

WORKSHOP

JULY 21, 2022





ACADEMICS

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

STUDENT READINESS

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



EDUCATORS

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

TISA is Designed to...



Empower each studentto <u>read proficiently</u>
by third grade.



Prepare each
high school graduate
to succeed in the postsecondary
program or career of the
graduate's choice.



Provide each student with the resources needed to succeed, regardless of the student's individual circumstances.





Introduction

Presentation Overview

 Statutory Authority for TISA Rules

 Rulemaking Timeline and Public Comment



Rulemaking Timeline



June 6

Proposed TISA rules were posted on the department's public page and the public comment period began

July 21

The department presents the TISA rules at quarterly SBE workshop to gather initial feedback and reactions

July 22

SBE Quarterly Meeting

July 28

The department will host a public rulemaking hearing at 9:00 a.m. CT

ED JONES AUDITORIUM in the Ellington

Agricultural Center
416 Hogan Road Nashville,
TN 37220

August 2

Deadline to submit public comment on the proposed TISA rules

August 11

SBE special called meeting to issue a positive, neutral, or negative recommendation on the proposed TISA rules



.02 Chapter Definitions

Code Section	Does this code section require rule making?	What are the proposed rules?
49-3-104	No	Chapter definitions are taken directly from the law.
		Additional definitions are included in the rule.



.03 Base Funding Amount



The Base Funding Amount in a given year is subject to an annual appropriation by the Tennessee General Assembly.

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-105	No	The rule is the same language from the law.





.04 Weighted Allocations

	Does this code section require rulemaking?	What are the proposed rules?
49-3-105	Some	The percentage weights for economically disadvantaged, concentrated poverty, small district, and sparse district are all copied from the law, and cannot be changed.
		The percentage weights for each ULN are copied directly from the law, and cannot change (e.g., ULN $1 = 15\%$; ULN $2 = 20\%$, etc.)
		The rules define each ULN and assign each ULN to a number and weight from the law. For example, the rule defines English Tier II Services and clarifies that students who receive English Learner Tier II Services will be weighted as a ULN 4 and generate 60% of the base.
		The rules also clarify how a student is assessed and identified for each ULN, as well as the requirement for plans to provide services to meet student needs.





The weights for these student characteristics are in the law (49-3-105).

25% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5%

Weighted allocations are multiplied by the base amount to generate additional funds to support student needs.





Students may also generate Unique Learning Need (ULN) allocations based on the additional resources needed to support each ULN.

- **ULN one (1)** weighted at fifteen percent (15%) for a Student with Special Education Consultation Services
- ULN two (2) weighted at twenty percent (20%) for a Student with:
 (i) Minimal Special Education Direct Services, (ii) Characteristics of Dyslexia, and/or (iii) English Learner Tier I Services
- **ULN three (3)** weighted at forty percent (40%) for a Student with Limited Special Education Direct Services
- **ULN four (4)** weighted at sixty percent (60%) for a Student with English Learner Tier II Services
- **ULN five (5)** weighted at seventy percent (70%) for a Student with English Learner Tier III Services





- **ULN six (6)** weighted at seventy-five percent (75%) for a Student with Moderate Special Education Support Direct Services
- **ULN seven (7)** weighted at eighty percent (80%) for a Student with High-Support Special Education Direct Services
- **ULN eight (8)** weighted at one hundred percent (100%) for a Student with Ancillary Special Education Direct Services
- **ULN nine (9)** weighted at one hundred twenty-five percent (125%) for a Student with Most Intensive Special Education Support Direct Services
- **ULN ten (10)** weighted at one hundred fifty percent (150%) for a Student with Special Education Residential/Homebound/Hospital Services





Characteristics of Dyslexia (ULN 2)

To be identified as having Characteristics of Dyslexia a student must:

- Score below the 40th percentile on a nationally normed reading screener or be detected by the LEA's Early Warning System;
- Display deficits in multiple areas of literacy skills as determined by a universal reading screener; and
- Have a finalized Dyslexia Individualized Learning Plan.





Dyslexia Individualized Learning Plan

The proposed rule requires LEAs to:

- Develop an individualized learning plan for students who have been identified as having Characteristics of Dyslexia with an emphasis on:
 - language-focused plans in early grades and
 - grade level standards and assistive technology in later grades
- Notify parents/guardians of supports and progress
- Adopt and implement oversight plan of Dyslexia Individualized Learning Plans







English Learners (ELs) qualify for a single ULN:

English Learner (EL) Tier I services (ULN 2)

 Long-term ELs, an EL who has met exit criteria and is in year 1 or 2 of exiting, or a student whose parent(s) or guardian(s) have waived Direct ESL Service

English Learner Tier II services (ULN 4)

Students in grades 4-12 who received Direct ESL Service

English Learner Tier III services (ULN 5)

Students in grades K-3 who receive Direct ESL Service





All ELs who generate one of the ULNs must have an Individualized Language Plan (ILP), developed in accordance with SBE rule.

- ILPs for ELs in grades K-3 must include language-focused supports to access grade-level lessons.
- ILPs for ELs in grades 4-12 must include academic supports to access grade-level curriculum and intentional career planning.



.05 Direct Allocations

ocation funding are from the law and cannot be changed. who are not proficient in ELA, students enrolled in CTE rising 4 th grade students who are not proficient in ELA,
ising 4 grade students who are not proncient in LLA,
vill be awarded for students enrolled in CTE programs, ne indicators used to categorize programs.



.05 Direct Allocations Continued



Direct Allocations are subject to appropriations from the Tennessee General Assembly and are based on students meeting one or more of the following criteria:

- Students enrolled in Career and Technical Programs
- Students taking a Postsecondary Readiness Assessment
- Students enrolled in grades kindergarten grade 3 to support literacy instruction
- Rising 4th grade students who are not proficient in ELA
- Public Charter School students

These five criteria are taken directly from the law.

Direct Allocation amounts are determined through the state budget and appropriations process



.05 Direct Allocations Continued



Tennessee Investment in Student Achievemi

Career and Technical Programs

Direct allocation amounts are awarded based on the level of the program and the student's progression in coursework through the program.

The rules contain methodology to determine the level of the CTE program based on two wage-earning potential indicators: In-Demand Occupations and High Wage Occupations. Programs are assigned weights based on these indicators, and weights are added to determine the program's level.

Student progression in coursework through a program shall be determined by each course's alignment as a first, second, third, or fourth-year course of the career and technical education program.

By July 1st of each year, TDOE will publish a list of all approved CTE Program courses, CTE Programs by level, and conduct a review of the wage-earning potential indicators using data from the TN Department of Labor and Workforce Development and Tennessee Higher Education Commission (THEC).

.06 Outcome Bonuses

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-106	Yes	The rules identify the student performance goals that will generate additional funds for districts, including additional outcomes weights awarded based on the performance of students in certain subgroups. Outcomes weights include goals for elementary and middle school academic performance, postsecondary readiness, and academic performance for students with disabilities.



.06 Outcomes Bonuses Continued



Pursuant to 49-3-106, the commissioner convenes a group of individuals to advise on outcome incentive dollars and outcome goals.

