



ACHIEVEMENT SCHOOL DISTRICT ACCOUNTABILITY

Mission, Vision, & Evolution

December 2015

AGENDA



ACCOUNTABILITY FOUNDATIONS



SCHOOL PERFORMANCE FRAMEWORK



STRATEGY EVOLUTION



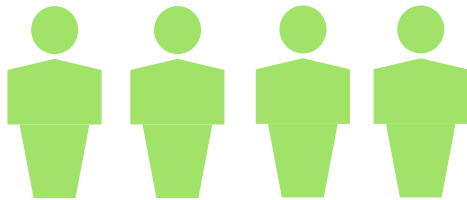
CURRENT CONSIDERATIONS



APPENDIX

ASD AT A GLANCE

ASD is a statewide school district created to dramatically improve Priority Schools across TN. Our goal is to bring schools from the bottom 5% to the top 25% in the state through the authorization of autonomous schools held accountable for results.



ACHIEVEMENT
SCHOOL DISTRICT

Overall District:

- 4th year as a district
- 29 schools (2 in Nashville, 27 in Memphis) serving 10,000 students

School Portfolio:

- ASD authorizes charter schools and directly manages a small cluster of schools
- 15 authorized operators (5 national, 10 local) & 6 directly-managed schools

Looking Ahead:

- 4 operators are going through the school matching process, planning to turn around 7 more schools in Memphis in 2016-17; Nashville will have 1 new start in 2016-17

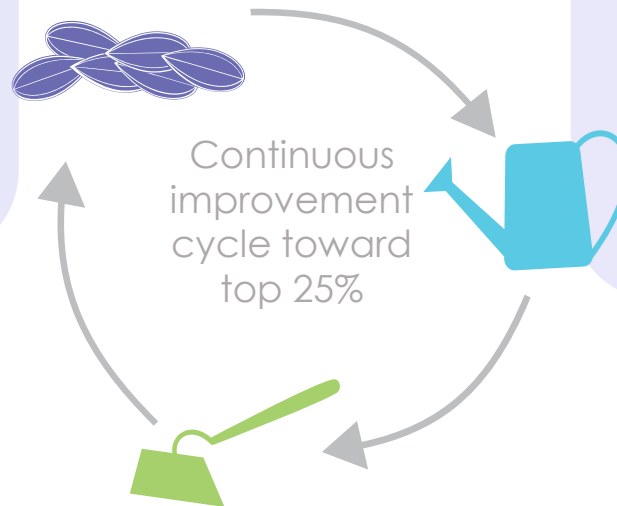
OUR WORK AT THE ASD

SEED

We focus on geographies and communities with the highest concentration of bottom 5% schools and actively recruit, authorize and onboard high-potential operators to serve students

FEED

We empower school leaders and operators to create great schools by maximizing their autonomy and resources and we hold them accountable for transformative academic outcomes and operational health



WEED & GROW

We ensure all ASD schools meet or exceed clear achievement and growth standards before expanding further and replace, after three years, schools that aren't tracking toward the top 25%

FEED: ACCOUNTABILITY AS A LEVER THAT SUPPORTS TRANSPARENCY AND AUTONOMY

To ensure transparency and operator autonomy, while holding schools accountable to expectations that drive towards our mission, the ASD has identified the following three key “Feed” functions for our approach to Accountability:

Provide Information & Expectations

- **Identify and communicate** clear state and district performance expectations and related resources

Monitor Performance

- **Monitor and share with operators** the performance of all ASD schools relative to the communicated expectations



WEED & GROW: ACCOUNTABILITY AS A LEVER THAT DRIVES QUALITY

To ensure we are offering parents and communities a quality portfolio of schools, the ASD has identified the following two key functions for our “Weed” approach to Accountability:

Greenlight Growth

- **Allow replication or expansion** by high performing operators

Remove Underperforming Schools

- **Detect operators at low performing schools** to inform authorization

Support School Choice

- **Sharing transparent and engaging data** that spurs action



ASD ACCOUNTABILITY: MISSION & VISION



The Accountability team's **vision** is to ensure a quality portfolio of consistently improving schools, each on track towards the mission of the ASD.

The Accountability team's **mission** is to support transparency into ASD school performance and recommend school and operator action decisions to ASD leadership.

CURRENT PRACTICE: KEY LEVERS

The ASD uses the following levers to ensure that the district's accountability strategy is aligned to the Accountability Mission & Vision:

Align

The ASD's charge and structure is unique, clearly defined by our top 25% mission and neighborhood school context. Our School Performance Framework aligned with this charge and structure, ensuring replication and revocation decisions drive increases in school quality based on trajectory towards our mission.

