



Minutes

October 20, 2014

10:00 a.m.

Scarritt Bennett Conference Center
1008 19th Avenue South
Nashville, TN 37212-2166

Members of Council in Attendance

Cynthia Cheshier, Chair
Chip Fair, Vice-Chair
Brian Brown
Catherine Knowles
David Craig
Gayle Feltner
Hillary Sims
James Topp
Jason Vance
Jeff Ker
Kyle Hauth
Mary Johnson
Mary Meador
Paula Brownyard
Shannon Taylor

Visitors in Attendance

Amy Wooten
Bruce Bull
Eric Carter
Hope McFarlin
Jennifer Anderson
Jennifer Rowan
Loria Richardson
Nancy O'Hara
Ned Andrew Solomon
Rosemary Lewis
Sherry Dalton
Sherry Wild

TDOE Employees in Attendance

Joey Hassell, Assistant Commissioner
Steve Sparks, TDOE – AC Contact
Tabatha Siddiqi, TDOE – AC Contact
Alison Gauld, TDOE
Allison Davey, TDOE
Amy Owen, TDOE
Bill Wilson, Office of General Council
Gary Smith, TDOE
Jill Omer, TDOE
Joann Lucero, TDOE
Joshua Stanley, TDOE
Kay Flowers, TDOE
Lori Nixon, TDOE
Nathan Travis, TDOE
Paula Gaddis, TDOE
Rachel Wilkinson, TDOE
Ryan Mathis, TDOE
Suzanne Keefe, TDOE
Theresa Nicholls, TDOE
Tie Hodack, TDOE

Members Not in Attendance

Alfred M. Hacker
Chantal Hess-Taylor
Cleatrice C. McTorry
Darlene Walden
Dawn Bradley
Katie Culberson

Meeting Focus/Purpose *To provide policy guidance with respect to Special Education and Related Services for children with disabilities in TN*

Welcome/Introductions

Cynthia Cheshier/Chair

Announcements / Logistics

- ❖ Waiting for additional Council Members to arrive so that a quorum will be present to conduct business, therefore, will rotate some agenda items, (i.e. approval of the Agenda and Minutes, voting for Chair and Vice-Chair).

Report from the Chairperson

Cynthia Cheshier

- ❖ Thank you to the Council for the speed of submitting their activities on the goals
- ❖ Goals were reviewed for accurate team member listing
- ❖ One change, Gayle Feltner requested that Josh Stanley be contacted for Goal 2
- ❖ Reminder: the goals are in effect for two years

Isolation/Restraint Committee Update (AC Goal 6)

Chip Fair

- ❖ Originally planning to present Isolation/Restraint report to the State Board in January
- ❖ The second year of data was recently released and Rachel Wilkinson will be compiling two years' worth of data.
- ❖ In January, we will have our draft proposal to be presented to State Board in April
- ❖ One question from the committee: For students, or LEAs, with disproportionate issues, will that skew the data? No, because the data we're getting is purely on the incidence of restraint and isolation.

Approval of Current Agenda –

See website for agenda

http://www.tn.gov/education/student_support/advisory_council.shtml)

- **Action Item** – Council member, Jim Topp, made a motion to approve the agenda. The motion was seconded by a Council member, Hillary Sims. The Council unanimously voted in favor of approving the October 20 meeting agenda
- **Final Action Taken -**
The Council unanimously voted in favor of approving the current agenda.

Approval of July 14, 2014 Meeting Minutes – See website for July minutes

http://www.tn.gov/education/student_support/advisory_council.shtml

(A reminder was provided by a Council member that all future meeting minutes should include motions and seconds of motions as well as the names of those who made them)

- **Action Item** – Council member, David Craig, made a motion to have the public input narratives to be removed from the body of the July minutes and include only the names of those providing the public input. The motion was seconded by a Council member, Jim Topp.

- **Action Item** – Council member, David Craig, made a motion to have public input narratives included as attachments to the July minutes as well as all future meeting minutes.
The motion was seconded by a Council member, Jim Topp.
- **Action Item** – Council member, David Craig, made a motion to amend the Timeline Extension Proposal section of the July meeting minutes to read as follows:
“Motion made for the Council to accept the information on the Timeline Extension. Motion seconded. The Council voted in agreement that all were aware of the evaluation timeline work being done by the Division of Special Populations and that they expect to receive updates on this work as it progresses”.
The motion was seconded by a Council member, Jim Topp.
- **Final Action Taken -**
The Council unanimously voted in favor of approving the July 14, 2014 meeting minutes with all three of the Action Items above included.

Public Input

- ❖ **(No public input attachments for this meeting)**
- ❖ Our role, when interfacing with public input, is not meant to be a dialogue. It is meant to be questions, getting information, and comments. It is not a public conversation.
- ❖ Floor opened for any Council comments based on the public input from the July 14, 2014 meeting.
- ❖ No comments from the Council.
- ❖ No public input provided at this meeting

PIE Conference Presentation (AC Goals 1,4,7)

Jim Topp

- ❖ Overview of the Council. What we do and who we are.
- ❖ Please review for typographical errors and informational editing.
- ❖ Bylaws need to be changed to say disabled rather than handicapped.
- ❖ A two-thirds majority is required to change the bylaws.
- ❖ Amendment to the bylaws will be on the January 14, 2015 agenda.
- ❖ Our PIE presentation does not have to be so strict, as it pertains to direct quotes from the bylaws. Suggestion – change the power point presentation to people first language and tell the audience about the original verbiage rather than show them.

