



TENNESSEE
STATE BOARD OF EDUCATION

QUARTERLY WORKSHOP

FEB. 3, 2022



Statewide Dual Credit

Zachary Adams

February 2, 2022

STRATEGIC PLAN

2015-25



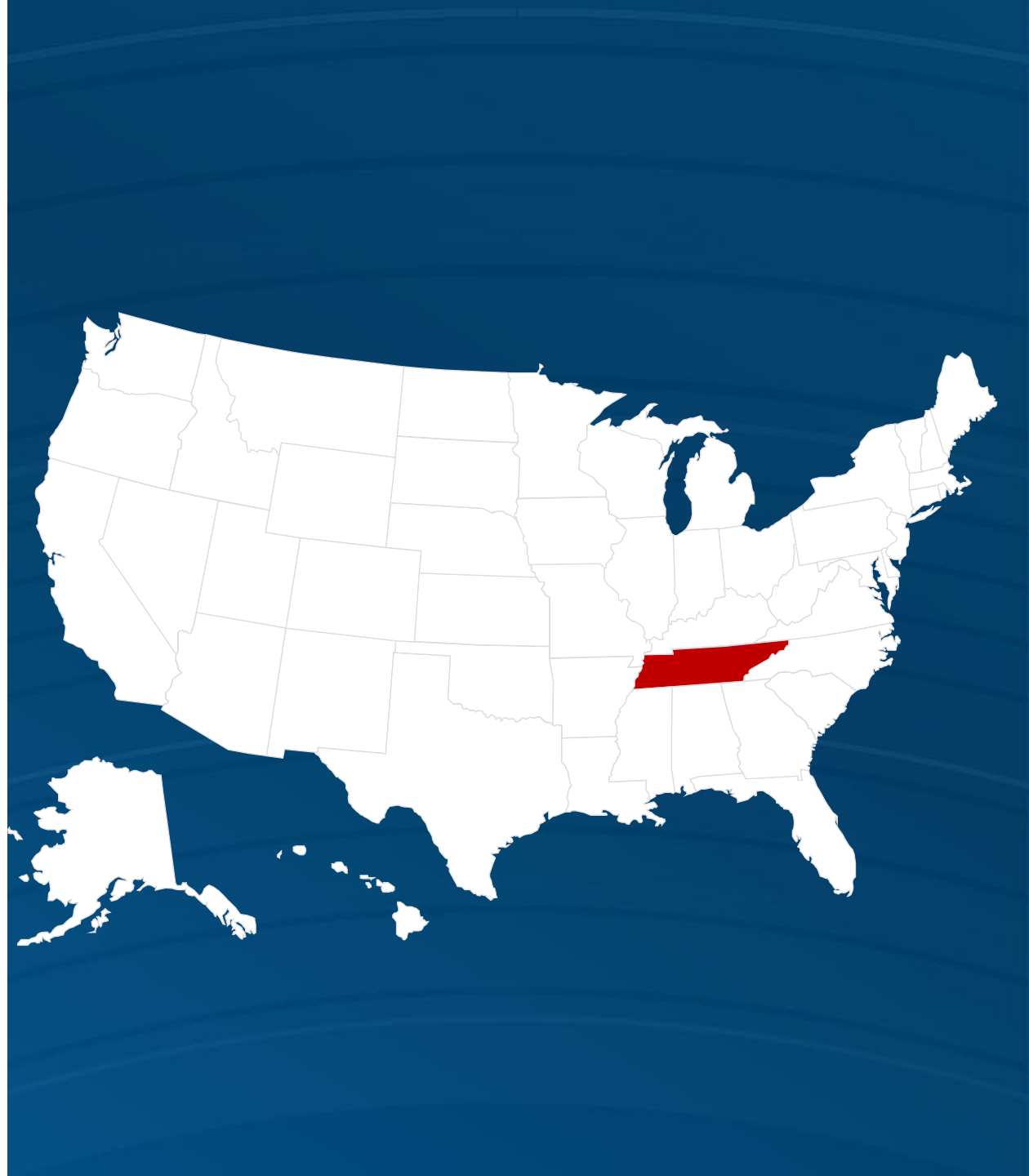
Agenda

- Overview of SDC
- Review of Historical Data Trends
- Summarize Course Improvements
- Preview 21-22 Data
- Questions



What is SDC?

- Legislatively mandated opportunities for high school students to earn college credit
- Courses are developed by college faculty and taught by high school instructors
- Students must meet the cut score on a challenge exam to earn college credit





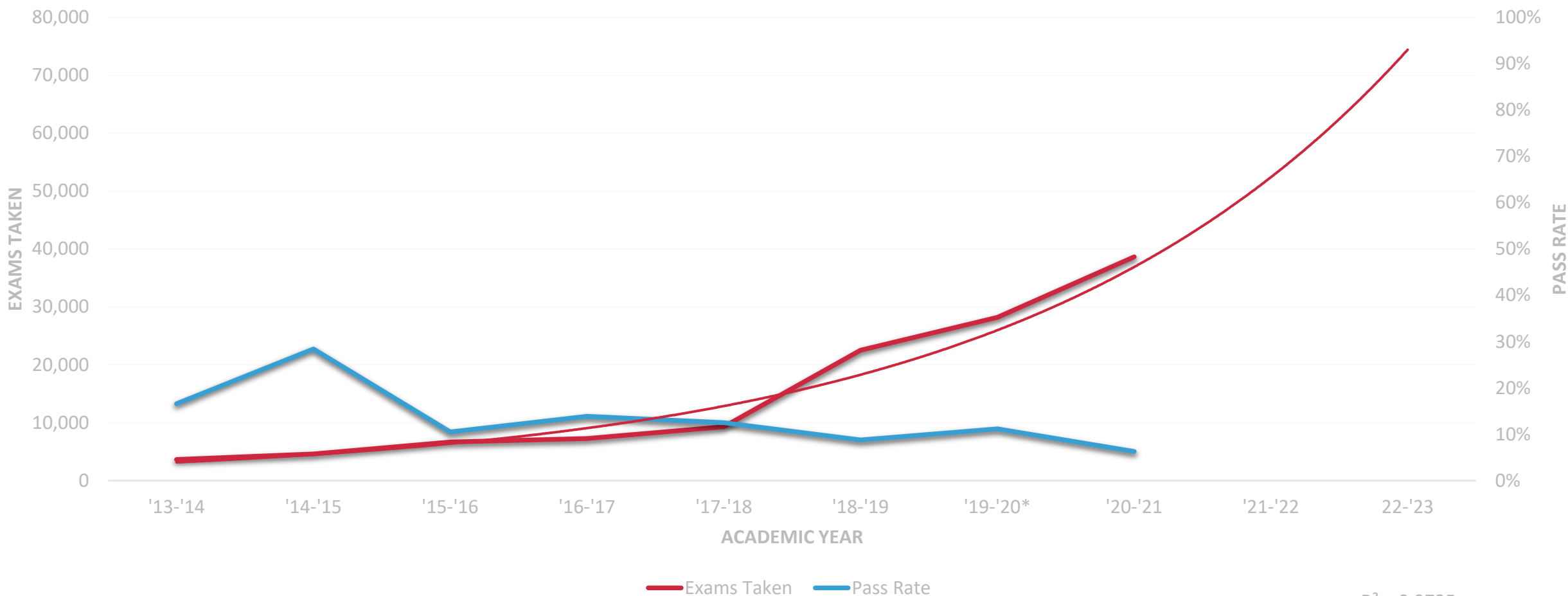
What courses are currently offered?

- Probability & Statistics
- Precalculus
- Speech & Communication
- American History
- World History
- Psychology
- Introduction to Sociology
- Introduction to Business
- Introduction to Plant Science
- Introduction to Agriculture Business
- Criminal Justice
- Introduction to Marketing*
- Introduction to Education*



Data Trends

Statewide Dual Credit Exams Taken

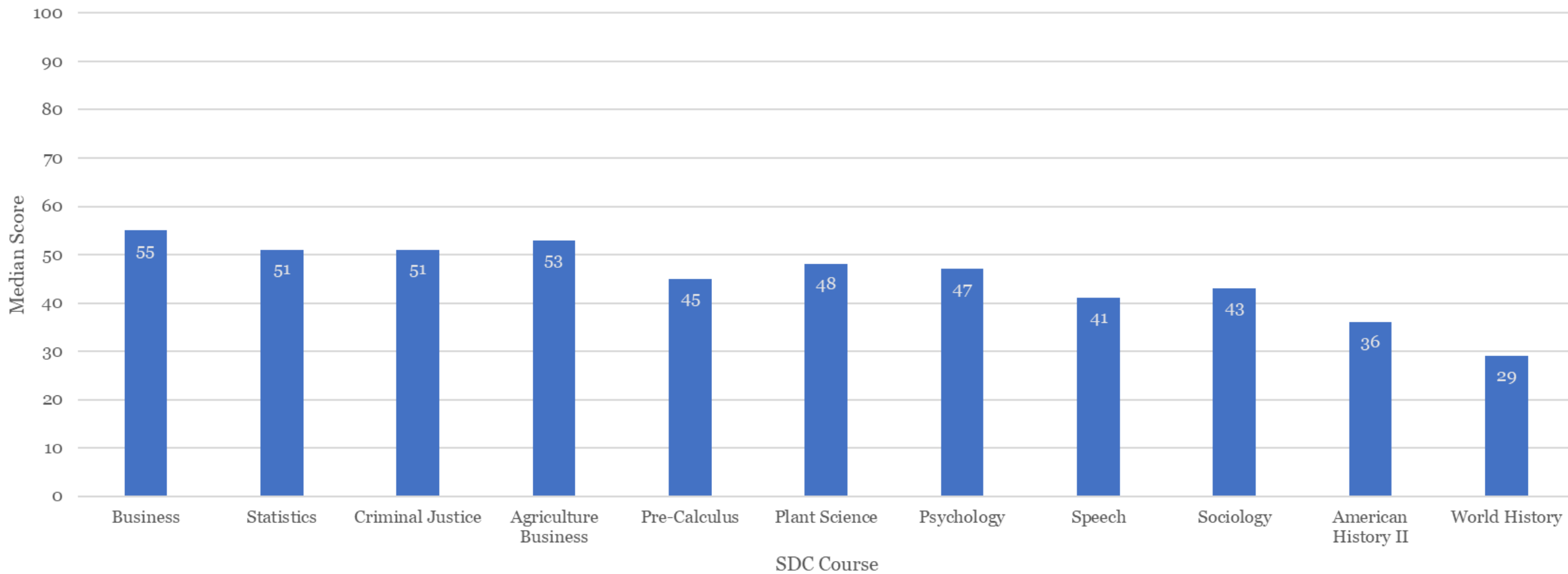


R² = 0.9725



Data Trends

Median SDC Score, 2020-2021





Data Trends

Course	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	'19-'20	'20-'21
Plant Science	18.0%	34.0%	12.9%	12.8%	10.5%	7.2%	8.2%	5.6%
Agriculture Business	47.5%	34.1%	33.8%	36.1%	34.0%	24.1%	28.9%	12.6%
Criminal Justice		1.3%	2.5%	11.3%	22.8%	24.4%	26.7%	18.1%
Sociology		16.8%	16.4%	23.5%	13.5%	17.7%	26.2%	14.0%
Pre-Calculus			9.9%	15.7%	17.8%	21.6%	28.3%	14.5%
Statistics			12.0%	11.4%	15.0%	12.8%	19.9%	10.5%
World History				1.8%	0.4%	1.2%	1.0%	1.1%
Psychology				2.8%	2.3%	2.6%	6.9%	4.9%
American History					2.4%	4.2%	7.8%	6.0%
Business						1.3%	0.5%	1.5%
Speech						3.6%	10.5%	5.6%
Total	16.6%	28.4%	10.5%	13.9%	12.5%	8.8%	11.2%	6.3%



Current Return on Investment

- In the 2020-21 school year 6.3% of students passed SDC exams earning college credit and saving Tennessee families an estimated \$2,686,034 in tuition and fees.
- This cost savings represents an over 50% return on investment based off the recurring funds earmarked for this program by the legislature.



Current District Success Stories

SDC Course	District Name	Pass Rate	Exam Attempts
Sociology	Kingsport City	95%	39
Precalculus	Cocke County	69%	26
Criminal Justice	Henderson County	63%	40
Sociology	Sevier County	53%	51
American History	Maryville City	48%	105
Statistics	Bedford County	34%	65



Course Improvements

Precalculus
American History
World History
Introduction to
Business
Plant Science
Sociology

Agriculture Business
Criminal Justice
Statistics
Psychology
Speech &
Communications
Introduction to
Education*
Introduction to
Marketing*



Course Improvements

- Faculty teams representing 2-year, 4-year, public, & private institutions:
 - 1) Selected an open education textbook
 - 2) Revised learning objectives to align to the text and their postsecondary courses
 - 3) Created exam blueprints
 - 4) Updated exams to align to the new text and learning objectives
 - 5) Created pacing guides aligned to the exam blueprints
 - 5) Updated teacher trainings
 - 6) Set course pre-requisites



Fall 2021: Early Indications of Success

- 4 of the 6 redesigned courses saw increases in the number of students earning college credit in the first semester the new courses were launched
- The median score across 5 of the 6 courses increased
- The Introduction to Business course saw its pass rate jump from 1.5% to 23.7%
- The Introduction to Sociology and Precalculus pass rates rose almost 10%



BEST FOR ALL

We will set all students on a path to success.

Strategic Compensation Policy: Proposed Revisions

Martha Moore, Senior Director of Educator Effectiveness

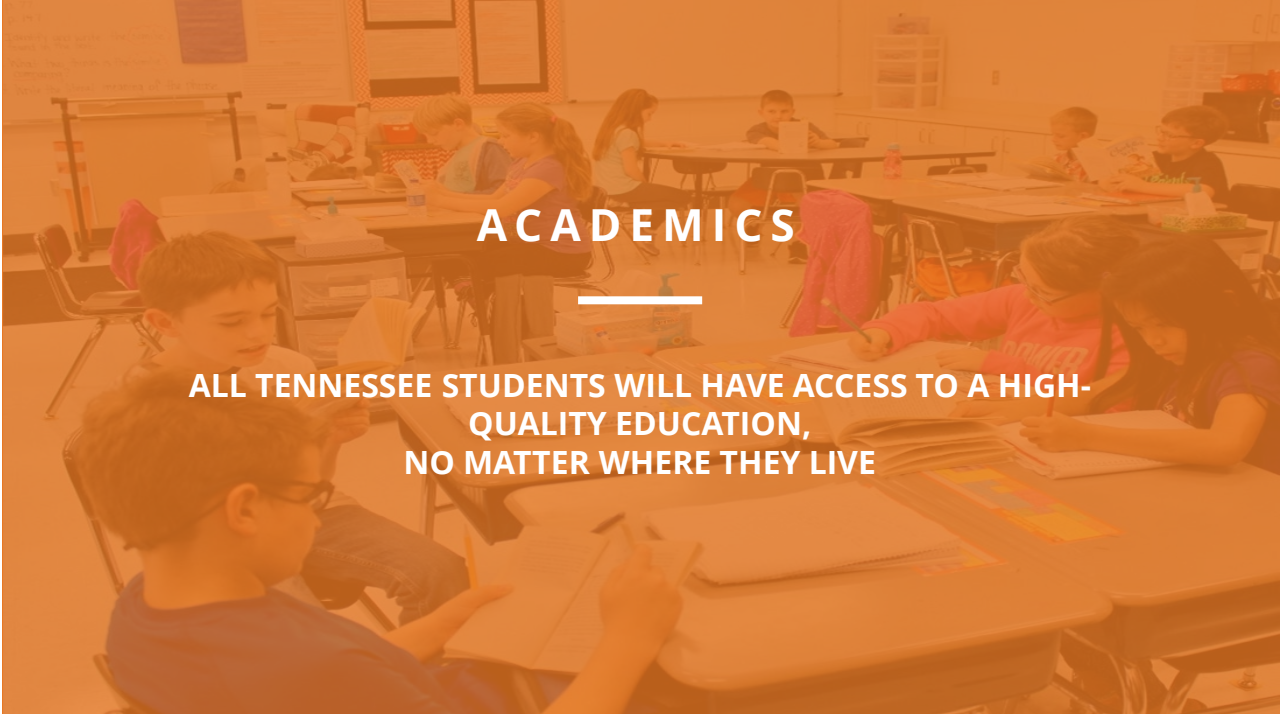
Tennessee Department of Education, Office of Preparation and Performance