Communicate

The ASD provides aims to increase access to transparent and engaging data that promotes action. Operators are provided with training and resources on ASD and TDOE accountability and well as insight into the performance of schools portfolio-wide relative to those targets. The staff at each school is free to directly engage with and explore their data as well as independently connect with other schools.

Monitor

The ASD ensures that schools are meeting the financial, student and family rights, and academic targets necessary to run a quality school in Tennessee.

Decide

The ASD makes replication and revocation decisions based on financial, student & family rights, and academic performance.

Refine & Adjust

The ASD is continually refining its expectations and communications and providing schools with feedback to inform their own continuous improvement. The ASD is also responsive to any changes to state requirements.



AGENDA



ACCOUNTABILITY FOUNDATIONS



SCHOOL PERFORMANCE FRAMEWORK



STRATEGY EVOLUTION



CURRENT CONSIDERATIONS



APPENDIX

COMPONENTS OF THE ASD SCHOOL PERFORMANCE FRAMEWORK

FINANCE

These metrics **ensure operators are financially responsible and viable**. An operator must meet 100% of financial metrics. Failure to do so would result in an automatic “Does Not Meet” for all schools.



STUDENT AND FAMILY RIGHTS

These accountability items **ensure school compliance with significant legal obligations**. Egregious noncompliance will result in a “Does Not Meet” for all schools.



ACADEMIC COMPOSITE SCORE

These metrics **ensure operators are on track to the top 25% in the state and are serving students well**. An operator must earn 50 points to approach, 70 points to meet, and 90 points to exceed expectations.



SCHOOL ACTIONS

EXPANSION

REPLICATION

REPLACEMENT

SPF RATINGS

The School Performance results in an overall rating for each school of Does Not Meet, Approaches, Meets, or Exceeds Expectations.



Each school will get an individual overall rating on the SPF, which is based on the lowest rating of any of the individual sections.

OPERATOR ACTION DECISIONS

Each school's SPF rating impacts an operator's ability to grow.

School Action

Grow/Replicate
and/or Expansion

An operator with just one school must get an SPF rating of Meet or Exceed Expectations to grow.

An operator with two or more schools must get a Meet or Exceed Expectations for at least half of the schools under their management to grow.

Does Not Meet

Approaching

Meeting

Exceeding

2015 School Performance



Operator Performance

66% of
schools
Met

Operator Action Decision

Replicate

SCHOOL ACTION DECISIONS




A school's SPF ratings over a three-year period impact an operator's ability to continue operating a school.

School Action

Replacement

A school in its first 3 years of operation that receives a "Does Not Meet" rating in years 2 and 3 of operation will be replaced.

A school past its third year of operation will be replaced if it averages a "Does Not Meet" rating after three more years of operation (in years 6 and 9).

	Year 1	Year 2	Year 3		
School 1	2013	2014	2015		No Action; Moves on to next 3 year cycle*
School 2	2014	2015	2016		No Action; Potential for Replacement if DNM in Year 3
School 3	2015	2016	2017		No Action; Baseline Year

ASD SCHOOL PERFORMANCE FRAMEWORK METRIC CATEGORIES

Performance on each of the three components of the SPF is measured separately based on the following metrics:

FINANCE

Measured at the Operator

CURRENT RATIO

CASH ON HAND

AUDIT

STUDENT & FAMILY RIGHTS

Measured at the School Level

ACCESS

ENROLLMENT

LEADERSHIP

HEALTH/SAFETY

VOICE

ACADEMIC COMPOSITE SCORE

Measured at the School Level

MISSION

SCHOOL PROGRESS

STUDENT PROGRESS

EQUITY

GATEWAY

CULTURE

REMANDED STUDENTS

FINANCE

These metrics ensure operators are financially responsible and viable. An operator must meet 100% of financial metrics. Failure to do so would result in an automatic “Does Not Meet” on the entire School Performance Framework.

Metrics

30 Days Cash On Hand

Current Ratio (1.1 Threshold)

Clean Financial Audit

STUDENT & FAMILY RIGHTS MONITORING

Formerly: “Compliance”

These accountability items ensure operator compliance with significant legal obligations. This section will be a part of the School Performance Framework from 2015 on, and will impact Accountability decisions (e.g., growth, replacement). Egregious noncompliance, which results in a “Does Not Meet”, includes (1) noncompliance of a single accountability item over several years; (2) noncompliance of 25% (6 or more) of accountability items in a single year; and/or (3) grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results.

