



SBE Testing & Accountability Study Committee

March 24, 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 TO BECOME AND REMAIN
A TEACHER AND LEADER FOR ALL

ESSA Accountability Overview

Dr. Eve Carney, Rachael Maves,
& David Laird



Every Student Succeeds Act (ESSA)



States were required to develop a plan that included the following:

- Assessments (95% participation) that are aligned to state standards
- Single statewide **school** accountability system with the following indicators:
 - Academic achievement indicator (ELA/Math)
 - Graduation rate
 - English language proficiency indicator
 - School quality and student success indicator
- Long-term goals and measures of interim progress
- Annual, meaningful differentiation of all schools
 - Comprehensive Support and Improvement (CSI)
 - Targeted Support and Improvement (TSI)
 - Additional Targeted Support and Improvement (ATSI)
- Public reporting (State Report Card)

Definitions for School Accountability



- Comprehensive Support and Improvement (CSI) are schools performing in the bottom 5% of Title I schools based on the state's accountability indicators
- Targeted Support and Improvement (TSI) are schools performing in the bottom five percent of all schools meeting the minimum n-size for that subgroup
- Additional Targeted Support and Improvement (ATSI) are schools in which the performance of the four accountability subgroups of students, as defined by the state, is in the bottom 5 percent based on all indicators in Tennessee's school accountability system.
 - Subset of TSI schools
- Priority schools are defined as bottom 5% of schools in performance, high schools graduating fewer than 67% of students, or schools with chronically low-performing subgroups of students.
- Focus schools are schools with underperforming subgroups of students
 - Umbrella term encompassing TSI and ATSI

Aligning State and Federal Requirements



- Stakeholder engagement during ESSA plan development was to maintain naming conventions
- Feedback also supported not having two different school designations
- State law requiring school letter grades (TCA 49-1-228) will be used to meet the federal requirement of annual, meaningful differentiation of schools
 - A-F requirement (state) and single summative rating requirement (federal)
 - Priority schools (state) and CSI schools (federal)
 - Focus schools (state) and TSI/ATSI schools (federal)
- State strategic plan and ESSA state plan requirement

ESSA by the Numbers

The state's approved ESSA plan generates the following FY22 grant allocations

Grant	Allocation
Title I, Part A	\$323,379,041
Title I, Part C	\$7,703,420
Title I, Part D	\$243,407
Title II, Part A	\$42,693,753
Title III, Part A	\$7,870,027
Title IV, Part A	\$23,860,733
Title IV, Part B	\$24,508,412
Title V	\$4,163,517
Title IX	\$2,027,445
Total	\$436,449,755

What are annual measurable objective targets (AMOs)?



- AMOs are...
 - An evaluation tool that assesses school or district performance relative to an improvement **target** derived from performance in the prior year.
 - Used with a number of metrics including TCAP performance, graduation rate, Ready Graduate indicator, English Language Proficiency Assessment (ELPA) and chronic absenteeism.
 - Calculated based on an expectation that schools and districts will *decrease by half* the percentage of students whose performance does not meet the standard *over the course of eight years*.
 - AMO formula for the Achievement, Graduation Rate and *Ready Graduate* indicators:

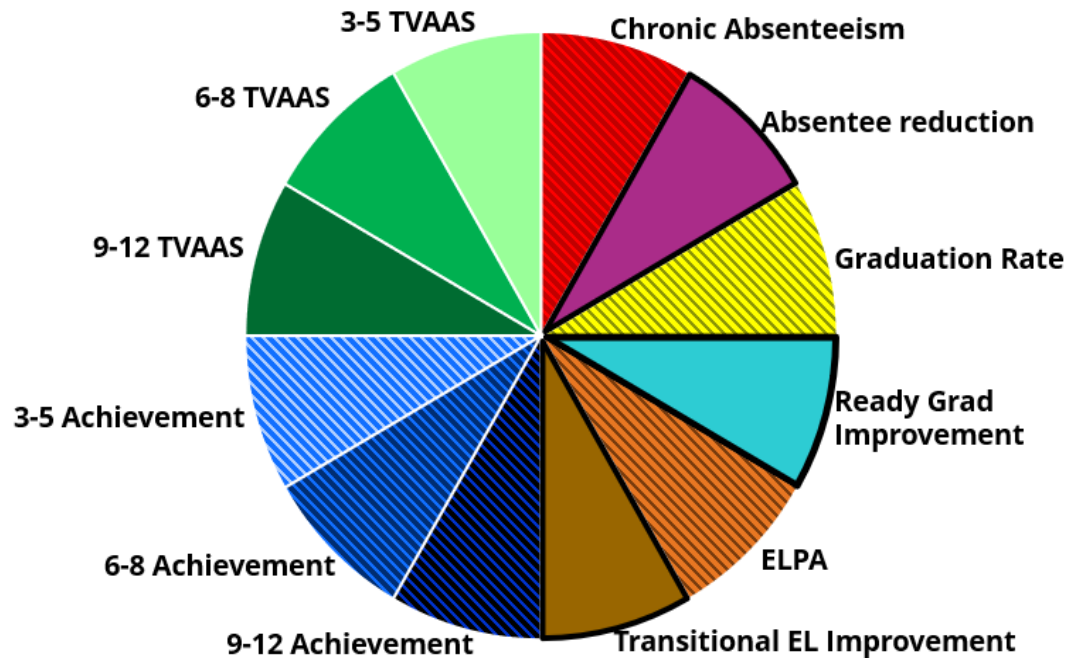
$$\text{AMO target} = \frac{100 - \text{prior performance}}{8 * 2} + \text{prior performance}$$

- Calculated for all student sub-groups groups with 30 or more valid scores in the prior year

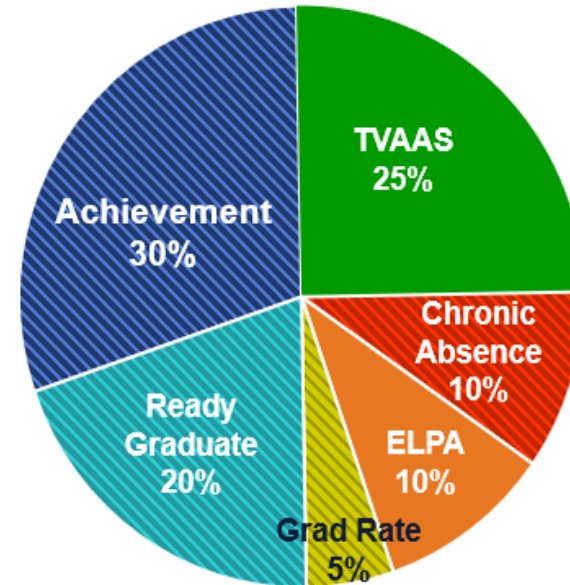
Where are AMOs used in the Accountability System?