Annual Advisory Council Elections for Chair & Vice-Chair

Joey Hassell

- **Action Item** – Council member, Jim Topp, nominated Cynthia Cheshier for Chair.
No other nominees were offered for Chair position.
The Council unanimously voted for Cynthia Cheshier as Chair for another year.
- **Action Item** – Council member, Mary Donnet Johnson, nominated Chip Fair for Vice-Chair.
No other nominees were offered for Vice-Chair.

The Council unanimously voted for Chip Fair as Vice-Chair for another year.

TDOE Initiatives

Tennessee Works (AC Goal 2)

Erik Carter
Jennifer Rowan

- ❖ **(See attachment 1 – Tennessee Works power point)**
- ❖ A by-run state collaborative of over 40 agencies, organizations, and networks, all focused on the central goal of ensuring young people with disabilities graduate from our schools and have the opportunity to have meaningful jobs in their communities.
- ❖ Centrally focused on equipping students with the skills, supports, experiences, and linkages they need to find good work in their communities.
- ❖ Video of students describing what types of jobs they would like to acquire after graduation.
- ❖ Central charge of special education services is to equip young people with disabilities in ways that meet their unique needs but also prepare them for further education, employment and independent living.
- ❖ 70 percent of people without disabilities are in the workforce.
- ❖ 20 percent of people with disabilities are in the workforce.
- ❖ 16 percent of people with cognitive and intellectual disabilities are in the workforce.
- ❖ The charge of Tennessee Works partnership is to raise the aspirations of young people, their families, educators, service systems, and employers so that we are all pursuing employment as the preferred, desired outcome after high school.
- ❖ Video of special education students explaining why they want to have a job.
- ❖ One of the resources on their website include videos of success stories from family members, self-advocates, teachers, and employers.
- ❖ They have events to support the community, families, self-advocates, and all of their stakeholders.
- ❖ They have a parent coalition in Memphis, Chattanooga, and Nashville.
- ❖ Creating an online resources website to assist communities, families, self-advocates, and stakeholders.
- ❖ Recommending data driven policy changes.
- ❖ Collected data at community conversation events that involve over 400 different communities across the state.
- ❖ Just completed a survey, of 2,200 parents living in almost every county in the state, asking them about their expectations for life after high school and the kinds of resources and support they need from schools to make that happen.
- ❖ Actively working with the TN Longitudinal Data System to look at how the experiences students have while they're in school lead to post school outcomes.
- ❖ Three more years left on this grant and they're trying to make this a sustainable effort.

- ❖ **(go to this site for the PPT presentation-**
http://www.tn.gov/education/licensing/docs/educator_licensure_policy_changes_fall_2014.pdf
- ❖ The first reading of the new licensure policy occurred at the State Board of Education meeting in June, 2014.
- ❖ In July, the second reading was conducted and the policy was passed.
- ❖ Communicating the changes this fall.
- ❖ Doing multiple trainings in the spring of 2015. Will focus on LEAs and their HR offices, who very integrated in work related to licensure. Also, certification officers and educator preparation providers.
- ❖ The policy becomes effective on September 1, 2015.
- ❖ Licensure policy, for the moment, remains the same. Teachers who graduate in May 2015 will be reflective of what's in practice right now and the changes won't be implemented until next September.
- ❖ One of the goals was to streamline license types.
- ❖ The Advance, and Non-public, license will remain the same.
- ❖ Some of the endorsements have changed.
- ❖ Teacher licenses are valid for six years.
- ❖ Educators must accrue 60 professional development points (PDPs) in order to renew.
- ❖ There are four ways an educator can earn PDPs.
- ❖ Policy changes website:
http://www.tn.gov/education/licensing/policy_changes.shtml
- ❖ If you currently hold a modified license, or get one before 2018, that's the license you will hold forever.
- ❖ In 2018, educators will get an interventionist license.
- ❖ Developing a new data system which will allow LEAs, and educators, to check certification and PDPs.

Lunch Provided

Additional report item from the Chairperson

Cynthia Cheshier

- ❖ Sebrena St. John's AC membership term has expired and we are looking for a new Council member to replace her. She was the team leader for Goal 1. Hillary Sims will now be assuming that role.

State Systemic Improvement Plan (SSIP) (AC Goals 6&7)

Joey Hassell Brief

Overview

- ❖ At previous meetings, we've referenced that the Office of Special Education programs (OSEP) in Washington, D.C., has acquired a new indicator 17, which will be a part of our Annual Performance Report (APR). We will be looking at areas in the state known to need improvement and developing plans around those prioritized by the Division.

Data Analysis (a component of SSIP)

Rachel Wilkinson

- ❖ **(See attachment 2 – Data & Infrastructure Analysis PPT)**
- ❖ This data is based on 37,000 students and includes only those who took the Achievement Test, with or without accommodations. It excludes those who took the TCAP MAAS and Portfolio.

AC discussion and input

1. What do these data suggest to you? Why?
2. What do you see that contributes to low student performance on literacy assessments? Teacher quality, lack of books at home, inclusive environment, emotional/disciplinary issues.
3. What additional analysis might increase your understanding of the challenges SWDs face regarding literacy?
4. How would you suggest we narrow our focus? By county?

