Summary of Tennessee ESSA State Plan
Final Version, Approved by U.S. Department of Education
August 24, 2017

Link to the plan: *https://www.tn.gov/assets/entities/education/attachments/TN_ESSA_State_Plan_Approved.pdf*

This summary will make reference to page numbers in the above linked ESSA state plan, and it is recommended that one review this summary with access to the plan.

Introduction p. 4-15

- TN's commitment to improvement in education is guided the comprehensive strategic plan, Tennessee Succeeds.
- TN Succeeds sets the following ambitious goals:
    - TN will rank in the top half of states on NAEP by 2019.
    - 75% of TN third graders will be proficient in reading by 2025.
    - The average ACT composite score in TN will be a 21 by 2020.
    - The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.
- TN Succeeds sets the following priority areas:
    - Early Foundations of Literacy
    - High School & Bridge to Postsecondary
    - All Means All
    - Educator Support
    - District Empowerment
- Stakeholder engagement spanned from May 2016 through present, and included directors of schools, principals, educators, parents and students, legislators, governor's office, state board of education, school board members, CORE offices, community organizations, and advocacy groups. TDOE also convened six working groups.
- TDOE released the ESSA status report in October 2016.
- Stakeholder feedback opportunities during the draft period:
    - Five regional town halls
    - Release of the public draft along with a public feedback form
    - Meetings and feedback sessions with specific stakeholder groups
    - TDOE will publish an abstract of the draft plan, which will be available in TN's top five languages, along with a translated feedback form.
- TN State Plan Sections: Standards, Assessments, Accountability, District Empowerment, All Means All, Educator Support, Early Foundations & Literacy, High School & Bridge to Postsecondary.

Standards p.16-31

Background
- TN strategic plan was developed with rigorous standards and fully-aligned assessments in math, English language arts, science and social studies.
- Academic standards provide a common set of expectations for what students will know and be able to do at the end of every grade level.
- Instructional practices should provide students the opportunity to meet the standards by supporting individual learning needs.
- New standards for math and ELA will be implemented 17-18, and science in 18-19. SBE is undergoing social studies standards review in 16-17 for implementation in 19-20.
- The State Board of Education is charged under TN statute with setting and approving academic standards. They are charged with overseeing a transparent, comprehensive review of academic standards that provides an opportunity for feedback from multiple sources.
- The standards review process involves four phases: first public feedback period, educator advisory team revisions, 2nd public feedback period, and standards committee evaluation.

Math Standards (p.20)
- Math standards apply to all math courses in K-12. Standards set high rigor and expectations to meet the demands of college and career.
- Students must achieve four high school level units of math in order to graduate with a high school diploma, including Algebra I II, and Geometry, and an additional math course higher than Algebra I.
- Math standards revised for implementation in the 17-18 school year include instructional shifts and revisions.

English Language Arts Standards (p.21)
- ELA standards apply to core ELA courses in K-12. Standards set high rigor and expectations to meet the demands of college and career.
- Students must achieve four high school levels units of ELA in order to graduate with a high school diploma, including English I, II, III, and IV.
- ELA standards revised for implementation in the 17-18 school year include instructional shifts and revisions.

Science Standards (p.22)
- Science standards set high rigor and expectations to meet the demands of college and career

- Students must achieve three high school level units of science to graduate with a high school diploma, including biology I, either Chemistry or Physics, and one additional laboratory science course.
- Structure of proposed standards is developed from the Framework for K-12 Science Education published by the National Research Council, which describes a progression of key concepts and gives grade-level end points.
- Standards are included for K-8, the required HS courses, and several permanent elective offerings.
- Revisions by teams of educators were developed SY 14-15. SRC made the final recommendations Oct. 2016.
- Revised science standards include structural changes and instructional shifts.

Social Studies Standards (p.24)
- Social Studies standards are meant to prepare students to be college, career, and civics ready. Students must achieve three high school level units of social studies to graduate with a high school diploma, including U.S. history and geography, world history and geography, and U.S. government and civics and Economics.
- The current social studies standards are undergoing the review process. They will be implemented in the 19-20 school year.

Alternate Achievement Standards & Assessment Targets (p.24)
- Students with disabilities
  - TN offers alternate assessments based on alternate achievement targets (AATs). Students must have an IEP and their primary disability must be recognized under IDEA.
  - AATs or specific statements of knowledge and skills align to grade level standards in math, ELA, science and social studies.

English Language Proficiency Standards (p.25)
- As of March 2014, TN a member of the WIDA Consortium.
- WIDA framework designed to raise English Language Development (ELD) standards for EL students.
- WIDA ELD standards are aligned to TN College and Career Readiness standards.
- WIDA standards framework includes: focus on oral language development; literacy across content areas; attention to genre/text type/register/language forms and conventions; use of instructional supports
- - TN encourages ESL teachers and core context teachers to use at least one WIDA ELD standard and one content standard in each lesson plan
  - Alignment Study for Content Standards
- - 2011 WIDA conducted an alignment study of WIDA ELP standards which confirmed alignment to the TN academic standards.
- Alignment = linking (match between standards) & correspondence (depth & breadth). Depth = similarity of cognitive complexity, breadth = similarity in dispersion, or how linking is distributed among goals within a standard.
- Alignment confirmed in 2015 via a newly-developed assessment.

- Currently underway is assessment comparing WIDA ACCESS to TN Ready 16-17 to determine where ELA and math assessments intersect with WIDA ACCESS assessment and confirm alignment.

Graduation (p.27)
- Types of diplomas.
- TN has established the goal of reaching 92% graduation rate by 2020.

Assessment p.32-43

Introduction
- 15-16 school year TN transitioned to a new assessment called TNReady, which is more rigorous and more aligned to TN standards. The same assessment will be used for the 16-17 school year.
- TNReady utilizes new cut scores that are a closer match to those used by NAEP. These changes resulted in a decrease in number of students scoring at a proficient or advanced level.
- TN assessments exceed ESSA requirements by requiring all students in grades 3-8 to complete an annual assessment in math, ELA, science and social studies. HS students complete EOC exams in English I, II, and III, Algebra I, Geometry, and Algebra II (or integrated maths) 1-3, U.S. History, Chemistry, and Biology. All grade 11 students are required to take the ACT or SAT.

2016-2017 Testing & Future Landscape
- TN's contract with Measurement Inc. was terminated April 27, 2016 due to inability of the vendor to meet deliverables.
- TN executed a contract with Questar on July 14, 2016 to develop, administer, score and report the majority of its assessments for the 16-17 school year.
- Measured Progress is the vendor for the Multi-State Alternative Test (MSAA) for the math and ELA assessment for students with the most significant cognitive disabilities.
- Online assessments will be phased in over the 17-18, 18-19, and 19-20 school years.
- The TNReady assessment will be used for the 15-16 school year. It is fully aligned to TNs college and career ready academic standards.
- TNReady represents student's ability to demonstrate and apply knowledge and skills through the revised writing assessment, a measure of student achievement across a performance continuum, and a measure for student growth. Performance levels are: Mastered (mastered grade level), on-track (on grade level), approaching (approaching grade level), and velow (below grade level).

TNReady will be refined for the 17-18 school year to ensure continued alignment due to the revised ELA and math standards going into effect the same year.
- TNReady meets the ESSA requirements in that it is aligned with the state's challenging academic standards across subjects and results will be disaggregated by each major racial and ethnic subgroup and all other required subgroups.

Student Participation

- TN will require a 95% participation rate for all students and for each subgroup of students in accordance with ESSA. TNReady will assess all students, including ELs and students with disabilities. Schools that do not meet the 95 percent participation rate in any subject, either for all students or for any accountability subgroup included in the achievement indicator, will receive an "F" on the achievement indicator for the given group of students.

Alternate Assessment
- Students with disabilities
  - TDOE offers alternate assessments aligned with challenging alternate academic standards. A student must have an IEP, and their primary disability must be recognized under IDEA. Alternate assessments are designed for students with significant cognitive disabilities.
  - The assessment is aligned with the Alternate Assessment targets (see, Standards).
  - A variety of accommodations are built into the test design to accommodate each student's personal mode of communication (i.e., sign language, eye gaze, augmentative communication devices, etc.)
  - TN's assessment program will provide for alternate assessments based on grade-level academic achievement standards and AATs.
  - Students who fail to learn a yearly grade of 70% in a course with an EOC examination and whose disability adversely affects performance in that test will be allowed, after approval, to add to their EOC examination score by demonstrating the state identified knowledge and skills for that course through an alternate performance-based assessment. The necessity for this must be determined through the student's IEP. The alternate performance-based assessment will be evaluated using a state approved rubric.

