

State Board of Education: Third Grade Adequate Growth

Sam Percy | Deputy Commissioner of Operations

Dr. Eve Carney | Deputy Commissioner

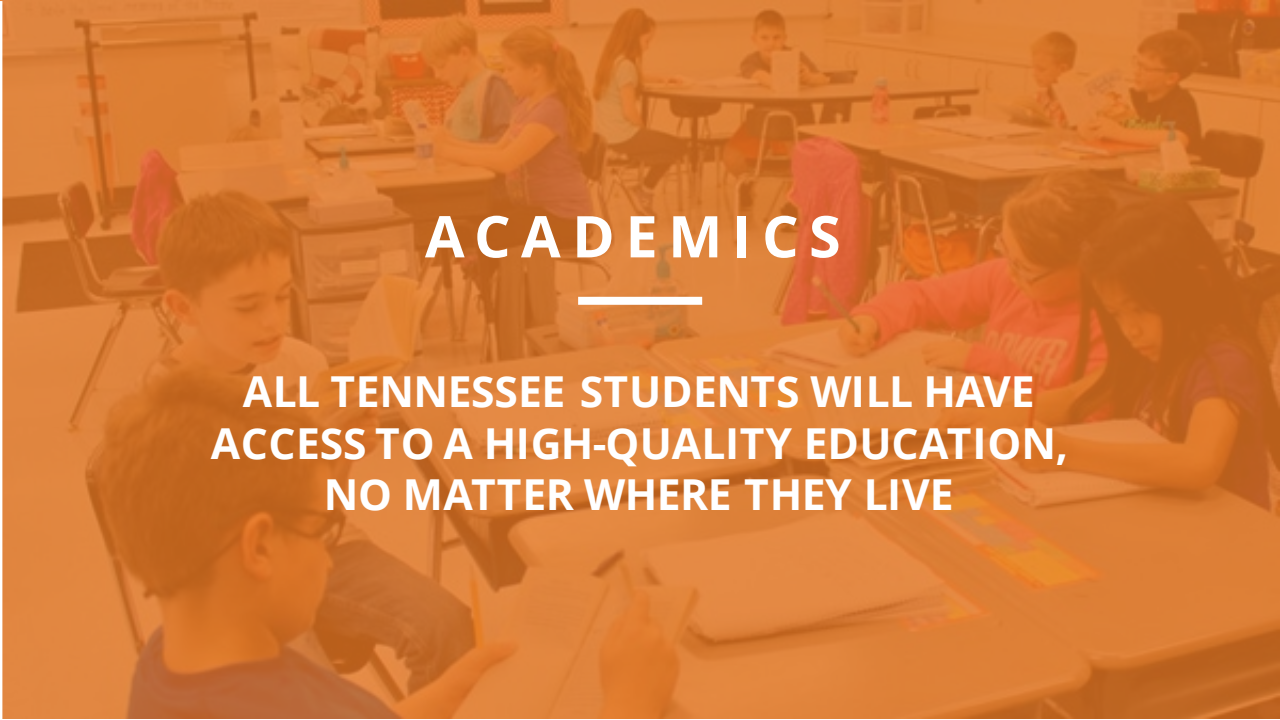
*Dr. David Laird | Assistant Commissioner of
Assessment and Accountability*





