

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- 1) **April 3, 2017**; or
- 2) **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

- (I) Include the information on the Cover Sheet;
- (II) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- (III) Indicate that the SEA worked through CCSSO in developing its own template; and
- (IV) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Deborah A. Thompson, Assistant Commissioner of Federal Programs and Oversight	Telephone: (615) 864-5162
Mailing Address: 710 James Robertson Parkway Nashville, TN 37243	Email Address: Deborah.Thompson@tn.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Lizzette Reynolds, Commissioner of Education	Telephone: (615) 741-5158
Signature of Authorized SEA Representative Lizzette Gonzales- Reynolds_sp <small>Digitally signed by Lizzette Gonzales-Reynolds_sp Date: 2024.05.02 10:52:24 -05'00'</small>	Date:
Governor (Printed Name) Honorable Bill Lee	Date SEA provided plan to the Governor under ESEA section 8540: March 15, 2024
Signature of Governor 	Date: April 22, 2024

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

1) Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

- a. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8*).²

Standards

It benefits our whole community when all students learn and progress each year to become knowledgeable thinkers, good citizens, and valuable members of our community. Academic standards are an important part of that mission.

In Tennessee, we have laid a firm foundation for our students' future by raising standards to a more rigorous level that will prepare them for college and careers; establishing fully aligned assessments to ensure all of our students are developing problem-solving and critical thinking skills; and using evaluation and accountability frameworks based on multiple factors. Tennessee developed rigorous state standards and fully aligned assessments in math, English language arts (ELA), science, and social studies to continue preparing our students for choice after graduation, while also satisfying requirements of § 1111(b) of ESSA.

Academic standards provide a common set of expectations for what students will know and be able to do at the end of a grade. Tennessee's college and career ready standards are rooted in the knowledge and skills students need to succeed in postsecondary study and careers. While academic standards establish desired learning outcomes, curriculum provides instructional programming designed to help students reach these outcomes. Districts work locally to establish curricular programs that support student mastery of the Tennessee Academic Standards, while also reflecting unique community values. Instructional practices should provide each student with the best opportunity to meet these standards by supporting individual learning needs.

New state legislation has set the standards review and revision cycle for math, science, ELA, and social studies to occur at a minimum every eight years. This allows for rigorous standards while providing time for teachers to internalize a set of standards before revisions occur. Further, it allows for time for self-contained teachers to prioritize the implementation of one content area before implementing a second.

Standards Review Process

The State Board of Education (SBE) is charged under Tennessee statute with setting and approving academic standards.³ Public Chapter 192 requires that the board review all sets of academic standards at a minimum of every six to eight years. With each iteration of standards revision processes, our goal is to listen carefully to the citizens of Tennessee so we can adjust while maintaining the high standards that Tennessee students will need to succeed, both now and in the future.

To engage educators and stakeholders in this process, Tennessee has established an extensive and thorough standards review process to ensure our state sets rigorous standards that will prepare students to be successful in higher education and in the workforce.⁴ As part of this process, the SBE is charged with overseeing a transparent, comprehensive review of academic standards that provides an opportunity for feedback from multiple sources.

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

³ Tennessee State Board of Education. Standards Review. [Web](#).

⁴ Tennessee Education Standards Review. [Web](#).

We must continue our focus on helping educators understand the importance of purchasing high-quality instructional materials (HQIM) fully aligned to the Tennessee Academic Standards, implementing HQIM with fidelity, and providing ongoing support and professional learning (PL) grounded in HQIM for educators.

These actions should be coupled with aligned assessments and practice tools that provide better information for decision making at every level—student, classroom, school, district, and state. Continuing to improve instruction and teacher quality through standards review will ultimately increase emphasis on rigorous content and critical thinking in the classroom, which we believe will result in more of our students having choices after high school to pursue high-wage, high-skill jobs in the future.

Steps in the Standards Review Process

In October 2014, Governor Bill Haslam and Tennessee’s SBE announced the Tennessee Education Standards Review and Development process for English language arts and mathematics standards. In 2015, the Tennessee General Assembly codified a similar process for science and social studies standards. The new review process provides Tennesseans the opportunity to engage in the state’s efforts to improve student outcomes and create rigorous college and career ready standards in Tennessee while continuing its trajectory as one of the fastest improving states in the country.⁵

The standards review process for all core subject areas entails four distinct phases:



The first phase of the process provides all Tennesseans with the opportunity to review and give detailed feedback about the current state standards. The standards review website affords all participants the opportunity to view individual standards and rate whether the standard should be kept as is, revised, or removed. Participants are also invited to provide additional commentary or explanations for their ratings.

The second phase of Tennessee’s standards review process calls for a set of educator advisory teams for each subject area to review the public feedback collected from the website and draft a set of recommended revisions to the standards. Educator advisory teams are comprised of approximately 25 current teachers, principals, supervisors, and higher education faculty.

During the third phase of the process, the public website is re-launched containing the revised standards for additional public feedback. The SBE also conducts a series of educator and parent roundtables that allow stakeholders to provide more detailed feedback on the standards. Additionally, the SBE convenes a small group of higher education faculty from the state’s three university systems to provide feedback, particularly regarding the rigor of the standards and their ability to prepare students for postsecondary success. The final component of this phase of additional feedback is the development of an external feedback report by the Southern Regional Education Board (SREB), an independent, nonprofit, nonpartisan organization that works with 16 member states to improve public education.

The final phase is the review and approval of the standards by an appointed Standards Recommendation Committee (SRC). Each subject’s SRC is composed of four gubernatorial appointees, and three

⁵ See Appendix D.

appointees from the speakers of both chambers of the Tennessee General Assembly. SRC is responsible for reviewing and evaluating the work of the educator advisory teams and the additional public feedback collected. Upon final approval, the SRC-recommended standards are presented to the state board for consideration and adoption.

Mathematics Standards

Tennessee’s mathematics standards for instruction apply to all mathematics courses in all grades K–12. The Tennessee Academic Standards for math set high expectations for all students to ensure that Tennessee graduates are prepared for the rigorous demands of mathematical understanding for college and career. Students in Tennessee must earn credit in four high school level units of math to graduate with a high school diploma, including Algebra I, II, and Geometry (or the equivalent courses, Integrated Math I, II, and III) and an additional math course higher than Algebra I (further math courses).

The revised standards for math to be implemented in the 2023-24 school year continue focusing on the instructional shifts of focus, coherence, and rigor. Through the revision cycle, the following highlights capture the most significant changes: include the following revisions:

- All standards are major work of the grade (all standards will be held to the same level of importance);
- More consistency with time, money, and pattern standards in K-5;
- The inclusion of more statistics in grades 6-11 to provide greater post-secondary coherence;
- Grades 9-11 standards contain a lesser focus on more challenging algebraic concepts;
- Grades 9-11 standards contain a more significant focus on statistics; and
- Grades 9-11 standards contain a lesser focus on formal proof in geometry and more focus on application.

English Language Arts Standards

Tennessee’s English language arts standards for instruction apply to core ELA courses in all grades K–12. The TN ELA standards set high expectations for all students to ensure that Tennessee graduates are prepared for the rigorous literacy demands of college and career. Students must achieve four high school level units of ELA to graduate with a high school diploma.

The TN ELA standards are structured by four strands (foundational skills/language, reading, speaking/listening, and writing) and are based on three instructional shifts:

- Building knowledge through content-rich nonfiction;
- Reading, writing, and speaking grounded in evidence from text, both literary and informational; and
- Practicing regularly with complex text and its academic language

Science Standards

The Tennessee Academic Standards for science set high expectations for all students to ensure that Tennessee graduates are prepared for the rigorous demands of college and career. Tennessee students must achieve three high school level units of science in order to graduate with a high school diploma, including Biology I, either Chemistry or Physics, and one additional laboratory science course.

The structure of existing standards, implemented in 2018, was developed from the Framework for K–12 Science Education² published by the National Research Council which describes a progression of key concepts, or disciplinary core ideas (DCIs), and gives grade-level end points.

The revised standards for science to be implemented in the 2025-26 school year include the following instructional shifts:

- Tend to student interest and identity as scientists and engineers;
- Instruction that provides opportunities for all students to engage in personally relevant learning as

scientists and engineers invites and compels them to consider careers as scientists and engineers and/or to see attributes of science in the ways they understand the world;

- Provide coherence; and
- Science content and practices are organized and follow specified progressions that reflect that science thinking develops over time. Standards are grouped so that content ideas build across the grade band.

Multidimensional

Students should deliberately use the Science and Engineering Practices as they form and support explanations and design solutions that incorporate disciplinary core ideas and reveal crosscutting concepts.

The K–12 science standards to be implemented in the 2025-26 school year are intended to prepare all students for the challenges of the 21st century, including building science literacy. Scientific information is presented in many formats including some that are unique to science, such as explanatory models, procedural sequences, and a variety of forms of both qualitative and quantitative data. The K-12 science standards strive to increase scientific literacy by preparing students to gather, evaluate, synthesize, reason with, and communicate information in a variety of modes.

Social Studies Standards

The Tennessee Academic Standards for social studies are focused on preparing students to be college, career, and civics ready. To achieve this, Tennessee students must achieve three high school level units of social studies in order to graduate with a high school diploma, including U.S. History and Geography, World History and Geography, U.S. Government and Civics (1/2 credit), and Economics (1/2 credit).

The social studies standards are currently in the process of being revised by committees of Tennessee educators. These standards will go to the State Board of Education for approval in 2024. The revisions are focusing on the following:

- Ensuring grades 3 and 4 focus on US History;
- Focusing the content of grade 5 on Tennessee history and geography; and
- Moving Reconstruction from Grade 8 to US History for greater coherence.

Alternate Achievement Standards

All students are assessed on their mastery of grade-level standards. As with all summative assessments, the alternate assessment is a snapshot of performance, regardless of which assessment a student takes. It is one data point for the student's mastery of core curriculum. The student's Individualized Education Program (IEP) goals, alternate assessment score, and a variety of other progress monitoring tools will be used throughout the year to help the team best plan for the most appropriate instructional program to ensure the student is provided with increased postsecondary opportunities.

Alternate Assessment Targets

Tennessee offers alternate assessments based on alternate achievement targets (AATs) in compliance with the U.S. Department of Education (ED) federal regulations and guidance. A student must have an IEP, and the primary disability must be recognized under the Individuals with Disabilities Education Act (IDEA).⁹ Tennessee's special education, general education, and specialist educators are instrumental in the alignment between the alternate assessments and the high expectations set forth in the state adopted academic standards.

Tennessee has established specific AATs or specific statements of knowledge and skills that align to the

⁹ Tennessee Department of Education. Alternate Assessment. [Web](#).

most critical grade level standards in math, ELA, science, and social studies. The AATs were reviewed and revised by Tennessee educators.

All students can and should participate in daily core instruction. The annual assessment is the measure of how students perform based on grade-level content. How a student will access grade-level content will differ based on individual student needs. Students who participate in the alternate assessment system receive core instruction which is modified to provide students the opportunity to access and participate in rigorous instruction—based on a student’s IEP. That instruction may occur in any setting within the school based on the student's least restrictive environment (LRE).

English Language Proficiency Standards

Over the past five years, 2018-19 to 2022-23, the number of students in Tennessee public schools whose first language is not English increased from 123,497 to 151,808 or by 22.9 %. The number of English learners (ELs) receiving direct and indirect English as a second Language (ESL) services has risen roughly from 50,000 to 71,000. In preparing for the continuously expanding EL population, to ensure access to academic content and success in college and career, Tennessee continues to focus on the rigor of standards and assessments for English learners. The Tennessee standards and assessments for ELs meet the requirements under ESSA § 1111(b)(1)(F).

Tennessee continues to need more classroom teachers trained to work with students who are learning English as they learn academic content. The graduates of the future are more likely to be either bilingual or have family members who are bilingual. New teachers in the field will have a greater need to develop the skills necessary to serve diverse populations and adequately provide accessible instruction.

In September 2024, Tennessee adopted the ELPA21 English Language Proficiency Standards, which are aligned to the state’s academic content standards. ELPA21 provides a robust framework for assessing and supporting English learners, ensuring that proficiency standards are directly connected to the language demands of core academic subjects. This alignment facilitates meaningful access to grade-level content while promoting English language development. ELPA21’s assessments, including the summative and alternate assessments, evaluate students’ English language proficiency in the domains of reading, writing, speaking, and listening. These assessments are designed to measure students’ ability to engage linguistically with the Tennessee Comprehensive Assessment Program (TCAP) and other state academic standards. The results inform instructional practices and serve as a critical component in determining English learner exit criteria, ensuring that students exiting EL services are linguistically prepared for success in the general education curriculum.

In addition to the core knowledge and skills represented in content standards, students need to develop social language and cross-cultural competencies to be successful in school and beyond. ELs benefit tremendously from direct instruction in these aspects of language development as represented across the ELD standards. Educators should recognize and maximize the language, knowledge, and skills that students bring from their homes and communities, empowering them to explore their own unique pathways to college and career success.

Tennessee ESL Rule, [Chapter 0520-01-19](#) requires content teachers and ESL teachers to be trained on strategies for collaboration. All teachers of English learners are required to use, at a minimum, one English language development standard and one content standard in each lesson plan. Ideally, the ESL teacher and the content teacher will work in collaboration to ensure ESL service time as well as core instruction focuses on content standard(s) and ELD standard(s). By using the approach, the ESL teacher is responsible for teaching the ELD standards through the content standard, thereby supporting content learning. The general education teacher is responsible for teaching the content standard and supporting

the ELD standard for the ELs in his/her class. This approach presents a win-win situation for the EL student by providing double exposure to the content ideas and academic vocabulary, as well as support for English language development.

Alignment Study for Content Standards

Currently the department is working with ELPA21's assessment team to conduct an alignment study.

Graduation

Graduation rate is explicitly tied to accountability at the school and district levels as a measure within the state's framework (see [Accountability](#) section). Over the past few years, Tennessee has been raising expectations for both students and educators, and the state has seen significant gains as a result. These outcomes, including increases in graduation rates, are a testament to the work being done in schools across the state. The most notable gains and overall achievements are:

- Twelve districts improved their graduation rates by five percentage points or more;
- Ninety-five districts—over 70 percent of the districts in the state—have graduation rates at or above 90 percent, up from 81 districts last year; and
- Seventy-six districts—roughly 60 percent of districts in the state—had graduation rates at or above 90 percent for both 2014-15 and 2015-16.

Regular High School Diploma

In order to graduate with a regular high school diploma and be equipped with the knowledge and skills to successfully embark on their chosen path in life, Tennessee students must: (1) complete the coursework and earn the prescribed 22 credit minimum; (2) complete the ACT or SAT; and (3) have a satisfactory record of attendance.¹⁰ Math: Students must complete coursework and achieve four high school level units of math, including Algebra I, II, and Geometry (or the equivalent courses, Integrated Math I, II, and III) and an additional math course higher than Algebra I (further math courses). Additionally, students must be enrolled in a unique math course each year of high school.

- ELA: Students must complete coursework and achieve four high school level units in English language arts, including English I, II, III, and IV.
- Science: Students must achieve three high school level units of science, including Biology I, either Chemistry or Physics, and one additional laboratory science course.
- Social Studies: Students must achieve three high school level units in social studies, including U.S. History and Geography, World History and Geography, U.S. Government and Civics (1/2 credit), and Economics (1/2 credit).

Only students earning a regular high school diploma before, during, or at the conclusion of the fourth year of high school, including the summer session immediately following the fourth year of high school, will be included in the calculation of the four-year adjusted cohort graduation rate in accordance with the requirements of ESSA § 8101(25).

In accordance with 34 CFR § 200.34(c)(2), "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the state that is fully aligned with state standards, or a higher diploma. A regular high school diploma does not include—

- A diploma aligned to the alternate academic achievement standards described in § 1111(b)(1)(E) of the ESEA, as amended by the ESSA; or
- A general equivalency diploma, certificate of completion, certificate of attendance, or any similar or lesser credential, such as a diploma based on meeting individualized education program (IEP) goals.

¹⁰ Tennessee State Board of Education. High School Policy (2.103). [Web](#).

Students with Disabilities who complete four years of ELA and math in extended courses (A/B courses) will, in Tennessee, continue to receive a regular diploma; however, only students that complete all required math courses will be included in the numerator of the federal graduation rate calculation.

Alternate Academic Diploma

Students with the most significant cognitive disabilities who are assessed with the state's alternate assessment and awarded a state-defined alternate diploma that is aligned to the state requirements for the regular high school diploma, will be included in the four-year adjusted cohort graduation rate in accordance with the requirements of ESSA § 8101(25). In Tennessee this will be the new alternate academic diploma.

In accordance with 34 CFR § 200.34(c)(3), "alternate diploma" means a diploma for students with the most significant cognitive disabilities, as defined by the state, who are assessed with a state's alternate assessments aligned to alternate academic achievement standards under § 1111(b)(2)(D) of the Act and is—

- Standards-based;
- Aligned with the state's requirements for a regular high school diploma; and
- Obtained within the time period for which the state ensures the availability of a free appropriate public education under § 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)).

Occupational Diploma

Tennessee Code Annotated (T.C.A.) § 49-6-6001(g) requires the state board to adopt, in addition to a full diploma, a certificate of attendance, or a special education diploma, and an occupational diploma for students with disabilities.

An occupational diploma may be awarded to a student with disabilities at the end of his or her fourth year of high school who has: (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) satisfactory records of attendance and conduct; (4) completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education (department); and (5) completed two years of paid or non-paid work experience.¹¹

The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's 10th grade year or two academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward the regular high school diploma through the end of the school year in which they reach age 22.

Special Education Diploma A special education diploma may be awarded at the end of the fourth year of high school to a student with disabilities who has: (1) not met the requirements for a regular high school diploma; (2) satisfactorily completed an IEP; and (3) satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the regular high school diploma through the end of the school year in which they reach the age of 22.

Diploma Option and Postsecondary Success The department recognizes that graduation rate is an important measure but is committed to individual student success. Therefore, a school should be supporting all students in their efforts to acquire the most appropriate diploma, regardless of its inclusion in the calculation of graduation rate. The work of schools is preparing individuals for postsecondary success based on the individual's goals and aptitudes. The four diploma options in Tennessee support all

¹¹ Tennessee Department of Education. Occupational Diploma. [Web](#).

students in achieving those goals.

For students with cognitive disabilities, this is a critical and life-long decision as the diploma earned can impact eligibility for adult support and employment services. In order to ensure that school leaders, teachers, students, and families are informed of each diploma including the benefits and consequences (i.e., enrollment options, employment options, eligibility for services such as vocation rehabilitation and Medicaid waivers through TennCare), the state will engage stakeholders, including but not limited to, the Tennessee Department of Intellectual and Developmental Disabilities, Tennessee Council on Developmental Disabilities, TennCare, Vocational Rehabilitation, state Centers for Independent Living, the Tennessee Department of Labor, the Tennessee Department of Children’s Services, and the Governor’s Children’s Cabinet as well as advocacy groups such as but not limited to The Arc and Disability Rights Tennessee.

b. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):

1. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - Yes
 - No

2. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
 - Yes
 - No

3. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

The Tennessee Department of Education (department) will ensure that every student in the state of

Tennessee has the opportunity to both be prepared for and have access to advanced mathematics courses in middle school through the statewide implementation of rigorous college and career ready standards, as well as practices regarding teacher licensure and credentials for Algebra I. First, we will ensure that all students have the opportunity to be prepared for Algebra I by exposing them to a challenging curriculum that builds numeracy skills beginning in pre-K. Our rigorous standards emphasize progress in the skills necessary for the eventual mastery of algebraic expression, and therefore provide a pathway to Algebra I in eighth grade.

Moreover, we have increased the ability for licensed middle grade teachers to earn a specific endorsement to teach Algebra I through an alternative certification pathway. This pathway allows middle grade teachers to become licensed to teach Algebra I without also being required to complete the full certification pathway for all high school math content. This flexibility allows schools in regions or districts prone to shortages of certified teachers to meet the demands of additional students taking Algebra I in eighth grade more easily. Finally, by requiring all schools to publish and distribute a fully accessible course manual to families, we will ensure that every person in a student’s life is aware of the entire range of advanced mathematics course offerings available in middle school, thereby eliminating a barrier to access.

In addition to offering Algebra I in eighth grade, the department has identified the following off-grade testing opportunities for students and families: Middle school students as early as 7th grade may be enrolled and assessed in either of the two high school math course progressions offered in Tennessee (Algebra 1, Geometry, and Algebra 2; or Integrated Math 1, Integrated Math 2, and Integrated Math 3). Middle school students in 8th-grade students are eligible to be enrolled and assessed in the high school English 1 course or its equivalent. Middle school students in 6th or 7th grade are eligible to be administered more advanced middle school assessments. Currently, the department has a [USED-approved off-grade testing waiver](#) for the 2022-23 and 2023-24 school years. Tennessee will continue to offer off-grade testing opportunities for students and families beyond the 2023-24 school year.

- c. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4):
 - (i) Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

The department 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 across the state that are also present in

- (1) at least four percent of the overall student population;
- (2) 20 percent of the student population within a single LEA; or
- (3) 20 percent within a single grade level at the state.

Based on the department’s Education Information System, in 2023, most students in Tennessee with a native language other than English are Spanish speakers, which account for about 10.9 percent of the overall student population. Arabic is the next most prevalent language with less than 1 percent of the overall student population, and Vietnamese, Chinese, and Gujarti are present in 0.02 percent of the student population. Therefore, Spanish is the only language that qualifies under the first criteria.

There are six districts in Tennessee who serve a student body that has more than 20% of their students with a native language other than English; in all six districts, the language is Spanish. There is no single grade level in the state with 20 percent or more of its cohort having a native language other than English.

Therefore, there is presently only one language – Spanish – that meets the criteria for a language with significant student presence.

- (ii) Identify any existing assessments in languages other than English and specify for which grades and content areas those assessments are available.

N/A

- (iii) Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

N/A

- (iv) Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

English has been established as the official and legal language of Tennessee; state law (T.C.A. § 4-1-404) requires instruction in the public schools to be conducted in English unless the nature of the course would otherwise require so. Therefore, Tennessee does not administer summative assessments in languages other than English.

The department, however, will continue to monitor native languages that are present to a significant extent. To identify languages spoken by minority students, including migrant students, students with interrupted formal education (SIFEs), and Native Americans, the department requires that every student be administered Tennessee’s Home Language Survey (HLS) one time in their educational career (upon their initial enrollment).

d. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

(i) Subgroups (ESEA section 1111(c)(2)):

1. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Tennessee is strongly committed to supporting all students, including those in historically underserved student groups; in fact, Tennessee state law (T.C.A. 49-1-216) mandates that Tennessee weighs the performance of historically underserved student groups within its accountability system for districts and schools. Hence, Tennessee’s accountability system (i.e., annual meaningful differentiation) includes

school performance on four student groups statutorily required by ESSA §1111(c)(2), including 1) economically disadvantaged students, 2) students from major racial and ethnic groups, 3) students with disabilities, and 4) English learners. The performance of these four student groups accounts for 40% of the weight in school accountability while the *All Students* group accounts for 60%.

Tennessee defines the statutorily required subgroups using the definitions below.

The “**economically disadvantaged students**” subgroup includes all students who are directly certified to receive free lunch without the need to complete the household application. In Tennessee’s definition, homeless, foster, runaway, migrant, 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.

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 defines “major” as those racial and ethnic groups that are the most important from an equity standpoint. Tennessee believes that in order to close achievement gaps and emphasize equity, it is important to focus on these three racial/ethnic groups by placing additional weight on them in our accountability system. 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 purposes of the state’s school accountability framework, the state will use a combined racial and ethnic group that includes students from each of the state’s major racial and ethnic groups: Black, Hispanic and Native American students. The reasons for the use of the combined subgroup in the state’s school accountability framework appear in the next section.

For the identification of Targeted Support schools as outlined below, the state will identify schools for targeted support based on the individual performance of all six federally-recognized groups present in Tennessee, including Asian, Black, Hawaiian-Pacific Islander, Hispanic, Native American, and White students. In addition to the identification of schools for each of the six federally-recognized groups, the state will identify schools for targeted support based on the performance of the combined BHN student group.

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 impairments; specific learning disabilities; traumatic brain injuries; developmental delay; multiple disabilities; or visual impairments, including blindness.

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, as outlined in the Title III, Part A section of this plan. The EL subgroup will also include recently exited EL students for the first four years after they exit.

Tennessee is a largely homogenous state with pockets of districts and schools serving a large, diverse student body. The state’s accountability framework is designed to hold as many schools accountable for student group performance as possible while maintaining statistical soundness, reliability, and validity, as well as providing safeguards to ensure student information is protected. Therefore, for the student group

of the major racial and ethnic groups, the state will use a combined racial and ethnic group that includes students from each of the state’s major historically underserved racial and ethnic groups: Black, Hispanic and Native American students (known as the “BHN” subgroup). Out of the six federally recognized racial and ethnic groups, these three groups score the lowest on the state’s achievement tests.

For the identification of Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools, the state will designate based on the school performance on the following 10 student groups: (1) Black, Hispanic, and Native American students; (2) Economically Disadvantaged students; (3) English Learners; (4) Students with Disabilities; (5) Hispanic/Latino; (6) Black or African American; (7) American Indian or Alaska Native; (8) Native Hawaiian or Pacific Islander; (9) Asian; and (10) White.

Tennessee uses Super Subgroup for school accountability **ONLY WHEN** schools do not have enough students for any of the historically underserved student groups per any of the performance indicators, but do have enough students (i.e., minimum n count of 30) in the Super Subgroup. The Super Subgroup is comprised of all students identified with one or more of the four historically underserved student groups counting each student only once regardless of how many student groups they identify with.

2. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

N/A

3. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- Yes
- No

4. If applicable, choose one of the following options for recently arrived English learners in the State:
 - Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Tennessee will exercise the exceptions allowed for Recently Arrived English Learners (RAEL) per ESEA section 1111(b)(3)(A)(ii). Specifically, Tennessee will assess and report the performance of a recently arrived English learner on the reading or language arts and mathematics assessments beginning in the first year of the student’s enrollment in a school, and, in the second year, include a measure of student growth (but not proficiency) on the reading or language arts and mathematics assessments in the statewide

accountability system. RAEL’s math and ELA performance will be included in the success rate and proficiency rate calculation starting Year 3.

(ii) Minimum N-Size (ESEA section 1111(c)(3)(A)):

1. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

For accountability purposes, the department will continue to use a minimum n-size of 30 students for a given subgroup before information is disaggregated.

In instances when schools do not meet the minimum required n-size for any one of the four aforementioned subgroups, they will still be accountable for student performance in that subgroup in the school accountability framework through a combined subgroup (known as the “Super Subgroup”), which will include any student who is a member of any one of the four subgroups—Black/Hispanic/Native American, Economically Disadvantaged, English Learners, or Students with Disabilities. This combined subgroup option results in more schools being held accountable for the outcomes of students from historically underserved populations.

2. Describe how the minimum number of students is statistically sound.

The department developed the state’s minimum number of students following the guidance provided in the Institute of Education Science’s [2017 Congressionally Mandated Report](#) on best practices for subgroup size.

For accountability indicators like Graduation Rate, CCR, and Chronically Out of School for which data is available for every student, the department adopts a *population* perspective to determine the minimum n-count that is large enough to prevent a change for a small group of students (i.e., less than five) from causing a major change in evaluation outcomes for a school.

For accountability indicators like Achievement, Growth, and English Language Proficiency Assessment (ELPA) for which data is not available for every student, the department adopts a *sampling* perspective. The department selects a minimum n-size that is high enough to avoid large margins of error in its sampling of student performance. Tennessee uses the standard of 95% confidence, the conventional level of confidence widely used in statistics and research in the social sciences.

From both a population and a sampling vantage point, the department determined that an n-size of roughly 30 was an appropriate minimum to ensure the statistical validity of all metrics used in Tennessee’s accountability system. To improve the margin of error in sampling and the significance of observed meaningful differences in populations, the department considered raising its minimum n-size higher than 30. However, above n=30, the consistency of Tennessee’s accountability system drastically decreased, with subgroups vanishing and then reappearing as accountable groups in schools from year-to-year in the last five years of data.

Ultimately, in consultation with stakeholder engagement groups, the department determined that a minimum n-size of 30 was the best possible option for use in accountability that struck a good balance between validity, consistency, and accountability for schools.

The one accountability measure that is an exception to this n-size is the ELPA21 indicator, which uses a

minimum n-size of 10. At n-sizes higher than 10, too few districts were held accountable for the progress of English Learners; using the n-size of 10 supports the department’s commitment to equity for this subgroup.

3. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The minimum n-count of 30 was determined when the department drafted the 2018 ESSA State Plan which was informed by a statewide engagement process via working groups and stakeholder meetings. During the 2023 ESSA revision process, input was solicited again during a series of working group sessions. The overall feedback suggests that the minimum n-count of 30 is still appropriate for the state.

4. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.¹²

Ensuring the confidentiality of personally identifiable student information while using conventional reporting strategies would necessitate minimum n-sizes in the hundreds. The department wants to provide the public with as much useful information about student performance as possible while still maintaining student privacy in accordance with state and federal law. To do so more effectively, the department has adopted all of the primary suppression, secondary suppression, and top and bottom coding guidelines provided by the Institute of Education Sciences, thereby allowing the department to protect personally identifiable information while lowering its minimum n-size for reporting to 10.

Specifically, the department suppresses any metric with fewer than 10 students (denoting these metrics as “less than 10 students”), except for school-level success rate, which it suppresses if there are fewer than 30 valid tests in any eligible subject (denoted as “less than 30 students”). When any metrics are suppressed, any other associated metrics will also be suppressed.

Additionally, percentages are suppressed and denoted the following ways:

- District and state level percentages less than 1% will be shown as “<1%.”
- District and state level percentages more than 99% will be shown as “>99%.” - School level percentages less than 5% will be shown as “<5%.”
- School level percentages more than 95% will be shown as “>95%.”

All suppression rules implemented for public reporting are discussed in detail in this [document](#). This allows the department to protect student privacy in instances where nearly all (or none) of the students in a population or subgroup achieve a certain outcome while still reporting as much information as possible.

¹² Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

5. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

For reporting purposes, the department will reduce minimum n-size to 10 students (or test records).

- (iii) Establishment of Long-Term Goals (*ESEA section 1111(c)(4)(A)*):
 1. Academic Achievement. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)
 - a. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The department articulates the long-term goals for academic achievement as reducing the percentage of students whose performance does not meet expectations or exceed expectations by half over the course of eight years.

The formula for the long-term goal is: $\text{Baseline} + (100 - \% \text{ of students meeting or exceeding expectations at baseline})/2$

The department will use the 2021-22 assessment results to determine the baseline for the *All Students* group and all subgroups. The timeline for meeting the long-term goals is 2030. Overall, the department’s long-term goals would lead to two thirds of students (65.4%) demonstrating proficiency in math and more than two thirds of student (68.3%) meeting proficiency in ELA by 2030. The table below shows the long-term goals for the *All Students* group and all subgroups for math and ELA.

Subgroup	Math Achievement Goals		ELA Achievement Goals	
	2021-22 baseline	Long-term Goal by 2030	2021-22 baseline	Long-term Goal by 2030
All students	30.8%	65.4%	36.5%	68.3%
Black, Hispanic and Native American students	17.0%	58.5%	22.7%	61.4%
Economically disadvantaged	15.4%	57.7%	20.1%	60.0%
English learners	16.1%	58.1%	15.1%	57.6%
Students with disabilities	12.5%	56.3%	12.1%	56.0%
American Indian or Alaska Native	34.5%	67.2%	40.2%	70.1%
Asian	62.4%	81.2%	63.3%	81.6%
Black or African American	14.4%	57.2%	20.9%	60.5%
Hispanic	21.1%	60.6%	25.4%	62.7%
Native Hawaiian / Pacific Islander	38.2%	69.1%	44.5%	72.3%
White	38.1%	69.1%	43.9%	72.0%

The department’s long-term achievement goals are ambitious and will be a remarkable accomplishment. These long-term goals are very achievable when viewed in the context of the impressive gains that Tennessee has made over the last two decades, the increased investment in the summer programming, and the available room for improvement. We will work toward this goal with urgency, as the concomitant increase in literacy and numeracy skills will make an incredible difference for the future of our state

- b. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The department aims to reach the long-term goal in 8 years; hence, our interim targets are calculated based on the expectation of steady annual progress towards our long-term goals over the course of eight years. ***The formula for the interim (annual) progress goal is:*** $(100 - \% \text{ of students meeting or exceeding expectations at baseline}) / (2 * 8)$. The measurements of interim progress goals for math and ELA achievement are presented in Appendix A for the *All Students* group and all subgroups.

- c. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

We believe that we must work urgently as a state to close proficiency gaps between different student groups and provide every child in Tennessee with the best possible education regardless of his or her background. While our long-term goals and measurements of interim progress set an expectation of rapid improvement for all student groups, they aim for the largest improvement among the student groups that currently underperforming relative to state averages. For example: While we aim to increase the ELA Achievement proficiency rate by 4.0 percentage points statewide annually, we aim for a greater increase among historically underserved student groups: 4.8 percentage points increase for Black, Hispanic, and Native American students; 5.0 percentage points increase for economically disadvantaged students; 5.3 percentage points increase for English learners; and 5.5 percentage points increase for students with disabilities annually. In the long-term, we can close the statewide proficiency gap for student groups, particularly among those who are historically underserved.

2. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)
 - a. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The department articulates the long-term goals for graduation rate¹³ as reducing the percentage of students who did not graduate by half over the course of eight years.

The formula for the long-term goal is:

$$\text{Baseline} + (100 - \text{four-year adjusted cohort graduation rate at baseline})/2$$

The department will use the 2021 graduating cohort as the baseline cohort for the *All Students* group and all subgroups. The timeline for meeting the long-term goals is 2030. Overall, the department’s long-term goals would lead to 92.5% of all Tennessee students graduating high school on time in four years plus a summer by 2030. The table below shows the long-term graduation rate goals for the *all student* group and all subgroups.

Subgroup	Graduation Rate Goals	
	2021-22 baseline	Long-term Goal by 2030
All students	85.0%	92.5%
Black, Hispanic and Native American students	79.4%	89.7%
Economically disadvantaged	75.6%	87.8%
English learners	67.4%	83.7%
Students with disabilities	45.7%	72.9%
American Indian or Alaska Native	81.0%	90.5%
Asian	93.8%	96.9%
Black or African American	79.2%	89.6%
Hispanic	80.0%	90.0%
Native Hawaiian / Pacific Islander	86.9%	93.5%
White	87.8%	93.9%

The department’s long-term graduation rate goals are ambitious yet very achievable considering the increased investment the Tennessee General Assembly has made in K-12 education, particularly in the Career and Technical Education (CTE) in the last decade. We will work toward this goal with urgency, as

¹³ The four-year adjusted cohort graduation rate is the number of students who graduate in four years and a summer with an alternate academic diploma or a regular high school diploma with all required coursework in all subject areas completed divided by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort is the cohort with which he or she started ninth grade. For instance, a student who enters the ninth grade for the first time in the 2021-22 school year and graduates in three years would be included in the 2024-25 graduating cohort even though the student would receive his or her diploma in the 2023-24 school year. Students who received a regular diploma but do not complete all course requirements in all subject areas are not included in the numerator for the four-year adjusted cohort graduation rate calculation.

the concomitant increase in post-secondary readiness will make an incredible difference for the future of our state.

- b. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

N/A

- c. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

The department aims to reach the long-term goal in 8 years; hence, our interim targets are calculated based on the expectation of steady annual progress towards our long-term goals over the course of eight years. **The formula for the interim (annual) progress goal is:** $(100 - \text{four-year adjusted cohort graduation rate at baseline}) / (2 * 8)$. The measurements of interim progress goals for the four-year adjusted cohort graduation rate are presented in Appendix A for the *All Students* group and all subgroups.

- d. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

We believe that we must work urgently as a state to close gaps in degree attainment between different student groups and provide every child in Tennessee with the opportunity to embark on a successful post-secondary career. While our long-term goals and measurements of interim progress set an expectation of significant improvement in the four-year adjusted cohort graduation rate for all student groups, they aim for the largest improvement among the student groups that are currently underperforming relative to state averages. For example: While we aim to increase the four-year adjusted cohort graduation rate by 0.9 percentage points statewide annually, we aim for a greater increase among historically underserved student groups: 1.2 percentage points increase for Black, Hispanic, and Native American students; 1.5 percentage points increase for economically disadvantaged students; 2.0 percentage points increase for English learners; and 3.4 percentage points increase for students with disabilities annually. In the long-term, we can close the statewide graduation gap for student groups, particularly among those who are historically underserved.

3. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))
 - a. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline

data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

The department articulates the long-term goals for English learners to meet English language proficiency¹⁴ as reducing the percentage of students who are not proficient in English by half over the course of eight years.

The formula for the long-term goal is:

$$\text{Baseline} + (100 - \% \text{ of English learners who are proficient in English at baseline})/2$$

The department will use the 2021 English learners’ English proficiency rate as the baseline for the *All Students* (i.e., English learners) group and all subgroups. The timeline for meeting the long-term goals is 2030. Overall, Tennessee’s long-term goals would lead to 71.5% of all Tennessee English learners meeting English language proficiency by 2030. The table below shows the long-term graduation rate goals for the *all student* group and all subgroups.

Subgroup	English Language Proficiency Goals	
	2021-22 baseline	Long-term Goal by 2030
All students (i.e., English learners)	43.0%	71.5%
Black, Hispanic and Native American students	41.7%	70.9%
Economically disadvantaged	41.4%	70.7%
English learners	43.0%	71.5%
Students with disabilities	27.6%	63.8%
American Indian or Alaska Native	63.5%	81.8%
Asian	54.4%	77.2%
Black or African American	39.9%	70.0%
Hispanic	41.7%	70.9%
Native Hawaiian / Pacific Islander	37.0%	68.5%
White	49.2%	74.6%

The department’s long-term English learner proficiency goals are ambitious yet very achievable considering the increased investment Tennessee has made in English learners in terms of funding and programming in the last decade. The department has been administering the WIDA ACCESS test to its English Learners to better assess their English proficiency since 2015. With the benefit of almost a decade of testing data and increased experience serving this burgeoning population of students, the department is ready to provide English learners with the support they need to make progress at a rapid pace. In 2024-25, Tennessee transitioned its English proficiency assessment system from WIDA ACCESS to ELPA 21.

¹⁴ See ESEA section 1111(c)(4)(B) Progress in Achieving Language Proficiency (ELP) Indicator for how Tennessee defines English language proficiency.

- b. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Tennessee aims to reach the long-term goal in 8 years; hence, our interim targets are calculated based on the expectation of steady annual progress towards our long-term goals over the course of eight years. **The formula for the interim (annual) progress goal is:** $(100 - \% \text{ of students meeting growth standards}) / (2 * 8)$. The measurements of interim progress goals for the English language proficiency rate are presented in Appendix A for the *All Students* group (e.g., English learners) and all subgroups.

- (iv) Indicators (ESEA section 1111(c)(4)(B))
 1. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The Academic Achievement Indicator assesses school performance based on student achievement on the state annual math and ELA assessments; the same assessments used to determine the long-term goals for the state. Specifically, the following assessments will be used: (1) TCAP 3-8 math and ELA assessments; (2) 9th grade math test; (3) English II; and (4) MSAA math and ELA assessments.¹⁵ It is important to note that, for the 2023-24 school year, Tennessee will continue to use Algebra I/Integrated Math I as the 9th grade assessment. Tennessee is actively engaging with the key stakeholder groups across the state to develop a high school assessment transition plan to bring Tennessee back to be in full compliance.

These assessments are administered to all students in Tennessee and student performance on these tests are calculated and reported for the *All Students* group and all subgroups. Every year, school-wide success rates (also known as cohort success rate) are calculated based on the proportion of math and ELA tests across all grades where a student scored at “Met Expectations” or “Exceeded Expectations” out of the number of valid math and ELA tests overall. Then, each school’s success rate is used to evaluate its annual progress toward our state’s long-term goals for math and ELA achievement (as referenced in the previous section on long-term goals) for the *All Students* group and all subgroups.

When evaluating school performance on the Academic Achievement indicator, schools are evaluated based on two pathways. The first pathway reflects each school’s **absolute performance** – This pathway evaluates how well a school does in absolute terms relative to benchmarks for student performance established by the state. Schools that score highly along this pathway have a greater proportion of their students at expectations in math and ELA than most other schools in the state, and are either meeting or closer to meeting the state’s long-term goals for math and ELA achievement.

The second pathway reflects **school improvement** comparing to prior year’s performance (i.e., AMO pathway)– Every year, schools are given a success rate target (i.e., annual measurable objectives or

¹⁵ Exceptions may apply for accelerated students, students taking comprehensive courses, and students taking the alternative assessments or those working toward the alternate academic diploma.

AMO) that represents the expected improvement over the previous year. The AMO target is based upon the expectation of steady annual progress toward the state's long-term goal of reducing the percentage of students below expectations in math and ELA by half over the course of eight years. Schools that score highly along this pathway are meeting or exceeding their improvement targets and are making progress at the pace necessary to meet the state's long-term goals.

Once obtaining a score for the absolute performance and a score for the AMO pathway, the higher score is used for school accountability for the Academic Achievement indicator. Each school receives a score for the *All Students* group and a score for each of the four historically underserved student groups. The *All Students* group's performance accounts for 60% of the weight and the average performance of the four historically underserved student groups accounts for 40% of the weight.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Tennessee calculates student growth annually using the Tennessee Value-Added Assessment System (TVAAS) to determine the impact of schools on their students' academic progress in ELA and math subject areas year-over-year.

TVAAS is a valid and reliable measure of statewide academic indicator that allows for meaningful differentiation in school performance as it reflects the academic progress a group of students within a school has made relative to their peers in other schools across the state. Within the TVAAS framework, schools receive a score (i.e., TVAAS combined numeracy and literacy composite) of 0 (Level 1) to 4 (Level 5). Schools receive a Level 5 when there is significant evidence that their students made more progress than expected on state math and ELA assessments. In contrast, schools receive a Level 1 when there is significant evidence that their students made less progress than expected on state math and ELA assessments.

Student Growth scores are calculated for *All Students* as well as all subgroups. Schools are given an overall score for this indicator based on a weighted average of their score for the *All Students* group (60%) and their scores for the four historically underserved student groups (40%).

The public elementary and secondary schools that are not high schools in Tennessee are evaluated on their performance on the growth indicator.

3. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort

graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

The Graduation Rate Indicator (for high schools only) assesses school performance based on their four-year adjusted cohort graduation rate as defined in ESEA section 1111(c)(4)(A)(i)(I)(bb).

Every year, the department reported each high school's performance on the four-year adjusted cohort graduation rate.¹⁶ Then, their graduation rate is used to evaluator school annual progress toward our state's long-term goals for increasing graduation rate for the *All Students* group and all subgroups.

When evaluating school performance on the Graduation Rate indicator, schools are evaluated based on two pathways. The first pathway reflects each school's ***absolute performance***– This pathway evaluates how well a school does in absolute terms relative to benchmarks for student performance established by the state. Schools that score highly along this pathway have a higher four-year adjusted cohort graduation rate than most other schools in the state, and are either meeting or closer to meeting the state's long-term goals for graduation rate.

The second pathway reflects ***school improvement*** comparing to prior year's performance (i.e., AMO pathway)– Every year, schools are given a graduation rate target (i.e., AMO) that represents the expected improvement over the previous year. The AMO target is based upon the expectation of steady annual progress toward the state's long-term goal of reducing the non-graduates per federal definition by half over the course of eight years. Schools that score highly along this pathway are meeting or exceeding their improvement targets and are making progress at the pace necessary to meet the state's long-term goals.

Once obtaining a score for the absolute performance and a score for the AMO pathway, the higher score is used for school accountability for the Graduation Rate indicator. Each school receives a score for the *All Students* group and a score for each of the four historically underserved student groups. The *All Students* group's performance accounts for 60% of the weight and the average performance of the four historically underserved student groups accounts for 40% of the weight.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

In 2024-25, Tennessee transitioned its English proficiency assessment system from WIDA ACCESS to ELPA 21. Tennessee defines making progress in achieving ELP as meeting the appropriate growth standard on ELPA21. We referred to this indicator as the English language proficiency assessment (ELPA) indicator. English learners can meet growth standard by meeting the reclassification criteria for ELPA21, as specified by Tennessee State Board of Education¹⁷, or meeting the 1-year or 2-year growth standard established by the state based on prior proficiency level. Each English learner has a 1-year and/or 2-year target for improvement on their proficiency level based on their prior year's performance and the growth standards determined by the state. English learners only need to meet one of the growth standards to demonstrate ELP.

¹⁶ Only high schools with a minimum n count of 30 students in the graduating cohort have graduation rate data.

¹⁷ [SBE English as a second language \(ESL\) program policy 3.207](#) & [SBE Rule 0520-01-19](#)

To evaluate growth, students must have at least two years of ELPA21 assessment data. During the first year of ELPA implementation in 2024-25, the department in consultation with ELPA21 implemented a simple, technically sound approach that allows the department to preserve the existing ELPA evaluation methodology. This approach is called domain-level equipercentile-based conversion that involves converting ELPA21 domain scores to WIDA domain scores using equipercentile concordance table. The same methodology will be implemented in 2025-26 and 2026-27 to maintain the stability of the ELPA indicator. The department will then have sufficient time to monitor the data trend, evaluate the current methodology, and update the methodology as necessary for the 2027-28 school year.

The ELPA indicator measures school performance on the percentage of English learners meeting growth standard. Schools are eligible for the evaluation of the Progress in Achieving ELP Indicator if they have at least 10 English learners with valid ELPA21 testing results in both the current and prior year(s). Eligible schools then receive a score of 0 to 4 based on the percentage of English Learners at their school that are making progress. Schools that score highly on the indicator have a greater proportion of their students meeting ELP than most other schools in the state, and are either meeting or closer to meeting the state’s long-term goals for ELP.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Tennessee opts to include three additional school quality or student success indicators in the state’s annual meaningful differentiation system in school performance. They are: Chronically Out of School indicator, CCR indicator (for high schools only), and student growth indicator (for high schools only).

CHRONICALLY OUT OF SCHOOL INDICATOR

Every year, all schools are evaluated using the Chronically Out of School indicator, which measures the percent of students considered “chronically out of school” out of all students enrolled at a given school. Chronic absenteeism is defined by the department as a student who is absent for 10 percent or more of the instructional days for which they are enrolled in a Tennessee public school.

When evaluating school performance on the Chronically Out of School indicator, schools are evaluated based on two pathways. The first pathway reflects each school’s ***absolute performance*** – This pathway evaluates how well a school does in absolute terms relative to benchmarks for schools established by the state. Schools that score highly along this pathway have a lower absentee rate than most other schools in the state.

The second pathway reflects ***school improvement*** comparing to prior year’s performance (i.e., AMO pathway)– Every year, schools are given a Chronically Out School target (i.e., annual measurable objectives or AMO) that represents the expected improvement over the previous year. The AMO target is based upon the formula used to calculate the state’s interim (annual) progress goal—decrease the percentage of Chronically Out of School rate by half over the course of eight years. Schools that score

highly along this pathway are meeting or exceeding their improvement targets within the give school year.

Once obtaining a score for the absolute performance and a score for the AMO pathway, the higher score is used for school accountability for the Chronically Out of School indicator. Each school receives a score for the *All Students* group and a score for each of the four historically underserved student groups. The *All Students* group's performance accounts for 60% of the weight and the average performance of the four historically underserved student groups accounts for 40% of the weight.

Because of the well-established links between chronic absenteeism, school climate, and student success, this is a highly valid measure of school quality and one for which data is standardized and available for all schools across the state. Furthermore, school-level measures of chronic absenteeism have historically tended to be normally distributed and consistent from year-to-year.

READY GRADUATE INDICATOR (FOR HIGH SCHOOLS ONLY)

Prior to 2025-26, all high schools with a minimum n count of 30 students in the graduating cohort are evaluated using the Ready Graduate (RG) indicator. Starting 2025-26, Tennessee will replace RG with the College and Career Readiness (CCR) indicator. The major difference between RG and CCR is that Ready Graduate measures participation (i.e., students completed a course and attempted an exam) while CCR measures attainment (i.e., students passed an exam). The CCR indicator measures the percentage of Tennessee graduates¹⁸ earning the CCR status by the time they graduated from high school. There are four pathways for students to earn a CCR status; they must meet one of the following criteria to be counted:

1. Meets or exceeds a composite of 21 (ACT) or 1060 (SAT); or
2. Earns a score of 31 or higher on the ASVAB AFQT; or
3. Earns a Tier 3 IC OR earns a Tier 2 IC and at least one other IC (any tier is acceptable for the second credential); or
4. Earns one or more “postsecondary credits”

When evaluating school performance on the CCR indicator, schools are evaluated based on two pathways. The first pathway reflects each school's ***absolute performance***—This pathway evaluates how well a school does in absolute terms relative to benchmarks for school performance established by the state. Schools that score highly along this pathway have a higher CCR rate than most other schools in the state, and are either meeting or closer to meeting the state's long-term goals for the CCR rate.

The second pathway reflects ***school improvement*** comparing to prior year's performance (i.e., AMO pathway)—Every year, schools are given a CCR target (i.e., annual measurable objectives or AMO) that represents the expected improvement over the previous year. The AMO target is based upon the formula used to calculate the state's interim (annual) progress goal—decrease the percentage of non-CCR *ready* by half over the course of eight years. Schools that score highly along this pathway are meeting or exceeding their improvement targets within the given school year.

¹⁸ When calculating the four-year adjusted cohort graduation rate, only students receiving an alternate academic diploma or a regular high school diploma with all required coursework in all subject areas completed within four years plus a summer will be included in the numerator of graduation rate calculation. The Tennessee State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) provides an alternative pathway for students with disabilities to earn a traditional high school diploma without completing Algebra II (or integrated Math III) and/or Chemistry or Physics. When calculating the CCR indicator, students taking the alternative pathway and earning the regular high school diploma per the State Board of Education [Graduation Requirements Rules 0520-01-03-.06](#) will be counted as graduates and be included in the numerator of the CCR rate calculation.

Once obtaining a score for the absolute performance and a score for the AMO pathway, the higher score is used for school accountability for the CCR indicator. Each school receives a score for the *All Students* group and a score for each of the four historically underserved student groups. The *All Students* group's performance accounts for 60% of the weight and the average performance of the four historically underserved student groups accounts for 40% of the weight.