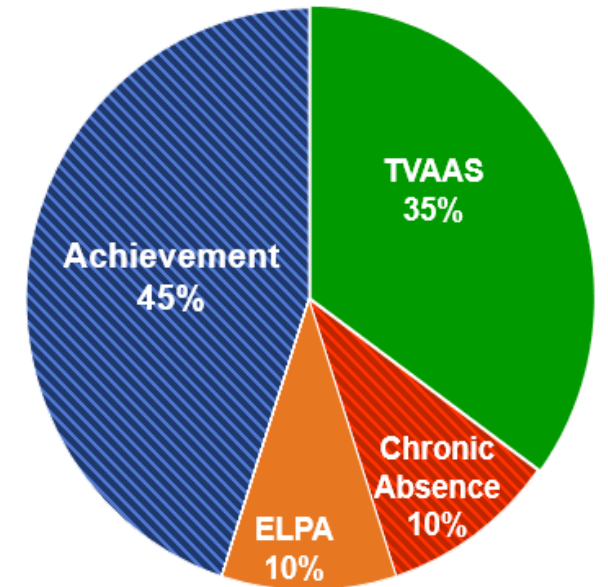
District Model (no indicator weightings are used)



High School A-D Model



K-8 School A-D Model



SBE Approval of AMOs

- The accountability team calculates AMOs for schools and districts
- AMOs are placed on the SBE agenda in one of the early fall meetings
- In preparation for approval, two documents are submitted to SBE
 - A cover letter describing AMOs
 - A sample set of AMOs (e.g., district level achievement)
- During the meeting...
 - AMOs are brought before the State Board and voted on
 - It is a first and final vote



Assessment Updates

Casey Haugner Wrenn



Agenda

- **PART I:**
Spring 2021 TCAP
Administration and
State Data
- **PART II:**
Policy Response to
2020-21 TCAP Data
- **PART III:**
Fall 2021 Testing
Updates & Spring
2022 Preparations



Assessment Update

Part 1: Spring 2021 TCAP Administration and State Data



Efforts to Maximize Student Participation in Spring 2021 TCAP

- ✓ **Offered flexibility in test administration** as a result of the disruptions due to COVID-19
 - Expanded available use of off-site testing locations
 - Increased flexibility for local testing schedules
 - Provided guidance to support a larger number of assessment proctors
 - Enhanced guidance on Medical Exemptions for COVID-impacted students
- ✓ Dramatically increased choice within **expanded test administration** windows
 - Expanded TCAP window options, with three times more calendar days to work with than any prior year
 - Provided for student make-ups across testing windows, for greater flexibility and access
 - Allowed extensions and provided additional testing options for all state tests, including WIDA and ACT
- ✓ **Maintained robust customer service**, including guides and resources to support districts
 - Supported maximizing participation through toolkits and checklists documents
 - Provided peer support and highlighted profiles of real-time district solutions
 - Developed sample communications and social media tools
 - Hosted daily webinars, office hours, weekly updates, virtual trainings to support districts
- ✓ Worked with many **districts to set and meet clear participation rate goals**
 - Increased communications with parents
 - Set clear goals and tactics, customized by school and community
 - Co-created ways to incorporate positivity, joy, and celebrations surrounding testing activities



TCAP Administration Successes



**SPRING
2019**

**FALL
2019**

**FALL
2020**

**SPRING
2021**

Smooth full TCAP administration.

Smooth online administration of high school End of Course (EOC) and science exams.

Successful paper-based EOC administration with new assessment vendor.

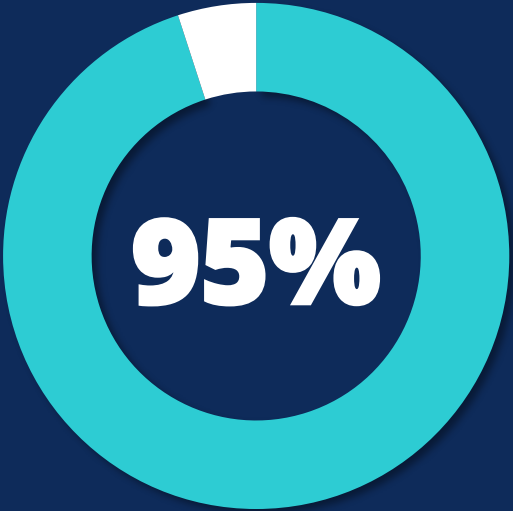
Successful high school EOC administration, despite COVID challenges.

Spring 2020 testing was suspended for all grades.

Successful full TCAP administration.

Strong 95% statewide student participation rate due to testing flexibilities and the efforts of schools and districts.