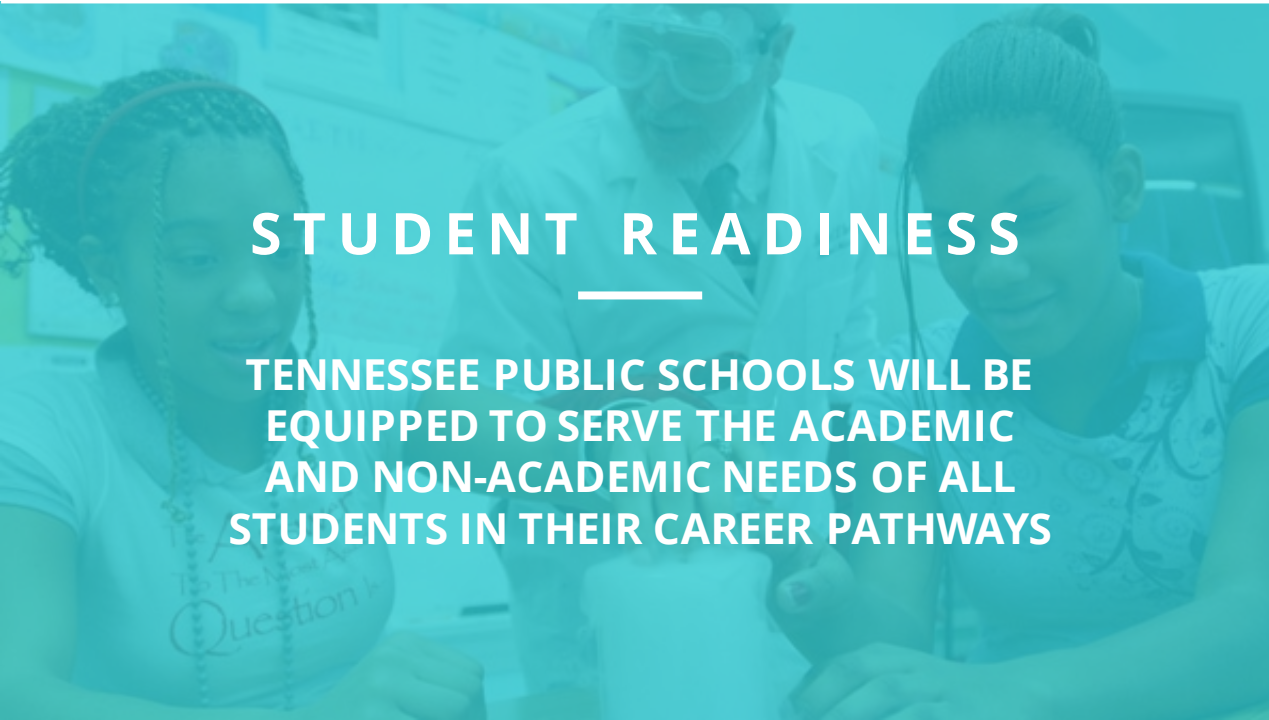
BEST FOR
ALL

We will set all students on a path to success.



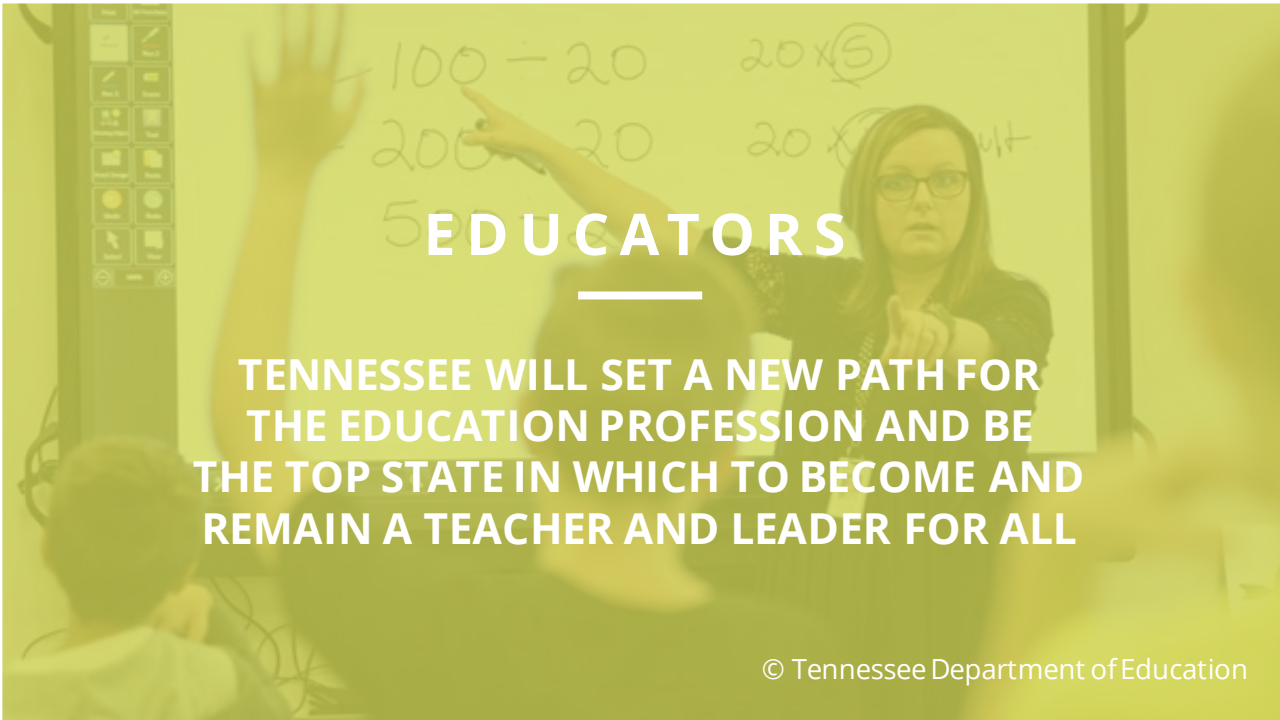
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Overview
 - Goals
 - Methodology
 - Rationale and Core Assumptions
- Explanation of the Baseline and Post-test
- Calculation of Adequate Growth
- Operational Timeline