Access	Enrollment	Health/Safety	Leadership	Voice
<ul style="list-style-type: none">• Right to special services, as required by law	<ul style="list-style-type: none">• Right to school choice and equitable enrollment	<ul style="list-style-type: none">• Right to a healthy and safe environment	<ul style="list-style-type: none">• Right to qualified staff	<ul style="list-style-type: none">• Right to be included and informed

Link to [Student and Family Rights Accountability Items](#)

ACHIEVEMENT
SCHOOL DISTRICT

EGREGIOUS NONCOMPLIANCE IN STUDENT & FAMILY RIGHTS

Only egregious noncompliance will result in “Does Not Meet.”

Egregious noncompliance occurs when a school...

1. Fails to meet expectations in an individual Student and Family Rights Accountability item over **several years**
2. Fails to meet **more than 75%** of Student and Family Rights Accountability items in a single year
3. Engages in a(n) “grossly negligent act(s) that deny access to education, lead to **significant student harm**, and/or invalidate accountability results.”

STUDENT & FAMILY RIGHTS LEA ACTIONS

ASD Action		Occurs After...	Communication
Send Notice of Concern		Mid-Year Performance	Annually (Jan)
Require Corrective Action Plan		1 st year of Noncompliance of Individual Item(s)	Annually (July)
Probationary Period	Conduct Responsive Monitoring	2 nd year of Noncompliance of Individual Item(s)	End of Year - Year 2 (July)
	Decision to Pause Replication		Year 3 September
	Decision to Revoke Charter	3 rd year of Noncompliance of Individual Item(s)	Year 4 September
	Decision to Pause Replication	Egregious Violations* (incl. 25% (6+) noncompliant items in one school year)	Annually (Sept)

***Egregious Noncompliance** defined as “grossly negligent act(s) that deny access to education, lead to significant student harm, and/or invalidate accountability results.”

Goal: Systemize and Simplify Accountability Implications

ACADEMIC COMPOSITE SCORE

The metrics contained within the Academic Composite Score track schools' progress towards the top 25% of schools in the state and measure whether all students are growing academically.

The ACS is measured out of 100 points and results in the following performance levels:

Does Not Meet	Approaching	Meeting	Exceeding
< 50 points	50-69 points	70-89 points	90-100 points

ACADEMIC COMPOSITE SCORE CATEGORIES

There are seven categories of metrics in the ACS that answer important questions about our schools:

Categories	What it tells us
Mission	Is the school on track to the top 25%?
School Progress	Is the school making adequate proficiency gains?
Student Progress	Are students growing academically?
Equity	Are all students receiving an equitable education?
Gateway	Are students being prepared for college and career?
Culture	Are students learning in a safe and positive culture?
Remanded Students	Are remanded students meeting their individualized goals?

Whether or not the category is applicable for your school depends on your school model.

ACADEMIC COMPOSITE SCORE MODELS AND WEIGHTS

Category	Measure Name	K8	HS	Alt Ed
Mission	Reward School Success Rate Percentile Rank (R-SSR)	15%	15%	10%
School Progress	Progress on Components of Reward School Success Rate (R-SSR)	30%	20%	15%
Student Progress	TVAAS	17.5%	12.5%	10%
	Student Progress Towards Proficiency	17.5%	12.5%	10%
Equity	Progress on Components of R-SSR	10%	10%	10%
	Student Progress Towards Proficiency			
	Achievement Gap Closure			
Gateway	Reading Lexile Growth	10%	10%	8.3%
	Extended Graduation Rate Gains	N/A	10%	8.3%
	Average ACT Score	N/A	10%	8.3%
Remanded Students	Credit Attainment	N/A	N/A	10%
	ILP Goal Attainment	N/A	N/A	10%

Category	Measure Name	K2
Student Progress	MAP School Growth Percentile	25%
	MAP Student Target Attainment	25%
Culture	Student Attendance	10%
	Student Perceptions of Safety	5%
	Student Perceptions of Positive Culture	5%
	Parent Perception of School	10%
	Inter-Year Persistence	10%
	Intra-Year Persistence	10%

ACADEMIC COMPOSITE SCORE YEARLY TARGETS

For the first two categories of metrics, a school's percentile rank targets will change depending on the year of operation as we track towards the top 25%.