Student Participation



**State TCAP
PARTICIPATION RATE**



**100% of DISTRICTS
MET THE 80%
“hold harmless” target**

*Breakdown of data in Appendix

TCAP Results Demonstrate Urgent Need

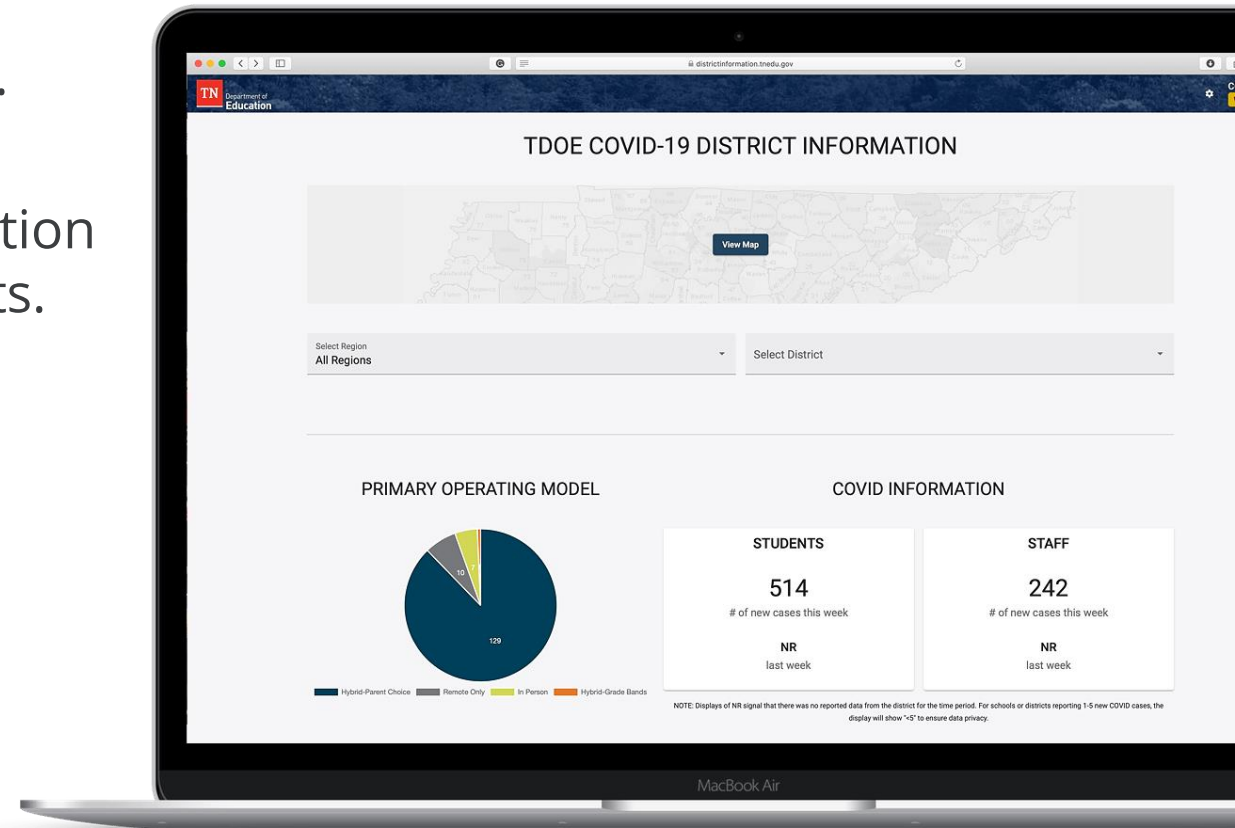


- Districts and schools across Tennessee worked incredibly hard during the pandemic to provide services to our students.
- Both **schools and families demonstrated a shared commitment** to finding out how our students are performing by achieving a 95% student participation rate on the statewide Spring 2021 TCAP.
- Disruptions to education as a result of the pandemic have led to expected declines in academic proficiency in the state, across all subjects and grade bands. **These declines were mitigated as a direct result of the hard work of our educators and families.**
- While declines in proficiency were expected, families, school systems, and the public need **access to information that will help drive strategic decision-making** to support accelerating student achievement in the years to come.

Tennessee is well-prepared and will continue to focus on doing what's best for our kids.

Context for 2020-21 Spring TCAP

- The models “In person”, “Hybrid”, and “Remote” represent the primary ***district operating models*** for the 2020-21 school year, as reported to the Tennessee Department of Education via the COVID-19 District Information Dashboard.
- Not all districts had proportionate representation of student groups participating in assessments.
- These analyses do not include the results of TCAP-Alt assessments (for students with the most significant learning disabilities.)



