

TENNESSEE STATE BOARD OF EDUCATION	
PERFORMANCE MODEL	2.100

PERFORMANCE MODEL 2003

Introduction

Following the General Assembly's enactment of the Education Improvement Act (EIA) in 1992, the State Board of Education adopted performance goals in the following areas: attendance rate, dropout rate, promotion rate, and value added assessment, grades 4 through 8.

At the request of the State Board of Education, the Advisory Committee on Accountability developed recommendations regarding performance goals for Tennessee school systems. The committee reviewed the state's performance goals in light of various policy actions that had taken place since the adoption of the EIA:

- Revisions to the law,
- Outside evaluation of the Tennessee Value Added Assessment System,
- Recommendations of the Office of the Comptroller, and
- Changes in the testing program, including the addition of the Competency Test, new standardized tests in grades 3 through 8, and High School End-of-Course Examinations.

The new model retains the current performance goals and indicators and adds goals in academic attainment, gateway examinations, end-of-course assessments, and exit exams.

The purposes of the revised performance model are:

- Improvement of student learning,
- Improvement of the instructional program,
- Public accountability including information, rewards, and sanctions, and
- Consistency with federal requirements.

Performance Model

The performance model establishes performance goals¹ and sets forth appropriate indicators and measures. The model consists of non-academic goals—such as attendance, dropout rate, and promotion—and academic goals. The academic goals include indicators of academic attainment as well as academic growth. The state will compile and report goals met and progress made.

The model will be implemented in two phases. Phase I is a transitional model to be implemented in 2000-01 through 2002-03. Phase II will be implemented beginning in 2003-04. The results will first be reported in November 2004.

¹ Tenn. Code Ann. § 49-1-601; SBE Rule 0520-1-3-.06.

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The transitional model is based upon twelve goals.

PERFORMANCE GOALS FOR TENNESSEE SCHOOL SYSTEMS

1. **Student Attendance:** An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.
2. **Dropout Rate:** A dropout rate of no more than 10% for grades 9 through 12.
3. **Promotion Rate:** An overall student promotion rate by the end of the summer of at least 97% in grades K-8.
4. **Value Added:** An average score increase in reading, language, and mathematics in grades 4 through 8 that is equal to or greater than the average national score increase as measured by scale scores on the TCAP Achievement Test.²
5. **Academic Attainment, Grades 3-8:** Achievement at or above the Normal Curve Equivalent (NCE) average range on the TACP Achievement Test in reading, language, and mathematics by all students.
6. **Elementary and Middle Writing Assessment, grades 5 and 8:** Achievement at or above the performance level of proficiency (level 4) by all students.
7. **Gateway Examinations—mathematics, science and English language arts:** Percent age of students (to be determined) scoring at or above the proficient level.
8. **Academic Attainment, High School End-of-Course Examinations:** math foundations, mathematics, geometry, Algebra II, English I, English language arts, physical science, science, chemistry, and U.S. history (goal and measure to be determined).
9. **Value Added:** An average score on the ten High School End-of-Course Examinations equal to or greater than 100% of the expected performance.
10. **High School Writing Assessment, grade 11:** Achievement at or above the performance level of nearing proficiency (level 3) by all students.

² Tenn. Code Ann. § 49-1-603; SBE Rule 0520-1-3-.03(9).

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11. **Attainment, ACT and SAT:** Performance at the level specified for full admission into Tennessee institutions of higher education by all students.
12. **Value Added, ACT and SAT:** An average score equal to or greater than 100% of the expected performance.

PERFORMANCE MEASURES

Beginning with the 2009-2010 school year, the TCAP results will be reported based on the four achievement levels.

1. **NOT PROFICIENT** – Students who perform at this level **have not** demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.
2. **APPROACHING PROFICIENT** – Students who perform at this level demonstrate **partial** mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.
3. **PROFICIENT** – Students who perform at this level demonstrate **mastery** in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.
4. **ADVANCED** – Students who perform at this level demonstrate **superior** mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.