Infrastructure Analysis (a component of SSIP)

Amy Owen

❖ (See attachment 2 – Data & Infrastructure Analysis PPT)

AC discussion and input

1. What do you see as the most important strengths identifies in the infrastructure analysis?
2. What do you see as the biggest areas that the state must improve to better support the Improvement Plan?
3. Do you have suggestions for infrastructure improvements? Ensure administrators are trained earlier, Dec. 31 should be the drop dead deadline for budgets due in Feb., summer trainings should be budgeted,
4. What questions does this analysis raise for you?

New Business/Additional Items

Chair & Joey Hassell

- ❖ PIE Conference registration opened today. This information will be included in the next edition of the *Special Education Director Update*.
- ❖ Special Populations did not move on the timeline extension proposal with State Board.
- ❖ Will have an update on the Occupational Diploma at the January meeting.
- ❖ Will provide qualitative information on the results of summer teacher trainings that were conducted by the Division.
- ❖ The Department of Education is in the middle of strategic planning and we should be able to provide an update at the January meeting.
- ❖ Oversight for TNs Voluntary pre-K programs has returned to the Division of Special Populations.

Call for future meeting suggestions

Chair

(i.e., agenda items, meeting invitations, solicitation of input)

None suggested by members during this meeting. Reminder provided to send suggestions to Steve Sparks and/or Tabatha Siddiqi as they come to mind.

Next Meeting

January 12, 2015
(Meeting 3 of FY2015)
Scarritt Bennett Center

Confirm dates of next 4 meetings

Steve Sparks

The dates below were proposed as dates for the Council's next 4 meetings.

- ❖ Monday, January 12, 2015
- ❖ Monday, April 13, 2015
- ❖ Monday, July 13, 2015
- ❖ Monday, October 12, 2015

All members present agreed that the above dates were acceptable and that they should be placed on the Council's calendar on the State website.

Adjourn



The TennesseeWorks Partnership
Changing the Employment Landscape

Erik Carter
Jenn Rowan

1



Why This Work Is So Important

<http://vimeo.com/108394314>

2



...to meet their unique needs and **prepare them for further education, employment, and independent living...**

Current Outlook For Employment

3

Tennessee
Where Are We Now?

Disability and Employment Statistics

Who's Working In Our State?

Category	Percentage
Without Disabilities	70.6%
With Disabilities	27.6%
With Cognitive Disabilities	16.5%

The majority of the 39,559 are working part time and/or for less than minimum wage.

These individuals remain below the poverty line and rely on the assistance of their families, community, and governmental services to help provide the basic necessities of life.

Sources:
State Data: The National Report on Employment Services and Outcomes (2013)

4

TennesseeWorks Goals



Raise the aspirations of young people, their families, educators, service systems and employers.



Provide relevant resources, training, and supports to successfully connect youth to early work experience.

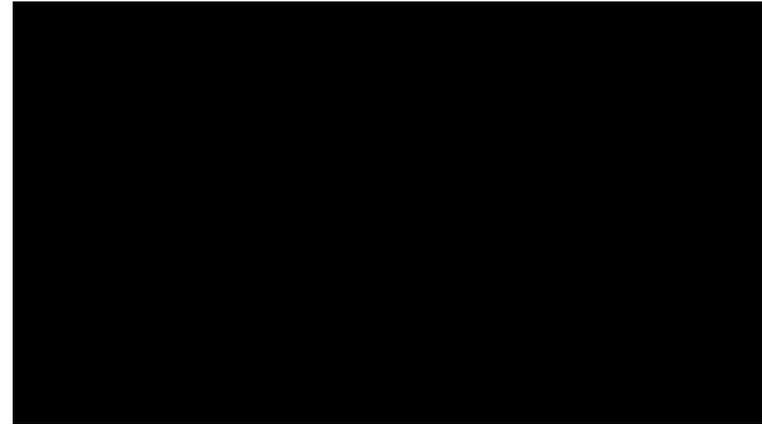


Improve employment-related policies and data collection to make competitive and integrated employment the first and desired choice.

5



Elevating Employment Outcomes for People with Disabilities



<http://tennesseeworks.org/about-us/>

6

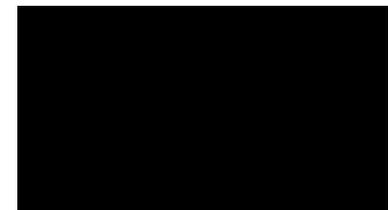
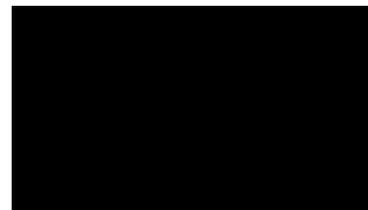
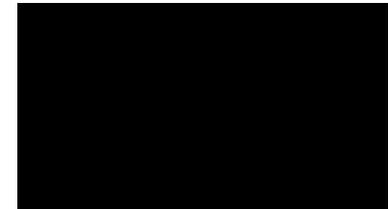
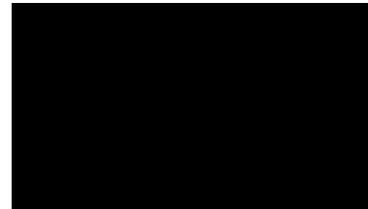


The Work of This Partnership

7

Success Stories

WATCH



<http://tennesseeworks.org/success-stories/>

8

Events

ATTEND



9

Events

ATTEND

235 Attendees
83 Self-Advocates
43 School Districts
4 Post-Secondary
30 Speakers
12 Employers



- Stakeholder Specific Sessions
- Mock Interviews, Resume Development and Career Exploration
- Networking with Self-Advocates, Employers and Community Partners

10



11

Training

Online. In-person. On your time.