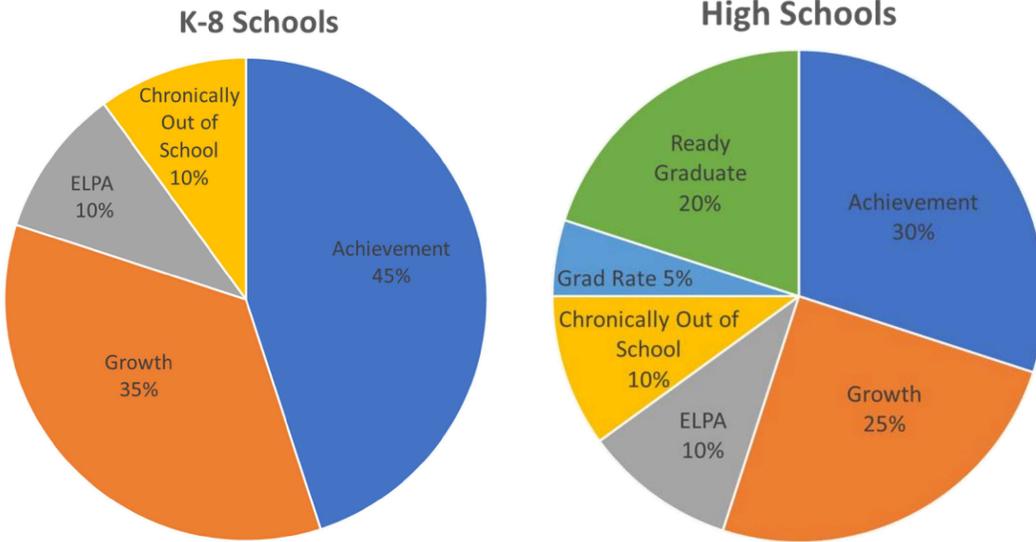
CCR Indicator is a valid and reliable measure of school quality as it measures student post-secondary readiness based on a nationally recognized benchmarks (i.e., ACT/SAT) and a combination of student success in various early postsecondary opportunities (e.g., dual credits, industry credentials, college-level advanced placement courses) during their high school career. Additionally, all students in Tennessee are expected to take ACT as a graduation requirement and all Tennessee high schools offer at least one early post-secondary opportunity to their students, Tennessee's CCR matrix is a measure for which data is available for all schools across the state. Historically, school-level measures of CCR status have tended to be normally distributed and consistent from year-to-year.

STUDENT GROWTH INDICATOR (FOR HIGH SCHOOLS)

Per ESEA section 1111(c)(4)(B), all schools must include an additional academic indicator alongside the required indicator of Academic Achievement (math and ELA). The department opts to use the Student Growth indicator, measured by TVAAS, as an additional measure of student success (i.e., Other Academic Indicator) for all public elementary and secondary schools not including high schools. For high schools, Tennessee also opts to include the Student Growth indicator in high school accountability using the flexibility allowed by this section. The methodology to evaluate high schools is the same as the methodology discussed in the previous section under Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).

- (v) **Annual Meaningful Differentiation** (ESEA section 1111(c)(4)(C))
 1. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.
 2. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Tennessee's system of annual meaningful differentiation is based on school performance for the *All Students* group and the four historically underserved student groups across all indicators as described in ESEA section 1111(c)(4)(B). The figures below depict the specific indicators and their corresponding weights applied to evaluate K-8 and high schools. All public and charter schools in Tennessee are evaluated annually, and receive an overall school score reflecting their overall performance within the given academic year.



For school accountability purposes, schools must meet minimum number counts (30 for all indicators exception 10 for ELPA) to be evaluated for the indicators. If any indicator is not evaluated due to small n counts, the indicator weight is redistributed in different ways depending on the missing indicator(s): If a school is missing the ELPA indicator, the weight for ELPA (10%) will be evenly distributed to the achievement and growth indicators. If a school is missing two indicators and one of them is ELPA, the weight of the ELPA is first redistributed *evenly* between the achievement and growth indicators. The weight of the other indicator is then *proportionally* distributed to the remaining indicators. If a school is missing non-ELPA indicator(s), the weight of the missing indicator(s) is *proportionally* distributed to the remaining indicators. The table below is an example of how the overall school score is generated. First, each school receives a score, ranging from 0 to 4, for each indicator and each individual student group. Then, the scores from the student groups are used to inform an overall indicator score. Specifically, the *All Students* group accounts for 60% of the weight and the average score of the historically underserved student groups accounts for 40% of the weight. The overall school score ranges from 0 to 4; a higher score means higher performance in comparison with other schools in the state.

Indicator	<i>All Students</i> (60%)	<i>Historically Underserved</i> Student Groups (40%)	Overall
	Score	Score	
Achievement (30%)	3	3	3.0
Growth (25%)	4	2	3.2
<i>Ready Graduate</i> (20%)	1	3	1.8
Graduation Rate (5%)	2	2	2.0
Chronically Out of School (10%)	3	3	3.0
English Language Proficiency (10%)	3	3	3.0
Overall School Score			2.8

3. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for

schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

N/A

(vi) Identification of Schools (*ESEA section 1111(c)(4)(D)*)

1. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

CSI identification will be the lowest-performing schools failing to meet the minimum performance goal by performing in the lowest five percent of Title I schools based on **three-year cohort success rate** in each school pool; and having a TVAAS Combined Literacy and Numeracy Composite score of 3 or lower in the most two most recent years (i.e., safe harbor provision); and having a score lower than 3 on any other relevant accountability indicators (e.g., chronically out of school, graduation rate, CCR, ELPA).

Tennessee was unable to fully implement this methodology during the most current identification cycle in 2022-23 due to COVID-19 (no assessment data in 2019-20) and the prohibited use of 2020-21 achievement data in CSI identification under the provision of Chapter 2 of the Tennessee Public Acts of 2021, First Extraordinary Session. In 2022-23, Tennessee identified the lowest performing schools based on the 2022-23 cohort success rates which includes accountable ELA and math assessment data from the 2021-22 and 2022-23 assessment years. Tennessee expects to fully implement the proposed CSI identification methodology in the next identification cycle in 2024-25 when the 2022-23, 2023-24, and 2024-25 cohort success rates will be used for the identification.

Cohort success rate methodology. As stated in the ESEA section 1111(c)(4)(B), Tennessee will include the following assessments in the success rate (also known as the cohort success rate) calculation in 2023-24: (1) TCAP 3-8 math and ELA assessments; (2) 9th grade math test; (3) English II; and (4) MSAA math and ELA assessments. Because students in Tennessee typically take English II in 10th grade, high school accountability will be based on the 10th grade students who are actively enrolled at the end of the spring testing window in the current school year. These students' (i.e., 10th grade cohort) 9th grade math test and English II test will be used in the cohort success rate calculation. Exceptions may apply for accelerated students, English learners, students taking comprehensive courses, and students taking the alternative assessments or those working toward the alternate academic diploma, including:

1. For accelerated students who took English I in middle school, their *first English II* test taken by 10th grade will be used for accountability.
2. For accelerated students who took Algebra I or Integrated math I in middle school, their *first math EOC test* taken by 10th grade will be used for accountability.
3. For English Learner students who took English Language Development (ELD) 10 in 10th grade and took English II in 11th grade will have their tests used during their 11th grade year.
4. For students who are enrolled in comprehensive courses and took their *first Algebra I or Integrated Math I* and *first English II* in 11th grade in 2022-23, their tests are used for accountability.
5. For students who are on the AAD track and took *MSAA ELA and MSAA math* tests in 11th grade in 2022-23, their tests are used for accountability.

2. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Any high school with a four-year adjusted cohort graduation rate less than 67 percent in the most recent year that was not already identified for CSI because of their success rate (as outlined in the section above) will be identified for CSI. In 2022-23, schools with graduation rates less than 67 percent are identified as CSI.

3. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Schools that are identified for Additional Targeted Support and Improvement (ATSI) will receive the designation for three years. A school that is identified for the same student group in two consecutive identification cycles will become a CSI school automatically when it is identified again for the second time. An ATSI school identified in the 2024-25 school year that fails to exit, and is identified as ATSI again in 2027-28 will receive the Priority/CSI designation (i.e., CSI-Not Exiting), which will be effective in the 2028-29 school year.

4. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

In the most current identification in 2022-23, CSI schools identified based on the 2022-23 cohort success rate and 2021-22 graduating cohort graduation rate will carry the designation for two years. The next CSI identified based on the three-year cohort success rate and the 2023-24 graduating cohort graduation rate will occur in 2024-25, and it will be a three-year identification. After that, schools will be identified for CSI every three years. An ATSI school will automatically become a CSI school if the school is identified as ATSI for the same student group in two consecutive identification cycles (i.e., CSI-Not Exiting). In other words, ATSI schools identified in 2022-23 school year that fails to exit and is identified as ATSI again for the same student group in 2024-25 will receive the CSI designation in 2024-25. ATSI schools are not eligible for ATSI to CSI pathway if they exited the status in 2023-24 or 2024-25.

5. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Tennessee identifies TSI schools each year. A school that is identified for CSI may not also be identified as TSI. Additionally, schools must be eligible for all indicators, except ELPA (and Graduation Rate and CCR for K-8 schools), for the given subgroup in their school pool to be eligible for TSI identification. Schools whose overall school scores for a given student group are in the bottom five percent for that student group will be identified as TSI schools.

6. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

ATSI schools are those in which any student group on its own, would lead to identification as a Priority school. Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification. TSI schools whose student group’s three-year cohort success rates are less than or equal to the maximum three-year cohort success rate of any CSI school in their pool will be identified as ATSI if they do not also have a score of 3 or 4 for each indicator for which that student group is eligible. Additionally, TSI schools whose student group graduation rates are less than 67 percent will be identified as ATSI.

Tennessee will identify ATSI schools every three years following the CSI identification cycle.

Tennessee was unable to fully implement this methodology during the most current identification cycle in 2022-23 due to COVID-19 (no assessment data in 2019-20) and the prohibited use of 2020-21 achievement data in CSI identification under the provision of Chapter 2 of the Tennessee Public Acts of 2021, First Extraordinary Session. In 2022-23, Tennessee identified ATSI schools based on the 2022-23 cohort success rates and 2021-22 graduating cohort’s federal graduation rate for the given student group. Tennessee expects to fully implement the proposed ATSI identification methodology in the next identification cycle in 2024-25 when the 2022-23, 2023-24, and 2024-25 cohort success rates will be used for the identification.

The department will identify schools as ATSI for all four accountability subgroups (e.g., Black/Hispanic/Native American, Economically Disadvantaged, English Learners, Students with Disabilities) as well as six individual racial and ethnic groups, including American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Pacific Islander, and White. Schools can be identified as ATSI for one or more student groups.

7. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

- (vii) Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student

participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

The 95 percent student participation mandate required under Section 1111(c)(4)(E) of ESSA is incorporated into Tennessee’s accountability system. That is, if schools do not meet the 95% participation rate for the specified state assessments as described in ESEA section 1111(c)(4)(B), the denominator for success rate calculations is adjusted from the number of valid tests to the number of valid tests expected at the minimum participation rate of 95%. For example, if a school has 100 students and 85 had valid test scores (for a participation rate of only 85%), the number of valid tests used to compute percent met expectations or exceeded expectations would be 95 (enrollment number X 0.95), not 85. This rule applies for both the participation rate for the All Students group as well as the individual subgroups.

(viii) Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

1. Exit Criteria for Comprehensive Support and Improvement Schools.

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Schools identified for CSI are evaluated for exit every year following the identification. CSI schools are expected to exit in three years. However, CSI schools that do not meet any of the exit criteria by the next identification cycle, these CSI schools will continue to receive the designation or until exit. The following exit criteria will be implemented to evaluate CSI exit starting in 2023-24. The school’s cohort success rate for the *All Students* group exceeds the 10th percentile in the state in both of the two most recent years with cohort success rate data; The school’s cohort success rate for the *All Students* group exceeds the 15th percentile in the state in the most recent year; The school earns a TVAAS composite level of a 4 or 5 in the TVAAS Literacy composite and TVAAS Numeracy composite for both of the two most recent years with TVAAS data; If the school was identified for graduating less than 67 percent of its students, the school can exit by graduating at least 67 percent of its students in both of the two most recent years; If the school was identified for consistently underperforming student groups (i.e., CSI-Not Existing), the school can exit by meeting **or** exceeding cohort success rate AMO targets for each.

2. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for ATSI are evaluated for exit every year following the identification. ATSI schools are expected to exit in three years. However, ATSI schools that do not meet any of the exit criteria by the next identification cycle, these CSI schools will continue to receive the designation or until exit.

Additionally, ATSI schools that do not meet any of the exit criteria by the next identification cycle and are identified again, these schools will become CSI schools automatically and will be evaluated for exit based on the exit criteria specified above under Exit Criteria for CSI. The following exit criteria will be implemented to evaluate ATSI exit starting in 2023-24. The school’s cohort success rate for each student group for which it was identified exceeds the 10th percentile in the state for each student group in both of the two most recent years; The school’s cohort success rate for each student group for which it was identified exceeds the 15th percentile in the state for each student group in the most recent year; The school earns a TVAAS composite level of a 4 or 5 in the TVAAS Literacy composite and Numeracy

composite will be used) for both of the two most recent years with TVAAS data for each student group for which they were identified; The school earns a TVAAS composite level of a 4 or 5 in the TVAAS Literacy composite and TVAAS Numeracy composite for both of the two most recent years with TVAAS data for each student group for which they were identified.

3. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Tennessee has identified its lowest performing five percent of schools as Priority/Comprehensive Support and Improvement (CSI) schools. Tennessee commits to prioritizing these schools by providing districts and schools support necessary to address key levers of school turnaround and facilitate the continuous improvement process. We know that improving low-performing schools and student group performance is challenging work and requires additional capacity, funding, and opportunity to innovate. Tennessee is committed to supporting schools in need of improvement through the continuation of current policies, expansion of processes and projects with demonstrated effectiveness, and new opportunities for innovation.

With ESSA affording more decision-making at both the state and district levels, Tennessee seeks to maximize this authority by empowering districts to first lead school improvement and turnaround efforts. Tennessee will capitalize on the autonomy to states and districts and will support its schools in need of improvement through a continuum of interventions outlined in the new [Appendix C: School Turnaround Framework](#). Our experience has confirmed that no two districts, schools, or communities are alike; and a “one size fits all” model is insufficient. We also know that districts and schools have unique needs, challenges, and barriers to implementation of improvement plans. To this end, Tennessee empowers district and school leaders to craft solutions tailored to their local context and guided by evidence-based strategies that impact student achievement. Interventions and supports that are effective in one school may not be effective in another. Thus, approaching our schools’ improvement work in a tiered model allows us to differentiate the levels of state intervention and support.

Guiding principles for school improvement are evident in the newly developed framework and are to: **First, empower districts.**

Districts should have an opportunity to improve priority/CSI schools first. The department will establish and communicate a clear and differentiated turnaround framework for schools to ensure districts have the supports and partnership with the department in place for rapid school turnaround.

Invest in what works. Schools that are exceeding achievement and growth expectations should be supported to sustain those gains. Evidence-based strategies that support strong leadership, effective instruction, and supportive learning environment (wrap-around student supports) will be the focus of school improvement planning.

Students can’t wait. Schools that have been historically underperforming and are not showing adequate growth must have state intervention. Schools with a history of underperformance do not begin with a clean slate and may require intervention within the three-year designation cycle in accordance with the school accountability framework.

Theory of Action.

Tennessee’s theory of action is an evidence-based one that will set priorities and boundaries for the

improvement and turnaround efforts across all schools in need of improvement.

If we create a clear continuum of support, interventions, monitoring, and expectations for schools, districts, and the department which includes:

- A culture of high expectations and commitment to continuous improvement through evidence-based practices.
- A structure for earned autonomy and tiers of support for increasing intervention.
- Resources to support continuous improvement and capacity building.
- A plan for strong community stakeholder involvement.
- A tiered intervention system that serves as a catalyst for change.

Then districts will be empowered to serve the schools identified as schools in need of improvement focused on individual school needs and/or identified underperforming student groups by:

Recruiting and retaining effective teachers with the will and skill to teach

Providing support and wraparound services that engage students, parents, community partners, and other stakeholders.

Creating structures to involve key stakeholders in the school turnaround process.

- Implementing a turnaround intervention that is tailored to the specific needs of the school and community.

Across all tiers providing high quality educational opportunities and effective and engaging instruction within a supportive culture, resulting in academically prepared and socially responsible students who are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Comprehensive Support and Improvement (CSI) Schools Tennessee will implement the Tiered Intervention System to ensure a continuum of support, interventions, and monitoring for schools in need of improvement.

The Framework is grounded in the idea that districts should be allowed to lead improvement efforts for their underperforming schools first but if the district-led interventions are not successful then the state will intervene with a more intensive intervention through department and district collaborative restructuring of the school or school closure and the reassignment of students to a higher performing school.

The state will provide support to districts with Priority/CSI schools through the tiered processes outlined in the Framework. The Division of School Turnaround (DST) will be responsible for the implementation of the full Tiered Intervention System

Supports and monitoring to schools outlined in the Framework revolve around the following key levers for school turnaround: -

- School Plan Development -
- Strong Leadership -
- Effective Instruction -
- Students Supports -

The Division of School Turnaround (DST) will support Tennessee's Priority/CSI schools and districts with developing and implementing strategies directly aligned to the department's strategic priorities of academics, student readiness, and educators. Through ongoing planning, technical assistance, and data

collection, DST ensures that schools and districts utilize evidence-based interventions and supports that contribute to sustained improvements to set all students on a path to success. The DST team is comprised of an assistant commissioner of school turnaround and turnaround directors who will lead the work with Focus and Priority/CSI district and school leaders to assess and prioritize needs, develop a plan for improvement, and support and monitor the progress toward goal attainment.

DST turnaround directors each support a subset of the state's Priority/CSI schools based on need and other factors including geographic location. Working directly with district and school leaders, the turnaround directors are the department's first and consistent point of contact for the districts and provide differentiated technical assistance. This structure enables the department to address the urgency of school improvement by providing a direct line of differentiated support. Schools with a federal designation of Priority/CSI and are either in the bottom 5% of schools across the state and/or have yet to meet Priority/CSI exit criteria from an existing designation will be categorized as Tier 1, 2, or 3 schools with Tier 3 being the most rigorous intervention option.

Newly identified Priority/CSI schools will be placed into Tier 1. Schools that have had a Priority/CSI designation for multiple designation cycles will be placed in either Tier 2 or 3. All schools will be evaluated annually and may be required to revise their improvement plan or move to a higher tier if progress is not made with the current intervention option.

Tier 1

Tier 1 is the foundational level of support for Priority/CSI schools. These schools are newly identified as Priority/CSI. In this tier, the implemented evidenced-based interventions will focus on building school and district capacity in the key areas of academics, educators, and student readiness by helping the district to use existing resources more effectively and by creating a long-term plan to sustain turnaround best practices. The department will assist district and school leaders in developing a shared vision for effective instruction, setting improvement goals, and assessing progress towards these goals. School turnaround decision-making resides with the LEA with guidance and support from the department.

Tier 1 schools will be required to implement one of the following intervention options as determined by the LEA:

- The LEA implements an LEA-led, evidence-based, school turnaround intervention approved by the department; or
- The LEA contracts with an independent school turnaround expert approved by the department; or
- The LEA implements one (1) of the intervention options from tier two (2) or tier three (3) approved by the department.

A resource allocation review (RAR) will be conducted at least every three years for districts serving a significant number of schools identified for improvement [(CSI and Additional Targeted Support and Improvement (ATSI)]. The RAR is designed as an integral part of the continuous improvement process to engage school and district leaders in a collaborative analysis of resource allocation within a school and/or district. The RAR will be conducted to ensure that districts are identifying the needs of the schools, prioritizing those needs, and addressing the needs with resources that are equitable across schools in need of improvement as cited in the Every Student Succeed Act (§ 1111(d)(3)(A)(ii) and § 200.23(a).

To ensure districts are prioritizing schools identified for comprehensive and additional support, the resource allocation review will be implemented during the initial identification year. District and school

leaders will complete a comprehensive analysis of the following components to ensure that districts are equitably aligning resources to support their CSI and ATSI schools:

- A. Academic Rigor
- B. Family and Academic Engagement
- C. Whole Child Supports
- D. Postsecondary Readiness
- E. Diverse and Inclusive Schools
- F. Instructional Time and Attention
- G. Early Interventions
- H. School Funding
- I. School Leadership
- J. Educator Support and Opportunities

Directors from the Division of School Turnaround will conduct a review of the district analysis and provide guidance to assist districts in identifying resource inequities. Any resource inequity identified by the district and/or school(s) will be required to be addressed through strategies and/or action steps in the appropriate school and/or district turnaround plan. Directors from the Division of School Turnaround will monitor implementation and effectiveness of these strategies as part of the improvement plan monitoring process described above.

In addition, as a requirement in the grant applications for all school improvement 1003G funds, districts will be required to; develop a detailed rationale of why school improvement funds are needed, including providing a clear description of how school improvement funds will supplement all federal, state, and local resources provided to the school to support improvement efforts, and how these efforts would be sustained.

Tier 2

Schools in Tier 2 are Priority/CSI schools that continue to be underperforming, have systemic issues, and have been identified as a Priority/CSI school for multiple designation cycles. These schools are not making sufficient or consistent progress or growth, necessitating more state oversight and prescription in the key areas of academics, educators, and student readiness. The evidence-based interventions for schools in Tier 2 will be directed by the assistant commissioner of school turnaround. Schools in this Tier will be monitored closely to ensure fidelity of implementation and effectiveness of school turnaround plans.

Decision-making for schools in Tier 2 is shared between the district and the department. Tier 2 schools will be required to implement evidence-based interventions and supports focused on building capacity in the key areas of academics, educators, and student readiness as prescribed by the department.

Tier 2 schools will be required to implement one of the following intervention options as determined by the LEA:

- The LEA implements an intervention program approved by the department and includes, at a minimum an intervention committee made up of school board members, school employees, and parents of students attending the school, a contract between the local board of education and an independent school turnaround expert, approved by the department and a written intervention

plan approved by the department and developed by the independent school turnaround expert with which the local board is contracting in collaboration with the intervention committee; or

- The LEA rebuilds the school's support structure by replacing some or all of the school's leadership and by replacing specific instructional staff as identified by the LEA as part of a turnaround strategy approved by the department; or
- The LEA transfers the operation of the school to a public institution of higher education approved by the department pursuant to a contract between the LEA and the public institution of higher education approved by the department; or
- The LEA converts the school to a public charter school that has documented success in improving student outcomes and that is selected and authorized by the LEA and approved by the department; or
- The LEA implements one of the intervention options in tier 3 approved by the department.

Tier 3

Schools in Tier 3 have been identified as a priority/CSI school for multiple designation cycles, are chronically underperforming, have stagnant or declining outcomes and systemic issues, and despite previous state and local intervention are not making progress thus requiring the most rigorous intervention option. School turnaround decision-making resides with the department in partnership with the LEA.

Tier 3 schools will be required to implement one of the following intervention options as determined by the department:

- The LEA closes the school and develops a plan approved by the department to reassign all students enrolled the school to a higher performing school; or
 - In communities for which school closure is not feasible, the LEA rebuilds the school's support structure by replacing some or all of the school's leadership and by replacing specific instructional staff as determined by the department in consultation with the LEA.
- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Schools in Tennessee identified for Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) are considered Focus schools. Focus schools are identified due to underperforming subgroups or demonstrated marginal performance. Focus schools will be placed in Pre-Tier in the Tiered Intervention System Framework. The evidence-based interventions for the pre-tier schools will be directed by the Division of School Turnaround. Schools with a federal designation of Priority/CSI and are either in the bottom 5% of schools across the state and/or have yet to meet CSI exit criteria from an existing CSI designation will be placed in Tier 1, 2, or 3 as described above.

As outlined in the Tiered Intervention System Framework the department will align efforts with the department's strategic priorities to enable districts to develop and implement a comprehensive plan for improvement for priority/CSI schools that includes strong evidence-based interventions that align with

and addresses the unique needs of the district and school(s). In addition to the district plan of support, each school with a federal designation (TSI, ATSI, Priority/CSI) will develop strong plans for improvement that aim to incrementally move towards those long-term goals and that are focused on interventions that have been proven to improve student outcomes within the required ESSA Tiers of Evidence. The department is committed to providing districts and schools supports necessary to address key levers of school turnaround and facilitate the continuous improvement process.

Support provided to districts and schools in need of improvement include:

- District and school turnaround planning support,
- Opportunities for school improvement grant funding,
- Monthly support meetings,
- On-site school visits,
- Resource allocation assistance to support equitable distribution of federal funds/resources, and
- Monitoring of implementation and effectiveness of improvement plans

Planning

School planning requirements vary across and within the tiers of the Tiered Intervention System Framework. As part of the planning process, Focus schools in pre-tier will partner with the departments Centers of Regional Excellence (CORE) staff to conduct a comprehensive needs assessment. District and school leaders will then develop a school improvement plan to address the needs of the identified subgroups. Priority/CSI schools in Tier 1 must conduct a self-assessment and a comprehensive needs assessment to develop a school turnaround plan. This process be led by school and district leaders in partnership with the Division of School Turnaround or an approved contracted school turnaround expert. School plans for schools in Tier 1, 2 and 3 must be approved by the district, as well as the department.

Ongoing Data Analysis

DST and the CORE will facilitate data deep-dives with schools during the comprehensive needs assessment individualized sessions to assist districts and schools in analyzing their data more deeply with a focus on identifying root causes and aligning strategic evidenced-based initiatives to address the root cause. The department will develop follow-up training sessions for districts needing or requesting additional support to help bolster the ability to analyze data, identify progress and challenges and develop next steps to improve student outcomes.

