Schools identified at end of 2012-13	Not applicable	Approximately \$5M (State funds and First to the Top Renewal Schools Funds conditional upon approval of Race to the Top amendment by USED)	Approximately \$2M (First to the Top Focus Schools Funds conditional upon approval of Race to the Top amendment by USED)
Schools identified at end of 2013-14 and in future years	<p>Achievement School District will utilize available local, state and federal funds allocated to schools on a per pupil basis for approximately 35 schools by 2014-15</p> <p>LEA Innovation Zones will utilize available local, state and federal funds allocated to schools on a per pupil basis for approximately 30 schools</p> <p>Any future federal school improvement funds will be allocated to ASD and LEA Innovation Zones</p>	State funds and any future federal school improvement funds	<p>Any future federal school improvement funds</p> <p>State or private funds</p>

Principal Evaluation Process (Phase 1)*



*The Phase 1 Process is used to evaluate administrators new to their district, school, and/or level and those scoring *Below Expectations* or *Significantly Below Expectations* on their most recent evaluation.

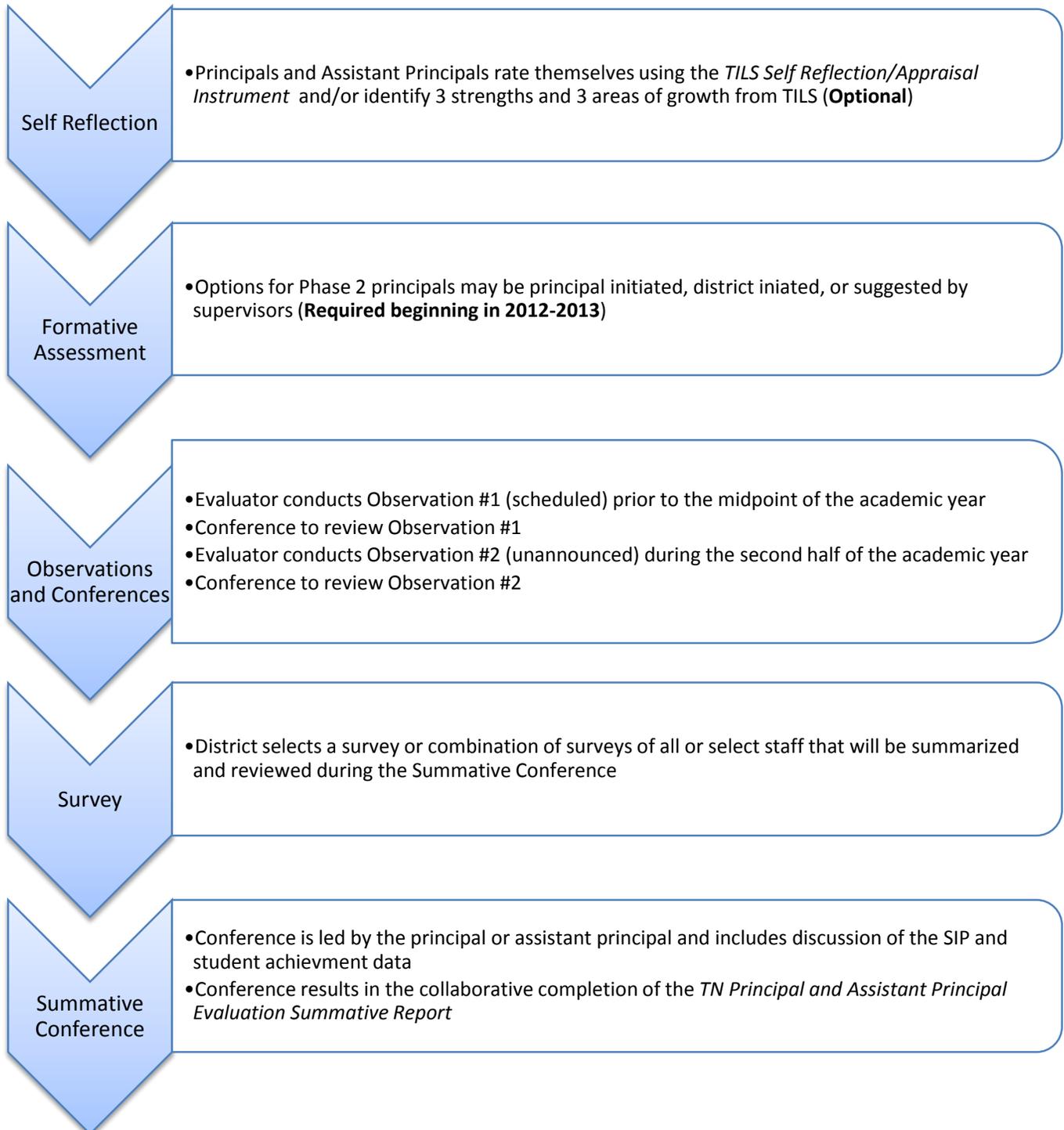
The Phase 2 Process is used to evaluate veteran administrators who scored *At Expectations* or above on their most recent evaluation.

Principal Evaluation Timeline – Phase 1 Administrator

The Phase 1 Process will be used to evaluate administrators new to their district, school, and/or level and those scoring Below Expectations or Significantly Below Expectations on their most recent evaluation

Timeline	Component	Evaluator Steps	Administrator Steps
August	Self-Reflection	None	<ol style="list-style-type: none"> 1. Principals and assistant principals may rate themselves in all areas of TILS using the <i>TILS Self Reflection / Appraisal Instrument (Optional)</i> 2. Principals and assistant principals may also identify 3 strengths and 3 areas of growth from the TILS (Optional)
Late August – September	Formative Assessment	<ol style="list-style-type: none"> 1. Facilitate a formal coaching/mentoring process provided through district and/or state structures 2. Goal setting is the focus 3. Goals may be aligned with self-reflection, school data, and/or areas for growth (Required beginning in 2012-2013) 	<ol style="list-style-type: none"> 1. Participate in the formal coaching/mentoring process provided through district and/or state structures <ul style="list-style-type: none"> • Goal setting is the focus • Goals may be aligned with self-reflection, school data, and/or areas for growth (Required beginning in 2012-2013)
During the First Half of the Academic Year	Observation #1 (Announced)	<ol style="list-style-type: none"> 1. Schedule Observation #1 and notify principal or assistant principal 2. Conduct Observation #1 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance 3. Schedule a post-conference and provide feedback from Observation #1 	<ol style="list-style-type: none"> 1. Schedule Observation #1 with the evaluator 2. Attend post-conference to receive feedback from Observation #1 from the evaluator 3. Implement feedback
During the Second Half of the Academic Year	Observation #2 (Unannounced)	<ol style="list-style-type: none"> 1. Conduct Observation #2 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance 2. Schedule a post-conference and provide feedback from Observation #2 	<ol style="list-style-type: none"> 1. Attend post-conference to receive feedback from Observation #2 from the evaluator 2. Implement feedback
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Survey Component	<ol style="list-style-type: none"> 1. Collect data from a survey or combination of surveys of all or select staff selected by the district 2. Summarize the survey data for review during the summative conference 	<ol style="list-style-type: none"> 1. Help to implement any surveys selected by the district with fidelity
Flexible/Ongoing <i>(Completed Prior to the Summative Conference)</i>	Teacher Evaluation Component	<ol style="list-style-type: none"> 1. Review the quality of implementation of the teacher evaluation system 2. Review the quality of feedback given to teachers as the result of classroom observations 3. Review whether teacher observation ratings appropriately differentiate between teachers' effectiveness 	<ol style="list-style-type: none"> 1. Implement the teacher evaluation system with a high degree of fidelity 2. Provide high quality feedback to teachers as the result of classroom observations 3. Provide the evaluator with requested data or documents needed to assess the quality of teacher evaluations
May - June	Summative Conference	<ol style="list-style-type: none"> 1. Schedule Summative Conference 2. Review the results from the observations, survey data, and quality of teacher evaluations prior to the conference 3. Conduct the Summative Conference <ul style="list-style-type: none"> • Review the sources of data that informed the evaluation • Discuss ratings on the <i>Tennessee Principal and Assistant Principal Evaluation</i> form 	<ol style="list-style-type: none"> 1. Provide any data needed by the evaluator prior to the Summative Conference 2. Attend the Summative Conference

Principal Evaluation Process (Phase 2)*



*The Phase 1 Process is used to evaluate administrators new to their district, school, and/or level and those scoring *Below Expectations* or *Significantly Below Expectations* on their most recent evaluation.

The Phase 2 Process is used to evaluate veteran administrators who scored *At Expectations* or above on their most recent evaluation.



Principal Evaluation Timeline – Phase 2 Administrator

The Phase 2 Process will be used to evaluate veteran administrators who scored At Expectations or above on their most recent evaluation

Timeline	Component	Evaluator Steps	Administrator Steps
August	Self-Reflection	None	<ol style="list-style-type: none"> 1. Principals and assistant principals may rate themselves in all areas of TILS using the <i>TILS Self Reflection / Appraisal Instrument (Optional)</i> 2. Principals and assistant principals may also identify 3 strengths and 3 areas of growth from the TILS (Optional)
August – September	Formative Assessment	<ol style="list-style-type: none"> 1. Facilitate options for formative assessment that may be district initiated, supervisor suggested, or principal initiated (Required beginning in 2012-2013) 	<ol style="list-style-type: none"> 1. Participate in selected district initiated, supervisor suggested or principals initiated formative assessment (Required beginning in 2012-2013)
During the First Half of the Academic Year	Observation #1 (Announced)	<ol style="list-style-type: none"> 1. Schedule Observation #1 and notify principal or assistant principal 2. Conduct Observation #1 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance 3. Schedule a post-conference and provide feedback from Observation #1 	<ol style="list-style-type: none"> 1. Schedule Observation #1 with the evaluator 2. Attend post-conference to receive feedback from Observation #1 from the evaluator 3. Implement feedback
During the Second Half of the Academic Year	Observation #2 (Unannounced)	<ol style="list-style-type: none"> 1. Conduct Observation #2 using the <i>Tennessee Principal and Assistant Principal Evaluation</i> form for guidance 2. Schedule a post-conference and provide feedback from Observation #2 	<ol style="list-style-type: none"> 1. Attend post-conference to receive feedback from Observation #2 from the evaluator 2. Implement feedback
Flexible/Ongoing (Completed Prior to the Summative Conference)	Survey Component	<ol style="list-style-type: none"> 1. Collect data from a survey or combination of surveys of all or select staff selected by the district 2. Summarize the survey data for review during the summative conference 	<ol style="list-style-type: none"> 1. Help to implement any surveys selected by the district with fidelity
Flexible/Ongoing (Completed Prior to the Summative Conference)	Teacher Evaluation Component	<ol style="list-style-type: none"> 1. Review the quality of implementation of the teacher evaluation system 2. Review the quality of feedback given to teachers as the result of classroom observations 3. Review whether teacher observation ratings appropriately differentiate between teachers' effectiveness 	<ol style="list-style-type: none"> 1. Implement the teacher evaluation system with a high degree of fidelity 2. Provide high quality feedback to teachers as the result of classroom observations 3. Provide the evaluator with requested data or documents needed to assess the quality of teacher evaluations
May - June	Summative Conference	<ol style="list-style-type: none"> 1. Schedule Summative Conference 2. Participate in the principal-led Summative Conference <ol style="list-style-type: none"> a. Discuss School Improvement Plan (including survey data and goals) b. Analyze student achievement data c. Complete the <i>Tennessee Principal and Assistant Principal Evaluation Form</i> 3. Record the final ratings 	<ol style="list-style-type: none"> 1. Review the School Improvement Plan and student achievement data prior to the Summative Conference 2. Lead the Summative Conference <ol style="list-style-type: none"> a. Discuss School Improvement Plan (including survey data and goals) b. Analyze student achievement data



Final Report of the Teacher Evaluation Advisory Committee

Prepared by the TN Department of Education for Senate Finance Ways and Means Sunset Hearing
May 10, 2011

TEAC Context and Statutory Responsibility

Established under Tennessee's *First to the Top Act* in January 2010, the 15-member Teacher Evaluation Advisory Committee (TEAC) is charged with developing and recommending broad parameters for the components to be included in the state's new educator evaluation system.

TEAC Statutory Responsibilities and Timeline

Statutory charge outlined in *TN code Annotated, Section 49-1-302(d)(1) and (2)* includes:

- *"The committee shall develop and recommend to the board, guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure"*
 - Teacher and Principal Evaluation guidelines and criteria (see p.2 for highlights)
 - Approved by SBOE on first reading on 10.29.10
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
 - Teacher and Principal Evaluation local-level grievance procedures (see p.2 for highlights)
 - Approved by SBOE on first reading on 1.28.11
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
- *"Fifteen percent (15%) shall be based on other measures of student achievement selected from a list of such measures developed by the TEAC and adopted by the board."*
 - Teacher and Principal Evaluation 15% student achievement options (see p. 2)
 - TEAC unanimously approved list of options for each educator group on 1.27.11
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
- *"(iii) Notwithstanding subdivisions (i) and (ii) above, if a particular teacher's or principal's growth data, as described in subdivision (1) above, reflects attainment of a specific achievement level, to be recommended by the TEAC and adopted by the board, then such student growth data may, at the choice of the individual being evaluated, comprise fifty percent (50%) of their evaluation."*
 - Approved by SBOE on first reading on 10.29.10
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11

TEAC Non-Statutory Areas to Consider

Members of the Committee raised a number of issues for the Tennessee Department of Education (DOE) and the State Board of Education (SBOE) to consider that help support and fully implement the state's new evaluation system. These issues, though integral to the fidelity of implementation of the new system, are not part of the TEAC statutory requirements. As such, the committee prepared a memo outlining these remaining considerations, which has been submitted to the Commissioner of



Education, State Board and Governor since the final TEAC meeting on 4.6.11. These considerations include: evaluator training, data delivery, oversight, and future evaluation of central office staff.

Highlights of the TEAC recommended and SBOE approved policy for the new evaluation system include:

“The committee shall develop and recommend to the board, guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure”

- Evaluations will differentiate teachers and principals into five effectiveness groups: significantly below expectations, below expectations, meets expectations, above expectations, and significantly above expectations;
- The Department of Education will work to develop growth measures for those educators without TVAAS data; in lieu of approved growth measures, school-wide value-added data will be used for those educators’ 35 percent growth component while other measures are developed;
- Local-level evaluation grievance procedures provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education; disputes are to be resolved at the lowest possible level.

“Fifteen percent (15%) shall be based on other measures of student achievement selected from a list of such measures developed by the TEAC and adopted by the board.”

- For the 15 percent menus of options, educators can, in collaboration with their supervisors, choose from their educator category’s menu of options; options include state assessments, TVAAS, ACT/SAT suites, national or state off-the-shelf assessments approved by the Department of Education, AP/IB/NIC suites, graduation rate/CTE concentrator graduation rate, postsecondary matriculation/persistence/placement, completion/success in advanced coursework, 9th grade promotion to the 10th grade.

“(iii) Notwithstanding subdivisions (i) and (ii) above, if a particular teacher’s or principal’s growth data, as described in subdivision (1) above, reflects attainment of a specific achievement level, to be recommended by the TEAC and adopted by the board, then such student growth data may, at the choice of the individual being evaluated, comprise fifty percent (50%) of their evaluation.”

- Educators whose growth score is in the top three quintiles will be able to use this score for the entire 50% student achievement component.

Other criteria for the evaluations:

- 50 percent of the evaluation will be based on qualitative data in four domains, Planning, Environment, Professionalism, and Instruction, drawn from:
 - Multiple and frequent observations (four annually for professionally licensed staff, six annually for apprentice staff)
 - Written and in-person feedback within a week of observation
- Principals and assistant principals who spend at least 50 percent of their time on administrative duties will be evaluated according to a qualitative appraisal instrument based on the Tennessee Instructional Leadership Standards (TILS).



Tennessee's Plan to Measure Student Growth in Untested Subjects and Grades

Educator evaluation in Tennessee is changing from an infrequent, compliance-driven process that does not differentiate teachers' needs or skills to an annual process that includes solid data, is linked to meaningful supports and decisions, and helps educators improve their practice. Beginning in July 2011, all educators will be evaluated under new guidelines recommended by the Teacher Evaluation Advisory Committee (TEAC), approved by the State Board of Education, and administered by the Department of Education. The new system is designed to link professional development, promotion, compensation, tenure, and renewal decisions with specific, identifiable educator needs. The system will provide a fair, transparent, and data-driven process that uses student growth as one of multiple measures for gauging teacher and principal effectiveness.

Teachers who teach grades or subjects that are not tested through TVAAS, as well as educators who are not in the classroom like library media specialists, counselors and social workers – roughly 55 percent of the state's educators – do not have their own teacher effect scores.¹ Under the new state statute, student learning growth for all educators, including those without teacher effect scores, must be counted as 35 percent of the evaluation.

Criteria for Measuring Student Growth in Untested Subjects and Grades

Certain criteria are important to consider when identifying measures to determine teacher impact on student learning. Tennessee statute requires that the measures used in untested subjects and grades are "comparable" to TVAAS. In addition, the measures must be of high quality. This means that the state intends the measures to be, to the maximum extent possible, *valid* (meaning they provide an accurate representation of the subject area being assessed), *reliable* (meaning the results are fair and will yield similar results if the tests are repeated multiple times), easily understood and *transparent* for educators and students, adaptable to identify learning growth from two points in time or against comparable students, *practical* and *fiscally responsible*.

A Proposed Process for Identifying Student Growth Goals and Measures

For all educators of subjects or grades where an individual teacher effect measure is not currently available, three steps will need to be taken to incorporate student learning growth in the evaluation:

1. Determine what assessment instruments will be used to assess growth for that teacher's students, and how assessment instruments will be used;
2. Determine what is an appropriate level of growth to maintain progress in a subject area toward state standards of learning; and
3. Calculate and report the growth achieved in a timely manner.

Managing and Informing the Process

¹ New state end-of-course tests are rolling out beginning in 2009; for some subjects, two or more years of data will not be available until fall 2012.

Tennessee's Guiding Principles for Measuring Student Growth

1. Educators in untested subjects and grades, state officials and district officials all will be involved in identifying measures.
2. Measures used in untested subjects and grades should produce results that are comparable to TVAAS. To the maximum extent possible, the measures should be valid, reliable, transparent, able to discern student growth, practical and fiscally responsible.
3. The state will determine clear processes to select measures, approve measures, and develop baseline and expected one-year gains for all measures.
4. Tennessee will collaborate with other states and districts on this work.

The overall process will include a detailed summary of existing research in the area of untested subjects and grades, ample opportunities for discussions among educators in untested subjects and grades, identification of potential measures by educators, a process for narrowing the options that involves psychometric expertise, and a vetting process once options have been identified. The state will manage this complex effort and will provide communication around the process, activities and results.

Development Teams of Practitioners

Because of the unprecedented nature of this work, the process that the state adopts to develop the measures may be as important as which measures are selected. A clear process that is transparent and articulated to all stakeholders will yield more support for the measures that are selected. There are literally hundreds of subjects that are not tested through statewide measures. Tennessee proposes to convene Development Teams comprised of educators and subject matter experts, organized in 12 categories (see box at right) to help guide this work.

Vetting Growth Measures: The Teacher Evaluation Technical Advisory Group

To ensure maximum quality and fairness, the Department of Education will also convene a Teacher Evaluation Technical Advisory Group to develop a standardized process and criteria for identifying measures to guide the work of the Development Teams and determine processes for calculating a year's worth of growth. Additionally, the Teacher Evaluation Technical Advisory Group will oversee the process for determining one year's worth of growth for each measure.

Determining the Final List of Approved Measures: Tennessee Department of Education

All recommendations from the Teacher Evaluation Technical Advisory Group will go to the Department of Education, which will approve all measures, regardless of which entity (educators, districts, state, testing consortium, or commercial test publisher) identifies or develops the measures. The outcome of the Department process will be the identification of at least one growth measure for all subjects and grades. The Department will be responsible for laying out a plan for districts to follow based on the growth measure chosen (implementing a pre- and post-test, acquiring the tests, training, etc.).

Conclusion

The goal of the growth measures work is to ensure high quality, fair and transparent measures for all types of educators. Tennessee has few precedents for this work. The state, along with a handful of states and districts, is forging new ground on developing growth measures in untested subjects and grades. As part of the plan, Tennessee will incorporate lessons learned through networks and regular communication with other states and districts engaged in this work.

Tennessee understands that this work is very difficult and that the state will need to refine both the process and measures over time. To this end, the state intends to be flexible, and to make necessary adjustments throughout the development process and in subsequent years. This approach allows for that flexibility while engaging educators in a thoughtful, intentional way.

Potential Groupings of Educators

1. Pre-kindergarten – Grade 3
2. Performing/fine arts (e.g., art, music, dance, theatre, photography)
3. Computer Technology
4. Educators with caseloads (social workers, counselors, psychologists, speech and language specialists)
5. Library Media Specialists
6. Physical Education/Health Education/Wellness
7. Career/Technical Education
8. World Languages
9. English Language Learner Specialists
10. Special Education Specialists
11. High School Courses in English, Math, Science and Social Studies without State Tests
12. Academic Interventionists



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Early Evidence from Tennessee's Teacher Evaluation Field Test

Presentation prepared for the Teacher Evaluation Advisory Committee

April 6, 2011

For more details contact the Tennessee Consortium on Research, Evaluation, and Development
(1-615-322-5538; or PMB 0044, 230 Appleton Place, Nashville, TN 37203-5721)



Summary: Framing the Field Test

- Ensuring a great teacher is at the front of the room is a critical step we can take to help students succeed and provide excellent academic opportunity to all.
- Past research has shown that educator evaluation systems rarely shed light on the strengths and needs of educators, or facilitate a process for analysis and continuous improvement.
- Educators and teachers in Tennessee exercised considerable initiative and leadership to make the field test successful, while also taking time to offer feedback that will help inform ways to improve program.



Outline

- Purpose of the study
- Participants
- Data collection
- Preliminary findings
- Next steps



Purpose

- Study the development and operation of the TN teacher evaluation field test with the intent to inform:
 - Implementation
 - Resources and Capacity
 - Perceptions and Opinions

Student outcomes relative to the evaluation process will be examined, but only in the longer term, and not as part of the field test.



Participants by Model

	TN Framework	TAP Rubric	AIMS TIGER	COACH
Districts	31	31	21	1
Schools	60	45	47	78
Personnel	2373	1822	1619	2596



Data Collection

- Observed observer/evaluator trainings.
- Fielded survey on program implementation and teacher and evaluator perceptions and attitudes toward program.
- Will conduct principal focus groups to gather feedback regarding the principal evaluation field test in May 2011.
- Will continue data collection and evaluation activities.



Survey Response Rates

	TN Framework	TAP Rubric	AIMS TIGER	COACH
Invitations	2373	1822	1619	2596
Responses	1272	1048	928	1412
Resp. Rate	54%	58%	57%	54%
Schools	60	45	47	78



Years of Experience

		TN Framework	TAP Rubric	AIMS TIGER	COACH
Teacher	<i>Total Exp.</i>	14.1	13.2	14.2	13.6
	<i>Present District</i>	11.1	10.2	10.8	10.2
	<i>Present School</i>	7.9	7.5	9.2	6.7
Evaluator	<i>Total Exp. (admin. /coach)</i>	9.3	6.8	8.1	9.7
	<i>Total Exp. (teaching)</i>	15.2	13.2	13.9	12.0
	<i>Present District</i>	13.5	12.7	11.1	10.6



Teachers By Schooling Level and Subject

		TN Framework	TAP Rubric	AIMS TIGER	COACH
Level	Elementary	49%	37%	65%	47%
	Middle	22%	19%	17%	22%
	High	25%	39%	12%	26 %
	Other	5%	6%	6%	5%
Subject	ELA/Read.	51%	45%	63%	46%
	Math	45%	40%	57%	43%
	Perform. Arts	7%	6%	5%	6%
	Phys. Educ.	4%	4%	5%	4%
	Spec. Educ.	13%	11%	9%	13%



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Preliminary Findings

Implementation



Position of Classroom Observer

	TN Framework	TAP Rubric	AIMS TIGER	COACH
Principal	81%	71%	77%	92%
Asst. Principal	58%	58%	49%	79%
Dept. Head	8%	12%	15%	4%
Math/Lit. Coach	12%	13%	10%	9%
Other Teacher	6%	7%	12%	3%
Non-School	12%	16%	9%	10%
Other	11%	9%	9%	4%

How would you describe the professional status of your classroom observer(s)?

Note: As reported by teachers. More than one answer per respondent possible.



Number of Evaluations Completed

	TN Framework	TAP Rubric	AIMS TIGER	COACH	
Observations	1 to 3	53%	67%	71%	11%
	4 to 5	6%	6%	11%	29%
	6 +	3%	1%	3%	57%
	None	37%	26%	15%	2%
Implemented...	Sept. 2010	Jan. 2011	Nov. 2010	Sept. 2010	

During this school year how many times has someone formally observed you teaching?