SBE Workshop, February 3, 2022



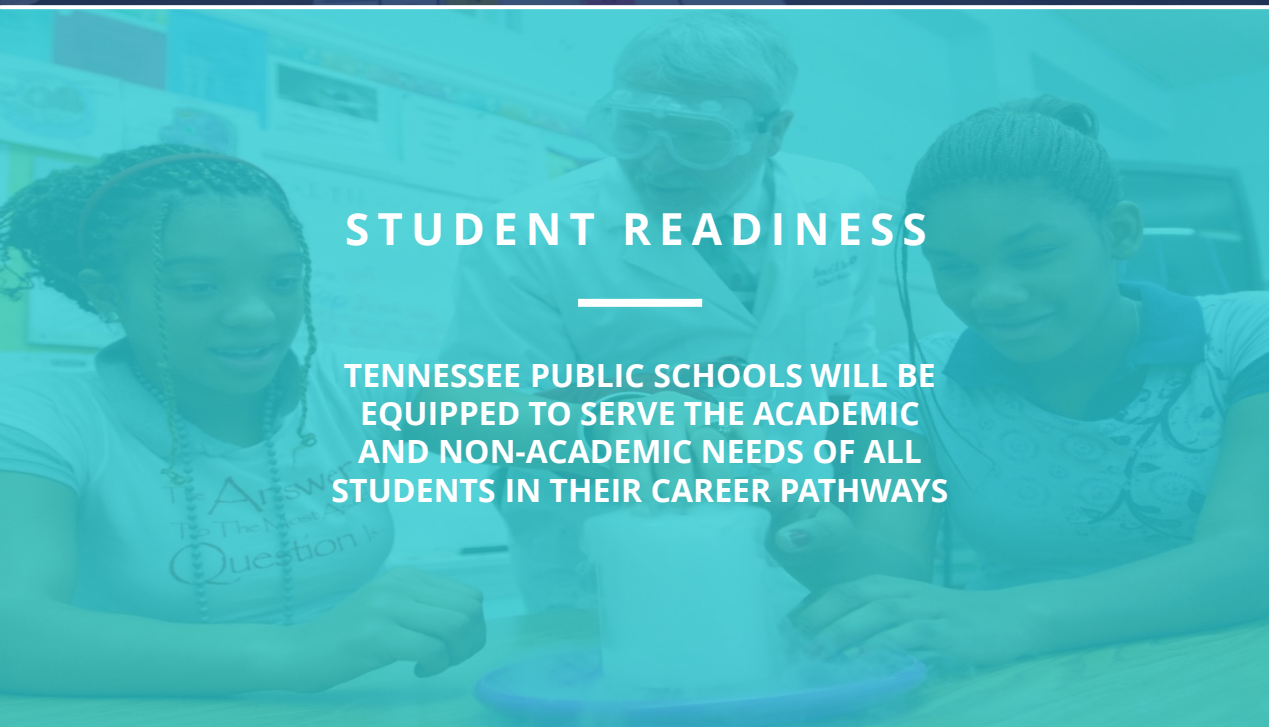
BEST FOR ALL

We will set all students on a path to success.



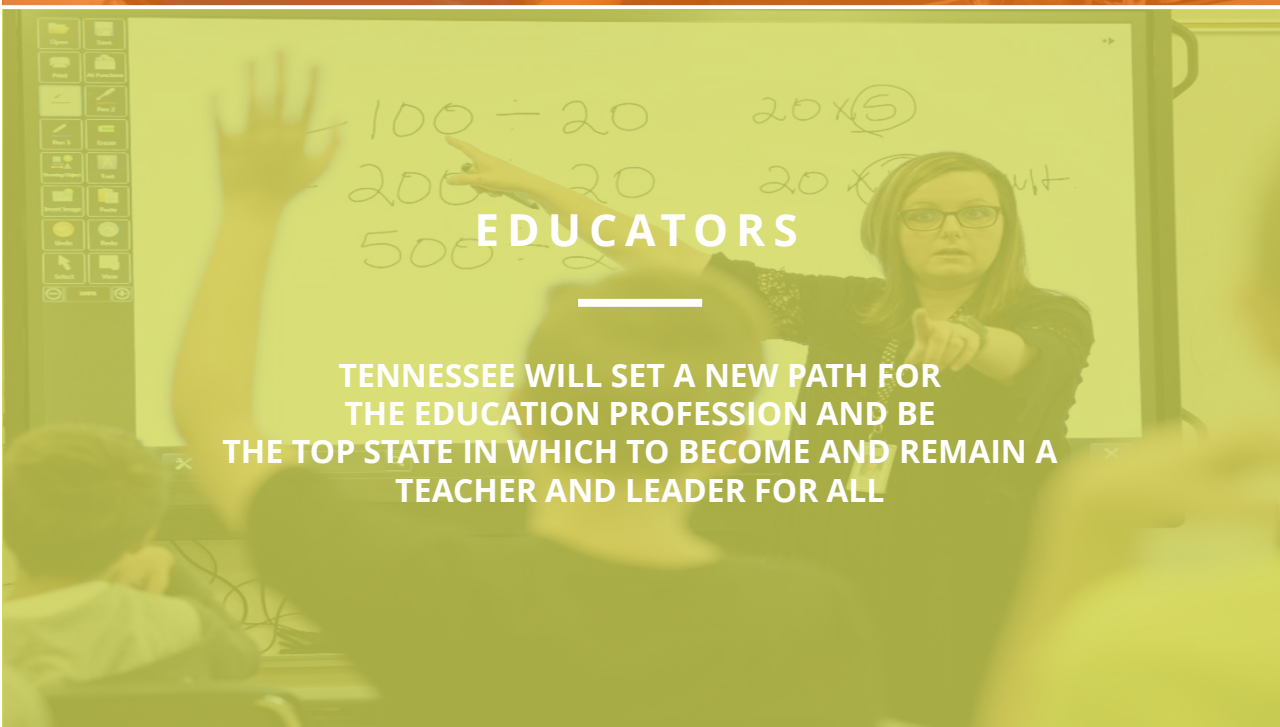
ACADEMICS

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

Relevant Statute and Policy



TCA 49-3-306

- Salary Schedules
- Alternative Salary Schedules
- Differentiated Pay Plans

SBE Policy 5.600 Strategic Compensation

- Differentiated Pay Plans
- Vacancy Data Collection
- Alternative Salary Schedules

State Salary Schedule

Tennessee Code Annotated

49-3-306



- A state salary schedule must be:
 - established the commissioner and state board for each school year
 - applicable to all licensed personnel in every LEA
 - include an established base salary per school year
 - two hundred (200) days
 - beginning licensed personnel with a bachelor's degree and zero (0) years of experience
- Licensed personnel having more training and experience shall receive more than the established base per school year

State Salary Schedule

Tennessee Code Annotated

49-3-306



Alternative salary schedules may be submitted for approval by districts annually and:

- must be approved by the commissioner and SBE (if approved valid for 3 years as per SBE policy 5.600)
- may not result in the reduction of the salary of a teacher employed by the LEA at the time of the adoption of the salary schedule
- allow districts to structure compensation differently than the traditional experience/degree lane pay schedule

Differentiated Pay

Tennessee Code Annotated

49-3-306



An LEA shall develop, adopt and implement a differentiated pay plan:

- designed to meet the guidelines established by the State Board of Education
- to be reviewed annually
- to aid in staffing hard to staff subject areas and schools
- to aid in hiring and retaining highly qualified teachers

Strategic Compensation

SBE Policy 5.600



Differentiated pay plans must pay on **at least one** of the following criteria:

Criteria	Examples
High needs subject areas/schools (hard to staff)	Schools with historically disadvantaged or low performing student populations, low teacher retention/high turnover, equity/effective teaching gaps, and/or subject area vacancies
Instructional roles and responsibilities	Duties in addition to classroom instruction to support effective educator practice such as teacher leader roles or those that provide support to populations with unique needs (dual enrollment coordinators, 504 plan coordinators)
Performance	Increased pay based on effectiveness data (typically TVAAS or level of overall effectiveness (LOE)); may be paid as a stipend or base pay increase (base pay changes require an alternative salary schedule submission/approval)

Vacancy Data Collection

SBE Policy 5.600 (current)



Differentiated pay plan approval contingent upon:

- Evidence of previous year's implementation
- Evidence that plan meets criteria
- Submission of vacancy data within thirty (30) days of initial submission (currently this is due July 30)

Proposed Changes

Change “educator” to “teacher” for specificity

- Differentiated pay plans target **teacher** pay. Districts may elect to provide stipends for leaders, but those are not considered differentiated pay plan criteria.

Allow for vacancy data informed changes to differentiated pay plans

- This allows districts to make updates to plans after the school year is underway, providing additional **flexibility and responsiveness** to current and changing needs.

Clarification regarding single criteria plans to ensure payouts (specifically hard to staff)

- This allows the department to support districts with **effective development and implementation** of strategic compensation and ensure compliance.

Move vacancy data collection timeline to October

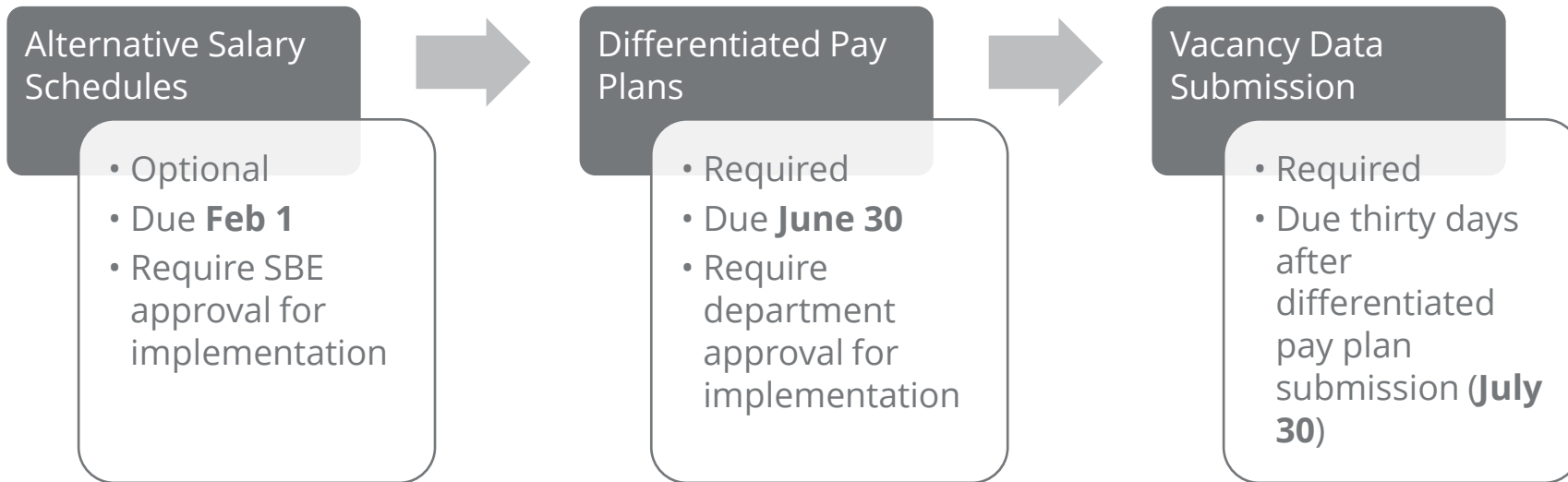
- This allows districts to **more accurately identify** open positions that are **negatively impacting student progress** (vs. a July reporting date).

Removal of Tennessee Teacher Leader and Professional Learning Standards for clarity

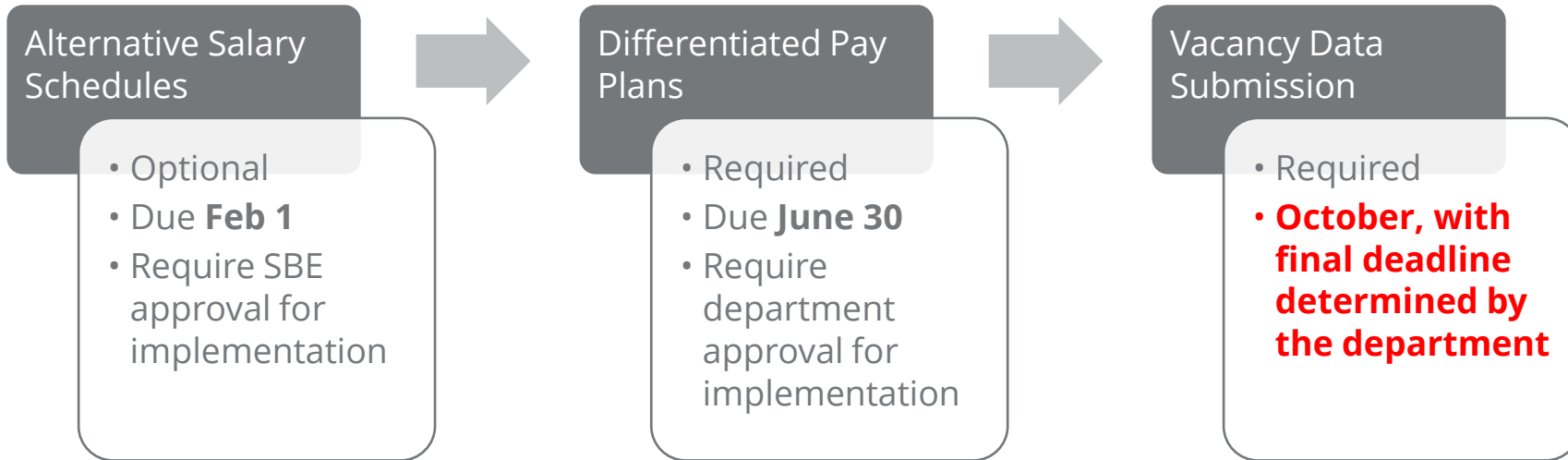
- These policies no longer exist.

Strategic Compensation

SBE Policy 5.600 – Current Timeline



Strategic Compensation SBE Policy 5.600 – Proposed Timeline



Next steps

The department has:

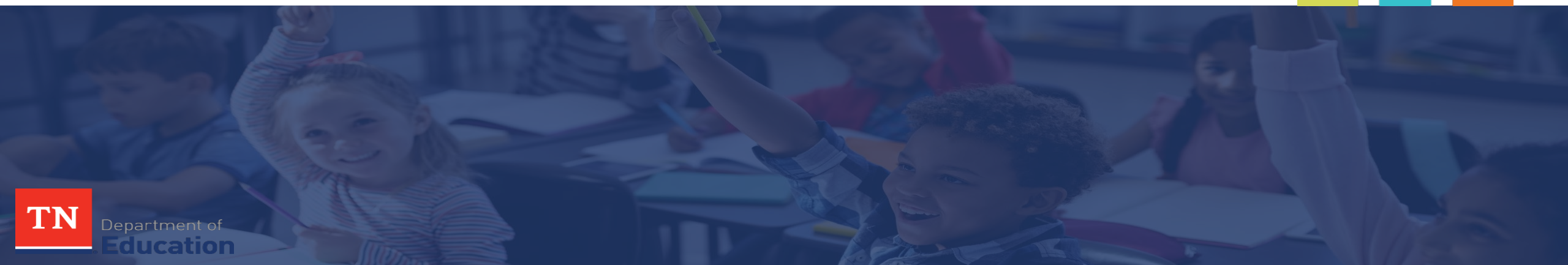
- updated the method of collecting vacancy data to ensure accuracy and useability of data.
- removed the requirement for districts to submit permit/waiver information and is instead providing that information to the district for review/approval.
- convened a multi-division team to address the issues surrounding teacher vacancies and to develop targeted district supports.
- sought feedback from stakeholder groups.
- developed a communications plan to ensure districts understand the change in approach and the next steps the department will take place.

Questions?



Thank You

Martha.Moore@tn.gov





Residential Mental Health Facilities

Scott Indermuehle, Senior Director of IDEA, NEP, and IEA Programs

State Board of Education Workshop | February 3, 2022



BEST FOR ALL

We will set all students on a path to success.