After school plans have been developed, Focus schools will receive ongoing assistance from DST and the CORE at least quarterly to review progress toward, and barriers to implementing their improvement plan. The department may consider the following factors in its school review process: the number of identified underperforming sub-groups, the complexity of plan, perceived barriers, effectiveness measures based on current data as well as other factors (internal and external) which may impact the success of plan implementation. The DST will also engage with other divisions in the department to provide more focused technical assistance within individual districts or schools, based on need and progress.

Convenings and Networking Opportunities

The department recognizes there is deep expertise within districts and schools to develop innovative solutions to address unique needs of each identified subgroup. In order to capitalize on this expertise, the department will conduct convenings and networking opportunities across the state for Focus schools which will include specialized support from various divisions across the department. Most importantly, these opportunities will be a conduit for communities of practice to form between schools with similar challenges in terms of subgroup performance and to highlight schools that have demonstrated success.

Priority/CSI schools will have the opportunity to participate in Turnaround Leader Network (TLN)

sessions. The TLN sessions allow opportunity for school and district leaders to network with colleagues about successes and challenges in turnaround efforts and to allow for sharing of best practices to accelerate improvement through collaboration. TLN convenings will occur three times a year with additional opportunities available as needed.

School Improvement Grants

Tennessee will award school improvement funds to districts on a formula (per pupil allocation) basis to support its lowest performing schools. Rubrics will be developed to ensure district and school applications include evidence-based interventions that are outlined in the Tiered Intervention System and additional evidence-based interventions that focus on the key levers of school turnaround in the areas of leadership, effective instruction, and student supports and services.

Districts will be awarded school improvement grant funds, through Title I, Part A 1003, to serve ATSI and Priority/CSI schools. Districts will apply for school improvement funding on behalf of its schools. Priority will be given to districts that:

- serve a high number of Priority/CSI schools or a percentage of Priority/CSI schools that are implementing comprehensive support and improvement plans under ESSA Section 1111(d),
- Demonstrate the greatest need for funds; and
- Demonstrate the strongest commitment to using the funds to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

In order to receive this funding, districts and schools must conduct a comprehensive needs assessment to develop a turnaround plan based on identified priorities. School improvement grants for priority/CSI schools will require districts to ensure that the majority of school improvement funds flow directly to schools to implement evidence-based interventions aligned to the identified prioritized needs. The district may reserve funding at the district level to implement district led academic, educator or student readiness initiatives.

School improvement grants will be available for ATSI schools to implement evidence-based interventions to support the identified underperforming subgroups. This funding approach would provide districts and schools multiple layers of supports to facilitate increased subgroup performance, therefore deterring the school from being identified as a school in need of comprehensive support.

Districts and schools, regardless of the designation, will be required to create a detailed process to monitor implementation and effectiveness of evidence-based strategies/interventions and the actions that will be taken to modify and or adjust the plan if progress is not being made.

Monitoring Supports

The Division of School Turnaround will monitor and annually review each district's implementation of the district and school improvement plans through a series of monitoring events focused on a continuous improvement cycle. Oversight and monitoring will be differentiated for schools based upon the assigned tier within the Tiered Intervention System Framework. If a district or school is not making sufficient progress towards meeting CSI exit criteria or is unable to implement their improvement plan with fidelity, the state may take further action.

Monitoring progress for schools in pre-tier and Tier 1 will be led by the district with support from the department. Schools will participate in district-led learning walks quarterly to monitor teacher practice and classroom culture of learning. District and school leaders will be required to analyze leading/predictive school data quarterly with support from the department and submit an analysis of progress toward school goals. ATSI and Tier 1 schools will also submit an end of year report to the

department detailing progress toward goal attainment.

The department will lead semesterly meetings with district leadership to ensure evidence-based interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and addressed, and grant funds are being utilized to support the prioritized needs. In addition, the department will conduct periodic district milestone meetings to monitor implementation and effectiveness of evidence-based strategies outlined in the district and school turnaround plans.

Monitoring of Tier 2 schools will be shared between the district and the department. Schools will participate in district-led learning walks to monitor teacher practice and classroom culture of learning. District and school leaders will be required to analyze leading/predictive school data monthly and quarterly with support from the department and submit an analysis of progress toward school goals. Tier 2 schools will also submit an end of year report to the department detailing progress toward goal attainment.

The department will also lead monthly support meetings with district leadership to ensure evidence-based interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and addressed, and grant funds are being utilized to support the prioritized needs. In addition, the department will conduct bi-annual district milestone meetings to monitor implementation and effectiveness of evidence-based strategies outlined in the district and school turnaround plans.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

The Tiered Intervention System Framework categorizes Priority/CSI schools that are chronically underperforming, have stagnant or declining outcomes and systemic issues, and have been identified Priority/CSI schools at least twice on the three most recent Priority/CSI school designation lists as Tier 3. See description of Tier 3 above.

- a. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.²⁰

Below are the definitions (consistent with ESSA § 2101) Tennessee will utilize, as well as a brief synopsis of the state's ability to collect, analyze, and report on the measures:

Ineffective

²⁰ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Tennessee has a robust educator evaluation system that combines qualitative data, student growth data, and student achievement data to determine levels of overall effectiveness in a five-point rating system. Levels of overall effectiveness (LOE) are defined as:

- Significantly Above Expectations
 - Above Expectations
 - At Expectations
 - Below Expectations
 - Significantly Below Expectations
- a. Definition: To determine equity and disproportionality, an ineffective educator has an LOE of below or *significantly below expectations*. Ineffective educators are shown to produce limited or no student growth.
 - b. Data collection: Tennessee collects educator evaluation data in the TNCompass data system and is able to complete the required analysis at district and school levels annually.

Out-Of-Field

Over the last few years, Tennessee has worked to ensure that tested grades and subjects are taught by licensed educators who hold the proper endorsement required to teach the course. Even so, in order to address teacher shortage issues and allow for locally-determined course scheduling decisions, Tennessee statute currently allows any licensed educator to teach one course outside of his/her area of endorsement. If an educator teaches more than one course or more than two sections of one course outside of his/her area of endorsement, the district must apply for a waiver. Multiple teams in the department are working to better understand the teacher supply and demand in Tennessee and identify where gaps exist, specifically for its neediest students.

- a. Definition: For purposes of determining equity and disproportionality, an out-of-field educator is teaching any course or grade for which he/she does not hold a valid license or the endorsement required to teach the course or grade.
- b. Data collection: Tennessee currently has information on the number of approved waivers and permits issued to districts. The cross-divisional data governance team is collaborating to determine the best way to collect information on out-of-field teaching.

Novice

Tennessee will use the term “novice” to fulfill the requirements to define “inexperienced” under ESSA for consistency with existing terminology.

- a. Definition: For purposes of determining equity and disproportionality, a *novice* educator has fewer than three years of teaching experience in Tennessee public schools.
- b. Data collection: Tennessee currently collects information on teaching experience in Tennessee public schools and does not include out-of-state experience or non-public school experience.

Minority Student

- a. Definition: *Minority* students include black, Hispanic, and Native American students, as defined within our state accountability system. These racial/ethnic student groups are historically underserved as defined within our state accountability system.
- b. We define student performance levels based on proficiency levels on the annual state assessments.
- c. Data collection: All districts have a student information system that feeds into the department’s Education Information System (EIS). The student information systems used by districts are required to elicit the information needed for state and federal purposes. Upon

enrollment, this information is collected from parents during the intake interview or from the enrollment form. This is monitored during the CPM monitoring of federal funds.

Low-income student:

- a. Definition: For accountability, funding, and determining equity and disproportionality, a *low-income, or economically disadvantaged* student is one who is directly certified as participating in state or federal assistance programs, such as: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and Head Start. Students who are identified as homeless, migrant, and runaway are also included in the direct certification calculation (low income/economically disadvantaged).
- b. Data Collection: The office of school nutrition provides direct certification data for Tennessee students. In addition, districts code and enter student information to identify the state’s status for homeless, migrant, and runaway for EIS.

Students with Disabilities:

- a. Definition: Students with disabilities are children with specific disabilities, as defined by IDEA, who need special education and related services.
- b. Data collection: The department is identifying and developing ways to better collect and share data to measure equity gaps for students with disabilities and support our work under *the strategic plan, Best for All*.

Educator Disproportionate Rates	State	Title I	Non-Title I
% Low-Income Students Taught by an Ineffective Teacher	54.2%	54.0%	54.6%
% Non-Low-Income Students Taught by an Ineffective Teacher	51.5%	53.0%	49.6%
Disproportionate Rate	2.8%	1.0%	5.0%
% Minority Students Taught by an Ineffective Teacher	53.0%	53.6%	51.1%
% Non-Minority Students Taught by an Ineffective Teacher	51.5%	53.0%	50.1%
Disproportionate Rate	1.5%	0.6%	1.0%
% Low-Income Students Taught by an Inexperienced Teacher	40.6%	43.1%	33.0%
% Non-Low-Income Students Taught by an Inexperienced Teacher	34.7%	37.5%	31.6%
Disproportionate Rate	5.9%	5.6%	1.3%
% Minority Students Taught by an Inexperienced Teacher	43.5%	47.1%	34.1%
% Non-Minority Students Taught by an Inexperienced Teacher	31.3%	31.4%	31.0%
Disproportionate Rate	12.2%	15.7%	3.1%
% Low-Income Students Taught by an Out-of-Field Teacher	3.2%	3.6%	2.2%
% Non-Low-Income Students Taught by an Out-of-Field Teacher	2.5%	3.4%	1.7%
Disproportionate Rate	0.7%	0.1%	0.5%

% Minority Students Taught by an Out-of-Field Teacher	3.8%	4.4%	2.2%
% Non-Minority Students Taught by an Out-of-Field Teacher	2.0%	2.5%	1.6%
Disproportionate Rate	1.7%	1.8%	0.7%

Source: 2024-25 Student Access to Effective Educators State Level Report
https://www.tn.gov/content/dam/tn/education/data/2024-25_State_Report-Student_Access_to_Effective_Teachers.pdf

Tennessee Teacher Apprenticeships

Tennessee’s Grow Your Own (GYO) initiative expands the traditional GYO model by offering aspiring educators the opportunity to participate in a teacher apprenticeship. The Tennessee Teacher Apprenticeship—a federally registered, nationally recognized model of professional educator training—helps to address the short- and long-term financial, recruitment, and preparation challenges both school districts and aspiring educators’ encounter. Additionally, these programs recruit diverse students and students from local communities. Tennessee’s teacher apprenticeship model offers sustainable funding opportunities using federal and state workforce dollars for no-cost educator pathways and stronger programming. Our registered teacher apprenticeship model provides teacher candidates 6,000 hours of paid on-the-job training and 1,800 hours of classroom instruction (which culminates with a bachelor’s degree) at minimal to no cost.

To ensure we provide comprehensive, high-quality, innovative educator preparation opportunities statewide, in spring 2022, the department invested \$20 million in Elementary and Secondary School Emergency Relief Fund (ESSER) funding in the University of Tennessee System to develop the Tennessee Grow Your Own Center (TNGYOC). Tennessee’s Teacher Apprenticeship provides a pathway for aspiring educators to join the profession at varying levels of experience.

- *High school students* can enroll in an apprenticeship starting at age sixteen and earn dual-enrollment credit through sequential courses in the Teaching as a Profession program of study. This experience helps candidates progress towards their bachelor’s degree while student teaching in their local school district.
- *College students* enrolled in education majors at a college or university can pivot to an apprenticeship program that offers job-embedded opportunities, increasing wages, and an accelerated degree. Ultimately, students can complete their degree and program in three years or fewer, with no associated costs.
- *School-based professionals* like paraprofessionals, instructional assistants, or other school-based support staff can seamlessly become licensed teachers. Apprentices remain in the classroom, teaching in the district where they will earn their degree—receiving increased pay and job-embedded support, all in three years or less.
- *Career changers and retirees* may be interested in teaching but do not want to take on the associated costs or time with returning to college. Instead, apprentices can complete outstanding coursework, meet required on-the-job hours, earn a living wage, and transition to the classroom full-time.

The Tennessee GYO Center funds four campus apprenticeship programs for candidates to attend at no cost for apprenticeship-related instruction through the University of Tennessee Knoxville, University of Tennessee Martin, University of Tennessee Chattanooga, and University of Tennessee Southern. Further, the Tennessee GYO Center subgrants to additional Education Preparation Providers (EPPs) that offer high-quality apprenticeship programs to candidates and districts across the state.

The department anticipates using a portion of Title II program resources and optional set-asides to support mentorship development and training.

- f. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Current SEA Initiatives

A safe and respectful environment is necessary for students to learn and achieve high academic standards and the SEA is dedicated to responsibly and effectively addressing bullying and harassment in Tennessee public schools. T.C.A. § 49-6-4503 requires that every LEA have a policy prohibiting bullying and harassment as well as procedures for investigating reports of bullying and harassment. The SEA will support LEAs reducing incidences of bullying and harassment through training which includes establishing a safe learning environment, defining bullying, warning signs and symptoms of bullying, and best practices in preventing and responding to bullying, and informational sheets for parents and educators.

The reduction of exclusionary discipline practices can impact school culture and reduce absenteeism. The SEA has expanded and enhances training and support to LEAs and schools to reduce the use of exclusionary practices and implement effective alternatives to suspension and expulsion. The SEA provides Restorative Practices training which guides school staff through the fundamental theory and practices for engaging students, staff, and parents in the school setting. This training includes how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, and the most effective methods to resolve common conflicts. InformTN, a component of the ePlan suite of tools for sharing data and guiding planning, includes a question that each LEA must complete annually to describe how the LEA will review and analyze student discipline data and what steps were taken to reduce lost instructional time and/or disparate impact due to student discipline. The SEA developed guidance on trauma-informed discipline practices that LEAs must use to develop discipline policies that balance accountability with an understanding of traumatic behavior, teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school, minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans, create consistent rules and consequences, and model respectful, non-violent relationships.

In the spring of 2024, the Tennessee General Assembly passed a state law, Public Chapter 1005 (HB390 SB191), allowing districts and schools to submit a school improvement plan no more than once every three years.

The SEA's Response to Instruction and Intervention for Behavior (RTI²-B) Framework includes evidence-based, problem-solving approaches to address student behavior and focuses on teaching students' appropriate behaviors as opposed to punishing inappropriate behaviors and also develops positive relationships between students and school staff. The purpose of the framework is to assist LEAs, schools, staff, parents, and students in aligning clear expectations with behavioral interventions in one cohesive multi-tiered system of supports (MTSS) that is sustainable for schools and LEAs to implement. RTI²-B is one of the non-academic frameworks that is considered a multi-tiered system of support. The Tennessee Behavior Supports Project (TBSP) provides training and support to schools and LEAs in the implementation of the RTI²-B Framework. The TBSP begins training with the development of strong, evidence-based Tier I procedures. Once schools receiving professional development and technical assistance from TBSP have developed a strong Tier I plan and are implementing it with fidelity, they

receive training and support in developing systematic Tier II structure, identifying students who need Tier II behavioral intervention, and implementing evidence-based Tier II interventions for behavior.

Student Supports Working Group Feedback

The Student Supports Working Group provided feedback identifying the need for more support for teachers in creating classrooms where they can fully address student needs related to mental health challenges and trauma. Proactive training and support for all school staff, not just teachers, would reduce behavior incidences that take away from learning time.

The Student Supports Working Group feedback also included the need for increased social workers, school counselors, and other mental health providers in schools and more funding for School Resource Officers (SROs) and alternative education programs. Increased training for these professionals was identified as a need, as well.

- g. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The State has invested over \$500 million through the Innovative School Models Grant to provide each middle school and high school across the state with resources to promote improved college and career readiness. As part of this initiative, districts and schools will be encouraged to develop staffing and support plans to ensure that students are guided through the transition from middle school to high school to postsecondary and/or career.

The department will provide regional and statewide technical assistance to ensure that best practices are employed, and that sustainability planning is conducted. In addition to overarching technical support, department staff will provide specific program support in the areas of Work-Based Learning, Early Postsecondary Opportunities, science, technology, engineering, arts and mathematics [STE(A)M], and College and Career Counseling to ensure that the appropriate stakeholders are informed about opportunities and resources and effectively guiding students to programming that has proven to have a positive impact on educational transitions.

All these efforts will improve the likelihood of students successfully transitioning to and through different levels of education by providing the following supports:

- Providing middle-grade and secondary students with career exploration opportunities to connect them with real-world opportunities.
- Developing student-individualized college and career plans.
- Implementing career counselors in both middle and secondary schools.
- Assisting students in finding and accessing postsecondary opportunities and/or employment.
- Creating robust partnerships between middle school/secondary schools with postsecondary institutions and industry partners.
- Organizing a timely and more streamlined data-tracking system for students attending postsecondary institutions and/or job placement.
- Devising local solutions for barriers to increasing access to postsecondary or employment opportunities.

2) Title I, Part C: Education of Migratory Children

- a. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - (i) The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - (ii) Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - (iii) The integration of services available under Title I, Part C with services provided by those other programs; and
 - (iv) Measurable program objectives and outcomes.

The goal of the Migrant Education Program (MEP) is to ensure that migratory children benefit fully from the same free public education provided to other children and to help them overcome issues such as educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to be successful in school. To this end, the MEP in Tennessee seeks to accurately identify all migrant students, including preschool, in-school, dropouts, and out-of-school youth, in the state through a thorough understanding of the agricultural activities of Tennessee, strategic networking with community stakeholders, and an unwavering commitment to the well-being of the youth this program serves.

Tennessee's Revised Organizational and Contractual Strategies

Tennessee implemented multiple changes to the Migrant Education Program (MEP) in the 2021-22 school year which were designed to strengthen and improve the efficiency and instructional capacity of the MEP. These program revisions coincided with the end of the contractual term between the department and the previous grant contractor. Beginning in 2021-22, a new contractor began conducting the identification, recruitment, and verification of students, managing migrant data collection, delivering professional development to LEAs, managing the state MEP Parent Advisory Council (PAC), and providing instructional and support services to preschool and out-of-school youth (OSY) across the state.

The allocation of funds to provide instructional and support services to K-12 enrolled migratory students has also been revised. Historically, Tennessee had contracted with a third-party external agency to provide all educational and humanitarian services. This change to Title I, Part C funding allocation represents an exciting time in the Tennessee MEP. For the first time in more than 23 years, districts may apply to receive allocated subgrants to operate local instructional and support programming for migratory students. By providing districts grant funds to operate local programs for migrant students, local educators wield more control of the instructional components as well as assume greater responsibility for program outcomes within the MEP.

District Grant Funding Strategies

By accessing Tennessee's Consolidated Funding Application (CFA), districts may now choose to release or accept Title I, C funds. Those accepting funds develop a local budget to provide services for migratory and migratory Priority for Service (PFS) K-12 enrolled students. All districts that accept funding must develop educational services targeting ELA and math to align with state initiatives and develop a local PAC. Whether a district accepts or releases funds, it must collect information in conjunction with the state MEP contractor to complete the required annual Individual Needs Assessment (INA). The INA is an electronic tool which documents instructional, support, and humanitarian needs for each migratory

student. Through the INA, a student's PFS status is automatically calculated and communicated to the district. The INA information is stored in the state's TNMigrant database, then shared internally with teachers serving migrant students.

Priority for Service (PFS)

In alignment with ESEA § 1304(d), the TN MEP classifies migratory students as PFS when a migratory child (1) has made a qualifying move within the previous one-year period and who is failing or most at risk of failing to meet the state's challenging academic content and student achievement standards, or (2) has dropped out of school. The department ensures migratory children who meet the definition of "priority for services" are given priority for Title I, Part C services.

K-12 Students

Migratory students who are enrolled in MEP grant-funded districts receive locally developed instructional and support services such as before and after school tutoring in the areas of greatest academic need which are provided on site or virtually. Additional services include targeted tutoring of PFS students who need more extensive remediation, dental and vision screenings when other resources have been exhausted, and humanitarian supports. The districts leverage their migrant funds and take advantage of the multiple community agencies which help with needs such as utility bills and have clothing banks and food pantries.

Migratory students who are enrolled in non-MEP funded districts are served by the state contractor. Services are provided in-person as well as virtually. Reading, math, and homework help are key instructional areas in which tutors focus their attention. Students can receive individualized targeted instructional support and also may participate in group enrichment activities such as educational field trips and remote group events highlighting literacy and STEM. High school migratory students are provided with college and career readiness workshops, goal setting sessions, college visits and other high school graduation and post-secondary planning opportunities. The MEP also sponsors a summer leadership academy for high school age students in order to further their graduation and post-secondary goals.

Preschool Students

Preschool migratory services begin with the identification of eligible migratory children by the state's contractor. Once the child is determined to be eligible, services are provided by field services staff based on the child's needs. Typical services include health and nutrition information for parents, information on developmental milestone and school readiness, and educational materials for use within the family home for young children, individualized in-home services and group virtual service events. A service priority includes enrolling eligible students in formal community and school preschool programs. Every effort is made to ensure the beginning of academic success and school readiness for migratory preschool students.

The Tennessee MEP collaborates locally with the Tennessee Telamon Corporation, which serves migrant preschool children in five counties across the state. Early Head Start provides childcare for children 0 to 2 years old, and Migrant and Seasonal Head Start provides childcare and preschool for children of eligible farmworkers ages 0 to 5 years old. The Tennessee MEP encourages migrant parents to enroll their children in preschool programs to develop socialization and school readiness skills.

Out-of-School-Youth (OSY)

The state contractor's team members provide a variety of educational and advocacy services to OSYs with a focus on providing essential English, workplace safety and life skills lessons. OSY are also offered opportunities to work with an educator to determine realistic self-paced goal setting for their success.

Tutors use English language development materials like *Ingles en Minutos*, *Guia Bilingue*, and the *Oxford English Picture Dictionary* to expand emerging English skills. In addition to English classes, the OSY team also provides many life skills lessons, including lessons focused on topics such as using U.S. money, how to navigate banking, shopping, and dining, and how to contact a local clinic and make an appointment for a medical/dental need.

The OSY team also provides mini-lessons on many important subjects for the OSY farmworkers pertaining to their health and safety. Topics for the focused mini-lessons include workers' rights, hydration, sun protection, hygiene, and the dangers of alcohol and drug consumption. Tutors also facilitate support services. Those services include ensuring the OSY have adequate food, clothing, and medical/dental care. MEP staff also provide transportation for OSY to local service agencies and medical/dental facilities.

Complementary resources for migrant practitioners working with OSY are also available through the *Innovative Strategies for Out of School and Secondary Youth (iSOSY) MEP Consortium*. These resources include instruction in reading, math, writing, life skills, and an OSY English language screener. The site also provides personal wellness information related to alcohol, anxiety, depression, trauma, and stress, which the contractor's service staff may download in English and Spanish and share with OSY at no cost.

Dropouts

All migratory students who have dropped out of school are surveyed and counseled about opportunities to engage in programs to earn a high school diploma or equivalent. Dropouts are interviewed about their educational goals and their interest and ability to participate in a variety of programs that include traditional high school, HiSet/GED, HEP and adult high school programs offered by community agencies and community colleges. Students are also provided services based upon their identified needs.

Identification And Recruitment (ID&R)

MEP ID&R staff work in or close to areas where high-density migrant populations reside to reach migratory children and youth efficiently. As a receiving state in which a large portion of its migrant student population arrives in the summer months, the Tennessee MEP contractor also hires additional recruiters in the summer and fall during the peak harvest season. For school-based recruitment, the Tennessee MEP works with schools across the state to collect Occupational Surveys at the beginning of each school year, which allows parents/guardians to indicate if they work in qualifying activities such as agriculture or processing. For community-based recruitment, the Tennessee MEP contractor dispatches recruiters to agribusinesses and culturally relevant centers. The contractor's ID&R team lead organizes the statewide ID&R efforts and is responsible for ensuring quality control mechanisms are followed. The ID&R team conducts outreach activities using MSIX Move Notices, referrals, H-2A & H-2B job orders, agricultural maps, local network lists, and other data to develop leads. The contractor's team of MEP recruiters actively pursues the leads obtained to recruit eligible migrant students.

Training is a critical part of Tennessee's ID&R quality control strategy. An ID&R training plan for recruiters covers MEP eligibility definitions, understanding of decision-making processes related to federal definitions, knowledge of local agriculture production and process activities, familiarity with local growers, how to accurately complete an E-Certificate of Eligibility (e-COE), and case studies on common eligibility scenarios.

A thorough training course for newly hired recruiters as well as an updated comprehensive interactive training for all recruiters is conducted annually. Newly hired recruiters must demonstrate mastery of the

content and material related to interviewing, recruiting, and qualifying migrant students. The written documentation of all participants who successfully complete comprehensive trainings is maintained and kept on file by the State Director.

ID&R staff are given an ID&R assessment annually to evaluate the knowledge and practices of individual recruiters and implement corrective action accordingly. New members of the ID&R team receive an orientation in which they are introduced to the Office of Migrant Education (OME) Identification and Recruitment eligibility criteria. The Tennessee MEP contractor conducts trainings annually for district migrant staff which includes the use of the Tennessee MEP secure server, the Migrant Information System (MIS2000, or TNMigrant) system, the national Migrant Student Information Exchange (MSIX) database, and special topics sessions prioritized by the State.

ID&R Plan

The TN MEP ID&R team is organized based on the geographic, cultural, and linguistic distribution of migratory children throughout the state of Tennessee. The team identifies all the migratory children in the state through the following priorities:

○ MSIX Move Notices and referrals: place the highest priority for outreach on MSIX move notices and referrals to the TN MEP since they are the most likely to qualify and enroll,

○ Occupational Surveys: follow up to identify and recruit all eligible migratory children within Tennessee's schools. Survey outreach also leads to the incidental recruitment of younger siblings who are not yet in school and older siblings who may have dropped out of school.