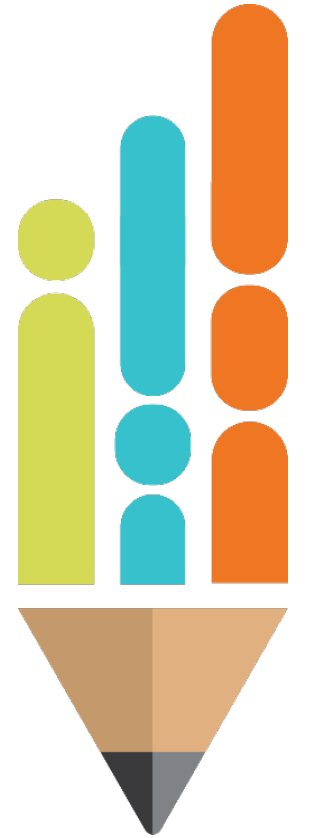


Adequate Growth

Overview and Methodology

Adequate Growth: Purpose

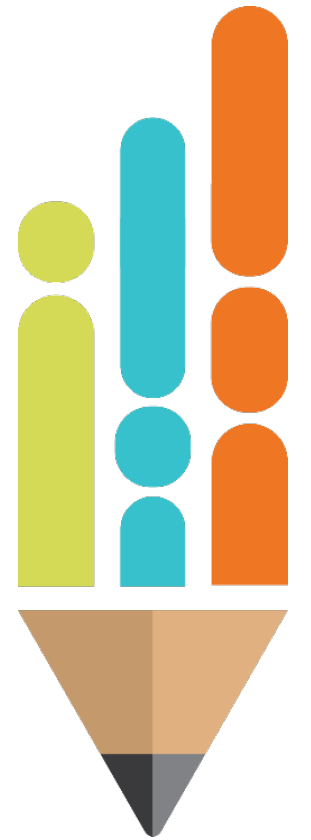
- Pursuant to T.C.A. § 49-6-3115(a), a student scoring ***approaching*** on the most recent TCAP test may be promoted if:
 - the student maintains 90% attendance at the camp, and
 - the student demonstrates ***adequate growth*** on the post-test as determined by the department.
- The purpose of adequate growth is to give students an opportunity to demonstrate that their performance can be responsive to interventions and additional supports such that, provided schools continue to proactively engage students in such supports, the student will continue to improve in the upcoming school year and beyond.



Adequate Growth: Agency Goals

The department's goals for adequate growth are to:

1. set clear expectations for performance and how best a teacher and family can support a student in demonstrating growth; and
2. align the measure to the proficiency of standards that prompted potential retention and will be the most aligned measure of growth in the future.





Methodology

- ***Adequate Growth:*** The department's approach to adequate growth is to measure students' improvement on mastery of standards from the baseline of the third grade ELA TCAP, exclusive of the writing portion, or the TCAP Retake opportunity to the post-test of the summer camps.
- The growth threshold would be set to **an improvement of at least 5 percentage points** between the two assessments.