Note: As reported by teachers. Respondents answering “None” were not administered questions about their experience with observations.



Average Length of Observation

	TN Framework	TAP Rubric	AIMS TIGER	COACH
< 10	7%	3%	5%	22%
10 to 15	14%	6%	20%	48%
15 to 20	13%	11%	26%	18%
20 to 30	15%	18%	29%	7%
30 to 40	21%	24%	13%	2%
40 +	27%	36%	6%	2%
Other	3%	1%	1%	1%

Length of Obs. (min.)

How many minutes did the individual(s) conducting the observations stay in your classroom during your most recent observation?



Days Between Observation and Verbal Feedback

	TN Framework	TAP Rubric	AIMS TIGER	COACH	
Teacher	<3	67%	61%	68%	90%
	3 to 10	24%	33%	27%	9%
	11 to 20	4%	3%	4%	1%
	20 +	4%	3%	2%	0%
Evaluator	<3	77%	82%	65%	100%
	3 to 10	20%	16%	33%	0%
	11 to 20	1%	0%	2%	0%
	20 +	1%	2%	0%	0%

How much time passed before you received verbal feedback regarding your observation



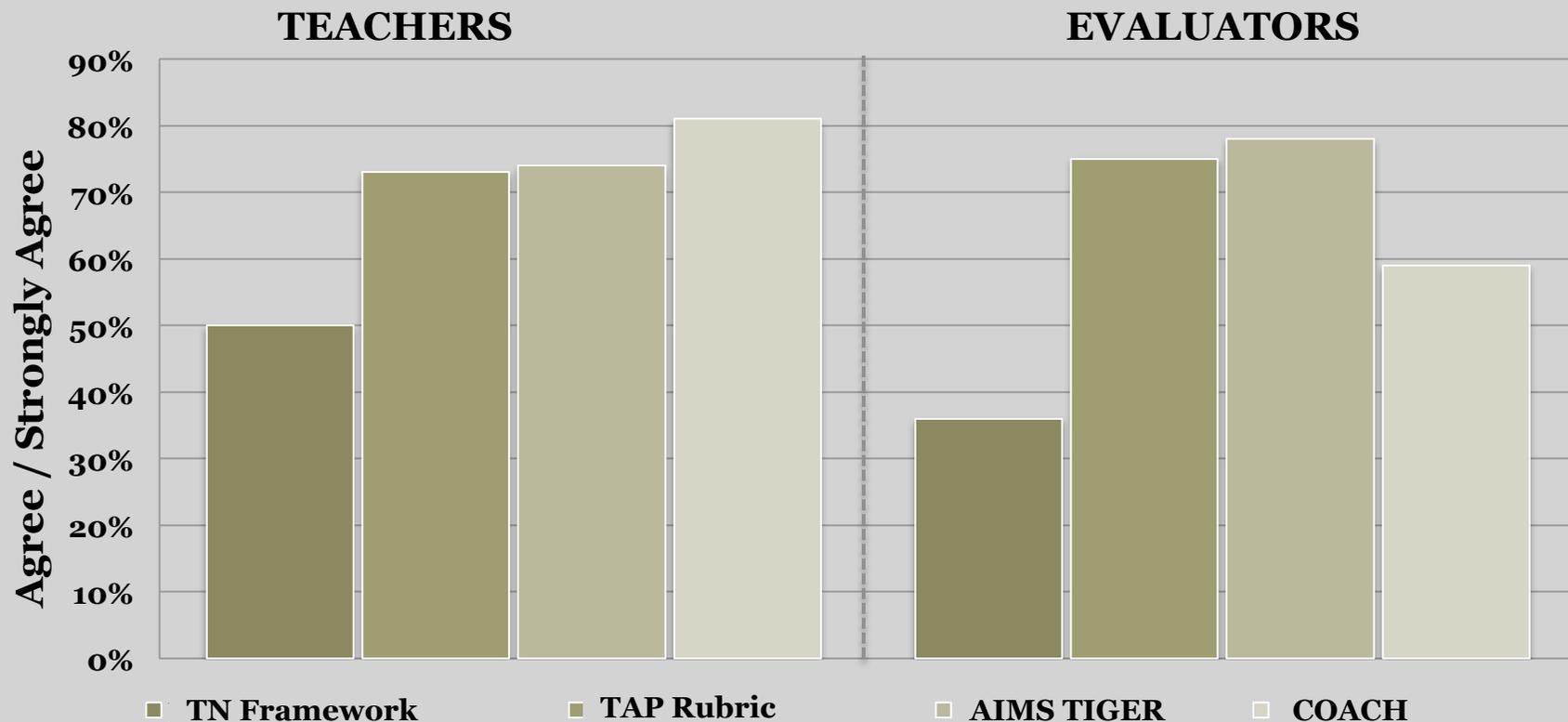
Days Between Observation and Written Feedback

	TN Framework	TAP Rubric	AIMS TIGER	COACH	
Teacher	<3	64%	57%	59%	82%
	3 to 10	27%	37%	34%	16%
	11 to 20	6%	4%	5%	1%
	20 +	3%	2%	2%	1%
Evaluator	<3	66%	84%	66%	79%
	3 to 10	31%	14%	33%	21%
	11 to 20	2%	0%	2%	0%
	20 +	2%	2%	0%	0%

How much time passed before you received written feedback regarding your observation



Percentage of respondents who *agreed or strongly agreed* with the statement, *Tennessee's plans for teacher evaluation have been clearly communicated to me.*





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Preliminary Findings

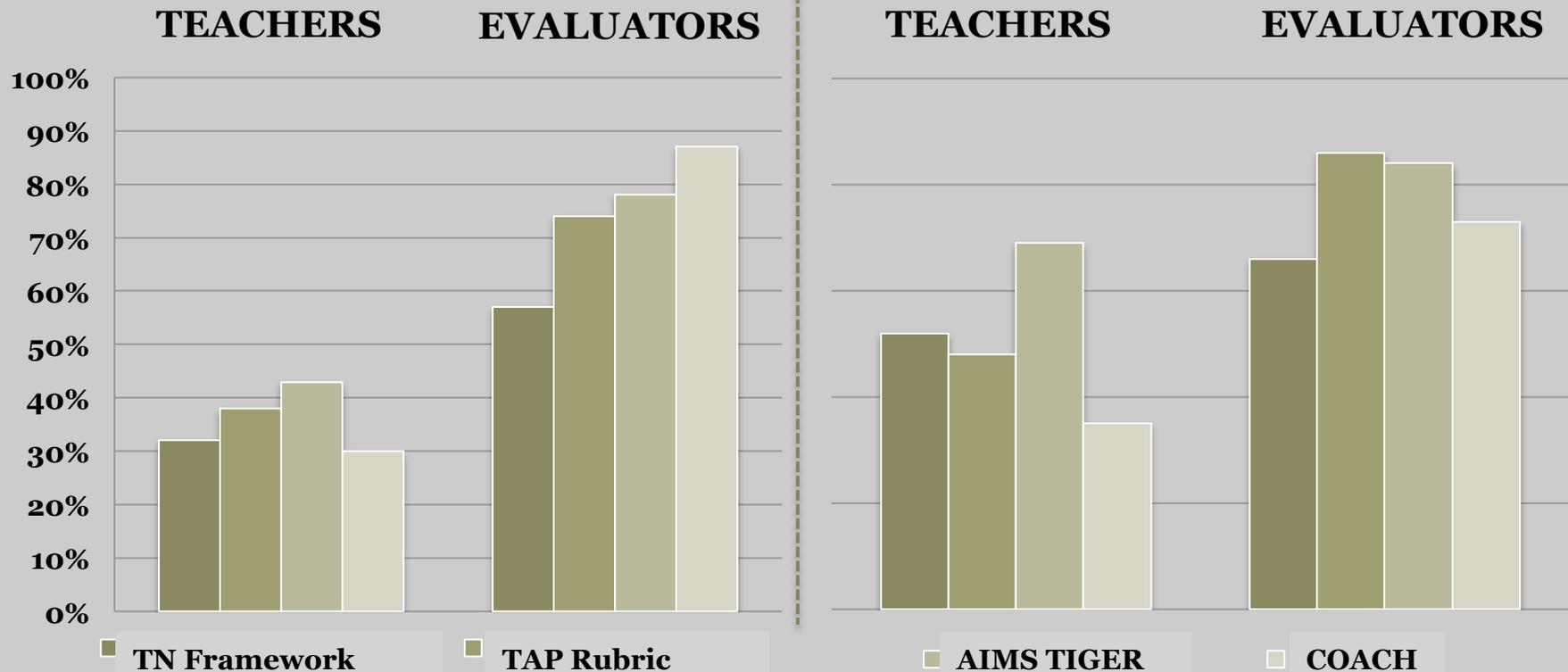
Resources and Capacity



Percentage of respondents who stated that the model for teacher evaluation had *increased* or *significantly increased* their workload relative to the following areas:

Interacting with Other Teachers to Improve Instruction

Completing Observation and Evaluation Task

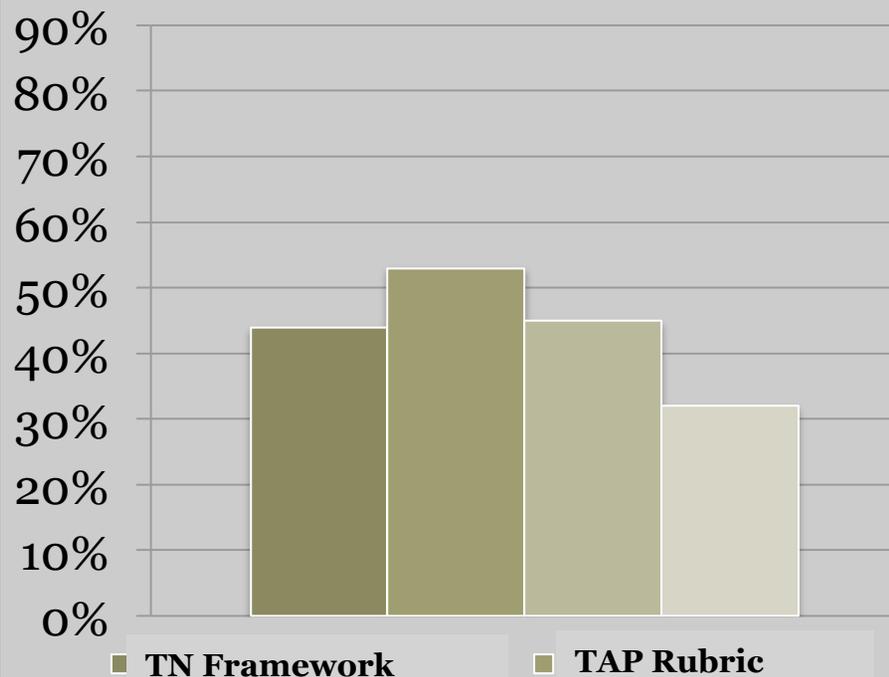




Percentage of respondents who stated that the model for teacher evaluation had *increased* or *significantly increased* their workload relative to the following areas:

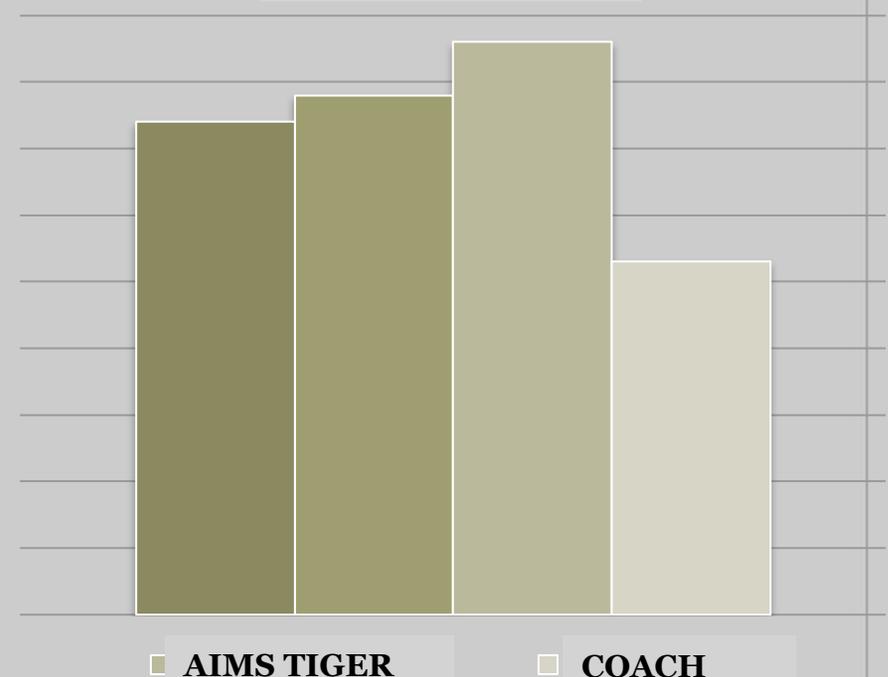
Developing Lesson Plans

TEACHERS



Completing Paperwork

EVALUATORS





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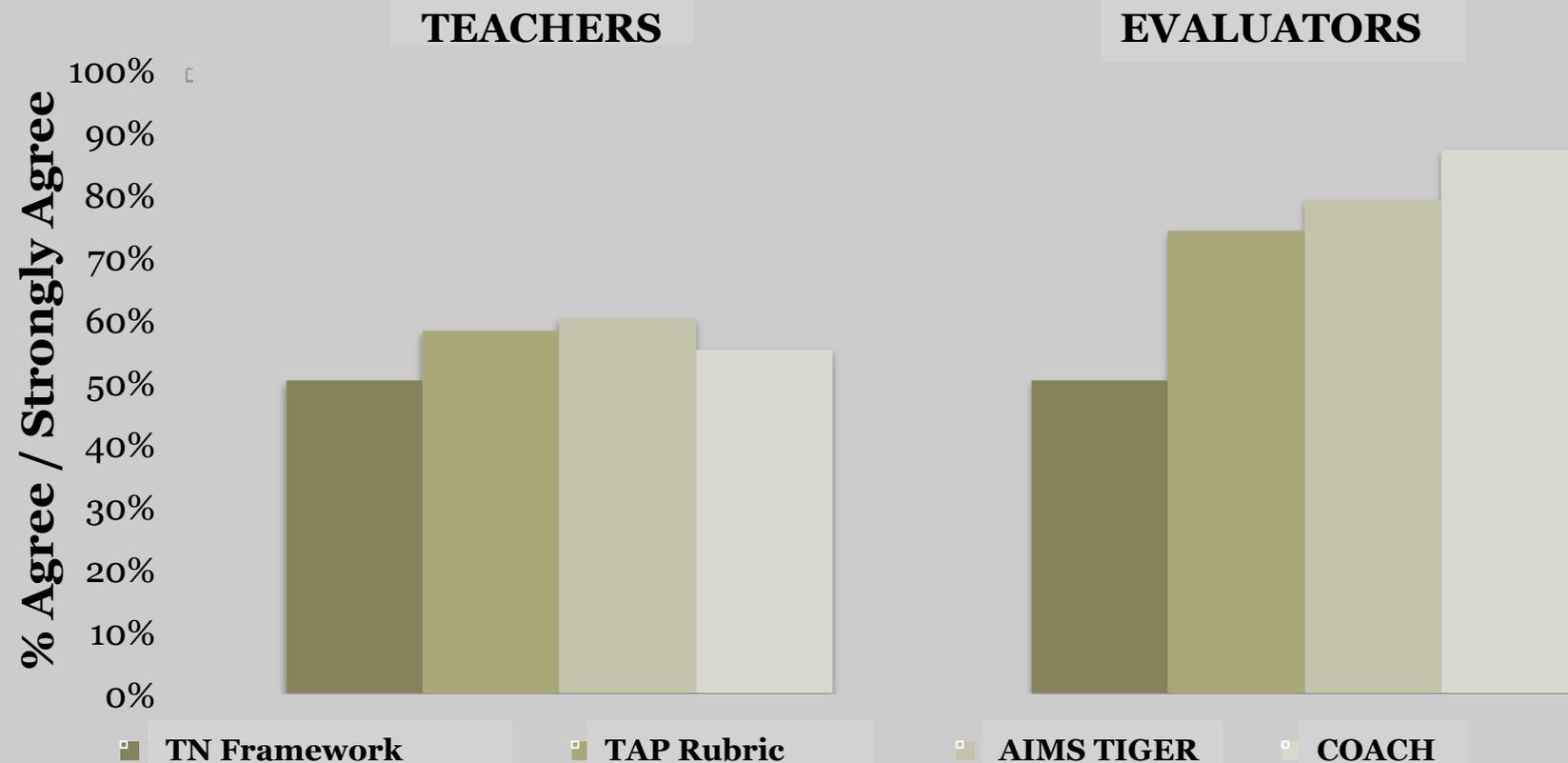
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Preliminary Findings

Perceptions and Opinions



Percentage of respondents who *agreed or strongly agreed* with the statement, *Teacher evaluation systems used at this school contribute to greater collegiality and professionalism among teachers.*





Purpose of Most Recent Observation

	TN Framework	TAP Rubric	AIMS TIGER	COACH
<i>... give you feedback to help you improve your teaching.</i>	85%	89%	84%	84%
<i>... make a judgment about your performance.</i>	74%	75%	70%	66%

Extent to which teachers agreed or strongly agreed with the statement, *Thinking of your most recent observation was it designed to...*



Top Benefits Realized with Observation System (Teachers)

	TN Framework	TAP Rubric	AIMS TIGER	COACH
1	Provides useful feedback	Provides useful feedback	Provides useful feedback	Provides useful feedback
2	Encourages reflection	Encourages strategies to improve instruction	Encourages reflection	Observation process requires less time and paperwork.
3	Encourages strategies to improve instruction	Less paperwork	Encourages strategies to improve instruction	Accurate measure of teacher effectiveness

Note: 39% of eligible respondents from TN Framework sample offered feedback, 42% from TAP Rubric sample; 47% from the AIMS TIGER sample; and 57% from COACH sample. Appendix A contains information on open-ended response format and coding strategy.



Top Benefits Realized with Observation System (Evaluators)

	TN Framework	TAP Rubric	AIMS TIGER	COACH
1	Ability to provide feedback to teachers	Ability to provide feedback to teachers	Ability to provide feedback to teachers	More time in classrooms
2	Fosters professional interactions	Quality of the rubric	Quality of the rubric	Accurate picture of teacher effectiveness
3	Accurate picture of teacher effectiveness	Fosters professional interactions	Fosters professional interactions	Fosters professional interactions

Note: 64% of eligible respondents from TN Framework sample offered feedback, 71% from TAP Rubric sample; 69% from the AIMS TIGER sample; and 73% from COACH sample. Appendix A contains information on open-ended response format and coding strategy.



Top Challenges Realized with Observation System (Teachers)

	TN Framework	TAP Rubric	AIMS TIGER	COACH
1	Time demands	Time demands	Time demands	Fairly evaluating teachers in the allotted time
2	Subjectivity/ unclear expectations	Demands on administrators	Subjectivity/ unclear expectations	Unannounced observations are disruptive or happen at inopportune times.
3	Getting useful/ timely feedback	Negative impact on teacher morale/ stress level	Difficulty evaluating select job classifications	Demands on administrators

Note: 37% of eligible respondents from TN Framework sample offered feedback, 40% from TAP Rubric sample; 58% from the AIMS TIGER sample; and 43% from COACH sample. Appendix A contains information on open-ended response format and coding strategy.



Top Challenges Realized with Observation System (Evaluators)

	TN Framework	TAP Rubric	AIMS TIGER	COACH
1	Time demands	Time demands	Time demands	Time demands
2	Lack of flexibility	Communicating with teachers	Learning Curve/ Late implementation	Communicating with teachers
3	Subjectivity	Learning Curve/ Late implementation	Communicating with teachers	Observing all indicators in the allotted time.

Note: 62% of eligible respondents from TN Framework sample offered feedback, 78% from TAP Rubric sample; 77% from the AIMS TIGER sample; and 69% from COACH sample. Appendix A contains information on open-ended response format and coding strategy.



Recommendations

- Continue to monitor implementation of teacher evaluation programs, and begin to examine effect on intermediate and long-term outcomes.
- Ensure observers/evaluators are adequately trained and their effectiveness periodically assessed.
- Ensure that information and expectations regarding evaluation are adequately communicated to both teachers and evaluators/observers.
- Explore efficiencies afforded by technology, including logging observer ratings, collecting completed records, so on.
- Take advantage of data from observations to identify opportunities for targeted professional growth.



Educator Rubric

Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Standards and Objectives</p> 	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson’s major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson’s major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson’s major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective.
<p>Motivating Students</p> 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
<p>Presenting Instructional Content</p> 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information.
<p>Lesson Structure and Pacing</p> 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson’s structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson’s structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.



Educator Rubric

Instruction (continued)

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Activities and Materials</p> <div style="border: 2px solid black; width: 60px; height: 40px; margin: 10px 0;"></div>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc). <ul style="list-style-type: none"> • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student to student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students’ attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students’ lives; • provide opportunities for student to student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
<p>Questioning</p> <div style="border: 2px solid black; width: 60px; height: 40px; margin: 10px 0;"></div>	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension; ○ application and analysis; and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high-ability students.



Educator Rubric

Instruction (continued)

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Academic Feedback</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.
<p>Grouping Students</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
<p>Teacher Content Knowledge</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
<p>Teacher Knowledge of Students</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px 0;"></div>	<ul style="list-style-type: none"> Teacher practices display understanding of each student’s anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.



Educator Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Thinking</p> <div style="border: 2px solid black; width: 60px; height: 40px; margin-left: 10px;"></div>	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; <u>and</u> monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; practical thinking, where students use, apply, and implement what they learn in real-life scenarios; creative thinking, where students create, design, imagine, and suppose; and research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; and analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; or analyze problems from multiple perspectives and viewpoints.
<p>Problem Solving</p> <div style="border: 2px solid black; width: 60px; height: 40px; margin-left: 10px;"></div>	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing



Educator Rubric

Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Instructional Plans</p> <div style="border: 2px solid black; width: 60px; height: 50px; margin: 10px 0;"></div>	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and little evidence that the plan provides some opportunities to accommodate individual student needs.
<p>Student Work</p> <div style="border: 2px solid black; width: 60px; height: 50px; margin: 10px 0;"></div>	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
<p>Assessment</p> <div style="border: 2px solid black; width: 60px; height: 50px; margin: 10px 0;"></div>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.



Educator Rubric

Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Expectations</p> 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
<p>Managing Student Behavior</p> 	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
<p>Environment</p> 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
<p>Respectful Culture</p> 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.



ADMINISTRATOR EVALUATION OBSERVATION FORM

Updated 10/17/2011

Tennessee Instructional Leadership Standards (TILS) and Indicators	Ratings Descriptors: 1 – Significantly Below Expectations – limited implementation and unsatisfactory knowledge 2 – Below Expectations – partial implementation and basic knowledge 3 – At Expectation – consistent implementation 4 – Above Expectation – consistent implementation with successful adaptation to school context 5 – Significantly Above Expectations – exemplary implementation with innovation that leads to dramatic gains in student outcomes						
	1	2	3	4	5	School Administrator: Evaluator: Date of Observation 1 _____ Date of Observation 2 _____ School: _____ Year: _____	
	Significantly Below Expectation	Below Expectation	At Expectation	Above Expectation	Significantly Above Expectation		
Standard A – Continuous School Improvement	1	2	3	4	5	Notes	Score
1. Leads the process of developing the school’s vision, mission and goals.							
2. Creates and sustains an organizational culture that supports the school’s vision, mission and goals.							
3. Effectively implements clear strategies focused on student achievement and learning.							
4. Develops, implements and reviews data informed school-wide improvement plans.							
						Total Points for Standard A:	
Standard B – Culture for Teaching and Learning	1	2	3	4	5		
1. Creates a safe and effective learning environment for all students.							
2. Creates and maintains a school culture of high academic expectations for all students.							
3. Develops and sustains a secure and disciplined learning environment for all students.							
4. Develops and sustains a school culture that maximizes instructional time.							