Year 1	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 2	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 3	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 4	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 5	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 6	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3
Year 7	0 <5th 22.2 or less	1 >5th >22.2	2 >10th >29.2	3 >25th >41.4	4 >40th >49.7	5 >50th >53.5	6 >60th >57.8	T25 >75th >64.3

AGENDA



ACCOUNTABILITY FOUNDATIONS



SCHOOL PERFORMANCE FRAMEWORK



STRATEGY EVOLUTION



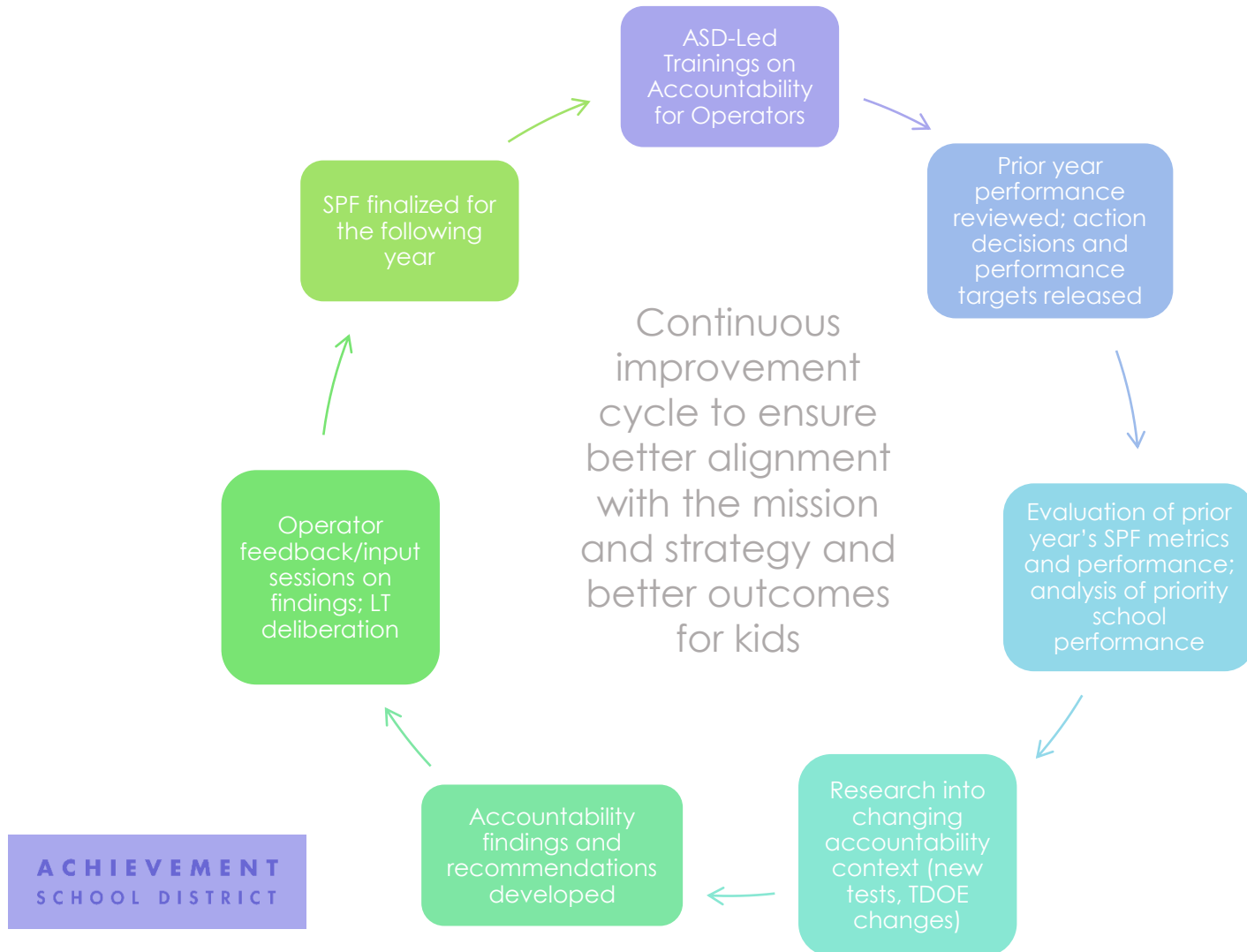
CURRENT CONSIDERATIONS



APPENDIX

CONTINUOUS IMPROVEMENT CYCLE

The ASD's accountability strategy has evolved over the years, adapting to reflect new learnings, changing context, and new needs. This iterative process includes an annual continuous improvement cycle focused on outcomes.