English Learners
  - 15-16 school year TN transitioned from ELDA (English Language Development Assessment) to the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State).
  - WIDA ACCESS is a standards-based assessment measuring English language proficiency in ELs in grades K-12. ACCESS for ELs serves as a measure for: student growth, ESL program effectiveness, and student language proficiency attainment. It assesses social and instructional English across four language domains of listening, speaking, reading, and writing.
  - English has been established as the official language of TN, therefore all instruction must occur in English unless the nature of the course requires it. TN does not administer assessments in any other language.

Native Language Assessment
- Tennessee defines "languages other than English that are present to a significant extent in the participating student population" as the five languages other than English that are most

commonly spoken by English Learners at home and present in

       (1) at least four percent of the overall student population or

       (2) 20 percent of the student population within a single LEA or

       (3) 20 percent within a single grade level at the state.

The Home Language Survey (HLS) is administered to students.

English language proficiency alternate assessment

       - Alternate ACCESS only for EL students with significant cognitive disabilities that prevent their meaningful participation in ACCESS. It is not meant for students who can participate in ACCESS with accommodations.

       ○ English language proficiency levels

- WIDA assessments score scale of 1.0 to 6.0.
- Full English Proficiency defined as (Level 6 reaching) = former EL moving into the transition phase, was formerly limited English proficiency and is now proficient. Student reads, writes, speaks and comprehends English within academic classroom settings.
- Levels below 6 are: advanced, advanced intermediate/early advanced, intermediate, beginner/production/early intermediate, beginner/preproduction.

       English language acquisition

- Growth in acquisition varies depending on what level the student began. WIDA articulates how students in lower levels progress more quickly vs. students in upper levels progress more slowly.
- TDOE will expand support through the addition of three new EL facilitators. TDOE will conduct standards training that includes EL training for general education teachers.

Accountability p.44-54

Responsibilities

       Federal:

              ○ Requiring states to maintain rigorous state-established top-line goals for student achievement and for closing the gaps between groups of students.

              ○ Monitoring annual progress based on these goals, and reporting and highlighting progress of states against these goals.

       State:

              ○ Sets all interim benchmark goals that will lead to achieving the top-line goals.

              ○ Defines the measurement system that measures growth in outcomes and reduces gaps in student achievement.

              ○ Sign off on district goals, measure district and school-level progress annually (disaggregated by historically underserved groups), and reporting on their results publicly.

              ○ Support district that are failing to make progress against set goals, and intervene in lowest performing schools.

       District:

- ○ Implement the reforms needed to meet targets set by school and district accountability framework, and managing schools to ensure they make progress against the goals.
  - ○ When schools fail to make progress, districts have the obligation to work with the state to develop plans for improvement. When schools perform at the very bottom, the state has the obligation to remove district oversight. In all other cases district has management responsibility and maintains accountability for student growth and outcomes.
- School:
  - ○ Establish day-to-day processes and procedures to drive student achievement.
  - ○ Employ evidence-based instructional strategies and differentiating instruction and supports for students.

State Report Card (p.46)
- The Tennessee state report card will reflect accountability metrics and additional transparency metrics for all districts and schools. ESSA clearly outlines the requirements for the state report card in § 1111(h)(1)(C).
- In addition to accountability metrics, TN will report on transparency metrics with a reduced n-size of 10. Metrics will be desegregated by all subgroups under ESSA. Metrics will be used for the first time in the December 2018 report card, using 2017-2018 data. There are currently six metrics under consideration for future use.

Tennessee's long term goals
- As part of Tennessee Succeeds, TN identified four overarching long-terms goals; Tennessee will rank in the top half of states for NAEP by 2019, 75% of third-grades will be proficient in reading by 2025, the average ACT score will be 21 by 2020, the majority of high school graduates from the class of 2020 will earn postsecondary diploma, certificate or degree. Goals and interim targets can be found on page 49.
- Student progress goals by 2024-2025 school year for math, english, science, high school graduation, and english proficiency for english learners can be found on pgs. 50-54.
  - ○ TN long term goal with interim targets over the next eight years.
  - ○ Math, reading, and science updated data and annual goals will be submitted after testing in Spring 2017 due to the suspension of testing in Spring 2016.
  - ○ Graduation rate goal: by 2025 TN will reach 95% grad rate for all students, starting from a baseline of 88.5% in 15-16.
  - ○ EL Proficiency Goal: by 2025-26 75% ELs will meet the growth standard on WIDA ACCESS.

Accountability Framework
- Goals set on growth against the current baseline. Goals call for each district and school to have targets of advancing proficiency levels at a steady and ambitious rate over the next eight years.
- Core elements of the framework provide the following:

- Accountability system requiring significant aggregate growth in student achievement in core subjects and overall improvement in subgroup performance
- Accountability structure that recognizes top-performing schools
- Accountability structure with tailored interventions for the lowest 5% of schools in absolute performance not demonstrating growth.
- Accountability structure that identifies and creates support for schools with underperforming subgroups.

Historically Underserved Groups (p.55-65)
- In §1111(c)(2) ESSA requires that statewide accountability systems include the following subgroups
of students:
  1. economically disadvantaged students;
  2. students from major racial and ethnic groups;
  3. children with disabilities; and
  4. English learners.
- Definitions in Tennessee as follows;
  1. **"economically disadvantaged students"** subgroup includes all students who are directly certified to receive free lunch without the need to complete the household application. Homeless, runaway, and migrant children and children from households that receive benefits under the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or the Food Distribution Program on Indian Reservations (FDPIR) are deemed "categorically eligible" for free school meals and are directly certified.
  2. The **"students from major racial and ethnic groups"** subgroup includes students from all racial and ethnic groups (as referenced in the Identification of Focus Schools for Targeted Support and Additional Targeted Support section) and those that have been historically underserved in Tennessee. Tennessee includes three racial and ethnic groups, out of the six federally-recognized groups, which score the lowest on the state's achievement tests. These are Black, Hispanic, and Native American students. For accountability TN will use a combined BHN group. For identification of Targeted Support Schools, TN will identify schools for targeted support based on the individual performance of all six federally-recognized groups present in Tennessee including Asian, Black, HawaiianPacific Islander, Hispanic, Native American, and White students. TN will also use BHN when individual groups do not meet the n-count of 30.
  3. The **"children with disabilities"** subgroup, known as students with disabilities, includes students with a federally-recognized disability, including autism; speech or language impairments; deaf-blindness; emotional disturbance; hearing impairments; deafness; intellectual disability; orthopedic impairments; other health impairment; specific learning disabilities; traumatic brain injuries; developmental delay; multiple disabilities; or visual impairments, including blindness.

4. The **"English learners"** subgroup includes all students who are identified based on the state's EL entrance screener and have not achieved the state's exit criteria, and will also include recently exited EL students for the first four years after they exit.
- Rationale for the use of a combined BHN group can be found on page 57-61.