ADMINISTRATOR EVALUATION OBSERVATION FORM

Updated 10/17/2011

5. Creates a shared responsibility among teachers, staff, students and parents for student learning.								
6. Demonstrates ability to implement changes in school operations when necessary.								
7. Encourages the school community to build professional relationships that result in productive learning environment.								
8. Establishes and cultivates strong relationships between parents/guardians and the school community.								
9. Establishes clear lines of communication with teachers, staff, parents, students, and community members								
							Total Points for Standard B:	
Standard C – Instr. Leadership/Assessment								
	1	2	3	4	5			
1. Supports teachers to analyze student achievement data to drive instruction.								
2. Ensures student access to a rigorous curriculum and the support necessary for all students to meet high expectations.								
3. Works to embed numeracy and literacy across the curriculum in all subject areas.								
4. Oversees the implementation of research-based best practices in classroom instruction.								
5. Regularly communicates student progress to appropriate stakeholders.								
							Total Points for Standard C:	
Standard D – Professional Growth								
	1	2	3	4	5			
1. Recruits, hires and makes other personnel decisions in alignment with the school's mission and goals.								
2. Models continuous personal professional development.								
3. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.								
4. Works in collaboration with the school community to implement high-quality professional development that is tailored to the school's needs and is focused on increasing student achievement.								
							Total Points for Standard D:	



ADMINISTRATOR EVALUATION OBSERVATION FORM

Updated 10/17/2011

Standard E – Management of the School						1	2	3	4	5		
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.												
2. Constantly focuses on increasing achievement.												
3. Prepares and monitors an annual operational school budget that aligns with the school's improvement plan.												
4. Identifies potential problems and proactively addresses problems.												
5. Works to involve the community in support of the school's mission and goals.												
											Total Points for Standard E:	
Standard F – Ethics						1	2	3	4	5		
1. Performs all professional responsibilities with integrity and fairness.												
2. Makes decisions within an ethical context and respecting the dignity of all.												
3. Considers legal, moral and ethical implications when making decisions.												
4. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.												
5. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.												
											Total Points for Standard F:	
Standard G – Diversity						1	2	3	4	5		
1. Creates an inclusive environment for decision-making.												
2. Continuously strives to recruit, hire and retain a diverse staff.												
3. Interacts effectively with diverse individuals and groups.												
											Total Points for Standard G:	



ADMINISTRATOR EVALUATION OBSERVATION FORM

Updated 10/17/2011

Quality of Teacher Evaluation	1	2	3	4	5		
1. Performs the teacher evaluation with a high degree of fidelity to the approved Tennessee evaluation model.							
2. Provides accurate, high-quality feedback on teacher practices and classroom outcomes.							
3. Observation ratings appropriately differentiate between teachers' effectiveness							
						Total points for Quality of Teacher Evaluation	

Evidence Base for Observations/Evaluation

- Observations (required)
- Surveys (required)
- Student achievement data (required)
- Student/parent/teacher feedback
- Portfolios
- Walkthroughs
- School Improvement Plan

Goals for School Leader (Box expands to accommodate text.)

Signatures below indicate that the school leader and supervisor have discussed the information contained in this document.

Principal or Assistant Principal Signature _____

Date _____

Supervisor Signature _____

Date _____

Tennessee Department of Education
Application for Approval of Alternate Qualitative Evaluation Instrument/Process
Developer Form
Due May 2, 2011

Directions: Provide the information requested below. This application form is a Word document, so where narrative is required, please insert it directly into the document. **Attach a copy of the rubric and the observation recording forms to this application for submission.** A hard copy of the application with required original signatures should be submitted to:

Tim Gaddis, TN Department of Education
 710 James Robertson Parkway
 Andrew Johnson Tower, 5th Floor
 Nashville, TN 37243

Developer Information

Name of Organization or District: _____

Primary Contact Person: _____

Address: _____

Phone: _____ **E-mail Address:** _____

Department Use Only

Received: Date _____

Reviewed by: _____

Assurances

I/we hereby assure that this alternate model meets all guidelines and criteria set forth by the Tennessee State Board of Education on April 15, 2011, including the following:

- (1) The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement.
- (2) Evaluations will be used to inform human capital decisions, including, but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
- (3) Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.
- (4) The qualitative appraisal instrument must contain the following domains: Planning, Environment, Professionalism, Instruction.
- (5) All approved models shall include, but are not limited to a review of prior evaluations, personal conferences to discuss strengths, weaknesses, and remediation, and classroom observation visits.
- (6) All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum of at least 60 minutes each school year. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.
- (7) Evaluators will provide written feedback within one week of each observation visit to the educator and schedule an in-person debrief with the educator within one week of each observation visit.

Authorized Signature for Model Developer

Date

I/we hereby assure that the model developer will cooperate with TN CRED in the ongoing study of the effectiveness of the model through the 2013-14 academic year.

Authorized Signature for Model Developer

Date

In the space below, describe the research base that informed the development of this model.

(Use as much space as necessary)

In the space below, describe the pilot of the instrument, including but not limited to the description and number of participants, timeframe of the pilot, the training process, and documented outcomes.

(Use as much space as necessary)

TEAM Updates

District leaders,

We are continuing the weekly updates and sharing additional guidance in an effort to support the implementation of TEAM. Please let me know if you have any questions or requests for additional information.

Sincerely,
Emily Barton
emily.barton@tn.gov



I. New Guidance and Resources:

- A. **State Board of Education Observation Policy Change:** Last week, the State Board of Education adopted a policy change to allow two observations to be completed during one classroom visit. The attached document "A" provides guidance on what the change means for implementation. A FAQ section is also included at the end of the document.
- B. **Observation Data Reports:** On November 9, 2011, TDOE will distribute reports with data from the TEAM Data System to directors via email. Directors whose districts have entered observation data in the data system will receive a one page report summarizing the data across their district and an additional spreadsheet with school by school data. Both the district report and the spreadsheet with school by school data will include the number of observations completed and entered in the data system, the distribution of scores across the district, and average scores for all indicators on the TEAM rubric. Additional guidance about these reports will be included in the email. We will provide the same reports with updated data on November 22 and December 6. The ability to produce reports directly from the TEAM Data System is projected to be available in mid-December.

II. Frequently Asked Questions this Week:

General

- A. **Currently, observers cannot enter two observation scores in the data system on the same day. Will this change?** Given the recent policy change, we are working with our vendor, My Learning Plan, to have this changed so that multiple observation scores can be entered on the same day. There will be some delay as it takes time to change programming, but hope to have this feature by November 20th. We will communicate through this e-mail when it has changed.
- B. **Will there be guidance for the Professionalism rubric?** The Professionalism rubric should be completed near the end of the school year and be based on the full year's activities. Additional guidance will be released on this rubric in January.

Administrator Evaluation

- A. **Do evaluators score each indicator on the Administrator Observation Form twice?** No. Over two observations, an evaluator completes the Administrator Observation Form, the TILS-based rubric, once. Evidence to score a particular indicator may be gathered and scored at either the

first or second observation, at the discretion of the evaluator. Only one score should be recorded for each indicator for the year.

- B. Should the Summative Rating Form be completed after each observation?** No. The Administrator Evaluation Summative Rating Form should be completed once at the end of the year and is used to combine all components of an administrator's evaluation into a final effectiveness rating.

III. Resources from Other Districts that Might be Helpful to You:

- A. Scoring Calculations Guide:** We attached a score calculations guide that we have heard from several districts has been useful when having conversations with teachers about how their scores are calculated (see attachment B). Please let us know if you have resources that have been particularly helpful to you or if you know of tools being used in other districts we should share with all directors.



Dear District and School Leaders,

The following document provides guidance on implementing the TEAM Evaluation system in light of the recent state board policy change permitting the completion of two observations in one classroom visit. Please note, the board policy change does not *require* districts to complete two observations in one classroom visit, but provides districts added flexibility if they wish to do so.

The permissible combination of observations means evaluators can look at two different domains (e.g. planning and instruction) during one classroom visit. While the suggested length below states “Lesson + 15 Min,” evaluators may adjust the time spent observing at their discretion, based on the time needed to observe multiple domains. Only one pre-conference (if announced) and post conference are required for the combined observations.

Professional License:

For professionally licensed teachers, the following is the **suggested** cycle for this year.

1. If you have **not completed any** observations this year:

	Suggested Sequence	Type	Length	Rubric	Pre-Conference	Post-Conference Type
First Semester	First	Announced	Lesson + 15 Min	Instruction Rubric and Planning Rubric	Yes	Formal
Second Semester	Second	Unannounced	Lesson + 15 Min	Instruction Rubric and Environment Rubric	No	Formal

2. If you have completed either the **planning or instruction** observations:

	Suggested Sequence	Type	Length	Rubric	Pre-Conference	Post-Conference Type
First Semester	First	Announced	15 Min	Planning Rubric	Yes	Informal
	Second	Announced	Lesson	Instruction Rubric	Yes	Formal
Second Semester	Third	Unannounced	Lesson + 15 Min	Instruction Rubric and Environment Rubric	No	Formal



Apprentice License:

For apprentice teachers, the following is the **suggested** cycle for this year. If you have **not completed any** observations, either of the two options below could be used. Since Board policy requires half of observations to be completed in each semester, at least 4 classroom visits are required of apprentice teachers.

1. If you have only completed the **planning** observation:

	Suggested Sequence	Type	Length	Rubric	Pre-Conference	Post-Conference Type
First Semester	First	Announced	15 Min	Planning Rubric	Yes	Informal
	Second	Unannounced	Lesson + 15 Min	Instruction Rubric and Environment Rubric	No	Formal
Second Semester	Third*	Unannounced	Lesson	Instruction Rubric	No	Formal
	Fourth*	Announced	Lesson	Instruction Rubric and Planning Rubric + Environment Rubric	Yes	Formal

*The order of the third and fourth observations can be switched

2. If you have already completed your **planning and instruction** observation:

	Suggested Sequence	Type	Length	Rubric	Pre-Conference	Post-Conference Type
First Semester	First	Announced	15 Min	Planning Rubric	Yes	Informal
	Second	Unannounced	Lesson	Instruction Rubric	No	Formal
	Third	Unannounced	Lesson + 15 Min	Environment Rubric	No	Formal
Second Semester	Fourth*	Unannounced	Lesson	Instruction Rubric	No	Formal
	Fifth*	Announced	Lesson	Instruction Rubric and Planning Rubric + Environment Rubric	Yes	Formal

*The order of the fourth and fifth observations can be switched



FAQs:

Has the definition of an observation changed? The definition of what constitutes an observation has not changed. When observations are combined (for example, when planning and instruction observations are completed in succession), it is still considered to be two observations. However, the State Board policy change now allows those two observations to be completed in one classroom visit.

How much time needs to be spent in the classroom for the combined observations? While the suggested length states “Lesson + 15 Min,” evaluators may adjust the time spent observing at their discretion, based on the time needed to observe multiple domains. The only time requirements are that professional teachers are observed for a minimum of 60 minutes throughout the year and apprentice teachers 90 minutes.

How do I know how and when to hold a pre- and post- conference? The tables above outline this in detail. All announced observations include a pre-conference, while unannounced observations do not. For post-conferences, any observation or observations that include the instruction domain will require a formal post-conference. Any observations that are 15 minutes will only require an informal post-conference.

How many refinement and reinforcement indicators should be completed for combined observations? Since these are still considered to be two observations, a refinement and reinforcement indicator must be included for each of the domains observed. This means that if you have evaluating planning and instruction together, you have to include a refinement and reinforcement for planning and one of each for instruction for a total of 2 refinement and 2 reinforcement indicators.

How will this affect entry into the data system? While this combines two observations into one classroom visit, you will still have to enter the two observations separately in the data system. Please note that this policy change will need to be reflected in our data system. Currently, you can only submit one observation score per day. The goal is to have this change reflected in the data system by the last week of November.

The School Services Personnel and Library Media Specialists Rubrics have different domains. Does this policy change still apply? Yes. Evaluators using these rubrics may combine observations for the equivalent of the planning, instruction, and environment domains. For example, instead of being evaluated on “instruction,” school services personnel are evaluated on “delivery of services.” An observation on “delivery of services” may be combined with an observation on “planning of services.”

Have any of the former policy requirements been removed? No. The changes just give added flexibility to how observations can be conducted. Half of a teacher’s observations must still be completed during the first semester and half must still be completed in the second semester. Likewise, the ratio of unannounced to announced observations remains half and half.

Are the charts above the only possible cycles available? The observation cycles above are only suggestions. There are other ways to combine observations, depending upon which observations have already been completed. The only requirement is that the observations still fall within State Board policy.

Score Calculations

The three evaluation components are used to compute an overall teacher effectiveness rating as shown below.

Overall Score Calculation

Overall Observation Score*:	_____	x	50	=	_____
Growth Score:	_____	x	35	=	_____
Achievement Measure Score:	_____	x	15	=	_____
Total Score	Sum				_____
	100%			Lines 1-3	_____

*Scores on the Professionalism Domain are included in the Overall Observation Score. This overall score is rounded to the hundredths place.

The total score is then converted to an overall effectiveness rating using the following table.

Score Range	Overall Effectiveness Rating
<200	1
200-274.99	2
275-349.99	3
350-424.99	4
425-500	5

Example Calculations

The examples below illustrate how various combinations of component scores would yield an overall effectiveness rating for a teacher:

	(Observation Score, Growth Score, Achievement Measure Score)	Total Score	Overall Effectiveness Rating
Teacher A	2.22, 2, 2	211	2
Teacher B	3.50, 2, 3	290	3
Teacher C	3.82, 4, 4	391	4
Teacher D	4.07, 5, 4	438.5	5

***NOTE:** As the overview document on non-tested grades and subjects, explains, in year one, teachers will use an individual or school-level TVAAS score for the 35% growth component. In future years, we expect that districts will have approved alternative growth options from which to choose for many non-tested educator groups.

Calculating Teacher Effectiveness Ratings

A teacher's overall effectiveness rating will be calculated using the three component scores as shown above. Evaluators will enter observation scores into the web-based TEAM data system as observations are completed throughout the year. TVAAS scores will be uploaded into the system as soon as possible after testing occurs. Evaluators will enter achievement measure scores when the data is available. Ultimately a final effectiveness score will be calculated in the web-based system to produce scores in the above ranges. Principals and teachers will then verify these final ratings.

For example, assume Teacher D in the table on the previous page is a professionally licensed teacher evaluated according to the TEAM rubric. As a result, their observation score is the average of the following 41 indicators*:

- 3 Planning indicators
- 4 Environment indicators
- 12 Instruction indicators from an announced observation
- 12 Instruction indicators from an unannounced observation
- 10 Professionalism indicators

If the sum of the 1-5 scores for all of these indicators was 167, the teacher's observation average (167/41) would be 4.07 when rounded to the nearest hundredth.

If this teacher's growth score was 5 and their achievement measure score was 4, their total score would be calculated as follows:

Overall Observation Score:	<u>4.07</u>	x	50	=	<u>203.5</u>
Growth Score:	<u>5</u>	x	35	=	<u>175</u>
Achievement Measure Score:	<u>4</u>	x	15	=	<u>60</u>
Total Score			100%	Sum Lines 1-3	<u>438.5</u>

This total score is then converted to an overall effectiveness rating using the table on the previous page. Teacher D's overall effectiveness rating would be 5.

***NOTE:** Apprentice teachers evaluated according to the TEAM rubric will be scored on 60 indicators. In addition to the indicators listed above, they will be scored one additional time on the instruction, planning, and environment indicators. As a result, their overall observation score will be calculated by summing the 1-5 scores on these 60 indicators, dividing by 60, and rounding this average to the nearest hundredth.

Teacher Effectiveness Descriptors

Significantly Above Expectations (425-500): A teacher at this level exemplifies the instructional skills, knowledge, and responsibilities described in the rubric, and implements them without fail. He/she is adept at using data to set and reach ambitious teaching and learning goals. He/she makes a significant impact on student achievement and should be considered a model of exemplary teaching.

Above Expectations (350-424.99): A teacher at this level comprehends the instructional skills, knowledge, and responsibilities described in the rubric and implements them consistently. He/she is skilled at using data to set and reach appropriate teaching and learning goals and makes a strong impact on student achievement.

At Expectations (275-349.99): A teacher at this level understands and implements most of the instructional skills, knowledge, and responsibilities described in the rubric. He/she uses data to set and reach teaching and learning goals and makes the expected impact on student achievement.

Below Expectations (200-274.99): A teacher at this level demonstrates some knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, but implements them inconsistently. He/she may struggle to use data to set and reach appropriate teaching and learning goals. His/her impact on student achievement is less than expected.

Significantly Below Expectations (Under 200): A teacher at this level has limited knowledge of the instructional skills, knowledge, and responsibilities described in the rubric, and struggles to implement them. He/she makes little attempt to use data to set and reach appropriate teaching and learning goals, and has little to no impact on student achievement.

Score Distribution

Statistical modeling using historical TVAAS data and historical data from implementation of comparable observation rubrics suggests that TEAM is likely to produce a full range of ratings:

Projected Range of Distribution

Score/ Rating	Predicted Distribution
1	3-5%
2	15-25%
3	40-50%
4	15-25%
5	5-10%

As this breakdown illustrates, we anticipate teacher performance in year one will yield observation scores and overall effectiveness ratings that span the complete spectrum of scores. These predicted distributions are based on the best available information, but actual year-one scores for each of the components may be different from the data used in the projections - and should be different depending on the student achievement and growth in different schools and districts. As a result, while these projections provide a good estimate of the distribution of scores that TEAM could produce, actual distributions during the first year of implementation may vary.



15% Approved Achievement Measures: Expanded Options

This document expands on the Approved Measures Matrix by the State Board of Education. The expanded types and options will be available for selection in the TEAM Data System. The options listed for “off the shelf” assessments are the most commonly used assessments statewide; this is not meant to be an exhaustive list of all options within each approved measure. Other “off the shelf” measures may be selected as long as they are used statewide or nationally. The agreed-upon measure should be a measure aligned as closely as possible to the educator’s primary responsibility.

Approved Measure	Types	Options		
State Assessments	TCAP	<ul style="list-style-type: none"> • Math • Reading • Science • Writing (5, 8, 11) • Social Studies *All TCAP tests could have ALT-MAAS, ALT-Portfolio, ELDA, and ELSA qualifications		
	End of Course Exams	<ul style="list-style-type: none"> • English I • English II • English III • Algebra I • Algebra II • U.S. History • Biology I *All End of Course Exams could have an Alternative Performance Based Measurement		
School-wide TVAAS	<ul style="list-style-type: none"> • TVAAS all • TVAAS literacy and numeracy • TVAAS literacy • TVAAS numeracy 			
ACT/SAT Suite of Assessments	ACT	<ul style="list-style-type: none"> • EXPLORE • PLAN • ACT 		
	SAT	<ul style="list-style-type: none"> • SAT • PSAT 		
“Off the Shelf” Assessments	Commonly used throughout the state and/or nationally	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • AIMS Web • Children’s Progress Academic Assessment • Istation • DIBELS • Discovery Ed/ThinkLink • DRA • MAP </td> <td> <ul style="list-style-type: none"> • ELDA • CTE Competency • Attainment • Linguafolio • STAMP • NOELLA • National Latin Exam </td> </tr> </table>	<ul style="list-style-type: none"> • AIMS Web • Children’s Progress Academic Assessment • Istation • DIBELS • Discovery Ed/ThinkLink • DRA • MAP 	<ul style="list-style-type: none"> • ELDA • CTE Competency • Attainment • Linguafolio • STAMP • NOELLA • National Latin Exam
<ul style="list-style-type: none"> • AIMS Web • Children’s Progress Academic Assessment • Istation • DIBELS • Discovery Ed/ThinkLink • DRA • MAP 	<ul style="list-style-type: none"> • ELDA • CTE Competency • Attainment • Linguafolio • STAMP • NOELLA • National Latin Exam 			



		<ul style="list-style-type: none"> • STAR Early Literacy • STAR Reading • STAR Math • SAT 10 • Terranova • Fountas-Pinell • GOLD Assessment • Kindergarten Readiness • Scholastic Suite of Assessments 	<ul style="list-style-type: none"> • National Greek Exam • Michigan Model • Learning.com • Voyager • Limelight • Classworks • OTHER**
AP/IB/NIC Suites of Assessments	Advanced Placement		
	International Baccalaureate		
	National Industry Certification (CTE)		
Graduate Rate/CTE Concentrator Graduation Rate	School Graduation Rate		
	CTE Concentrator Graduation Rate		
Postsecondary matriculation/persistence/placement	Postsecondary Matriculation		
	Postsecondary Persistence		
	Postsecondary Placement		
Completion/Success in Advanced coursework, including dual credit and dual enrollment	Dual Credit		
	Dual Enrollment		
9th grade promotion to the 10th grade/9th grade retention rate	9 th grade promotion rate to 10 th grade		
	9 th grade retention rate		

**Note: Other “off-the-shelf” assessments may be used. This list includes “off-the-shelf” assessment options used most commonly statewide and is not meant to be an all encompassing list.

TEAM Data System

The TEAM data system is a simple, online program that can be accessed from any computer with secure web-access. It is the responsibility of the evaluator to input the information from the TEAM Observation Form and the Educator Professionalism Rating Report. The system will track and share these observation scores, help users to pace their observations, and calculate the teacher's overall Effectiveness Rating. Below is more detail on the timing, steps, and supplemental resources of this system.

Development and timing:

The TEAM data system is currently under development and will be rolled out in stages for the 2011-12 School Year.

- TDOE contracted with My Learning Plan, an organization with years of experience developing similar systems in LEAs across the country, including LEAs in Tennessee.
- The first phase, launching in early Fall 2011, will be an electronic form for observers to submit observation data.*
- TDOE will have more details on the first phase, including previews of the forms and trainings, by the end of August.
- The second phase of the system, including reports on observation progress and access for teachers to view their ratings, will be launched in Spring 2012.
- As pieces of the system are rolled out during School Year 2011-12, TDOE will solicit feedback and use it to make improvements to this system on a rolling basis.

How evaluators will use the data system:

Evaluators are only asked to submit the information from the TEAM Observation Form and the Educator Professionalism Rating Report into the online TEAM data system while keeping signed paper copies of each document in the teacher's personnel file.

1. Conduct the observation and Post-Conference.
2. Fill out an electronic TEAM Observation Form within one week of the actual observation.
 - All you need is your computer and internet access to use the online system.
 - The online TEAM Observation Form is similar to the [paper form](#), and it will capture the same observer information, including the Indicator ratings, Area of Reinforcement, Area for Refinement, and any Optional Reflection.
 - The online system will not require input of the teacher self-score or reflection - that will remain on the paper version only.
 - If you conduct your first observations before the online system is up and running, we ask you to input the results from the paper form as soon as the system is ready.
3. Keep a signed copy of the paper TEAM Observation Form in the teacher's personnel file.
 - The ratings on the paper form must match the ratings entered into the online system.
4. At the end of the year, log-in to the data system to fill in the Educator Professionalism Rating Report fields for the teacher, which will give you an overall qualitative rating.
5. Keep a signed copy of the paper Educator Professionalism Rating Report in the teacher's personnel file.

What the completed data system will do for schools:

Once fully developed, the TEAM data system can support schools in tracking their observations, allow teachers to see their ratings, and help the State monitor the progress of the new evaluation system implementation. When completed, the system will:

- Provide reports that Principals and Director of Schools can use to see how many observations have been completed so far and their associated ratings.
- Allow teachers to access their completed TEAM Observation Forms, overall observation score, and final Effectiveness Rating, all of which they can use to inform their instruction going forward.
- Allow Principals to access teacher effectiveness data that can guide professional development at their schools.
- Allow LEAs and TDOE to monitor observation results in real time and offer targeted support to schools as they implement the new evaluation system.
- Calculate the final summative score from the observation data that evaluators submit. TDOE and LEAs will upload the 15% achievement and 35% growth scores into the system.

Who can see the information:

TDOE is committed to protecting the confidentiality of all observation information and will restrict access to school, LEA, and State leaders.

- Designated TDOE staff will have access to view all data in the system.
- Each LEA's Director of Schools can view all observation data in the LEA. They cannot see results for any other LEA.
- Principals can see the observation forms for all teachers in their school. They cannot see observation results for teachers in any other school or LEA.
- Additional observers at the school, such as Assistant Principals or Instructional Coaches who are doing observations, can only see the observation forms they create. They cannot see any other observation results for teachers.
- Teachers can see their own observation data.

*Observation data for Library Media Specialists and Alternative School Educators can be entered beginning in December. Maintain all paper records until then; additional information and guidance to follow.