IMPLEMENTATION OF THE MODEL

Reporting

1. **System Level Data.** The state will report data for each indicator and an aggregation of the data in school system report cards. This information allows systems to compare themselves to state averages and to compare their own performance over time. Data will be disaggregated and reported by sub-group populations.

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2. **School Level Data.** The state will publish school report cards for the school in a format that is useful and that improves public understanding about the schools in the local community, including disaggregation of sub-group populations. Local school systems shall ensure that parents of children in a school are made aware of and have access to that school's report card.
3. **Data.** Whenever possible, data used in the model will be three-year averages. When three-year averages are used, the state will use trend analysis to review progress from year to year.
4. **Application of the Model:** The components of the model will be reported in the three categories of academic attainment, academic growth, and non-academic factors. Schools low in both academic attainment and academic growth will be targeted for assistance. Schools meeting academic growth goals, progressing toward meeting academic attainment goals, and meeting non-academic goals may be eligible for exemplary status.

IMPROVEMENT OF STUDENT LEARNING AND THE INSTRUCTIONAL PROGRAM

1. **School Improvement Planning Process.** The school improvement planning process will include the use of school level data to improve the instructional program and student learning. The state will provide assistance to school systems in analyzing data from the TCAP Achievement Test, grades 3 through 8, for use in preparing students to be successful on high school assessments.
2. **Professional Development.** In order to ensure that students will be able to meet the ambitious goals set forth in the model, the state and schools will target professional development resources to content and teaching strategies that address the performance standards of the assessments.
3. **Extra Support for Students Who Need It.** Schools will provide extra support to students who need help in reaching the goals set forth in this model, with emphasis on research based intervention methods.
4. **Academic Attainment Goals.** Attainment goals for the TCAP Achievement Test in grades 3 through 8 and the Writing Assessment in grades 5, 8 and 11 are cumulative goals measuring achievement in grade levels leading up to the assessment; they are not goals measuring achievement in a single grade. Annual progress in meeting these goals within a set number of years will be established consistent with federal

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guidelines as necessary to meet evaluation requirements for federal programs.

BOARD REVIEW

1. **Review by the State Board of Education.** The State Board of Education will review the model on a continuous basis in order to monitor and adjust the model and to adjust state programs and policies to ensure that students have meaningful opportunities for learning.

2. **Periodic Review.** The Board has reviewed the accountability model in conjunction with actions taken to adopt criteria for identifying schools to be placed on notice. The Board will conduct another review prior to the approval of a revised assessment program, and periodically thereafter.

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Transitional Indicators (2000-01 to 2002-03)

Non-Academic	Grade Level	Measure	Goal
Student Attendance	K-6	Percent Attending	95%
Student Attendance	7-12	Percent Attending	93%
Dropout Rate	9-12	Percent Dropping Out	10%
Promotion Rate (by End of Summer)	K-8	Percent Promoted	97%
Academic, Elementary & Middle	Grade Level	Measure	Goal
Value Added Academic Growth	4-8	% of Expected Performance	At Least 100% of Expected Performance
Academic Attainment – Elementary Reading, Language, and Math	3-8	% of Students at or above NCE average range	100%
Elementary & Middle Writing Assessment	5,8	% of Students at or above Level 4	100%
Academic, High School	Grade Level	Measure	Goal
Gateway Tests – math, science, English language arts	When Completed	% Proficient	(To be Determined)
Academic Attainment – 10 High School End-of-Course	When Completed	(To be Determined)	(To be Determined)
Value Added – 10 High School End-of-Course	When Completed	% of Expected Avg. Performance	At least 100% of Expected Performance
High School Writing	11	% of Students at or above Level 4	100%
ACT, SAT Attainment	When Completed	% of Students at Level for Full Admission into TN Institutions of Higher Education	100%
Value Added, ACT, SAT	When Completed	% of Expected Performance	At Least 100% of Expected Performance