Accountability for English Learners
- Students enrolled prior to the beginning of the school year must be screened within 30 calendar days of the start of the school year. Students enrolled during the school year must be screened within 30 calendar days of enrollment.
    - Long term ELs defined as: those having finished their sixth year of ESL instruction without qualifying for exit.
- Technical assistance in the form of PD will be offered Summer 17
- **Recently arrived ELs** defined as "ELs who have not completed a full calendar year of ESL instruction. This group contains refugees, students with limited or interrupted formal education, immigrants who have recently moved to the U.S. and others who are new to the program. Excludes preschool and kindergarten students who were born in U.S. or who lived here most of their lives.
    - Technical assistance in the form of PD will be offered Summer 17
- **Transitional Former ELs:** Students scoring fluent English proficient are exited from EL services but will continue to be monitored academically for 4 years. During this time, transitional ELs may continue to receive any necessary accommodations on state assessments.
    - Transitional ELs are included in the EL subgroup along with ELs currently receiving ESL services for Title I and accountability purposes. After four years, students considered former ELs and not included in the EL subgroup.
    - **EL Exit Criteria:** Based on a student's proficiency in all areas of language – listening, speaking, reading, and writing. WIDA ACCESS must support decision to exit. At minimum, a student must obtain both a composite and literacy score of 5.0 on the WIDA ACCESS. Additional criteria are being researched.
        - Long-term goal for English language proficiency
    - By 2025-26, 75% of ELs will meet the growth standard on WIDA ACCESS, and the majority will exit within a six-year period.
    - TN will use results from WIDA ACCESS for the ELP measure in it's accountability framework, focusing on:
        - Percentage of students scoring proficient (exiting) and setting expectations for that school and
        - Percentage of students meeting the growth standard

Indicator of School Quality and Student Success (p.66)
The metrics described below—Chronically Out of School and Ready Graduate—represent additional measures of school quality and student success that reflect the priority interests of stakeholders.

- Indicator will be divided into two metrics: opportunity to learn and ready graduate
- **Chronically out of school =**
- The Chronically Out of School indicator is intended to measure the amount of class time a student has with his or her teacher of record. Tennessee will use chronic absenteeism as the metric in this indicator in the initial implementation of our accountability framework in 2017-18. Chronic Absenteeism is defined as missing 10 percent or more school days that a student is enrolled. Students who are absent or suspended out of school will also be included in the metric. Students that serve in school suspension are not included, whereas students suspended out of school are considered absent.
  - 17-18 school year will use chronic absenteeism
  - TDOE researching additional possible metrics, these include teacher absenteeism and discipline rates. After collecting three years of data, TDOE will begin stakeholder input for determination of inclusion.

- The department will create greater visibility on discipline practices and improve the collection of teacher absenteeism through updated reporting and transparency metrics. After we have collected at least three years of data regarding (1) student days of missed instruction due to in school suspension, (2) student days of missed instruction due to teacher attendance, and (3) access to effective teachers, we will evaluate the viability of incorporating additional metrics to this indicator after seeking stakeholder input.

- **Ready graduate =**
- The Ready Graduate indicator will drive a statewide focus on readiness for postsecondary, military, and the workforce. The department believes that students may demonstrate college, military, and/or career readiness through four pathways.
- The Ready Graduate indicator will be calculated as Graduation Rate multiplied by the percent of students:
  - scoring 21 or higher on ACT/SAT equivalent OR
  - completing 4 EPSOs OR
  - completing 2 EPSOs + earning industry certification (in approved CTE program of study, EPSOs may be general education OR included in CTE pathway)
  - completing 2 EPSOs + scoring state-determined designated score on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)
  - This metric defines four "checks" for evidence that graduates have demonstrated postsecondary, military, and workforce readiness.

District Accountability Framework (p.70-82)
- Based on the 2015 NCLB waiver, current TN district accountability includes metrics on student performance in math, ELA, ACT/SAT, and graduation rates. TDOE will add metrics to align with the school accountability framework under ESSA – chronic absenteeism and student readiness.
- District accountability will focus on achievement, growth, meeting the needs of all students, and providing a stable design so districts don't have to adapt to a new one every year.

- District accountability awards partial credit for improving but not meeting targets, recognizes districts that greatly exceed targets or expected growth/performance, and includes many pathways to exemplary determination
- District accountability framework includes:
  - *Minimum performance goal* – identifies districts in need of improvement due to lack of evidence of student progress (see graphic on pg. 72 and pg.76-77)
  - *All students Determination* – A score for each of the six areas will be calculated by averaging the better of the district's result on Absolute Performance or AMO Target pathways and Value-Added pathway. The overall score to determine the All Students status will be based on the weighted average of the six areas. (see pgs. 77-78)
  - *Subgroup status* –An overall score will be factored for each of the four key subgroups by taking better of the district's result on Absolute Performance or AMO Target pathways and Value-Added pathway. The overall score each subgroup (BHN, ED, EL, and SWD) will be based on the weighted average of the six content areas. Next, each subgroup score will be averaged together to determine the overall score and Subgroup Status. (see pg. 79)
  - *Final district determination* - Final district determinations are calculated by using a weighted average of the district's scores on the All Students and Subgroup status, with all students weighted at 60 percent and subgroups at 40 percent. Status options: progressing, achieving, or exemplary. (p.80)

Building Capacity for Districts In Need of Improvement
- If a district fails to meet the minimum progress goal for achievement, growth, subgroups or participation rate, it will be deemed In Need of Improvement as its final determination. These districts will receive support from the department for planning and intervention, in order to build capacity of district and school leadership.
- Support to be offered includes: regional support through CORE offices on plan development via data analysts and interventionists, prioritized support in monitoring the fidelity of implementation of their district plans from the CPM regional consultants and program directors, and may be required to participate in certain programs or pilot opportunities offered by various TDOE divisions.

School Accountability Framework (p.82-90)
- In accordance with ESSA, TN will meaningfully differentiate public schools based on:
  - Proficiency on annual assessments
  - Growth measures on annual assessments
  - Graduation rates
  - Consequences for failing to meet 95% test participation requirement
  - Additional indicator of school quality and student success
  - Progress in achieving English language proficiency
- Based on these metrics, in school year 17-18 every public school in TN will receive a summative letter grade (A-F in accordance with TN law)

- School accountability framework will also identify comprehensive (bottom 5% Title I and schools with graduation rates below 67%) and targeted support (schools with underperforming subgroups each year.
- The model continues the historical method for identifying priority (comprehensive support) schools, but includes the addition of a safe harbor based in TVAAS results that exceed the state growth standard.
- School accountability continues the focus on overall achievement and subgroup performance.
- Schools identified for comprehensive support based on a "minimum performance goal" will earn a letter grade of F.
- Priority schools, which receive a letter grade F, will be identified once every three years but will have the ability to exit the status annually by meeting or exceeding exit criteria.
- Maximum of 5% of school will earn a letter F and be identified for comprehensive support. However, schools on the 6-7% cusp that do not meet the TVAAS safe harbor could be identified for support as the other schools earn safe harbor.
- The rest of the schools will earn A-D based on their performance across the 5 metrics. They will be assigned sub-grades to indicators for all students and subgroups. Each grade for each indicator for each subgroup will be averaged for a subgroup grade for that indicator. Subgroup grades will be combined to create the all subgroup average.
- The school accountability framework follows a similar logic as that of district accountability, with a "minimum goal" applied to all schools to identify schools needing comprehensive support (earning a grade of F). Those schools exceeding the minimum goal, will then earn grades of A–D based on their performance across up to five metrics (graphic pg.84)
- Chart detailing alignment between district and state accountability pg.85.
- Indicators for school accountability include: Math and ELA, science, student growth, graduation rate, ready graduate, chronically out of school, English Language Proficiency Assessment (p.86-88, graph on p.88).

Identification of Reward Schools
- In the new school accountability framework, we will continue highlighting schools earning an overall letter grade of "A" as Reward schools.

Identification of Schools for Targeted Support (pg.90-93)
- Targeted support schools will be referred to as focus schools. Focus schools are identified in two ways: first if the overall school performance is considered "consistently underperforming" or second if the school's student population includes "consistently underperforming subgroups," as defined by the state.
- A *"consistently underperforming" school* is a school that earns an overall letter grade of 'D' in the accountability system for meaningful, annual differentiation.
- A *school will be identified as Focus* if one or more of its subgroups are a consistently
- underperforming subgroup. Tennessee defines a 'consistently underperforming' subgroup as any student group in a school that is performing in the bottom five percent of all schools

meeting the minimum n-size of 30 to be held accountable for one or more of the six federally-recognized groups— Black, Hispanic, Native American, Asian, Hawaiian-Pacific Islander, White, Black/Hispanic/Native American combined (BHN), economically disadvantaged (ED), English learners (EL), and students with disabilities (SWD).
- A school that earns a letter grade of A, B, C, or D, can be identified as a Focus school (for additional targeted support) based on the performance of its student groups meeting the definition of a consistently underperforming subgroup. Schools can be identified for one of the federally recognized student groups or for multiple subgroups.
- Focus schools will be identified every year, beginning in Summer 2018. Once identified, districts must put forth plans describing supports, including strategies and interventions with other ESSA funds, and additional local and state resources including support from CORE offices.
- Schools can exit Focus status if they meet one of six criteria, which can be found on pg.93.