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS) APPRAISAL INSTRUMENT

FOR SELF-REFLECTION AND DESCRIPTORS OF INDICATORS

Standard A: Continuous Improvement				
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to identify the key stakeholders and articulate ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a sound understanding of the process of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to engage the appropriate stakeholders in the process.	Leads the process of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately aligned with the district plan.	Is a leader at the district level in strategic planning and mentors developing school leaders in this school level process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to identify ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a sound understanding of the facilitation process required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to facilitate the development of these goals and strategies and implement them adequately.	Effectively implements goals and strategies that carry out the vision and mission that ensure learning for all students. A consistent focus is placed upon these goals, and the goals drive all decisions.	Able to effectively replicate the process of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while mentoring other school leaders.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is gaining knowledge of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and is able to create an organizational framework to support the implementation of the vision/mission/goals.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to coach other leaders through this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that utilizes data to develop, implement, evaluate, and revise plans for the purpose of continuous improvement. Is able to facilitate the process at the school level using formative Data Sources/Evidence.	Consistently facilitates the process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. Is able to assist other school leaders in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is beginning to establish some relationships within these groups.	Consistently develops collaborations with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Communicates and operates from a strong belief that all students can achieve academic success.	Espouses the belief that all students can be academically successful.	Espouses the belief that all students can be successful and approaches leadership tasks with this in mind.	All actions and communications with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. Is an active advocate for this belief at other levels.
Evidence:				
Standard B: Culture for Teaching and Learning An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. Is able to articulate a short and long term plan of implementation.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These cultural values are pervasive and sustainable.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. Has knowledge of internal and external constituencies that influence the learning agenda. These cultural values are sustainable. Is able to mentor other school leaders in the development of this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to identify "best practices" and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for research based and/or evidence based, effective "best practices" which are conducive to student learning. Is able to articulate a short and long term plan to develop a student focused school climate.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. Plans and executes professional development based on cultural needs. Serves as a mentor to other school leaders in establishing such a culture conducive to student learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to identify "best practices" related to school safety and security and student discipline.	Establishes a safety plan and a student discipline/code of conduct plan for school; implement, assess and monitor, and modify the plan as needed based upon school data.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success. Serves as a mentor to other school leaders in establishing such an environment.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	Is able to recognize related factors and behaviors that a leader can acquire to support the development of self-discipline and engagement in lifelong learning for the staff, students and parents.	Begins to initiate strategies aimed at developing self-discipline and reflective thought/practices for constituents (students, parents, and staff). The leader ensures that learners are engaged.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. Serves as a mentor to other school leaders in developing these leadership skills.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Facilitates and sustains a culture that protects and maximizes learning time.	Recognizes the value of protecting instructional/learning time.	Is cognizant of the need to plan for, facilitate, protect, and maximize instructional/learning time in the school setting and is able to document efforts of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. This is easily recognizable in all structures and practices within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. Serves as a mentor or coach in assisting other leaders in establishing such a culture of learning.
Evidence:				
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an understanding of tenets of effective teamwork within a school culture that is aligned with student learning. Also understands that the leadership team is an integral component to meeting the school's goals for student learning.	Has begun the process of establishing an effectively functioning team structure that builds upon staff strengths and are aligned with student learning. Demonstrates a willingness to share the responsibilities of running the school.	Ascertain the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals.	Ascertain the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. Is highly competent in setting up conditions for effective teamwork and serves as a change agent in the school and district setting. Serves as a mentor or coach in assisting other leaders in establishing effective leadership teams.
Evidence:				
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.	Has an understanding of change processes and is able to plan for the implementation of productive changes based upon sound data/evidence and research proven strategies.	Has an understanding of change processes and demonstrates the ability to lead the implementation of an appropriate change in the school based upon sound data/evidence.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes. Serves as a coach for other leaders in successfully implementing change in a school culture.
Evidence:				
8. Leads the school community in building relationships that result in a productive learning environment.	Has an understanding of the importance of relationships within the school community and beyond that result in a productive learning environment.	Is able to enhance the relationship building in the school community that is supportive of learning and collaboration.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to assess this process and continually make adjustments. Serves as an "expert" with regard to this standard beyond the school level.
Evidence:				
9. Encourages and leads challenging, research based changes.	Has an understanding of research based strategies and "best practices" that align with school reform efforts aimed at improving learning.	Considers changes that are research based. Is able to plan for, encourage others, and begin to lead the process.	Researches, networks, and collaborates to understand research based strategies/programs/issues. Leads and encourages others in this process.	Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
10. Establishes and cultivates strong, supportive family connections.	Has an understanding of the need to establish and cultivate strong, supportive family connections.	Considers connections to families and makes decisions that align with positive relationships with families.	Builds and sustains strong, supportive family connections. Is able to implement alternative methods of involving parents.	Builds and sustains strong relationships within community with families and businesses. Acts as a mentor or coach to other school leaders in this area.
Evidence:				
11. Recognizes and celebrates school accomplishments and addresses failures.	Understands the importance of recognizing and celebrating accomplishments and addressing failures at the school level.	Beginning to develop a school plan that addresses recognitions/celebrations of accomplishments and failures/needs.	Collects data as a means to support accomplishments/celebrations and to plan for addressing failures.	Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	Recognizes the importance of establishing strong lines of communication with teachers, parents, students, and stakeholders.	Communication with teachers, parents, students, and stakeholders is two-way or reciprocal.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. Serves as a mentor of other leaders in the area of enhancing two-way communication.
Evidence:				
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.	Recognizes the importance of examining recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.	Is able to effectively participate in recruitment activities which produce teacher's whose values and instructional frameworks align with the school's mission. Is able to effectively interview such candidates and make appropriate hiring decisions that align with the school's goals and needs. Consideration is given to effective retention practices within the leader's control.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Consistently is able to maintain a sound retention record of such teachers.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.
Evidence:				
Standard C: Instructional Leadership and Assessment				
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.				
1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.	Seeks to utilize appropriate student assessments and evaluate research-based programs that improve student learning.	Engages all students and the faculty in a systematic process of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
2. Leads the professional learning community in analyzing and improving curriculum and instruction.	Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.	Begins to create a professional learning community that analyzes and improves curriculum and instruction.	Engages the professional learning community in analyzing and improving curriculum and instruction with the result of improved student performance.	Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	Has an understanding of the value of a rigorous curriculum and its relationship to high expectations for all students.	Seeks to provide accessibility to a more rigorous curriculum and provide support for all students to be successful.	Provides accessibility to a rigorous curriculum and its necessary supports to ensure all students meet high expectations.	Is able to assist in structuring a rigorous curriculum with the necessary supports in place in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
Evidence:				
6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
Evidence:				
7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
Evidence:				
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.
Evidence:				

Standard D: Professional Growth				
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Promotes, facilitates, and evaluates professional development.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Works in collaboration with the school community to plan and implement high quality professional development with the school's improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school's improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members' job requirements and the resources required to execute these jobs adequately.	Seeks to provide faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.
Evidence:				

Standard E: Management of the School				
An effective instructional leader facilitates learning and teaching through the effective use of resources.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Able to lead others in setting academic achievement for all students as the focus of the daily school operation.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Garners and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the resources required to achieve the school's mission and is beginning to make appropriate decisions regarding implementation.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
Evidence:				
	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	<input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.

Evidence:

Standard F: Ethics

An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to identify when educational, social or political change is needed to improve student learning, and is able to discuss the possible ramifications of such change.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate.	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.

Evidence:

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.
Evidence:				
Standard G: Diversity An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.	Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.	Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.	Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Recruits, hires, and retains a diverse staff.	Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.	Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.	Recruits, hires, and retains a diverse staff.	Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Has an understanding of the required communication skills for interaction with diverse individuals/groups.	Exhibits effective communication skills with diverse individuals and groups.	Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Is able to identify cultural, learning and personal differences as a basis for academic decision-making.	Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.	Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Leads the faculty in engaging families/parents in the education of their children.	Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.	Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.	Leads the faculty in engaging families/parents in the education of their children.	Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.
Evidence:				

Impact of new accountability system

We considered the impact of our new accountability system on the number and percentage of schools that will now be held accountable for the performance of racial/ethnic sub-groups performing below the state average, when they were not before under the old AYP system. Under AYP, when we considered each racial/ethnic sub-group individually for accountability purposes and the n-count was 45, only 39 percent of schools in Tennessee were held accountable for the performance of African American, Hispanic, or Native American students. Now under our new system we will use an n-count of 30 and, for purposes of accountability, will consider the performance of a combined group of racial/ethnic sub-groups performing below the state average.¹ This means that an additional 249 schools that had relatively small numbers of African American, Hispanic, or Native American students and were therefore not held accountable for their performance under the old system, will now be held accountable. This is a total of 54 percent of the schools in the state. When considering all categories involving sub-groups within our accountability system (rather than just race/ethnicity), 93.2 percent of schools in the state will be held accountable. Moreover, all districts will be held accountable for the performance of sub-groups through our absolute accountability system.

¹ In addition, we will still set AMOs at the level of the individual sub-groups, and publicly report out on their progress against those AMOs.



BILL HASLAM
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
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710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

KEVIN HUFFMAN
COMMISSIONER

MEMORANDUM

TO: District directors

FROM: Kevin Huffman

DATE: Oct. 25, 2011

SUBJECT: ESEA Flexibility Waiver Application

Directors,

The purpose of this memo is to provide an overview of the process of the ESEA Flexibility Waiver Application, due on November 14.

I will be hosting a webinar this Thursday, October 27, with all directors to provide additional context on the waiver and to solicit your early feedback. I sincerely hope you will be able to join the call.

Background

In July, the Tennessee Department of Education submitted a letter to the U.S. Department of Education requesting a waiver of provisions of Title I of the Elementary and Secondary Education Act.

On September 23, U.S. Education Secretary Arne Duncan formally offered every state education department the opportunity to waive a broad set of requirements under NCLB.

While there is significant overlap in our initial waiver letter and the principles of the new waiver application, the waiver application requires greater specificity and some new requirements, discussed below.

Principles of the Waiver

The U.S. Department of Education has designed the waiver application around four principles with corresponding requirements:

1. **College- and Career- Ready Expectations:** An SEA must demonstrate that it has college- and career- ready expectations (such as the adoption of Common Core standards) for all students, and must provide a plan that outlines how it will transition to these new expectations.
2. **Differentiated Recognition, Accountability, and Support:** An SEA must establish a dual-faceted accountability system that: (1) Sets new Annual Measurable Objectives (AMOs) at the

state, district, and school levels to replace No Child Left Behind's Adequate Yearly Progress AMOs; and (2) Identifies ~~Priority schools~~ — the bottom 5 percent of schools in proficiency; ~~Focus schools~~ — the 10 percent of schools with the largest achievement gaps, and ~~Reward schools~~ — the 5 percent of the highest performing and/or highest progress schools.

3. ***Supporting Effective Instruction and Leadership***: an SEA must develop teacher and principal evaluation and support systems that will drive continual improvement, differentiate performance, use multiple valid measures, regularly evaluate teachers, provide meaningful feedback, and inform personnel decisions.
4. ***Reducing Duplication and Unnecessary Burden***: an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes.

Where We Are

To address Principle 1, we are detailing our previous Race to the Top plan for transition to Common Core standards.

To address Principle 3, we will inform USED of what we have already developed and implemented with TEAM.

To address Principle 4, we will assure USED that we will continue to seek opportunities to reduce unnecessary bureaucracy, as outlined in TDOE's strategic plan.

Principle 2 – designing a new, differentiated accountability system – is the biggest piece of work.

What Differentiated Accountability Means

The waiver application mandates that we create two accountability systems:

1. Absolute performance against school-specific AMOs
2. Relative performance against the performance of other schools

The opportunity to create new AMOs is something we expected and welcome. We are in the process of determining a set of AMOs that will establish meaningful accountability while not creating an unreasonable number of measures.

For the waiver application, we must present state AMOs and describe the process we will undertake to arrive at corresponding district and school AMOs. In general, we believe that approximately 4 to 5 percent annual growth strikes the right balance between ambitious and achievable, and we will use these growth rates to inform our state AMOs. When we have received the waiver, we will engage with districts to set district and school AMOs that will be incorporated into to the state AMOs.

While some elements of a relative accountability system align with our July waiver letter, the breadth required in this system is new. For example, we expected to identify the bottom 5 percent of schools (what the waiver calls ~~Priority~~ schools), however we did not expect that there would be a mandate to identify and intervene with the 10 percent of schools with the largest achievement gaps (~~Focus~~ schools).

For the waiver application, we must describe our methodology for identifying Priority, Focus, and Reward schools; we must describe the interventions these classifications will trigger for schools; and we must present draft lists of Priority schools, Focus schools, and Reward schools based on current data.

We are in the process of determining the methodology and performing the analysis to arrive at what would be the list of Priority, Focus, and Reward schools based on previous years' data. Although

these preliminary lists will be in the public domain upon submission of the waiver application, we will re-run the analysis at the end of the 2011-2012 school year, including this year's data, to determine the final lists of schools. As mandated in the waiver, schools identified in the final Priority and Focus lists will face minimum three-year interventions beginning in the 2012-2013 school year.

Key Areas for Input

At this stage, we would particularly appreciate any input on the following questions. We anticipate that there will be a range of opinions which will help us identify innovative solutions and prevent unintended consequences.

- 1. What are the right AMOs to include at the state, district, school, and sub-group levels?**
- 2. What types of interventions could TDOE undertake with Focus schools to help them hasten achievement gap closure, considering:**
 - Ten percent of Title I school represents approximately **115** schools; 10 percent of all schools represents approximately **180** schools.
 - TDOE capacity is limited (In addition, TDOE must also intervene with approximately **90** Priority schools).
 - TDOE should only commit to interventions that the state is able to effectively implement at scale.

Next Steps

- Please join me this Thursday, October 27 for the district webinar to share feedback.
- Expect a draft of the waiver application, including draft lists of priority and focus schools, to be disseminated for review and final input on November 7.
- Prepare, as necessary, for questions you might receive as our waiver application becomes publicly available upon submission on November 14.
- Expect that we will follow up with districts on setting district and school level AMOs in the next several months.

For any waiver related questions in the meantime, please contact: **Dominique Baillet**
(dominique.baillet@tn.gov)

From: Kevin S. Huffman
Sent: Tuesday, November 08, 2011 8:02 AM
Subject: Draft waiver and appendices

Colleagues,

I am attaching for your attention four documents:

- A draft waiver application in the format required by the U.S. Education Department
- Two additional appendices for the waiver that will help explain some of the key content (note: the formal waiver rules require numerous additional appendices, which we are not attaching here).
- A short memo identifying the most important sections of the waiver for consideration

We have made a number of changes since the webinar, thanks to thoughtful input and suggestions from many of you and from additional experts. We anticipate making some additional changes this week prior to submitting the request next Monday, November 14.

If you have any additional feedback, please send it to Dominique.baillet@tn.gov, so that we can compile and review suggestions. Also, please note that we will make many stylistic and editing changes this week, but we did not want to hold up substantive feedback while we edit the document.

Thank you, as always, for your time and thoughts.

Best,

Kevin

From: Kevin S. Huffman
Sent: Monday, November 14, 2011 11:39 AM

Subject: ESEA waiver: school lists

Colleagues,

Last Tuesday, I shared with you a draft of our application for a waiver from the U.S. Department of Education. We appreciate the feedback and will release the final version of the application later this afternoon.

As I noted in the brief memo accompanying the draft, we are required under the federal waiver rules to include a list with preliminary designations of three types of schools when we submit our application later today: Reward, Focus, and Priority schools. These lists are preliminary (though obviously publicly available as part of the application) because we will run the lists again at the conclusion of this school year using the 2011-12 data. As a reminder:

- Reward schools are the 5 percent of schools in the state with the highest overall proficiency and the top 5 percent with fastest overall growth by TVAAS
- Focus schools include any high schools with a graduation rate below 60 percent not included in Priority schools; any school with any sub-group at less than 5 percent proficiency; and those schools (up to 10 percent of schools) with the largest achievement gaps among sub-groups of students (between non-white and white students economically disadvantaged students and their peers, students with disabilities and their peers, and students with limited English proficiency and their peers); and
- Priority schools are the 5 percent of schools with lowest overall proficiency rates on state tests.

I have attached here the list of schools we will be submitting to USED later today with preliminary designations as reward, focus, or priority. You will also find attached a short summary explaining how these lists were generated, as well as the more detailed methodology for each list. The summary will also be used to inform conversations with the media.

Please note that these lists are for your internal review, but are embargoed, as we will be sharing with the press on an embargoed basis until we submit the application later this evening. I will be sending an open letter to teachers and principals to share the application with them tomorrow, as well.

Thank you all for your help in shaping our application with your feedback and questions, and I look forward to keeping you updated on the status of it. If you have questions, please reach out to Patrick Smith or Barry Olhausen, since I may be hard to reach while we finish the application and submit it today.

Best,

Kevin

Category of feedback	Representative Concerns/Comments	TDOE Action
<i>Achievement AMO</i>	The current method of setting goals horizontally (setting 7th grade goals based on 7th grade results last year) may be problematic small class sizes. In small classes, especially in elementary school, the horizontal method leads to goals that are too high or too low (i.e., last year's 5th grade had 72% passing on RLA. 4th grade had 45% passing. That cohort now has a 5th grade goal of 77%. Alternatively, last year's 7th grade had 32% passing on math, but 6th grade had 41%. Same cohort can meet this year's goal even with lower achievement rate. Suggestion to set goals diagonally; i.e., set 7th grade goals for based on 6th grade results from previous year (same cohort)	<ul style="list-style-type: none"> - TDOE understands the challenges posed by the volatility of cohort sizes and year-to-year proficiency baselines - To address this, TVAAS scores will be used as a "safe harbor" for achievement based AMOs
<i>Achievement AMO</i>	Not enough relief to LEAs on students with disabilities.	<ul style="list-style-type: none"> - TDOE believes that it is imperative to aspire toward closing the achievement gaps for all subgroups
<i>Achievement AMO</i>	LEAs should get to count one year, two year, or three year data for meeting AMOs as currently get to for AYP.	<ul style="list-style-type: none"> - TDOE may consider this suggestion as we anticipate the potential for future refinements
<i>Achievement AMO</i>	Need to keep safe harbor as a way to meet AYP	<ul style="list-style-type: none"> - TDOE agrees. There will be two forms of safe harbor: (1) we are proposing safe harbor based on "green" TVAAS scores, (2) we will continue safe harbor based on reductions of percent below proficient (see "safe harbors" in section 2B of waiver application)
<i>Achievement AMO</i>	Shouldn't add 3 rd grade math and 7 th grade reading AMO categories when also included in aggregate 3-8 scores.	<ul style="list-style-type: none"> - 3rd grade math and 7th grade reading already exist as goals under Tennessee's Race to the Top plan and we believe it is important to align our AMOs with RttT where sensible
<i>Achievement AMO</i>	Using aggregate data is better than narrow data points which can change too easily and are too narrow for real evaluations of school effectiveness and can be easily affected by the particular class or group. Let districts decide what is best, and use only grad rate and achievement gap closure	<ul style="list-style-type: none"> - TDOE is proposing a combination of AMOs based on aggregated grades and individual grades, as they align with our RttT plan
<i>Achievement AMO</i>	Need multiple years of data for Alg II before set a baseline, if we use Alg II instead of Alg I.	<ul style="list-style-type: none"> - TDOE agrees. We intend on incorporating Algebra II data when it is sufficiently available. In the meantime, we will rely on Algebra I as the high school math measure.

<i>Achievement</i> <i>AMO</i>	Leave n count for subgroups at 45, instead of changing to 30	- TDOE has decided to use an N count of 30 because the prior N count of 45 masks many subgroups at a school level. Research shows that a majority of states (26 in a 2005 study) use N counts of 30 or less for subgroup accountability. We believe that reducing our N count will create greater transparency and drive student improvement for all subgroups.
<i>Achievement</i> <i>AMO</i>	Consider using English III for new measure instead of English II	- TDOE agrees. We intend on incorporating English III data when it is sufficiently available.
<i>Gap Closure</i>	10% each year is high (NCLB allowed safe harbor for a 10% improvement already but many districts have not been able to make gains that large).	- TDOE has seriously considered this feedback and after thoughtful analysis has decided to reset gap closure AMOs at 6% annual reduction.
<i>Gap Closure</i> <i>AMO</i>	When comparing gaps for subgroups, compare each group to the school. The overall p/a should be compared to the subgroups. Our goal should be to move all of our groups forward. if we move whites forward and nonwhites forward at the same pace we do not close the gap. The policy suggested would make one want to slow down the groups with the best scores. The gaps for which we are held accountable should be subgroups compared to an all inclusive school average	- TDOE recognizes that there can be a tension between raising overall proficiency and closing achievement gaps. However, we believe the combination of having dual categories of AMOs set around (1) overall Achievement, and (2) Gap Closure, with differentiated interventions based on how goals were missed (e.g. if gaps did not narrow because all subgroups increased achievement vs. if gaps widened because subgroups moved backwards) will create incentives to aspire toward achieving both goals while not punishing growth.
<i>Gap Closure</i> <i>AMO</i>	Use 3 year average for closing gap, because talking about different sub-groups	- TDOE may consider this suggestion as we anticipate the potential for future refinements
<i>School Designation</i>	Use all schools in designating Focus schools, not just Title I schools (17 Districts)	- TDOE will include all schools when assessing all priority, focus, and reward schools in order to create equitable systems of accountability.
<i>School Designation</i>	Use Title I schools only in designating Focus schools (3 Districts)	- See above
<i>School Designation</i>	Use number of Title I schools to compute the number of Focus schools but then have all schools eligible to be part of the Focus schools list (1 District)	- See above

<i>School</i>	No school exceeding state average achievement should ever be Focus school	- A school will be exempt from
<i>Designation</i>		"focus" designation if all subgroups are performing above the state averages for their respective subgroups. See the Focus Methodology explanation for more detail.
<i>Assorted</i>	Tie in AP scores with TVAAS	- TDOE may consider this
<i>Assorted</i>	GED should count toward grad rate; Rigorous enough and counts for admission to	suggestion as we anticipate the potential for future refinements
<i>Assorted</i>	community college	- TDOE may consider this
<i>Assorted</i>	When offering technical assistance, allow districts to have input as to the personnel	suggestion as we anticipate the potential for future refinements
<i>Assorted</i>	providing it	- TDOE is committed to providing LEAs with high quality, differentiated support.
<i>Assorted</i>	Assessment should correspond with the state standards – now going to national core	- TDOE will consider this
	standards – but we also need to make sure that the assessment is in a form that can show what students know about the content of the assessment, and the technology aspect of that may be questionable, especially for some students who have never even used crayons or colored before, or for whom school has been a rote memorization process due to lack of resources in their native countries	suggestion as we engage in more detailed planning around the implementation of PARCC assessments in 2014-15

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Message From Our Agency

A quality education is the fundamental right of every child in Tennessee.

The department provides many services, and it is our responsibility to ensure equal, safe, and quality learning opportunities for all students, pre-kindergarten through 12th grade.

Therefore, our mission is to help teachers teach and children learn. [...More](#)

[More about Commissioner Huffman](#)



[U.S. House Committee on Education and Labor Testimony - July 27, 2011](#)

Elementary and Secondary Education Act (NCLB) Flexibility Request

The Tennessee Department of Education has officially requested a waiver from certain portions of the Elementary and Secondary Education Act, known as No Child Left Behind. If approved, the waiver would allow Tennessee to adopt a new accountability model and be a significant driver for improving instruction and increasing student achievement.

[ESEA Waiver Application](#)

[U.S. Department of Education's Overview of ESEA Flexibility](#)

Tennessee Educator Acceleration Model (TEAM)



This year, educators across Tennessee will begin using the new teacher evaluation system, the Tennessee Educator Acceleration Model (TEAM). Additional information about TEAM, including valuable tools and resources, is [available here](#). These pages will be updated regularly, so please check back often for the most current information.

Please watch this message from Commissioner Kevin Huffman on teacher evaluation



2011 TCAP Results

The 2010-11 Tennessee Comprehensive Assessment Program (TCAP) achievement test results are now available. The data tables show the percentage of students who scored at the below basic, basic, proficient, and advanced levels in grades 3-8 in all school systems, as well as the percent growth over last year. High school end of course results and adequate yearly progress determinations under No Child Left Behind are not yet finalized and will likely be released in the coming weeks.

[State TCAP Results Grades 3-8](#)

By Grade

Tables show student performance separated by grade level within each school system.

- [Math: Grades 3-8](#)
- [Reading: Grades 3-8](#)
- [Science: Grades 3-8](#)
- [Social Studies: Grades 3-8](#)

System Totals

Tables show combined grades 3-8 student performance for each school system.

- [Math](#)
- [Reading](#)
- [Science](#)
- [Social Studies](#)

[Excel file containing all data](#) (right-click for option to save)

TDOE Headlines

Commissioner Huffman previews and discusses Tennessee's application for an ESEA waiver

[Waiver Application Overview Presentation](#)

[Corresponding Audio to Waiver Application Presentation \(.mp3\)](#)

[Tennessee Department of Education Strategic Plan](#)



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TN.GOV Services

- [Renew Driver's License Registration](#)

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Dr. Rogers commented that her daughter had the pleasure of having **Mr. Marlatt** as a teacher while in school and that his passion for love of learning is contagious. She added her personal congratulations to him.

B. *Tennessee Council for Career & Technical Education Biennial Report*

Mr. Thom Smith, Department of Education, presented this report as required by statute. **Vice Chair Pearre** commented that she was struck by the high graduation percentage of CTE completers and wanted that particular statistic to be recognized.

III. Action Items (First Reading)

A. *Charter School Appeals Policy*

Mr. Rich Haglund, State Board of Education, explained that the staff has developed the procedure for handling charter school appeals over the last several years. This item puts those procedures into a policy.

Mr. Rolston noted that the staff has done a good job and refined the procedures based on practice.

ACTION: **Vice Chair Pearre** moved acceptance on first reading. **Mr. Ray** seconded. The motion passed unanimously.

B. *Preliminary List of Textbooks for Section 1 (Mathematics)*

This item supports the SBE's *Master Plan* by providing a rigorous, relevant curriculum for all students. The Department on Education recommends acceptance of the list for Section I Mathematics on first reading.

ACTION: **Dr. Wright** moved acceptance on first reading. **Ms. Justice** seconded. The motion passed unanimously.

C. *Curriculum Standards for K-12 Music, 6-12 Theatre, and K-12 Visual Art*

Ms. Jeanette Crosswhite, Department of Education, reviewed the standard revision process associated with updating curriculum for music, theater, and the visual arts.