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



Agenda



- Public Chapter 589/T.C.A. § 49-3-370
- Residential Treatment Placements
- Changes from First Reading to Final Reading
- Questions



Public Chapter 589/ T.C.A. § 49-3-370



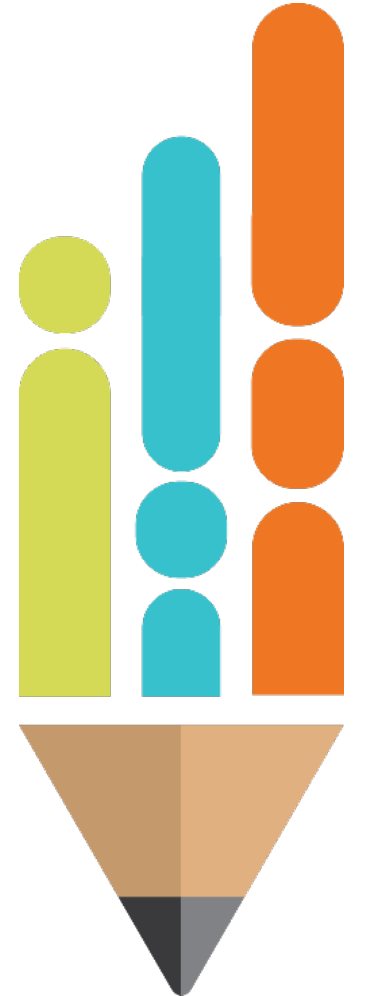
Public Chapter 589/T.C.A. § 49-3-370

Overview:

- T.C.A. § 49-3-370 governs when and how state and local funding is allocated to licensed residential mental health facilities when Tennessee students are admitted
 - PC 589 amended Tennessee Code Annotated (T.C.A.), Section 49-3-370
- PC 589 directs the State Board of Education to promulgate rules to establish procedures for approving educational programs or instructional services provided by out-of-state residential mental health facilities and for the allocation of funds

Timeline:

- Passed by the Tennessee General Assembly on May 5, 2021
- Signed into law by Governor Bill Lee on May 27, 2021



Public Chapter 589/T.C.A. 49-3-370



(a) A local education agency (LEA) shall allocate funding in an **amount equal** to the **per pupil state and local funds** received by the **LEA to a state-licensed residential mental health facility** on a **prorated daily basis** for the student's length of stay if:

(1) The residential **mental health facility operates as a Category I special purpose school-minimum of sixteen and one-half (16 ½) hours per week** of educational instructional services to the students, unless the student's individualized education program (IEP) provides otherwise;

(2) **The student admitted was enrolled in and attended a public school in TN for the one (1) full school year** immediately preceding the student's admission to the facility and is enrolled in a public school in TN at the time of admission to the facility; and

(3) The **student is admitted under a signed, written order of a qualified physician licensed to practice medicine in this state**, the order being based upon **medical necessity**.

Public Chapter 589/T.C.A. 49-3-370



(b) An LEA shall allocate funding in an amount equal to the per pupil state and local funds received by the LEA to an **out-of-state** residential mental health facility on a prorated daily basis for the student's length of stay if:

- (1) There are **no facilities in this state with the capacity to deliver the appropriate mental health treatment** to the student at the time the student is admitted to the out-of-state facility;
- (2) The **facility operates in a state that borders this state;**
- (3) The facility **serves at least fifteen (15) Tennessee students per school year;**
- (4) The department of education determines, prior to the medical placement decision, that the **residential mental health facility's educational programs or instructional services meet the same requirements as a Category I special purpose school.**

Public Chapter 589/T.C.A. 49-3-370



(5) The facility provides a **minimum of sixteen and one-half (16 ½) hours per week of educational instructional services to admitted students, unless the student's IEP provides** otherwise;

(6) The residential mental health facility complies with all applicable health and safety laws, regulations, and codes of the state and locality in which it is located;

(7) **All teachers** at the residential mental health facility **are licensed by the educator licensing authority of the state** in which the facility is located;

(8) The residential mental health facility has at least one (1) teacher with an endorsement in special education or a certification that the department of education determines to be equivalent to an endorsement in special education in this state, to provide special education and related services to admitted students;

(9) The facility has a **sufficient number of teachers with an endorsement in special education** or a certification that the department of education determines to be equivalent to an endorsement in special education in this state, to comply with each student's IEP;

Public Chapter 589/T.C.A. 49-3-370



- (10) The facility reports the **attendance** of each admitted student to the **public school** in which the student is **enrolled**;
- (11) The facility follows the **admitted student's IEP** as written at the time of the medical placement decision, and as subsequently amended by the student's IEP team during the student's stay at the facility;
- (12) The student admitted to the facility **was enrolled in and attended a public school TN for the one (1) full school year** immediately preceding the student's admission to the facility, is enrolled in a public school in TN at the time of admission to the facility, and has an **active IEP** from an LEA in TN at the time of the medical placement decision; and
- (13) The student is admitted to the facility under a **signed, written order of a qualified physician** licensed to practice medicine, the order being based upon both medical necessity and the most appropriate medical services for the child.

Public Chapter 589/T.C.A. 49-3-370



(c) If an LEA allocates funds to an out-of-state facility pursuant to this section, then the **LEA and the department of education are authorized to monitor** the out-of-state facility for compliance with this section, an individual student's IEP, and all other applicable state and federal laws.

(d) If the out-of-state facility **fails to comply** with the requirements of subsection (b), then **the LEA shall cease the allocation of funding** as provided in this section.

(e) The state board of education shall **promulgate rules** to establish procedures for approving educational programs or instructional services provided by out-of-state residential mental health facilities and for the allocation of funds to out-of-state residential mental health facilities for purposes of this section.

(f) The funding specified in subsections (a) and (b) is in addition to funds allocated pursuant to federal law and regulation, including, but not limited to, Title I and ESEA funds.

(g) This part **must not be used or construed to circumvent the requirements of the Individuals with Disabilities Education Act** (20 U.S.C. § 1400 et seq.).

Residential Treatment Placements



Residential Treatment Placements



Overview of Residential Treatment Facilities:

- Residential treatment facilities (RTFs) provide **clinical services** including **psychiatric and therapeutic treatment** in a 24-hour-a-day residential facility for children and youth with significant emotional and/or psychological treatment needs.
- Individualized treatment plans are developed for each child/youth and length of stay varies depending on the diagnosis, treatment goals and program structure.
- Tennessee currently has **48 residential treatment facilities**.
- 37 of the 48 facilities are affiliated with the Department of Children's Services (DCS).

Residential Treatment Placements



Placement:

- Placement in RTFs can be made through DCS, a court system or a physician. **In respect to T.C.A. § 49-3-370, we are focused on placements under a signed, written order of a qualified physician licensed to practice medicine.**
- Typically, the **physician must provide evidence that residential treatment is medically necessary** and there is an increased change of harm to the child without this intensive measure.
- Health insurance companies will fund the treatment when a physician can demonstrate the need for a residential placement.

Residential Treatment Placements



Placement (Continued):

While the placement mechanisms can vary, the **criteria for admission are fairly standard** and likely include the following components:

- The child has a **significant** mental health disorder according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), and is impaired in social, educational, familial and occupational functioning.
- The child is **unable to** adequately care for physical needs without external support that is beyond the capacity/capabilities of the family and/or other non-inpatient community support.
- The child's current living environment, family setting and extended community **cannot provide the support and access** to therapeutic services necessary to maintain stability or maximize effective daily functioning.

Residential Treatment Placements



Placement:

- The child **cannot achieve** successful adaptation for the purpose of stabilization, at this time, without significant structure and supportive residential guidance that can only be provided through twenty-four (24) hour intervention and supervision in a highly-structured environment.
- The child meets the age, cognitive capacity, adaptive functioning level and/or developmental level requirements necessary for minimal acceptance in the specific setting.
- The child **may pose a high risk** for elopement, instability in behavior and mental health status or occasionally experience acute episodes. The child also experiences persistent maladjustment of peer and other social relationships or other influencing systems which interfere with learning and social environments.

Proposed State Board of Education Rule Chapter 0520-01-20



Proposed State Board of Education Rule Chapter 0520-01-20



The first reading of the rule established the following content:

- 0520-01-20-.01 Purpose
- 0520-01-20-.02 Definitions
- 0520-01-20-.03 Approval of Out-of-State Facilities
- 0520-01-20-.04 Student Admission
- 0520-01-20-.05 Compliance and Monitoring
- 0520-01-20-.06 Calculation of Funds

Changes from First Reading to Final Reading

Section	First Reading	Final Reading
<p>0520-01-20-.01 Purpose</p>	<p>The purpose of this Chapter is to establish procedures for approving educational programs or instructional services provided by residential mental health facilities and for the allocation of funding to residential mental health facilities as required by T.C.A. § 49-3-370.</p>	<p>No Changes</p>
<p>0520-01-20-.02 Definitions</p>	<p>"Capacity" used but not defined.</p>	<p>"Capacity" definition added. "Capacity" means a bed available in a Tennessee Residential Mental Health Facility to deliver the appropriate mental health treatment to the Student at the time the Student is admitted to the out-of-state Facility.</p>
	<p>"Standard Application Form"</p>	<p>Revised to "Standard Initial Application Form"</p>
	<p>"Standard Application Renewal Form"</p>	<p>Revised to "Standard Renewal Application Form"</p>
<p>0520-01-20-.03 Approval of Out-of-State Facilities</p>	<ul style="list-style-type: none"> • Established a first level approval process for out-of-state facilities • Bordering state, laws/regulations/codes, TN students served per year, teacher licensure, required hours of educational services, Category 1-Special Purpose School requirements • Standard application form 	<p>Stylistic changes only</p>

Changes from First Reading to Final Reading

Section	First Reading	Final Reading
<p align="center">0520-01-20-.04 Student Admission</p>	<ul style="list-style-type: none"> • First reading identified a “qualified Physician” as determining capacity. • Established a first level approval process for out-of-state facilitates. • Bordering state, laws/regulations/codes, TN students served per year, teacher licensure, required hours of educational services, Category 1-Special Purpose School requirements. • Standard application form • This second level of approval with the already existing first level approval will allow for the allocation of funds. 	<p>Reverted language back to statute regarding “There were no facilitates in Tennessee with capacity to deliver the appropriate mental health treatment to the student at the time the student was admitted to the out-of-state facility”.</p>
<p align="center">0520-01-20-.05 Compliance and Monitoring</p>	<ul style="list-style-type: none"> • Required educational services, implementation of IEP, capacity of staff to ensure a free and appropriate public education (FAPE) for the student. • LEA and department share responsibility with monitoring. • Facility may lose departmental approval from non-compliance. 	<p>Verbiage added “A Facility that has been notified by the Department of noncompliance shall lose its approval from the Department until the noncompliance is corrected.”</p>

Changes from First Reading to Final Reading

Section	First Reading	Final Reading
0520-01-20-.06 Calculation of Funds	The LEA shall allocate funding to the out-of-state Facility in an amount equal to the per pupil state and local BEP funds received by the LEA on a prorated daily basis for the Student's length of stay, provided that the Facility and Student meets the requirements of this Chapter.	No changes



Questions?

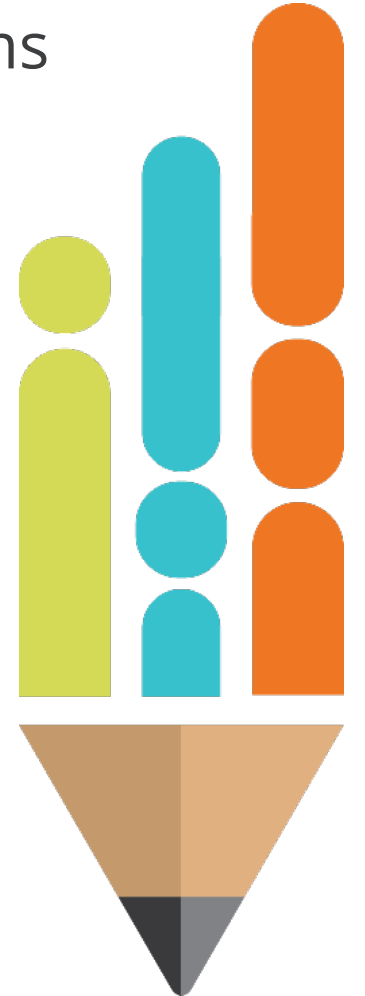
Contact

Scott Indermuehle | Senior Director of IDEA, NEP, and IEA Programs

Division of Federal Programs and Oversight

Scott.Indermuehle@tn.gov

(615) 648-9048



Thank you!





TENNESSEE
STATE BOARD OF EDUCATION

AUTHORIZER EVALUATIONS

FEBRUARY 3, 2022

EVALUATION HISTORY AND PROCESS

EVALUATIONS IN TENNESSEE

- In 2019, the General Assembly amended T.C.A. § 49-13-145, charging the State Board with the responsibility of ensuring the effective operation of authorizers in the state and evaluating authorizer quality.
- Beginning in July 2019, the State Board gathered feedback from operators, authorizers and stakeholders, conducted focus groups, and established a task force to develop the evaluation process.
- In Fall 2020, the State Board implemented a pilot of its evaluation process with Metro Nashville Public Schools and the Achievement School District.
- In February 2021, the State Board finalized its rule on charter school authorizer evaluations and the rule became effective on July 12, 2021.
- The 2021 evaluations represent one half of the first formal evaluation cycle.

EVALUATION COHORTS

Tennessee authorizers will be evaluated in the following sequence:

Cohort 1 beginning in Fall 2021:

- Hamilton County Schools
- Knox County Schools
- Shelby County Schools

Cohort 2 beginning in Fall 2022:

- Achievement School District
- Metro Nashville Public Schools
- Tennessee Public Charter School Commission

NOTE: Cohorts will not change regardless of evaluation outcomes.

2021 FULL TIMELINE

- **August 26:** Orientation for authorizers
- **Sept. 1 – Oct. 15:** Document submission window
- **October 25-26:** Evaluator Training
- **November 1:** Evaluation #1 began
- **November 15:** Evaluation #2 began
- **November 29:** Evaluation #3 began
- **December 15:** Draft reports shared with authorizers
- **January 1:** Non-Evaluation Year Self-Assessment due
- **Mid-January:** Evaluation reports finalized
- **February 4:** Ratings approved at State Board meeting

EVALUATION WEEK TIMELINE

Days 1-2

- Evaluation Team conducts full document review and completes preliminary ratings

Day 3

- Evaluation Team interviews charter school leaders and holds pre-consensus meeting

Day 4

- Evaluation Team meets with Authorizer and holds consensus meeting

Day 5

- Evaluation Team Lead meets with Authorizer for report out of preliminary ratings

Days 6-10

- Evaluation Team Lead and Quality Editor work together on evaluation report

EVALUATION TEAMS

- Each evaluation team was comprised of 3 evaluators: a State Board staff member, a national consultant, and a TN authorizer representative.
- Evaluators spent an average of 18 hours per evaluation reviewing and scoring authorizer documentation plus several more hours conducting interviews and debriefing the ratings.

Shelby County Schools	Knox County Schools	Hamilton County Schools
Ali Gaffey, State Board Staff	Ali Gaffey, State Board Staff	Ali Gaffey, State Board Staff
Lauren Iannuccilli, National Consultant for SchoolWorks	Lauren Iannuccilli, National Consultant for SchoolWorks	Lauren Iannuccilli, National Consultant for SchoolWorks
Teri Manning-Euell, Achievement School District	Beth Figueroa, TN Public Charter School Commission	Shereka Roby-Grant, Metro Nashville Public Schools

EVIDENCE BASE

During the evaluation, the Evaluation Team shall consider:

- **Documents** submitted by the authorizer during the submission window;
- **Narrative** explanations submitted by the authorizer during the submission window;
- Clarifications and explanations provided by the authorizer during the **Document Debrief**;
- Supporting narrative shared during the **School Leader Interview**; and
- **Appeals history**, as applicable.

EVALUATION RUBRIC

- The evaluation is based on the twenty-four standards within State Board Policy 6.111 – Quality Charter Authorizing Standards.
- The standards are organized into six categories:
 1. Agency Commitment and Capacity
 2. Application Process and Decision Making
 3. Performance Contracting
 4. Ongoing Oversight and Evaluation
 5. Revocation and Renewal Decision Making
 6. Advanced Standards

RATINGS & EVALUATIVE COMMENTS

Ratings: When determining the rating for a sub-standard, the evaluation team considers:

- Whether the authorizer has explained practices in the documentation debrief or narrative;
- Whether documentation addresses the sub-standard; and
- Whether the documentation satisfies the sub-standard.