12

Resources

Tennessee Transition Teachers Talk About "What Works"

13

Data

Data Dashboard Coming Soon!

14

Policy

SUCCEED



- Development of Occupational Diploma
- Amending STEP-UP legislation
- Employment First Task Force
- Memorandum of Understanding

15

On The Web

- Sign up for our newsletter
- Download fact sheets and briefs
- Watch and share success stories
- Check our calendar for upcoming events

www.tennesseeworks.org

16

Our Partnership With The Department of Education

SUCCEED

- Future Success Story Development
- Creating Tennessee Educator Training
- Gathering and Analyzing Educational Data
- Sharing Resources and Training Materials





State Systemic Improvement Plan (SSIP)

TDOE Special Populations Data Team

October 3, 2014

Federal Results-Driven Accountability Components

- State Performance Plan and Annual Performance Report
 - APR Indicator 17: State Systemic Improvement Plan (SSIP)
- Annual Determinations
- Differentiated Interventions

State Systemic Improvement Plan (SSIP)

- The SSIP is a multi-year state plan to intentionally and thoughtfully improve outcomes for children with disabilities.
- States build the capacity of the local program to implement, scale up, and sustain strategies that result in improved outcomes for children with disabilities.
- Strategies align with the general education or early childhood initiatives to improve results.
- Stakeholder participation increases transparency and ensures protection of individual and family rights.

SSIP Activities by Phase

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis • Analysis of Infrastructure to Support Improvement and Build Capacity • State-Identified Measurable Result(s) • Selection of Coherent Improvement Strategies • Theory of Action 	<ul style="list-style-type: none"> • Infrastructure Development • Support for EIS Program/LEA in Implementing Evidence-Based Practices • Evaluation Plan 	<ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

Today's Objective

- Share broad data analysis
 - Required in Phase I of SSIP
 - The purpose of the broad data analysis is to identify areas of low performance for children and youth with disabilities and to subsequently identify a primary area of concern based on prioritization of areas of low performance.

- Gather stakeholder input toward identifying a primary area of concern
 - The primary area of concern will be investigated further by conducting an in-depth analysis of related data.
 - The in-depth analysis ultimately lead to the identification of a focus area for improvement.

Broad Data Analysis

- Focused on grades 3-8 literacy achievement for students with disabilities

- Considered each of the following factors in relation to literacy achievement:
 - LRE, Eligibility/Primary Disability, Preschool Outcomes, Dropout, Graduation Rate, English Learner, Race/Ethnicity, Socio-Economic Status, and CORE Regions.

- Based on initial findings, identified several topics for further review:
 - Socioeconomic Status
 - Least Restrictive Environment (LRE)
 - LRE and High Incidence Disabilities

Student Counts

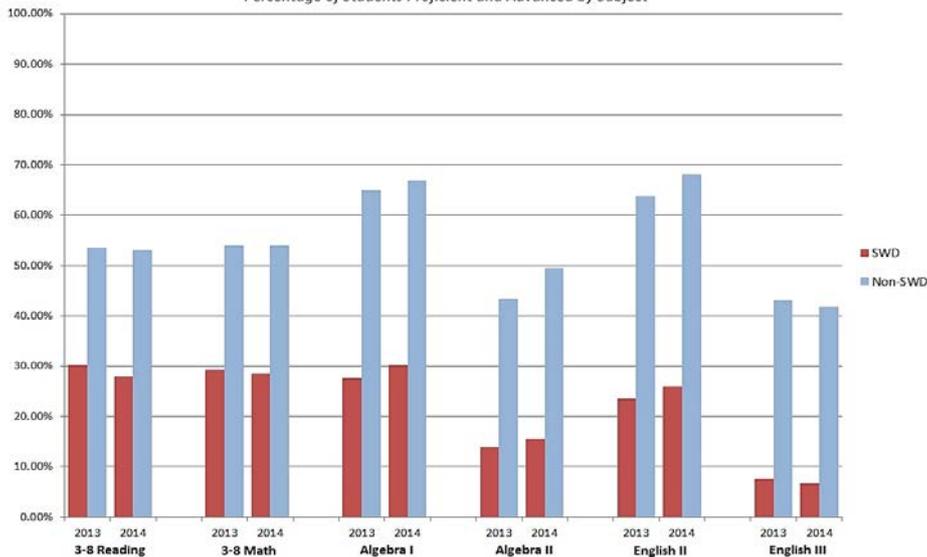
Category	Number of Students*
Autism	1,699
Deaf-Blindness	2
Developmental Delay	345
Emotional Disturbance	813
Hearing Impairments	417
Intellectual Disability	364
Multiple Disability	100
Orthopedic Impairments	134
Other Health Impairments	5,510
Specific Learning Disabilities	19,465
Speech or Lanuguage Impairments	7,686
Traumatic Brain Injury	65
Visual Impairments	225
Grades 3-8 TCAP Achievement	36,825