Improving Schools with the Lowest Performing Subgroups (p.93)
- TDOE will provide support for the over 200 anticipated Focus Schools. The service model of available support from the new office of school improvement can be found in the graphic on page 94.
- A resources guide from the CPM division, in collaboration with the new office of school
- improvement and the office of research and strategy will be available for schools and districts.
- CPM, OSI, data and research, and CORE offices will offer data deep-dives with these schools to support needs assessment and data analysis work.
- the department will host Focus school convenings, networking, and mentoring as part of the department's annual LEAD and Partners in Education (PIE) conferences in October and April 3, 2017 Accountability Tennessee Department of Education 96 February respectively, as well as new Focus school opportunities.
- More intensive support will be available for repeat Focus schools.

Identification of Schools for Comprehensive Support (p.99)
- TN will continue categorizing lowest 5% of schools as priority schools. These schools will also earn a letter grade F.
- Safe Harbor provision: schools earning a level 4 or 5 overall school composite TVAAS will be excluded from the Priority/comprehensive support designation.

Improving Lowest Performing Schools
- TN will provide decision-making authority to districts and school leaders to craft solutions based on their local context with a focus on: a development of a school plan, strong leadership, effective instruction, and supportive framework for learning.

Comprehensive Support & Improvement
- ASD: state-level intervention in the form of a statewide district. Goal is to raise the bottom 5% of schools to top 25% and close opportunity gaps by 2025. ASD works through

partnerships with charter school operators and providing increased autonomy at the school level to improve educational opportunities and academic achievement.
(additional information on the ASD, including exit criteria, can be found on pgs. 106, 107)
- iZone: the iZone operates as a district within a district that accelerates school turnaround in priority schools by providing opportunities for innovation and increased autonomy to principals and teachers through exemption from specific district-level policies and procedures.
- School level grants: All priority schools will be eligible for grants to support improvement and turnaround. Districts apply for grants on behalf of some or all eligible schools. The competitive application process will provide support for three years – one year of planning and two years of implementation. School plan for implementation will be aligned with the needs assessments and address the three focus areas of leadership, effective instruction, and the framework of support for students.

Support for School Improvement
Tennessee's School Improvement Continuum (p.100) (see figure on pg. 104)
- ESSA requires districts with priority schools have a period of time not to exceed four years to develop and implement a plan to intervene in its Priority Schools. If the intervention is unsuccessful, the state must apply more rigorous intervention. TN plans to do this via a School Improvement Continuum that proposed three intervention tracks for priority schools.
- Priority schools are identified for comprehensive support based on previous identification as a priority school, overall TVAAS composite, one-year success rate across all tested subjects, length of time in current intervention, feeder pattern, graduation rate and "other relevant factors".
    ○ Delta track: schools that are new to the Priority list, not identified in 2012 or 2014.
    ○ Beta track: Repeating schools with a TVAAS of 4 or 5, schools with a success rate from the preceding year at or above the specified percent (not yet determined), or schools receiving two or fewer years within an intervention.
    ○ Alpha: Priority schools identified on the 2012 or 2014 list, and a TVAAS score of 3 or less. These schools are eligible for ASD intervention. Schools reviewed based on feeder pattern, success rate, graduation rate etc. for determination of track 1 or track 2.
        ▪ Alpha track 1: first schools converted to ASD in SY 18-19, after a year of planning in 17-18.
        ▪ Alpha track 2: Same criteria as track 1, but these schools have an additional year (transitional year) to demonstrate progress and take necessary steps implement new plan in 18-19 SY. These schools will have an opportunity to move into the Beta track.
- During the transition year the district must take one of 4 actions: close the school and create absorption plan, partner with a charter operator to operate the school, develop a

transitional plan with the ASD to being SY 18-19, or elect to continue it's current intervention (iZone)
  - ○ Eligibility for fourth option determined by office of school improvement and the Commissioner.
- See image for determining intervention tracks on pg.105.

Exit Criteria
  - Exiting Priority status consists in meeting one of six criteria (p.108) However, Priority schools that enter Alpha (1 or 2), Beta, or Delta interventions will be required to
  - fulfill the entire length of the intervention: pg.108.
  - The School Improvement Support Network (SISN) engages the office of school improvement, CORE and CPM regional consultants to provide support in: assessing needs, conducting a readiness review, developing a plan for improvement, and supporting/monitoring progress.

Priority School Implementation Grants (p.110)
- Upon completion of one year of school-level planning, the department will initiate a competitive grant application process for funds to support identified needs in the areas cited below:
  - • Strong leadership
  - • Effective instruction
  - • Student supports

New Office of School Improvement (p.112)
  - "The new OSI will be re-envisioned both within the larger organization and in its internal structure. A senior member of the department will lead the office of school improvement, which will report directly to the Commissioner, as part of the office of the commissioner. The work of OSI will include Priority school turnaround efforts across the ASD, Zone structures, district-led interventions, as well as Focus school supports. The office will also expand to include four to six school improvement facilitators, with the educational and cultural competencies to support districts and school in turnaround. Each of the facilitators will be assigned a subset of the state's Priority schools based on need, track of intervention, or other factors including demographics and geographic location. Working directly with school leaders, facilitators will be the first and consistent point of contact with the department, to provide differentiated technical assistance to schools."
  - Two additional positions will be added to support focus schools.
  - TDOE will increase CORE office support to be be focused on: the development of district plans primarily in areas of data analysis, comprehensive needs assessment, goal setting, strategy and action step development, and alignment of goals with district needs and state strategic goals.

School plan development:

- School Improvement Support Network will partner with an external entity to conduct a multi-day training on needs assessment and root cause analysis to identify and analyze major areas of deficit.
    - All priority schools, regardless of intervention track, will complete a comprehensive needs assessment, including a root cause analysis, with the identification of major areas of deficit within the three focus areas of strong leadership, effective instruction, and framework for student support.
    - Plans will be developed in partnership with input from school leaders, teachers, and parents.

State Grant Application Process for School Improvement (p.114)
- The state application process will focus on three evidence-based interventions: strong leadership, effective instruction, and student support.
    - As required under ESSA, to receive Title I funds interventions must meet one of the top three tiers of evidence.
    - Districts may propose intervention in tier 4, but they must be funded outside of Title I.
- TDOE provides performance management support in the areas of planning, interim reviews, input/feedback, and rewarding.
- The primary mechanism of technical assistance is the Tennessee Centers of Regional Excellence (CORE). There are 8 CORE offices all staffed with a variety of academic consultants. CORE support starts with an analysis of district data, needs assessment, and an evaluation of current practices.
    - CORE provides support in the areas of: data-driven decision making, strategic planning, high quality instructional practice in core context areas and CTE, leader and teacher effectiveness, response to instruction and intervention, and facilitating collaborative opportunities for districts.
    - CORE offices partner with other regions on a problem of practice.
- Oversight and monitoring of the grants can be found on pg.117.

Continuous Support & Differentiated Technical Assistance (p.118)
- OSI will meet with district and school leadership teams, including iZone or other partners, twice yearly, prior to the beginning of school and at the year's mid-point, to provide support in common areas of challenge and to share promising practices.

District Empowerment p.120-143
Tennessee has identified empowering districts as a priority.
Performance Management
- TDOE will provide support by first directing support to districts that are responsible for serving schools, and based on Tennessee's eight regions. TDOE offers regional support based on the composition of each district/region. See graphic on pg.121 for a map of school districts by enrollment.

Centers of Regional Excellence
- CORE offices are TDOE's primary mechanism for f technical assistance and support to districts.
- TDOE regional core offices map on p.122.
- CORE office staffing p.122.
- CORE support begins with an analysis of district data, a needs assessment, and an evaluation of the district's current practices, all done in partnership with district leadership teams. CORE team members work intensely with district leaders around the following:
    - Data-driven decision making
    - Strategic planning
    - High-quality instructional practice in core content areas and CTE
    - Leader and teacher effectiveness
    - Response to Instruction and Intervention
    - Facilitating collaborative opportunities for districts.