Evaluative Comments:

- Every sub-standard will have an evaluative comment which explains the key evidence or lack thereof used to determine the rating.

OVERALL RATINGS

Score	Rating
3.5 – 4.0	Exemplary
3.0 – 3.49	Commendable
2.0 – 2.99	Satisfactory
1.0 – 1.99	Approaching Satisfactory
0 – 0.99	Unsatisfactory/Incomplete

2021 EVALUATION OUTCOMES

HAMILTON COUNTY SCHOOLS (HCS)

About the Authorizer:	HCS is a district-level authorizer in Hamilton County. HCS's first charter school opened in 2008 and its charter schools currently serve approximately 4% of the district's students.
Operational Schools:	5 schools in the 2020-21 school year
Students Enrolled:	1,710 students in the 2020-21 school year
Approved School(s) in Development:	2 schools in development, 1 recently opened <ul style="list-style-type: none">• Montessori Elementary School of Highland Park (2021)• Chattanooga Charter School of Excellence High School (2022)• Ivy's Skillern Elementary School (2022)
Closed Schools:	0 schools closed since September 1, 2019

HAMILTON COUNTY SCHOOLS

Identified Areas of Strength:

- As of April 2021, the authorizer effectively utilizes a portion of its authorizer fee to fund a full-time charter school coordinator to support its growing portfolio of charter schools.
- The authorizer approves applications that are comprised of a detailed plan for charter school opening, operation, and fiscal stability, with little substantive work left for later development.
- The authorizer respects charter school autonomy and provides its schools with opportunities to participate in district-led professional development for teachers and leaders.

HAMILTON COUNTY SCHOOLS

Identified Areas for Growth:

- The authorizer lacks an established performance framework that is outlined as either an item within or as an exhibit of the charter agreement as required by state law and has not conducted annual performance evaluations of its charter schools.
- The authorizer has not established criteria for renewal and has not consistently held five (5) year interim reviews for its schools as required by state law.
- The authorizer has not implemented a comprehensive performance accountability and compliance monitoring system that is aligned to its charter agreement and provides key outcomes to inform renewal, revocation, and intervention decisions.

HAMILTON COUNTY SCHOOLS

Overall Rating: 1.83 Approaching Satisfactory

Required Follow-Up Actions:

- Submission of a corrective action plan approved by the State Board's executive director or designee prior to implementation.
- Submission of a self-assessment in the 2022-23 school year with documentation demonstrating completion of the required follow-up actions outlined in the approved corrective action plan.

KNOX COUNTY SCHOOLS (KCS)

About the Authorizer:	KCS is a district-level authorizer in Knox County. KCS's first and only charter school opened in 2015 and its charter school currently serves approximately 0.07% of the district's students.
Operational Schools:	1 school in the 2020-21 school year
Students Enrolled:	450 students in the 2020-21 school year
Approved School(s) in Development:	0 schools in development
Closed Schools:	0 schools closed since September 1, 2019

KNOX COUNTY SCHOOLS

Identified Areas of Strength:

- The authorizer employs competent personnel at a staffing level that is appropriately funded through efficient use of the authorizer fee and sufficient in scale to support its single charter school.
- The authorizer implements a quality new-start application process that is aligned with state guidelines, is transparent and clearly communicated, follows rigorous approval criteria for applicants, and is open to all.
- The authorizer executes a charter agreement with its charter school that articulates the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, and other material terms.

KNOX COUNTY SCHOOLS

Identified Areas for Growth:

- The authorizer evaluates its schools using a performance framework that is not clearly outlined as either an item within or as an exhibit of the charter agreement. Additionally, the performance framework does not set detailed organizational standards that define the essential elements of the educational program, hold the governing board accountable for operating and reporting requirements, ensure compliance with student and employee rights, and establish school environment expectations.
- The authorizer does not implement a comprehensive performance accountability and compliance monitoring system that is aligned to its charter agreement and provides key outcomes to inform renewal, revocation, and intervention decisions.
- The authorizer's compliance monitoring system does not include evidence of ensuring its school provides access and services to all students as required by federal and state law.

KNOX COUNTY SCHOOLS

Overall Rating: 2.94 Satisfactory

Required Follow-Up Actions:

- Submission of a self-assessment in the 2022-23 school year, as required for all authorizers in a non-evaluation year.

SHELBY COUNTY SCHOOLS (SCS)

About the Authorizer:	SCS is a district-level authorizer in Shelby County. SCS's first charter school opened in 2003 and its charter schools currently serve approximately 18% of the district's students.
Operational Schools:	56 schools in the 2020-21 school year
Students Enrolled:	19,985 students in the 2020-21 school year
Approved School(s) in Development:	0 schools in development
Closed Schools:	4 schools closed since September 1, 2019 <ul style="list-style-type: none">• Kaleidoscope School of Memphis (2021)• Aster College Prep (2019)• City University School Boys Preparatory (2109)• Southwest Early College High School (2020)

SHELBY COUNTY SCHOOLS

Identified Areas of Strength:

- The authorizer implements a quality new-start application process that's aligned with state guidelines, is transparent and clearly communicated, follows rigorous approval criteria for applicants, and is open to all.
- The authorizer follows a quality monitoring and intervention process that is clearly communicated to schools, promptly notifying schools of any violation of their charter agreement, allows time for resolution, and honors charter school autonomy.
- The authorizer revokes a charter school when there is clear evidence of extreme underperformance, violation of law, or loss of public trust and does so without political influence or community pressure.

SHELBY COUNTY SCHOOLS

Identified Areas for Growth:

- The authorizer lacks a clear authorizing mission and relevant training for all members of its authorizing staff and board.
- The authorizer evaluates its schools using a performance framework that is not clearly outlined as either an item within or as an exhibit of the charter agreement for each of its schools.
- The authorizer's documentation did not include evidence that it follows each step of its closure process to ensure timely notification to parents, orderly transition of students and student records to new schools, and the full disposition of school funds, property, and assets.

SHELBY COUNTY SCHOOLS

Overall Rating: 3.53 Exemplary

Required Follow-Up Actions:

- Public recognition and highlighting authorizer best practices by the State Board.
- Submission of a self-assessment in the 2022-23 school year, as required for all authorizers in a non-evaluation year.

SHELBY COUNTY SCHOOLS: BEST PRACTICES

- Developed informational videos for charter school applicants and invites applicants to an informational meeting at the start of the application process.
- Publishes a priorities document which outlines the greatest needs in each neighborhood, including seat quality and seat capacity, to inform potential charter school applicants.
- Annually publishes a comprehensive guidebook for charter school operators which includes required submission timelines and an explanation of the data sources aligned to its performance framework.
- Hosts a charter school leader institute each summer to provide technical assistance and relevant training for principals, CEOs/board chairs and operations managers.
- Created sample intervention notifications to streamline support and ensure consistent feedback to schools that are out of compliance.

EVALUATION REFLECTIONS

KEY TAKEAWAYS

- Our evaluation process is rigorous, thorough and transparent.
- Our authorizers value the opportunity to be involved in the development process, to serve on the evaluation team, and for the feedback provided through the evaluation.
- Our authorizers are now asked annually to identify their own areas of strength and areas for growth and to develop an action plan as a result.

TO CONSIDER FOR NEXT CYCLE BEGINNING IN 2023

- Recalibration of the overall ratings
- Ensure that the process fairly evaluates our wide range of authorizers which includes those with a small portfolio and those with a large portfolio
- Update standards to ensure there are no duplicates and they are clearly stated
- Consider specific “Advanced” standards that allow authorizers to receive bonus points for actions that push beyond the day-to-day work of the authorizer
- Allow authorizers the opportunity to submit missing documentation during the evaluation week, as requested
- Update rule to include specific requirements for the authorizer’s non-evaluation year self-assessment

AUTHORIZER RESOURCES

- Technical Assistance Sessions
- Charter authorizer contacts on State Board's website
- Bi-Monthly Authorizer Connect meetings
- Access to SchoolWorks' charter school authorizer video module library
- Quality Authorizing Series

QUALITY AUTHORIZING SERIES

- Part I: You've Received an LOI – Now what? (January 2022)
- Part II: Application Review 101 (February 2022)
- Part III: The Appeal Process (July 2022)
- Part IV: The Charter Agreement (August 2022)
- Part V: Effective Authorizing (October 2022)



TENNESSEE
STATE BOARD OF EDUCATION



Designing a New State Funding Formula: Summary of Engagement

State Board of Education
February 3, 2022

Engagement Process

Overview

TDOE-Led Public Engagement Opportunities

- **18 Public Subcommittees**
 - 6 meetings per subcommittee (108 total meetings)
 - Recorded and posted on the TDOE website
- **8 Regional Town Halls**
 - Over 500 Tennesseans attended + additional stream views
 - Evenly spread across district types (urban, rural, suburban)
- **8 Local Funding Town Halls**
 - Discussions focused on local match and maintenance of effort
- **Twitter Town Halls**
 - Every other week with guided questions to solicit stakeholder feedback
- **Newsletters**
 - School funding updates sent every other week
- **Dedicated Email (tnedu.funding@tn.gov)**
 - Accepting public comment from any Tennessean for subcommittee review

TDOE-Supported Public Engagement

- **Toolkits:** TDOE posted toolkits for school districts and community organizations to host local town halls throughout the state
- **~1,300 School Funding Ambassadors:** TDOE launched School Funding Ambassadors who proactively volunteered to collect feedback in their communities on school funding
- **Vanderbilt Poll:** TDOE worked with TERA to include school funding-related questions in the Vanderbilt Poll (third-party, researcher-developed)
- **School Funding National and State Experts:** TDOE is working with a group of national experts on school funding to support formula development and answer questions from the Steering Committee and Subcommittee members

TDOE-Facilitated Additional Engagement Opportunities

- **3 Superintendent Study Councils:** Education funding will be a regular agenda item each month if SSC members would like to provide additional input
- **24 Superintendent Monthly Regional Meetings:** Q&A on education funding will be a regular agenda item if superintendents would like to provide additional input
- **54 Local Engagement Meetings:** TDOE cabinet members will solicit feedback and participate in smaller, personalized discussions across the state to gather feedback – targeting small and rural districts
- **36 TDOE Partner and Other Engagement Groups:** TDOE will request feedback from the 36+ regular engagement groups that work with the department
- **4 Scheduled Meetings with Shelby County, Metro Public Schools, and TSSE**
- **District Support:** TDOE will provide no-cost professional development for public school districts
- **School Funding Professional Development:** Sessions provided on student-based budgeting (content will be made publicly available)

Process Structure

Materials coded to subcommittees for review

TDOE Events and Materials

Public Comment and Feedback

Ambassador Collected Feedback

Vanderbilt Poll Data

Available for submitted questions

National and State Experts

Subcommittees

Recommendations

Steering Committee

Timing: Why Now?

- **Significant and Consistent Feedback for 15 years**

- The current BEP is 30+ years old and one of the most complex funding formulas in the country.
- The BEP Review Committee has provided similar recommendations for improvements since 2004, demonstrating consistent and regular public engagement in this conversation.
- The Haslam Task Force was a yearlong process (Jan. 2014 – March 2015) with a review committee that came to recommendations aligned to what we are hearing now.

- **Robust Public Engagement**

- All Tennesseans should have an opportunity to engage and help build a new formula together.
- Important this happens on the front-end because once a potential draft is produced, there are trade-offs to making changes.

- **Potentially Favorable Funding Window with Well-Designed Strategy**

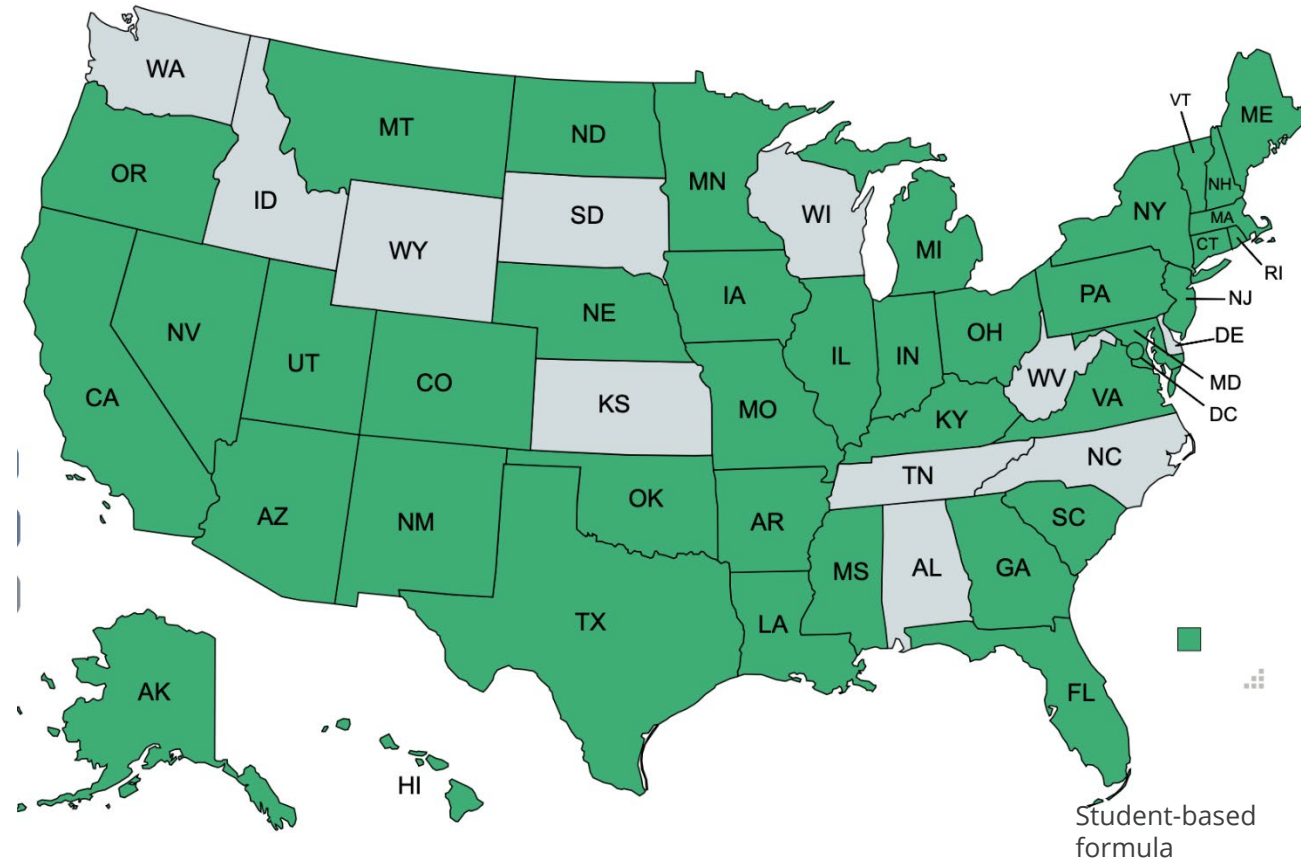
- Not just about money, but a well-designed strategy for state investment.
- Federal relief funds and greater change creates the opportunity to do this important work now.

Draft Framework

Feedback Trends

Moving to a Student-Based Formula

- Tennessee is considering a **student-based** formula.
- 39 states/territories have already moved to a student-based or hybrid student-based formula
 - 34 states and the District of Columbia that use a student-based foundation, with 5 states using a hybrid model
 - 10 states with a resource-based allocation
 - 1 states with guaranteed tax base (WI)



Potential Components of a Student-Based Formula

Outcomes: Additional dollars allocated based on getting stronger outcomes for traditionally higher-need student groups.

Direct Funding: The dollar amount allocated to students based on specific programs.

Weights: The weight (multiplier) assigned to students based on additional needs identified.

Base: The amount allocated to each student in the state for common education needs (those resources that should be provided to all students in the state).



Overall Feedback Received (General)

- **Requested:** Districts should not receive less state funding than they currently receive in the BEP (year of implementation).
- **Requested:** Maintain flexibility for local district budgeting.
- **Requested:** Ensure whatever is currently funded outside of the BEP is included in a new formula.
- **Requested:** Local match should be reconsidered (county commissions) AND maintenance of effort should not change (school districts).