Head Start collaboration: identify and recruit potentially eligible migratory children and Telamon partnership to facilitate referrals.

H-2A and H-2B Job Orders: follow up on those within the state because they often have OSY students that are eligible. In addition to those in the H-2A or H-2B program, there are often other, local individuals that work for these farms as well who may qualify for the MEP, either as Pre-K students or OSY.

Farm visits: identify potentially eligible migratory children of all ages. This is the best way to recruit those children who are not in school and is especially effective in summer.

Employer documentation: every COE completed informs future recruitment efforts by documenting where work is conducted.

Passive recruitment: TN MEP services staff trained to complete a checklist to determine potential eligibility of migratory children and youth with completed checklists reviewed by MEP ID&R staff to determine if a follow-up should be conducted. In addition, referrals will continue to be encouraged using the TN-MEP website referral form.

Parent and Family Engagement

The Tennessee MEP involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its programming. Tennessee's Migrant State Parent Advisory Council (PAC) is comprised of parents from across the state representing different language and cultural groups. The Tennessee MEP convenes a minimum of two (2) State PAC meetings annually in addition to the requirement for local PACs to convene at the district level. Documentation of attendance and participation at parent meetings is maintained including agendas, meeting minutes, and attendance records for each event.

Family engagement opportunities are provided in an ongoing manner with the intent of increasing parents' and caregivers abilities to more fully participate in their students' learning and support their educational success.

Joint Planning with Title III

Many of Tennessee's migratory students are also English learners (ELs) and receive English as a Second

Language (ESL) instruction in the schools. Migrant EL students' instruction and progress are monitored the same as other ELs in the state. The State's Individual Learning Plan (ILP), which is completed for all EL students, complements the migrant INA form to assist districts with designing appropriate instructional supports and academic achievement goals for migrant students who are also ELs. The district Migrant Liaisons often double as the EL Coordinator and have received state training to assist them with the coordination of Title III and Title I, Part C.

Districts are held accountable for both growth and progress for ELs through Results-Based Monitoring. Tennessee funds ESL programs through its state funding formula and, therefore, holds all districts accountable. This accountability ensures that all ELs, including migratory students, receive their civil rights to a free and public education that includes ESL services as required in the Lau remedy. Both achievement and EL proficiency data are disaggregated on the State's annual report card.

Integration of Services

The Division of Federal Programs and Oversight manages the MEP program as well as all other programs under ESSA, allowing for effective and efficient collaboration amongst programs. For example, the state's McKinney-Vento Grant Manager hosts training about homeless students for districts and provides significant details to assist migrant practitioners with serving homeless migrant students, including accepting alternate documents to establish residency, and accessing immunization and medical records. Training on homeless students is also offered twice a year to the state's ID&R team to ensure proper identification is occurring. Collaboration also occurs with the department's special education team in regard to the late or delayed identification of special needs migrant students. Information has been shared with districts to alert them to migrant students who possibly have not received or have not been referred for testing. Additionally, the MEP has designed a professional development system that provides ongoing support in both virtual and in person formats to district and school personnel to ensure migrant supports are coordinated with other educational services.

At the local level, Tennessee's INA form was designed to assist districts in gathering needed data to facilitate the coordination of services. Information such as grades, assessment data, attendance data, special education status, EL status, and humanitarian needs are all noted on the form and allow districts to efficiently determine where instructional and supports are needed. The INA is shared with all educators who work with the student, allowing for the coordination of various services at the district and school level. The state MEP contractor's service providers also use the INA to develop plans to provide services to the K-12 students served in the districts that do not receive Title I, Part C funds.

Comprehensive Needs Assessment (CNA) & State Service Delivery Plan (SSDP)

The Tennessee MEP adheres to the Continuous Improvement Cycle required by the national Office of Migrant Education (OME) at the U.S. Department of Education. With the introduction of a new State Contractor, the Tennessee MEP initiated a revision to its existing State Service Delivery Plan (SSDP). Tennessee initiated the beginning of its three-year continuous improvement cycle in the spring of 2023 by completing a new CNA with a new SSDP released in the fall of 2024.

State Performance Target Alignment Chart

The Service Delivery Plan (SDPs) Measurable Program Outcomes (MPOs) and Solution strategies are aligned and help contribute to the State's performance targets.

State Performance Target	TN MEP Solution	TN MEP MPO
Reduce by 5% annually the percentage of migratory students not meeting On Track or Mastered level on the state annual assessment in literacy.	Deliver literacy support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and summer programming.	By Aug. 31, 2026, 60% of PFS students in grades 3-8 who received at least 8 hours of MEP literacy instruction will achieve growth on the TCAP ELA assessment.
Reduce by 5% annually the percentage of migratory students not meeting On Track or Mastered levels on the state annual assessment in mathematics.	Deliver math support to migratory students through supplemental activities such as in-home instruction, in-school instruction, and other services.	By Aug. 31, 2026, 60% of PFS students in grades 3-8 who received at least 8 hours of MEP math instruction will achieve growth on the TCAP Math assessment.
Increase the four-year cohort-adjusted graduation rate for migratory students by 2% each year.	Provide supplemental academic support, post-secondary preparation support, and youth development programs for migratory high school students.	By Aug. 31, 2026, 70% of migratory students in grades 9-12 who participated in at least 8 hours of MEP-funded services will have a completed TN MEP graduation plan and take at least one concrete step identified in their plan.
	Support OSY and dropouts through goal setting, English language development and other services.	By August 31, 2026, the percentage of students who drop out of school, received MEP services, and either returned to school or entered a high-school equivalency program will increase by 25% over the 2023-2024 baseline.
		By Aug. 31, 2026, the percentage of OSY receiving instructional services will increase by 10% over the 2023 baseline.
By 2026, decrease the percentage of migratory students determined to be deficient or at risk of deficient in reading as measured by the first Universal Screener by 15% compared to the 2023 baseline.	Deliver kindergarten readiness support to migratory children ages P3-P5, with a special emphasis in language and literacy, math, approaches to learning and social-emotional skills.	By Aug. 31, 2026, 75% of MEP students entering kindergarten who received at least 5 MEP service contacts will demonstrate growth on the Tennessee MEP Early Childhood Inventory.

Service Delivery Plan (SDP) Plan Evaluation

Tennessee will evaluate the effectiveness of the MEP using an Evaluation and Progress Monitoring Plan with the aim of measuring program impact on migratory children and youth, improving planning and intervention strategies, and better understanding if migratory children’s needs are met. The evaluation of the TN MEP will be completed by the state MEP contractor to be reviewed by the State and in the third year of implementation. Data and information will be systematically collected throughout project implementation to contribute to the evaluation and subsequent decision-making processes.

The TN MEP’s evaluation plan will report on implementation and program results or outcomes. Through this lens, the TN MEP will better understand progress towards meeting MPOs around the SDP’s solution strategies (Literacy, Math, Career and College Readiness and School Readiness) and their impact on state performance targets.

To understand if the Tennessee MEP is achieving the MPOs, data on migratory students and services will be collected by the state MEP contractor throughout program implementation. Data collection methods will include service data as collected through the platform MIS2000, and an Implementation fidelity rubric.

To comply with Federal guidelines, the Tennessee MEP will submit a written evaluation that responds to the evaluation plan created as part of the SDP. The results of the program will be analyzed on an annual basis by the Tennessee MEP. An implementation evaluation will be conducted every third year. The written evaluation report will include the purpose, methodology, results, and implications of those results—detailing recommendations and conclusions that are drawn as a result of the evaluation.

The TN MEP will evaluate the SDP in a manner congruent with the Title I, Part C law, regulations and guidance using program monitoring, MEP-specific assessments, structured and supported statewide migrant data collection, and evaluation of program implementation, state performance targets, and MPOs. The MEP evaluation is designed to drive program improvement and determine the extent to which the TN MEP:

- jointly plans and coordinates with Title III, Part A, McKinney-Vento Homeless Assistance Act, and other federal, state, and local programs as specified by the ESSA;
- is meeting and/or making progress toward the State Performance Targets for migratory students established to meet the goals of the Title I, Part C State Migrant Education Program;
- achieves the specific implementation efforts outlined in the SDP; and
- demonstrates progress on the MPOs vis-a-vis SDP implementation efforts.

The evaluation will be informed by existing data collection and processes modified to include new implementation strategies and associated instruments and tools established in this SDP and described above. These include migratory student Individual Needs Assessments, family engagement plans, TN MEP Service Level designations, PFS designations, TN MEP Early Childhood Inventory, and TN MEP graduation plan.

Evaluation will be conducted annually beginning in 2024-2025. The evaluation will examine and report on progress toward each State Performance Target, implementation indicator, and MPO, both statewide and by subgrantee. Statewide migratory student performance on Performance Targets will be disaggregated by PFS, non-PFS, and by the level of services targeted and received. Data will be drawn from the statewide MIS2000 student data management system, the Department’s databases, MEP assessments and implementation documents (outlined above), and district and parent surveys as needed. Each measure, together with other data relevant to the evaluation, will be included in an annual, comprehensive data collection plan that identifies the specific data to be collected, by whom, when, and where it is to be recorded.

The Department additionally provides ongoing and risk-based monitoring of MEP subgrantees intended to determine implementation fidelity, use of designated MEP tools and instruments, and adherence to the expectations of this SDP. Data collected through the monitoring process will also inform the evaluation.

- b. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Interstate and Intrastate Coordination

The Tennessee MEP is a participant in the Coordination Work Group activities and provides input through the Kentucky MEP Director who leads the Work Group to which Tennessee is assigned. The Tennessee Federal Program office maintains communication with its OME Program Officer, is a

subscriber to the MEP Listserv, and attends all Annual Director's Meetings (ADMs)

Electronic Records and Reports

The state MEP contractor is responsible for ID&R activities including the development and implementation of COE quality control. All COEs submitted for approval are reviewed using the following process to verify all COE elements before being sent to the Designated SEA Reviewer for approval. These elements include but are not limited to:

- child eligibility,
- compliant documentation of child eligibility,
- spelling and typing errors, and verification of student information.

A COE can be sent back to the recruiter at any point for an eligibility question, typo, student information verification or other questions. The following bullets detail the three steps of COE completion, review and approval.

- Recruiter
- Verifier
- Designated SEA Reviewer

State Reinterviews

All COEs are reviewed and audited on a regular basis according to the re-interview guidelines in 34 CFR 200.89 to ensure there was sufficient evidence to support the accurate and appropriate eligibility determination of all COEs. The documentation of the results of such reviews and audits are maintained in a secure, electronic format and are reported to the State Director.

Exchange of Student Records

The Tennessee MEP uses the data system MIS2000, an internal facing platform, to collect, and report required information about migrant students served by the program in a timely fashion. Migrant Liaisons use TNMigrant, an online, browser-based tool for accessing MIS2000, to securely share migrant data with the State and the State MEP contractor. The Tennessee MEP incorporates all required Minimum Data Elements (MDEs) in MIS2000 and for daily transfer to the national Migrant Student Information Exchange (MSIX) system.

The Tennessee MEP contractor has a full-time data specialist who specializes in organizing, cleaning and reviewing data, as well as communicating with the districts around data collection. This work is supported by the contractor's data manager and from within the Tennessee Department of Education by the personnel in the position of Data Manager & ED Facts Consolidated State Performance Report (CSPR) Coordinator.

Tennessee uses its Title I, Part C funds to provide effective records and information exchange with other states through maintaining data systems and data coordination through ED Facts, MSIX, the CSPR, and with districts. The states participate nightly in the sending and receiving of move notifications through MSIX and works to ensure student data is entered accurately and timely to make records available to other MEP programs as students move. Referrals received through MSIX are followed up on by the recruiter assigned to the area where the students are moving to conduct interviews and determine if the student qualifies under our interpretation of the guidance. Changes to a student's migratory status is provided through a secure database server and districts who then provide this information to their schools.

- c. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Tennessee has historically operated its entire Migrant Education Program through a state-contracted agent. Beginning with the 2020-21 academic year, the department's decision to restructure the program led to the first-time availability of district Title I, C allocations through the Consolidated Grant Application (CFA) system. A new State MEP contractor would provide instructional and support services to Pre-K children and OSYs statewide and continue to provide instructional and support services to K-12 students in the non-MEP funded districts. The State's priorities for the use of funds, therefore, are designed to support this restructured organization of Tennessee's MEP:

- District subgrants are issued to provide K-12 instructional and support services to enrolled students. Instructional services are primarily offered through before/after school tutoring, and support services include both humanitarian needs and emergency medical/dental needs.
- At the direction of the State, the new State MEP contractor assumed full responsibility for several core areas of the program, including ID&R, data and reporting, parent advisory council (PAC)/parent and family engagement, Comprehensive Needs Assessment (CNA)/Service Delivery planning, and services to OSY, preschool, and K-12 migratory students in non-MEP funded districts.

3) Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- a. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Tennessee's Title I, D program provides supplemental educational services and other supports to children and youth in correctional facilities and neglected and delinquent programs to provide services to assist students in making successful transitions once released. The Department of Children's Services and the Department of Corrections provide these services for students in correctional facilities through Title I, Part D, Subpart 1. The provision of these services to students in neglected or delinquent facilities is a district responsibility under Title I, Part D, Subpart 2. This requires districts to align and integrate services to students in neglected and delinquent facilities with other students in the district. The department has executed an extensive professional development plan so that all districts will be equipped with the program information and resources for a successful transition between correctional facilities and neglected and delinquent programs.

State agencies and districts have developed formal processes and procedures through statutes, memoranda of understanding, and practices that ensure successful navigation across child-serving systems and transition between correctional facilities and back into communities. The department is continuing to review and update its policies to ensure all students receive appropriate educational services in detention centers and other facilities where students are incarcerated. When a child or youth transitions from a locally operated program to the correctional facility, the district will ensure that all relevant records are transferred in a timely manner. The department collaborates with the district and correctional facility to develop procedures for:

- notifying the school district that a student has been remanded to a correctional facility,
- facilitating transition team meetings with all relevant stakeholders to ensure children and youth transition to the appropriate placement upon exit from the facility, and
- describing how districts will coordinate programs with existing social, health, and other services to meet the needs of students returning from correctional facilities.

- b. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Program Objectives

- Provide multiple options for career exploration for students;
- Develop and require student-individualized career plans; and
- Encourage equitable access for all students in all facilities and learning environments.

Program Outcomes

- Students will be able to better identify their chosen career path options.
- Students will be able to assess career interest and aptitude results and utilize appropriate Career and Technical Education (CTE) and academic course plans and resources.
- Students will have access to equitable resources and tools for a successful transition to college and/or career.

4) Title II, Part A: Supporting Effective Instruction

- a. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Additional Endorsement Adaptation Grants

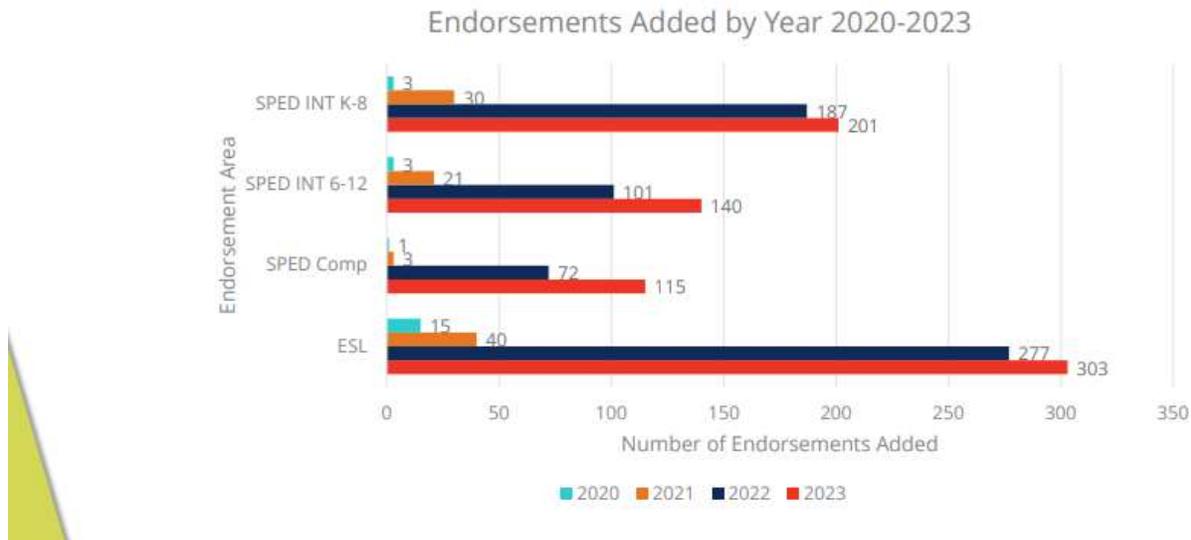
Since 2020, the department has invested over \$4 million, distributed over eleven EPPs, to provide additional endorsements at no cost to educators in high-demand, high-need content areas. These endorsement programs remove financial barriers for educators, provide flexibility using online, primarily asynchronous programming, and help districts plan for their staffing and vacancy needs. These no-cost additional endorsement programs support professional development and help improve instructional strategies of teachers, principals, and other school leaders.

Between 2020-2023, the department has offered 5,698 spots in the following additional endorsement areas:

- English as a Second Language Pre-K-12 (490)
 - Special Education Interventionist K-8 (144)
 - Special Education Interventionist 6-12 (145) - Special Education Comprehensive Program K-12 (461)
- Ultimately, 4,097 candidates enrolled, and 1,257 candidates completed (meaning completion of all applicable coursework and qualifying scores on assessments). Of these completers, 995 added one endorsement, 175 added two, 81 added three, and 6 added four.

- b. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (*ESEA section 2101(d)(2)(E)*): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Endorsements Added by Year 2020-2023



Tennessee has a multifaceted approach to improving equitable access to effective teachers across the state. By working with educator preparation programs to implement high standards for teacher preparation and provide robust support for continuous educator improvement, the department is invested in ensuring all students have well-prepared and well-supported teachers and leaders.

Branch Alliance for Educator Diversity (BranchED)

This past year (2023-24) the department invested \$175,000 to help support and improve the state’s four Minority Serving Institution (MSI) Educator Preparation Providers (EPPs). The Branch Alliance for Educator Diversity, the only non-profit organization in the nation dedicated to strengthening, growing, and amplifying educator preparation programs at MSIs, would like to continue their partnership with the department to improve current MSI EPPs preparation of effective diverse teachers and leaders. During the 2023-24 academic year, BranchED worked with four Tennessee MSI EPPs (TSU, Fisk, Lane, and LeMoyne-Owen) in two phases: the gathering insight phase and building capacity phase. This work enabled BranchED to gain insight into these programs’ needs, barriers, and goals to develop an enhancement plan and provide capacity building support.

Using data, document reviews, classroom observations, benchmarking site visits, and learning summits, BranchED has successfully identified the needs of these four MSI EPPs and would like to continue working with one of our MSI EPPs—LeMoyne Owen College—over the next year (2024-25). By extending this support to LOC, BranchED intends to help LOC rebuild partnerships with communities and school districts and begin assisting LOC in rebuilding and transforming their current programs.

The department is currently working with BranchED to extend their work over the next year by assisting two MSI EPPs—Lemoyne-Owen College and Lane College—in rebuilding and transforming their current educator preparation programs by developing customized on-campus workshops, one-year targeted coaching support, technical assistance, and a residency model for Lane College. The department has invested \$154,000 to complete this work.

TEAM Evaluation

The Tennessee Educator Acceleration Model (TEAM) is a statewide educator evaluation system available at no cost to LEAs. The department developed TEAM using a three-pronged approach: promoting educator effectiveness, supporting implementation while encouraging increased local ownership and flexibility, and fostering continuous improvement and innovation. By using a multi-measure system that combines student growth data, student achievement data, and locally produced educator observation data, the TEAM evaluation process provides educators with a model that helps them continuously review and improve their practice.

TEAM includes unique observation rubrics for use with different educator populations. These include:

- General Educator Rubric (most classroom teachers)
- School Services Personnel Rubric (counselors, psychologists, interventionists, etc.)
- Library Media Specialist Rubric (librarians)
- CLASS Rubric (Pre-K teachers only)

TEAM Website

To continue to encourage high-quality educator practice, the department hosts the TEAM website, dedicated to providing resources for all aspects of TEAM evaluation. In addition to technical documents, timelines, and legislative updates, the TEAM website hosts myriad content-specific evaluation support. In fall 2021, the department released two leader learning modules, *Observation Norming Session: Calibrating Observation Scores and Feedback* and *High-Quality Feedback District Workshop*, each focused on improving teacher observation feedback. In June 2022, the department released the TEAM Administrator Evaluator Handbook updated for the 2022-23 school year. Additionally, the department released content specific evaluation guidance documents. These documents include support for:

- Alternative Educators
- Gifted Educators
- Physical Educators
- Special Educators -
English Learners Educators
- College, Career, and Technical Educators (CCTE)
- Early Grades Educators

In 2021-22, the department restructured the Pre-K and Kindergarten student growth portfolio models to align to new literacy standards, followed by a similar restructuring of the first- and second-grade student growth portfolio models for the 2022-23 school year. In both cases, the department established advisory councils of implementing teachers to provide feedback for improvement and implementation. The *TEAM Portfolio Guidebook for Administrators and Teachers* was developed to provide guidance to both implementing teachers and portfolio leads in implementing districts guidance for the newly released models.

In fall 2023, the department released the first iteration of the TEAM TN Best Practices Library. This new resource will provide TEAM rubric, indicator aligned video examples of instructional practice from Tennessee Teachers of the Year. Each indicator includes an accompanying learning guide designed for use with professional learning communities or for professional development sessions. The library can be used to provide examples for individual teacher support as well.

Differentiated Pay

Tennessee understands that effective teachers are essential in making achievement gains and having the ability to differentiate pay based on certain criteria empowers districts to recruit and retain effective teachers, as well as recognize and incentivize performance.

In June 2013, the state board passed a revised set of guidelines pursuant to T.C.A. § 49-3-306(h), which requires districts to create and implement differentiated pay plans. These differentiated pay plans give local control to districts regarding salary schedule and create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. Plans are presented to the state board for approval.

The department has provided support to districts by creating greater differentiation of teacher roles, responsibilities, and salaries aligned to instructional priorities to widen the pipeline of teacher-leaders across the state and supporting equitable access. Districts must differentiate how they pay licensed personnel; however, districts have flexibility to develop and implement pay plans that meet their specific priorities, needs, and context:

- Rewarding teachers who teach in high-needs schools or high-needs subject areas, sometimes referred to as hard-to-staff subjects or schools.
- Rewarding teachers for performance based on state board approved evaluation criteria.
- Providing supplemental compensation to teachers who take on additional instructional responsibilities (e.g., instructional coaches).
- Adopting alternative salary schedules.

Districts are required to submit their differentiated pay plans annually for review by the department. Within the submission, a district must describe how it will differentiate for a certain element (e.g., hard-to-staff, performance, additional roles, education, experience), including the eligibility criteria, amount, number of teachers estimated to be eligible, funding, and percentage of salary covered. Upon submission, the department will review each plan and follow-up with districts as appropriate. Plans are conditionally approved in the summer, pending locally captured vacancy data collection in the fall. Approved district differentiated pay plans are posted on the department's website [here](#).

- c. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Licensure

In July 2015, the Tennessee State Board of Education approved a new policy regarding educator licensure. This policy was designed to streamline both the structure and types of licenses Tennessee offers. Since then, the department and SBE have made updates to licensure code, rule, and policy to remove barriers to entry while upholding rigorous standards. In 2023, the Tennessee State Board of Education and the department partnered with the National Association of State Boards of Education (NASBE) to engage in a licensure coherence project, which will examine licensure pathways in the state.

The chart below details license types in Tennessee:

Type of License Requirements for Initial Licensure Structure Advancement Practitioner Hold a bachelor's degree from a regionally accredited college or university Demonstrate content knowledge (professional content assessment or major in the content area) Be enrolled in or have completed an approved educator preparation program Recommendation for initial licensure comes from EPP (for approved EPPs) or from the educator with EPP recommendation Submitted qualifying scores on required

assessments 3-year validity period Continuously renewable if advancement criteria are not met Submit application Achieve qualifying score(s) on assessments After initial renewal, 30 PDPs required for each validity period renewal Completed preparation program Submit application and passing scores on all required professional assessments 3 months (25 months) of experience Director of Schools recommendation **or** 30 PDPs **Professional** Advancement from the practitioner license or issued on the basis of a valid, professional-level license from a NASDTEC member state 10-year validity period Renewable Submit application and accrue 60 PDPs **or** 2 years of experience within the validity

Emergency Credentials

[Chapter 932 of the Public Acts of 2022](#) (PC932), now codified as T.C.A. 49-5-106, authorizes the Tennessee Department of Education (department) to issue temporary teaching permits and endorsement exemptions to an expanded number of educators for the 2021-22, 2022-23, and 2023-24 school years.

Temporary Permits allow an unlicensed individual to serve as a teacher of record. The requirements for an individual to receive a temporary permit are outlined in State Board of Education Rule [0520-02-03-.12](#). As of July 1st, 2023, there are three types of approved permits: academic permits, occupational permits, and clinical practice permits. Permits may not be issued for special education courses, Pre-Kindergarten courses, elementary physical education, and courses in which an End-of-Course exam is required, unless the candidate provides a passing score on a specialty area content assessments (applicable to clinical practice permits only).