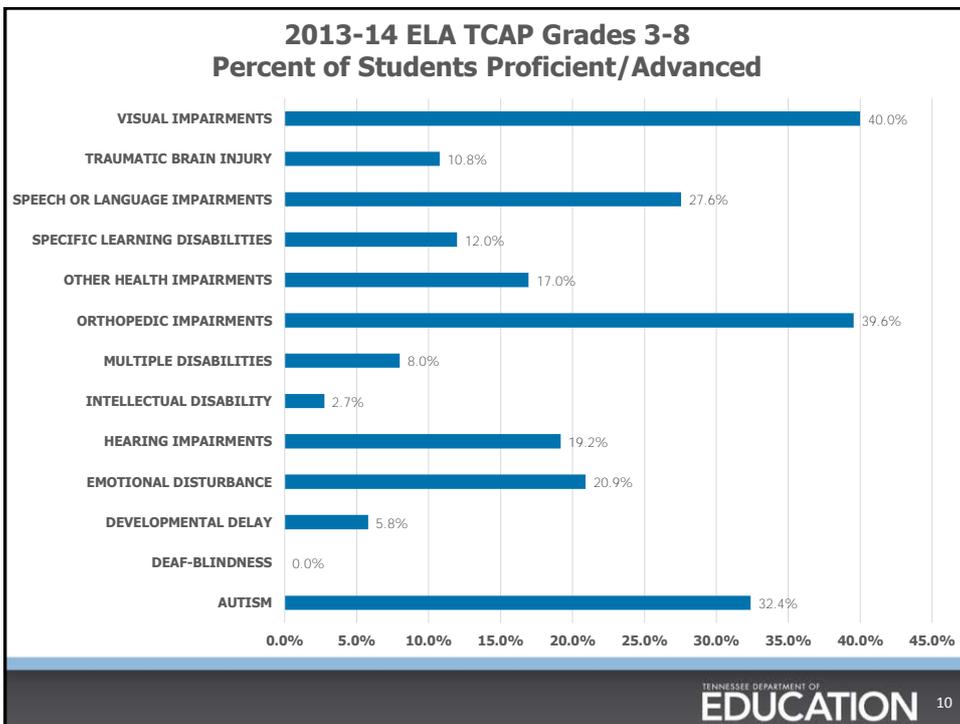
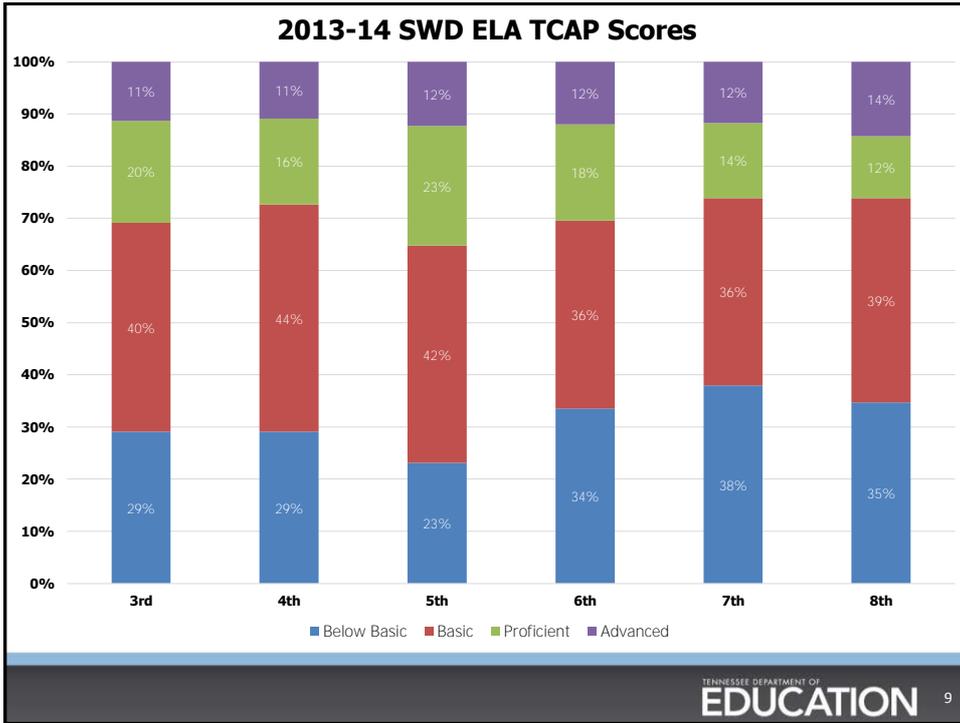
*This column contains the number of students per disability who took TCAP Achievement (not MAAS/Portfolio).