ACCOUNTABILITY STRATEGY EVOLUTION

Evolution of the Process	Fall 2012	Fall 2013	Fall 2014	Fall 2015+
Refining the SPF & SAF:	<ul style="list-style-type: none"> 1 SPF model to fit all schools (3-12) Finance & Academics only Culture included as an unweighted component School actions will occur in year 3 and each year beyond 	<ul style="list-style-type: none"> 2 SPF models (Added Alt Ed) Finance & Academics only Culture included as an unweighted component 	<ul style="list-style-type: none"> 4 SPF models (Added K2 and separated HS & K8) Finance & Academics weighted; Compliance reported but unweighted SPF revised with a focus on being mission-driven and feasible Culture removed School actions altered to occur on a 3 year cycle 	<ul style="list-style-type: none"> Finance, Academics and Student & Family Rights performance weighted equally Evaluating impact of TNReady and new TDOE Accountability system to determine changes
Scaling the Process:	<ul style="list-style-type: none"> 6 Schools, K8 schools only Accountability meetings 3x annually with each school 	<ul style="list-style-type: none"> 16 Schools, K8, K2 and HS Accountability meetings 2x annually with each school 	<ul style="list-style-type: none"> 23 Schools, K8, K2, HS and Alt Ed Accountability meetings 2x annually with each operator 	<ul style="list-style-type: none"> 29 Schools, K8, K2, HS and Alt Ed Accountability meetings 1x annually with each operator, with a 2nd meeting required if a school is off-track
Customization:	<ul style="list-style-type: none"> All schools required to attend SPF training, office hours and district-led accountability meetings 	<ul style="list-style-type: none"> SPF training and office hours become optional 	<ul style="list-style-type: none"> Office hours become operator-led 	<ul style="list-style-type: none"> Mid-year meetings become optional if schools are on track; all meetings have the option to be operator-led, district-led or a joint working session
Reporting:	<ul style="list-style-type: none"> All data available tracked & shared and trends reported to operators at BOY, MY and EOY regardless of inclusion in accountability School quality review data reported 	<ul style="list-style-type: none"> Began tracking, reporting and sharing solely data that relates to ASD or TDOE accountability 	<ul style="list-style-type: none"> Requested that operators self-report mid-year performance School quality review data no longer reported 	<ul style="list-style-type: none"> Mid-year performance evaluation includes Finance, S&FR, and MAP performance only Building a database for self-service data access to operators in 2016

AGENDA



ACCOUNTABILITY FOUNDATIONS



SCHOOL PERFORMANCE FRAMEWORK



STRATEGY EVOLUTION



CURRENT CONSIDERATIONS



APPENDIX

CURRENT CONSIDERATIONS

The ASD is in the process of considering the following in preparation for 2016 data release:

Evaluation of the Current School Performance Framework

Are any of our current SPF metrics highly correlated? Is performance on these metrics uniformly distributed? Do we still believe we are measuring the right things in the right way, based on the data? How can we adjust Equity to be less complicated and more directly measure the performance of our subgroups?

State Shift to TNReady

Will any of our SPF metrics will be invalid? How will we respond if the data comes back in unexpected ways? How did other states plan for this change? What happened in other states when the data came back and how did they respond?

Changes to TDOE Accountability

What changes is the state making to accountability in 2015-16? How will this impact data availability? How will we communicate this to schools and operators? Should any of these adjustments result in changes to our SPF?

Data & Report Access

What data do our stakeholders need? What data is available to us? What is the best delivery mechanism for this information? What reports will we provide to internal staff, operators, and the public once the ASD Database is completed?

AGENDA



ACCOUNTABILITY FOUNDATIONS



2015 ASD SCHOOL PERFORMANCE FRAMEWORK



MISSION, VISION, & STRATEGY EVOLUTION

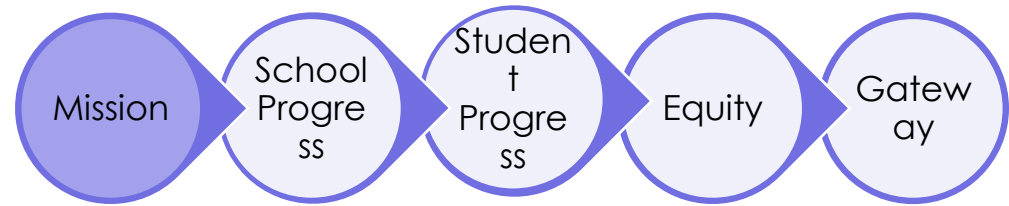


CURRENT CONSIDERATIONS



APPENDIX

Academic Composite Score Components



REWARD SCHOOL SUCCESS RATE (R-SSR)