Draft Framework

- On January 11, 2022, the department released a draft framework for a new student-based funding formula
- Reflects feedback from the first 4 meetings of subcommittees
- Public comment accepted on the draft framework through January 18, 2022
- Subcommittees provided additional feedback on the framework in meeting 5
- Steering committee provided feedback in January 13, 2022 meeting

Base

Below are the supports and services that have been consistently named in public and recommended in the draft framework (*this is not an exhaustive list, but represents areas of focus in the subcommittee conversations*):

- Educator salaries
- RTI² support
- Counselors and school-based supports
- District-specific needs (SROs, Principals and APs, middle school CTE, financial literacy)
- Technology sustainability
- Coordinated School Health
- Nurses

Weights

The following are the areas that received the most substantial and/or positive feedback in terms of what should be **weighted** and are reflected in the draft framework:

- Poverty and concentrated poverty
- Rural
- Unique learning needs (special education, English learner, gifted, dyslexia)
- Charter schools

Direct Funding

The following are the areas that received the most substantial or positive feedback in terms of what may be considered for **additional funding** and are reflected in the draft framework:

- Fast growing district
- High-dosage tutoring in 4th grade (Learning Loss Bill)
- Career and Technical Education (CTE)

Outcomes

The following are the areas that received the most positive feedback in terms of what may be considered for **outcomes** and are reflected in the draft framework:

- Early literacy
- Ready Graduate indicators with outcomes
- CTE completers
- Work Based Learning and apprenticeships

Timelines and Next Steps

Timeline

- All subcommittee meetings completed by the end of January
- TDOE will refine framework based on additional feedback from subcommittees and steering committee
- Governor's State of the State Address January 31, 2022

Questions?





Susan K. Patrick
Kaitlyn Elgart

February 2022

Early Grades Retention in Tennessee

Research review for the Tennessee
State Board of Education

Early grades retention in Tennessee

	2011/2012 3rd grade retention law	2018 SBE Updated Policies	2021 3rd grade retention law
Change to law/policy	Third grade students shall not be promoted without basic understanding and skills in reading, based on standardized test results or grades	Updated promotion policies, which outlines basic guidelines for retention and types interventions used in lieu of retention	Updated third grade retention law, which outlines more specifics about measuring proficiency and offering interventions in lieu of retention
Alternatives to retention	<ul style="list-style-type: none"> • Research-based interventions (district determined) 	<ul style="list-style-type: none"> • Sufficient progress on student's individual promotion plan 	<ul style="list-style-type: none"> • Summer learning program and/or tutoring in next year
Exceptions	<ul style="list-style-type: none"> • Students with IEPs 	<ul style="list-style-type: none"> • Not based solely on having an IEP, English learner (EL) status, or maturity. 	<ul style="list-style-type: none"> • EL students in first 2 years of ELA instruction • Previously retained

Prior research on retention



Data challenges: Limited national and state data on prevalence of retention



Negative or null effects: Most research suggests that retention has, on average, null or negative effects on students

(Allen et al., 2009; Jimerson, 2001/2019; Xia & Kirby, 2009)



Effects vary: Effects of retention depend on the timing of retention and potential supports associated with retention

(Valbuena et al., 2021)



Interventions matter: More positive, short-term outcomes for retained students under policies with other academic interventions

(Jacob & Lefgren, 2004; Schwerdt et al, 2015)

Questions guiding our analysis

1. **Who is retained across Tennessee?**
 - A. **How have retention rates varied across time?**
 - B. **To what extent do retention rates vary between schools and districts?**
 - C. **To what extent do student, school, and district characteristics predict retention?**
2. **To what extent are changes in retention and intervention policies associated with changes in retention patterns?**
3. To what extent are changes in retention policy associated with changes in outcomes for students targeted by these policies (third grade students who do not demonstrate reading proficiency)?
4. To what extent is retention associated with future student outcomes (e.g., student achievement, attendance, identification in special education)?

How we define early grades retention

Data: Tennessee's student-level administrative data system which captures minimum and maximum grade for every year for every student in TN public school system

- **Years:** 2009-2010 to 2020-2021 years
- **Grades:** Kindergarten to third grade

Defining retention: We count a student as retained if their records indicate that they spent two full years in the same grade

Statewide historical trends in retention rates in the early elementary grades

- Tennessee retention rates vs. national trends
- Overall retention rates by grade



In 2009, Tennessee's first grade retention rates were slightly above national rates while third grade retention rates were lower than national rates.

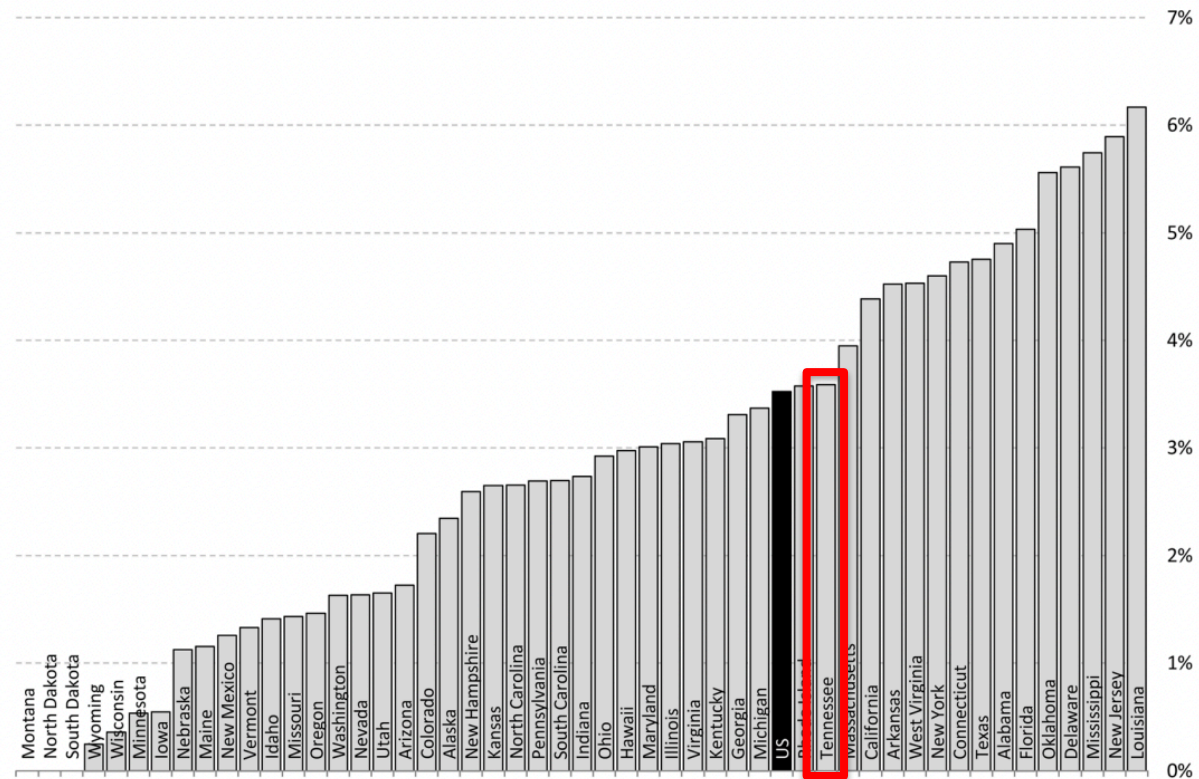


Figure 3.
Predicted First Grade Retention Rates, End of 2008–09 Academic Year, by State

In 2009, Tennessee's first grade retention rates were slightly above national rates while third grade retention rates were lower than national rates.

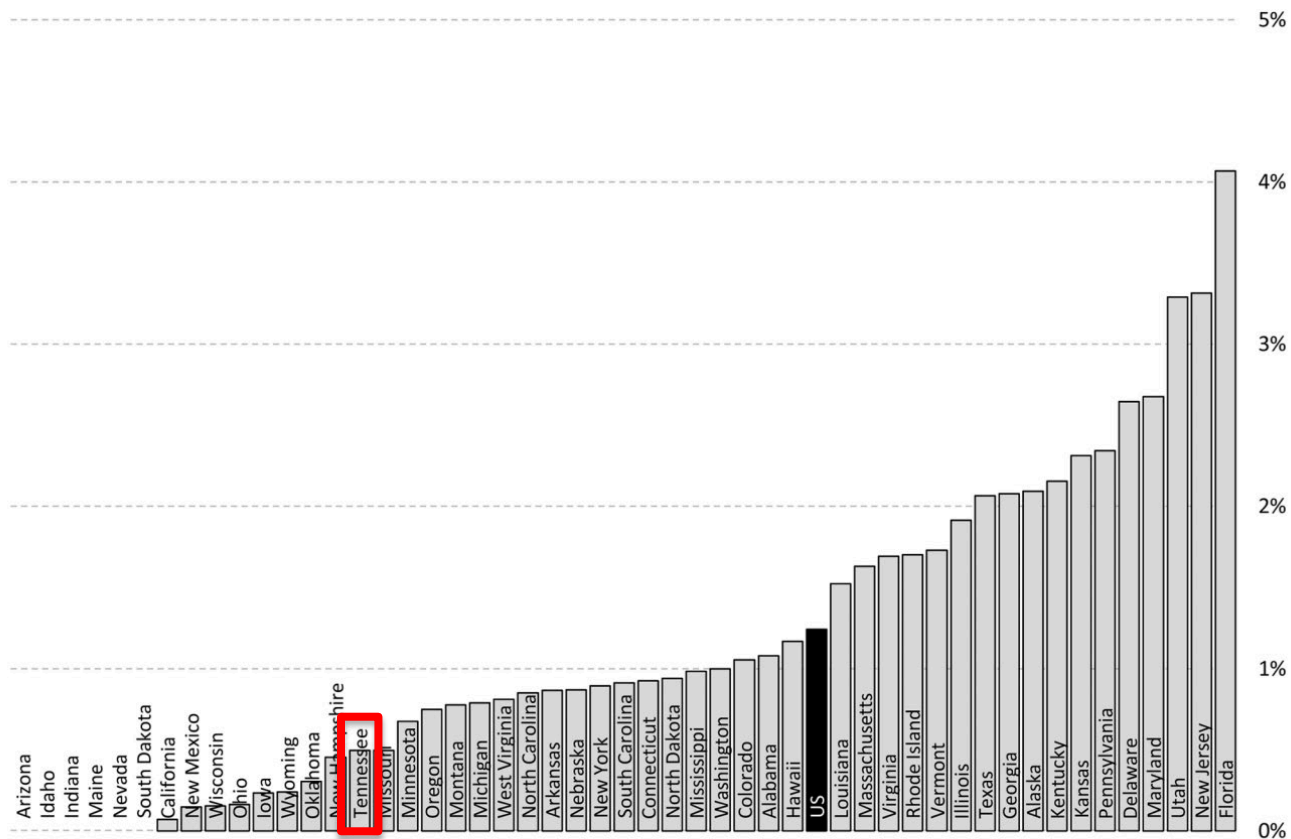
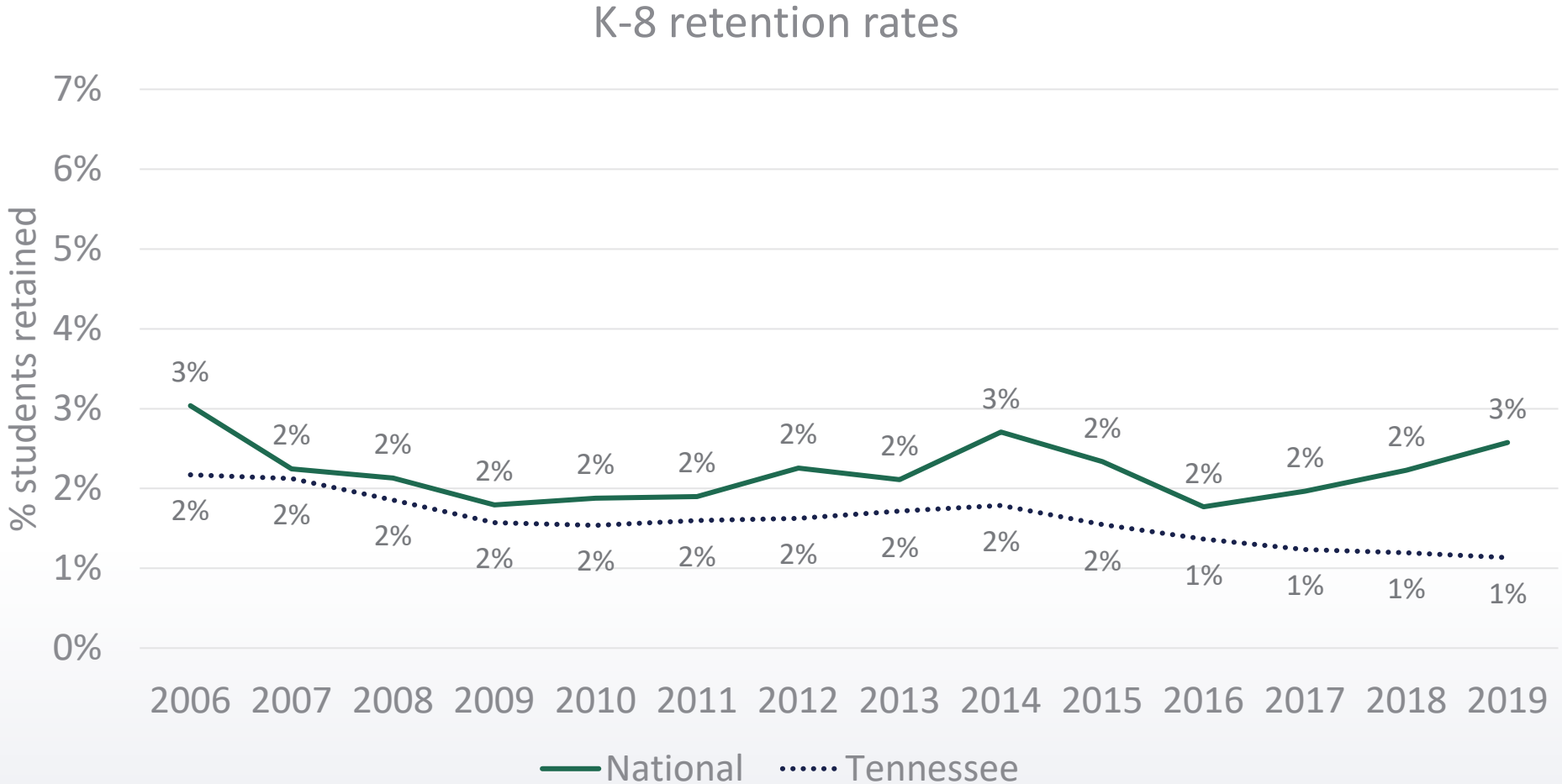


Figure 4.
 Predicted Third Grade Retention Rates, End of 2008–09 Academic Year, by State