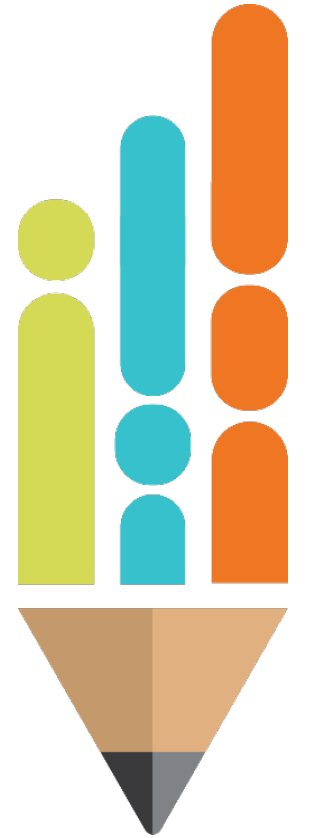


Adequate Growth

Baseline and Post-test

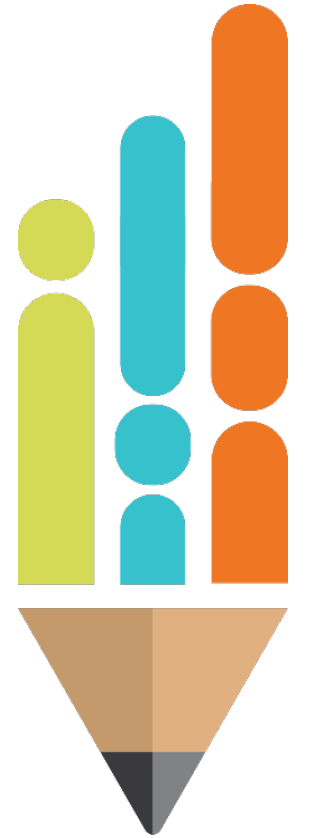
Adequate Growth: Baseline

- The proposed policy sets as the baseline for determining adequate growth the higher performance of either:
 - 3rd grade ELA TCAP, excluding the writing portion, or
 - 3rd grade ELA TCAP Retake opportunity, if applicable.
- The baseline assessments:
 - include complete representation of the TCAP blueprint for reading standards, giving a robust read on student progress against full scope of learning goals,
 - ensure the measure of growth to the post-test is standards-aligned, mirroring the approach used to identify students for potential retention initially, and
 - maximize time available for interventions and supports to the post-test by capturing end-of-year and summer camps.



Adequate Growth: Post-test

- The 3rd grade ELA post-test is a TCAP blueprint-aligned assessment administered at the end of the summer camps that:
 - captures the same method of determining proficiency as TCAP does by being a standards-based assessment,
 - mirrors the spring TCAP assessment and TCAP retake with passage sets and questions,
 - covers the standards as efficiently as possible to determine a student's responsiveness to interventions and supports, and
 - is administered through secure testing application in the portal educators are familiar with for assessment programming, also enabling faster score returns.



Adequate Growth Calculation

Calculation

Baseline Score

Points Earned / Points Possible = X%

Post-Test Score

Points Earned / Points Possible = Y%

Adequate Growth Calculation

$$(Y\% - X\%) = Z\%$$

If $Z\% \geq 5\%$, then adequate growth has been met.



Calculation - Example

Baseline Score

$$29 / 36 = 78\%$$

Post-Test Score

$$24 / 28 = 86\%$$

Adequate Growth Calculation

$$(86\% - 78\%) = 8\%$$

The 8 percentage point improvement is greater than 5; therefore, the student has met adequate growth.





Rationale

- Given the limited duration of the summer program, relative to the year-long expectations of the TCAP blueprint, students are expected to increase by at least 5 percentage of points to demonstrate adequate growth.
- Most summer bridge camps offer a total of 16 possible instructional days, representing 8.8% of the school year.
- Camps do not necessarily present the many advantages offered during the school year.
 - consistent teacher-student assignment
 - presence of other wrap-around instructional supports or additional staff





Core Assumptions

There are two core assumptions supporting this approach:

- Only applies to students previously scoring approaching—students that have been identified as having a solid foundation with basic standards.
- Assumes that the student would continue to be exposed to high quality literacy supports for the entirety of the next school year.



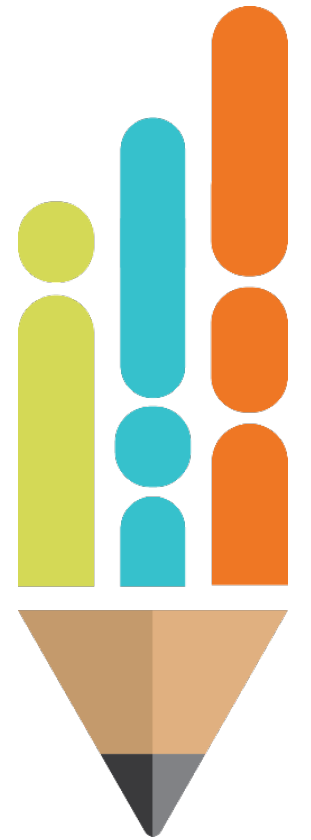
Adequate Growth

Operational Timeline

Operational Timeline

The information below provides an overview of the timeline for determining adequate growth.

- May 19: TCAP raw scores released (identifies students as proficient or not)
- May 26: TCAP conversion table released (identifies students' proficiency bands)
- May 22 – June 5: TCAP Retake window (results within 48 hours)
- May – July: Summer Bridge Camps (dates vary by district)
- End of Camp (dates vary by district): Post-test administered (scored instantly)
- Within 5 Business Days of Post-Test: the department releases adequate growth determinations (rolling-basis)
- 10 Days Prior to Start of School: Districts must notify families of retention determinations (July 24 is earliest start date for SY23-24)





Thank You!

Contact Info or Questions?

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