Networked Improvement Communities
- NIC's are partnerships between CORE offices on an identified problem of practice.
- In 2016, two networks were launched, working together to improve early literacy outcomes, with plans to scale statewide in the 2017-18 school year. Seven districts from the East and Upper Cumberland CORE regions were carefully selected to join the inaugural NIC.

E-Plan
- A portal which serves as an online planning and grants management system to provide central location for districts and schools to develop, submit, and revise school and district plans; apply for federal and state funding to support those plans; request reimbursement and report expenditures; process budget amendments and program revisions; and produce summative reports for oversight and review.
- Serves as the central repository for multiple state and federal funding applications that allows district leaders to work across multiple funding sources.

District Strategies Report
- provides actionable data for districts to see how the work within their districts contributed to the larger state strategic plan.

Tennessee Education Research Alliance
- TERA developed out of a previous partnership between TDOE and Tennessee Consortium on Research, Evaluation, and Design out of Vanderbilt's Peabody College of Education. The TERA partnership with TDOE will focus directly on stakeholder engagement and dissemination of policy relevant research findings. TERA's agenda will be based on TN's strategic plan and will focus in part on improving elementary reading. Additional areas of focus include" reimagining state support for professional learning, driving improvement in low-performing schools with evidence-based research, strengthening TN;s education labor market.

I
mpactTN
- Data dashboard to provide districts with simplified access to student data and analytics from multiple sources. Data points include grades, attendance, assessments, contact information, discipline, special designations, transcripts, among others.

P-20 Data System (p.127)
- The Measure Tennessee Longitudinal Data System (TLDS) is a P-20W data warehouse. The system includes data from the Tennessee Department of Education, Tennessee Higher Education Commission, Tennessee Department of Labor and Workforce Development, Department of Children's Services, and Department of Intellectual and Developmental Disabilities. TLDS data will be included as part of the state's transparency metrics and accountability metrics on the state report card. TLDS data is also used to produce dashboards on the EdutrendsTN website, containing graduation rates, graduate earnings, and high demand occupations.

Coordinated Spending Guide
- The guide provides a framework for coordinated spending across federal, state, and local resources; definitions for braiding and blending; considerations when braiding or blending funds; funding quick guides; information on supplement not supplant; program summaries.
- Will be updated with federal guidance on ESSA to disseminate during the 17-18 SY.

Differentiated Educator Pay
- in 2013 SBE passes revised set of guidelines pursuant to T.C.A. 49-3-306(h) which requires districts to create and implement differentiated pay plans. Intent is to give local control to districts regarding salary schedules, and to create another level for districts to attract and retain teachers based on a flexible set of potential criteria.
- Districts are required to submit differentiated pay plan annually for review by the TDOE.

Personalized Learning
- USED definition p.130
- The personalized learning task force focused on four key strategies: blended learning, predictive analytics, micro-credentialing, competency-based education
    - Algebra I/Integrated Math I Blended Learning Pilot Initiative: launched in SY 16-17, builds on evidence that technology can support teachers in developing tailored instruction by helping them leverage data and quickly diagnose student needs.
    - Predictive Analysis Pilot Initiative: Predictive analysis uses historical data trends to develop insights into learning patterns and streamline data-informed decisions. Predictive analytics identify what factors contribute most significantly to student outcomes, based on known information.
    - Micro-Credentials Pilot Initiative: Provides a coaching model approach to professional development. TDOE will use state and philanthropic resources to

fund micro-credentialing work, but are considering cost-sharing model with Title II-A statewide dollars in the future.

- ○ Competency based Pilot Initiative: Creates pathways for students by focusing on demonstrating mastery through application and allowing students to advance through curricula and grades as mastery is achieved.
- ○ School-wide consolidation Pilot: TDOE consolidated planning and monitoring division provided an opportunity for districts to participate in Title-I school-wide consolidation pilot for select schools for implementation in 15-16 SY. Pilot allowed schools to consolidate funds from federal, state, and local sources into a single "pool" of funds to implement comprehensive school-wide plans.
- ○ Poverty Simulation Pilot: TDOE will provide poverty simulation trainings to districts beginning SY 16-17 focusing on economically distressed districts with a goal of expanding the number of districts served in subsequent years.
- ○ Earned Autonomy: the department will begin to differentiate the levels of autonomy—empowering high performing districts with opportunities for earned autonomy. High-performing or Exemplary districts that demonstrate positive outcomes should be acknowledged and rewarded with new opportunities, planning flexibilities, mentorship for best practices, and less rigorous oversight, where appropriate.

All Means All 144-223

- Focus on students farthest behind, specifically the historically underserved populations: economically disadvantaged students, English learners, students with disabilities, foster care children and youth, migratory children (including preschool migratory children and migratory children who have dropped out of school), homeless children and youths, neglected/delinquent/at-risk students identified under Title I, part D.

Creating Safe & Healthy Learning Environments

- Starting SY 17-18, the comprehensive needs assessment in the ePlan planning module will include (along with chronic absenteeism) climate and culture, enrichment, health, physical education, and other-components that align with ESSA's well-rounded emphasis.

Coordinated School Health

- TDOE provides districts with health screening guidelines and districts provide health screening data which includes BMI, vision, hearing and blood pressure. Data is also collected on chronic health conditions in each district.
- CSH has eight interrelated components: health education, health services, psychological and social services, nutrition education/physical activity, school staff wellness, healthy school environment and student/parent/community involvement.
- CHS is primary funded through state dollars, but new ESSA flexibility will allow for the use of federal dollars.

Implementation of the School Health Index
- SBE's revised October 2016 physical activity policy requires all public schools in TN to implement the School Health Index, which is an instrument developed by the CDC to provide a self-assessment along with a planning tool to allow schools to assess the healthy learning environment.
- SBE policy requires schools to develop an action plan related to 8 modules in the school health index.

School Health Advisory Councils
- SBE revised physical activity policy of October 2016 includes a
- requirement for every TN school district to establish a School Health Advisory Council. The Council shall consist of individuals from various stakeholder groups, along with parents and school and district admin.

School Safety
- The Schools Against Violence in Education (SAVE) Act (TCA) established specific requirements for districts in providing a safe school environment, along with establishing a state-level safety team to support districts in planning and implementing a comprehensive school safety planning strategy.
- The Safe Schools Act of 1998 provides state funds to districts to improve schools safety by decreasing the likelihood of violence or disruptive behavior, and protecting staff and students when violence does occur.

Schools Climate
- in 2010 TN was a Safe and Supportive Schools grantee and utilized funds to create an infrastructure for measuring school climate through the construction of survey measurement tools that are custom designed with input from students, parents and educators.
- 2015 state report card indicated that 109 school across 17 districts utilize the optional survey. SY 16-17 survey window was open Oct. 2016 and continues through Dec. 2013.

Bullying and Harassment
- TN code requires every district have a policy prohibiting bullying and harassment. TDOE requires all districts to submit Civil Rights and Bullying Compliance Reporting form annually, which includes information to demonstrate compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and bullying and harassment compliance information.

Family Resource Centers
- in 1993 the TN General Assembly passed legislation granting districts the authority to establish Family Resource Centers. FRCs assist families through information and training, help families learn to resolve problems, and lead collaborative community efforts.

- There are 103 FRCs in 78 school districts in 65 counties.
- In 2017, FRCs will focus on improving attendance by reducing chronic absenteeism.

21st Century Community Learning Centers (p.153)
- The 21 CCLC program provides federal funding to establish or expand community learning centers that provide academic enrichment and support services to help students meet local and state standards in core content areas, particularly for students that attend schools in need of improvement.

Family and Community Engagement (p.158)
- 2001 the definition of parental involvement was expanded to include any adult in a child's life.
- With the addition of Title IV Student Support and Academic Enrichment Grant in ESSA, TDOE plans to administer family and community engagement and title IV collectively.
- Strategies listed include: technical assistance, professional learning, needs assessment, academic parent teacher teams, community school model, engaging migrant parents.