- Committee makeup
- Meetings and engagement
- Recommendations



.06 Outcomes Bonuses



Outcomes bonuses will be allocated based on the following goals:

Literacy/ELA 3rd Grade:

- 15% of the base for students who score "on track" or "mastered" on the 3rd grade ELA TCAP
- 30% of the base if the student is Economically Disadvantaged (ED), an English learner (EL), or a student with a disability (SWD)

Literacy/ELA 4th Grade:

- 10% of the base for students who scored "approaching" or "below" on the 3rd grade ELA TCAP and then scored "on-track" or "mastered" on the 4th grade ELA TCAP
- 20% of the base if the student is ED, an EL, or a SWD



.06 Outcomes Bonuses Continued



Middle School:

- 10% of the base for a student who scored "on-track" or "mastered" on the 8th grade ELA and math TCAP, or a student who significantly exceeded growth in ELA and math
- 20% of the base if the student is ED, an EL, or a SWD

High School Post-Secondary Readiness Assessment:

- 10% of the base for a student who scored a 21 or higher on the ACT, or a student who
 increases their ACT score by at least 3 points between their first ACT and subsequent ACT
- 20% of the base if the student is ED



.06 Outcomes Bonuses Continued



High School Industry Credential:

• 10% of the base for a student who earned a Tier II or Tier III industry credential, and 20% of the base if the student is economically disadvantaged.

High School Student with Disabilities:

• 10% of the base for a student with disabilities in a graduating class cohort who meets at least 3 of the 4 State Annual Performance Report Indicators, as required by IDEA.

ReadyGrad Indicator:

- Once all outcomes bonuses have been allocated, the remainder of available outcomes bonuses will be allocated proportionately based on the ReadyGrad indicator
- 10% of the base for a student meeting the *ReadyGrad* indicator, and 20% of the base if the student is economically disadvantaged



.07 Fast Growth

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-107	Yes	The rules explain the methodology to determine if a district is "fast growth" for the purposes of receiving the fast growth stipend. Fast growth stipends are subject to annual appropriations by the Tennessee General Assembly; thus, the amount available for stipends cannot be determined at this time and cannot be affected by this rule.



.07 Fast Growth

Fast growth stipends are subject to annual appropriations by the Tennessee General Assembly.

An LEA that experiences growth in total allocations generated by students in non-virtual schools in the current school year in excess of one-quarter percent (1.25%) compared to the prior year, is eligible for a fast growth stipend equal to the increase in allocations in excess of one and one-quarter percent (1.25%). If the funds appropriated for purposes of this section are insufficient to provide for an LEA's fast-growth stipend, then the commissioner shall apply a pro rata reduction to the stipend amount each LEA is otherwise eligible to receive.

Subject to available appropriations, an LEA that experiences ADM growth in non-virtual schools exceeding two percent (2%) for each year of a three-consecutive year period is eligible for an infrastructure stipend.



.08 Fiscal Capacity and Local Contribution

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-109	No	This portion of the rule is taken directly from the law and cannot be altered via rule.



.08 Fiscal Capacity and Local Contribution Continued

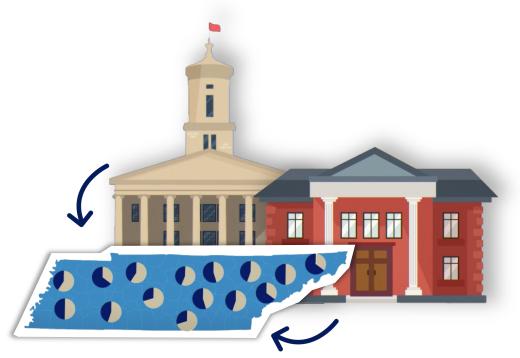
For each of the base and weighted components of the TISA, the department will calculate thirty percent (30%) of the total statewide allocations generated under the TISA for each component.

The resulting amount will be multiplied by a county's Fiscal Capacity to determine the county's Local Contribution for each component.

For counties with multiple LEAs, the department will determine the proportion of total county funds generated by each LEA for each component.

This proportion will then be multiplied by the county's Local Contribution to determine each LEA's individual contribution value.

The required Local Contributions for the base and weights will then be summed to determine the total Local Contribution for each LFA.





.08 Fiscal Capacity and Local Contribution Continued





The department will use Fiscal Capacity indices from the Tennessee Advisory Commission on Intergovernmental Relations (TACIR) and the Boyd Center for Business and Economic Research (CBER) at the University of Tennessee provided no later than May 1 of each year, weighted equally, to determine the Fiscal Capacity of each county.

The formulas established by both TACIR and CBER shall be evaluated by the comptroller of the treasury and approved by the State Board of Education annually.



.09 Cost Differential Factor

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-108	Some	The Cost Differential Factor is subject to annual appropriations by the Tennessee General Assembly; thus, the amount available cannot be determined at this time and cannot be affected by this rule. The rule further defines the equation that distributes CDF funds, if appropriated by the General Assembly.



.09 Cost Differential Factor Continued

The department may disburse Cost Differential Factor (CDF) grants to an LEA in a county where the cost of living is greater than the statewide average.

The rules contain methodologies for determining if the cost of living in a county is greater than the statewide average, and a methodology for calculating CDF grant amounts.

The department shall calculate the amount of CDF grants annually based on CBER data, appropriations, and TISA allocations.





.10 Data Collection, Calculation, and Appeals

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-108	No	The rules outline the process for collecting and verifying data from LEAs, and data reporting requirements from the department, but the data that must be collected exists now and is already collected at the state or district level. The TISA guide will further clarify data collection guidelines so we can get feedback from LEAs and make sure the submission process Is least burdensome.



.10 Data Collection, Calculation, and Appeals continued

LEAs must submit student and school-level data to the department for the purpose of calculating various components in the TISA, including ADM, Direct Allocations, and ULNs.

The department is also required to report certain data, including data on sparse counties, and students enrolled in CTE programs.

LEAs will submit data on a regular basis as described in the TISA guide and certify data monthly, including an appeals process administered by the department.



.11 ADM Calculations

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-108	No	Mathematically, ADM is calculated virtually the same way as it was under the BEP formula. These rules merely document the methodology that has always been used.



.11 ADM Calculations Continued

ADM from the current year is used to calculate the following year's TISA allocation.

A student generates ULN Weighted Allocations for primary and secondary services for Special Education and Related Services, for English Learner status, and for Characteristics of Dyslexia status.





.11 ADM Calculations Continued

Base funding is calculated by multiplying the total ADM by the base funding per student amount.

Economically Disadvantaged (ED) funding is calculated by multiplying the base amount by the ED weight as determined by law, and then multiplying that amount by the ED ADM.

Concentrated Poverty funding is calculated by multiplying the base amount by the Concentrated Poverty weight as determined by law, and then multiply that amount by the school's Title I eligible ADM.

Small District funding is calculated by multiplying the base amount by the Small District ADM as determined by law by the district's ADM.

Sparsity funding is calculated by multiplying the base amount by the sparsity ADM as determined by law by the district's ADM.



.12 Distribution of Funds

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-108	Some	Funds are distributed the same way under TISA as they were under the BEP formula. These rules merely document the methodology that has always been used. The rules include additional information about supplemental grants named in the law.



.12 Distribution of Funds Continued

Funds will be distributed 10 times throughout the year.

Pursuant to the law, allocated education funding will not decrease more than 5 percent from one year to the next.





.13 BEP Transition Funding

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-108	No	This portion of the rule is taken directly from the law.
		The rules add clarity on how the Department will calculate BEP transition funding in the first four years of TISA implementation.



.13 BEP Transition Funding Continued

In the first year of TISA implementation, if the TISA allocation is less than the baseline funding amount, the department will make up the difference.