Endorsement Exemptions allow a licensed educator to teach more than two sections of one or more courses outside of their area of endorsement. The requirements for an individual to receive an endorsement exemption are outlined in State Board of Education Rule [0520-02-03-.11](#). Endorsement exemptions may not be issued for special education courses.

In addition, the endorsements that may be issued were also streamlined in 2015. Below are the areas for which a licensed educator is prepared to provide instruction, leadership, or services in schools and districts in Tennessee.

Grade Spans	Endorsement Areas
Early	Birth-K Pre-K-K Pre-K-3
Elementary	K-5
Middle	Math 6-8 Science 6-8 English Language Arts 6-8 Social Studies 6-8 (Retired as a new endorsement area, but those who possess may keep as long as license remains valid)
Secondary	Core Academic 6-12 World Languages 6-12 Career and Technical - Academic 6-12 Career and Technical - Occupational 6-12
Pre-K-12	Fine Arts PE/Health English as a Second Language World Languages
Special Education	Integrated Early Childhood Birth-K Integrated Early Childhood Pre-K-3 Preschool/Early Childhood Pre-K-3 Interventionist K-8 Interventionist 6-12 Comprehensive K-12 Vision K-12 Hearing K-12

TNCompass

Tennessee has an online educator data management system, TNCompass. The system is the repository for information related to educator licensure and evaluation. EPPs can enroll and track candidates all the way through program completion and recommendation for initial licensure using TNCompass.

As part of the licensure process, the department collects data on educator preparation. This data is linked to evaluation data that helps the department gather additional information on placement, retention, satisfaction, and evaluation of graduates from Tennessee-approved educator preparation providers. These data are crucial for ongoing approval and accountability of these providers.

Tennessee Literacy Success Act

The 2021 Tennessee Literacy Success Act requires certain educators to complete a literacy course before license renewal. The Tennessee Literacy Success Act requires that all teachers holding a license with an endorsement that allows them to teach reading in grades K-5 complete at least one approved foundational literacy skills course by August 1, 2023. The free TN Early Reading Training or Secondary Literacy Training meets this training requirement. After completing the selected training, a certificate is earned with a passing score on the summative assessment. This certificate must be uploaded to TNCompass within one year of the educator’s licensure renewal or advancement deadline.

Effective August 1, 2023, candidates seeking to obtain, renew, or advance a teaching license with at least

one qualifying endorsement (listed below) must provide evidence documenting the completion of an approved foundational literacy skills course or by passing the early literacy assessment to fulfill requirements of the Tennessee Literacy Success Act. This documentation must be submitted in TNCompass within one year of the licensure and endorsement issuance, renewal, or advancement date. Educators completing the training requirement detailed above can use the documentation from course completion to satisfy this requirement if the documentation is submitted within one year of the licensure and endorsement issuance, renewal, or advancement date. This licensure requirement pertains to the following qualifying endorsements:

- (468) Early Development and Learning Pre-K-K
- (467) Early Childhood Education Pre-K-3
- (2000) Integrated Early Childhood Education Birth-K
- (2001) Integrated Early Childhood Education Pre-K-3
- (120) Elementary Education K-5
- (459) Special Education Early Childhood Pre-K-3
- (461) Special Education Comprehensive K-12
- (144) Special Education Interventionist K-8
- (441) Instructional Leader License (Aspiring) – Out of state pathway only
- (442) Instructional Leader License
- (443) Instructional Leader License
- (463) Special Education Hearing Pre-K-12
- (466) Gifted Education Pre-K-12
- (486) Reading Specialist Pre-K-12
- (490) English as a Second Language Pre-K-12

All educators holding a license with an endorsement that allows them to teach reading in grades K-5 must complete an approved foundational literacy skills course by August 1, 2023. In addition to completing an approved foundational literacy skills course by August 1, 2023, educators holding impacted endorsements and submitting licensure applications on or after August 1, 2023, must demonstrate that they met this requirement when submitting a licensure transaction. Educators who hold a license set to expire on August 31, 2022, or August 31, 2023, who submit a licensure transaction before August 1, 2023, will not be required to submit evidence demonstrating completion of the course or assessment with the application for licensure purposes. Individuals holding an instructional leader license must meet the requirements of the Tennessee Literacy Success Act, regardless of the role in which they are currently serving.

edTPA

The edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States. The edTPA was developed by Stanford University's Center for Assessment, Learning, and Equity (SCALE), and informed by educators as well as through the experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers). The edTPA emphasizes, measures, and supports the skills and knowledge that all teachers need on the first day in the classroom. It is a subject-specific assessment and features a common architecture focused on three tasks: planning, instruction, and assessment.

As of Jan. 1, 2019, initial licensure applicants must submit qualifying scores on the appropriate edTPA performance-based subject-specific assessment, unless there is not an edTPA available in the area where the educator is seeking endorsement. edTPA scores for candidates affiliated with an approved Tennessee EPP are automatically sent to the department. Out-of-state applicants are not required to submit

qualifying scores on the edTPA; however, if they have not taken the edTPA, they must submit qualifying scores on the Principles of Learning and Teaching (PLT) assessment.

Effective June 1, 2023, educators who are completing a state board approved job-embedded preparation program will no longer be required to complete a pedagogical (i.e., edTPA or Praxis PLT) assessment for initial license, licensure renewal, or licensure advancement. This revision applies to both academic and occupational licensure candidates. Pedagogical assessments will be required for job-embedded educators seeking to reactivate a license.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. The portfolio allows aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning; and adjust their instruction to become more effective.

- d. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Tennessee Academy for School Leaders (TASL) An essential priority of the Tennessee Department of Education is ensuring that all schools in Tennessee have effective teachers and leaders who receive the feedback and support needed to continually improve student outcomes. Tennessee is transforming what it means to be an effective leader at all phases of a leader's career by setting high standards for effective leadership based on research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. All TASL academy content is grounded in the Tennessee Instructional Leadership Standards (TILS). Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the TILS identify core performance indicators of ethical and effective instructional leaders.

TASL academy content is shared by a hybrid delivery with approximately 70% of content shared asynchronously and 30% in person, ensuring leaders across the state have ready access to high quality professional development targeted to their specific roles. Within the scope of the academies, leaders explore high quality instructional materials, effective coaching, and feedback, and supporting literacy instruction. Since 2021, 790 leaders have completed the academy and met the requirements to advance their leader licenses.

Aspiring Assistant Principal Network and Diverse Leader Network

The department provides two leadership career pathways—the Aspiring Assistant Principal Network (AAPN) and Diverse Leader Network (DLN)—that offer educators the opportunity to complete a yearlong accelerated master's degree in educational leadership from either Austin Peay State University or Tennessee State University at no cost to the educator or district. By fostering leadership potential at all levels, these programs help develop educators' instructional leadership capacity to positively influence student achievement.

According to internal department data, between 2017-2019, 20% of principals and 25% of assistant principals transitioned to positions outside of their current schools or out of education entirely. In response, the department designed and implemented a coherent school leadership strategy that creates a career leadership pathway for Tennessee educators. Through this pathway, superintendents identify potential leaders early in these educators' careers to allow these educators to receive the professional

development, practice, and licensure needed for school-based leadership roles.

Since the first cohort in 2020-21, AAPN and DLN have served approximately 494 potential leaders with an additional 214 educators accepted into the 2023-24 final cohort. These participants come from eight regions and represent 90 districts across the state.

Principal Supervisor Network

The Principal Supervisor Network (PSN) provides professional learning experiences for district-level leaders who primarily manage and develop principals. This network supports principal supervisors grow within their current roles and supports these supervisors to effectively manage and develop principals as instructional leaders.

The 2022-23 cohort consisted of fourteen supervisors from fourteen different districts across the state. As part of the network, these principal supervisors participate in two in-person sessions (one in September and one in January), two virtual sessions (one in November and one in March), and a school visit for a learning walk with a supervisor and a principal.

Rural Principals Network

The department established the Tennessee Rural Principals Network in 2018 to provide development opportunities to school leaders in rural communities around the state. Tennessee includes more than 900 schools located in rural communities. The Network aims to address the unique needs of rural schools and the challenges that rural leaders often face in accessing high quality professional learning.

Participants will grow and improve the skills needed to:

- Strengthen and enhance instructional leadership abilities.
- Enrich effective systems and coaching practices that promote strong unit and lesson plan preparation.
- Provide networking opportunities through team and relationship building amongst leaders across rural districts.
- Examine current structures and practices that promote sustainability of student growth and staff development.

The professional learning will happen through the following mechanisms:

- 1. In-person Sessions:** Three in person, whole group, learning sessions in middle TN (travel, room, and food are provided at no cost)
- 2. In-person/Online Coaching Sessions:** Coaching experiences designed to be an interaction between the coach and the school leader
- 3. Observational Rounds:** Small group instructional rounds within colleague schools

Tennessee Educator Acceleration Model (TEAM)

Detailed in the Equitable Access section, Tennessee has a multifaceted approach to improving equitable access to effective teachers across the state through the Tennessee Educator Acceleration Model (TEAM). The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure the best possible instruction every day. Through frequent observation, constructive feedback, student data, and professional development, TEAM is designed to support all educators in doing their best work to help every student learn and grow.

Tennessee will continue to empower districts to make smarter spending decisions with federal dollars through comprehensive spending plans that address the needs of all students.

- e. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The state has heavily invested in data systems and prioritized district reporting of evaluation data. Beginning with the first year of evaluation implementation, the state has provided all districts with the optional, no-cost use of a data system. The system, which has evolved over time, includes an option for observation entry and scoring and serves as the location for achievement and growth measure selections. The system provides teachers with access to view observation feedback and summative evaluation scores. Districts are also able to access various data reports about system level progress and scoring. The system also includes human capital data related to salary and experience, licensure, professional development, and district evaluation options.

Over the past three years, the Human Capital division has worked to train and encourage educators to review this data to guide their human capital decisions, ranging from recruiting, hiring, and placement, to professional development to compensation and advancement. These data also help inform technical assistance through the CORE offices which are often the key touch point for districts.

In addition to the equitable access data that Tennessee currently collects and shares with districts through the data downloads page on the department's website, the Tennessee [State Report Card](#) also includes several transparency metrics on the percent of teachers retained and those continuing to teach in the district.

The department also uses data to inform technical assistance through district responses on the consolidated funding applications. On the Consolidated Funding Applications (CFAs), districts identify and discuss their plans for Title II dollars, and these responses and supporting data often inform district training topics throughout the year.

The department is currently developing a Teacher Talent Portal within TNCompass to allow EPPs and LEAs to more easily share data related to teacher vacancies from LEAs and available teacher candidates from EPPs.

In the 2015-16 school year, sections were added in the district planning tool in ePlan to include human capital data and narrative questions for districts to address during their planning processes. This addition allows for analysis and summary of teacher data, teacher experience, attendance rates, teacher evaluation, growth and performance, and recruitment and retention. These enhancements are new to Tennessee and will greatly benefit schools and districts through plan development. We have used ESSA Title II, Part A dollars, as well as state-level administrative dollars to support this initiative. Making human capital data more actionable allows district and school leaders to be more strategic in addressing recruitment, retention, scheduling, and professional development demands—all of which can ultimately result in better instruction for students.

- f. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Production of Well-Prepared Teachers and Reporting

Aspiring Tennessee educators must complete an approved educator preparation program. Approved preparation programs are available through various levels, types, and pathways including undergraduate and post-baccalaureate, and with student teaching, internship, or job-embedded clinical practice.

All Tennessee educator preparation providers (EPPs), and the specialty area programs (SAPs) offered by EPPs that lead to licensure, must be approved by the State Board of Education (SBE). To receive approval, all licensure programs must ensure that candidates can attain the knowledge and skills specified by SBE, have clinical experiences in accordance with SBE's guidelines, and meet all other standards, procedures, and guidelines SBE establishes.

All EPPs must meet the standards SBE adopts to receive conditional and then full approval to prepare candidates for licensure in Tennessee. The following types of organizations may apply for approval to serve as a Tennessee EPP:

- Tennessee-based institutions of higher education (IHEs) authorized by the Tennessee Higher Education Commission (THEC) working in collaboration with at least one LEA with which the IHE has established a primary partnership;
- Tennessee-based education-related organizations (EROs) working in collaboration with at least one LEA with which the ERO has established a primary partnership;
- Tennessee LEAs or a consortium of Tennessee LEAs operating in good standing; or
- Out-of-state provider that holds approval in a state other than Tennessee ([requirements of out-of-state providers](#))

For approval, all EPPs must meet the Council for the Accreditation of Educator Preparation (CAEP) standards. EPPs may choose one of two pathways to demonstrate evidence of meeting these standards:

- Engage in a national accreditation process through a CAEP conducted review; or
- Engage in a state approval process through a review managed by the department.

Organizations seeking initial approval in Tennessee must have full state approval prior to seeking CAEP accreditation. Current Tennessee EPPs may use CAEP accreditation in lieu of the state approval process; however, the status of CAEP accreditation does not guarantee state approval. The State Board of Education has the sole responsibility for approving EPPs in Tennessee. The approval of specialty area programs (SAPs) is the sole responsibility of the state board, informed by recommendations from the Tennessee Department of Education.

Each year, the department sends a roster to EPPs for verification; this roster includes data on all cohort members who were recommended for initial licensure in TNCompass. EPPs must validate the data's completeness and accuracy, as well as provide any additional data points (e.g., demographics and admissions and assessment information). The department then uses various state data systems (e.g., observation scores, TVAAS scores, and employment data) to gather additional information on the reported cohort members; additionally, the annual reports include assessment data from Educational Testing Services (ETS) and Pearson (edTPA). Each annual report includes information on five domains that include multiple indicators related to the performance of the provider and each SAP or cluster of SAPs. There are two main components of the annual reports:

- Insights Tool – This tool provides EPPs with actionable data (current and historic), at EPP, SAP cluster, and SAP levels. This tool allows EPPs to investigate and interact with multiple metrics across various domains and cohort years with detailed information to support continuous improvement. EPPs can use filters within the Insights Tool to disaggregate data by clinical type, endorsement area, or program type.

- Performance Report – This report provides EPPs, the department, and review teams with data that can be used to inform approval recommendations during comprehensive reviews and inform the decision to conduct an interim review between cycles when an EPP consistently falls below expectations.

In July 2021, the State Board of Education (SBE) adopted foundational literacy skills standards, for use by Educator Preparation Providers (EPP) for instruction of candidates seeking a license to teach students in kindergarten through grade three (K-3) and for those seeking an instructional leader license. The Tennessee Literacy Success Act requires all EPPs to provide training on reading instruction focused primarily on the foundational literacy skills standards by August 1, 2022.²¹

The department has developed an assurance process for EPPs to demonstrate how they will integrate the foundational skills standards (see SBE [Literacy and Specialty Area Standards policy 5.505](#)) in their respective licensure programs. Of the state’s forty-four approved EPPs, forty offer programming in applicable areas. Moreover, all forty EPPs submitted completed, signed assurances, with thirty-nine EPPs having met expectations. EPPs with approved licensure programs in the following endorsement areas are required to participate in this assurance process:

- Early Childhood Education (Pre-K-3)
- Integrated Early Childhood Education (Birth-K or Pre-K-3)
- Elementary Education (K-5) Special Education Interventionist (K-8)
- Special Education Comprehensive (K-12)
- Instructional Leader (Pre-K-12)

Beginning in 2026, all prospective educators entering a preparation program for early childhood education will complete an approved integrated early childhood and special education program offered by a Tennessee educator preparation provider (EPP). As approved by the State Board of Education, currently offered early childhood endorsements will be phased out by 2026.

Educator Preparation

Tennessee has refocused in-state educator preparation providers on outcome measures to increase the number of classroom-ready teaching candidates. This approach ultimately addresses supply challenges by increasing emphasis on the beginning of the teacher pipeline. In partnership with the State Board of Education and the Tennessee Higher Education Commission (THEC), the department’s work to raise the standards of educator preparation providers will ensure the production of teachers who are more prepared to teach on day one, which we expect will positively impact retention.

Ultimately, the department plans to increase the supply of effective teachers for Tennessee schools by directly integrating standards-aligned programming into preparation programs in the three critical areas of focus—high-quality foundational skills instruction, high-quality instructional materials, and trauma-informed instructional practices. In addition, Tennessee is supporting high quality, mutually beneficial partnerships between providers and the districts they serve.

The Tennessee Educator Preparation Policy ensures that all approved educator preparation programs meet rigorous standards established by the Council for the Accreditation of Educator Preparation (CAEP), as well as Tennessee-specific criteria. As detailed in both this policy and T.C.A. § 49-7-210, the process of program approval and review uses the following: EPP annual reports, the Teacher Preparation Report

²¹ Literacy and Specialty Area Standards policy 5.505

Card, interim/focused reviews, and comprehensive reviews.²²

Annual Reports

Annual reports provide detailed, candidate-level data for each EPP annually. These reports offer evidence of EPPs’ effectiveness for ongoing approval and to drive continuous improvement at the program level. The annual reports contain similar metrics as the Teacher Preparation Report Card but are disaggregated by program area and clusters of programs.

Non-Negotiables	Annual Report
Prioritizes Outcomes and Impact	<p>Outcomes</p> <ul style="list-style-type: none"> • Candidate recruitment and selection • Completer employment and retention • Candidate assessment <p>Impact</p> <ul style="list-style-type: none"> • Completer, employer, and partner satisfaction • Completer effectiveness and impact
Actionable	<ul style="list-style-type: none"> • Provides data at EPP, Specialty Area Program (SAP), and SAP levels • Provides data at domain and indicator levels
Incentivizes Continuous Improvement	<ul style="list-style-type: none"> • Annual data that are disaggregated to support analysis and understanding to support program changes • Results that fall below required expectations for two consecutive years result in an interim review • Formal component of the comprehensive review

The department generated the first annual reports with improved data visualization and metrics in February 2017. This data is used to support continuous improvement and serve as a source of evidence for the ongoing approval to recommend candidates for licensure.

²² Tennessee State Board of Education. Tennessee Educator Preparation Policy (5.504). [Web](#).

<i>Annual Report Metrics</i>		<i>Reporting Levels</i>
<i>Domain 1: Candidate Recruitment & Selection</i>		
<i>Candidate Profile</i>	<i>Distribution of ACT/SAT/GRE/Praxis I results</i>	<i>EPP, SAP Cluster, SAP</i>
	<i>Undergraduate/Major GPA</i>	
	<i>Distribution of Race/Ethnicity</i>	
	<i>Percentage of completers in high-needs subject areas</i>	
<i>Domain 2: Completer Retention</i>		
<i>Retention</i>	<i>Percentage of candidates employed for at least two years</i>	<i>EPP, SAP Cluster, SAP</i>
<i>Domain 3: Candidate Assessment</i>		
<i>Pedagogical</i>	<i>Percentage of completers passing required pedagogical assessment within the first two attempts</i>	<i>EPP, SAP Cluster, SAP</i>
	<i>Average edTPA score</i>	
<i>Content</i>	<i>Percentage of completers passing required content assessment(s) within the first two attempts</i>	<i>EPP, SAP Cluster, SAP</i>
<i>Literacy</i>	<i>Percentage of completers passing Reading: Elementary Education and Percentage passed Reading Across the Curriculum: Elementary</i>	<i>EPP, SAP</i>
<i>Domain 4: Completer, Employer, & Partner Satisfaction</i>		
<i>Program Completer Satisfaction</i>	<i>Level of program completer satisfaction</i>	<i>EPP, SAP Cluster, SAP</i>
<i>Domain 5: Completer Effectiveness</i>		
<i>Overall Evaluation Rating</i>	<i>Distribution of overall evaluation ratings</i>	<i>EPP, SAP Cluster, SAP</i>

Teacher Preparation Report Card

In 2007, the Tennessee 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. Every year since 2007, SBE and THEC have jointly published a report card evaluating the effectiveness of the educator preparation programs across the state.

In 2016, the State Board of Education, in partnership with the Tennessee Department of Education and Tennessee Higher Education Commission, launched a newly redesigned Teacher Preparation Report Card showing how Tennessee colleges and universities that offer education programs and other teacher preparation providers are training new teachers for success in Tennessee's classrooms. This change represents a unique opportunity to redesign the report card to be more transparent and stakeholder-friendly and to articulate EPP strengths and challenges clearly. In spring 2016, the state board began working to refine the report card production process from the initial data collection through its official launch, collecting stakeholder feedback throughout the process. This feedback covers content and formatting of the current report card as well as ideas for future iterations. In addition, a survey was released to school districts, EPPs, and prospective candidates.

A series of focus groups were also held throughout the state in April and May 2016. In total, 468 different stakeholders provided feedback, which was posted to the state board's website. Based on the feedback, the state board convened an advisory council of various stakeholders to focus on the comprehensive redesign of the Teacher Preparation Report Card.

The new [*Teacher Preparation Report Card*](#) includes four domains and the use of three cohorts of completer data. All information is reported at the provider level, with program-level information on annual report publications. This report card is available both in online and PDF formats. Information is organized within four domains and will contain the following metrics:

Domain 1: Candidate Profile

- Percentage of completers with an ACT score at or above 21 or the equivalent SAT score of 1020
- Percentage of completers with an admissions GPA above 2.75
- Percentage of endorsements received in high-demand areas
- Percentage of racially or ethnically diverse completers

Domain 2: Employment

- First year employment in Tennessee Public Schools
- Second year retention rate
- Three-year retention rate

Domain 3: Satisfaction (domain not currently available)

- Completer satisfaction
- Employer satisfaction

Domain 4: Provider Impact

Percentage of completers whose:

- Observation scores are Level 3 or above
- Percentage of completers whose observation scores are Levels 4–5
- Percentage of completers whose TVAAS scores are Level 3 or above
- Percentage of completers whose TVAAS scores are Levels 4–5
- Percentage of completers whose Level of Overall Effectiveness (LOE) scores are Level 3 or above
- Percentage of completers whose Level of Overall Effectiveness (LOE) scores are Level 4 or above

Program Approval

The program approval process enables the department to make recommendations based on outcomes and

impact associated with effective teaching. The rigorous program approval process focuses on outcome-based reviews.

Comprehensive Review

CAEP has published a set of five standards that focus on inputs, outputs, and outcomes: content and pedagogical knowledge; clinical partnerships and practice; candidate quality, recruitment, and selectivity; program impact; provider quality assurance; and continuous improvement. This process leads to a more robust comprehensive review and, ultimately, to a statewide landscape of highly effective EPPs.

All Tennessee EPPs must present evidence for each CAEP standard during the comprehensive review process. The department Educator Preparation Working Group (EPWG) has finalized and released metrics for the annual reports. For existing EPPs, this review occurs every seven years and engages a trained team to examine evidence related to CAEP, professional education, and specialty area standards.

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



Educator Preparation Working Group

Since 2017, the department has convened quarterly meetings of the Educator Preparation Working Group, which provides clear and transparent lines of communication between the department and various stakeholder groups regarding key initiatives associated with improving educator preparation. Members serve for two-year terms, and membership include both EPP and district representatives who work together to support the department's efforts to ensure educators entering Tennessee classrooms are well-prepared to meet the needs of all students.

Grow Your Own (GYO) and the Tennessee Grow Your Own Center (TNGYOC)

Tennessee's Grow Your Own (GYO) initiative is an educator strategy focused on addressing teacher shortages, as well as minimizing the financial, recruitment, and preparation challenges that face Tennessee's educator workforce. Tennessee's GYO programs provide long-term solutions for negotiating local teacher shortages, ensuring the education workforce represents the local community, addressing cost barriers for prospective educators, and improving the quality of teacher training.

Recognizing the need for qualified, diverse candidates in our own state, in October 2020, the department leveraged CARES Act funding to launch a statewide competitive grant opportunity that supports partnerships between EPPs and LEAs. This first-round of funding helped to provide innovative, no-cost

pathways for aspiring Tennessee educators by increasing EPP enrollment and growing the supply of qualified teachers. In spring 2021, the department leveraged a second round of grant funding (ESSER) to expand the reach of its GYO initiative, which now includes 65 partnerships between 14 EPPs and 63 school districts.

To ensure we provide comprehensive, high-quality, innovative educator preparation opportunities statewide, in spring 2022, the department invested \$20 million in ESSER funding in the University of Tennessee System to develop the Tennessee Grow Your Own Center (TNGYOC). In its role as the lead provider for new educator preparation opportunities, TNGYOC, in partnership with the department, is developing an innovative program that reimagines both coursework and content for educator credentialing, additional endorsements, and professional development. Moreover, TNGYOC will support statewide access and opportunities for future educators to pursue innovative workforce pathways at minimal to no cost, as well as support an increase in statewide EPP enrollment.

In the first two years, TNGYOC is offering additional endorsement for new and current educators at no cost to the participant in areas of SPED, ESL, and secondary math.

Additional Endorsements	Total Seats	Year 1 – Fall 2022	Year 2 – Fall 2023
Interventionist K-8	150	75	75
Interventionist 6-12	150	0	150
Comprehensive K-12	100	0	100
ESL	150	75	75
Secondary Math	150	75	75

In so doing, TNGYOC continues to align coursework requirements, flexible offerings (including asynchronous options), and innovative opportunities to meet the needs of interested new and current educators.

Occupational Scholarship Program

The Occupational Scholarship program is an effort to remove the financial barrier between potential educators and educator preparation programming. This \$1.5 million scholarship provides tuition for prospective educators specifically seeking a Tennessee occupational teaching license (e.g., architecture and construction, advanced manufacturing, and health sciences) Tennessee’s distressed and rural areas are prioritized in the scholarship program.