ACTION: **Vice Chair Pearre** moved acceptance on first reading. **Ms. Justice** seconded. The motion passed unanimously.

D. *Marketing Education Curriculum Standards*

E. *Health Science Education Curriculum Standards*

F. Business Technology Education Curriculum Standards**G. Trade & Industrial Education Curriculum Standards**

ACTION: **Mr. Ray** moved acceptance on first reading of these items as a block. **Vice Chair Pearre** seconded. The motion passed unanimously without discussion.

H. Business Education Teacher Licensure Standards Revision

Ms. Kara Burkett, Department of Education, presented this item and noted these were an update from 2000 and represented the knowledge and skills necessary for licensure in Trade and Industrial areas.

Vice Chair Pearre asked about degree requirements for T&I teachers and **Ms. Burkett** responded that a Bachelor of Science degree is a minimal requirement along with a professional license.

I. Teacher Licensure Standards: English, World Languages, Mathematics, Science, Social Studies, and English as a Second Language

Mr. Martin Nash, Department of Education, presented this item and noted that these standards represent the knowledge and skills necessary to complete a traditional teacher education program. He noted that the revision process was done in a new way and involved the formation of ad hoc committees led by the Department of Education subject area specialists.

Vice Chair Pearre asked about the major revisions that had occurred and **Mr. Nash** highlighted the major revisions in each area. These licensure standards, when appropriate, have been informed by the Common Core Standards.

ACTION: **Dr. Wright** moved acceptance on first reading. **Vice Chair Pearre** seconded. The motion passed unanimously.

IV. Action Items (Final Reading)**A. Health Science Teacher Licensure Clarification**

Ms. Sheila Carlton, Department of Education, presented this item. She noted that this guideline amendment would aid local school districts regarding the type of previous employment is acceptable for a licensed health science teacher.

ACTION: **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

B. *Tennessee Standards for Family School Partnerships*

Mr. Fuller reviewed how Senate Bill Number 293 directed the Tennessee Department of Education to develop parental involvement standards. He also stated how the standards were aligned with the National Parent Teacher Association standards.

ACTION: **Vice Chair Pearre** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

C. *Standards for Child Care Centers and School Age Child Care Program Rule Update*

Mr. Fuller reviewed how the proposed rule would ensure child care programs were compliant with rules of the Department of Safety as they used vehicles to transport students.

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

D. *Charter School Appeals - Boys Preparatory Nashville, Drexel Preparatory Academy*

Mr. Haglund, State Board of Education, reminded the Board members that this item was discussed during the workshop the day before. **Dr. Gary Nixon**, Executive Director of the State Board of Education, recommended that the Board affirm the decision of the Metropolitan Board of Public Education (MBPE) to deny both charter school applications.

Mr. Ray moved to vote separately on each appeal. **Dr. Wright** seconded the motion.

ACTION: **Mr. Ray** moved to accept Dr. Nixon's recommendation to affirm MBPE's decision to deny Boys Preparatory Nashville. **Dr. Wright** seconded. The motion passed unanimously.

ACTION: **Dr. Wright** moved to remand the decision to the Metropolitan Board of Public Education with instructions to approve the charter contingent upon Drexel addressing, to the satisfaction of the Metropolitan Board of Public Education, the four concerns outlined by the review committee regarding the amended application and sent to Drexel with the June 23, 2010 letter from Mr. Coverstone to Drexel. **Mr. Ray** seconded. The motion passed unanimously by voice vote.

E. *Praxis Exam Passing Score, Special Education Exam, Policy*

Mr. Vance Rugaard, Department of Education, presented this item and discussed how the proposed cut score was 1.0 SEM lower than the recommended.

Mr. Ray asked whether this was in the best interest of students – having teachers who were not meeting recommended expectations – and **Mr. Rugaard** responded that setting cut scores requires a balance between finding appropriate level of candidate measurement and having enough employable teacher candidates to meet the numbers necessary for appropriate staffing.

ACTION: **Vice Chair Pearre** moved approval. **Dr. Wright** seconded. The motion passed by majority vote with **Mr. Ray** casting a dissenting vote.

F. *High School Mathematics Course Revisions*

Dr. Sevier and **Dr. Scott Eddins**, Department of Education, presented this item and stated that these were updates to current courses with the addition of two new courses designed for high school seniors who either 1) had not met the requisite ACT mathematics subtest score, or 2) did not anticipate a career in a STEM area. These courses were created with alignment to the Common Core Standards in mind.

Mr. Ray thanked **Dr. Eddins** for the Department's due diligence in the Bridge Math course.

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

G. *Basic Education Program Salary Schedule for Licensed Instructional Personnel and State Mandated Minimum Salary Schedule for Superintendents/Directors of Schools for Fiscal Year 2010-2011*

Mr. Fuller stated that the minimum salary schedule had not changed from the previous year.

ACTION: **Vice Chair Pearre** moved approval. **Mr. Ray** seconded. The motion passed unanimously.

H. *BEP 2.0 Allocations for Fiscal Year 2010-2011*

Mr. Fuller reviewed how the BEP was fully funded at a level of \$82 million in new dollars to cover inflationary costs. The funding for BEP 2.0 was kept at the same level as originally infused into the formula, two years go.

Chairman Rolston recognized the importance of maintaining full funding for the BEP in the midst of significant budget shortfalls.

ACTION: **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

I. Common Core Curriculum Standards

Mr. Dan Long, Department of Education, presented this item. These are the Reading/Language Arts standards created in collaboration with the National Governor's Association and the Council of Chief State School Officers. The verbatim adoption of these standards is required for Race to the Top approval.

Ms. Sloyan asked about side-by-side analysis with Tennessee standards and **Mr. Long** responded that this process will occur with the 15% of the standards that are optional. She then asked how many states have adopted common core standards. **Mr. Long** responded that 13 states have adopted these standards. **Ms. Sloyan** then asked if he expected science to be added and **Mr. Long** responded that it is anticipated that science will be added in 2012.

Mr. Ray stated that he wanted to recognize **Mr. Ralph Barnett**, Department of Education, and CTE for efforts in saying that all children should be on the same course of study.

ACTION: **Vice Chair Pearre** moved approval. **Ms. Justice** seconded. The motion passed unanimously.

J. TCAP Achievement Levels: Standards Setting Process and Implementation

Mr. Long presented this item. **Chairman Rolston** proposed, without objection, breaking the item into two parts; the achievement scores and the implementation process.

Ms. Sloyan recognized the 400+ educators that were involved, the third party evaluators, and all the other involved with the process. **Commissioner Tim Webb** expressed his pride and gratitude.

Chairman Rolston commented on the 1) legal and psychometric defensibility of the process, 2) the correct alignment to the curriculum, and 3) the appropriateness of the level of rigor of the scores.

Mr. Woods expressed his appreciation for the truthfulness of the standards and how these send the correct message to students regarding their achievement.

ACTION: **Mr. Ray** moved approval. **Ms. Sloyan** seconded. The motion passed unanimously.

Next, the Board turned its attention to implementation, especially the setting of annual measurable objectives (AMOs). **Mr. Long** outlined the AMO setting process and the three models for discussion presented to the board. USDOE standards transition plan require a resetting

resulting in the formation of new trajectories toward the goal of 100% proficiency as required by the federal NCLB Act.

ACTION: **Mr. Ray** that implementation model three be approved. **Ms. Sloyan** asked for reiteration that this resetting was required and **Mr. Long** replied that it was. **Ms. Sloyan** seconded. The motion passed unanimously.

V. Teacher Licensure Actions

A. [REDACTED] – *Suspension, one (1) year*

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

B. [REDACTED] – *Revocation, permanent (automatic)*

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

C. [REDACTED] – Revocation, permanent

ACTION: Mr. Ray moved approval. Dr. Wright seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

D. [REDACTED] – Restoration

ACTION: Mr. Ray moved approval. Dr. Wright seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

E. [REDACTED] – Revocation, three (3) years

ACTION: Mr. Ray moved approval. Dr. Wright seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		

	Yes	No	Absent
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

F. [REDACTED] – *Restoration*

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

G. [REDACTED] – *Restoration*

ACTION: **Mr. Ray** moved approval. **Dr. Wright** seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker	X		
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

VI. Adjournment

Chairman Rolston then thanked the Board members for their thoughtful deliberations and announced that the Board will meet next on October 29 and that the 2011 meetings have been scheduled as follows:

January 28

April 15

August 5

October 28

Approved by: _____ Date: _____

**Tennessee State Board of Education
July 30, 2010**

**Agenda
Final Reading Item: IV. I.**

Common Core Curriculum Standards

The Background:

Tennessee state law, Tenn. Code Ann. §49-1-302(a)(8), gives the State Board of Education the duty and authority to set policies governing all curricula and courses of study in K-12 public schools, including the adoption of standards.

Relevant excerpt of this law and not the entire statute §49-1-302.:

“Powers and duties of the board — Confidentiality of records — Standards, policies, recommendations and actions subject to appropriations — Guidelines and criteria for evaluation of certificated employees — “

Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools (0520-1-3-.05, State Curriculum, (Requirement (D)(1)Curriculum Standards.) states the following:

(a) The State Board of Education shall adopt curriculum standards for each subject area, grades K-12. The standards shall specify learning expectations and include performance indicators. The approved standards shall be the basis for planning instructional programs in each local school system.

Tennessee’s math, English/language arts, and science curriculum standards have recently been revised, SBE approved, and implemented in LEAs across the state. These revisions were based on Tennessee’s desire to increase rigor in the academic standards and provide for alignment to college- and career- ready expectations for students (Tennessee Diploma Project).

Since the completion of Tennessee’s standards work, the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) led a partnership that included Achieve; ACT; the College Board; National Association of State Boards of Education (NASBE); State Higher Education Executive Officers (SHEEO); 48 states (including Tennessee); a wide range of educators, content experts, researchers, national organizations, and community groups; and other partners to develop a set of common standards for math and English/language arts. These Kindergarten-12 Common Core State Standards represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

The purposes for the creation of the Common Core State Standards include but are not limited to fewer, higher, and clearer academic standards; alignment with college and work expectations; current educational research and evidence; benchmarking to high performing countries and states; and rigorous standards emphasizing skill and

application of content. The criteria used to develop the college- and career-readiness standards, as well as the K-12 standards for math and English/language arts were as follows: align with college and work expectations; include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards; informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and are evidence and/or research-based.

The K-8 Math Standards are organized by Domain, Clusters, and Standards. The Domain is considered the overarching ideas that connect topics across the grade levels. The Clusters are designed to demonstrate the grade-by-grade progression of task complexity. The Standards define what a student should be able to know and do at that grade level. The 9-12 Math Standards are organized by conceptual categories: *number and quantity, algebra, functions, modeling, geometry, statistics and probability.*

The K-12 English/language arts Standards are benchmarked to 10 College and Career Readiness Standards. K-8 standards are listed by grade level. Standards in grades 9-12 are listed in two-year bands to allow flexibility in course design. The K-12 standards are separated into four strands: *Reading, Writing, Speaking and Listening.* The use of media is integrated into all areas of the K-12 standards. The standards require students to learn information across disciplines including literacy in history/social studies, science, and technical subjects. The K-12 English/language arts standards are based on learning progressions. Students are required to demonstrate mastery of knowledge and application through several avenues and environments suitable for the work and college environment.

The Master Plan Connection:

This item supports the State Board's *Master Plan* by providing a rigorous, relevant curriculum in the areas of elementary and middle school English and mathematics.

First to the Top Connection:

Tennessee Race to the Top Application, Section B(1)(i): *Tennessee has been a leader in the grassroots push by states to adopt a common set of high-quality, internationally benchmarked standards that prepare students for college- and career-readiness. We will continue to lead by adopting the Common Core standards at a special State Board of Education meeting the last two weeks of July 2010.*

The Recommendation:

The Department of Education recommends adoption of the Common Core mathematics and English/language arts standards on final reading. The SBE staff concurs with this recommendation.

Tennessee Race to the Top Appendix

ASSESSMENT CONSORTIUM MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (“MOA”) is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, Tennessee, and Virginia (collectively the “Participating States” or “Assessment Consortium”).

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding (“Common Core Standards”); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA.. In particular, the Lead State shall:

- a. Direct and oversee meetings of the Assessment Consortium and set the agendas.
- b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.
- c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum,. However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.
- d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.
- e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.
- f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant that they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state's use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby.

e. Counterparts. This Contract may be executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

STATE OF COLORADO

By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

STATE OF FLORIDA

STATE OF ILLINOIS

By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

STATE OF INDIANA

STATE OF LOUISIANA

By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

COMMONWEALTH OF MASSACHUSETTS

By: _____
Name: _____
Title: _____
Date: _____

STATE OF MINNESOTA

By: _____
Name: _____
Title: _____
Date: _____

STATE OF NORTH CAROLINA

By: _____
Name: _____
Title: _____
Date: _____

STATE OF OHIO

Name: _____
Title: _____
Date: _____

COMMONWEALTH OF PENNSYLVANIA

By: _____
Name: _____
Title: _____
Date: _____

COMMONWEALTH OF VIRGINIA

Name: _____
Title: _____
Date: _____

STATE OF TENNESSEE

By: *Timothy K. Webb*
Name: Timothy K. Webb, Ed.D.
Title: Commissioner
Date: 01/13/2010

2010-2011 Achievement Data

ALL Grades	Subject	School Year	Subgroup	State #	State %	State #	State %	State #	State %	State #	State %	State #	State %	State %
				Tested	Tested	Below Basic	Below Basic	Basic	Basic	Prof	Prof	Advanced	Advanced	Prof & Adv
	Math	2010-11	All Students	443,140	99.7	95893	21.6	165310	37.3	119897	27.1	61977	14	41
		2010-11	African American	105,961	99.7	37718	35.6	43716	41.3	18885	17.8	5632	5.3	23.1
		2010-11	Asian/Pacific Islander	7,651	99.8	743	9.7	1843	24.1	2399	31.4	2662	34.8	66.2
		2010-11	Hispanic	26,399	99.8	6531	24.8	11333	43	6352	24.1	2161	8.2	32.3
		2010-11	Native American/Alaskan	950	99.4	196	20.6	369	38.8	270	28.4	115	12.1	40.5
		2010-11	White	301,417	99.7	50553	16.8	107767	35.8	91779	30.5	51292	17	47.5
		2010-11	Ethnic Origin Not Reported	225	98.7	63	28.1	99	44.2	39	17.4	23	10.3	27.7
		2010-11	Economically Disadvantaged	255,505	99.6	74269	29.1	104944	41.1	56792	22.2	19451	7.6	29.8
		2010-11	Not Economically Disadvantaged	187,635	99.8	21624	11.5	60366	32.2	63105	33.6	42526	22.7	56.3
		2010-11	Students with Disabilities	53,640	99.3	19689	36.7	17039	31.8	10073	18.8	6817	12.7	31.5
		2010-11	Students w/out Disabilities	389,500	99.8	76204	19.6	148271	38.1	109824	28.2	55160	14.2	42.4
		2010-11	Limited English Proficiency (LEP)	10,189	99.8	3892	38.3	4581	45	1395	13.7	306	3	16.7
		2010-11	Not LEP	432,951	99.7	92001	21.3	160729	37.1	118502	27.4	61671	14.2	41.6
		2010-11	Migrant	194	100	49	25.3	93	47.9	41	21.1	11	5.7	26.8
		2010-11	NonMigrant	442,946	99.7	95844	21.6	165217	37.3	119856	27.1	61966	14	41.1
		2010-11	Male	227,409	99.7	53384	23.5	81239	35.7	59715	26.3	33034	14.5	40.8
		2010-11	Female	215,635	99.7	42479	19.7	84030	39	60164	27.9	28936	13.4	41.3
		2010-11	Gender Not Reported	96	99	30	31.3	41	42.7	18	18.8	7	7.3	26
		2010-11		537	99.6	89	16.6	183	34.1	173	32.2	92	17.1	49.3
	Reading/Language Arts	2010-11	All Students	443,263	99.7	56174	12.7	171510	38.8	164822	37.3	49795	11.3	48.5
		2010-11	African American	106,008	99.7	25374	24	50372	47.6	25200	23.8	4915	4.6	28.4
		2010-11	Asian/Pacific Islander	7,646	99.8	613	8.3	1929	26	3247	43.8	1629	22	65.7
		2010-11	Hispanic	26,374	99.7	4805	18.4	12002	46.1	7769	29.8	1481	5.7	35.5
		2010-11	Native American/Alaskan	949	99.3	118	12.5	398	42	345	36.4	86	9.1	45.5
		2010-11	White	301,524	99.7	25146	8.3	106587	35.4	127962	42.5	41565	13.8	56.3
		2010-11	Ethnic Origin Not Reported	225	98.7	67	30.2	45	20.3	72	32.4	38	17.1	49.6
		2010-11	Economically Disadvantaged	255,592	99.6	47310	18.6	116899	45.9	74835	29.4	15862	6.2	35.6
		2010-11	Not Economically Disadvantaged	187,671	99.8	8864	4.7	54611	29.1	89987	48	33933	18.1	66.1
		2010-11	Students with Disabilities	53,672	99.3	15573	29.1	16407	30.6	12021	22.4	9574	17.9	40.3
		2010-11	Students w/out Disabilities	389,591	99.8	40601	10.4	155103	39.9	152801	39.3	40221	10.3	49.7
		2010-11	Limited English Proficiency (LEP)	10,145	99.4	4418	43.7	4640	45.9	885	8.8	166	1.6	10.4
		2010-11	Not LEP	433,118	99.7	51756	12	166870	38.6	163937	37.9	49629	11.5	49.4

2010-2011 Achievement Data

ALL Grades	Subject	School Year	Subgroup	State #	State %	State #	State %	State #	State %	State #	State %	State #	State %	State #	State %
				Tested	Tested	Below Basic	Below Basic	Basic	Basic	Prof	Prof	Advan ced	Advanc ed	Prof & Adv	
		2010-11	Migrant	194	100	50	26.6	82	43.6	47	25	9	4.8	29.8	
		2010-11	NonMigrant	443,069	99.7	56124	12.7	171428	38.8	164775	37.3	49786	11.3	48.5	
		2010-11	Male	227,476	99.7	35424	15.6	89617	39.5	79180	34.9	22749	10	44.9	
		2010-11	Female	215,691	99.8	20715	9.6	81874	38	85616	39.8	27032	12.6	52.3	
		2010-11	Gender Not Reported	96	99	35	37.2	19	20.2	26	27.7	14	14.9	42.6	
		2010-11		537	99.6	51	9.5	177	33	227	42.4	81	15.1	57.5	
	Science	2010-11	All Students	442,718	99.6	83741	18.9	114311	25.8	183341	41.4	61271	13.8	55.3	
		2010-11	African American	105,876	99.6	40757	38.5	34110	32.2	26324	24.9	4676	4.4	29.3	
		2010-11	Asian/Pacific Islander	7,647	99.8	897	11.7	1290	16.9	3387	44.3	2072	27.1	71.4	
		2010-11	Hispanic	26,359	99.7	6600	25	8709	33	9240	35.1	1807	6.9	41.9	
		2010-11	Native American/Alaskan	946	99	151	16	251	26.5	418	44.2	126	13.3	57.5	
		2010-11	White	301,128	99.6	35201	11.7	69769	23.2	143644	47.7	52474	17.4	65.1	
		2010-11	Ethnic Origin Not Reported	225	98.7	71	31.7	57	25.4	72	32.1	24	10.7	42.9	
		2010-11	Economically Disadvantaged	255,204	99.5	69918	27.4	78946	30.9	87507	34.3	18798	7.4	41.7	
		2010-11	Not Economically Disadvantaged	187,514	99.8	13823	7.4	35365	18.9	95834	51.1	42473	22.7	73.8	
		2010-11	Students with Disabilities	53,556	99.1	18518	34.6	14031	26.2	13289	24.8	7676	14.3	39.2	
		2010-11	Students w/out Disabilities	389,162	99.7	65223	16.8	100280	25.8	170052	43.7	53595	13.8	57.5	
		2010-11	Limited English Proficiency (LEP)	10,180	99.8	4841	47.6	3566	35	1625	16	148	1.5	17.4	
		2010-11	Not LEP	432,538	99.6	78900	18.2	110745	25.6	181716	42	61123	14.1	56.2	
		2010-11	Migrant	194	100	53	27.3	77	39.7	54	27.8	10	5.2	33	
		2010-11	NonMigrant	442,524	99.6	83688	18.9	114234	25.8	183287	41.4	61261	13.8	55.3	
		2010-11	Male	227,173	99.6	42591	18.8	53919	23.7	94085	41.4	36539	16.1	57.5	
		2010-11	Female	215,449	99.7	41109	19.1	60366	28	89235	41.4	24724	11.5	52.9	
		2010-11	Gender Not Reported	96	99	41	42.7	26	27.1	21	21.9	8	8.3	30.2	
		2010-11		537	99.6	64	11.9	125	23.3	256	47.7	92	17.1	64.8	

2010-2011 Achievement Data

ALL Grades	Subject	School Year	Subgroup	State # Tested	State % Tested	State # Below Basic	State % Below Basic	State # Basic	State % Basic	State # Prof	State % Prof	State # Advanc ed	State % Advanc ed	State % Prof & Adv
	Algebra I	2010-11	All Students	80,106	98.3	15941	19.9	22698	28.3	21001	26.2	20433	25.5	51.7
		2010-11	African American	19,354	96.8	5807	30	6841	35.4	4548	23.5	2142	11.1	34.6
		2010-11	Asian/Pacific Islander	1,330	99.5	107	8	220	16.5	284	21.4	719	54.1	75.4
		2010-11	Hispanic	4,151	98.7	956	23	1275	30.7	1070	25.8	847	20.4	46.2
		2010-11	Native American/Alaskan	226	99.1	53	23.5	62	27.4	59	26.1	52	23	49.1
		2010-11	White	54,899	98.8	8988	16.4	14264	26	15001	27.3	16632	30.3	57.6
		2010-11	Ethnic Origin Not Reported	31	93.9	6	19.4	10	32.3	7	22.6	8	25.8	48.4
		2010-11	Economically Disadvantaged	42,393	97.4	11861	28	14187	33.5	10170	24	6145	14.5	38.5
		2010-11	Not Economically Disadvantaged	37,656	99.3	4068	10.8	8488	22.5	10820	28.7	14277	37.9	66.7
		2010-11	Economic Status Not Reported	57	90.5	12	21.1	23	40.4	11	19.3	11	19.3	38.6
		2010-11	Students with Disabilities	7,746	97.7	4256	55	2447	31.6	813	10.5	226	2.9	13.4
		2010-11	Students w/out Disabilities	72,360	98.4	11685	16.2	20251	28	20188	27.9	20207	27.9	55.8
		2010-11	Limited English Proficiency (LEP)	1,217	98.7	532	43.7	426	35	173	14.2	86	7.1	21.3
		2010-11	Not LEP	78,889	98.3	15409	19.5	22272	28.2	20828	26.4	20347	25.8	52.2
		2010-11	Migrant	13	100	5	38.5	4	30.8	3	23.1	1	7.7	30.8
		2010-11	NonMigrant	80,093	98.3	15936	19.9	22694	28.3	20998	26.2	20432	25.5	51.7
		2010-11	Male	41,642	98	9822	23.6	12010	28.9	10177	24.4	9617	23.1	47.6
		2010-11	Female	38,399	98.6	6101	15.9	10670	27.8	10812	28.2	10799	28.1	56.3
		2010-11	Gender Not Reported	65	98.5	18	27.7	18	27.7	12	18.5	17	26.2	44.6
		2010-11		115	99.1	24	20.9	26	22.6	32	27.8	33	28.7	56.5
	Biology 1	2010-11	All Students	70,914	97.7	16706	23.6	17707	25	26568	37.5	9919	14	51.5
		2010-11	African American	17,331	95.7	7275	42	5313	30.7	4110	23.7	628	3.6	27.3
		2010-11	Asian/Pacific Islander	1,233	98.4	185	15	199	16.2	468	38	380	30.8	68.8
		2010-11	Hispanic	3,477	97.9	1126	32.4	964	27.7	1147	33	240	6.9	39.9
		2010-11	Native American/Alaskan	213	98.6	52	24.4	58	27.2	80	37.6	23	10.8	48.4
		2010-11	White	48,557	98.3	8051	16.6	11150	23	20718	42.7	8631	17.8	60.5
		2010-11	Ethnic Origin Not Reported	30	100	6	20	9	30	11	36.7	4	13.3	50
		2010-11	Economically Disadvantaged	36,375	96.4	12520	34.4	10738	29.5	10916	30	2191	6	36
		2010-11	Not Economically Disadvantaged	34,486	99	4164	12.1	6956	20.2	15639	45.4	7723	22.4	67.8
		2010-11	Economic Status Not Reported	53	94.6	22	41.5	13	24.5	13	24.5	5	9.4	34
		2010-11	Students with Disabilities	6,541	96.9	3919	59.9	1667	25.5	825	12.6	129	2	14.6