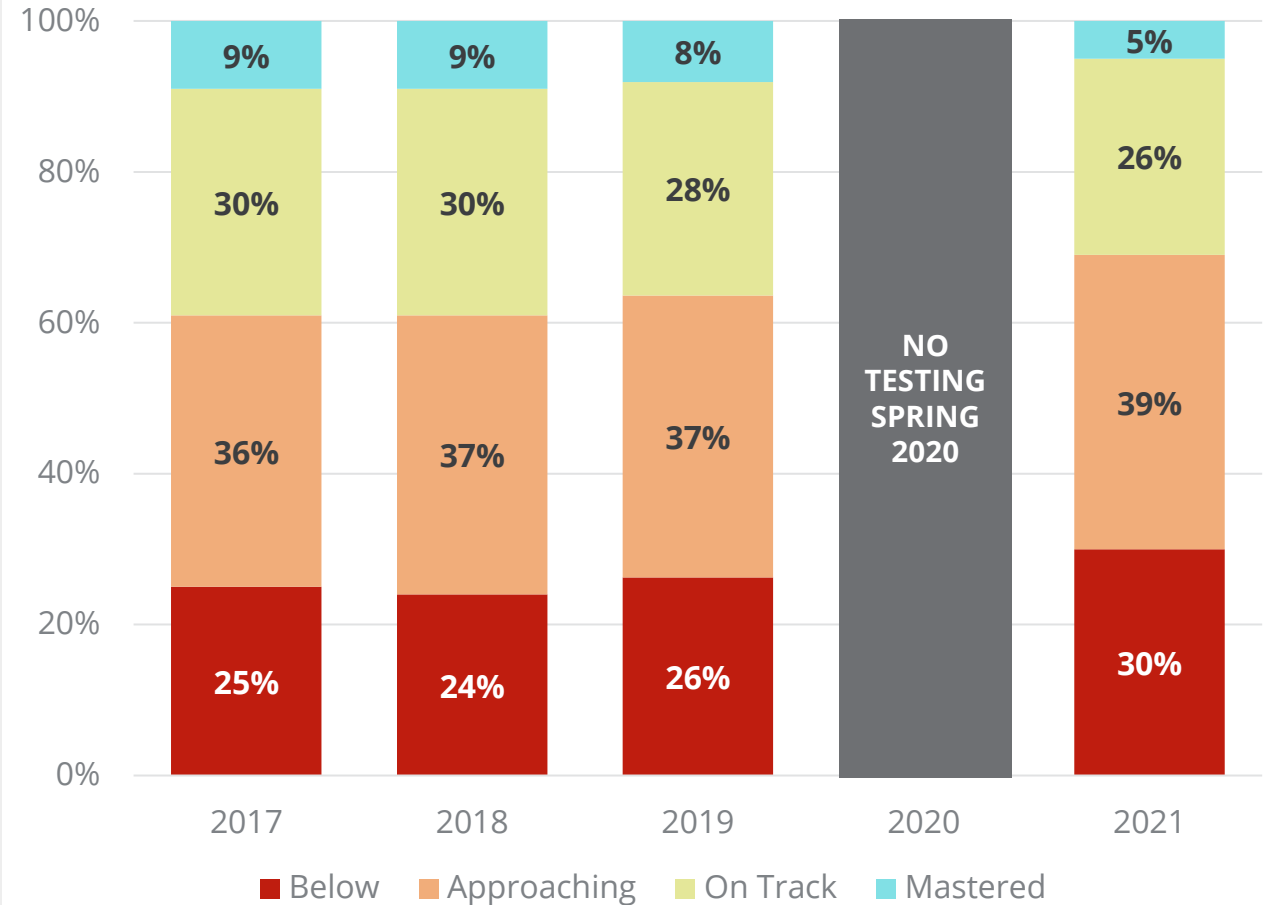


COMBINED PROFICIENCY

OVERVIEW: ALL STUDENTS, GRADES & SUBJECTS

KEY TAKE-AWAYS

- 2020-21 TCAP data shows **decreases** in students scoring **Mastered** and **On Track** and **increases** in students scoring **Approaching** and **Below**.
- While this year's results track with state projections, Tennessee prevented the severe proficiency drops that some states have experienced due to the pandemic due to the extraordinary efforts of our school systems and families.
- Students whose scores were most negatively impacted were **economically disadvantaged** students, **urban/suburban** students, **English learners**, and **students of color**.
- **Proactive State Solutions:**
2021 Special Legislative Session legislation; Strategic investments in summer programming; Reading 360 initiative; TN ALL Corps; Innovative High Schools; Student Support Grants; Grow Your Own; Family Resources