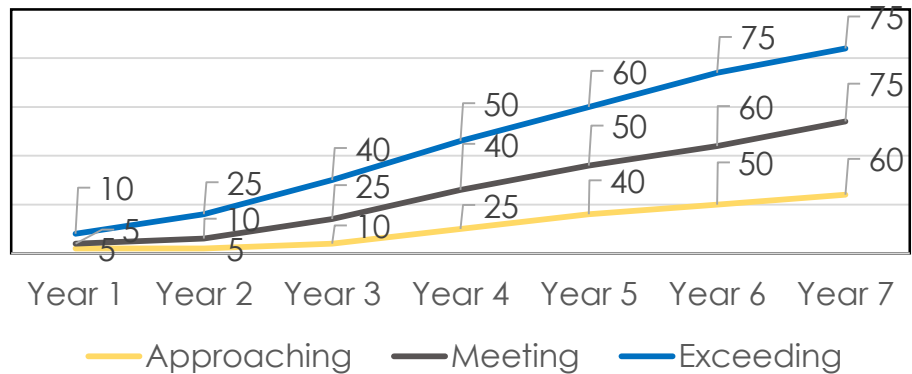
What it is: School's Percentile rank out of all schools in Tennessee based on the 1-Year Reward School Success Rate.

How it's calculated: The R-SSR adds up all of the students who are proficient or advanced across tested subjects, and divides by the sum of the number of students tested in each subject. Subjects included are Math, RLA, Science, A1, A2, E1, E2, E3, B1 and Grad Rate.

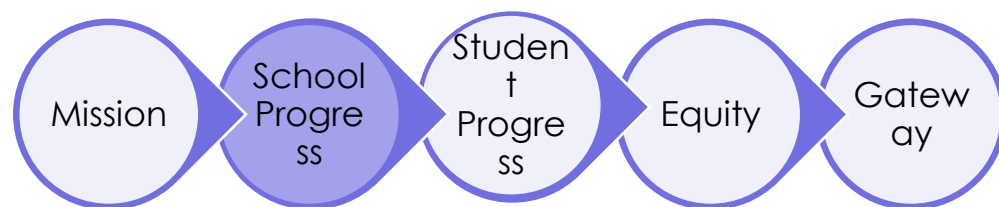
Targets:

Y1: $\geq 5^{\text{th}}$; Y2: $\geq 10^{\text{th}}$ Y3: $\geq 25^{\text{th}}$ Y4: $\geq 40^{\text{th}}$ Y5: $\geq 50^{\text{th}}$

School Success Rate Percentile Rank



Academic Composite Score Components



PROGRESS ON COMPONENTS OF THE R-SSR

What it is: School's Percentile rank or proficiency gains in each subject component of the R-SSR

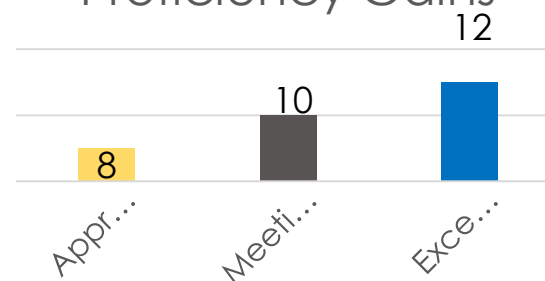
How it's calculated: The greater level of performance – percentile rank or gains in proficiency from the prior year – determines the school's performance rating and points earned. Subjects measured are Math, RLA, Science, A1, A2, E1, E2, E3, B1 and GR*.