For the subsequent three years, if there continues to be a difference between the TISA allocation and the baseline funding amount, the department will gradually step-down financial support.



.14 Educator Salary Increases

Code Section	Does this code section require rulemaking?	What are the proposed rules?
49-3-105(e)	No	This portion of the rule is taken directly from the TISA law and other existing state laws. The requirements for the State Board to increase the minimum salary schedule and for LEAs, public charter schools, and the Department to report on how state funds for salary increases were utilized is currently in state law.



.14 Educator Salary Increases

Continued

Any annual increase in the TISA base amount may be restricted by the Tennessee General Assembly to provide salary increases to Existing Educators. If a portion of an annual increase in the Base funding

amount is restricted, the following actions are required:

- The State Board shall increase the minimum salary schedule based on the amount of funds restricted for Existing Educator salary increases.
- LEAs and public charter schools shall use the portion restricted to provide salary increases to Existing Educators and report to the department how the additional state funding for Existing Educator salaries is utilized.
- The department must provide a report to the State Board and the Tennessee General Assembly on how LEAs and public charter schools utilized the additional state funding for salary increases to Existing Educators.





Questions and Closing Remarks





College-Going Rate and Call to Action

Tennessee Higher Education Commission

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College Going and the Class of 2021

Available on THEC's website, https://www.tn.gov/thec

- Reports, Studies, and **Publications**
- College-Going Reports
- Includes Data Downloads



Reports, Studies, and Publications



Fact Book addresses topics of access. productivity, and quality in public higher education.



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College-Going Rate, Class of 2021

TN Department of Education

THEC Student
Information System,
National Student
Clearinghouse

CGR =
Postsecondary
Enrolled ÷
HS Graduates



Class of 2021 and CGR Over Time

80% 70% 63.3% 63.8% 62.5% 61.8% 64.4% 57.3% 58.2% 58.6% 56.8% 60% 52.8% 50% 40% 30% 20%

2016

2017

2018

2019

2020

2021



2012

2013

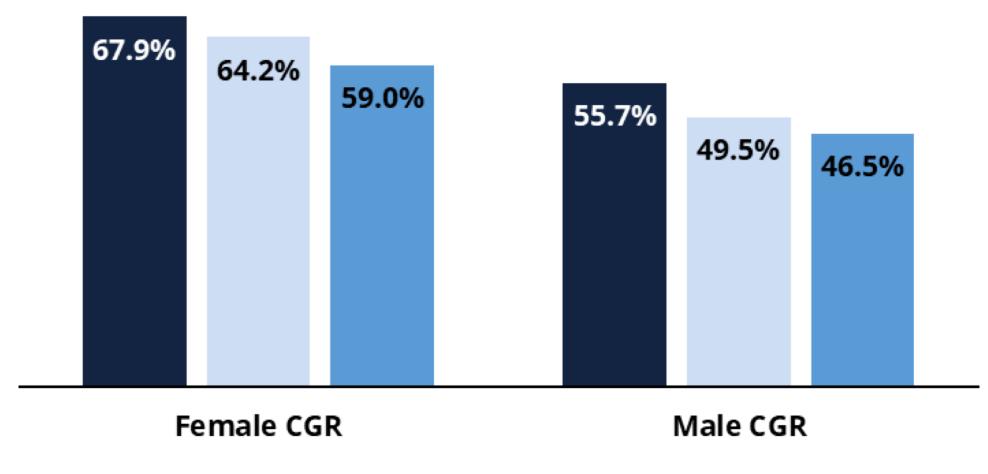
2014

2015

CGR Disparities by Race Widening

80% 70% Black or African American 65.3% 61.4% Hispanic/Latino 57.6% 60% 61.8% White 56.8% 55.4% 50% 52.8% -•- Overall 48.0% 46.1% 44.0% 40% 40.5% 35.0% 30% 20% 2019 2020 2021