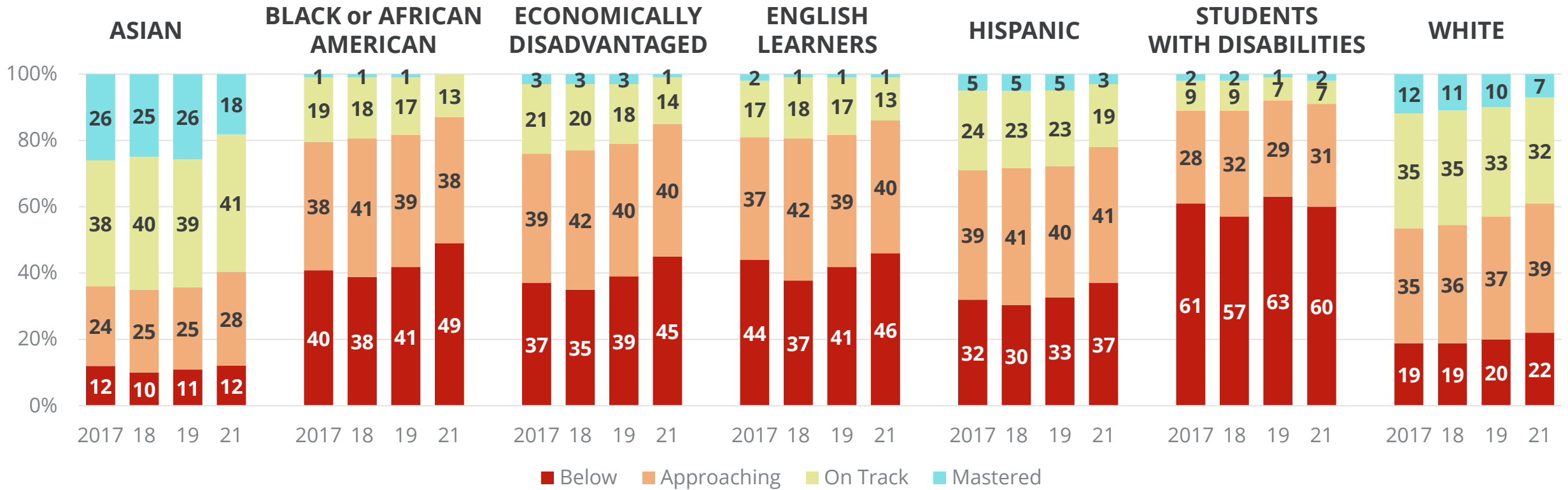


SOURCE: Tennessee Department of Education, 2021



COMBINED PROFICIENCY

RESULTS BY STUDENT GROUP

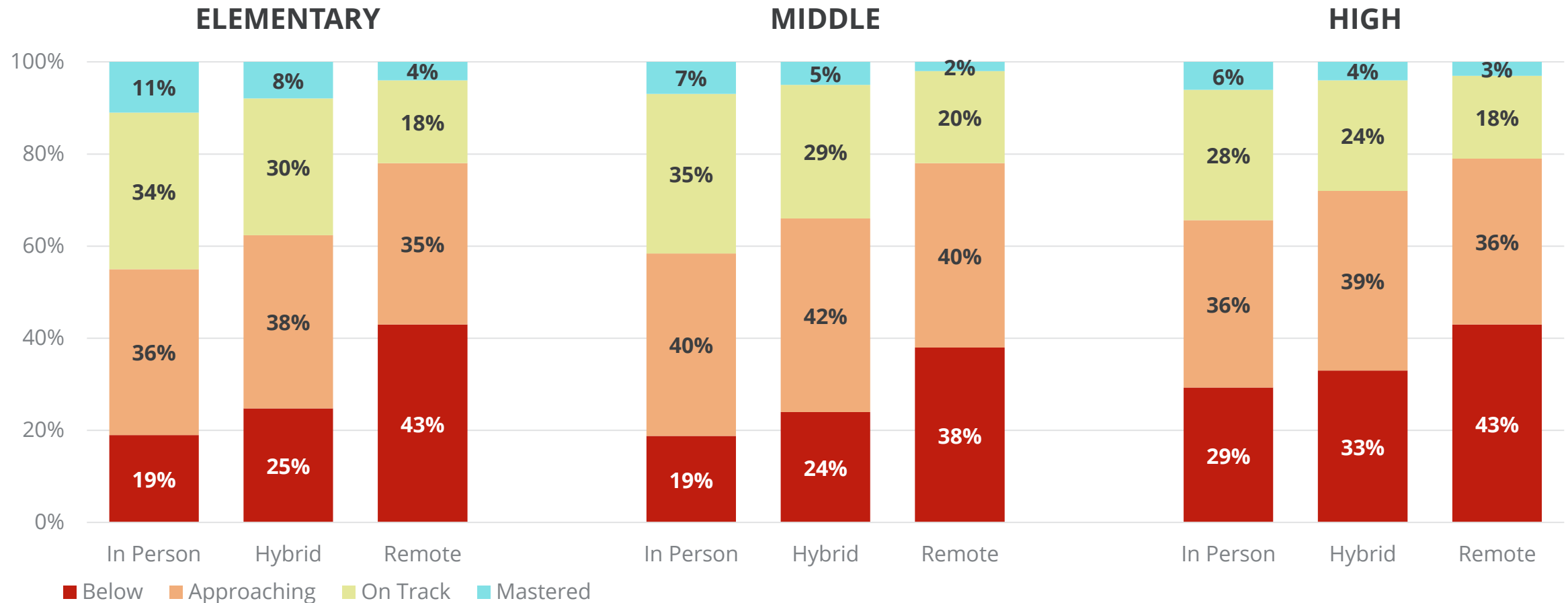


Declining proficiency rates over the past five years have been a challenge across most student groups. Because children across the state experienced the pandemic differently, learning supports should be tailored and targeted to individual student needs.

2020-21 PROFICIENCY BY OPERATING MODEL

Students learning in person were more likely to score **On Track** or **Mastered**.

Tennessee districts did exceptional work to keep school buildings open; however, even students attending in person may have missed classroom learning time due to quarantine, demonstrating the widespread impact of the pandemic.