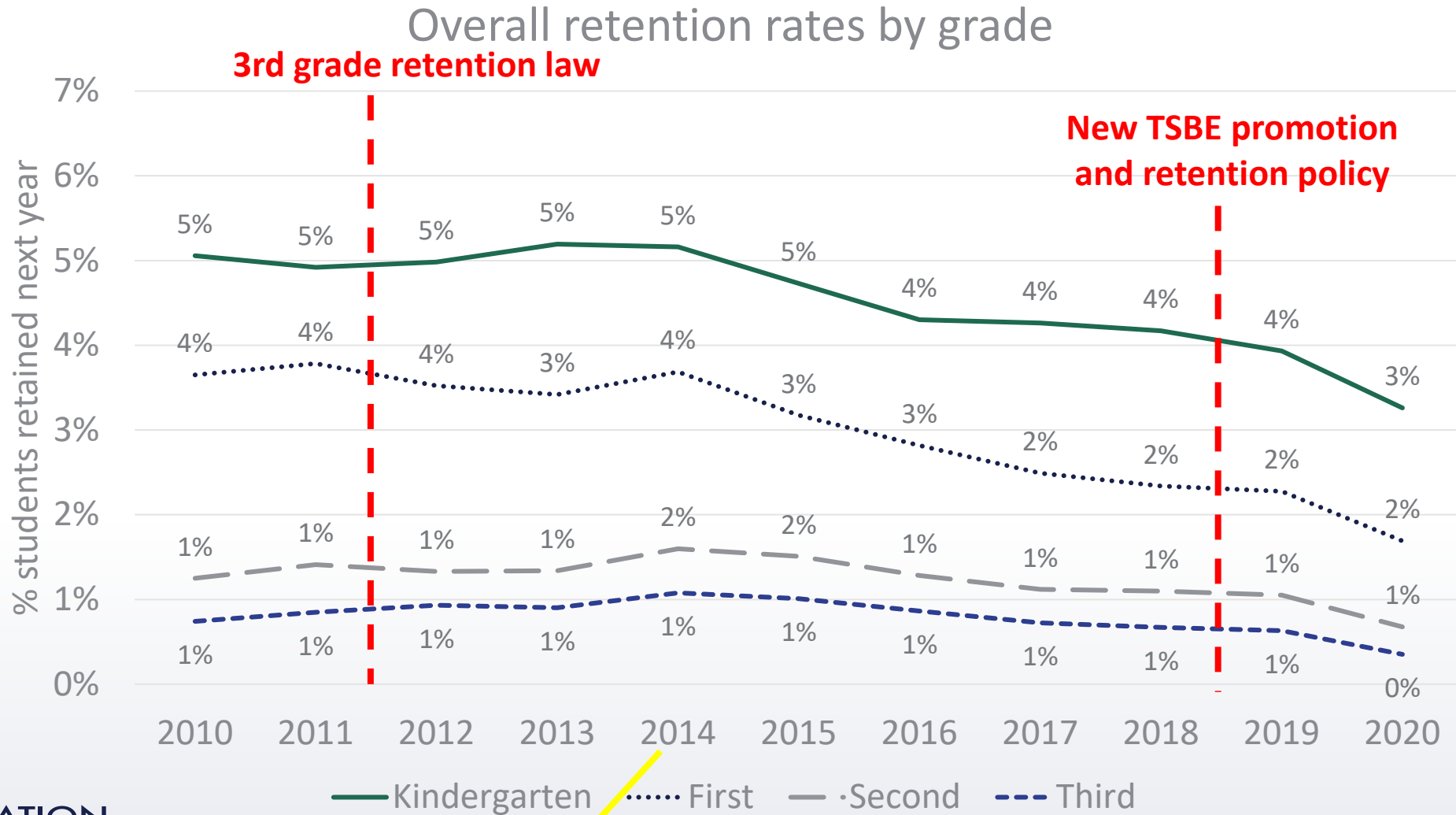
Source: Warren, J. R., & Saliba, J. (2012). First-through eighth-grade retention rates for all 50 states: A new method and initial results. *Educational Researcher*, 41 (8), 320-329. <https://doi.org/10.3102/0013189X12457813>

Tennessee has lower retention rates in K-8 than the national average, with some differences in the trends over time.



Source for national trend: National Center for Educational Statistics (2021). Education Digest: Table 225.90. Number and percentage of elementary and secondary school students retained in grade, by sex, race/ethnicity, and grade level: 1994 through 2019. https://nces.ed.gov/programs/digest/d20/tables/dt20_225.90.asp

Tennessee's retention rates have been trending down over the past decade and overall trends do not appear to shift much amid law and policy changes.



In 2014, about 9000 K-3 students were retained across the state (of a total population of about 300,000 K-3 students)

Variation in retention in the early elementary grades

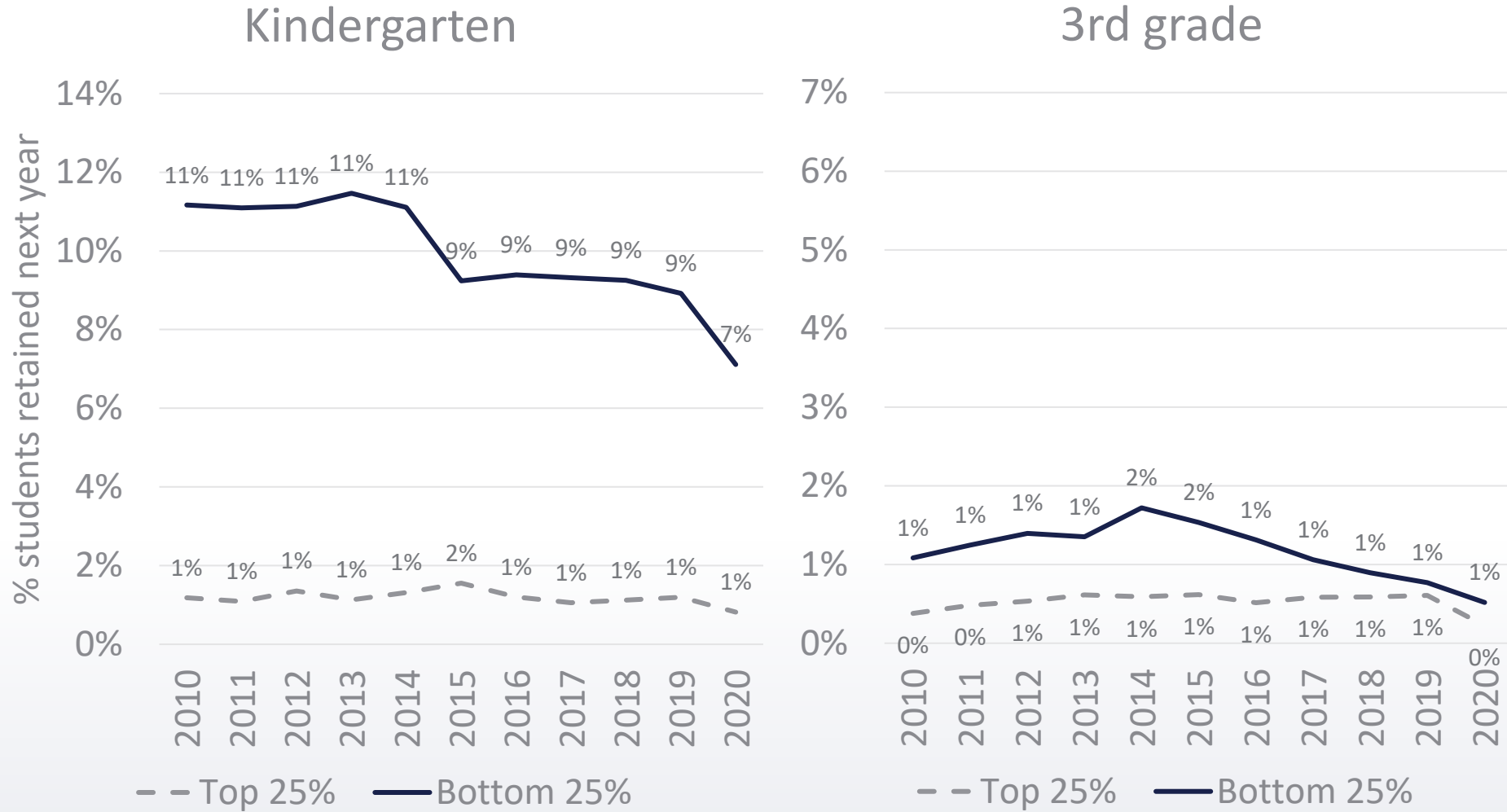
- Differences in retention rates across student and school characteristics
- Differences in retention rates across districts

Retention rates also varied across certain student and school characteristics although these differences vary across time.

We examined differences in retention rates across years and grades by:

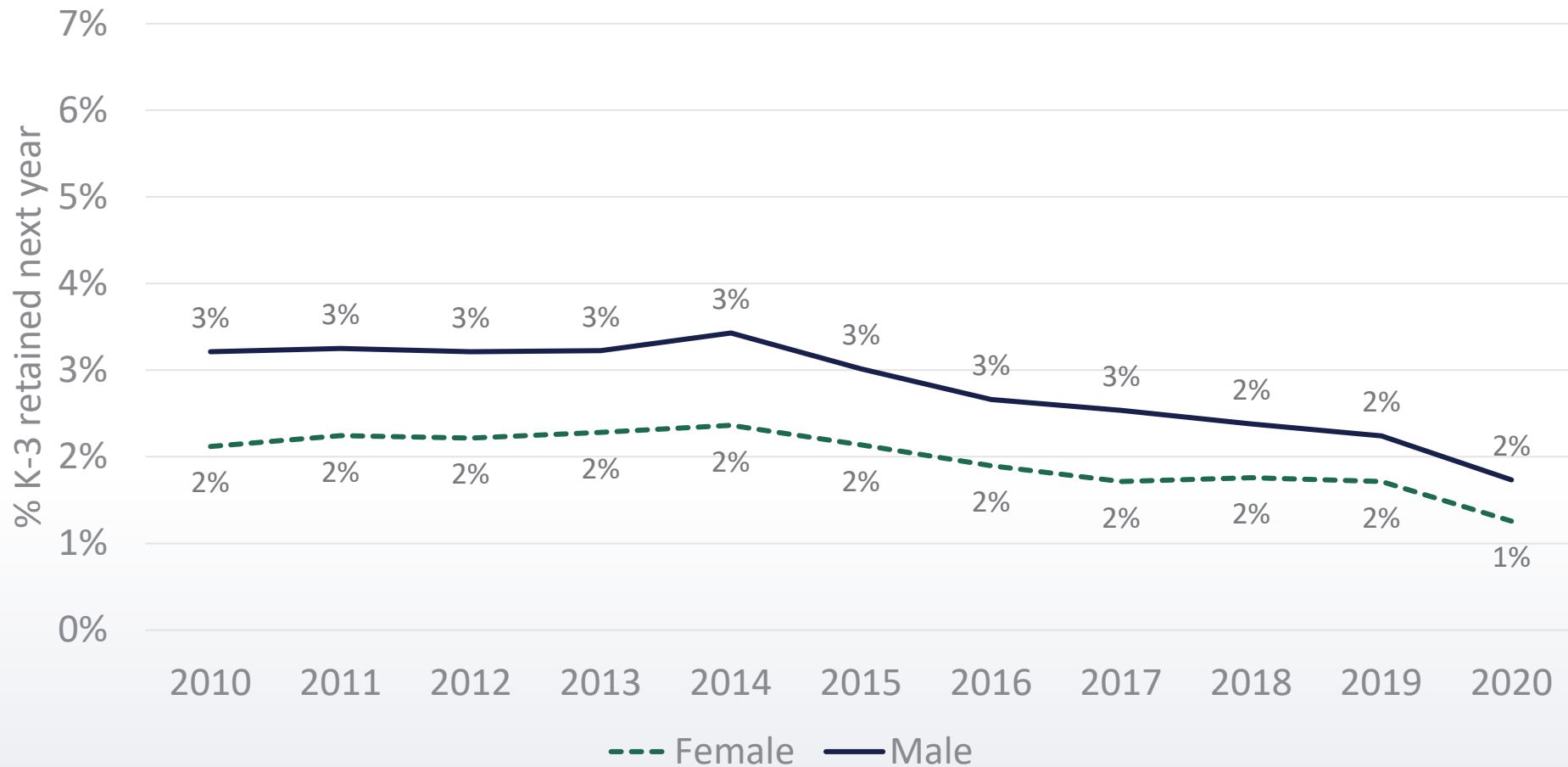
Student characteristics	School and district characteristics
<ul style="list-style-type: none">▪ Age▪ Sex▪ Race/ethnicity▪ Economic disadvantage▪ Immigrant status▪ English learner status▪ Disability status and type▪ Attendance record▪ Disciplinary record▪ Reading proficiency (3rd grade)	<ul style="list-style-type: none">▪ Charter vs. traditional▪ School achievement and proficiency rates▪ School and district geographic location▪ School and district size

Students who are relatively younger for their grade are much more likely to be retained, especially in Kindergarten and first grade.



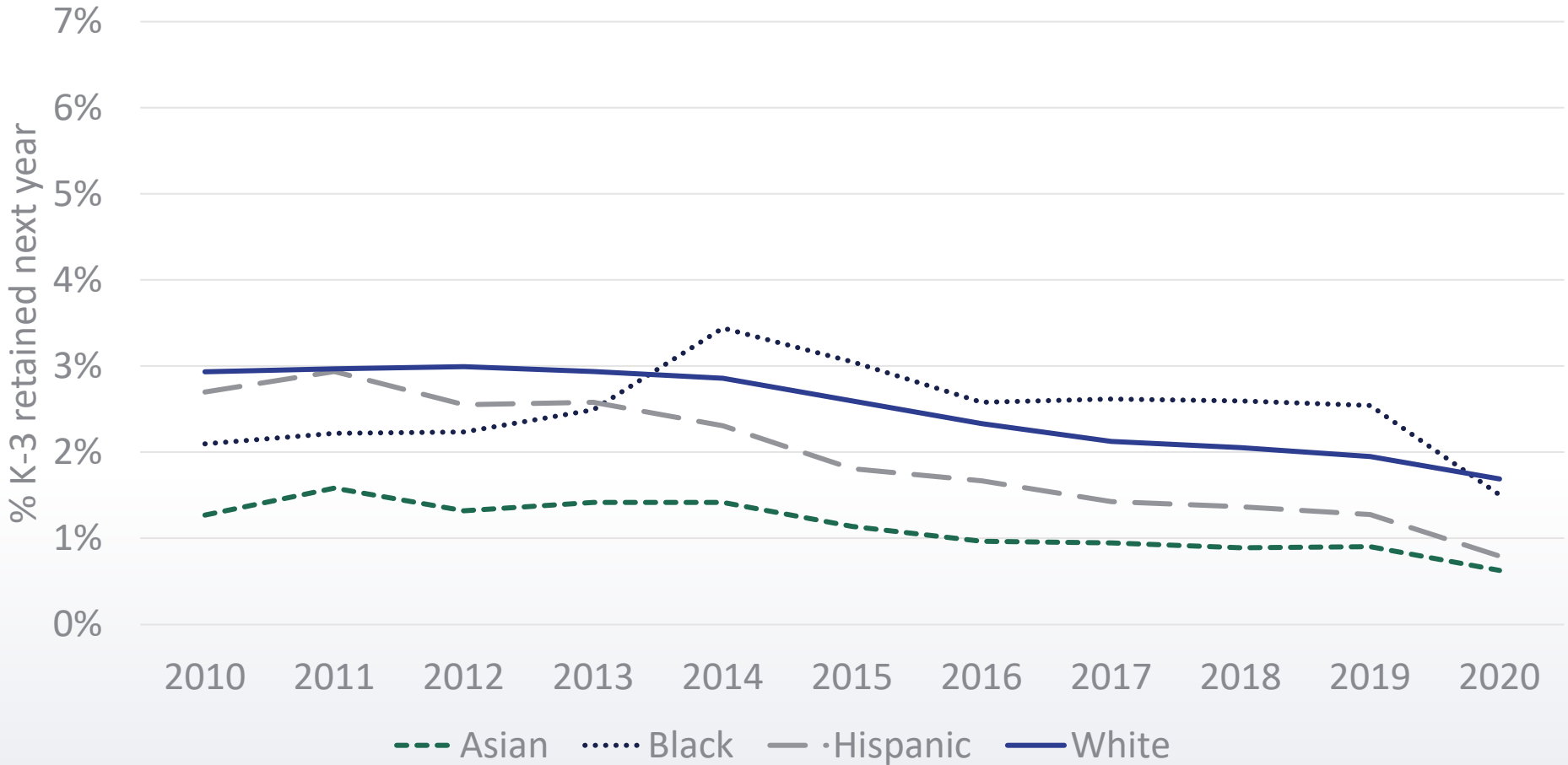
Boys consistently have higher retention rates than girls, across all years and grades.