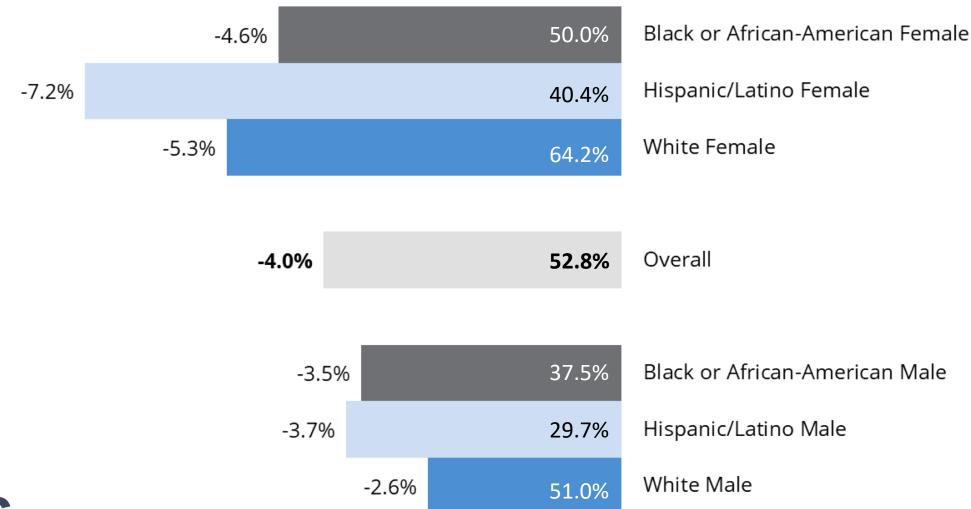
Male CGR Continues to Trail Female CGR





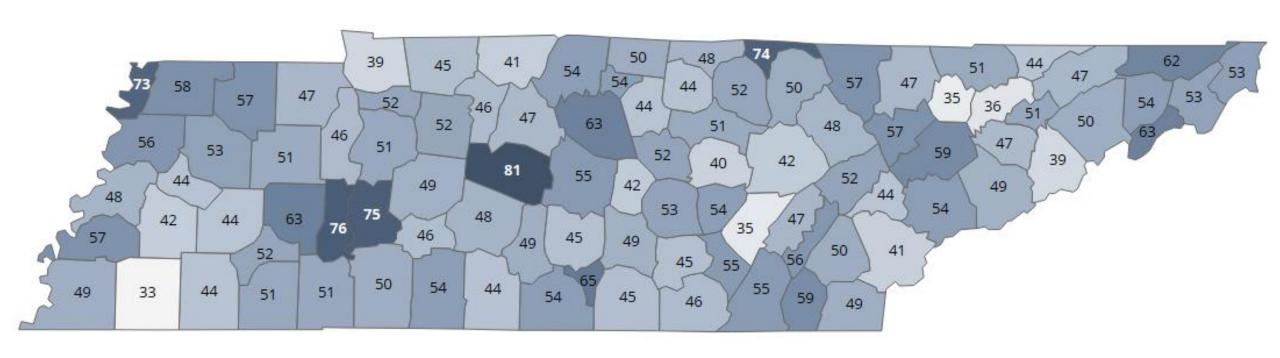


Class of 2020 to 2021 Drops in CGR Show Race-Gender Gaps



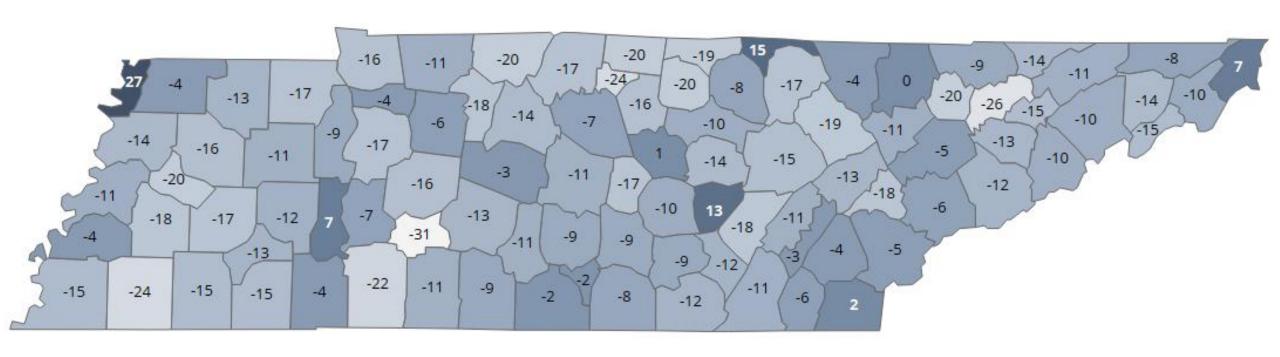


Geographic Disparities Persist





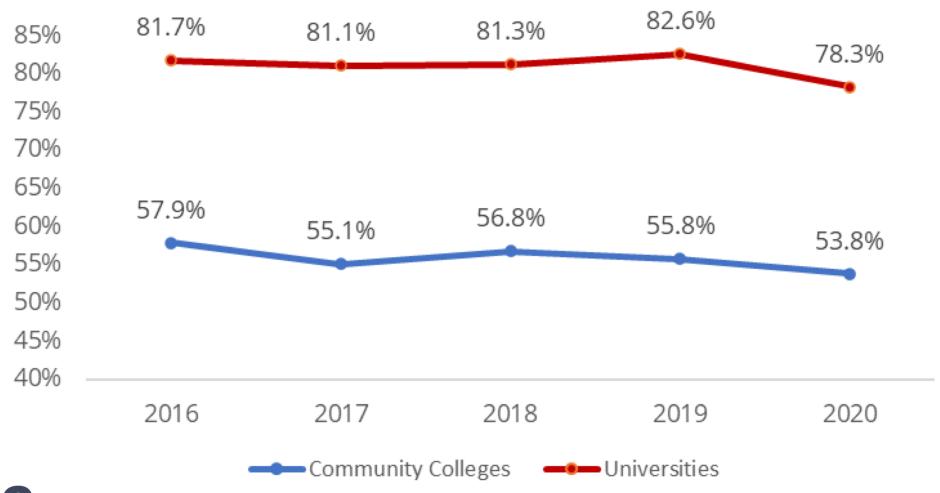
5-Year CGR Change, 2017 to 2021





Pipeline through College Narrowing, too

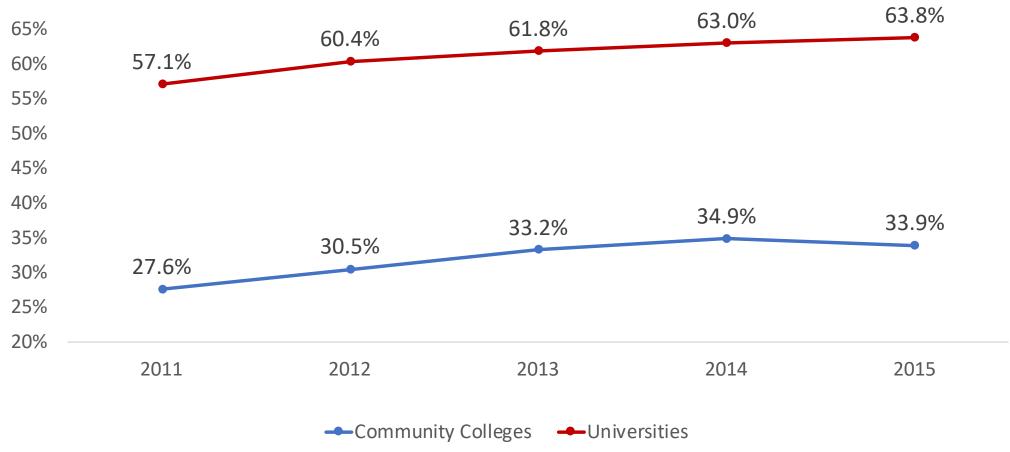
Fall First-Time, Full-Time Freshmen to Second Fall Retention Rates





Rising (6-Year) Graduation Rates

Six-Year Graduation Rates



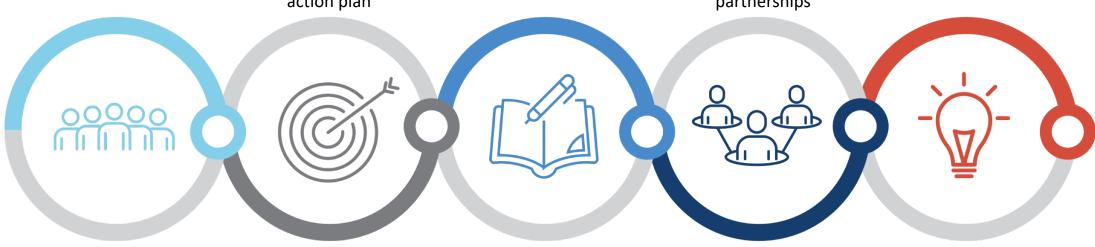


Call to Action

Next steps: Stakeholder engagement and statewide action planning process.

Determine and set goals and approach for statewide action plan

Cultivate and amplify networks and partnerships



Stakeholder engagement

Outline and implement student success strategies, programs, and innovation Address opportunities and challenges through policy and programmatic recommendations



Ongoing Stakeholder Engagement

- ✓ Convening of K-12 education, higher education, labor and workforce, and nonprofit partners
- ✓ Meetings and presentations with stakeholder groups to share data and request input and ideas
- ✓ Research scan of current programs and innovative models

✓ Feedback survey



Stakeholder **Engagement** Feedback Survey

Available on THEC's website, https://www.tn.gov/thec

- Reports, Studies, and **Publications**
- College-Going Reports
 - Stakeholder Engagement
 - Feedback Survey





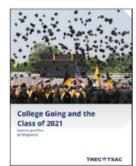
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College-Going Reports

Press Release, May 23, 2022

College-Going Rate Decline Requires a Call to Action for Postsecondary Access and Completion Efforts in Tennessee



Reports

College-Going and the Class of



Data Downloads

For questions about your school's data, please contact us here.

- College-Going Rate by High School and Demographics
- Postsecondary Enrollment Details



Stakeholder Engagement

The Tennessee Higher Education Commission is undergoing a process of coordinating and convening stakeholders to determine recommendations in a statewide action plan. The ultimate goal is to renew the focus on improving access to postsecondary opportunity and thus increasing the number of individuals with a postsecondary degree or credential and supporting workforce development.