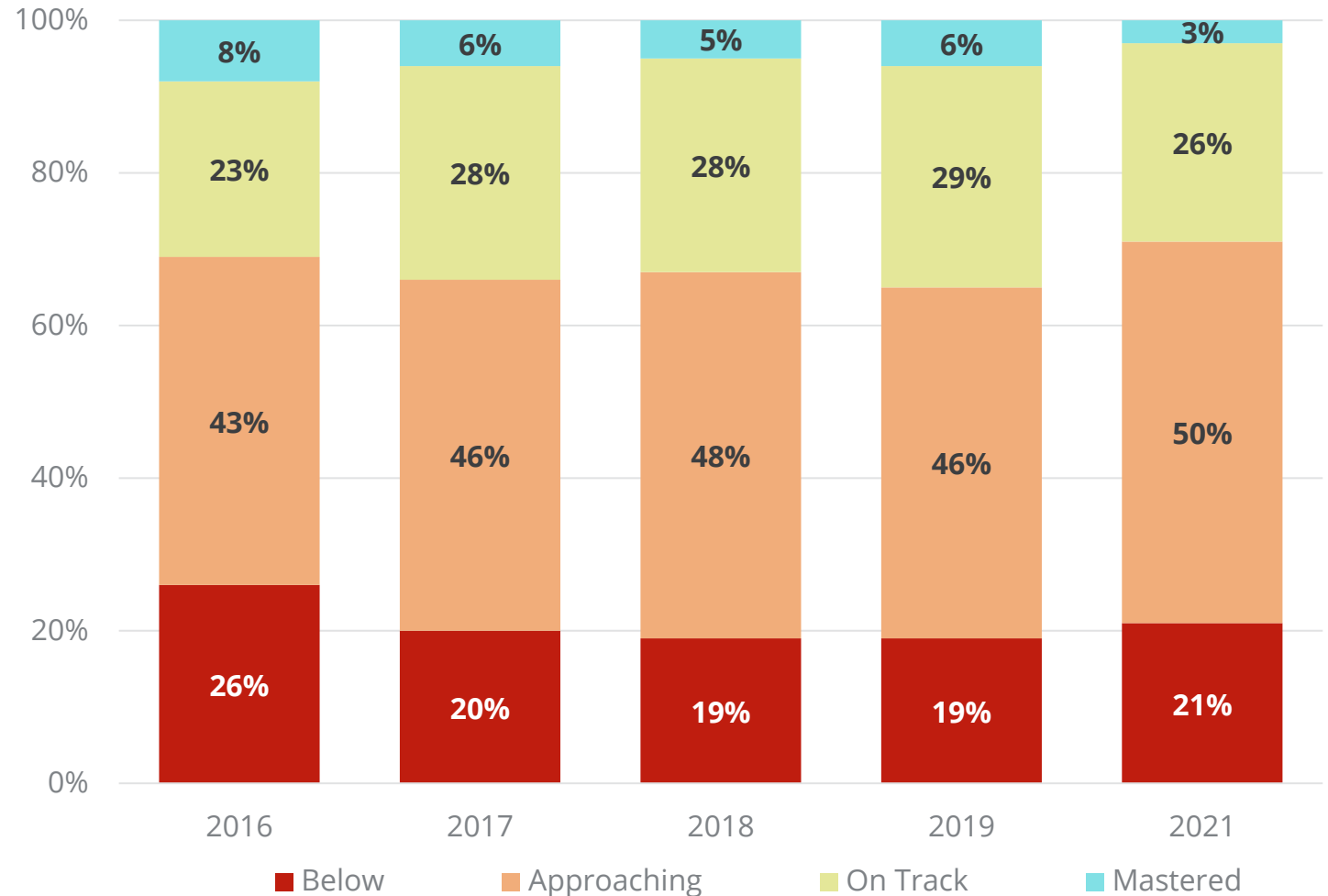


SOURCE: Tennessee Department of Education, 2021

ALL STUDENTS OVERVIEW

KEY TAKE-AWAYS

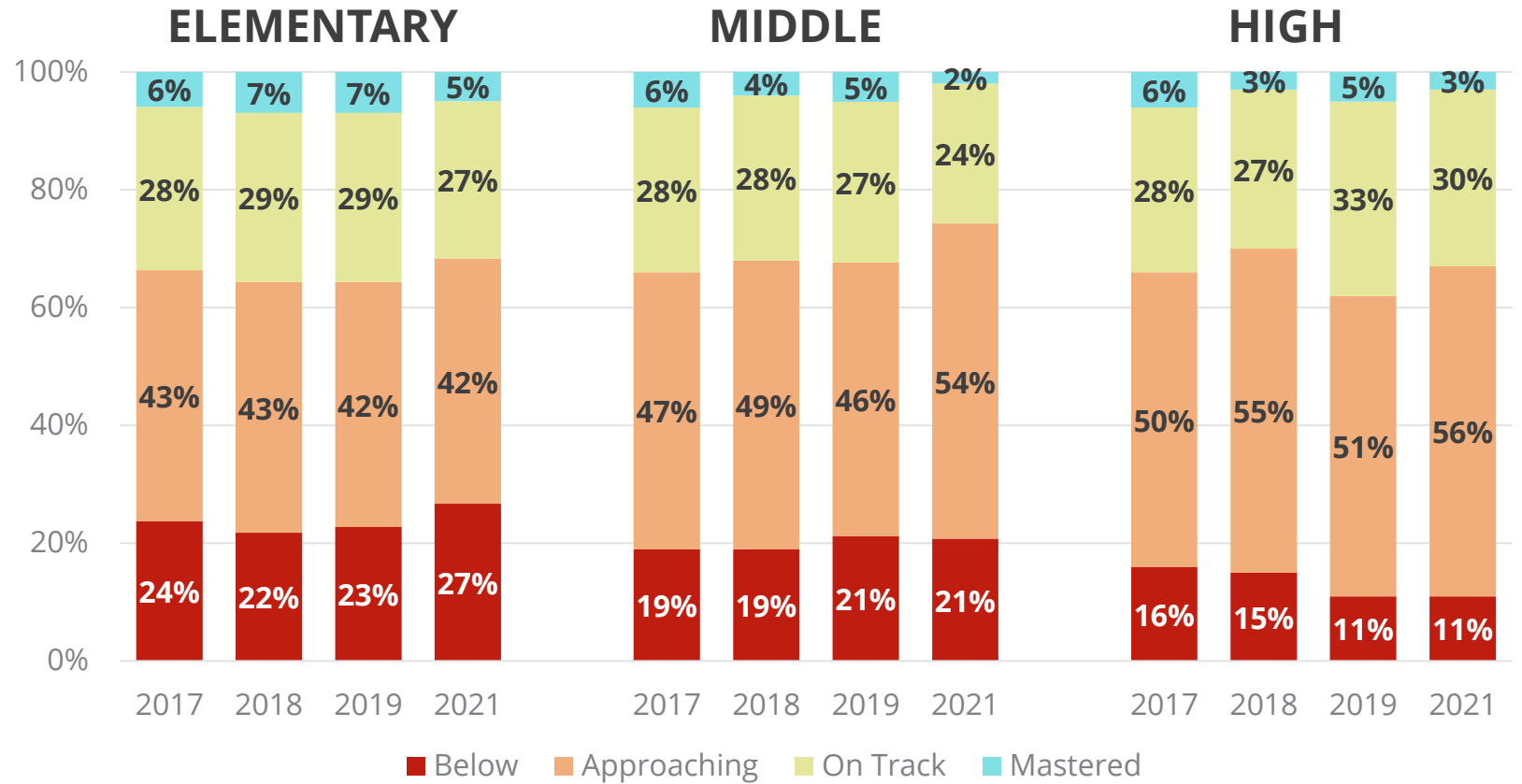
- 3 in 10 Tennessee students are meeting grade level expectations in English Language Arts (ELA).
- Overall proficiency in ELA dropped 5 points from 2019.
- **Proactive State Solutions:** Summer Programming; TN Literacy Success Act and Reading360; TN ALL Corps; personalized reading supports with district networks



OVERVIEW

KEY TAKE-AWAYS

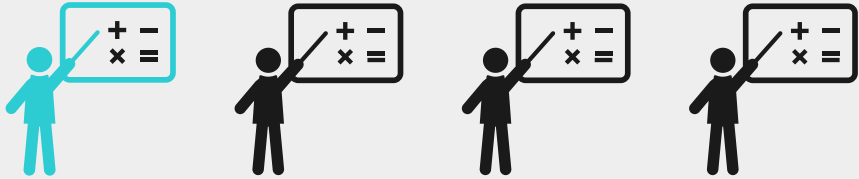
- In ELA, 2nd & 3rd grades scores show **large increases in students scoring Below**.
 - The rate of 2nd graders scoring **Below** increased 68%
 - The rate of 3rd graders scoring **Below** increased 47%
- Students scoring **Below** in 2nd and 3rd grades are typically those who are **not able to read proficiently**.
- The largest categorical drops in ELA across each test were in **writing and conventions of writing**.