(*) = Data suppressed due to student N count (-) = Not Applicable or Not Available

2010-2011 Achievement Data

ALL Grades	Subject	School Year	Subgroup	State # Tested	State % Tested	State # Below Basic	State % Below Basic	State # Basic	State % Basic	State # Prof	State % Prof	State # Advanc ed	State % Advanc ed	State % Prof & Adv
		2010-11	Students w/out Disabilities	64,369	97.7	12786	19.9	16038	24.9	25742	40	9790	15.2	55.2
		2010-11	Student Disability Status Not Reported	*	100	*	*	*	*	*	*	*	*	*
		2010-11	Limited English Proficiency (LEP)	1,017	98.6	668	65.8	232	22.9	110	10.8	5	0.5	11.3
		2010-11	Not LEP	69,897	97.6	16038	22.9	17475	25	26458	37.9	9914	14.2	52
		2010-11	Migrant	10	100	3	30	6	60	0	0	1	10	10
		2010-11	NonMigrant	70,904	97.7	16703	23.6	17701	25	26568	37.5	9918	14	51.5
		2010-11	Male	36,348	97.4	9296	25.6	8674	23.9	12861	35.4	5507	15.2	50.5
		2010-11	Female	34,521	97.9	7400	21.4	9019	26.1	13699	39.7	4399	12.7	52.4
		2010-11	Gender Not Reported	45	100	10	22.2	14	31.1	8	17.8	13	28.9	46.7
		2010-11		73	98.6	11	15.3	14	19.4	34	47.2	13	18.1	65.3
	English I	2010-11	All Students	71,417	97.9	7972	11.2	16149	22.6	38385	53.8	8835	12.4	66.2
		2010-11	African American	17,341	95.9	3378	19.5	5907	34.1	7438	42.9	605	3.5	46.4
		2010-11	Asian/Pacific Islander	1,134	99.4	82	7.2	155	13.7	611	53.9	285	25.2	79.1
		2010-11	Hispanic	3,497	98.2	505	14.5	993	28.4	1816	52	177	5.1	57.1
		2010-11	Native American/Alaskan	214	98.6	22	10.3	51	23.8	123	57.5	18	8.4	65.9
		2010-11	White	49,121	98.6	3975	8.1	9026	18.4	28331	57.7	7733	15.8	73.5
		2010-11	Ethnic Origin Not Reported	21	84	5	23.8	3	14.3	9	42.9	4	19	61.9
		2010-11	Economically Disadvantaged	37,056	96.7	6361	17.2	11374	30.7	17360	46.9	1919	5.2	52.1
		2010-11	Not Economically Disadvantaged	34,308	99.3	1596	4.7	4762	13.9	21003	61.3	6913	20.2	81.4
		2010-11	Economic Status Not Reported	53	93	15	28.3	13	24.5	22	41.5	3	5.7	47.2
		2010-11	Students with Disabilities	6,685	97.5	2616	39.2	2622	39.3	1361	20.4	70	1.1	21.5
		2010-11	Students w/out Disabilities	64,731	97.9	5355	8.3	13527	20.9	37024	57.3	8765	13.6	70.8
		2010-11	Student Disability Status Not Reported	*	100	*	*	*	*	*	*	*	*	*
		2010-11	Limited English Proficiency (LEP)	682	97.7	331	48.7	284	41.8	64	9.4	0	0	9.4
		2010-11	Not LEP	70,735	97.9	7641	10.8	15865	22.5	38321	54.2	8835	12.5	66.7
		2010-11	Migrant	7	100	2	28.6	1	14.3	4	57.1	0	0	57.1
		2010-11	NonMigrant	71,410	97.9	7970	11.2	16148	22.6	38381	53.8	8835	12.4	66.2
		2010-11	Male	36,611	97.5	5425	14.8	9118	24.9	18466	50.5	3557	9.7	60.2
		2010-11	Female	34,764	98.3	2541	7.3	7026	20.2	19899	57.3	5267	15.2	72.5
		2010-11	Gender Not Reported	42	97.7	6	14.3	5	11.9	20	47.6	11	26.2	73.8
		2010-11		89	97.8	5	5.6	14	15.7	57	64	13	14.6	78.7

(*) = Data suppressed due to student N count (-) = Not Applicable or Not Available

2010-2011 Achievement Data

ALL Grades	Subject	School Year	Subgroup	State # Tested	State % Tested	State # Below Basic	State % Below Basic	State # Basic	State % Basic	State # Prof	State % Prof	State # Advanced	State % Advanced	State % Prof & Adv
	English II	2010-11	All Students	71,399	98.2	9657	13.5	20714	29	34373	48.2	6616	9.3	57.4
		2010-11	African American	17,562	96.8	4339	24.7	7077	40.3	5704	32.5	432	2.5	35
		2010-11	Asian/Pacific Islander	1,121	98.9	82	7.3	237	21.2	584	52.2	216	19.3	71.5
		2010-11	Hispanic	3,182	98.4	574	18.1	1149	36.2	1305	41.1	145	4.6	45.7
		2010-11	Native American/Alaskan	210	98.1	42	20.1	66	31.6	90	43.1	11	5.3	48.3
		2010-11	White	49,211	98.7	4610	9.4	12156	24.7	26627	54.1	5801	11.8	65.9
		2010-11	Ethnic Origin Not Reported	26	100	4	15.4	6	23.1	14	53.8	2	7.7	61.5
		2010-11	Economically Disadvantaged	35,637	97.2	7410	20.8	13357	37.5	13611	38.2	1228	3.4	41.7
		2010-11	Not Economically Disadvantaged	35,687	99.2	2212	6.2	7335	20.6	20746	58.1	5387	15.1	73.2
		2010-11	Economic Status Not Reported	75	93.8	35	47.3	22	29.7	16	21.6	1	1.4	23
		2010-11	Students with Disabilities	6,928	97.7	3167	45.8	2736	39.6	965	14	44	0.6	14.6
		2010-11	Students w/out Disabilities	64,468	98.3	6489	10.1	17976	27.9	33408	51.8	6572	10.2	62
		2010-11	Student Disability Status Not Reported	*	100	*	*	*	*	*	*	*	*	*
		2010-11	Limited English Proficiency (LEP)	689	98.1	352	51.2	285	41.5	49	7.1	1	0.1	7.3
		2010-11	Not LEP	70,710	98.2	9305	13.2	20429	28.9	34324	48.6	6615	9.4	57.9
		2010-11	Migrant	11	100	3	27.3	3	27.3	5	45.5	0	0	45.5
		2010-11	NonMigrant	71,388	98.2	9654	13.5	20711	29	34368	48.2	6616	9.3	57.4
		2010-11	Male	36,345	97.9	6084	16.8	11037	30.4	16459	45.3	2741	7.5	52.9
		2010-11	Female	35,005	98.5	3563	10.2	9664	27.6	17890	51.1	3873	11.1	62.2
		2010-11	Gender Not Reported	49	98	10	20.4	13	26.5	24	49	2	4.1	53.1
		2010-11		87	100	6	6.9	23	26.4	49	56.3	9	10.3	66.7

(*) = Data suppressed due to student N count (-) = Not Applicable or Not Available

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LEA Name	School Name	Title I 2011-12	School NCES ID #	REWARD SCHOOL (Performance)	REWARD SCHOOL (Progress)	PRIORITY SCHOOL	FOCUS SCHOOL
Alcoa	Alcoa High School		470006000235	A			
Alvin C. York Institute	Alvin C. York Institute	*	470014402133		B		
Athens	Ingleside Elementary	*	470012000027				F
Bedford	Community Elementary	*	470018000582		B		
Bedford	Harris Middle School	*	470018000037				G
Bells	Bells Elementary	*	470021000045		B		
Blount	Montvale Elementary	*	470030001916				F
Bradford	Bradford Elementary	*	470139000606				F
Bradley	Michigan Avenue	*	470033000096	A			
Bradley	North Lee Elementary		470033000098	A			
Bradley	Oak Grove Elementary	*	470033000099				F
Bradley	Parkview Elementary School	*	470033002224				F
Campbell	Caryville Elementary	*	470042000118				F
Campbell	Jacksboro Middle School	*	470042000123		B		
Campbell	Valley View Elementary	*	470042000135				F
Carter	Cloudland Elementary School	*	470051000152				F
Carter	Little Milligan	*	470051000161		B		
Cheatham	East Cheatham Elementary	*	470057000229		B		
Cheatham	Sycamore Middle School		470057000361		B		
Claiborne	Cumberland Gap High School		470063001690				F
Claiborne	Ellen Myers Elementary	*	470063000246				F
Clay	Hermitage Springs Elementary School	*	470066000261				F
Cleveland	Mayfield Elementary	*	470069000269				F
Clinton	Clinton Elementary	*	470072000271	A	B		
Coffee	Deerfield Elementary School	*	470078002234				F
Coffee	Hickerson Elementary	*	470078000288				F
Coffee	Hillsboro Elementary	*	470078000289				F
Crockett	Gadsden Elementary	*	470085001899				F
Cumberland	Frank P. Brown Elementary	*	470090002052		B		
Cumberland	Homestead Elementary School	*	470090000306	A			
Cumberland	South Cumberland Elementary	*	470090001835		B		
Cumberland	The Phoenix School	*	470090002130				F
Davidson	Bailey Middle School	*	470318001647			C	
Davidson	Brick Church Middle School	*	470318001400			C	
Davidson	Buena Vista Elementary Enhanced Option	*	470318001267			C	
Davidson	Gra-Mar Middle School	*	470318001307			C	
Davidson	Jere Baxter Middle School	*	470318001323			C	
Davidson	John Early Paideia Middle Magnet	*	470318001701			C	
Davidson	Napier Elementary Enhancement Option	*	470318001350			C	
Davidson	Nashville Diploma Plus	*	470318002194			C	

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Draft list as of November 14, 2011

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Davidson	Robert Churchwell Museum Magnet Elementary School	*	470318002201			C	
Davidson	Smithson-Craighead Middle School	*	470318002206			C	
Davidson	Antioch Middle School	*	470318001052				G
Davidson	Cameron Middle School	*	470318001270				G
Davidson	Carter Lawrence Elementary Magnet	*	470318001379				F
Davidson	Chadwell Elementary	*	470318001273				F
Davidson	Charlotte Park Elementary	*	470318001274		B		
Davidson	Dan Mills Elementary	*	470318001283				F
Davidson	Dodson Elementary	*	470318001284				F
Davidson	Donelson Middle School	*	470318001243				G
Davidson	Dupont Tyler Middle School	*	470318001288				G
Davidson	Eakin Elementary		470318001290				F
Davidson	East Literature Magnet	*	470318000592				F
Davidson	Glendale Elementary School		470318002054	A			
Davidson	Goodlettsville Elementary	*	470318001304				F
Davidson	Harpeth Valley Elementary		470318001310	A			
Davidson	Head Middle Mathematics / Science Magnet		470318001697				F
Davidson	Hillsboro Comp High School		470318001318				F
Davidson	Hume - Fogg High Academic Magnet		470318001320	A			
Davidson	Joelton Elementary	*	470318001324	A	B		
Davidson	John F. Kennedy Middle School	*	470318001401				G
Davidson	Jones Paideia Magnet	*	470318001702		B		
Davidson	Lead Academy	*	470318002122		B		
Davidson	Lockeland Elementary Design Center		470318001755				F
Davidson	M N P S Middle College @ Nashville State Community College		470318002101	A			
Davidson	Madison Middle School	*	470318002202				G
Davidson	Margaret Allen Middle School	*	470318001338				G
Davidson	Martin Luther King Jr Magnet- Pearl High School		470318001962	A	B		
Davidson	May Werthan Shayne Elementary School	*	470318002059				F
Davidson	Neely's Bend Elementary	*	470318001351				G
Davidson	Neely's Bend Middle School	*	470318001352				G
Davidson	New Vision Academy	*	470318002235		B		
Davidson	Percy Priest Elementary		470318001361	A			
Davidson	Rose Park Math/ Science Middle Magnet	*	470318001365				F
Davidson	Stanford Elementary Montessori Design Center		470318001707		B		
Davidson	Sylvan Park Paideia Design Center		470318001372				F
Davidson	Tusculum Elementary	*	470318001374				F

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Davidson	Una Elementary	*	470318001376				<i>F</i>
Davidson	West End Middle School		470318001382		<i>B</i>		
Dickson	Charlotte Elementary	*	470102001073		<i>B</i>		
Dickson	The Discovery School		470102001102	<i>A</i>	<i>B</i>		
Dickson	White Bluff Elementary	*	470102000335		<i>B</i>		
Dyer	Holice Powell Elementary	*	470105000342				<i>F</i>
Dyer	Three Oaks Middle School	*	470105000934		<i>B</i>		
Dyer	Trimble Elementary	*	470105000345				<i>F</i>
Dyersburg	Dyersburg High School		470108000347				<i>F</i>
Dyersburg	Dyersburg Intermediate School	*	470108000346		<i>B</i>		
Dyersburg	Dyersburg Middle School	*	470108001402				<i>F</i>
Elizabethton	East Side Elementary	*	470111000350				<i>F</i>
Elizabethton	West Side Elementary	*	470111000355	<i>A</i>			
Fayette	East Jr. High School	*	470117001411				<i>F</i>
Fayetteville	Ralph Askins School	*	470120000372				<i>F</i>
Franklin County	Cowan Elementary	*	470129000386				<i>F</i>
Franklin County	Sewanee Elementary		470129000402	<i>A</i>			
Franklin SSD	Franklin Elementary	*	470126000390				<i>F</i>
Franklin SSD	Johnson Elementary		470126000396				<i>F</i>
Franklin SSD	Liberty Elementary	*	470126001951				<i>F</i>
Gibson Co Sp Dist	Medina Elementary		470140000417	<i>A</i>			
Gibson Co Sp Dist	Spring Hill Elementary	*	470140000421				<i>F</i>
Giles	Giles Co High School		470141000429				<i>G</i>
Giles	Minor Hill School	*	470141000430				<i>F</i>
Giles	Richland Elementary	*	470141000432		<i>B</i>		
Greene	Chuckey Doak Middle School	*	470147002062		<i>B</i>		
Greene	McDonald Elementary	*	470147000450				<i>F</i>
Greene	North Greene High School	*	470147000453		<i>B</i>		
Greene	South Greene High School	*	470147000455	<i>A</i>	<i>B</i>		
H Rock Bruceton	Central Elementary	*	470189000627				<i>F</i>
Hamblen	Fairview Marguerite	*	470000100480		<i>B</i>		
Hamblen	Union Heights Elementary	*	470000100485		<i>B</i>		
Hamilton	Brainerd High School	*	470159000626			<i>C</i>	
Hamilton	Howard School Of Academics Technology	*	470159000759			<i>C</i>	
Hamilton	Battle Academy For Teaching Learning	*	470159001787				<i>F</i>
Hamilton	Chattanooga Girls Leadership Academy	*	470159002211			<i>C</i>	
Hamilton	Chattanooga School For Arts And Sciences CSAS Lower		470159000674	<i>A</i>			
Hamilton	Chattanooga School For Arts And Sciences CSAS Upper		470159000669	<i>A</i>			
Hamilton	Chattanooga School For The Liberal Arts		470159000763	<i>A</i>			

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Hamilton	Dalewood Middle School	*	470159000704			C	
Hamilton	Dupont Elementary	*	470159000711				F
Hamilton	East Ridge High School	*	470159000501				G
Hamilton	Falling Water Elementary	*	470159000503				F
Hamilton	Harrison Elementary	*	470159000506				F
Hamilton	Lakeside Academy	*	470159000762				F
Hamilton	Lookout Mountain Elementary		470159000509	A			
Hamilton	Lookout Valley Middle / High School	*	470159000781				F
Hamilton	Orchard Knob Elementary	*	470159000800			C	
Hamilton	Orchard Knob Middle	*	470159000801			C	
Hamilton	Sale Creek Middle / High School		470159000520				F
Hamilton	Sequoyah High School	*	470159000521				G
Hamilton	Signal Mountain Middle/High School (<i>High School</i>)		470159000523	A			
Hamilton	Signal Mountain Middle/High School (<i>Middle School</i>)		470159000523	A			
Hamilton	Snow Hill Elementary		470159000524		B		
Hamilton	Thrasher Elementary		470159000529	A			
Hamilton	Tommie F. Brown International Academy	*	470159001791				F
Hamilton	Woodmore Elementary	*	470159000828			C	
Hardeman	Bolivar Elementary	*	470165000539				F
Hardeman	Bolivar Middle School	*	470165000540				F
Hardeman	Central High School	*	470165000541				F
Hardeman	Middleton High School	*	470165000547				F
Hardin	East Hardin Elementary	*	470168002246				F
Hawkins	Church Hill Intermediate School	*	470174002240		B		
Hawkins	Mt Carmel Elementary	*	470174000585		B		
Haywood	Haywood High School		470177000597				F
Haywood	Haywood Jr High School		470177001952				F
Henderson	South Side Elementary	*	470180001953		B		
Humboldt	East Elementary School	*	470195002239				F
Humboldt	Humboldt Middle School	*	470195000635		B		
Humphreys	Mc Ewen Elementary	*	470198001442		B		
Humphreys	Mc Ewen High School		470198000641				F
Humphreys	Waverly Elementary	*	470198000643				F
Huntingdon	Huntingdon High School		470201000646				F
Huntingdon	Huntingdon Primary	*	470201000647				F
Jefferson	Talbott Elementary	*	470210000689				F
Johnson	Mountain City Elementary	*	470216000699	A			
Johnson City	Woodland Elementary	*	470213000673		B		
Kingsport	Jefferson Elementary		470219000708	A	B		

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Kingsport	Washington Elementary		470219000715	A	B		
Knox	Beaumont Elementary/Magnet	*	470222000772				F
Knox	Blue Grass Elementary		470222000720	A			
Knox	Copper Ridge Elementary		470222001846		B		
Knox	Corryton Elementary		470222000730				F
Knox	Dr. Paul L. Kelley Volunteer Academy	*	470222002249				H
Knox	Mooreland Heights Elementary	*	470222000796		B		
Knox	New Hopewell Elementary		470222000753				F
Knox	Northwest Middle School	*	470222000797				G
Knox	Norwood Elementary	*	470222000798		B		
Knox	Powell High School		470222000755		B		
Knox	Sequoyah Elementary		470222000810	A			
Knox	South Doyle High School		470222000732		B		
Knox	Sterchi Elementary		470222000817	A			
Knox	Vine Middle/Magnet	*	470222000820				G
Knox	West High School		470222000822				F
Lake	Lake Co High School	*	470228000826				F
Lauderdale	Lauderdale Middle School	*	470231001970				F
Lauderdale	Ripley High School	*	470231000838				F
Lawrence	David Crockett Elementary	*	470234000841	A	B		
Loudon	Eaton Elementary	*	470252000892	A	B		
Loudon	Greenback School	*	470252000896				F
Loudon	Steekee Elementary	*	470252000905				F
Madison	Arlington Elementary School	*	470258001336				F
Madison	Denmark Elementary	*	470258000915				F
Madison	Liberty Technology Magnet High School	*	470258002032		B		
Madison	Lincoln Magnet Elementary	*	470258000655		B		
Madison	Madison Academic Magnet High School		470258002033	A	B		
Madison	North Side High School	*	470258000920		B		
Madison	Northeast Middle School	*	470258000083				F
Madison	Parkview Montessori Magnet School		470258000656	A			
Madison	Pope Elementary	*	470258000924				F
Madison	South Side High School	*	470258000925		B		
Marion	South Pittsburg High School		470264000941				F
Marshall	Cornersville School (High School)	*	470267000948		B		
Marshall	Cornersville School (Middle School)	*	470267000948		B		
Maryville	Fort Craig		470270000956	A			
Maryville	John Sevier Elementary	*	470270000957		B		
Maryville	Maryville Intermediate School	*	470270001242	A	B		
Maryville	Maryville Middle School		470270000959	A			
Maury	Mt Pleasant High School		470276000974				F

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Maury	Spring Hill Middle School		470276002227		B		
McMinn	Calhoun Elementary	*	470282000986		B		
McNairy	Michie Elementary	*	470288001001				F
McNairy	Selmer Elementary		470288001003				F
Meigs	Meigs South Elementary	*	470291001005				F
Memphis	Airways Middle School	*	470294001012			C	
Memphis	Alcy Elementary	*	470294001013			C	
Memphis	Alton Elementary	*	470294001014		B		
Memphis	American Way Middle	*	470294002040			C	
Memphis	B T Washington High School	*	470294001016		B		
Memphis	Bellevue Junior High School	*	470294001018		B		
Memphis	Brookmeade Elementary	*	470294001021			C	
Memphis	Brownsville Rd Elementary	*	470294001022				F
Memphis	Campus School		470294001025	A			
Memphis	Carver High School	*	470294001027			C	
Memphis	Cherokee Elementary	*	470294001030			C	
Memphis	Chickasaw Junior High School	*	470294001032			C	
Memphis	City University Boys Preparatory	*	470294002209			C	
Memphis	Coleman Elementary	*	470294001034			C	
Memphis	Cordova Middle School	*	470294000176				G
Memphis	Corning Elementary	*	470294001037			C	
Memphis	Corry Middle School	*	470294001039			C	
Memphis	Craigmont Middle School	*	470294001927				F
Memphis	Cypress Middle School	*	470294001044			C	
Memphis	Delano Elementary	*	470294001045				F
Memphis	Denver Elementary	*	470294001046			C	
Memphis	Douglass Elementary	*	470294001048			C	
Memphis	Douglass High School	*	470294002150				G
Memphis	Downtown Elementary	*	470294002041				F
Memphis	Egypt Elementary	*	470294001055			C	
Memphis	Fairley Elementary	*	470294001057			C	
Memphis	Fairley High School	*	470294001058			C	
Memphis	Fairview Jr High School	*	470294001059			C	
Memphis	Florida-Kansas Elementary	*	470294001140		B		
Memphis	Ford Road Elementary	*	470294001061			C	
Memphis	Frayser Elementary	*	470294001063			C	
Memphis	Freedom Preparatory Academy	*	470294002208		B		
Memphis	Geeter Middle School	*	470294001066			C	
Memphis	Georgia Ave Elementary	*	470294001067			C	
Memphis	Georgian Hills Elementary	*	470294001068			C	
Memphis	Grandview Heights Elementary School	*	470294001075			C	

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Memphis	Graves Elementary	*	470294001077			C	
Memphis	Hamilton Elementary	*	470294001079		B		
Memphis	Hamilton High School	*	470294001080			C	
Memphis	Hamilton Middle School	*	470294001081			C	
Memphis	Hanley Elementary	*	470294001082			C	
Memphis	Hickory Ridge Middle School	*	470294001615			C	
Memphis	Hillcrest High School	*	470294001085			C	
Memphis	Hollis F. Price Middle College High School	*	470294002081	A	B		
Memphis	Humes Middle School	*	470294001087			C	
Memphis	Ida B Wells Academy	*	470294000861			C	
Memphis	Idlewild Elementary	*	470294001088				F
Memphis	Kingsbury Middle School	*	470294002126				G
Memphis	KIPP DIAMOND Academy	*	470294001928				G
Memphis	Kirby Middle School	*	470294001978			C	
Memphis	Klondike Elementary	*	470294001096			C	
Memphis	Lanier Middle School	*	470294001099			C	
Memphis	Lester Elementary School	*	470294001958			C	
Memphis	Lucie E. Campbell Elementary	*	470294002043			C	
Memphis	Magnolia Elementary	*	470294001112			C	
Memphis	Manassas High School	*	470294001113			C	
Memphis	Manor Lake Elementary	*	470294001114			C	
Memphis	MCS Prep School - Northeast	*	470294002191			C	
Memphis	MCS Prep School - Northwest	*	470294002188			C	
Memphis	MCS Prep School - Southeast	*	470294002190			C	
Memphis	MCS Prep School - Southwest	*	470294002189			C	
Memphis	Melrose High School	*	470294001115			C	
Memphis	Memphis Academy Of Health Sciences	*	470294002046				F
Memphis	Memphis Business Academy High School	*	470294002178			C	
Memphis	Middle College High School	*	470294001974		B		
Memphis	Newberry Elementary	*	470294001123				G
Memphis	Norris Elementary	*	470294001124			C	
Memphis	Northside High School	*	470294001125			C	
Memphis	Oakhaven Middle School	*	470294002148			C	
Memphis	Oakshire Elementary	*	470294001128				F
Memphis	Omni Prep Academy - North Pointe Middle School	*	470294002243		B		
Memphis	Overton High School	*	470294001130				F
Memphis	Peabody Elementary	*	470294001132				F
Memphis	Power Center Academy	*	470294002171		B		
Memphis	Raleigh- Bartlett Meadows School	*	470294001137			C	
Memphis	Raleigh Egypt Middle School	*	470294001136			C	