- Stakeholder Feedback Survey
- College For TN

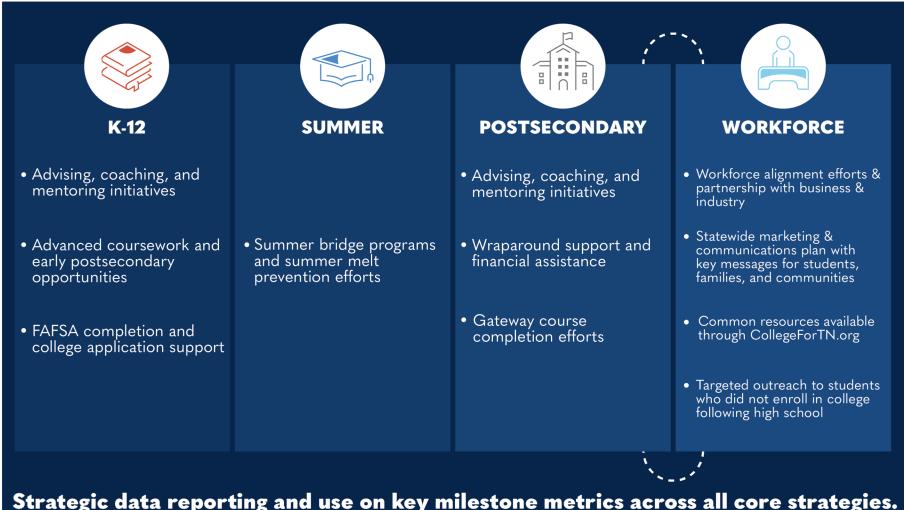
Student Feedback

- > 2021 High School Senior Opinion Survey:
 - Pandemic impacts
 - Familiarity of financial aid options
 - Perception of community colleges
- > tnAchieves Class of 2021 Survey:
 - Perceived costs and desire to work
 - Value proposition of higher education
- > Continued feedback from students will be part of the planning process



Core Strategies

Emerging priorities from stakeholder engagement process.





Strategic data reporting and use on key milestone metrics across all core strategies.

THEC THANK YOU



HIGH SCHOOL & BEYOND PLANS

JULY 21, 2022

THE STATE BOARD'S MASTER PLAN

Strategic Goal II: By June 30, 2025, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.

Benchmark 2A: 100% of students complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.

CURRENT RULE & POLICIES

- State Board Rule 0520-01-03-.03 requires all students to develop a four-year plan of focused and purposeful high school study.
- Middle School Policy 2.102 and High School Policy 2.103 further define the purpose of the four-year plan, provide a general timeline for review of the plan, and offer general guidance for what's included in the plan.

CHARACTERISTICS OF THE CURRENT PLAN

- Developed prior to 9th grade
- Spans across the four years of high school
- Includes completion of a career interest inventory and career aptitude assessment during middle grades
- Jointly prepared by the student, parent/guardian, counselor and IEP/504 team
- Considers academic strengths, needs, attendance, behavior and grades
- Connects high school courses or training with goals for after high school

ENGAGING WITH STAKEHOLDERS

- State Board staff partnered with the Department of Education's College, Career and Technical Education team to engage with stakeholders and propose changes to this rule and the subsequent middle grades and high school policies.
- Goals for Engagement:
 - Hear from school counselors representing all regions and types of districts
 - Understand how the plan is currently being implemented
 - Learn about any successes and challenges
 - Garner reactions to proposed updates to the plan

STAKEHOLDER GROUPS

TDOE's School Counselor Advisory Council

Tennessee Educators Association

Professional Educators of Tennessee

Tennessee Organization of School Superintendents

Tennessee School Counselor Association











WHAT WE HEARD: ROUND 1

- School counselors need more buy-in from teachers and administrators to support this work.
- Students can and should begin career exploration earlier in middle school.
- It is challenging to build out a full four-year plan prior to 9th grade.
- IEP Transition Plans already include each of the components of the plan.
- There isn't always a clear process for how the plan follows transient students.
- It can be difficult to engage parents in the development of the plan.

INTRODUCING THE HIGH SCHOOL & BEYOND PLAN

- Proposed changes to the rule:
 - Clearly defining when the changes shall be implemented; and
 - Updating the name of the plan to the High School and Beyond Plan.
- Proposed changes to the middle and high school policies:
 - Allow for additional trained staff to support students with their plans;
 - Create a timeline for completion of each step, beginning in grade seven;
 - Provide the option to initially create a plan through grade nine only;
 - Exempt students with an IEP Transition Plan from creating a High School and Beyond Plan;
 - Require the plan to be included as part of a student's cumulative record; and
 - Provide flexibility for parent/guardian engagement.

PROPOSED CHANGES TO HIGH SCHOOL POLICY 2.103

Current Language	Proposed Language	
(1) At age fourteen or prior to the ninth grade, all students	(1) Beginning in the 2023-24 school year, all eighth grade students	
(1)including students with an Individualized Education Program (IEP) [] shall develop an initial four-year plan	(1) For students with an Individualized Education Program (IEP), the IEP Transition Plan fulfills this requirement.	
(1) The plan of study shall be reviewed annually by the student and the school counselor or faculty advisor	(3) While in high school, the student and school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan shall review and revise the plan annually.	

PROPOSED CHANGES TO HIGH SCHOOL POLICY 2.103

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(2)...all students shall take a career interest inventory during either middle school or grade nine and a career aptitude assessment during grade seven or grade eight...

- **Proposed Language**
- (2) (a) Take a career aptitude assessment during grade seven or grade eight and use the results to inform the plan;
- (2)(c) Take a career interest inventory during the middle grades or by the end of grade nine to assist in determining student's interests...
- (3) The initial plan of focused and purposeful high school study shall be jointly prepared by the student, parent or guardian, school counselor or faculty advisor, and the IEP and/or 504 team as appropriate.
- (1) The plan shall be initially prepared by the student, parent/guardian, if available, school counselor, educator or other school staff who has received training from the school or district on how to support students in developing and revising the plan, and the 504 team, as appropriate.

PROPOSED CHANGES TO HIGH SCHOOL POLICY 2.103

Current Language	Proposed Language
(4)(a) Cover either grades nine through twelve or grades eight through twelve	(1)(a) Include either grade eight through the two years after high school graduation or grade nine through the two years after high school graduation

PROPOSED ADDITIONS TO HIGH SCHOOL POLICY 2.103

Further clarify the timeline for each step:

- (2)(b) During grade eight, develop the plan through at least grade nine;
- (2)(d) Select an elective focus and plan courses accordingly by the end of grade ten;
- (2)(e) During grade eleven, students will extend the plan through the first two years beyond high school. This addition to the plan should include the key deadlines for relevant post-secondary or workforce applications, completion of any required entrance exams and assessments, and submission of applications for financial aid based on the student's college and career goals for after high school graduation.

Provide guidance for updating the plan:

• (3) Revisions to the plan shall be based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments shall also be used in adjusting the plan.

• Allow the plan to transition with students:

• (4) A current version of the plan shall be included as part of a student's cumulative record.

PROPOSED CHANGES TO MIDDLE GRADES POLICY 2.102

- The current policy includes a copy and paste of what's in the High School Policy.
- The proposed revisions mirror the High School Policy's introduction and overview, but the steps do not go beyond the middle school grade requirements.
- Readers are directed to the High School Policy to review the remaining steps, if necessary.

WHAT WE HEARD: ROUND 2

- The changes do not significantly change what's already being done. Instead, the changes provide clarity and specific language for each of the steps in the development of and revisions to the plan.
- Guidance documents, toolkits, and templates would be helpful. This is also an opportunity to share best practices.
- There was a misconception about the need to track and meet with students during the two years post-graduation. State Board staff added clarifying language that affirms the annual review only occurs during high school.