Applicants must meet several criteria such as Tennessee residency, educational preparation program admittance, and agreeing to teach in a Tennessee public school for at least four years. The department will work closely with the educator preparation providers (EPP) as applicants will apply directly to the department; however, the scholarship funds must by state board rule be disbursed by the department directly to the EPP on behalf of the recipient.

5) Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

- a. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Title III in Tennessee serves students from many languages and many countries. We have more than 150 languages and more than 100 countries represented in our English learner population year after year. The department has developed policies that set minimum standards for Tennessee school districts and works to help ELs achieve success in and full access to all curriculum provided. Teachers are trained in an on-going manner to provide accommodations and modifications to ensure success for English learners. The goal is that all ELs will be able to participate fully in both educational and community-based settings. While Title III funds are generated to districts with identified English learners, some districts elect not to participate in Title III; however, they are held to the same academic standards for ELs—regardless of whether they accept federal Title III dollars.

Our state, districts, and schools are required to provide specialized programs for ELs to comply with Title VI of the Civil Rights Act of 1964 and State Board of Education (SBE) Rule Chapter 0520-01-19. Tennessee's English as a Second Language rule has two purposes. First, it establishes the minimum required compliance components for ESL programs in Tennessee. Second, it provides a framework for implementing effective educational programs for ELs. The policy includes anti-discriminatory policies and practices, identification of ELs, service delivery, parental notification and rights, staffing ratios, and exit process. Tennessee continues to support all students including ELs, immigrants, and national origin minority students in reaching higher personal and educational goals. The department worked over the 2023-24 school year to streamline programming resources, the use of a uniform statewide system of reporting for Individual Learning Plans (ILPs), and guidance to districts and schools to better support EL students.

Most districts serving EL students have experienced growth over the past six years. In Tennessee, five districts serve the greatest number of EL students and collectively serve around two thirds of the EL population. In fact, two districts serve roughly half of all EL students in Tennessee.

All districts are responsible for ensuring that ELs are afforded the same opportunities as they would be with that funding. Districts may not exclude ELs from any program or extra-curricular activity based on national origin, minority status, or English proficiency.

State Board of Education Rule 0520-19-01 and ESL Policy 3.207 outline the standardized entry and exit procedure for English Learners. This rule and policy are based on previous ESL Policy 3.207 and were finalized based on input from directors across the state – from all regions – and followed the standards process for all state board policy, which includes first reading, public comment window, and final reading. The members of the state board are representative of the geographic regions of the state.

The Home Language Survey (HLS) is the first step districts take to meet the federal requirement to identify languages spoken by minority students. The department requires every student to be administered the HLS one time in their educational career upon their initial enrollment. If the HLS indicates a language other than English in the child's background, the student is a potential English learner, and there should be documentation of the student's prior English language proficiency assessment(s) in the cumulative

folder. During the initial meeting, the district should explore additional information from the parents related to language, milestones, former education, etc. The student's instructional program should follow accordingly.

The three required questions for the HLS are:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

For potential EL student, Tennessee currently uses the ELPA21 Dynamic Screener or the ELPA21 Alt Screener for incoming students in grades K-12. The screener assists educators with programmatic placement decisions such as identification and placement of ELs for ESL services.

Students enrolled prior to the beginning of a school year must be screened within 30 days of the start of the school year. Students enrolled during the school year must be screened within 14 calendar days of enrollment. Upon determining that a student is an EL, the student must be scheduled for appropriate ESL services and those services must begin immediately.

As an EL reaches high levels of English proficiency, determining when they are ready to exit from ESL services becomes an important discussion and decision to be made. It is imperative to ensure that these students have attained a degree of English proficiency that will allow them to achieve academic success—without direct ESL support—at levels comparable to their native English-speaking peers.

All students beginning a seventh year of ESL instruction will be highlighted as long-term English learners (LTELs). ELs who remain in EL status for extended periods of time often face significant barriers to attaining English language proficiency. The department is focused on decreasing the number of long-term ELs in schools and providing additional supports to these students. In efforts to support districts with the unique subgroups of students identified as English learners, assistance for working with this group of ELs will be offered through technical assistance, support through communities of practice (CoPs), and revised resources beginning early fall 2023. The department will revisit current guidance and develop resources and guidance during the 2023-24 school year to share with schools and districts in how best to support LTELs and increase the likelihood of exit. This will also be a part of the work with Focus school identified for English learner achievement.

The department defines recently arrived ELs (RAELs) as those ELs who have not completed a full calendar year of ESL instruction. This group contains refugees, students with limited and interrupted formal education (SLIFEs), immigrants who have recently moved to the U.S., and others who are new to the program. This will not include the preschool and kindergarten students who were born in the U.S. or who have lived here for most of their lives. Technical assistance will also be offered for working with this group of students through department office hours and professional development opportunities via conferences.

Students scoring fluent English proficient are exited from ESL services but continue to be monitored academically for a four-year period and are considered transitional former ELs. As with any student, all ELs and former ELs should receive high-quality instruction to be successful in academic classes. For instruction to be responsive to student needs, content must be appropriately scaffolded for ELs. Goals and expectations need to be differentiated as does the instruction and the materials used for instruction. It is imperative to understand English proficiency in relation to academic achievement proficiency. Students who may be fully English proficient may encounter content subject areas, in which the academic demand and rigor may require differentiation of instruction to make content accessible. Content experts must have

the knowledge and skills to make subject matter accessible for current ELs, transitional ELs, and/or fluent English proficient students.

Exiting from ESL service is based on a student's proficiency in the four areas of language: listening, speaking, reading, and writing. ELPA21 Summative Assessment scores must support the decision to exit a student. English proficiency is based on attaining fluent English proficient on the summative, spring ELPA21 assessment. EL students who score a 4 or above in all non-exempt domains shall be exited from Direct or Indirect ESL Services. Performance on an academic content assessment is not used in the exit criteria for EL students.

Students currently receiving ESL services, and transitional former ELs, are included in the English learner subgroup for Title I reporting and accountability purposes. After the four-year monitoring period, a student is considered a former EL and is no longer included in the subgroup.

- b. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:
 - (i) The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - (i) The challenging State academic standards.

Our state, districts, and schools are required to provide specialized programs for ELs to comply with Title VI of the Civil Rights Act of 1964 and [State Board of Education \(SBE\) Rule Chapter 0520-01-19](#). Tennessee's English as a Second Language rule has two purposes. First, it establishes the minimum required compliance components for ESL programs in Tennessee. Second, it provides a framework for implementing effective educational programs for ELs. The policy includes anti-discriminatory policies and practices, identification of ELs, parental notification and rights, service delivery models, and staffing ratios. Tennessee continues to support all students including ELs, immigrants, and national origin minority students in reaching higher personal and educational goals. The state requires all districts to have standardized procedures aligned with the requirements of Title III.

The department provides multiple supports to LEAs in regard to Title III and the ESL program. Districts are supported collaboratively by programmatic staff with content expertise in ESL instruction as well as staff with expertise in ESSA and Title III compliance. Annually, the department provides detailed training on the completion of the Consolidated Funding Application (CFA) as well as new ESSA Director training. Both of these training opportunities provide districts with a detailed overview of ESL requirements and best practices. Additionally, state-wide conferences such as the annual ESSA Directors Institute provide districts with sessions focused on ESL requirements.

The state has changed to ELPA21 for its English language proficiency assessment and standards, which allows the department to work with specialized trainers for the support of instruction as districts work to scaffold and develop lessons built on academic state standards and the ELPA21 English language development (ELD) standards. Districts must have a yearly ongoing plan to train add educators delivering instruction to English learners on the ELPA21 ELD Standards. As part of SBE Rule Chapter 0520-01-19, districts are required to ensure that all teachers who provide Direct or Indirect ESL Services are annually trained on delivering ESL instruction. At a minimum, the training must include training on the Tennessee ELD standards; appropriate ESL instructional methods to use with grade-level academic content standards in English language arts, mathematics, science and social studies; English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language; and strategies for collaboration between teachers serving English learner (EL) students so that

Individual Learning Plans (ILPs) are developed and implemented by all educators.

Other opportunities for engagement to help support English learner (EL) educators across the state are collaboration with the Tennessee Teachers of English to Speakers of Other Languages (TNTESOL) who host a yearly conference for best practices in ESL as well as meeting compliance with federal law. Middle Tennessee State University (MTSU) has established an ELL Collaborative for the professional development of ESL teachers, general education teachers, administrators, coordinators, directors in schools and districts in Tennessee for the support of federal compliance, best practice in instructional programming, as well as family and community engagement. The professional development is recorded live and archived for educator use on the MTSU ELL Collaborative website.

- c. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
- (i) How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - (ii) The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Every district in the state is monitored every year as part of Tennessee's Results-based Monitoring (RBM) framework. Tennessee's multi-tiered monitoring framework includes three distinctive levels: Level 3 (on-site or virtual onsite), Level 2 (virtual), and Level 1 (self-assessment). A risk analysis comprised of multiple factors identifies the level of risk and likelihood that a district may not comply with certain requirements. Results from the analysis designate each district's risk as one of three levels: significant (which results in a Level 3 monitoring), elevated (which identifies districts for participation in Level 2 monitoring), or low risk (with districts completing Level 1 monitoring). Each district in the state must participate in one level of monitoring annually. The Title III portion of RBM focuses on district and school compliance with ESSA and State Board Rule 0520-01-19, as well as EL outcomes. Program monitors look at language proficiency growth and exit rates and hold discussions with district and school level staff on ways to improve scheduling, service delivery, student monitoring, and family engagement as a means to improve student progress and outcomes.

Additionally, each district in Tennessee completes and submits an annual self-assessment of its ESL program through the Tennessee English Language LEA Self-Assessment (TELLSA) Level Data Collection Instrument. The purpose of the TELLSA is to guide the local education agency's (LEA's) staff to make informed judgments about the status of the district's ESL program and use data effectively to drive change and make the program more effective.

The TELLSA process also assists districts in meeting the legal requirements established by *Castañeda v. Pickard*, 1981, including a three-part test to evaluate the adequacy of a district's program for EL students:

- Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
- Are the programs and practices, including resources and personnel, calculated to implement this theory effectively?
- Does the school LEA evaluate its programs and adjust where needed to ensure language barriers are being overcome?

Districts in need of support regarding effective Title III strategies are able to receive technical assistance from a cross-divisional team, including individuals with content expertise in Title III compliance, EL

instructional strategies, school improvement, and the effective coordination of ESSA programming.

6) Title IV, Part A: Student Support and Academic Enrichment Grants

- a. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Tennessee believes that all students should receive a high-quality education that also provides well-rounded experiences and prepares all students for life after high school. By supporting the whole child and a supportive learning environment, we will promote equity and excellence for all of our students. It is imperative that students have access to coursework and activities that interest them. We heard from hundreds of parents and educators how critical arts and music, health and wellness, mental health services, counseling, sports, and clubs are in a student's development, as well as supporting students' academic interests and lifelong learning.

The department will use the flexibility under Title IV, Part A, the Student Support and Academic Enrichment (SSAE) program, to allow districts and schools the flexibility they need to invest these federal resources wisely in meeting the needs of all students to attain a holistic, well-rounded education.

These funds and the areas of allowable expenditure will be directly related to all our priority goal areas: Academics, Educators, and Student Readiness. The block grant authorized under ESSA provides an opportunity for statewide activity and support for district initiatives for well-rounded learning. The activities detailed below align with the state strategic plan, with Tennessee's additional measures of school quality and student support, and with the recommendations of various stakeholder groups. Tennessee expects to use its statewide activity dollars (pending appropriate funding levels) to fund training, resources, and data analysis to address chronic absenteeism, improving and increasing restorative discipline practices, and increasing rigor in dual enrollment. Tennessee will also increase funding for early postsecondary opportunities (EPSOs)—including Advanced Placement examination fee waivers—so that more students can participate.

- b. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Of its total allocation, Tennessee awards 95 percent of the grant to districts by formula based on their relative shares of Title I, Part A funds. Tennessee will ensure that every district will receive a minimum award of \$10,000 by utilizing proportional adjustment, where appropriate. Districts may not reserve more than 2% for direct administrative costs of carrying out the districts responsibilities, as outlined under §4105(c). Districts are required to complete an application that requires them to describe the proposed use of funds, including which SSAE focus area the funds apply to; how the proposed activities will be evaluated; and any external partnerships. This application is accompanied by a detailed budget of proposed initiatives.

7) Title IV, Part B: 21st Century Community Learning Centers

- a. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Allocation of Funds

Of its total allocation, Tennessee will award 93 percent of the grant to subgrantees by formula based on their application and performance indicators. Tennessee will ensure that every applicant will receive a minimum award of \$50,000. The department determines award amounts using a funding formula that includes consideration of the quality of the submitted application, the number of students to be served, the amount requested, and prior history serving students. Subgrantees are required to complete an application that details the proposed use of funds, including which approved activities the funds apply to; how the proposed activities will be evaluated; and any external partnerships. This application is accompanied by a detailed budget of proposed initiatives.

Approved Activities

21st Century Community Learning Centers (21st CCLC) provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities/programs may include the following:

21st Century Community Learning Centers Approved Activities	
Remedial education	Recreational activities
Academic enrichment	Technology education/telecommunication
Well-rounded education activities, including cred recovery or attainment	Expanded library service hours
Literacy education	Parenting skills/family literacy
Activities for English learners	Drug & violence prevention and counseling
Healthy and active lifestyle	Counseling programs
Assistance to truant, suspended, or expelled students	Character education
	Career competencies and career readiness
Cultural Programs	Science, Technology, Engineering, and Mathematics (STEM) including computer science

In addition, community learning centers may offer opportunities for literacy and related educational development to family members of participating students including school readiness activities for younger siblings of students being served.

Principles of Effectiveness

Tennessee's 21st CCLC program is operated in a manner that follows the Principles of Effectiveness – *Section 4205(b)(1)*, developed by the U.S. Department of Education. These principles include the expectation that programs:

- be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.
- ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and
- collect the data necessary to measure student success.

Statewide Activities

The department utilizes its 21st CCLC statewide activity funds to:

- monitor and evaluate programs;
- provide training and technical assistance to applicants and grantees; and
- support the statewide evaluation of the program.

Monitoring and Evaluation

It is essential that subgrantees have the capacity to access and collect appropriate progress reports and evaluation data. All funded 21st CCLC sites will be expected to participate in a rigorous evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served. In addition, all sites will be expected to submit the Annual Progress Report for 21st Century Community Learning Centers developed by the U.S. Department of Education. The department uses a risk-based protocol to determine the number of 21st CCLC projects to be monitored each year. Extended learning program staff conduct on-site monitoring of programs each year. Additionally, at least four grantees per month are selected for desktop fiscal monitoring.

The University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) is the current contracted external evaluator providing both data collection and evaluation services. UT SWORPS supports an external data collection system that tracks daily student participation in program activities at the site/center level. UT provides annual reports to the department on student participation data and this data is also shared with grantees. The university, in partnership with the department, develops parent and teacher surveys and collects and analyzes the data. Since the 2017-18 program year, grantees have been able to access aggregate center/site level parent and teacher survey results. The department provides technical assistance to grantees on how this data can be used to inform program improvement annually.

Training and Technical Assistance

The department hosts at least one in-person statewide meeting with grant project directors and their staff members each year in addition to regional check-ins which are held in the fall and spring. These meetings focus on a variety of topics, including but not limited to fiscal and grant management, family engagement, and evaluation activities and provides an opportunity for grantees to share best practices.

Additional regional technical assistance workshops are held during grant competition years. These workshops provide information on 21st CCLC grant guidelines as well as how to apply using the department's online grant management system.

The department hosts bimonthly virtual extended learning office hours. During office hours, members of the extended learning team provide technical assistance regarding best practices and fiscal operations. In addition, external evaluators provide technical assistance with the statewide data management system and provide real time training on reports, interpreting performance indicators, and how to use data.

The department also collaborates with surrounding states to host, co-host, and provide funding for the 21st CCLC Multi State Conference which gathers yearly in either Kentucky, Indiana, Tennessee, or West Virginia.

Statewide Evaluation

As the external evaluator, UT SWORPS worked with the department to establish performance goals and indicators which began to be implemented in the 2017-18 program year. The indicators are a component of the statewide evaluation of program effectiveness. UT SWORPS will work with the department to establish annual targets for program improvement and will provide technical assistance to grantees on how to use the data.

- b. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Eligible Applicants

School districts, community-based and faith-based organizations, and other public or private organizations are eligible to apply for funding. Applicants other than school districts must collaborate with the school(s) of the students to be served. Grant funds may not be used to support religious activities.

Absolute Priority

Grants can only be awarded to programs that primarily serve students who attend schools with a high concentration of low-income students, defined as schools eligible for designation as a Title I school-wide program.

Application Peer Review

For the 2022-23 grant competition, a request for peer reviewers was submitted to the 21st CCLC listserv and was sent to individuals who had previously served as reviewers for extended learning grants. No Tennessee Department of Education staff members served as reviewers. No current extended learning project directors or staff members served as reviewers.

Reviewers completed an online application, submitted a résumé and signed a conflict-of-interest statement. Thirty (30) reviewers were selected. Approximately half of the reviewers were from out of state, and a summary of their credentials is listed below:

- 80 percent of peer reviewers had obtained a master's degree or higher
- 88 percent had experience reviewing federal, state or local grants
- 70 percent had experience writing federal, state or local grants
- 79 percent had experience working in youth development and grants management

Reviewers participated in a one-and-a-half-hour webinar that covered the application and scoring procedures. Each application was read and scored by at least two reviewers (one out of state reviewer and one in-state reviewer). Reviewers were given view only access to ePlan so that they could see the

application as submitted by the LEA or agency. Reviewers were required to provide written comments in each section of the application identifying both the strengths and weaknesses.

The peer review team provided each application with a technical merit score based upon the review criteria and rubric. The extended learning staff held conference calls with each review team to discuss scoring. Reviewers worked together to align scores to within a 5- to 6-point difference. A rating anchor was used to guide this process and to support inter-reader reliability. After the conference calls, reviewers were asked to revise and edit comments to make sure they accurately reflected the score for each section of the application.

Program

To ensure projects have a stronger connection to regular school-day programming and Tennessee Academic Standards, programs are structured to address the following focus areas through evidence-based activities:

- Increasing reading and math proficiency
- Strategies that will improve high school graduation rates and increase postsecondary access/success

Program Quality – Performance Indicators & Self-Assessment

The department began implementation of a statewide evaluation plan for the 21st CCLC project in fall 2017. Since the 2017-18 project year, newly funded 21st CCLC programs have been evaluated based on an established set of performance indicators used to demonstrate progress towards goals. The goals were established based on prior data collected (See [Appendix D](#)).

The department extended learning program has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs. Performance targets are based on statewide data collected during prior program years and/or national targets. Indicators are the tools that will be used to measure progress towards goals. The indicators are pre-established and, in some cases, include department developed instruments such as teacher and parent surveys that will be provided to the grantee.

8) Title V, Part B, Subpart 2: Rural and Low-Income School Program

- a. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Title V Rural and Low-Income School (RLIS) is an initiative designed to address the unique needs of rural school districts. These districts frequently lack personnel and resources needed to compete for federal competitive grants and often receive formula allocations that are too small to be used effectively for their intended purposes. This program provides additional formula funds and flexibility in the use of certain funds to small rural districts.

The department will provide districts with the flexibility to utilize RLIS funds to support allowable activities under Title I, Part A, Title II, Part A, Title III, Title IV, Part A, or Title IV, Part B in order to address one or more of the state's three priority areas: Academics, Educators, and Student Readiness. The desired objectives and outcomes for districts and schools operating under this program are to provide access and opportunity for all students.

Districts' progress toward meeting the Title V objective and outcome is partly determined based on schools meeting established performance indicators, which are assessed annually through state-administered assessments (TCAP) and local performance assessments. Tennessee promotes district-level decision-making to meet the needs of their students. Districts are empowered to design plans under Title V that support Tennessee's vision that all students are set on a path to success.

- b. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The department will provide program guidance and technical assistance in the planned use of RLIS funds to ensure alignment with existing needs and prioritization of historically underserved student groups. Districts will be supported and guided through a three-year planning process, that aligns with Public Chapter 1005, that requires the completion of a comprehensive needs assessment, the identification of priority needs and root causes, and the development goals, strategies, and action steps to address priority needs and align with and support the state's priorities. Upon completion of this planning process, districts will determine which priority needs will be supported with RLIS funds.

Throughout the district planning process, districts are guided to utilize data to identify discrepancies in per-pupil expenditures, teacher quality and qualifications, and access to early postsecondary opportunities and preschool programs. Those districts identified as having resource equity issues will be required to modify the plan to address the identified areas.

The department will provide focused and individualized technical assistance to districts for both the planning process and the strategic use of RLIS funds through the FPO ESSA oversight team. The Title V state director along with a team of eight four regional consultants will work directly with districts to develop RLIS budgets, identify evidence-based solutions, coordinate the use of federal, state, and local funds, and align the use of funds to identified needs. The team will provide districts with written RLIS statutes, non-regulatory guidance, budget and planning guidance, templates, rubrics, training, and other supports as necessary to assist in understanding the allowable use of funds, RLIS eligibility, program

requirements, and effective use of funds.

Department staff will also share other evidence-based research resources with districts including resources from the What Works Clearinghouse by the National Center on Education Evaluation and Regional Assistance.

9) Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

- a. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The department's McKinney-Vento state coordinator provides support and technical assistance in accordance with the McKinney-Vento Act by ensuring all districts utilize the following activities, strategies, and tools to help ensure that all students experiencing homelessness are identified, have access to educational programming and supports, and have needs specific to homeless children and youths met. Additional responsibilities of the state coordinator include:

- Provide local district homeless liaisons with a student residency questionnaire and encourages districts to support the universal implementation of the questionnaire to prevent the stigmatization of students and reduce defensiveness of adult caregivers by preventing students and families from feeling singled out;
- Provide local district homeless liaisons and other stakeholders with professional development and training at least once annually to heighten awareness with training that focuses on the definition of homelessness; signs of homelessness; the impact of homelessness on students; and the steps that should be taken once a potentially homeless student is identified including how to connect the student with appropriate housing and service providers;
- Advise districts on ways to ensure that there are no barriers or enrollment delays for entry for students experiencing homelessness due to health or residency requirements; guardianship issues; or dress code requirements;
- The identification, enrollment, and retention of homeless students; and potential barriers to accessing academic and extracurricular activities, including summer school, EPSOs, and other opportunities; and
- Liaise with other state coordinators, state agencies, and other pertinent stakeholders to ensure a coordinated approach to serving homeless families and youth is implemented.

In accordance with the McKinney-Vento Act, every LEA in Tennessee must designate a local homeless education liaison (local liaison) to fulfill the duties of the position established by law.

One of the primary objectives as the state coordinator is to inform students and families experiencing homelessness of their rights under the McKinney-Vento Act. Promoting awareness and properly identifying students are significant factors that ensure students experiencing homelessness have the opportunity to obtain the same educational opportunities as those who are not experiencing homelessness. The state coordinator provides several opportunities annually for the district homeless liaisons to learn about the importance of student identification and how to ensure the district complies with the McKinney-Vento Act's focus on student identification, including:

- McKinney-Vento Toolkit, with a section dedicated to identification, to ensure all policies, procedures, enrollment forms, and publications are up to date with the McKinney-Vento Act.
- Annual district liaison training to educate new homeless liaisons about the roles and expectations of the homeless liaison as warranted by the McKinney-Vento Act.

- b. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Prompt resolution of disputes regarding the educational placement of homeless children and youth is critical. When a dispute arises over eligibility, school selection, educational placement, or enrollment, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the

dispute. In the case of unaccompanied youth, the district homeless liaison shall ensure that the child or youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute. The designated district homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner.

- c. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The department's McKinney-Vento state coordinator provides ongoing, targeted technical assistance to support homeless education programs. Homeless liaisons are regularly offered training opportunities to deepen their understanding of the McKinney-Vento Act requirements. These trainings are delivered through a variety of formats, including web-based modules, regional liaison meetings, conference calls, and dedicated office hours. All training materials are also accessible in ePlan, allowing districts to use them for local professional development with school and district staff.

A comprehensive training catalog is available to support district homeless liaisons in identifying areas where additional technical assistance may be needed. Training sessions will cover a range of topics, including, but not limited to, ensuring equal access to academic and support services, reducing barriers to participation in academic and extracurricular activities, facilitating access to public preschool programs, and addressing common enrollment challenges such as missing school records, uniform requirements, and residency documentation. Each training will include practical examples of barriers faced by students experiencing homelessness and provide model policies that align with the requirements of the McKinney-Vento Act. These resources are designed to equip local liaisons with actionable strategies and compliant practices. The state coordinator will review district policies and procedures to ensure full compliance with the McKinney-Vento Act and provide guidance as needed.

- d. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - (i) Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - (ii) Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - (iii) Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The McKinney-Vento state homeless coordinator collaborates with the early childhood education state coordinator to guide districts as they identify eligible preschool-age children to ensure access to preschool programs and school nutrition programs. These procedures should include, at a minimum, best interest protocols to encourage districts to consider:

- The child’s attachment to preschool teachers and staff;
- The impact of school climate on the child, including the school’s safety;
- The availability and quality of services to meet the child’s comprehensive needs, including academic, nutritional, health, developmental, and social-emotional needs (e.g., access to early childhood mental health consultants and other specialists, trauma-informed preschool for a child who has experienced trauma, etc.); and
- Travel time to and from the school.