Targets:

10 point gains in proficiency or

Y1: $\geq 5^{\text{th}}$; Y2: $\geq 10^{\text{th}}$ Y3: $\geq 25^{\text{th}}$ Y4: $\geq 40^{\text{th}}$ Y5: $\geq 50^{\text{th}}$

Proficiency Gains

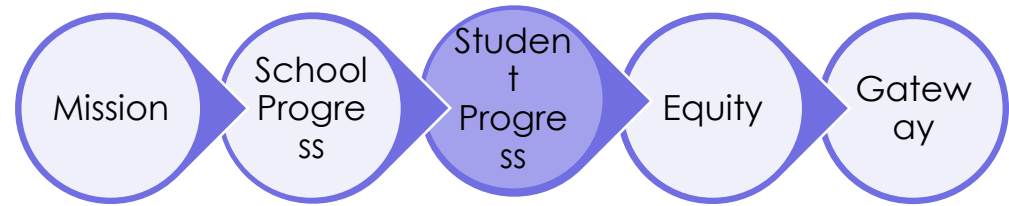


Percentile Ranks

Year	To Approach	To Meet	To Exceed
1	5	5	10
2	5	10	25
3	10	25	40
4	25	40	50
5	40	50	60

* Grad Rate target gains are 6/7/8 points to A/M/E respectively.

Academic Composite Score Components

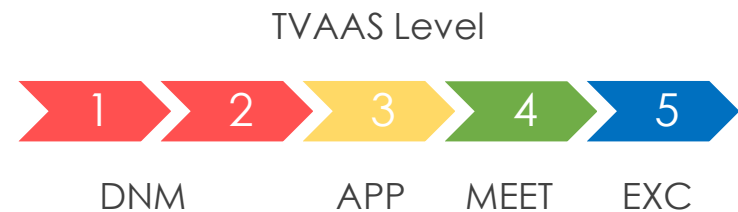


TENNESSEE VALUE-ADDED ASSESSMENT SYSTEM (TVAAS)

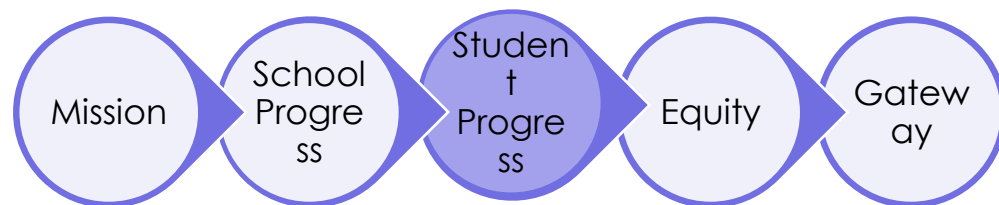
What it is: TVAAS measures the impact schools have on their students' academic progress compared to the student's prior year performance and the growth of other TN students in that year.

How it's calculated: Schools receive a TVAAS Level 1-5. Level 1 indicates student growth was far below the expectation. Level 3 implies students (on average) met expected growth. Level 5 indicates students grew much more than the expected amount.

Target: \geq Level 4



Academic Composite Score Components



STUDENT PROGRESS TOWARDS PROFICIENCY

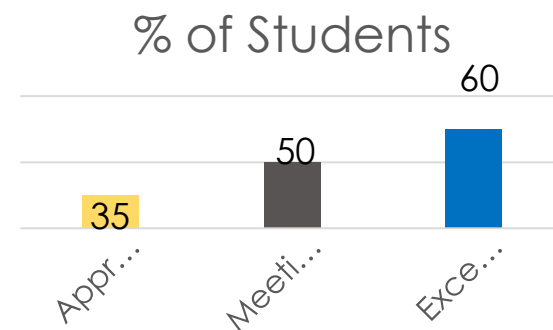
What it is: A measure of student movement from their prior year's performance towards the proficiency bar in the current year

How it's calculated: Percent of students who either end the year Proficient or Advanced or increase by at least 1/2 of one performance band from their prior year's test score in that subject.

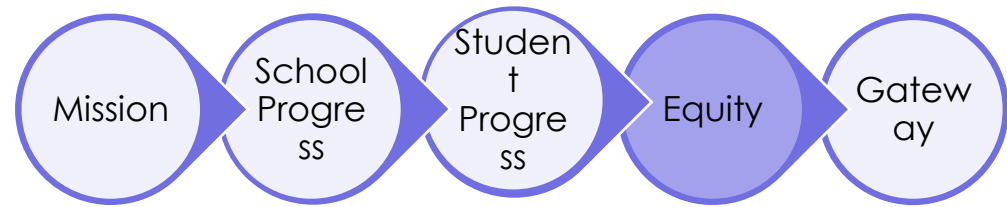
Target: $\geq 50\%$

Sample Student Movement: $\frac{1}{2}$ one performance band

Below Basic		Basic		Proficient		Advanced	
Low BB	High BB	Low B	High B	Low P	High P	Low A	High A



Academic Composite Score Components



There are three Equity metrics in the ASD SPF.