Grades 3-8 TCAP MAAS	14,433
Grades 3-8 Portfolio	4,990
TOTAL Grades 3-8	56,248

SWD and NON-SWD PERFORMANCE

Percentage of Students Proficient and Advanced by Subject





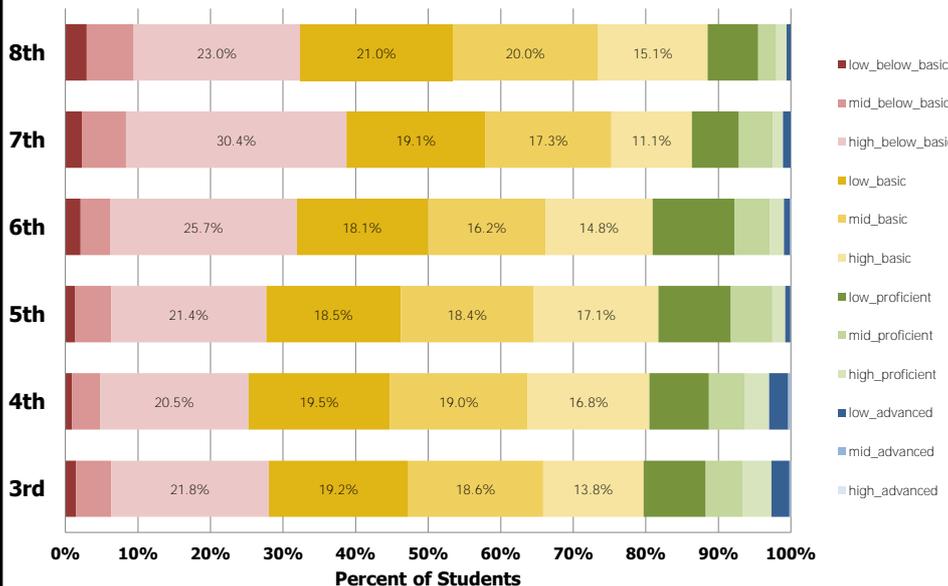
Detailed Score Analysis

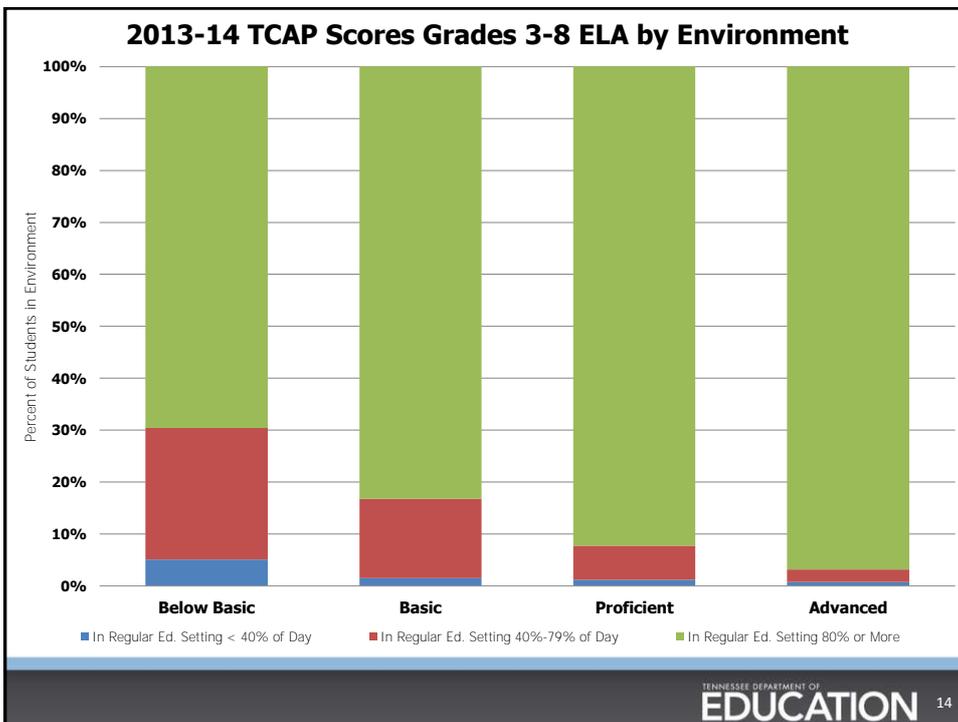
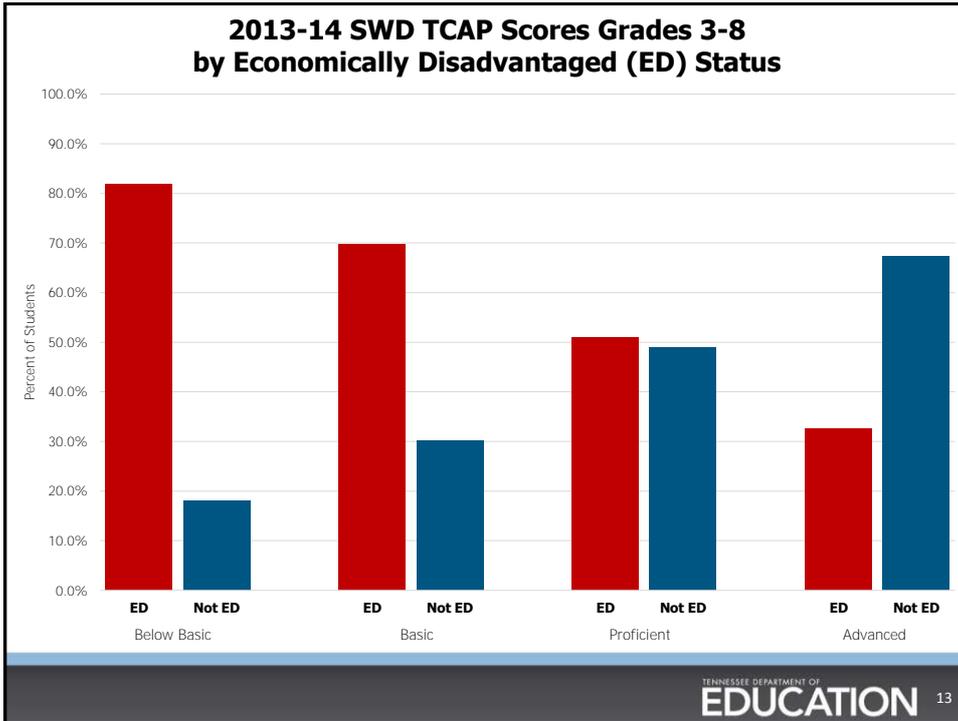
- Broke each major scoring category (Below Basic, Basic, Proficient, Advanced) into three subcategories (Low, Mid, High)
 - For example, a student whose score was High Basic is closer to reaching Proficient than a student whose score was Low Basic.