K-3 retention rates by sex



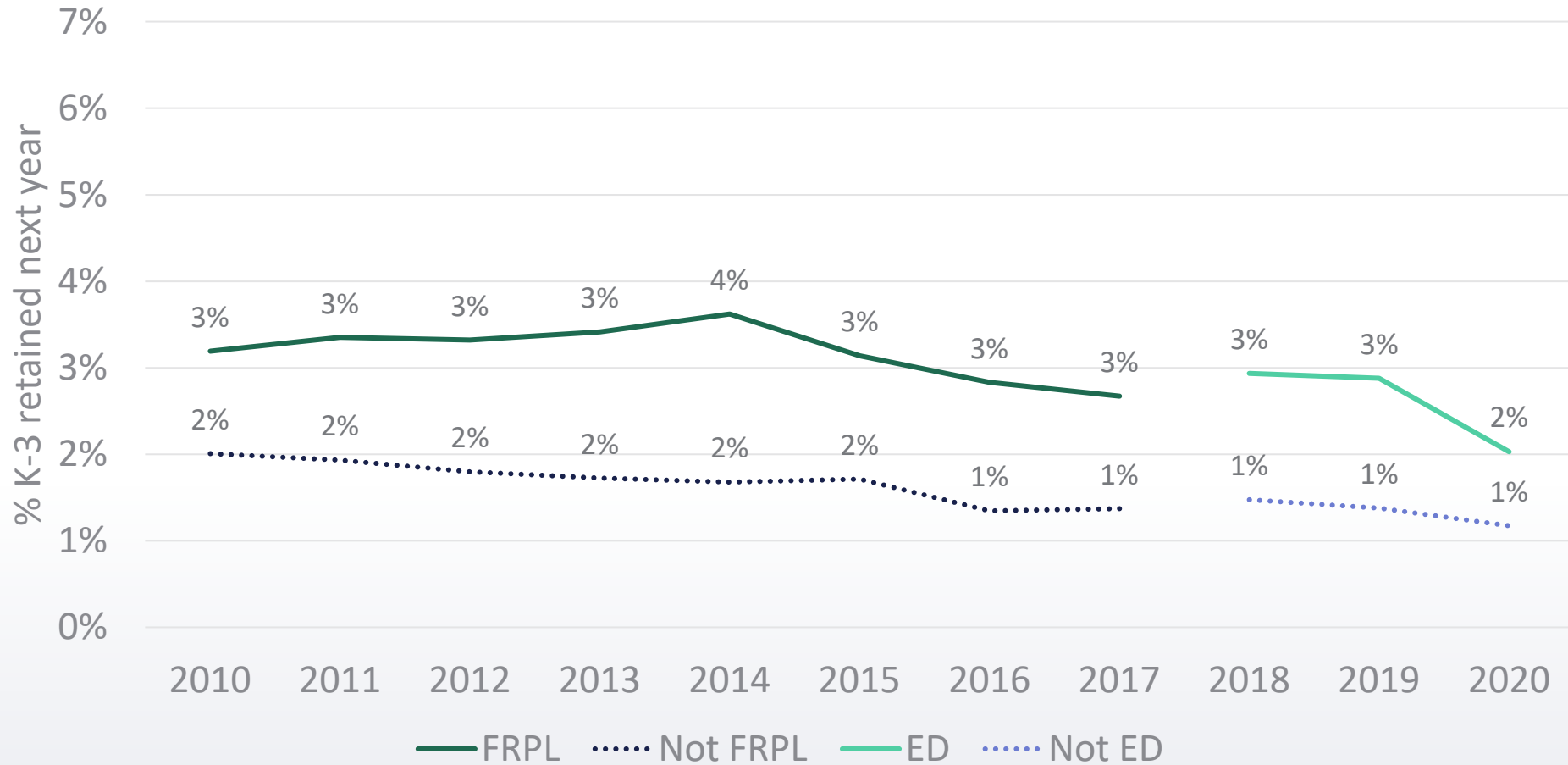
Historical patterns in retention rates vary somewhat by race/ethnicity, with retention rates decreasing for Asian, Hispanic, and White students.

K-3 retention rates by race/ethnicity



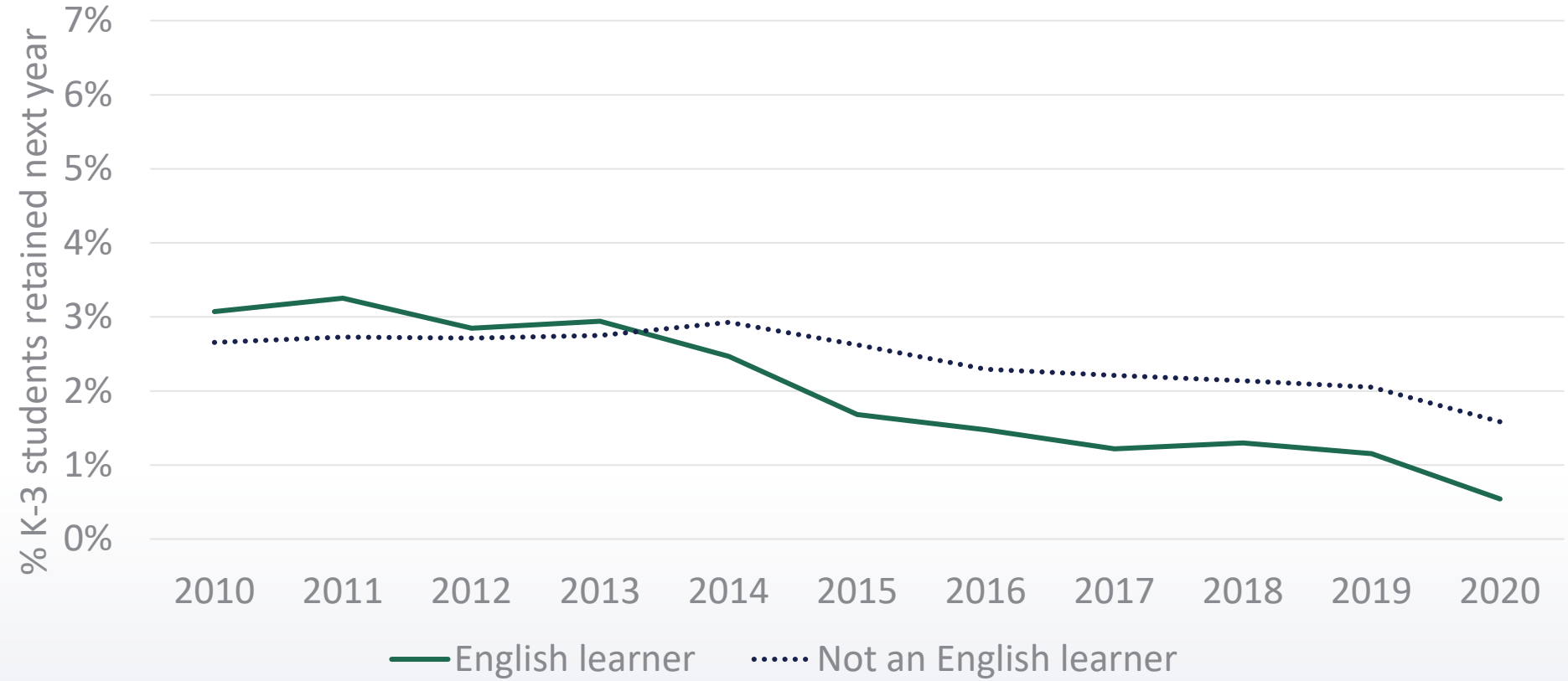
Retention rates are consistently higher for students identified as economically disadvantaged.

K-3 retention rates by econ. disadvantage



Early grade retention rates have decreased more rapidly for English learners receiving ESL services.

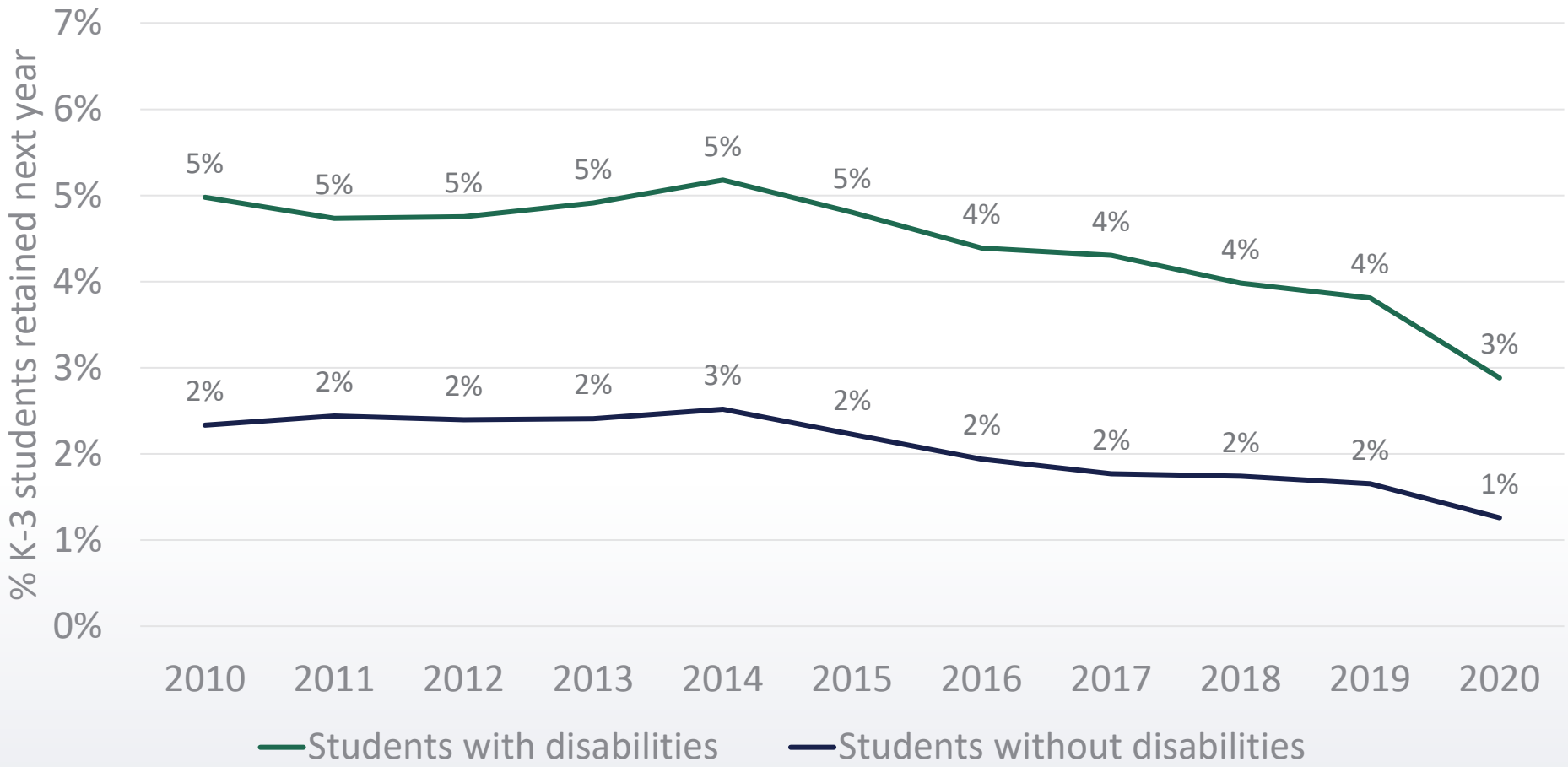
K-3 retention rates by English learner status



From 2010 to 2020, the number of K-3 English learners statewide increased by 50% from 16,670 in 2010 to 24,849 in 2020.

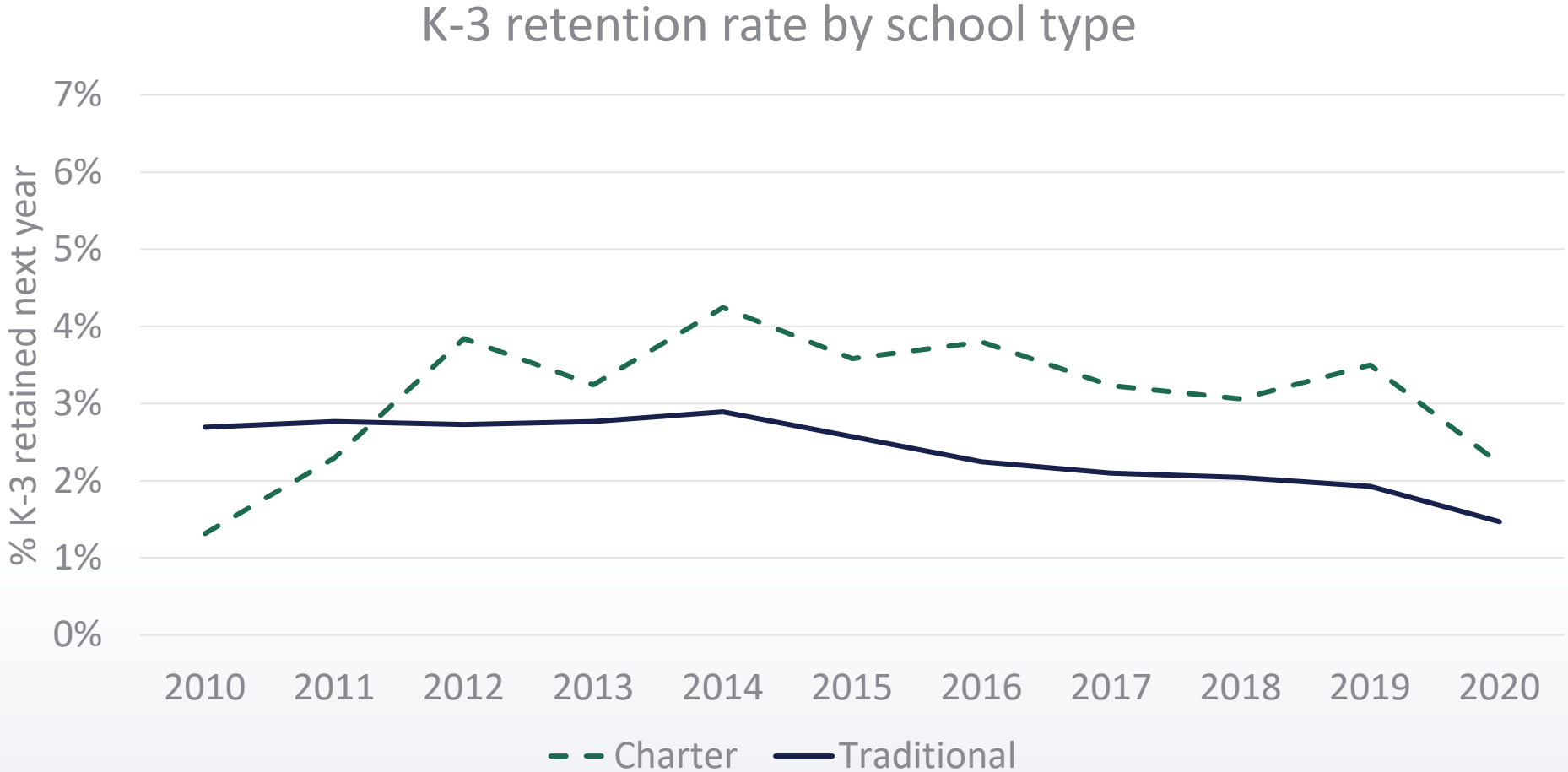
Students with disabilities consistently have higher retention rates in the early grades than students without disabilities.