Response to Instruction & Intervention (p.163)
- Focus on providing early intervention and addressing deficits in student learning, RTI has emerged as a way to think about disability identification and early intervention assistance for the most academically vulnerable students.
- TN developed RTI2 manual in SY 13-14, with the goal of supporting educators and empowering districts to continue implementing RTI2. The framework began in elementary schools in 2014, middle schools in 2015, and 16-17 for all grade levels.
  - Skills to address specific learning needs continue to be refined by feedback given on RTI2 and through an RTI2 taskforce, primarily for the higher tiered students.
  - RTI2-B: response to instruction and intervention for behavior (p.165). Focus on positive behavior and outcomes supports, emotional learning, strategies to address mental health, comprehensive school counseling programs, attendance monitoring, and classroom management techniques.

Project AWARE
- in 2014 TDOE received a Substance Abuse and Mental Health Service Agency (SAMHA) grant to support the development and implementation of a comprehensive plan of activities, services, and strategies to decrease youth violence and promote the healthy development of children and youth. Project AWARE (Advancing Wellness and Resilience Education) addresses the mental health needs of children, youth, families and communities through school-based mental health agencies via contracted services. Project AWARE also provides youth mental-health training to districts.

- Implementation for a comprehensive model for the delivery of health services for districts will be available fall 2018. Title IV grant funds and expanded uses of Title I can be utilized to support these initiatives.

Adverse Childhood Experiences
- CDC- Kaiser Permanente Adverse Childhood Experiences Study outlines how adverse experiences can affect a child's progress in school and in life. Funding from the General Assembly and ACEs foundation will enable the TDOE to provide training for administrators and teachers beginning spring 2017.

Chronic Absenteeism (p.167)
- Defined as missing more than 10% of instructional days for any reason (excused/ unexcused absence, suspension or expulsion).
  - Reduction of exclusionary practices and promotion of restorative practices: The Governor's alternate education advisory board has requested TDOE, in partnership with SBE, convene in spring 2017 a discipline task force to develop a model code of student conduct focusing on the reduction of exclusionary practices through the implementation of a restorative model. The model would provide guidelines to districts on the review of existing zero tolerance policies and the adoption of practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment.

Social and Personal Learning
- in 2017 TDOE, through an interdepartmental workgroup and stakeholder advisory group will develop social and personal competencies and guidelines that are aligned and integrated with state learning standards. Goal is statewide implementation pre K through high school.

Student Access to Highly Effective Teachers: Ensuring Equity
- TDOE released a report *equitable access to highly effective teachers for Tennessee student*s which examines which students have access to highly performing teachers and weather this access is equitable across the state, districts, and schools.
- New funding and flexibility in ESSA will be used to continue to provide support for key projects and initiatives.

Performance Management: ESSA Programs
District and School Planning
- ESSA and TN Code annual development and completion of a district plan developed in coordination with a variety of stakeholders. Plans must be based on a comprehensive needs assessment informed by feedback and data.

- With the implementation of ESSA, CPM and CORE will initiate a new process for district planning for Fall 2017.
    - Process begins in the fall of each year with the release of state assessment results from the prior school year and the published state report card in November/December.
    - Available data for the following are loaded in each districts planning template: assessment results, accountability results, teacher evaluation, teacher qualifications, per pupil expenditures, school climate and culture, graduation rate, college placement tests, student attendance and discipline, and early postsecondary opportunities. Data are presented by content area, grade, and eligible student subgroup.
    - Districts must analyze and respond to data presented within the planning module to identify successes, challenges, and root causes with an emphasis on the accountability targets not met.
    - Upon completion of a needs assessment, districts outline needs identified and prioritize at least three and no more than five to focus on.
    - Districts then create goals, strategies, and action steps to respond. These must demonstrate alignment to state and district accountability targets, and state strategic plan goals.
    - From November through March, CORE staff will provide support with development of plan. Needs-driven plans are due by March 30th of each year.
    - In April, districts begin to develop a consolidated funding application for all formula grants under ESSA and IDEA. CFAs undergo a multi-level review process, and are approved by July 1 of each year.
    - Throughout the remainder of the year, CORE office staff monitor progress.

Title II
- State systems and programs created a robust data system, which is used to inform technical assistance and support districts in addressing professional development and teacher equity issues.

Title III
- Overview of EL policy as stated in accountability

Comprehensive Monitoring Framework
- TN's framework consolidates IDEA and ESSA monitoring and is organized around levers believed to impact student achievement: quality leadership, effective educators, instructional practices, climate and culture, family and community engagement, additional areas (migrant, N&D, ELs and SWDs, incarcerated youth, equitable services, etc.)

Title I, Part A: Improving Basic Programs (p.181)

- TN will waive the 40% threshold to allow districts to serve schools that could not previously have been served under Title I.
- TN has elected not to use the flexibility within Title I for a 3% direct service set aside. The funds will be distributed as part of the formula.
- Resources of school-wide program strategies are included.

Students in Foster Care (p.186)
- TDOE and Tennessee Department of Children's Services (TDCS) have developed joint guidance to ensure Title I Educational Stability Provisions for Children and youth in foster care are implemented with fidelity.
- TDOE and each district have appointed a Foster Care Point of Contact to create policies and provide oversight.
    - Educational stability teams meet to review best interest factors to determine whether it is in a child's best interest to remain at his or her school of origin.
    - When it is determined that it is not in the child's best interest to remain in their school of origin, that child or youth must be immediately enrolled in their new school even if they do not have the required documentation.
    - Districts will work with TDCS to develop MOUs to ensure needed transportation.

Title I, Part C: Migrant Education (p.187)
- TN's migrant education system works to identify, verify, and recruit eligible migratory children statewide.
- The four identified objectives of the Migrant education program are: increase academic progress for migrant children, reduce gap between the number of priority for service students eligible for service and those actually being served by 5%, Increase the number of out of school youth who receive services by 5% annually, increase by at least 5%the number of migrant parents who report that they are familiar with the U.S. education system and their role within it.
- TN-MEP will design a professional development system that provides ongoing support in both virtual and in person formats. An MEP online platform will contain information and documents from local, state, and national sources on best practices.
- TN will use the Migrant Student Information Exchange (MSIX) to track and support students
- TDOE definition of "priority for services"
- Parents and families will be engaged via the Conexión Américas Parents as Partners program.

Title I, Part D: Prevention and Intervention Program for Children and Youth who are Neglected, Delinquent, or At-Risk (p.195)
- TDCS and the TN Department of Corrections (TDOC) operate the Title I part D subpart one program.

- Beginning SY 17-18, provisions of services to students in neglected or delinquent facilities will be a district responsibility.
- Guiding principles for providing high-quality education in juvenile justice secure settings pg. 145.

Title III, Part A: Language Instruction for ELs and Immigrant Students(p.197)
- Districts that choose to not participate in Title III are held to the same academic standards for ELs.
- State, districts, and schools are required to provide specialized programs for ELs to comply with Title IV of the Civil Rights Act of 1964, and Tennessee Code. Tennessee's EL policy establishes minimum required compliance components for ESL programs and provides a framework for implementing effective educational programs for ELs. The policy also includes identification of ELs, parental notification and rights, staffing rations among others.
- The Home Language Survey is the first step districts take to meet the federal requirements to identify language minority students.
- For potential ELs, Tennessee uses the WIDA ELP screener, WIDA ACCESS Placement Test for incoming students. This test serves to help with identification and placement of ELs for ESL services.
- Accountability and ELP assessment are now part of Title I.
    - ESSA Title III requires three activities
        - Programs to increase English proficiency and academic achievement for ELs
        - Professional development
        - Activities that include parent, family, and community engagement and coordination and alignment of related programs
    - ELs should not be retained, or included in special education programs, due to language ability.

Title IV, Part A: Student Support & Academic Enrichment Grant
- New block grant authorized under ESSA Title IV provides an opportunity for statewide activity and support for district initiatives for well-rounded learning. TN expects to use dollars to fund training, resources, and data analysis to address chronic absenteeism, guidance counseling support, and funding for AP examination fees (pending appropriate levels of funding).
- New program area will provide districts and schools with the flexible funding needed to create a well-rounded education by supporting activities in three broad areas: well-rounded educational opportunities, Safe and healthy students, and effective use of technology.
- Districts or a consortium of districts may apply for SSAE funds, and must prioritize funds to schools based on several factors

Title V, Part B, Subpart 2: Rural Education Initiative (p.206)

- the Small, Rural School Achievement Program in an initiative designed to address the unique needs of small rural school districts.
- With the addition of two new accountability measures under ESSA, SY 17-18 rural districts will utilize their funding differently, TDOE will provide program guidance and support for revisiting federal dollars and implementing evidence-based interventions.