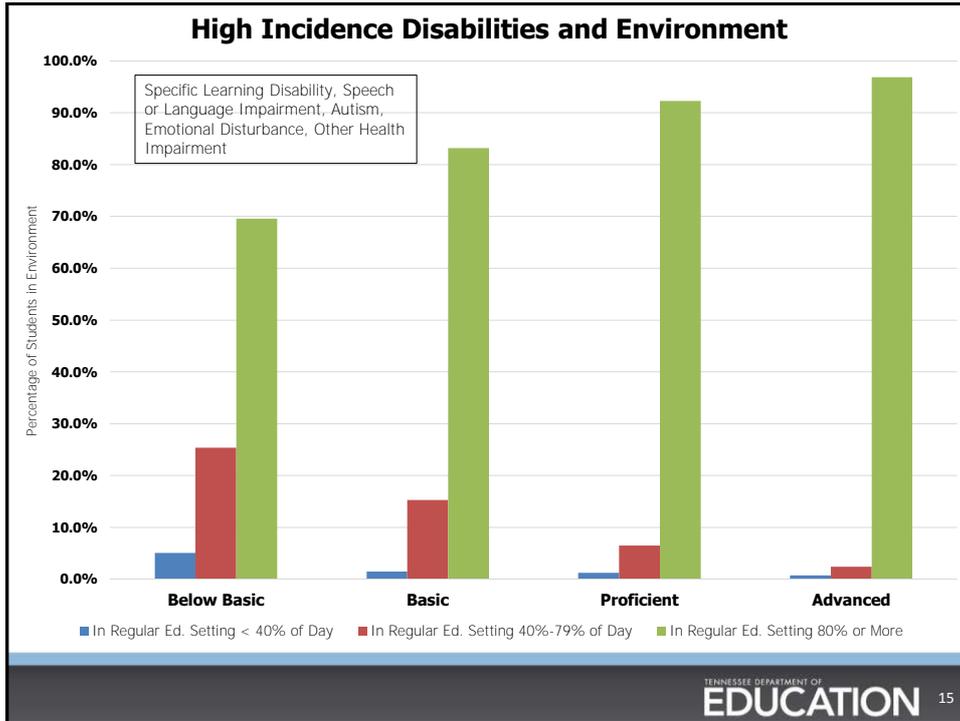
- 2013-14 TCAP Scores Grades 3-8 ELA

	Low	Middle	High
Below Basic	1.8%	5.0%	23.7%
Basic	19.2%	18.2%	14.9%
Proficient	8.7%	4.7%	2.4%
Advanced	1.4%	0.1%	0.0%

2013-14 ELA TCAP Scores: Detailed Score Analysis by Grade







Questions for Table Talk

1. What do these data suggest to you? Why?
2. What do you see that contributes to low student performance on literacy assessments?
3. What additional analysis might increase your understanding of the challenges SWDs face regarding literacy?
4. How would you suggest we narrow our focus?

We will collect your Stakeholder Feedback sheet. Please make any notes or comments on it that you would like the Special Populations division staff to consider.

Further Data Analysis

Additional Areas Reviewed to Date

- Race/Ethnicity
- Comparisons to 2012-13
- English Learners
- CORE Region
- Graduation Rate
- Dropout Rate
- Preschool Outcomes

Potential Future Areas of Analysis

- Attendance
- Behavior/Discipline
- School Configurations (e.g., K-8 models, elementary/middle school grade bands)
- Additional Suggestions?

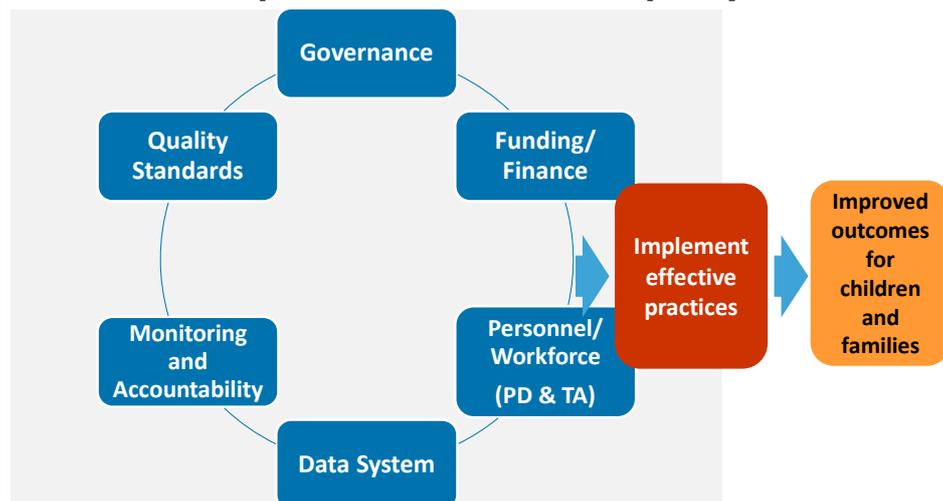
Infrastructure Analysis



Purpose of Infrastructure Analysis

- Identify strengths and challenges of the state education agency (TDOE)
 - A broad look at initiatives across the department that could affect special education
- Goals:
 - Improve state infrastructure
 - Support practices that align with the SSIP to lead to measurable improvement on the SIMR
 - Build state and local capacity

State Infrastructure to Support Improvement and Build Capacity



Advisory Council Goals

1. Promote inclusive educational services.
2. Promote transition into independent living.
3. Promote ongoing assessments and unique accommodations.
4. Promote quality and quantity of special educators.
5. Promote sufficient funding for special education services.
6. Promote use and application of State and local data.
7. Promote enhanced communication between all stakeholders.
8. Promote RTI² and positive behavior support systems.