These measures are applicable for any subgroup where there are 30 or more students in both the subgroup and the “comparison” (or non-) subgroup.

Focus School Success Rate Progress

What it is: The R-SSR for each subgroup (SWD, ELL, FRL, BHN)

How it's calculated: See R-SSR slide

Target: 10 point gains in proficiency or
Y1: $\geq 5^{\text{th}}$; Y2: $\geq 10^{\text{th}}$ Y3: $\geq 25^{\text{th}}$
Y4: $\geq 40^{\text{th}}$ Y5: $\geq 50^{\text{th}}$

Equity Student Progress Towards Proficiency

What it is: The SPTP for each subgroup (SWD, ELL, FRL, BHN)

How it's calculated: See SPTP slide

Target: $\geq 50\%$

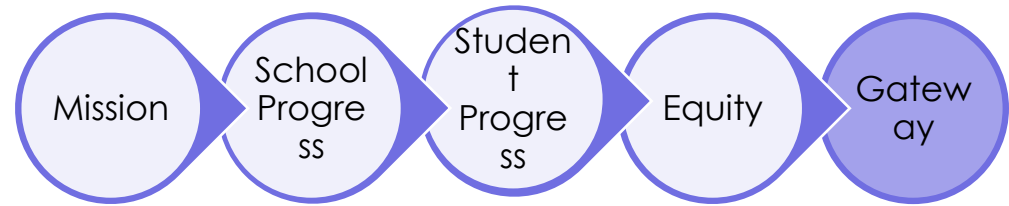
Achievement Gap Closure

What it is: A-Gap is the gap in proficiency between a subgroup and the comparison group

How it's calculated: % of gap closed since prior year

Target: Decrease last year's gap by 6.25% (or $1/16^{\text{th}}$)

Academic Composite Score Components



There are three Gateway metrics in the ASD SPF.

Reading Lexile Growth

What it is: Percent of students who ended the year reading on grade level or grew their reading level by 1.5 years from Fall to Spring.

Target: 50%
(same thresholds as SPTP)

Average ACT Score

What it is: The average ACT score for all tested Juniors

Target: 14 + School's Year of Operation

Extended Graduation Rate

What it is: A school's 4-Year cohort graduation rate, with the addition of any late graduates to your numerator

Target: 7 point gains in proficiency or
Y1: ≥5th; Y2: ≥10th Y3: ≥25th
Y4: ≥40th Y5: ≥50th

Academic Composite Score Components

Alt Ed: Remanded Students

There are two Alternative Education metrics in the ASD SPF for Remanded Students.

Credit Attainment

What it is: Percent of student credits attained of the total set in place

Targets: 50% / 70% / 90%

Individualized Learning Plan (ILP) Goal Attainment

What it is: Percent of student ILP goals completed of the total set in place.

Targets: 50% / 70% / 90%

Academic Composite Score Components

K2 Schools: Culture

There are six Culture metrics in the K2 Framework.

Student Perceptions of Safety

What it is: Percent of students who agree that the school is safe.

Targets: 75% / 85% / 95%

Student Perceptions of Positive Culture

What it is: Percent of students who agree that the school has a positive culture.

Targets: 75% / 85% / 95%

Parent Perception of School

What it is: Percent of parents who rate the school's quality an A or B.

Targets: 75% / 85% / 95%

Academic Composite Score Components

K2 Schools: Culture

There are six Culture metrics in the K2 Framework.

Student Attendance

What it is: Annual daily attendance rate.

Targets: 90% / 93% / 95%

Inter-Year Persistence

What it is: Percent of students who ended last school year at this school and had the option of returning and were enrolled the following year on October 1st.

Targets: 75% / 85% / 95%

Intra-Year Persistence

What it is: Percent of students who were enrolled on or after October 1st of the current year that stayed through the last day of school.

Targets: 75% / 85% / 95%

Academic Composite Score Components

K2 Schools: School Progress

There are two School Progress metrics in the K2 Framework.

MAP Student Target Attainment

What it is: Percent of students' average Fall to Spring growth targets met across Math and Reading

Targets: 50% / 70% / 90%

MAP Median School Growth Percentile

What it is: School growth percentile reflects the percentage of schools with similar Fall performance that the school outpaced in its average Fall to Spring RIT growth. This is calculated separately by grade for each tested subject using NWEA's School Norms Calculator. The median of all relevant grade level percentiles by subject is reported.

Targets: 50 / 70 / 90

Questions?