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Memphis	Ridgeway High School	*	470294001142				<i>F</i>
Memphis	Ridgeway Middle School	*	470294001625				<i>G</i>
Memphis	Ridgeway/Balmoral Elementary	*	470294001141				<i>F</i>
Memphis	Riverview Middle School	*	470294001144			<i>C</i>	
Memphis	Robert R. Church Elementary School	*	470294001626		<i>B</i>		
Memphis	Shady Grove Elementary	*	470294001149				<i>F</i>
Memphis	Sheffield Elementary	*	470294001152			<i>C</i>	
Memphis	Sherwood Middle School	*	470294001156			<i>C</i>	
Memphis	Snowden School	*	470294001158				<i>F</i>
Memphis	South Park Elementary	*	470294001159			<i>C</i>	
Memphis	South Side Middle	*	470294002127			<i>C</i>	
Memphis	Southern Avenue Middle	*	470294002232		<i>B</i>		
Memphis	Spring Hill Elementary	*	470294001161			<i>C</i>	
Memphis	Springdale Elementary	*	470294001162			<i>C</i>	
Memphis	Treadwell Elementary	*	470294001164			<i>C</i>	
Memphis	Treadwell Middle School	*	470294002217			<i>C</i>	
Memphis	Trezevant High School	*	470294001166			<i>C</i>	
Memphis	Vance Middle School	*	470294001168			<i>C</i>	
Memphis	Veritas College Preparatory	*	470294002248		<i>B</i>		
Memphis	Vollentine Elementary	*	470294001169		<i>B</i>		
Memphis	Westside Elementary	*	470294001172				<i>G</i>
Memphis	Westside Middle	*	470294002135			<i>C</i>	
Memphis	Westwood Elementary	*	470294001175			<i>C</i>	
Memphis	Westwood Middle/ High School	*	470294001176			<i>C</i>	
Memphis	White Station Elementary	*	470294001177				<i>F</i>
Memphis	White Station High School		470294001178				<i>F</i>
Memphis	White Station Middle School		470294001960		<i>B</i>		
Memphis	Whitehaven Elementary	*	470294001180			<i>C</i>	
Memphis	Whitney Elementary	*	470294001183			<i>C</i>	
Memphis	Willow Oaks Elementary	*	470294001184				<i>F</i>
Memphis	Wooddale Middle	*	470294001187			<i>C</i>	
Milan	Milan Elementary	*	470297000464		<i>B</i>		
Monroe	Coker Creek Elementary	*	470300001193				<i>F</i>
Monroe	Rural Vale Elementary	*	470300001198				<i>F</i>
Monroe	Tellico Plains Elementary	*	470300001200				<i>F</i>
Montgomery	Montgomery Central Elementary	*	470303001208		<i>B</i>		
Montgomery	Moore Magnet Elementary	*	470303001216				<i>F</i>
Montgomery	Rossvie Elementary		470303002156	<i>A</i>			
Moore	Moore County High School		470306001224				<i>F</i>
Morgan	Coalfield School	*	470309001230				<i>F</i>
Morgan	Oakdale School	*	470309001235				<i>F</i>

* A school that achieved both high overall proficiency and high overall growth is designated as both a reward-performance and reward-progress school

Draft list as of November 14, 2011

LEA Name	School Name	Title I 2011-12	School NCES ID #	REWARD SCHOOL (Performance)	REWARD SCHOOL (Progress)	PRIORITY SCHOOL	FOCUS SCHOOL
Morgan	Petros Joyner Elementary	*	470309001236				F
Murfreesboro	Cason Lane Academy	*	470315000374		B		
Murfreesboro	Hobgood Elementary	*	470315001250		B		
Murfreesboro	The Discovery School @ Reeves-Rogers		470315001248	A			
Oak Ridge	Glenwood Elementary		470324001393	A			
Oak Ridge	Willow Brook Elementary	*	470324001398				F
Perry	Linden Elementary	*	470339001432				F
Polk	Copper Basin Elementary School	*	470345002070				F
Putnam	Capshaw Elementary		470348001451	A	B		
Putnam	Monterey High School		470348001454				F
Putnam	Park View Elementary	*	470348001456				F
Rhea	Frazier Elementary		470351001463	A			
Roane	Bowers Elementary	*	470359000569				F
Roane	Cherokee Middle School		470359001475		B		
Roane	Harriman High School		470359000567				F
Roane	Midtown Elementary	*	470359001480				F
Roane	Midway Elementary	*	470359001481				F
Robertson	Jo Byrns High School (High School)		470360001500		B		
Robertson	Jo Byrns High School (Middle School)		470360001500		B		
Robertson	Springfield Middle School		470360001504				G
Rogersville	Rogersville Elementary	*	470366001508		B		
Rutherford	Barfield Elementary		470369000955	A	B		
Rutherford	Central Magnet School (High School)		470369002247	A			
Rutherford	Central Magnet School (Middle School)		470369002247	A			
Rutherford	Eagleville School (Elementary/Middle School)		470369001516	A			
Rutherford	Homer Pittard Campus School		470369001521	A			
Rutherford	John Colemon Elementary	*	470369001512				F
Rutherford	McFadden School Of Excellence		470369001522	A			
Rutherford	Smyrna Middle School		470369001529				G
Scott	Burchfield Elementary	*	470372001533				F
Scott	Fairview Elementary	*	470372001965				F
Scott	Huntsville Elementary	*	470372001535				F
Scott	Scott High School	*	470372001539		B		
Sevier	Catons Chapel Elementary	*	470378001548				F
Sevier	Gatlinburg Pittman High		470378001549				G
Shelby	Bailey Station Elementary School		470381002076	A			
Shelby	Barrets Elementary School		470381001568	A			
Shelby	Collierville Elementary		470381001573	A			
Shelby	Collierville Middle School		470381001575	A			
Shelby	Crosswind Elementary		470381000147	A			

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Draft list as of November 14, 2011

LEA Name	School Name	Title I 2011-12	School NCES ID #	REWARD SCHOOL (Performance)	REWARD SCHOOL (Progress)	PRIORITY SCHOOL	FOCUS SCHOOL
Shelby	E A Harrold Elementary	*	470381001858				F
Shelby	Houston High School		470381002001	A	B		
Shelby	Lakeland Elementary School		470381001547	A			
Shelby	Rivercrest Elementary	*	470381000972				F
Shelby	Shadowlawn Middle School		470381001594				F
Smith	Defeated Elementary	*	470387001598				F
Smith	New Middleton Elementary	*	470387001602				F
South Carroll	Clarksburg School	*	470390000064	A			
Stewart	Dover Elementary	*	470396001610		B		
Sullivan	Central Heights Elementary	*	470399001623				F
Sullivan	Sullivan Elementary	*	470399001649				F
Sumner	Bethpage Elementary	*	470402001657	A	B		
Sumner	Indian Lake Elementary		470402001864	A			
Sumner	Merrol Hyde Magnet School (High School)		470402001665	A			
Sumner	Merrol Hyde Magnet School (Elementary/Middle School)		470402001665	A			
Sumner	Union Elementary School		470402001676	A			
Sumner	Westmoreland High School		470402001683				G
Tipton	Brighton Elementary	*	470408001689		B		
Tipton	Brighton Middle School	*	470408001228		B		
Tipton	Covington High School		470408001692		B		
Tipton	Crestview Middle School	*	470408000043				F
Trenton	Peabody High School	*	470410001703				F
Trenton	Trenton Elementary	*	470410001705				F
Trousdale	Trousdale Co High School		470417001709		B		
Tullahoma	Jack T Farrar Elementary	*	470420001713				F
Unicoi	Rock Creek Elementary	*	470423001721	A			
Unicoi	Unicoi Co High School	*	470423001723		B		
Unicoi	Unicoi Co Middle School	*	470423000047		B		
Union City	Union City Elementary School	*	470426001726				F
Union City	Union City High School		470426001729				F
Union City	Union City Middle School	*	470426001730				F
Van Buren	Spencer Elementary	*	470432001737				F
Van Buren	Van Buren Co High School		470432001738				F
Warren	Centertown Elementary	*	470435001740		B		
Warren	Dibrell Elementary	*	470435001741		B		
Washington	Boones Creek Elementary	*	470438001753		B		
Washington	Ridgeview Elementary School		470438002154	A			
Washington	University School (Elementary/Middle School)		470438001893	A			
Washington	University School (High School)		470438001893	A			

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Draft list as of November 14, 2011

LEA Name	School Name	Title I 2011-12	School NCES ID #	REWARD SCHOOL (Performance)	REWARD SCHOOL (Progress)	PRIORITY SCHOOL	FOCUS SCHOOL
Wayne	Collinwood Elementary	*	470444001767		B		
Wayne	Frank Hughes School	*	470444001771	A			
Weakley	Dresden Elementary	*	470447001777		B		
Weakley	Gleason School	*	470447001780	A	B		
Weakley	Greenfield School	*	470447001782				F
West Carroll Sp Dist	West Carroll Junior/Senior High School (<i>High School</i>)		470449001913		B		
West Carroll Sp Dist	West Carroll Junior/Senior High School (<i>Middle School</i>)		470449001913		B		
White	Northfield Elementary School	*	470450001363				F
Williamson	Allendale Elementary School		470453002244	A			
Williamson	College Grove Elementary	*	470453001802	A			
Williamson	Fairview Middle School		470453001895	A	B		
Williamson	Fred J Page High School		470453001806	A	B		
Williamson	Grassland Elementary		470453001807	A			
Williamson	Heritage Elementary	*	470453001239	A			
Williamson	Hunters Bend Elementary		470453000456	A			
Williamson	Kenrose Elementary		470453001240	A			
Williamson	Lipscomb Elementary		470453001810	A			
Williamson	Middle College High School		470453001031	A			
Williamson	Pearre Creek Elementary School		470453002252	A			
Williamson	Scales Elementary		470453001867	A			
Williamson	Spring Station Middle School		470453002237	A	B		
Williamson	Sunset Elementary School		470453002097	A			
Williamson	Trinity Elementary		470453001814	A	B		
Williamson	Walnut Grove Elementary		470453002021	A			
Williamson	Winstead Elementary School		470453002027	A			
Wilson	W A Wright Elementary		470455000054		B		

TOTAL # OF SCHOOLS IN TENNESSEE: 1687**TOTAL # OF TITLE I SCHOOLS IN TENNESSEE: 1120****TOTAL # OF TITLE I PARTICIPATING SCHOOLS IN TENNESSEE WITH GRADUATION RATES LESS THAN 60%: 9**

* A school that achieved both high overall proficiency and high overall growth is designated as both a reward-performance and reward-progress school

Draft list as of November 14, 2011

LEA Name	School Name	Title I 2011-12	School NCES ID #	REWARD SCHOOL (Performance)	REWARD SCHOOL (Progress)	PRIORITY SCHOOL	FOCUS SCHOOL
USED Criteria and Legend							
<u>Reward School Criteria</u>							
A - Highest-performing school							
B - Highest-progress school							
<u>Priority School Criteria</u>							
C - Lowest 5% of schools based on proficiency in the "all students" group							
D - N/A: High school with graduation rate less than 60% --> not considered separately							
E - N/A: Tier I or Tier II SIG school --> re-identified all priority schools based on new methodology							
<u>Focus School Criteria</u>							
F - Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s)							
G - Has a subgroup or subgroups with low achievement (5% threshold determined by TDOE)							
H - High schools with graduation rates less than 60% over a number of years that is not identified as a priority school							

Note:

- Elementary/Middle Schools and High Schools were assessed separately; schools that span both levels were assessed twice, once for each category.
- Draft list based on two years of achievement data (2009-10 and 2010-11) except when TVAAS composite index scores were used to calculate Reward Progress schools, which includes three years of data (2008-09, 2009-10, and 2010-11).
- TDOE excluded schools that focus exclusively on alternative, special education, adult, career and technical education (CTE) programs from the priority, focus, and reward list analyses because these schools have different fundamental operating structures from traditional K-12 schools. TDOE is committed to continuing to support these schools through services provided by the Offices of Special Populations and Career and Technical Education, but believes that state resources targeted at persistent underachievement (priority schools), pervasive achievement gaps (focus schools), and high-achievement or high-progress (reward schools) can be applied most effectively in traditional K-12 operating structures. Schools with insufficient data were also excluded from the analyses.
 - Tennessee's "alternative schools" serve students on temporary placements for discipline reasons. Even while in the alternative school, the student's sending school is held accountable for the education of these students during their school careers. Since the population of these schools is by nature ever changing, the comparison of test scores from one year to the next year does not represent an accurate picture of the school performance. Therefore, TDOE believes it is more effective to target resources toward the students' home middle or high school, which are included in the priority, focus, and reward analyses.
 - Tennessee has seven special schools that serve K-12 students. Three schools are directly operated by the state already: the Tennessee School for the Deaf, Tennessee School for the Blind, and the West Tennessee School for the Deaf. Four additional schools are operated at the local level. Under the current accountability workbook approved by USED, the scores from the state special schools are assigned to the state, and the local special schools are assigned to the LEA. We carried this practice over to this list analysis.
 - CTE schools are career-technical schools offering students additional classes outside of the school in which they are primarily enrolled.
 - Adult high schools serve adult students not under ESEA.
 - Schools with insufficient data include those schools without test data because they have fewer than 10 students tested in any of the required subjects.

* A school that achieved both high overall proficiency and high overall growth is designated as both a reward-performance and reward-progress school



Final Report of the Teacher Evaluation Advisory Committee

Prepared by the TN Department of Education for Senate Finance Ways and Means Sunset Hearing
May 10, 2011

TEAC Context and Statutory Responsibility

Established under Tennessee's *First to the Top Act* in January 2010, the 15-member Teacher Evaluation Advisory Committee (TEAC) is charged with developing and recommending broad parameters for the components to be included in the state's new educator evaluation system.

TEAC Statutory Responsibilities and Timeline

Statutory charge outlined in *TN code Annotated, Section 49-1-302(d)(1) and (2)* includes:

- *"The committee shall develop and recommend to the board, guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure"*
 - Teacher and Principal Evaluation guidelines and criteria (see p.2 for highlights)
 - Approved by SBOE on first reading on 10.29.10
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
 - Teacher and Principal Evaluation local-level grievance procedures (see p.2 for highlights)
 - Approved by SBOE on first reading on 1.28.11
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
- *"Fifteen percent (15%) shall be based on other measures of student achievement selected from a list of such measures developed by the TEAC and adopted by the board."*
 - Teacher and Principal Evaluation 15% student achievement options (see p. 2)
 - TEAC unanimously approved list of options for each educator group on 1.27.11
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11
- *"(iii) Notwithstanding subdivisions (i) and (ii) above, if a particular teacher's or principal's growth data, as described in subdivision (1) above, reflects attainment of a specific achievement level, to be recommended by the TEAC and adopted by the board, then such student growth data may, at the choice of the individual being evaluated, comprise fifty percent (50%) of their evaluation."*
 - Approved by SBOE on first reading on 10.29.10
 - Final TEAC review and approval on 4.6.11
 - Approved on final reading by SBOE on 4.15.11

TEAC Non-Statutory Areas to Consider

Members of the Committee raised a number of issues for the Tennessee Department of Education (DOE) and the State Board of Education (SBOE) to consider that help support and fully implement the state's new evaluation system. These issues, though integral to the fidelity of implementation of the new system, are not part of the TEAC statutory requirements. As such, the committee prepared a memo outlining these remaining considerations, which has been submitted to the Commissioner of



Education, State Board and Governor since the final TEAC meeting on 4.6.11. These considerations include: evaluator training, data delivery, oversight, and future evaluation of central office staff.

Highlights of the TEAC recommended and SBOE approved policy for the new evaluation system include:

“The committee shall develop and recommend to the board, guidelines and criteria for the annual evaluation of all teachers and principals employed by LEAs, including a local-level evaluation grievance procedure”

- Evaluations will differentiate teachers and principals into five effectiveness groups: significantly below expectations, below expectations, meets expectations, above expectations, and significantly above expectations;
- The Department of Education will work to develop growth measures for those educators without TVAAS data; in lieu of approved growth measures, school-wide value-added data will be used for those educators’ 35 percent growth component while other measures are developed;
- Local-level evaluation grievance procedures provide a means for evaluated teachers and principals to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education; disputes are to be resolved at the lowest possible level.

“Fifteen percent (15%) shall be based on other measures of student achievement selected from a list of such measures developed by the TEAC and adopted by the board.”

- For the 15 percent menus of options, educators can, in collaboration with their supervisors, choose from their educator category’s menu of options; options include state assessments, TVAAS, ACT/SAT suites, national or state off-the-shelf assessments approved by the Department of Education, AP/IB/NIC suites, graduation rate/CTE concentrator graduation rate, postsecondary matriculation/persistence/placement, completion/success in advanced coursework, 9th grade promotion to the 10th grade.

“(iii) Notwithstanding subdivisions (i) and (ii) above, if a particular teacher’s or principal’s growth data, as described in subdivision (1) above, reflects attainment of a specific achievement level, to be recommended by the TEAC and adopted by the board, then such student growth data may, at the choice of the individual being evaluated, comprise fifty percent (50%) of their evaluation.”

- Educators whose growth score is in the top three quintiles will be able to use this score for the entire 50% student achievement component.

Other criteria for the evaluations:

- 50 percent of the evaluation will be based on qualitative data in four domains, Planning, Environment, Professionalism, and Instruction, drawn from:
 - Multiple and frequent observations (four annually for professionally licensed staff, six annually for apprentice staff)
 - Written and in-person feedback within a week of observation
- Principals and assistant principals who spend at least 50 percent of their time on administrative duties will be evaluated according to a qualitative appraisal instrument based on the Tennessee Instructional Leadership Standards (TILS).

Tennessee Department of Education
Application for Approval of Alternate Qualitative Evaluation Instrument/Process
Developer Form
Due May 2, 2011

Directions: Provide the information requested below. This application form is a Word document, so where narrative is required, please insert it directly into the document. **Attach a copy of the rubric and the observation recording forms to this application for submission.** A hard copy of the application with required original signatures should be submitted to:

Tim Gaddis, TN Department of Education
710 James Robertson Parkway
Andrew Johnson Tower, 5th Floor
Nashville, TN 37243

Developer Information

Name of Organization or District: _____

Primary Contact Person: _____

Address: _____

Phone: _____ **E-mail Address:** _____

<p>Department Use Only</p> <p>Received: Date _____</p> <p>Reviewed by: _____</p>

Assurances

I/we hereby assure that this alternate model meets all guidelines and criteria set forth by the Tennessee State Board of Education on April 15, 2011, including the following:

- (1) The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement.
- (2) Evaluations will be used to inform human capital decisions, including, but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
- (3) Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.
- (4) The qualitative appraisal instrument must contain the following domains: Planning, Environment, Professionalism, Instruction.
- (5) All approved models shall include, but are not limited to a review of prior evaluations, personal conferences to discuss strengths, weaknesses, and remediation, and classroom observation visits.
- (6) All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum of at least 60 minutes each school year. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.
- (7) Evaluators will provide written feedback within one week of each observation visit to the educator and schedule an in-person debrief with the educator within one week of each observation visit.

Authorized Signature for Model Developer

Date

I/we hereby assure that the model developer will cooperate with TN CRED in the ongoing study of the effectiveness of the model through the 2013-14 academic year.

Authorized Signature for Model Developer

Date

In the space below, describe the research base that informed the development of this model.

(Use as much space as necessary)

In the space below, describe the pilot of the instrument, including but not limited to the description and number of participants, timeframe of the pilot, the training process, and documented outcomes.

(Use as much space as necessary)

**MINUTES
STATE BOARD OF EDUCATION
APRIL 15, 2011**

The State Board of Education met for its regular meeting in Room 12 of the Legislative Plaza, Nashville, Tennessee, at 9:00 a.m., CDT, on April 15, 2011.

Present..... 8 Absent..... 3

Mr. Fielding Rolston, Chair

Ms. Vernita Justice

Ms. Carolyn Pearre

Dr. Jean Anne Rogers

Ms. Teresa Sloyan

Dr. Melvin Wright

Dr. Richard Rhoda, Ex-Officio

Mr. Chip Woods, Student Member

Mr. Jim Ayers

Mr. Flavius Barker

Mr. Richard Ray

Chairman Rolston called the meeting to order and welcomed members of the audience. He then recognized **Ms. Dannelle Walker** who was recently appointed as General Counsel to the State Board of Education.

I. Consent Items

A. Adoption of Agenda

B. Approval of Minutes from January 28, 2011

ACTION: **Dr. Wright** moved acceptance. **Ms. Sloyan** seconded. The motion passed unanimously.

II. Report Items

A. Blue Ribbon Schools Recognition

Mr. James Frances, Department of Education, recognized 10 schools throughout the state that exceeded the state's accountability criteria for the past 3 years.

Blue Ribbon Schools must be first nominated by the chief state school officer (CSSO) as eligible. Based on state data, the CSSO certifies that the nominated schools meet one of two criteria:

1. At least 40 percent of their students from disadvantaged backgrounds and show dramatic improvement in test scores to high levels in at least the past three years in reading (language arts or English) and mathematics.

1. **Bethpage Elementary**
 Sumner County Schools
 Bill Johnson, Principal
 420 Pld Hwy 31 E
 Bethpage, TN 37022

2. **Cowan Elementary**
 Franklin County Schools
 Cynthia Young, Principal
 501 E. Cumberland Street
 Cowan, TN 37318

2. Regardless of demographics, achieves in the top 10 percent of schools in the state in the school's grade category as measured by state tests of reading (language arts or English) and mathematics in at least the last grade tested in the last year tested.
 1. **Big Sandy School**
 Benton County Schools
 Marty Caruthers, Principal
 13305 Hwy69A
 Big Sandy, TN 38221

 2. **Douglass Elementary School**
 Shelby County Schools
 Angela Brown, Principal
 1650 Ash Street
 Memphis, TN 38108

 3. **Grundy County High School**
 Grundy County Schools
 William Childers, Principal
 24970 SR 108
 Coalmont, TN 37313

 4. **Townsend Elementary**
 Blount County Schools
 John Dalton, Principal
 140 Tiger Drive
 Townsend, TN 37882

The nominated schools must successfully complete an intensive application process which is reviewed by the U.S. Department of Education.

Dr. Debbie Owens, Department of Education, presented the awards and the schools will also receive a certificate signed by Governor Haslam.

The schools' best practices will be profiled on the Tennessee Department of Education's website in addition to the schools participating in best practice sharing sessions throughout the year.

B. *Title I Distinguished Schools Recognition*

Mr. Francis recognized four schools as Title I distinguished schools in the following categories:

National Title I Closing the Achievement Gap Between Student Groups

Hollis F. Price

Memphis City Schools
Daphne Beasley, Principal
807 Walker Avenue
Memphis, TN 38126

National Title I Exceptional Student Performance

South Greene High School

Greene County Schools
Cindy Bowman, Principal
7469 Asheville Highway
Greeneville, TN 37743

State Title I Closing the Achievement Gap Between Student Groups

North Greene High School

Greene County Schools
Dr. Vicki Kirk
4675 Old Baileyton
Greeneville, TN 37745

State Title I Exceptional Student Performance

A.H. Roberts Elementary

Overton County Schools
Matt Eldridge, Principal
302 Zachary Street
Livingston, TN 38570

Dr. Owens presented the awards and the schools will also receive a certificate signed by Governor Haslam.

C. *2009 Presidential Award Winner Recognition*

Each year the President names more than one hundred science and math teachers as recipients of the prestigious *Presidential Awards for*

Excellence in Mathematics and Science Teaching. These educators receive their awards during a White House ceremony given in their honor.

Winners are selected by a panel of distinguished scientists, mathematicians, and educators following an initial selection process done at the state level. Each year the award alternates, going either to science and math teachers in grades K through 6 or to those teaching in grades 7 through 12 (as it was in this year).

Ms. Linda Jordan, Department of Education, recognized **Ms. Peggy Bertrand**, Oak Ridge High School and **Mr. Jeff McCalla**, St. Mary's Episcopal School as 2009 winners of the Presidential Award for Excellence in Mathematics and Science Teaching. She noted that these two teachers were among the finest in the nation and were excellent representatives of the State of Tennessee. In addition to being recognized by the State Board of Education, these teachers traveled to Washington, D.C. for meetings and to receive additional rewards.

Chairman Rolston congratulated all of these individuals on their achievements.

III. Action Items (First Reading)

A. Identification of the Persistently Lowest-Achieving Schools Policy

Dr. Debbie Owens discussed the reason and rationale for removing one component of the Persistently Lowest Achieving Schools definition. The original definition contained a multiplier for schools not making adequate yearly progress over 6 or more years. Due to the state administering tougher standards and tests, this multiplier definition is being removed.

Ms. Sloyan asked if there was a timeline for the reauthorization of *No Child Left Behind*. **Dr. Owens** stated the Department of Education is taking a wait and see approach, but there is momentum building towards a more definite timeline.

Ms. Sloyan asked if this would increase or decrease the number of schools on the list. **Dr. Owens** stated that the number of schools identified will remain the same, however, the criteria upon which the school is identified for inclusion on the list is different. Instead of identifying schools based on low performance within potentially just one student subgroup. The new definition is now based on the performance of all students.