ALL STUDENTS OVERVIEW

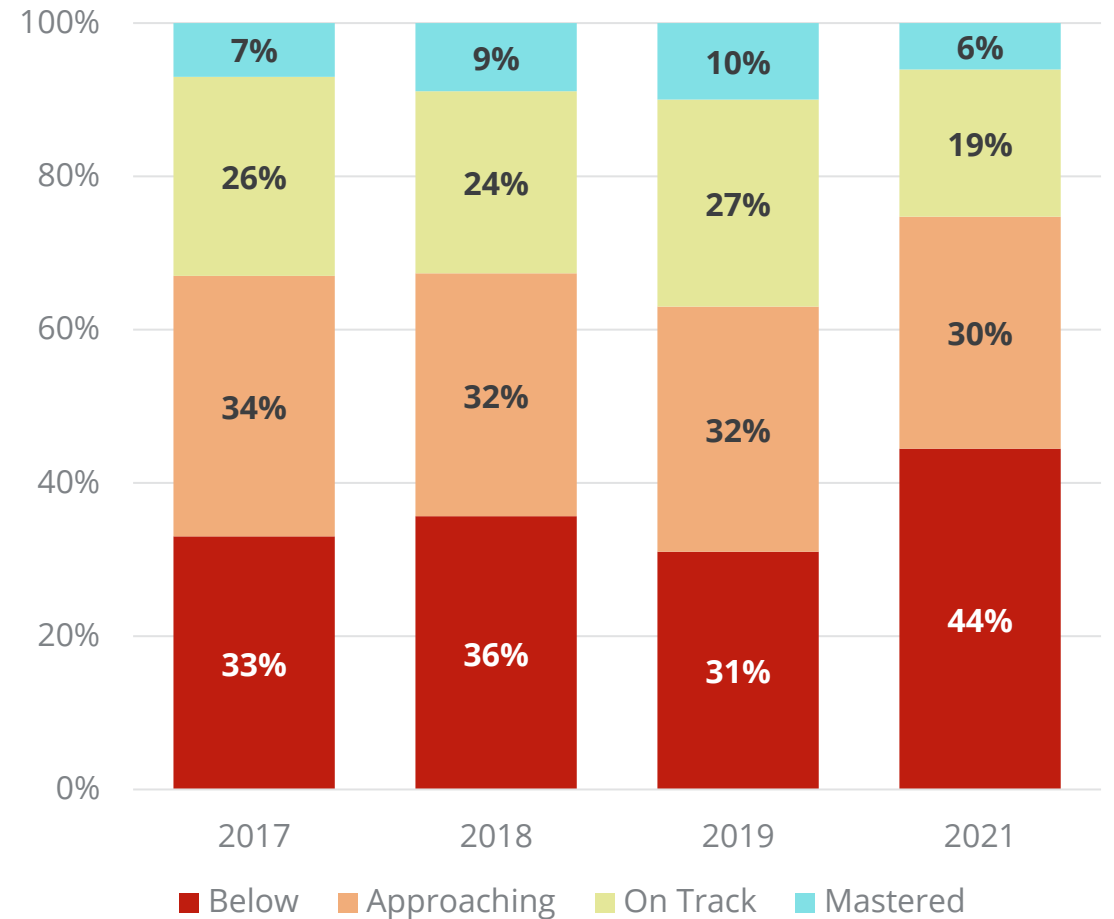
KEY TAKE-AWAYS



1 in 4 Tennessee students

is meeting grade level expectations in math.

- Consistent with national trends, **math saw the sharpest declines** of any subject area besides science, as projected. Overall proficiency dropped 12 points from 2019.
- The greatest drops across subject areas were **understanding and using mathematical notation** to describe quantitative relationships and situations.
- **Proactive State Solutions:** Investments in math adoption and instructional resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students.



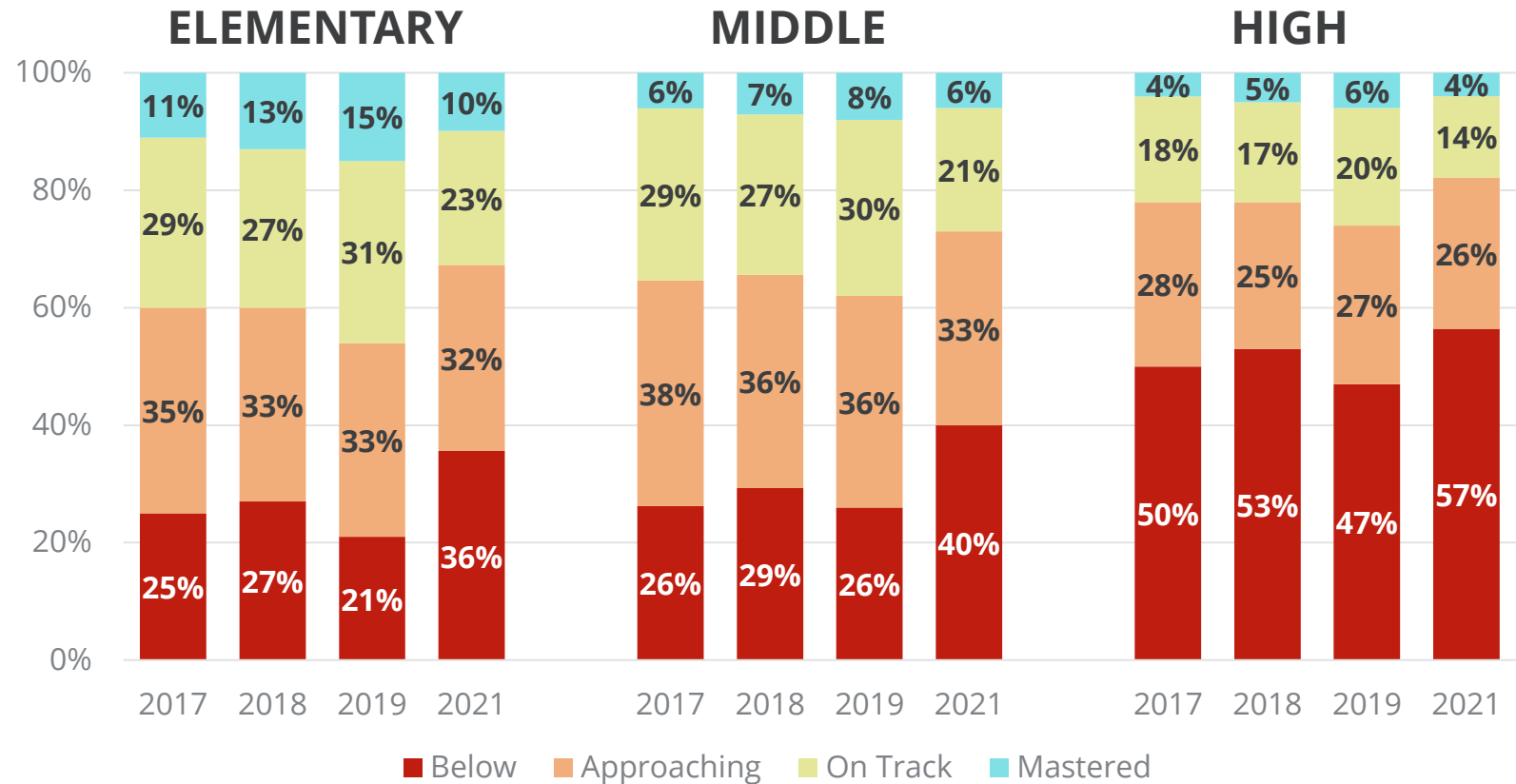
SOURCE: Tennessee Department of Education, 2021