Governance

The general supervision system including policies and procedures, effective implementation, incentives for change, etc.

Strengths

- Recent State Board policies (e.g. Occupational Diploma, RTI²). *Goals 2, 8*
- Clarity of vision within TDOE that SWDs deserve access to high-quality general curriculum. *Goal 1*
- Stakeholder input through Advisory Council, advocacy groups, task forces, other committees and outreach. *Goal 7*

Challenges

- Overcoming long-held low expectations for SWDs and exclusionary education practices
- Over-identification of SWDs due to lack of foundational skills, particularly in literacy
- The **state's CORE** offices (regional support) continue to grow into the role of providing special education support

Fiscal

The distribution of resources and the effective management of resources

Strengths

- Consolidated Planning and Monitoring (CPM) and Special Populations collaborated to create a risk assessment monitoring tool that CPM uses to identify districts for onsite monitoring. *Goal 6*
- CPM provides guidance documents for districts around acceptable uses of federal funds to support state initiatives, such as RTI². *Goals 5, 8*
- Strong internal communication. *Goal 7*

Challenges

- BEP 2.0 ties increased funding to *more* restrictive placements.
- State and federal bureaucracy:
 - Request for Proposal (RFP) process for contracting with vendors,
 - Purchasing materials and supplies on state contract,
 - Hiring necessary personnel.
- IDEA flow-through funds are distributed via formula and are not tied to results.

Quality Standards

Standards for students and personnel

Strengths

- SWD test scores linked to general education teacher evaluations. *Goal 1*
- State Board set more rigorous standards for obtaining teaching license (Praxis scores). *Goal 4*
- All IDEA programs are under the same department leading to enhanced coordination of activities. *Goal 7*
- SWDs held to same college- and career-ready standards as general education students. *Goal 1*

Challenges

- Training teachers (general and special education) in state standards.
- Local availability and quality of early childhood options for SWDs varies.
- Dearth of instructional materials aligned to state standards.

Professional Development

How the state uses a professional development system

Strengths

- Curriculum & Instruction trained over 60,000 teachers and 1,000 Core Coaches. *Goal 4*
- Special Populations staff conducted trainings in over 100 of 142 districts on RTI²; now training on IAIEP and NCSC. *Goals 3, 8*
- Increased district capacity to provide rigorous standards, instruction, and assessment to all students, how to use data to improve leadership and instruction, and for strategic planning.
- Coordination with the CORE offices. *Goal 7*

Challenges

- Finding sustainable ways to provide as many teachers as possible with access to high-quality training while maintaining that quality at scale.
- Increasing local and regional capacity to train teachers as the state has limited staff to continue frequent trainings.

Data Systems

Existing data systems and whether they are sufficient

Strengths

- Statewide IEP data system allows for easier monitoring, reporting, and analysis. *Goal 6*
- Data Services Team provides districts with support including webinars, information on how to access and use data to track results, and data analysis for their populations. *Goals 6, 7*
- TDOE works with a Technical Advisory Committee to ensure validity and reliability of data. *Goal 6*

Challenges

- District Student Information Systems do not always relay data to EasyIEP or the state Education Information System correctly.
- District personnel have varying levels of experience and proficiency with data analysis programs.

Technical Assistance

The technical assistance system and how it can sustain progress and support the ability to scale up

Strengths

- Districts identified as “needs intervention” in Annual Performance Report (APR) work with TDOE to develop an improvement plan; Special Populations staff follows up and supports these districts. *Goal 7*
- Expertise of state staff to target needs of districts and provide focused TA.

Challenges

- “Needs assistance” districts might benefit from state support but state lacks personnel capacity.
- Need training content aligned to targeted areas in which multiple districts require support.

Monitoring & Accountability

How the state plans to sustain improvements; methods to make corrections; incentives and sanctions

Strengths

- Results-based monitoring process looks at student outcomes and not just compliance. *Goal 6*
- Combining planning, budgeting, and monitoring of many sources of funding into one system via ePlan. *Goal 5*
- Department’s commitment to sharing accessible, comprehensive data in a timely fashion. *Goal 6*

Challenges

- Limited department staff; cannot provide assistance to every district that may desire or benefit from it.
- Transition period as policies for SWDs change across state (RTI², IAIEP, Special Education Framework) as well as policies around monitoring.

Stakeholder Feedback

1. What do you see as the most important strengths identified in the infrastructure analysis?
2. What do you see as the biggest areas that the state must improve to better support the Improvement Plan?
3. Do you have suggestions for infrastructure improvements?
4. What questions does this analysis raise for you?

Thank You!

Next Steps

- TDOE reviews feedback on data analysis and infrastructure
- TDOE identifies potential SIMR (state-identified measurable result) and strategies
- Info on SIMR and strategies and opportunity to provide feedback at next Advisory Council meeting
- PIE Conference January 26-29, 2015

Contact Info

- Infrastructure Analysis Questions: Amy.Owen@tn.gov
- Data Analysis Questions: Rachel.Wilkinson@tn.gov
- Overall SSIP/APR Questions: Steve.Sparks@tn.gov



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