K-3 retention rates by disability status



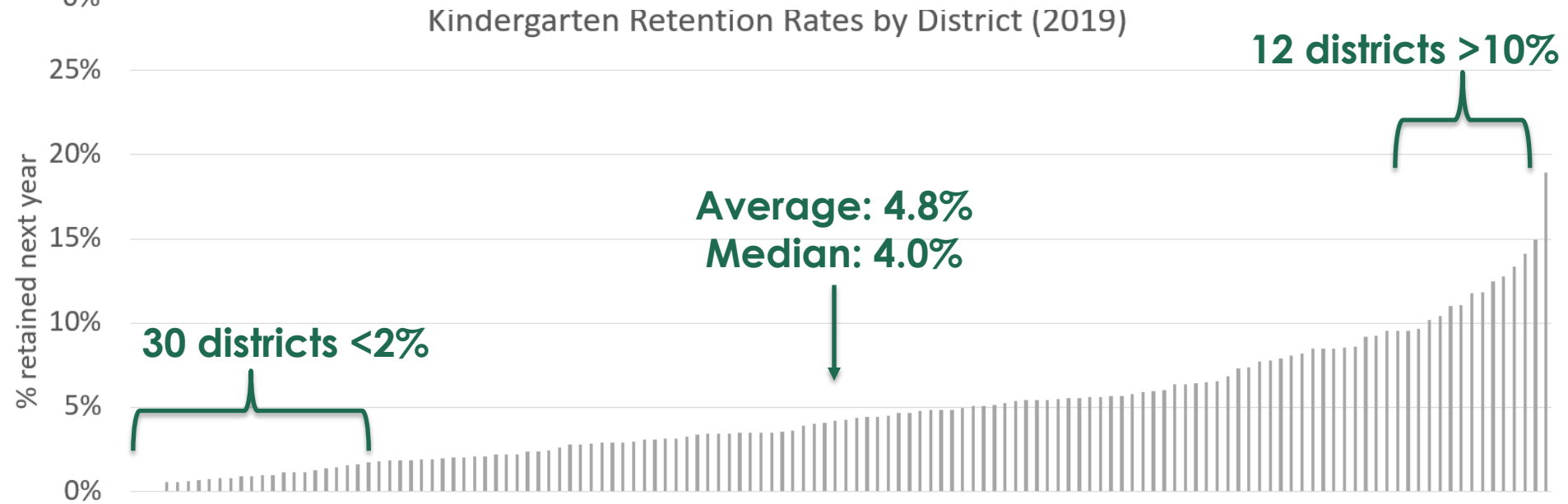
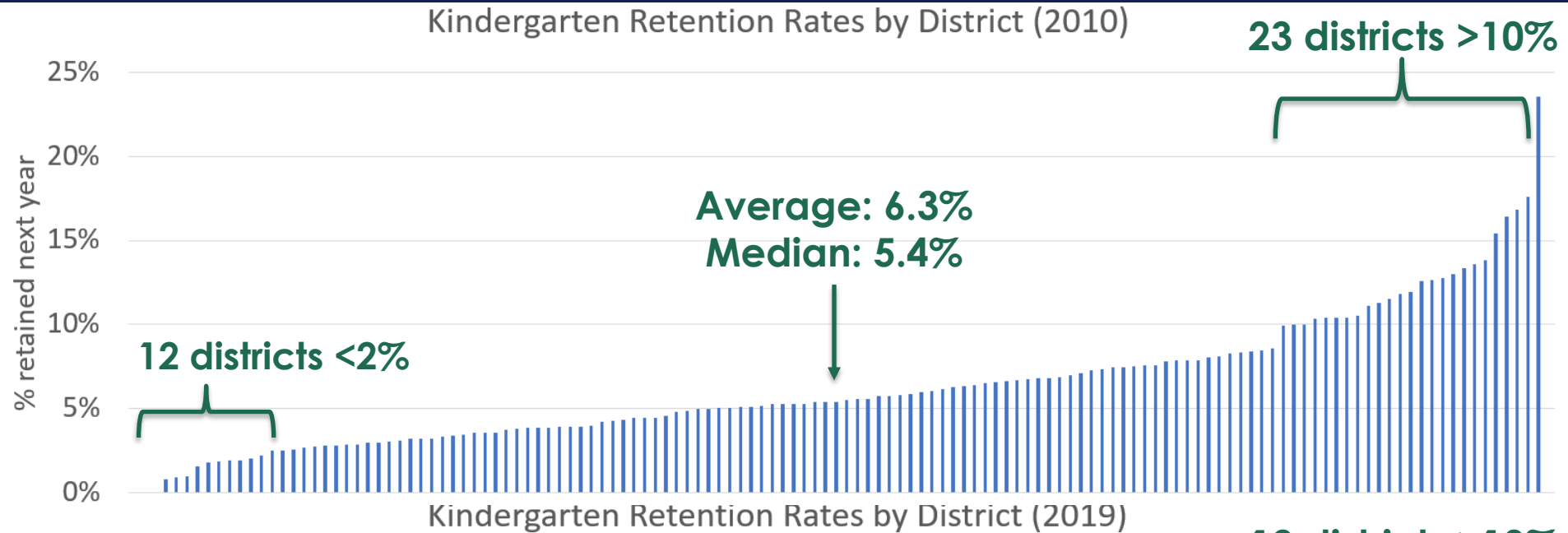
Rates vary by type of disability, see additional analyses for specific rates by disability type.

Across most years of data, charter schools have had slightly higher retention rates than traditional public schools.

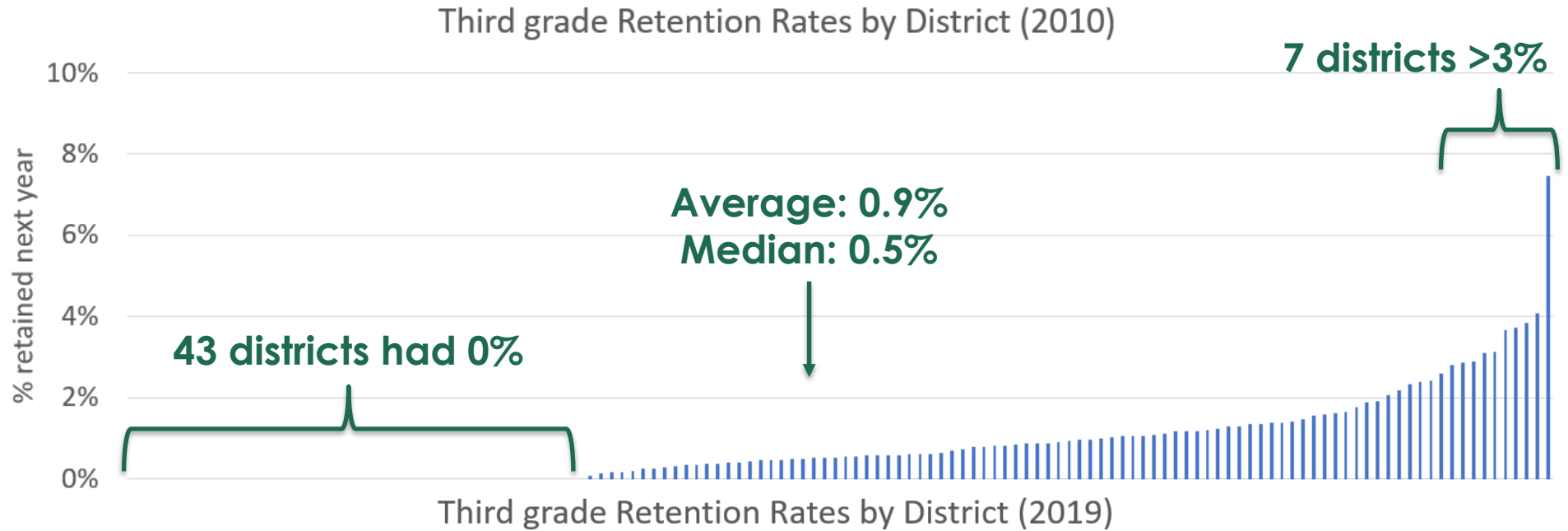


From 2010 to 2020, the number of K-3 students enrolled in charter schools statewide increased from 1095 in 2010 to 12,975 in 2020.

Kindergarten retention rates vary across districts, although most districts have lower retention rates in recent years.



Third grade retention rates have also decreased, with about 30% of districts retaining no third grade students.



Third grade reading proficiency and retention rates

- Historical trends in retention rates for third grade students
- Variation across student characteristics



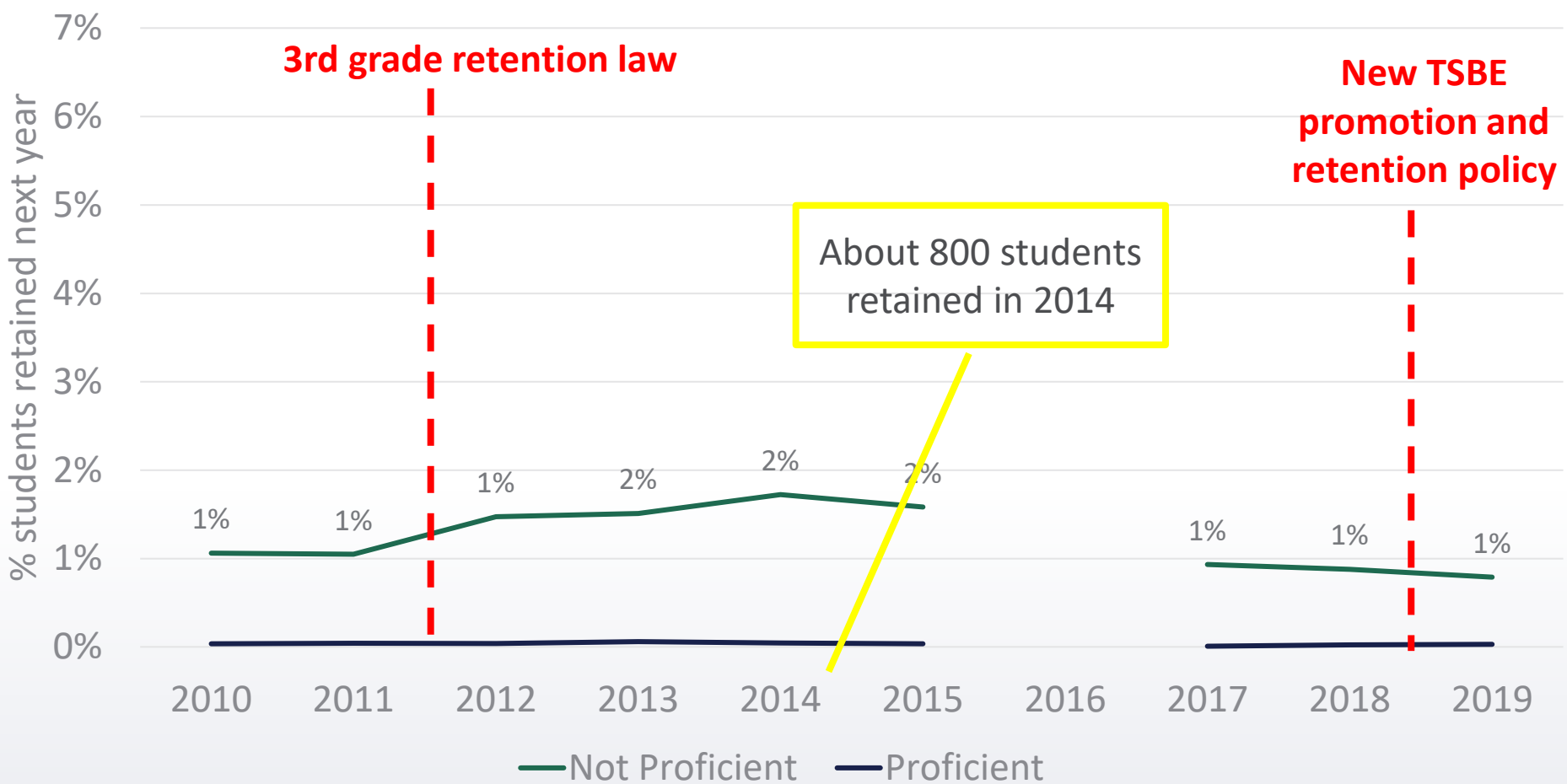
Since 2010, more than half of third graders annually have performed below proficient on the state's third grade reading assessment.

Year	Percent of 3 rd graders below proficient in reading	Number of 3 rd graders below proficient in reading
2010	58%	42,269
2011	57%	39,469
2012	54%	37,227
2013	51%	36,351
2014	57%	40,487
2015	58%	43,514
2017	66%	49,465
2018	64%	46,610
2019	64%	45,993

No data available for 2016 and 2020 because testing was canceled those years.

Retention rates among 3rd grade students not proficient in reading increased slightly after the law change but have remained low across all years.

3rd grade retention rate by reading proficiency

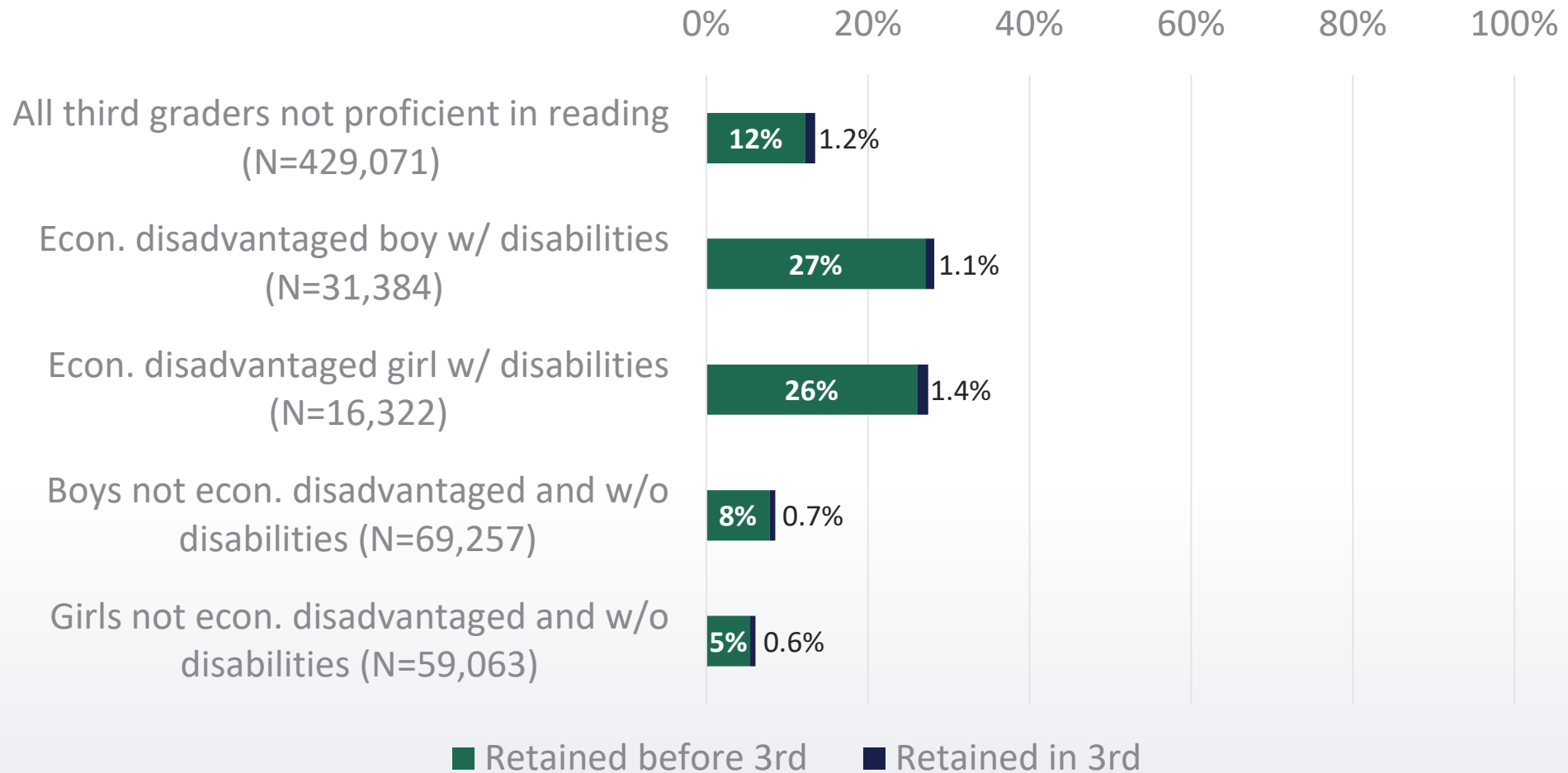


About 800 students retained in 2014

No comparison available for 2016 and 2020 because testing was canceled those years.

Differences across student characteristics compound over time so that certain students are much more likely to be retained before 3rd grade.

3rd grade retention rates for students not proficient in reading



Conclusions and Next Steps

Summary of Findings

1. K-3 retention rates are mostly decreasing over time
2. K-3 retention rates are highest for students with disabilities, relatively younger students, boys, and economically disadvantaged students
3. 3rd grade retention rates are much higher for students who perform below proficient on reading but only a small proportion of those students are retained each year.

Next Phase of Analysis

- Examining effects of retention policy (such as additional interventions)
- Examining outcomes of retained students

Potential outcomes:

- Reading achievement
- High school progression
- Attendance
- Disciplinary infractions
- Disability identification

LICENSURE ACTIONS

CANDACE CARTER

ALEX ANDERSON



TENNESSEE
STATE BOARD OF EDUCATION

MASTER PLAN UPDATE

FEBRUARY 3, 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.



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.
- ✓ ▪ **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.



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 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.

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).
-  **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.



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 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.

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.
- ✓ ▪ **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 inter-agency 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.

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 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.

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.
- ❌ ▪ **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.

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 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.

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 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.

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 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.


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.
- ✓  ▪ **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.

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 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.

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 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).

LOOKING AHEAD

- One-on-one member feedback meetings between January and April
- Monthly staff check-ins and continuous updates to the Master Plan Tracker
- First and final reading of the 2022-23 Master Plan at our July meeting



TENNESSEE
STATE BOARD OF EDUCATION