McKinney-Vento Education for Homeless Children and Youth Program (p.208)
- TDOE's McKinney-Vento state coordinator provides support and technical assistance in accordance with MV non-regulatory guidance by ensuring districts employ activities, strategies and tools to help ensure all students experiencing homelessness are identified and their specific needs are being met.

Students with Disabilities (p.213)
- As part of the State Systemic Improvement Plan (SSIP), the division of special populations determined the state-identified Measurable Result (SiMR) as: increasing by 3% annually the percentage of students with a specific learning disability (SLD) that score at or approaching on the ELA state achievement test for grades 3-8. Three improvement strategies were identified: increasing access for SWDs to high quality core instruction, addressing special education as the most intensive intervention in the continuum of service model, addressing students' skill deficits as they relate to academic content standards so they can succeed in general education setting.

ELs with Disabilities
- English language should be ruled out as the reason a child performs poorly on an assessment for special education services or for performance on an observation instrument.
- ELs should not be assessed during the "silent period" (up to 6 months but may be longer)
- Retention is not acceptable for ELs in general and not for ELs with disabilities unless language can be ruled out as having any part in the consideration for retention.
- ESL teachers or an EL expert should be part of the IEP team and decision-making.

Students in Charter Schools
- TN charter schools serve a higher number of economically disadvantaged students than their district counterparts
- Charter student population is over 80% economically disadvantaged and over 90% minority.
- TN Charter statute adds accountability to charters by mandating that charter agreements shall be revoked or denied renewal of TDOE identified it as a priority school. TBOE maintain high standards by closing all charters that fail to meet the standards and targets set forth in law and under their charter agreement.

Students in Non-Public Schools

- As required by ESSA, TN added the ombudsman position to the CPM staff in fall of 2016 to provide support and assistance to districts in the transition to ESSA.
- The director will oversee the ensuring of equitable services in: migrant education, supportive effective instruction, EL acquisition, student support and academic enrichment, and 21st CCLC.
- Non-public schools have a right to file a complaint if they did not receive timely and meaningful consultation, due consideration, or equitable funds. TDOE has 45 days to respond.
- If the state intervenes due to a school not providing appropriate services, state will incorporate fiscal repercussions.

Educator Support 224-263
- The educator support strategic priority includes five key strategies: educator preparation, educator evaluation, professional learning, differentiation, educator pipeline
- TN plans to utilize the flexibility within Title II, Part A for the principal and school leader optional set aside of 3%.

Funding for Educator Support
- Tennessee plans to capitalize on the flexibility provided within § 2101(c)(3), Title II, Part A for the principal and school leader optional set aside of three percent. This set aside, along with Title II, Part A statewide program dollars will be used to continue to support programs to advance Tennessee educators.
  - Activities and ESSA funding sources on pg. 226.

Ensuring Equity
- A recent TDOE report on teacher equity examines both the supply and distribution of highly effective teachers at the state, district, and local levels.
- TN defines "effective teacher gap" as the difference in the percent of students in one subgroup who are taught by highly effective teachers compared to the percent of students in a comparison subgroup taught by highly effective teachers.
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- Highly effective teachers are defined as teachers with individual growth TVAAS scores of levels 4 or 5.
- Definitions used in teacher evaluations p.227.
- Math and ELA equity gaps chart and graphs p.231.

Root Cause Analysis
- In examining why equity gaps exist within and between schools, TN acknowledges there are a number of factors that influence a district's supply of effective teachers. Some root causes lie in systemic issues, whereas others provide several levers the state can use to call attention to and address inequitable access.

- TN has undergone stakeholder feedback groups to discuss human capital issues.
- After examining data and feedback, root-cause analysis on the district level was recommended.
- Some root causes for supply and access detailed on

Educator Preparation (p.237)
- Focus on classroom ready teaching candidates addresses supply challenges by increasing emphasis on the beginning of the teacher pipeline.
- TDOE, TBOE and THEC are working in partnership to raise the standards of educator preparation providers to ensure the production of teachers who are prepared to teach on day one.
- TN aims to increase the supply of effective teachers for TN schools by strengthening the pipeline by raising standards of admission, requiring rigorous coursework, high quality clinical experiences, and well-developed candidate assessments.
- SBE adopted TN Educator Preparation Policy in 2014.

Transparency, accountability, and continuous improvement
- In 2007, the general assembly mandated the production of report cards on the effectiveness of teacher preparation.
- TDOE will generate annual reports to provide detailed, candidate-level data for each EPP each year. The first annual reports will be generated February 2017. TN will hold an EPP summit February 2017.
- Report Metrics are divided into 5 domains: candidate recruitment and selection, completer placement and retention, candidate assessment, completer, employer & partner satisfaction, and completer effectiveness.

Teacher Preparation Report Card (p.239)
- in 2007 the general assembly passed legislation requiring the publication of a report on the effectiveness of educator preparation programs throughout the state. State law requires reporting on three indicators: placement and retention rates, Praxis II scores, and teacher effect data based on TVAAS scores.
- The 2016 redesigned report card includes 4 domains: candidate profile, employment, satisfaction, and program impact

Comprehensive Review
- EPPs are reviewed based on CAEP standards that focus on inputs, outputs, and outcomes. All TN EPPs must present evidence for each CAEP standard during comprehensive review process.
- TDOE is finalizing metrics for annual reports, which will be published February 2017.
- For existing EPPs, this review occurs every seven years and engages a trained review team to review evidence related to CAEP, professional education, and specialty area standards.

- ○ Interim reviews occur when an individual or series of annual report(s) indicate that a provider or program is below standard. Focused reviews occur when a provider does not meet a standard during the comprehensive review process.

Licensure
- TN has developed a new online educator data management system, TNCompass. This system is a repository of information related to educator licensure, evaluation, and eventually personalized learning opportunities.
- TDOE will generate more information regarding placement, retention, satisfaction, and evaluation data related to completers from TN approved programs.

EdTPA
- A performance based, subject-specific assessment and support system used by teacher preparation programs throughout the U.S.
- EdTPA emphasizes, measures, and supports skills and knowledge that all teachers need on the first day in the classroom, focused on: planning, instruction, and assessments.

Educator Evaluation and Support
- The TN Educator Acceleration Model (TEAM) is a three-pronged approach: promote educator effectiveness, support implementation while encouraging increased local ownership and flexibility, and foster continuous improvement and innovation. Within the model there are five performance levels, one being the lowest and five being the highest.

Teacher evaluation (p.246)
- When a teacher has individual growth data, the evaluation components are 50% qualitative, 15% achievement, and 35% growth. Only teachers in tested grades and subject areas have individual growth scores.
- State legislation passed in 2016 related to the use of portfolios. Starting SY 17-18, every district with a voluntary pre-K program will use a student growth *portfolio model evaluate pre-K teachers.*

Principal Evaluation
- Administrator evaluation combines self-reflection, observation, input of school staff, and student data.
- Effectiveness rating is calculated using a formula that is 50% qualitative and 50% quantitative.
    - ○ 50% qualitative includes an assessment of the administrators implementation of the teacher evaluation process. The remaining 50% is comprised of the school based value added scores (35%) and an achievement measure selected from a menu of options (15%).

Educator Development and Support

- TDOE provides direct training, support, and resources. TN also provides a framework for effective professional development centered on: learning communities, leadership, resources, data, learning designs, Implementation, and outcomes.
  - TDOE offered two new professional development options in Summer 2016. Regional Educator Summits bring educators together in similar grade and content areas. TDOE also offered Supporting English Learners in Language Acquisition.
  - TDOE provides quarterly meetings for CTE administrators across the state to provide professional development and support. CTE admin are also provided with monthly study councils in all eight regions of the state. Professional development for CTE teachers are available in all 16 career clusters, and are open to all CTE teachers across the state.
- TDOE provides short summaries of the following educator development and support programs.

Strategies for Sustainability Pipeline p.258
Differentiated Pay
- June 2013, TBOE passed revised guidelines which requires districts to create and implement differentiated pay plans. Districts are required to differentiate how they pay licensed personnel, however, they have flexibility to develop and implement pay plans that meet their specific priorities, needs, and context.