NEXT STEPS

- The rule is on first and final reading tomorrow and the policies will be on first reading in October.
- After first reading of the policies in October, the documents will be shared with our same stakeholder groups again for another round of feedback.
- State Board staff and the Department's College, Career and Technical Education team will work together to build out guidance documents, toolkits and templates.
- The rule and policies will become effective ahead of the 2023-24 school year.





Statewide Math Standards and Materials Support Plan

Lisa Coons
Chief Academic Officer
TDOE





ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION,

NO MATTER WHERE THEY LIVE

STUDENT READINESS

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

200 20 20 500 EDUCATORS

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

TDOE 2022-23 Components of Math Support

Standards Support

Initial Phase

Summer 2022- November 2022

Focus on standards transitions and resourcing districts to support educators

Statewide Implementation

Second Phase

November 2022-February 2023

Focus on district adoption process and understanding standards in preparation for textbook adoption District Specific Support

Ongoing

February 2023-September 2024

Develop district specific supports to support teachers in standards and materials implementation within the context of the district **Standards Support (Best for All Central)**

- 1. Standards Crosswalk Tools
- 2. Updated Instructional Focus Documents
- 3. Digital Statistics Training Modules
- 4. Virtual PLC Video Models



Statewide Implementation Support

- 1. District Regional Convenings
- 2. Best for All Resource Packages
- 3. Bright Spot Model Sharing
- 4. Virtual PLC Videos Models



District Regional Convenings

The TDOE, in partnership with SchoolKit, is providing **three regional sessions** for district leaders to help them identify how high-quality instructional materials (HQIM) support teaching of the new standards and to build a strong plan for implementation of those materials.

Leaders will:

- Consider their district's current needs and context
- Hear about effective practices around the state through a panel
- Work with their teams to create plan for implementation





District Regional Convenings: Timeline

Sessions will be offered in each region across the 2022-23 school year.

East: September 13, November 1, March 2

Central: September 14, November 2, March 1

West: September 15, November 3, February 28





District Regional Convenings Overview

Equip district teams with the knowledge and resources to effectively lead implementation of new math HQIM in alignment with the TN State Math Standards and a vision for strong math instruction and learning.

Session 1: Understand the Theory of Action

Session 2: Planning for Implementation

Session 3: Moving Implementation Forward





Best for All Central Materials Resources

- 1. HQIM Math Implementation Framework
- 2. Theory of Action Planning Guide
- 3. Support Guide for Special Education
- 4. Support Guide for ELs
- 5. Walk Through Tool TN IPG for Math
 - IPG Use Recommendations
 - Support videos
- 6. Instructional Preparation Resources
 - Unit Preparation Guide
 - Lesson Preparation Guide





District Specific Support

- 1. Implementation grants
- 2. Implementation Support Providers
- 3. Regional Implementation Networks (TBD)
- 4. Core Specific Math Support



Implementation Support Grants

- Each district was awarded a total of \$142,500 to be split evenly over the 2022-23 and 2023-24 school years.
- Total Investment from this grant opportunity in mathematics: \$15, 675,000 for 110 district grants.
 - Year one focal areas will focus on providing district visioning support,
 building district wide knowledge of standards and instructional
 materials for delivering standards.
 - -Year two will focus on providing implementation support after the district selects and adopts HQIM. Once the district notifies the provider of their adoption and purchase, the support provider will support district with implementation.
 - The recipient districts will be selecting and contracting with a state approved implementation support vendor from a state-approved list of providers.



Implementation Support Providers

- Instruction Partners
- New Teacher Center National Institute for Excellence Teaching
- Pivot Learning Partners
- SchoolKit
- TNTP



CORE Math Support

- ■CORE math supports are focused on: math HQIM implementation starting fall 2022
- HQIM implementation supports will provide assistance on helping district leaders on the following action steps
 - ODeveloping a shared vision for HQIM implementation through the use of Instructional Practice Guide walks
 - OPreparing for intellectual preparation structures for the use of new materials in year one



CORE Math HQIM Implementation Support

- CORE math HQIM implementation support will prioritize districts that:
 - Did not receive the Math Implementation Grant
 - Have more than half of their students 'below expectations' in Algebra 1 or Integrated Math I
 - Focusing support on the transition from middle school grade content to Algebra 1 or Integrated Math I
 - Have more than half of their students 'below expectations' in math across the district
- CORE will support district leaders through establishing a clear plan for how they will go about implementing materials and using data along the way to monitor the impact of their actions



Questions?

Chief Academic Officer:

Lisa Coons

Senior Director of Mathematics, Science, and Instructional Materials:

Virginia Mayfield

Math Team Director:

Michael Bradburn

CORE Math Implementation

Team Director:

Tara Harrell





MASTER PLAN UPDATE

JULY 21, 2022

ABOUT THE MASTER PLAN

- T.C.A. § 49-1-302 requires the State Board to "develop and maintain current a master plan for the development of public education, kindergarten through grade twelve (K-12)..."
- The State Board adopted its Master Plan in 2020 that set five-year goals and annual policy priorities.
- The Master Plan is updated annually in July and maintains a focus on efforts within the State Board's purview.
- The Master Plan provides the State Board and all education stakeholders a lens to examine our efforts and determine whether policies and practices are preparing Tennessee's children for workforce, post-secondary success, and citizenship.

2021-22 MASTER PLAN

WHAT PROGRESS DID WE MAKE THIS YEAR?

STRATEGIC GOAL I

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to be on grade level in ELA as measured by TCAP results.
- **Benchmark 1A:** by June 30, 2025, at least 75 percent of third-grade students achieve on-track or better in ELA as measured by TCAP results.
- **Benchmark 1B:** By June 30, 2025, ensure LEAs provide appropriate interventions to all kindergarten through third-grade students who are below grade level in ELA.

STRATEGIC GOAL II

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.
- Benchmark 2A: By June 30, 2025, 100 percent of eighth grade students complete a Four-Year Plan or a Transition Plan for students with Individualized Education Programs (IEPs).
- Benchmark 2B: By June 30, 2025, at least 60 percent of eighth-grade students score on-track or better in ELA as measured by TCAP results, and at least 75 percent of eighth-grade students score on-track or better in math as measured by TCAP results.

STRATEGIC GOAL III

- By June 30, 2025, ensure policies and systems are in place to provide opportunities for every student to be prepared for success after high school.
- Benchmark 3A: By June 30, 2025, every student graduates having achieved one or more of the Ready Graduate Indicators.
- Benchmark 3B: By June 30, 2025, 100 percent of students complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.

STRATEGIC GOAL IV

- By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.
- Benchmark 4A: By June 30, 2025, meet the demand for high-quality and effective teachers statewide.
- Benchmark 4B: By June 30, 2025, improve retention of high-quality, and effective teachers.
- Benchmark 4C: By June 30, 2025, every school counselor is able to fully implement the Tennessee School Counseling Standards.
- Benchmark 4D: By June 30, 2025, meet the demand for high-quality and effective school leaders statewide.

STRATEGIC GOAL V

- By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.
- Benchmark 5A: By June 30, 2025, all charter school authorizers meet quality authorizing expectations based on the charter school authorizer evaluation rule.
- Benchmark 5B: By June 30, 2025, conduct a comprehensive review and incorporate best practices of innovative learning options for students, including school choice programs as well as remote or virtual learning.
- Benchmark 5C: By June 30, 2025, codify the state's accountability system in rule and policy and ensure any revisions receive approval from the U.S. Department of Education.