In order to ensure all school-aged children have equal access to relevant secondary education and support services, the McKinney-Vento state coordinator will liaise with other state agency stakeholders and issue joint guidance to districts regarding credit accrual and other areas important to ensuring the success of students experiencing homelessness, those separated from public schools, and runaway students. Further, through ongoing technical assistance, office hours, professional development webinars, and quarterly calls the state coordinator shares practices, policies, and procedures that support districts in:

- Working to keep students in their schools of origin so they can avoid the challenges associated with school change;
- Providing support to help students attend school consistently and progress academically;
- Awarding homeless, runaway, and students separated from public schools partial credit for work completed;
- Complementing regular classes with independent study programs, including learning labs, on-line learning, and computerized models;
- Connecting with after-school networks;
- Using multi-tiered systems of support, Positive Behavioral Interventions, and Supports or Response to Intervention teams to identify if students are struggling due to issues related to mobility and homelessness;
- Working with family courts and district personnel to create or improve diversion programs or alternative education programs; and
- Providing access to extracurricular, summer, advanced coursework, EPSOs, charter schools, magnet schools, and other opportunities.

The McKinney-Vento state coordinator provides both training and oversight of local policies and procedures to ensure that students experiencing homelessness, including unaccompanied homeless youth, have access to the core academic and enrichment opportunities afforded to other students. To provide the support to homeless liaisons, students, families, and stakeholders, the McKinney-Vento state coordinator provides guidance and resources for the districts set aside Title I, Part A funds to provide a wide variety of services to homeless students in Title I and non-Title I schools. These services may include providing educationally related support services to children in shelters and locations where students are experiencing homelessness. Additionally, districts utilize these funds to support the enrollment, attendance, and success of these children and youths.

- e. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

The department’s McKinney-Vento state coordinator provides support and technical assistance in

accordance with the McKinney-Vento Act by ensuring all districts utilize the following activities, strategies, and tools to help ensure that all students experiencing homelessness are identified, have access to educational programming and supports, and have needs specific to homeless children and youths met. The McKinney-Vento state coordinator provides resources, supports, and guidance to local district homeless through:

- A student residency questionnaire and encourages districts to support the universal implementation of the questionnaire to prevent the stigmatization of students and reduce defensiveness of adult caregivers by preventing students and families from feeling singled out;
- Providing local district homeless liaisons and other stakeholders with professional development and training at least once annually to heighten awareness with training that focuses on the definition of homelessness; signs of homelessness; the impact of homelessness on students; and
- Sharing the steps that should be taken once a potentially homeless student is identified including how to connect the student with appropriate housing and service providers;
- Advising districts on ways to ensure that there are no barriers or enrollment delays for entry for students experiencing homelessness due to health or residency requirements; guardianship issues; or dress code requirements;
- Practicing the identification, enrollment, and retention of homeless students; and factoring in the potential barriers to accessing academic and extracurricular activities, including summer school, EPSOs, and other opportunities; and acting liaison to other state coordinators, state agencies, and other pertinent stakeholders to implement a coordinated approach to serving homeless families and youth.
- Establishing consistent and high-quality professional development through live webinars, monthly office hours, the McKinney-Vento Tool Kit, and McKinney-Vento regional trainings.

- f. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The McKinney-Vento state coordinator is responsible for training local liaisons on potential barriers that may impact students experiencing homelessness. The department hold local liaisons accountable for ensuring that local policies and procedures do not create barriers that will prohibit or impede homeless students from obtaining their education due to outstanding fees, fines, or absences. To this end, the state coordinator requires each local liaison to provide evidence of their policies through the Results-Based Monitoring (RBM) process and protocol, the Consolidated Funding Application (CFA), and the McKinney-Vento Subgrant annual reporting process. Barriers to enrollment are one area of focus, and monitoring teams evaluate district enrollment procedures, including a review of all district enrollment documents and requirements. Districts that are found to have barriers to enrollment are issued findings of non-compliance and must complete corrective actions as directed by the department.

- g. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Local liaisons will receive dedicated training from the state coordinator on the rights of unaccompanied and homeless youth and their opportunities to access and obtain post-secondary education. This training includes how to identify unaccompanied homeless youth (UHY) and the rights granted to the population under the McKinney-Vento Act. Local liaisons are also trained on the Unaccompanied Youth Toolkit for High School Counselors and McKinney-Vento Liaisons created by the National Association for the Education of Homeless Children and Youth (NAEHYC). The department also encourages local districts

to host a McKinney-Vento FAFSA Week or similar college readiness program to motivate students eligible for McKinney-Vento services to pursue post-secondary education. The state coordinator tracks the level of implementation of these trainings and progress through documentation from LEAs, including data to provide the percentage of UHY scholars that have applied for FAFSA using their independent student status. The state coordinator will work to foster positive relationships with school counselors, school-based therapists, and school social workers professional organizations to provide professional development about the rights of UHY in order to advocate and ensure the students they serve obtain equal access to appropriate secondary education and support services, including credit recovery, EPSOs, Free Application for Federal Student Aid (FAFSA) independent student status, and other opportunities.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Math achievement goals. As presented in the table below, by 2030, Tennessee will achieve a 50% reduction in the percentage of students not meeting proficiency (i.e., have a performance level less than “met expectations” or “exceeded expectations”) on the state’s annual math assessments for all students and all subgroups. With this long-term goal, we expected an average of 4.3 percentage points increase annually on math achievement. The annual progress expectations for subgroups are presented in the table.

Subgroup	Math Achievement Goals									Annual Growth Target
	2021-22 baseline	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
All students	30.8%	35.1%	39.4%	43.8%	48.1%	52.4%	56.7%	61.1%	65.4%	4.3%
Black, Hispanic and Native American students	17.0%	22.1%	27.3%	32.5%	37.7%	42.9%	48.1%	53.3%	58.5%	5.2%
Economically disadvantaged	15.4%	20.7%	26.0%	31.3%	36.6%	41.9%	47.1%	52.4%	57.7%	5.3%
English learners	16.1%	21.3%	26.6%	31.8%	37.1%	42.3%	47.6%	52.8%	58.1%	5.2%
Students with disabilities	12.5%	18.0%	23.5%	28.9%	34.4%	39.9%	45.3%	50.8%	56.3%	5.5%
American Indian or Alaska Native	34.5%	38.6%	42.7%	46.8%	50.9%	55.0%	59.1%	63.1%	67.2%	4.1%
Asian	62.4%	64.8%	67.1%	69.5%	71.8%	74.2%	76.5%	78.9%	81.2%	2.3%
Black or African American	14.4%	19.7%	25.1%	30.4%	35.8%	41.1%	46.5%	51.8%	57.2%	5.4%
Hispanic	21.1%	26.1%	31.0%	35.9%	40.8%	45.8%	50.7%	55.6%	60.6%	4.9%
Native Hawaiian / Pacific Islander	38.2%	42.0%	45.9%	49.8%	53.6%	57.5%	61.4%	65.2%	69.1%	3.9%
White	38.1%	42.0%	45.9%	49.7%	53.6%	57.5%	61.3%	65.2%	69.1%	3.9%

English language arts/reading (ELA) achievement goals. As presented in the table below, by 2030, Tennessee will achieve a 50% reduction in the percentage of students not meeting proficiency (i.e., have a performance level less than “met expectations” or “exceeded expectations”) on the state’s annual ELA assessments for all students and all subgroups. With this long-term goal, we expected an average of 4.0 percentage points increase annually on ELA achievement. The annual progress expectations for subgroups are presented in the table below.

ELA Achievement Goals										Annual Growth Target
Subgroup	2021-22 baseline	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
All students	36.5%	40.5%	44.5%	48.4%	52.4%	56.4%	60.3%	64.3%	68.3%	4.0%
Black, Hispanic and Native American students	22.7%	27.5%	32.4%	37.2%	42.0%	46.9%	51.7%	56.5%	61.4%	4.8%
Economically disadvantaged	20.1%	25.1%	30.1%	35.0%	40.0%	45.0%	50.0%	55.0%	60.0%	5.0%
English learners	15.1%	20.4%	25.7%	31.0%	36.3%	41.6%	46.9%	52.2%	57.6%	5.3%
Students with disabilities	12.1%	17.6%	23.1%	28.6%	34.1%	39.6%	45.0%	50.5%	56.0%	5.5%
American Indian or Alaska Native	40.2%	43.9%	47.6%	51.4%	55.1%	58.9%	62.6%	66.3%	70.1%	3.7%
Asian	63.3%	65.6%	67.9%	70.2%	72.5%	74.8%	77.1%	79.3%	81.6%	2.3%
Black or African American	20.9%	25.9%	30.8%	35.8%	40.7%	45.6%	50.6%	55.5%	60.5%	4.9%
Hispanic	25.4%	30.0%	34.7%	39.4%	44.0%	48.7%	53.4%	58.0%	62.7%	4.7%
Native Hawaiian / Pacific Islander	44.5%	48.0%	51.5%	54.9%	58.4%	61.9%	65.3%	68.8%	72.3%	3.5%
White	43.9%	47.4%	50.9%	54.4%	57.9%	61.4%	64.9%	68.5%	72.0%	3.5%

B. Graduation Rates

As presented in the table below, by 2030, Tennessee will achieve a 50% reduction in the percentage of on-time graduates. With this long-term goal, we expected an average of 0.9 percentage points increase annually on the four-year adjusted graduation rate. The annual progress expectations for subgroups are presented in the table below.

Graduation Rate Goals										Annual Growth Target
Subgroup	2021-22 baseline	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
All students	85.0%	85.9%	86.9%	87.8%	88.8%	89.7%	90.6%	91.6%	92.5%	0.9%
Black, Hispanic and Native American students	79.4%	80.7%	82.0%	83.3%	84.6%	85.8%	87.1%	88.4%	89.7%	1.3%
Economically disadvantaged	75.6%	77.1%	78.7%	80.2%	81.7%	83.2%	84.8%	86.3%	87.8%	1.5%
English learners	67.4%	69.4%	71.5%	73.5%	75.6%	77.6%	79.6%	81.7%	83.7%	2.0%

Students with disabilities	45.7%	49.1%	52.5%	55.9%	59.3%	62.7%	66.1%	69.5%	72.9%	3.4%
American Indian or Alaska Native	81.0%	82.2%	83.4%	84.6%	85.8%	86.9%	88.1%	89.3%	90.5%	1.2%
Asian	93.8%	94.2%	94.6%	95.0%	95.4%	95.7%	96.1%	96.5%	96.9%	0.4%
Black or African American	79.2%	80.5%	81.8%	83.1%	84.4%	85.7%	87.0%	88.3%	89.6%	1.3%
Hispanic	80.0%	81.3%	82.5%	83.8%	85.0%	86.3%	87.5%	88.8%	90.0%	1.3%
Native Hawaiian / Pacific Islander	86.9%	87.7%	88.5%	89.4%	90.2%	91.0%	91.8%	92.6%	93.5%	0.8%
White	87.8%	88.6%	89.3%	90.1%	90.9%	91.6%	92.4%	93.1%	93.9%	0.8%

C. Progress in Achieving English Language Proficiency

As presented in the table below, by 2030, Tennessee will achieve a 50% reduction in the percentage of students meeting English language proficiency. With this long-term goal, we expected an average of 3.6% percentage points increase annually for the all students group (i.e., English learners) on the English language proficiency rate. The annual progress expectations for subgroups are presented in the table below.

Subgroup	English Language Proficiency Rate Goals									Annual Growth Target
	2021-22 baseline	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
All students	43.0%	46.6%	50.1%	53.7%	57.3%	60.8%	64.4%	67.9%	71.5%	3.6%
Black, Hispanic and Native American students	41.7%	45.3%	49.0%	52.6%	56.3%	59.9%	63.6%	67.2%	70.9%	3.6%
Economically disadvantaged	41.4%	45.1%	48.7%	52.4%	56.1%	59.7%	63.4%	67.0%	70.7%	3.7%
English learners	43.0%	46.6%	50.1%	53.7%	57.3%	60.8%	64.4%	67.9%	71.5%	3.6%
Students with disabilities	27.6%	32.1%	36.7%	41.2%	45.7%	50.2%	54.8%	59.3%	63.8%	4.5%
American Indian or Alaska Native	63.5%	65.8%	68.1%	70.3%	72.6%	74.9%	77.2%	79.5%	81.8%	2.3%
Asian	54.4%	57.3%	60.1%	63.0%	65.8%	68.7%	71.5%	74.4%	77.2%	2.9%
Black or African American	39.9%	43.7%	47.4%	51.2%	54.9%	58.7%	62.4%	66.2%	70.0%	3.8%
Hispanic	41.7%	45.3%	49.0%	52.6%	56.3%	59.9%	63.6%	67.2%	70.9%	3.6%
Native Hawaiian / Pacific Islander	37.0%	40.9%	44.9%	48.8%	52.8%	56.7%	60.6%	64.6%	68.5%	3.9%
White	49.2%	52.4%	55.6%	58.7%	61.9%	65.1%	68.3%	71.4%	74.6%	3.2%

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to

address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and

efforts to reach out to and involve the families of
LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix C: School Turnaround Framework

	Pre-Tier Focus	Tier 1 Improvement	Tier 2 Turnaround
<p>Premise</p>	<p>The division of school turnaround will be responsible for implementation of the full tiered intervention system framework</p> <p>These schools:</p> <ul style="list-style-type: none"> are identified as Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) due to one or more of their subgroups consistently underperforming. <p>These schools need targeted support to assist the district and school leadership in identifying and addressing the unique needs of the underperforming subgroup of students.</p> <p>School Improvement decision-making resides with the district, with guidance and support from the Tennessee Department of Education (department).</p>	<p>These schools:</p> <ul style="list-style-type: none"> are in the bottom five percent of schools in performance in the state, are high schools that fail to graduate one-third (1/3) or more of their students, or are schools with chronically low-performing subgroups that have not improved after receiving an additional targeted support. <p>These schools are newly identified with a state priority designation and/or a federal Comprehensive School Improvement (CSI) designation or are existing priority/CSI schools that have made sufficient progress towards meeting priority/CSI exit criteria. They have some existing turnaround supports and structures in place; however, they need additional support and assistance to leverage resources and improve student outcomes more effectively.</p> <p>School turnaround decision-making resides with the local education agency (LEA), with guidance and support from the department.</p>	<p>These schools:</p> <ul style="list-style-type: none"> are in the bottom five percent of schools in performance in the state, are high schools that fail to graduate one-third (1/3) or more of their students, or are schools with chronically low-performing subgroups that have not improved after receiving an additional targeted support. <p>These are priority/CSI schools that continue to be underperforming, have systemic issues, and have been identified as a priority/CSI school at least twice on the three most recent priority/CSI school designation lists.</p> <p>These schools are not making sufficient or consistent progress or growth, necessitating more state oversight and prescription.</p> <p>School turnaround decision-making resides with the LEA, with increased intervention and support from the department.</p>
<p>Tier Description</p>	<p>Pre-tier schools will be required to:</p> <ul style="list-style-type: none"> implement evidence-based strategies that address the unique needs of the underperforming subgroup of students; and focus strategies on building school-level capacity in the key areas of Academics, Educators, and Student Readiness. <p>The department will support district and school leaders in setting improvement goals and in assessing progress towards these goals.</p>	<p>Tier 1 schools will be required to implement one of the following intervention options as determined by the LEA:</p> <ul style="list-style-type: none"> The LEA implements an LEA-led, evidence-based, school turnaround intervention approved by the department. The LEA contracts with an independent school turnaround expert approved by the department. 	<p>Tier 2 schools will be required to implement one of the following intervention options as determined by the LEA:</p> <ul style="list-style-type: none"> The LEA implements an intervention program approved by the department and includes, at a minimum, an intervention committee made up of school board members, school employees, and parents of students attending the school, a contract between the local board of education and an independent school turnaround expert,

	<p>Pre-Tier Focus</p> <p>ATSI schools in this tier are evaluated by the department annually to determine the impact of the strategies being implemented and may:</p> <ul style="list-style-type: none"> • continue to implement the current improvement plan with specific revisions, if necessary; • be required to move to Tier 1 in the tiered intervention system and submit a new written implementation procedure; or • exit the pre-tier designation as a result of meeting ATSI exit criteria. 	<p>Tier 1 Improvement</p> <ul style="list-style-type: none"> • The LEA implements one of the intervention options from Tier 2 or Tier 3 approved by the department. <p>Schools in this tier are evaluated by the department annually to determine the impact of the intervention option being implemented and may:</p> <ul style="list-style-type: none"> • continue to implement the current intervention option with specific revisions, if necessary, to the school's comprehensive support and improvement plan; or • be required to implement a different intervention option within tier 1, as determined by the department; or • be required to move to Tier 2 in the tiered intervention system and submit a new written implementation procedure; or • exit the tiered intervention system as a result of meeting priority/CSI exit criteria. 	<p>Tier 2 Turnaround</p> <p>approved by the department and a written intervention plan approved by the department and developed by the independent school turnaround expert with which the local board is contracting in collaboration with the intervention committee.</p> <ul style="list-style-type: none"> • The LEA rebuilds the school's support structure by replacing some or all the school's leadership and by replacing specific instructional staff as identified by the LEA as part of a turnaround strategy approved by the department. • The LEA transfers the operation of the school to a public institution of higher education approved by the department pursuant to a contract between the LEA and the public institution of higher education approved by the department. • The LEA converts the school to a public charter school that has documented success in improving student outcomes and that is selected and authorized by the LEA and approved by the department. • The LEA implements one of the intervention options in Tier 3 approved by the department. <p>Schools in this tier are evaluated by the department annually to determine the impact of the intervention option being implemented and may:</p> <ul style="list-style-type: none"> • continue to implement the current intervention option with specific revisions, if necessary, to the school's comprehensive support and improvement plan; 	<p>Schools in this tier are evaluated by the department annually to determine the impact of the intervention option being implemented and may:</p>			<p>Schools in this tier are evaluated by the department annually to determine the impact of the intervention option being implemented and may:</p>
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	Pre-Tier <i>Focus</i>	Tier 1 <i>Improvement</i>	Tier 2 <i>Turnaround</i>	LEA/ turn Tier
			<ul style="list-style-type: none"> be required to implement a different intervention option within Tier 2, as determined by the department; be required to move to a new tier in the tiered intervention system and submit a new written implementation procedure; or exit the tiered intervention system as a result of meeting priority/CSI exit criteria. <p>Up to five Tier 2 schools selected by the department will be required to participate in the School Turnaround Program (STP), as described in T.C.A. § 49-6-3701.</p>	
School Improvement/ Turnaround Planning	<p>Pre-tier schools will be required to partner with the LEA to develop a school improvement plan that must, at a minimum:</p> <ul style="list-style-type: none"> address the needs of the identified subgroup; be based on a school-level needs assessment; include a plan for notifying the parents of the school's TSI/ATSI status; be developed by the school and the LEA; TSI plans will be approved and monitored by the LEA; and ATSI plans will be approved, monitored, and evaluated by the department. 	<p>LEAs will be required to develop a district turnaround plan outlining supports for schools in Tier 1 that must, at a minimum:</p> <ul style="list-style-type: none"> be based on a needs assessment; include a plan for stakeholder engagement; include a review of allocation of LEA resources to priority/CSI schools; be approved by the department; and be monitored and evaluated annually by the department. <p>Tier 1 schools will be required to partner with the LEA to develop a comprehensive support and improvement plan (turnaround plan) that must, at a minimum:</p> <ul style="list-style-type: none"> be based on a school-level needs assessment; identify the evidence-based intervention option being implemented at the school; include a plan for notifying parents of the school's priority/CSI status and a plan for stakeholder engagement; 	<p>LEAs will be required to develop a district turnaround plan outlining supports for schools in Tier 2 that must, at a minimum:</p> <ul style="list-style-type: none"> be based on a needs assessment; include a plan for stakeholder engagement; include a review of allocation of LEA resources to priority/CSI schools; be approved by the department; and be monitored and evaluated annually by the department. <p>The LEA will be required to partner with the department or an approved turnaround expert to develop a comprehensive support and improvement plan (turnaround plan) for schools in Tier 2 that must, at a minimum:</p> <ul style="list-style-type: none"> be based on a school-level needs assessment; identify the evidence-based intervention option being implemented at the school; 	For LEA/ com (tur min

	Pre-Tier Focus	Tier 1 Improvement	Tier 2 Turnaround	Monitoring
		<ul style="list-style-type: none"> include a review of LEA and school-level resources; be developed by the school and the LEA and approved by the department; and be monitored and evaluated annually by the department. 	<ul style="list-style-type: none"> include a plan for notifying parents of the school's priority/CSI status and a plan for stakeholder engagement; include a review of LEA and school-level resources; be developed by the school and the LEA and approved by the department; and be monitored monthly and evaluated annually by the department. 	
Federal/State Funding Allocation	<p>TSI schools' initiatives will be funded by the LEA with state/local or federal funds.</p> <p>ATSI schools will be eligible for school improvement grants awarded through a grant process to assist with implementing evidence-based strategies that support the identified subgroups.</p>	<p>Schools will be eligible for school improvement grants to be awarded through a grant process to assist with supplemental support of their approved intervention option.</p>	<p>Schools will be eligible for school improvement grants to be awarded through a grant process to assist with supplemental support of their approved intervention option.</p> <p>Schools in the STP will be eligible for school improvement grants to contract with the school turnaround expert. If funds are available, schools in the STP will be eligible to apply for additional school improvement grants to implement the approved school turnaround plan.</p>	<p>School grants assist in the</p>
Monitoring	<p>Monitoring for schools in pre-tier includes the following:</p> <ul style="list-style-type: none"> District-led quarterly learning walks to monitor implementation and effectiveness of the improvement plan. District-led quarterly data review meetings to analyze leading/predictive data and measure progress toward goal attainment for the identified subgroup. District-led, bi-annual school review meetings to monitor the implementation and effectiveness of evidence-based strategies designed to address the needs 	<p>Monitoring for schools in Tier 1 includes the following:</p> <ul style="list-style-type: none"> District-led quarterly learning walks to monitor implementation and effectiveness of the intervention option. Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and addressed, and grant funds are 	<p>Monitoring for schools in Tier 2 includes the following:</p> <ul style="list-style-type: none"> District-led monthly learning walks to monitor implementation and effectiveness of the intervention option. Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and addressed, and grant funds are 	<p>Monitoring for schools in Tier 2 includes the following:</p> <ul style="list-style-type: none"> District-led monthly learning walks to monitor implementation and effectiveness of the intervention option. Department-led monthly support meetings with district leadership to ensure evidence-based strategies/interventions are being implemented, data are being collected and analyzed to measure progress, barriers to implementation are identified and addressed, and grant funds are

	<p style="text-align: center;">Pre-Tier Focus</p>	<p style="text-align: center;">Tier 1 Improvement</p>	<p style="text-align: center;">Tier 2 Turnaround</p>
	<p>of the identified subgroup outlined in the school improvement plan.</p> <ul style="list-style-type: none"> • Department-led annual school reviews for ATSI schools, which may include on-site meetings to monitor the implementation and effectiveness of the school improvement plan. • LEAs will submit leading/predictive data three times a year for ATSI schools to the department. Data analysis will be conducted by the district. 	<p>being utilized to support the prioritized needs.</p> <ul style="list-style-type: none"> • Department-led, bi-annual district on-site visits to monitor implementation and effectiveness of the district and school turnaround plans, selected intervention, and tier requirements. • LEAs will submit leading/predictive data three times a year for Tier 1 schools to the department. Data analysis will be conducted by the district. • LEAs will submit on behalf of Tier 1 schools an End of Year Report to the department. This report will be reviewed as part of each school's yearly departmental evaluation as described in the tier description section. 	<p>being utilized to support the prioritized needs.</p> <ul style="list-style-type: none"> • Department-led, bi-annual district on-site visits to monitor implementation and effectiveness of the district and school turnaround plans, selected intervention and tier requirements. • LEAs will submit monthly progress monitoring reports for Tier 2 schools to the department. Data analysis will be conducted by the district with support from the department in making recommendations based on the data. • LEAs will submit on behalf of Tier 2 schools an End of Year Report to the department. This report will be reviewed as part of each school's yearly departmental evaluation as described in the tier description section.

Appendix D: 21st CCLC Program Quality

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): state assessments	
Performance Target	Description
1.1	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments.
1.2	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.
1.3	At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language Arts state assessments.
1.4	At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments.
Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA)	
Performance Target	Description
2.1	At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
2.2	At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
Performance Goal 3: The percentage of students who are chronically absent from school will decrease.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): School records of student attendance	
Performance Target	Description
3.1	At least 50% of ALL students who participated in programming during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
3.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year.
Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): In-school suspension data	

Performance Target	Description
4.1	At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.
4.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year.
Performance Goal 5: All students will continuously be engaged in their learning.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the department)	
Performance Target	Description
5.1	At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.
5.2	At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.
Performance Goal 6: Family engagement will be embedded in the entirety of the program.	
Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.	
Indicator (unit of measure for progress towards goals): Family-reported (the department prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction	
Performance Target	Description
6.1	At least 90% of ALL families with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc.
6.2	At least 90% of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs.
6.3	At least 90% of ALL families with children/youth who participate in the program will report that the program provides an open, welcoming environment for families.
6.4	At least 80% of ALL families with children/youth who participate in the program will report an overall high level of satisfaction with the quality of provided services.
Performance Goal 7: Early learners will reach high academic standards demonstrating growth in Reading.	
Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): state-approved universal reading screener	
Performance Target	Description
7.1	At least 20% of ALL students in grades K-2 who participated in programming during the school year will demonstrate growth on a universal reading screener.
7.2	At least 40% of students in grades K-2 who participated in programming 90 hours or more during the school year will demonstrate growth on a universal reading screener.