Human Capital Data Reports
- Human capital reports are designed to support district staff in examining a variety of human capital data metrics and practices. They also provide effective strategies across areas like evaluation, professional learning, retention, and hiring. Part I of the reports utilize evaluation data, and part II utilize student-teacher assignment data and TVAAS and student performance data.
- In SY 15-16 sections were added to include human capital data and narrative questions for districts to address during their planning process.

Building District Capacity (p.261)
- TDOE will provide support to districts to improve teacher quality. TDOE plans to provide facilitated collaborative opportunities between like districts.
- Some initiatives underway include teachers-teachers, teacher pipeline diversity project, and NIET best practice portal. More information on these on pg. 261.

Early Foundations and Literacy p.264-285
- TDOE has identified five key strategies for this priority area.
- TN Early Learning Model: A comprehensive plan to improve teaching and learning in Pre-K and Kindergarten. The goal is to ensure students grow and thrive holistically. Model is comprised of 4 key components – improving VPK quality, pre-k student growth portfolio model, kindergarten early inventory assessment, kindergarten student growth portfolio model.

- Pre-K & Kindergarten student growth Portfolio: Used to track student progress and provide individualized evaluations to early-grades educators, collective build a picture of what students learn. In addition, these measures can help students develop and understand criteria to their own work efforts and those of other students.
- Improving voluntary Pre-K quality: TDOE office of early learning is developing a shared vision for quality VPK programs with a focus on best practices in instruction, as well as a shared definition of what it means for students to be ready for kindergarten. The office of early learning is transforming the allocations process for VPK funding from a formula-based model to a competitive based grant process based on quality benchmarks. VPK benchmarks include: use of standard-aligned high quality curriculum, job-embedded professional development for teachers, effective community and family partnerships, and a strong alignment between pre-k programs and k-3 curriculum and instruction.

Tennessee' early learning model p. 266
- Tennessee's Early Learning
Model is a comprehensive plan to improve teaching and learning in pre-K and kindergarten. The goal of the ELM is to ensure all students grow and thrive academically, socially, and emotionally during the pre-K and kindergarten years so that we create a continuum of learning that will ensure students' success from pre-K through third grade. This model is comprised of four key components: (1) improving voluntary pre-K (VPK) program quality; (2) pre-K student growth portfolio model; (3) kindergarten entry inventory (KEI) assessment; and (4) kindergarten student growth portfolio model, as shown in the graphic on pg. 266.

Vision for proficient reading:
- Definition for proficient reading on p.271
- Read to Be Ready: One of TN's achievement goals is to have 75% of third grade students reading on grade level by 2025. Currently only 43% of students meet this benchmark. Governor Haslam proposed a $9 million investment to the general assembly to create a network of district and regional coaches who would focus on supporting literacy efforts across the state.
  - Read to be Ready coaching network provides support to elementary literacy instruction and improve literacy results for students. This is a three-year initiative aimed at training up to 450 coaches with $5 million for training for the first year.
  - Summer grants: 2016, TDOE and the business community developed a grant completion to support summer reading programs serving low-income students. This program was designed to promote and support the reading and writing development of rising first, second, and third grade students.

TDOE Literacy Initiatives
Improve Literacy Instruction in Educator Preparation Programs (p.279)
- TN will support deeper literacy instruction through improved EPP and licensure.
Networked Improvement Communities

- NICs were created to facilitate district and state partnership towards problem-solving. NIC will conduct a deep causal system analysis of their literacy systems and practices to better understand literacy results, and develop a working theory of improvement that will allow them to rapidly test changes through continuous improvement cycles.

High-Quality, Early-Grades Assessment
Kindergarten early inventory
- Kindergarten teachers will implement a new KEI in SY 17-18 which will assess students' skills, knowledge, and abilities across multiple developmental domains. The KEI will create a comprehensive child profile for every kindergarten student that provides teachers with knowledge about where each student is. Developmental domains assessed are: language and literacy, mathematics, social foundations, physical well-being and motor development.

Second grade assessment
- TDOE launched a new optional second grade assessment in SY 16-17. This optional assessment is designed to take the place of the SAT-10, but it will differ by only assessing state academic standards and provide information to teachers, parents, and community members on how students are performing at the end of their second grade year on those standards.

High School and Bridge to Postsecondary p.286-301
- TN is committed to preparing students for postsecondary completion. Currently, only 24% of high school graduates earn a postsecondary certificate, diploma or degree within six years of their high school graduation. TN's goals are: to increase the ACT composite to a 21 by 2020, that the majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma or degree.
- TN primarily uses state funds to promote postsecondary readiness work, but under ESSA plan to increase access and opportunity for postsecondary readiness by utilizing Title I and Title IV funds. Funds would be used for additional CTE courses, ACT prep classes, and AP exam fee waivers through its title IV block grant statewide program set-aside.
- TN will ensure graduate requirements are fully, vertically aligned with entrance to all three system level; technical, two-year, and four-year institutions.
- TDOE is committed to increasing the number of students taking EPSOs or CTE, as demonstrated by the school quality and success indicator added to the accountability model.

Student Postsecondary Planning
- TN will focus on improving postsecondary and career planning for all students, beginning with interest inventories in 7th and 10th grade and annual student planning activities.
- TN continues to encourage new ways to engage students and parents, including "EPSO Week" and "FAFSA Frenzy".

ACT
- ACT determines postsecondary readiness as well as student eligibility for HOPE scholarship, requirements for postsecondary remedial or developmental coursework. To receive a high school diploma TN statute requires all public high school students participate in a postsecondary readiness assessment – either ACT or SAT – during 11th grade. Districts may choose to administer either, or offer both and allow students to choose.
    - ACT Senior Retake: Starting August 2016, seniors who took the ACT their junior year are able to retake the ACT free of charge in October regardless of socioeconomic status.
    - ACT prep course: SBE approved an ACT prep course in 2016 which was created by TDOE as a supplement to other existing prep courses.

Postsecondary and Workforce Readiness
- Definition of career readiness p.291

Move on When Ready
- Beginning SY 12-13, students choosing to graduate early under the new law are to have attained specific benchmark scores that demonstrate exemplary high school performance and are indicative of the ability to perform college-level work.

Drive to 55
- Governor Haslam's initiative to increase the number of Tennesseans with a postsecondary degree or credential to 55% by 2025.

TN Promise
- A scholarship and mentoring program focused on increasing the number of students that attend college in TN. Provides a last-dollar scholarship, meaning it will cover tuition and fees not covered by Pell Grants or HOPE scholarship or other state student assistance funds. Students may use the scholarship to apply to any of the state's 13 community colleges, 27 colleges of applied technology, or other eligible institutions offering an AA program.
- TN Promise provides mentors to guide students through the process, and participants must complete 8 hours of community service prior to each term the award is received and maintain a 2.0 at their institution. TN Promise is funded by $110 million from the state's lottery reserves, along with a $47 million endowment from the general assembly.

EPSOs (p.293)
- TDOE challenges all districts to continue thinking of how to incorporate and grow a portfolio of early postsecondary opportunities; specifically addressing how schools can offer a portfolio of options that does not limit itself to certain groups of students, but is available for all students.

- EPSOs available in TN include: Advanced Placement, Cambridge International Examinations, College Level Examination Program, Dual Enrollment, International Baccalaureate, Local Dual Credit, Statewide Dual Credit, and Industry Certification.

Work-Based Learning
- Work-based learning bridges the gap between high school and high-demand, high-skill careers in TN. Students build on classroom instruction through experiences like internships, apprenticeships, and paid work experiences. Juniors and Seniors (16 or older) may earn high school credit for capstone WBL experiences.
  - For students with disabilities, based on the needs of the student, an IEP team determines if the student should take WBL for credit or gain work experience through a community-based transition activity.
  - WBL coordinators are responsible for ensuring that students are appropriately placed and are successful in their WBL setting, and for keeping up-to-date with WBL policies.
  - WBL professional communities meet about 5-6 times per year allowing instructors to learn about successful practices across the state, and topics essential to WBL success.

Conclusion p.302-303

Glossary p. 304

Appendices p.312