BOARD MEMBER FEEDBACK

WHAT IMPROVEMENTS CAN WE MAKE TO THE MASTER PLAN?

Darrell Cobbins

- Need more of a focus on interventions and progress made given the impact of COVID.
- Suggest combining goals and actions that are similar.
- Consider adding a benchmark/goal on diversity and inclusion with the area of highquality teachers.
- What progress have we made toward these TCAP goals?

Garren Hamby

- Benchmark 1a seems too lofty of a goal. Should we consider where we are now and build up to 100%?
- Same question for Benchmark 2b.

NOTE: Benchmarks 1a and 2b in the 2021-22 Master Plan are focused on student achievement outcomes on the TCAP.

Jordan Mollenhour

- Where does our Master Plan intersect with the Department's Best For All?
- How does COVID impact our plan now? Are we targeting the right levers?
- Are we pursuing the actions that will have the greatest impact?

Gordon Ferguson

- Seems like there are new initiatives added, such as literacy goals. Are they designed to be effective?
- How are we thinking about how to measure the true negative impact of COVID? How might this impact our goals and action steps?

Bob Eby

- Are we setting ourselves up for failure with so many goals and benchmarks?
- How can we better tie our MP in with the Department's Strategic Goals?
- What is our true authority there?

Larry Jensen

- Shouldn't we be the "czar" who brings everyone together for one goal?
- Our role as board members is to figure out what's in your district and advocate for it.
- Idea to meet with the governor annually to share our priorities.
- Should focus on a max of 3 areas –
 literacy, CTE, and teachers.

Elissa Kim

- There's a lot happening. Might we be better off going all in on 1-2 things?
- Revisit goal(s) to refocus at each quarterly meeting, at a minimum, and focus on advancing the work between meetings.
- Which stakeholders can we bring in if we're truly focused?

Mike Edwards

- Idea of public release of annual report on progress toward goals; accountability needs to be public.
- Pair down and add supplemental document which explains how we will measure each goal.
- As the State Board, we are charged with holding "education" accountable.

Nick Darnell

- Should we adjust goals every year to move the needle?
- This is a lot for the staff to accomplish.
- Treat the MP more like school coaching – going "all in" on a focus for the year.
- Teachers and leaders should be the focus with the achievement goals as the measurable outcomes.

Ryan Holt

- MP should include goals that are measurable based on the highest priority.
- Unclear how current action steps help us reach our goal.
- Where are we putting our resources? Do they match our highest priorities?

Nate Morrow

- The strategic plan should make everyone uncomfortable.
- Our focus should be easy to articulate and reinforced at each meeting.
- We are an independent bridge between the legislators and TDOE on behalf of kids.

Warren Wells

- Members live in communities and know needs; role is to bring the community voices forward.
- Could be helpful to report updates to the governor and commissioner in the Fall ahead of session.

<u>Lillian Hartgrove</u>

- What's the reasonableness for obtaining data from the Department?
- Who do we rely on for research?
 What research do we have the capacity to conduct?

KEY IDEAS

- The current Master Plan is lengthy and has functioned as more of an internal document for staff.
- We want our Master Plan to be responsive and reflect our focus on the needs of students.
- Our role is to serve as the people's voice and to publicly report (and make recommendations) on the state of education.
- Our priorities should be restated and reinforced at each meeting with every decision aligned to them.
- Our desired outcomes should be ambitious yet attainable and function similar to how schools and districts set their own goals.
- Anything to add?

OUR REVISED MASTER PLAN

WHERE ARE WE HEADING NEXT?

ORIENTATION

- A three-year approach that focuses in on key areas of our work that are aligned to state priorities in public education.
- Includes a supplemental document which outlines the Board's strategies, current data, action steps and desired outcomes for each focus.
- Relies on incremental outcomes grounded in data and yearly public reporting to ensure our state is collectively moving the needle in each of the key areas.

STRATEGIC GOAL I: LITERACY

- All students are on grade level in ELA as measured by TCAP results.
- Annual Outcomes:
 - The percentage of all third grade students on grade level in ELA will increase by 4 points annually and the percentage of all eighth grade students will increase by 5 points annually.
 - The percentage of third grade English learners who are on grade level in ELA will increase by 6 points annually and the percentage of eighth grade English learners will increase by 6 points annually.
 - The percentage of third grade students with disabilities who are on grade level in ELA will increase by 5 points annually and the percentage of eighth grade students with disabilities will increase by 6 points annually.

STRATEGIC GOAL II: COLLEGE AND CAREER

- All students are prepared for success in high school, college, and career.
- Annual Outcomes:
 - The percentage of all students demonstrating readiness for college and career after high school will increase by X points annually.
 - The percentage of students with disabilities demonstrating readiness for college and career after high school will increase by X points annually.
 - The percentage of English learners demonstrating readiness for college and career after high school will increase by X points annually.
 - The state average by subject area on the ACT will increase by 0.2 percentage points in English, math, reading and science annually.
 - The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually.

STRATEGIC GOAL III: TEACHERS AND LEADERS

- All schools are staffed with qualified and effective educators.
- Annual Outcomes:
 - The percentage of newly licensed teachers who remain teaching in Tennessee public schools for at least three years will increase by 0.5 points annually.
 - The percentage of racially diverse teacher candidates receiving initial licensure from Tennessee EPPs will increase by 1 point annually.
 - [add outcome for decreasing teacher vacancies, permits, waivers]

STRATEGIC GOAL IV: OVERSIGHT

- Conduct public meetings to ensure transparency, accountability, and effective implementation of education policy.
- Annual Outcome:
 - The State Board will annually identify its rules and policies for review.

LOOKING AHEAD

WHAT HAPPENS NEXT?

NEXT STEPS

State Board Staff:

- Incorporate feedback into the 2022 Master Plan
- Internal teams create/update action plans based on the 2022 Master Plan
- Consider "rebranding" the Master Plan

Board Members:

- Talk about our strategic goals in every conversation (board meetings, workshops, votes, stakeholder meetings, study committees, etc.)
- Look for alignment in proposals made to the board and ask about it when alignment is not clear



APPENDIX

2021-22 MASTER PLAN (WITH ACTION STEPS)

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to be on grade level in ELA as measured by TCAP results.
- **Benchmark 1A:** by June 30, 2025, at least 75 percent of third-grade students achieve on-track or better in ELA as measured by TCAP results.
- Action Step: By June 30, 2022, collect and analyze baseline data from the TN Ready Spring 2021 testing cycle and learning loss summer camps, considering how valid and comprehensive the data is while understanding current gaps in student learning.
- Action Step: By June 30, 2022, create and pass relevant rules and policies around LEA/Charter literacy plans (3-year renewal) and receive information on initial plans from TDOE to inform this process.

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to be on grade level in ELA as measured by TCAP results.
- **Benchmark 1B:** By June 30, 2025, ensure LEAs provide appropriate interventions to all kindergarten through third-grade students who are below grade level in ELA.
- Action Step: By June 30, 2022, track and assess results of learning loss summer camps to determine needs for rule changes to achieve desired outcome.
- Action Step: By June 30, 2022, track and assess mid-point and initial end of year data on state tutoring initiative in TN schools.
- Action Step: By June 30, 2022, begin conducting research on alignment of intervention strategies in K-3 and Pre-K literacy outcomes by identifying available data from Pre-K and Kindergarten readiness through inter-agency collaboration.
 - Action Step: By June 30, 2022, create and pass relevant rules and policies based on the January 2021 special legislative session on education, including but not limited to EPP literacy standards, reading licensure assessments, and promotion and retention requirements.