Chairman Rolson asked for clarification regarding how many new schools will be on the list. **Dr. Owens** stated that there is one school which fell into this category based on the performance of just one student subgroup that will no longer be on the list.

Vice Chair Pearre asked if there would be any changes in the funding formula, based on this new change. **Dr. Owens** stated that there would not. However, there is the anticipation of potentially significant cuts for the upcoming fiscal year.

ACTION: **Ms. Sloyan** moved acceptance on first reading. **Dr. Wright** seconded. The motion passed unanimously.

B. *Definition of a Tennessee Public School, Rule*

Dr. David Sevier, State Board of Education, presented this item. He noted that removing the words "one plant" from the definition of a public school would allow for increased flexibility for school districts and also allow for the formation of stand-alone virtual schools. He noted that all other provisions of the definition remain in place.

ACTION: **Vice Chair Pearre** moved acceptance on first reading. **Dr. Wright** seconded. The motion passed unanimously.

C. *Adult High Schools, Rule*

D. *Summer Schools, Rule*

Dr. Sevier presented these items together for consideration. He told members that summer school and adult high schools were the two remaining areas with seat time requirements for advancement. This change to SBE rules and regulations would allow LEAs to advance summer school students and adult students on mastery of content.

Vice Chair Pearre suggested the removal of archaic language in the adult high school rule relating to obsolete testing requirements.

ACTION: **Vice Chair Pearre** moved acceptance on first reading. **Dr. Wright** seconded. The motion passed unanimously.

E. *Computer Technology*

Mr. Morgan Branch, Department of Education, presented revisions to the computer technology curriculum. **Mr. Morgan** stated that most of the courses were joint courses between CTE and the academic departments.

ACTION: **Dr. Wright** moved acceptance on first reading. **Ms. Sloyan** seconded. The motion passed unanimously.

F. *Middle Grades STEM Teacher License Standards*

Dr. Sevier presented this. He noted that these are the licensure standards that support the Board's recently approved Middle Grades STEM endorsement. He gave Board members background on the various

constituencies that were involved in the development of the standards and reminded the board the Advisory Council on Teacher Education and Certification (ACTEC) would have an opportunity to review and give input on these standards before final approval.

Ms. Sloyan asked whether these had been reviewed by industry and business. **Dr. Sevier** responded that these standards were gleaned from existing math and science licensure standards that had received prior scrutiny. These are the standards for teacher training programs, but there was a conscious effort to ensure that these standards will prepare teacher to deliver the upgraded student curriculum.

Mr. Woods asked whether these standards would help ACT scores. **Dr. Sevier** responded that he believed that this new endorsement would certainly be an important part of preparing teachers who were well-prepared to teach the content necessary for success on the Explore, PLAN, and ACT exams.

ACTION: **Vice Chair Pearre** moved acceptance on first reading. **Dr. Wright** seconded. The motion passed unanimously.

IV. Action Items (Final Reading)

A. Introduction to Fine Arts

Dr. Sevier presented this item and reminded the Board that this course would fulfill the high school graduation requirements for one unit of fine arts and that there were no changes from since the first reading.

ACTION: **Dr. Wright** moved approval. **Ms. Sloyan** seconded. The motion passed unanimously.

B. High School Transition Policy

Dr. Sevier presented this and gave Board members some background information on the confusion that has occurred with regard to students enrolled in dual credit courses and end-of-course examinations.

Dr. Gary Nixon, Executive Director, State Board of Education, added that most confusion was coming in the area of U.S. History when local districts were requiring students to taken state exams even though they were not enrolled in the high school course.

Mr. Woods commented that, in his experience, dual enrollment courses could actually be less challenging than the parallel course at the high school level.

Dr. Rhoda responded that higher education works with PreK-12 under a set of assumptions that everyone involved is doing so in a good faith effort to deliver the best instruction possible.

ACTION: **Dr. Wright** moved approval. **Ms. Sloyan** seconded. The motion passed unanimously.

C. *Teacher and Principal Evaluation Policy*

Dr. Nixon presented this item. He explained that it combines the criteria and guidelines for teacher and principal evaluations and guidelines for grievance procedures that were recommended by the Teacher Evaluation Advisory Council.

Dr. Rogers stated that she was concerned as to how cumbersome some of the rubrics are.

Chairman Rolston told **Commissioner Patrick Smith** that we needed to see how to simplify them.

ACTION: **Ms. Sloyan** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

D. *Non-public Schools – Categories I and VII, Rule Consolidation*

Ms. Walker, State Board of Education, presented this item and stated that this rule change would allow students in special purpose schools to be eligible for the HOPE scholarship.

ACTION: **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. A roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers			X
Flavius Barker			X
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray			X
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

E. Cambridge AICE Substitutions

Dr. Sevier presented this item and reminded the Board that they had heard a presentation of the Cambridge AICE program at the workshop the preceding day. This change would allow the SDE to conduct a course-by-course analysis before presenting the Cambridge AICE program to the Board for approval as a stand-alone path to graduation.

ACTION: **Vice Chair Pearre** moved approval. **Dr. Wright** seconded. The motion passed unanimously.

F. International Baccalaureate Diploma Programme

Dr. Sevier told the Board that this was simply a technical correction to earlier SBE action and would add the *International Baccalaureate Diploma Programme* to the list of approved diploma paths.

ACTION: **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

G. Distance and e-Learning Policy

This policy revision, presented by **Dr. Sevier**, changes the process by which e-learning content is validated and requires LEAs to ensure that course content meets or exceeds SBE curriculum standards. Likewise, it removes the course approval provisions and treats distance learning and e-learning as a strategy, rather than a type of special course.

Dr. Sevier commented that e-learning is an area that is moving quickly and that the Board should expect to see many revisions to this policy over the years to come.

ACTION: **Dr. Wright** moved approval. **Vice Chair Pearre** seconded. The motion passed unanimously.

V. Adjournment

Chairman Rolston then thanked the Board members for their thoughtful deliberations and announced that the Board will meet next on August 5, 2011 for its regularly scheduled quarterly meeting.

Approved by: _____ Date: _____

Tennessee State Board of Education
April 15, 2011

Agenda
Final Reading Item: IV. C.

Teacher and Principal Evaluation Policy

The Background:

The First to the Top Legislation passed in the Extraordinary Session of 2010 calls for teachers and principals to be evaluated annually. The legislation established a Teacher Evaluation Advisory Council (TEAC) and charged it with the responsibility of developing and recommending criteria and guidelines for teacher and principal evaluations to the State Board of Education. The legislation also charged the TEAC to recommend to the Board a grievance procedure for LEAs to implement regarding the accuracy of the data and the fidelity to the process used to evaluate teachers and principals.

This item presents the Board's Teacher Evaluation Policy for the State Model Plan for LEA's, including the purpose, responsibility, basic standards, and procedures.

The Master Plan Connection:

This item supports the State Board's *Master Plan* to improve the quality of teachers and leaders in Tennessee's schools.

The Race to the Top Connection:

This item implements the requirement of the First to the Top legislation to evaluate teachers and principals annually.

The Recommendation:

The State Board of Education staff recommends this item be adopted on final reading.

Teacher and Principal Evaluation Policy

Guidelines and Criteria

Local boards of education shall develop or adopt evaluation models for teachers and principals. To be approved, these evaluation models must meet the following guidelines and criteria.

General Guidelines

- (1) The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement.
- (2) Evaluations will be used to inform human capital decisions, including, but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
- (3) Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.

Local Evaluation of Teachers, Principals and Non-Instructional, Certified Staff.

Fifty percent of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent based on student growth data and fifteen percent based on other measures of student achievement. The remaining fifty percent of the evaluation criteria shall be based on a rating using the qualitative appraisal instrument contained in each approved evaluation model.

- (1) Fifty percent student achievement data. This portion of the evaluation model will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.
 - (a) Thirty-five percent student growth measures.
 1. For teachers with individual value-added scores, the student growth measures shall be comprised of TVAAS scores.
 2. For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs will choose from a list of options that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The Department of Education will continually monitor and revise the list of options under this category based on increasing availability of higher-quality measures of performance. Additionally, the Department of

Education will work to develop valid and reliable student growth measures for those areas that do not currently have them. In lieu of the availability of growth measures for all educators without individual TVAAS scores, school-level value-added scores will be the standard student growth measure while other growth measures are in development. LEAs must:

- (i) Provide training to evaluators to assess whether the students instructed by the educator being evaluated have demonstrated sufficient growth for the chosen measure, and
 - (j) Implement the state's multiple rating categories to measure levels of performance for the chosen measure.
3. For principals and other school administrators who spend at least 50 percent of their time on administrative duties, the student growth measure will be school-level value-added scores.
- (b) Fifteen percent other measures of student achievement.
- 1. Principals and assistant principals, classroom teachers, librarians and all other educators in grades K-8 and 9-12 will select, in collaboration with the evaluator, from the following list of measures. The agreed-upon measure should be a measure aligned as closely as possible to the educator's primary responsibility. If the two parties do not agree on a measure, the evaluator will select a measure.

Principals and teachers in the top three quintiles for student growth may elect to use their growth scores for fifty percent of their evaluation in lieu of selecting another achievement measure for the fifteen percent.

	State assessments (discipline-specific/TCAP)	School-wide TVAAS or individual TVAAS for teachers in top 3 quintiles	ACT suite of assessments/SAT suite of assessments	National/State-used "off the shelf" assessments based on criteria developed by the TDOE	AP/IB/NIC suites of assessments	Graduation rate / CTE concentrator graduation rate	Postsecondary matriculation/persistence/ placement as defined by TDOE and THEC	Completion/success in advanced coursework, including dual credit and dual enrollment	9 th grade promotion to the 10 th grade/ 9 th grade retention rate
Teachers with TVAAS (4-8)	X	X	X	X				X	
Teachers with TVAAS (9-12)	X	X	X	X	X	X	X	X	X
Principals/ Assistant Principals	X	X	X	X	X	X	X	X	X
PK-3	X	X		X					
Fine Arts	X	X	X	X	X	X	X	X	X
Middle/High School non- assessed courses	X	X	X	X	X	X	X	X	X
World Languages	X	X	X	X	X	X	X	X	X
Computer Technology	X	X	X	X	X	X	X	X	X
Academic Interventionists	X	X	X	X		X	X	X	X
Library Media Specialists	X	X	X	X		X	X	X	X
English Language Learner Specialists	X	X	X	X	X	X	X	X	X
Special Education Specialists	X	X	X	X	X	X	X	X	X
CTE	X	X	X	X	X	X	X	X	X
Caseload Educators	X	X	X	X		X	X	X	X
PE and Health Educators	X	X	X	X		X	X	X	X

State assessments (discipline-specific/TCAP): Includes, TCAP Achievement (all forms, grades 3-8), TCAP EOC (secondary), TCAP ELDA (K-12 ELL), TCAP Writing (Grades 5, 8, 11), TCAP Constructed Response (Grades 3 and 7), TCAP Alt (SpEd), TCAP MAAS (SpEd).

TVAAS: School-wide value added composite, Individual Teacher Effect composite for teachers in the top 3 quintiles.

National/State “off the shelf” tests: PreK-12 diagnostic or achievement/attainment assessments (e.g. SAT 10, Dibels, DRA, Kindergarten-readiness, end of course, etc.) DOE will develop standard criteria for approval of tests submitted by LEAs.

AP/IB/NIC suites of assessments: Courses designed for Advanced Placement (AP), International Baccalaureate (IB), National Industry Certification (NIC) assessments.

Graduation Rate/CTE Concentrator Graduation Rate: School level calculated secondary rates or CTE concentrator rates.

Postsecondary matriculation/persistence/placement as determined by the TDOE and THEC: School rates as calculated for each instance.

Participation in advanced coursework: School level calculated secondary rates (e.g. Honors, AP, IB, NIC, college/high school dual enrollment and dual credit) according to SBE uniform grading policy.

9th grade Promotion and Retention Rate: School level calculated rates

2. The State Department of Education will continually monitor and make recommendations to the State Board of Education for revising the menu of options under this category based on increasing availability of higher-quality measures of performance.
- (2) Fifty percent other mandatory criteria. This portion of the evaluation model will use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved evaluation model.
- (a) For all classroom teachers and non-instructional, certified staff other than principals and assistant principals who spend at least 50 percent of their time on administrative duties, the State Board of Education will approve an evaluation model by which to evaluate all educators' effectiveness. In lieu of the approved model, LEAs may select another model from an approved list. All approved models must contain a qualitative appraisal instrument that addresses the following domains: Planning, Environment, Professionalism, and Instruction. All approved models shall include, but are not limited to: a review of prior evaluations, personal conferences to discuss strengths, weaknesses and remediation, and classroom or school observation visits.
 - (b) Principals and assistant principals who spend 50 percent or more of their time on administrative duties will be evaluated according to an

approved evaluation model based on the Tennessee Instructional Leadership Standards (TILS) and approved by the State Board of Education. The evaluation process will also include a review of the quality of the principals' teacher evaluations. Principal and assistant principal qualitative appraisals should include school climate and/or teaching and learning conditions surveys. The Department of Education will develop a list of approved surveys that LEAs can use.

- (c) All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum total of at least 60 minutes each school year. At least half of all observations will be unannounced. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.
1. Principals will have at least two onsite observations annually, conducted by the director of schools or designee.
 2. The Department of Education will provide user friendly, manageable standardized forms to document observation visits and/or personal conferences. The approved forms will provide space for feedback in enough detail to allow the teacher or principal to understand specific areas of strength and areas for development. LEAs that elect to use an alternative appraisal instrument for evaluation must submit the observation recording forms to the Department of Education for approval.
 3. Evaluators will provide written feedback within one week of each observation visit to the educator, and schedule an in-person debrief with the educator within one week of each observation visit. At the end of each school year, evaluators will rate educators based on the selected evaluation model, using notes collected through observation visits, conferences, a review of progress made in relation to the prior year's evaluation (when available) and other means.

Approved Evaluation Models

To be determined.

Local-Level Grievance Procedure

- (1) Purpose.
 - (a) To comply with Tenn. Code Ann. §49-1-302 which requires, "the development of a local-level evaluation grievance procedure to provide a means for evaluated teachers and principals to challenge only the

accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted by the State Board of Education.”

1. “Accuracy of the data” means only that the data identified with a particular teacher is correct.
 2. Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged if the person being evaluated can demonstrate, no later than during step II of the grievance procedure, that the procedural errors made could materially affect or compromise the integrity of the evaluation results. The department of education shall provide guidance on which procedural errors may materially affect or compromise the results of the evaluation.
- (b) To efficiently and fairly resolve grievances regarding procedural errors in the evaluation process, not to address disputes regarding employment actions taken based on the results of an evaluation. More significant due process rights are provided pursuant to state law to teachers when actual employment actions are taken.
 - (c) To ensure evaluations are fundamentally fair because correct procedures have been followed.
 - (d) To address grievances objectively, fairly, and expeditiously by resolving them at the lowest possible step in the procedure.
 - (e) To provide teachers and principals a process for resolving grievances without fear, discrimination, or reprisal.
- (2) Responsibility.
 - (a) LEAs shall be responsible for the proper effectuation of this policy at the local level.
 - (b) Local Boards of Education shall charge Directors with the responsibility for ensuring that all teachers, principals and administrators are aware of the provisions of this policy, including the identification of the administrator designated to conduct Step I of this procedure.
- (3) Basic Standards.
 - (a) A grievance must be filed no later than 15 days from the end of summative evaluation, otherwise it will be considered untimely and invalid.

- (b) The State Department of Education or LEAs may develop and make available to teachers standard grievance forms. No grievance may be denied because a standard form adopted by a LEA has not been used as long as the components required by this policy are included.
 - (c) At the informal hearing before the Director of Schools, an attorney or a representative of an employee may speak on behalf of the employee.
 - (d) An attorney may represent a grievant before the local board of education, which is the final step of this procedure. The grievant and the local board of education may have counsel present at discussions prior to the final step.
 - (e) Each grievance submitted at every step of the process provided below shall contain:
 - 1 the teacher or principal's name, position, school, and additional title if any;
 - 2 the name of the teacher or principal's immediate supervisor;
 - 3 the name of the evaluator/reviewer;
 - 4 the date the challenged summative evaluation was received;
 - 5 the evaluation period in question;
 - 6 the basis for the grievance;
 - 7 the corrective action desired by grievant; and
 - 8 sufficient facts or other information to begin an investigation.
 - (f) A failure to state specific reasons shall result in the grievance being considered improperly filed and invalid.
 - (g) All student achievement data used in evaluations must be made available to individual educators prior to the completion of their evaluations.
- (4) Procedures. Grievances shall be processed by working through the 3 steps to finality as follows:
- (a) Step I—Evaluator
 - 1 Written grievance submitted to evaluator no later than 15 days from the end of the summative evaluation.
 - 2 Administrative investigation and fact finding.

- 3 Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.
 - 4 To allow disputes to be resolved at the lowest level possible, the Evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
- (b) Step II—The Director of Schools or his/her designee who shall have had no input or involvement in the evaluation for which the grievance has been filed.
- 1 Written grievance and prior step decision submitted to the Director of Schools or his/her designee within fifteen (15) days of receipt of decision from Step I. The designee cannot be used in cases involving a principal's evaluation.
 - 2 Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical.
 - 3 Investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.
 - 4 To allow disputes to be resolved at the lowest level possible, the Director of Schools may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
- (c) Step III—Local Board of Education
- 1 Teachers and principals may request a hearing before the local board of education by submitting a written grievance and all relevant documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.
 - 2 The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools with or without a hearing before the board;
 - 3 Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.
 - 4 The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools and all administrators involved.

- 5 The local board of education's decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.
- 6 The local board of education shall serve as the final step for all grievances.

**MINUTES
STATE BOARD OF EDUCATION
JUNE 14, 2011**

The State Board of Education met via telephone conference call at 11:15 a.m., CDT, on June 14, 2011.

Present..... 9 Mr. Jim Ayers Ms. Vernita Justice Ms. Carolyn Pearre Mr. Richard Ray Mr. Fielding Rolston, Chair Dr. Jean Anne Rogers Ms. Teresa Sloyan Dr. Melvin Wright Mr. Chip Woods	Absent.....1 Mr. Flavius Barker
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Others Present

Dr. Gary Nixon, State Board of Education (SBE)
Dr. David Sevier, SBE
Mr. Art Fuller, SBE
Ms. Dannelle Walker, SBE
Ms. Phyllis Childress, SBE
Commissioner Kevin Huffman, Department of Education (DOE)
Dr. Sara Heyburn, DOE
Mr. Stephen Smith, DOE
Mr. Tim Gaddis, DOE

Chairman Rolston called the meeting to order.

I. Consent Items

A. *Adoption of Agenda*

ACTION: **Mr. Ray** moved approval. **Ms. Sloyan** seconded. The motion passed unanimously.

II. Action Items (First Reading)

A. *Educator Evaluation Policy and Rule*

Dr. Gary Nixon, State Board of Education, presented changes to the approval process of the State's default teacher evaluation model.

ACTION: **Mr. Ray** moved approval on first reading. **Vice Chair Pearre** seconded and a roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker			X
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

III. Action Items (Final Reading)

A. Educator Evaluation Models

Dr. Sara Heyburn, Department of Education, presented the models recommended by the Commissioner of Education to evaluate Tennessee teachers. She stated that the Department was recommending the TEAM model and listed three alternate models as well that could be used in any LEA.

Mr. Ray recommended that the models be limited to 4-5 key items rather than a “laundry list” and stated that after having conversations with principals in East Tennessee, instructional guidance was not high on the list of priorities for principals.

Chairman Rolston agreed that experience shows that we need to scale back some.

Dr. Heyburn stated that the Department fully expected to refine the models.

Ms. Sloyan stated that she felt that all these points were well-taken and that education was taking an important first step.

Commissioner Huffman said that he was excited to have multiple models to start with so that each model could be studied.

Vice Chair Pearre asked about on-going support such as more staff in the Department and funding.

Commissioner Huffman responded that this was a high priority and that **Dr. Heyburn** would be the contact person for hiring people. He stated that guidance would be provided to all systems.

Ms. Sloyan asked what the timetable would be when the Commissioner could share with the Board information on the process. He responded that it would be an ongoing process and he could report as they come in real time.

ACTION: **Ms. Sloyan** moved approval. **Mr. Ray** seconded and a roll call vote was taken as follows:

	Yes	No	Absent
Jim Ayers	X		
Flavius Barker			X
Vernita Justice	X		
Carolyn Pearre	X		
Dick Ray	X		
Jean Anne Rogers	X		
Fielding Rolston	X		
Teresa Sloyan	X		
Melvin Wright	X		
Chip Woods	X		

The motion passed unanimously.

Chairman Rolston thanked members for being available to participate in the meeting by telephone. The meeting was adjourned with the remaining meeting dates being August 5 and November 4, 2011.

Approved by: _____ Date _____

**Tennessee State Board of Education
June 14, 2011**

**Agenda
Final Reading Item: III. A.**

Educator Evaluation Models

The Background:

The First to the Top Legislation passed in the Extraordinary Session of 2010 calls for teachers and principals to be evaluated annually. The legislation established a Teacher Evaluation Advisory Council (TEAC) and charged it with the responsibility to develop and recommend to the criteria and guidelines for teacher and principal evaluations for the State Board to consider. The legislation also charged the TEAC to recommend to the State Board a grievance procedure for LEAs to implement regarding the accuracy of the data and the fidelity to the process used to evaluate teachers and principals.

The State Board approved the implementing rules at its January 2011 meeting and the Educator Evaluation policy at its April 2011 meeting.

The current rule states that the Department of Education shall adopt a model plan for teacher evaluation developed in accordance with State Board approved rules and guidelines and criteria. However, TCA 49-5-5205 requires the evaluation plans or procedures to evaluate teachers and used subsequently to advance or renew a license be approved by the State Board. Therefore, the Department of Education is recommending approval of TEAM (Tennessee Educator Acceleration Model), the state's evaluation model. Further, the State Board will be considering a rule amendment to bring the rule in line with the statutory requirements.

Local boards of education shall either use TEAM or an evaluation model that has been adopted by the local board and approved by the State Board of Education.

Prior to review by the State Board of Education, locally adopted models must:

- Be reviewed by the Commissioner of the Department of Education for compliance with the guidelines and criteria adopted by the State Board of Education, and;
- Following conditional approval by the commissioner, have been implemented for a one year pilot in a Tennessee LEA.

As such, the Board heard presentations from representatives of three proposed alternate models, as well as representatives for the state model, at their April 2011 workshop. Since the workshop, applications for approval have been submitted to the commissioner. These applications have been carefully reviewed by the commissioner, other department and SBE staff and shared with the Board.

Evaluation models approved by the State Board may, with local board approval, be used in any LEA.

This item is to submit for State Board approval of TEAM, as well as the following three alternate evaluation models:

- TIGER (Teacher Instructional Growth for Effectiveness and Results)– the Association of Independent and Municipal Schools (AIMS)
- Project COACH – Hamilton County Schools
- TEM (Teacher Effectiveness Model) – Memphis City Schools

The Master Plan Connection:

This item supports the State Board’s *Master Plan* to improve the quality of teachers and leaders in Tennessee’s schools.

The Race to the Top Connection:

This item implements the requirement of the First to the Top legislation to evaluate teachers and principals annually.

The Recommendation:

The Department of Education recommends adoption of this item on final reading. SBE staff concurs with this recommendation.

To: Tennessee State Board of Education Members

From: Commissioner Kevin S. Huffman

Date: May 25, 2011

RE: Recommendation for approval of alternate evaluation models

Dear Board members,

This memo is to request your consideration of three alternate evaluation models for approval submitted to me by the following school districts:

- TIGER (Teacher Instructional Growth for Effectiveness and Results)– the Association of Independent and Municipal Schools (AIMS)
- Project COACH – Hamilton County Schools
- TEM (Teacher Effectiveness Model) – Memphis City Schools

As you know, I will be calling each of you over the next two weeks to discuss my recommendations and answer any questions prior to your June conference call vote. In the meantime, in this mailing you will find for reference and review, both applications for all three proposed alternate models, as well as information on TEAM (Tennessee Educator Acceleration Model), the state’s evaluation model. The table below provides a summary of the key considerations that undergird my recommendation for approval of all models.

I also want to offer you my assurance that TDOE will work closely with these districts, if approved, to monitor the fidelity of implementation and support offered to teachers and principals in districts opting to use any approved alternate model. TDOE will closely monitor and provide support around implementation of the state model, both through ongoing analysis of data entered into the state’s evaluation data system, the research and evaluation work of TN CRED, and through the work of designated staff at TDOE. Through these ongoing evaluative efforts, we expect to learn a lot about best practices and areas for refinement of all systems.

Model	Compliance with Statute	Compliance with SBE Policies	Research Base	Pilot/Field Test	Recommend for SBE Approval
AIMS: TIGER	Yes	Yes	Yes	Yes	Yes
HCS: COACH	Yes	Yes	Yes	Yes	Yes
MCS: TEM	Yes	Yes	Yes	Yes	Yes

I look forward to talk more with you in the coming weeks.

Sincerely,

Kevin S. Huffman