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.
- Benchmark 2A: By June 30, 2025, 100 percent of eighth grade students complete a Four-Year Plan or a Transition Plan for students with Individualized Education Programs (IEPs).
- Action Step: By June 30, 2022, update rule and policy regarding the Four-Year Plan to include recent additions to and revisions of career and technical education pathways and work with the TDOE to identify specific avenues to monitor implementation.
- Action Step: By June 30, 2022, work with TDOE to provide communication to districts supporting the implementation of 4-year plans and interest inventory/aptitude assessments as required by state law as well as IEP Transition plans as required by federal law. Work with TDOE to monitor district implementation and compliance.

- By June 30, 2025, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.
- Benchmark 2B: By June 30, 2025, at least 60 percent of eighth-grade students score on-track or better in ELA as measured by TCAP results, and at least 75 percent of eighth-grade students score on-track or better in math as measured by TCAP results.
 - Action Step: By June 30, 2022, research effective practices for 1st-8th grade summer learning camps and update relevant rules/policies to reflect the research including reporting from TDOE on 2021 TNReady testing data. Gather best practices from around the state from summer 2021 learning camps.
 - Action Step: By June 30, 2022, request a presentation by TDOE during a quarterly workshop
 regarding its plans to ensure proper supports are provided to districts in selecting textbook
 and materials and providing teacher professional development in advance of revised Math
 standards being implemented in grades K-12 in the 2023- 24 school year.

- By June 30, 2025, ensure policies and systems are in place to provide opportunities for every student to be prepared for success after high school.
- Benchmark 3A: By June 30, 2025, every student graduates having achieved one or more of the Ready Graduate Indicators.
- Action Step: By June 30, 2022, obtain data from TDOE and local districts to produce a report regarding district-by-district analysis of the current access to preparation for and performance on the ACT, military readiness assessments, and early postsecondary opportunity requirements, including Industry Certification and dual college enrollment. Consider TN industry needs specifically by engaging with TN business leaders as well as interagency coordination with appropriate agencies such as the Tennessee Higher Education Commission (THEC), Department of Economic and Community Development, and Department of Labor and Workforce Development.
 - Action Step: By June 30, 2022, identify and begin to undertake relevant actions based on the report, such as rule and policy revisions.
 - Action Step: By June 30, 2022, work with THEC on the incorporation of TCAT courses as graduation requirement substitutions as appropriate.

- By June 30, 2025, ensure policies and systems are in place to provide opportunities for every student to be prepared for success after high school.
- Benchmark 3B: By June 30, 2025, 100 percent of students complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.
- Action Step: By June 30, 2022, build on the existing requirement for eighth graders to create four-year plans that are reviewed annually through high school to establish a stronger requirement for a High School and Beyond Plan in rule and policy.
- Action Step: By June 30, 2022, collaborate with stakeholders, including school counselors and other school-based leaders, to create resources and best practices to support Tennessee High School and Beyond Plans in order for every high school student to develop a personalized plan for their post-secondary success.

- By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.
- **Benchmark 4A:** By June 30, 2025, meet the demand for high-quality and effective teachers statewide.
- Action Step: By June 30, 2022, develop protocol with assessment vendors to ensure content area licensure assessments align with TN academic standards based on standards review cycle.
- Action Step: By June 30, 2022, publish first-time pass rates of educator candidates by EPP on content area licensure assessments on a public report to the Educator Preparation and Licensure Subcommittee.
- Action Step: By June 30, 2022, work with TDOE and other stakeholders to create and pass relevant rules and policies around district-led teacher training programs for additional endorsements, as required by recently passed statute, as well as continuing to promote "Grow Your Own" initiatives throughout the state to help meet high demand endorsement areas.

- By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.
- Benchmark 4B: By June 30, 2025, improve retention of high-quality, and effective teachers.
- Action Step: By June 30, 2022, commission a third-party analysis of the effectiveness of the Tennessee Educator Accelerator Model (TEAM) and the other state-approved teacher observation models.
- Action Step: By June 30, 2022, conduct nationwide research on most effective teacher retention strategies and provide policy recommendation around these strategies.
- Action Step: By June 30, 2022, analyze teacher vacancy data as submitted annually by LEAs to the TDOE and determine areas of greatest need for high-quality and effective teachers.
- Action Step: By June 30, 2022, collaborate with TERA or a similar organization to conduct research on why teachers are leaving the field. This could include studying exit interviews or other measures accessible to the state.

- By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.
- Benchmark 4C: By June 30, 2025, every school counselor is able to fully implement the Tennessee School Counseling Standards.
- Action Step: By June 30, 2022, use data from the Tennessee Educator Survey to track the implementation of the Tennessee School Counseling Standards that were adopted by the State Board in 2017 as well as common challenges and potential policy revisions.
- Action Step: By June 30, 2021, identify and begin to undertake relevant actions based on the report, including but not limited to rule and policy revisions.
- Action Step: By June 30, 2022, review EPP standards for school counselors and analyze effectiveness of implementation.
 - Action Step: By June 30, 2022, work with TDOE to collect data on use of counselor's time by collecting snapshot data from counselors around the state on how their time is spent across a given week.

- By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.
- Benchmark 4D: By June 30, 2025, meet the demand for high-quality and effective school leaders statewide.
- Action Step: By June 30, 2022, identify effective leader retention strategies that are national and state specific.
- Action Step: By June 30, 2022, identify best practices of school leaders to grow and retain teachers through national and state specific research.
- Action Step: By June 30, 2022, collect and analyze data on leader evaluation outcomes to determine the distribution of high-quality leaders across the state.
- Action Step: By June 30, 2022, update the Tennessee Instructional Leadership Standards policy to align with changes to EPP literacy standards for instructional leaders.

- By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.
- Benchmark 5A: By June 30, 2025, all charter school authorizers meet quality authorizing expectations based on the charter school authorizer evaluation rule.
- Action Step: By June 30, 2022, write a status report on the first official Charter Authorizer evaluation cycle to present to the State Board and provide to stakeholders.
 - Action Step: By June 30, 2022, complete a review of all State Board rules and policies to identify areas of flexibility for charter schools as well as areas in which they may act separately from their authorizer.

- By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.
- Benchmark 5B: By June 30, 2025, conduct a comprehensive review and incorporate best practices of innovative learning options for students, including school choice programs as well as remote or virtual learning.
- Action Step: By June 30, 2022, participate in the TDOE's Individual Education Account (IEA) advisory council to identify any necessary rule revisions to align with best practices.
- Action Step: By June 30, 2022, support the TDOE as requested in creating a report pursuant to T.C.A. § 49-16-104 that analyzes the extent to which students have equitable access to, and opportunities to engage in, standards aligned virtual education programs.
- Action Step: By June 30, 2022, finalize revisions to the virtual school and virtual
 education programs rule to include modernized language and promote practices that
 will accelerate student learning.

- By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.
- Benchmark 5C: By June 30, 2025, codify the state's accountability system in rule and policy and ensure any revisions receive approval from the U.S. Department of Education.
- Action Step: By June 30, 2022, identify and monitor relevant statutory requirements and best practices regarding school and district accountability in collaboration with external stakeholders and the COVID-19 Education Recovery and Innovation Commission (ERIC).