OVERVIEW

KEY TAKE-AWAYS

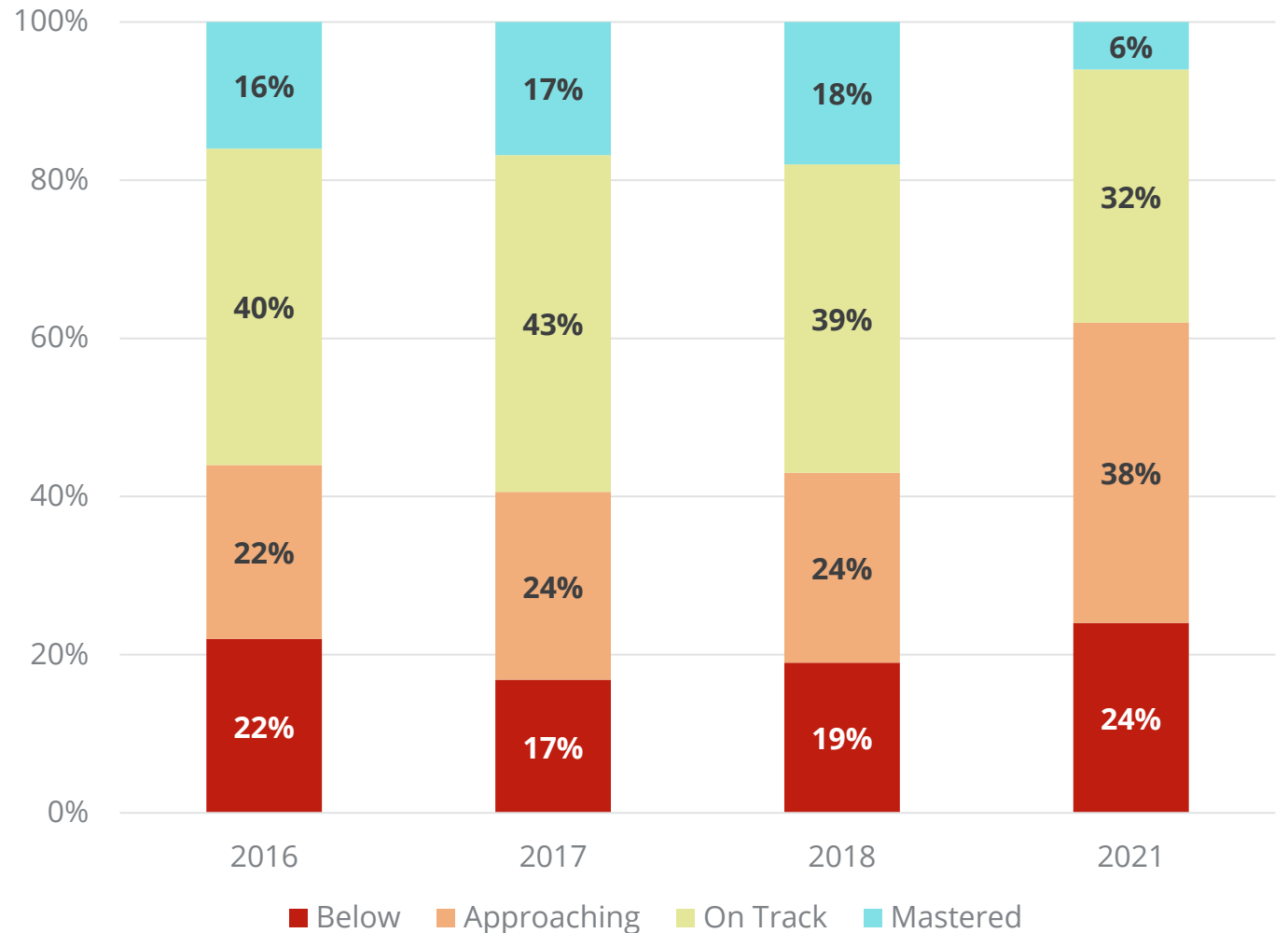
- Overall 3rd grade proficiency declined from 44% in 2019 to 31% in 2021. Overall 4th grade proficiency declined from 46% in 2019 to 34% in 2021.
- In middle school, districts on average saw the number of students in the **Below** category increase by 50%. Students in remote instruction saw **proficiency rates decrease at twice the rate** of students in person.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.



ALL STUDENTS OVERVIEW

KEY TAKE-AWAYS

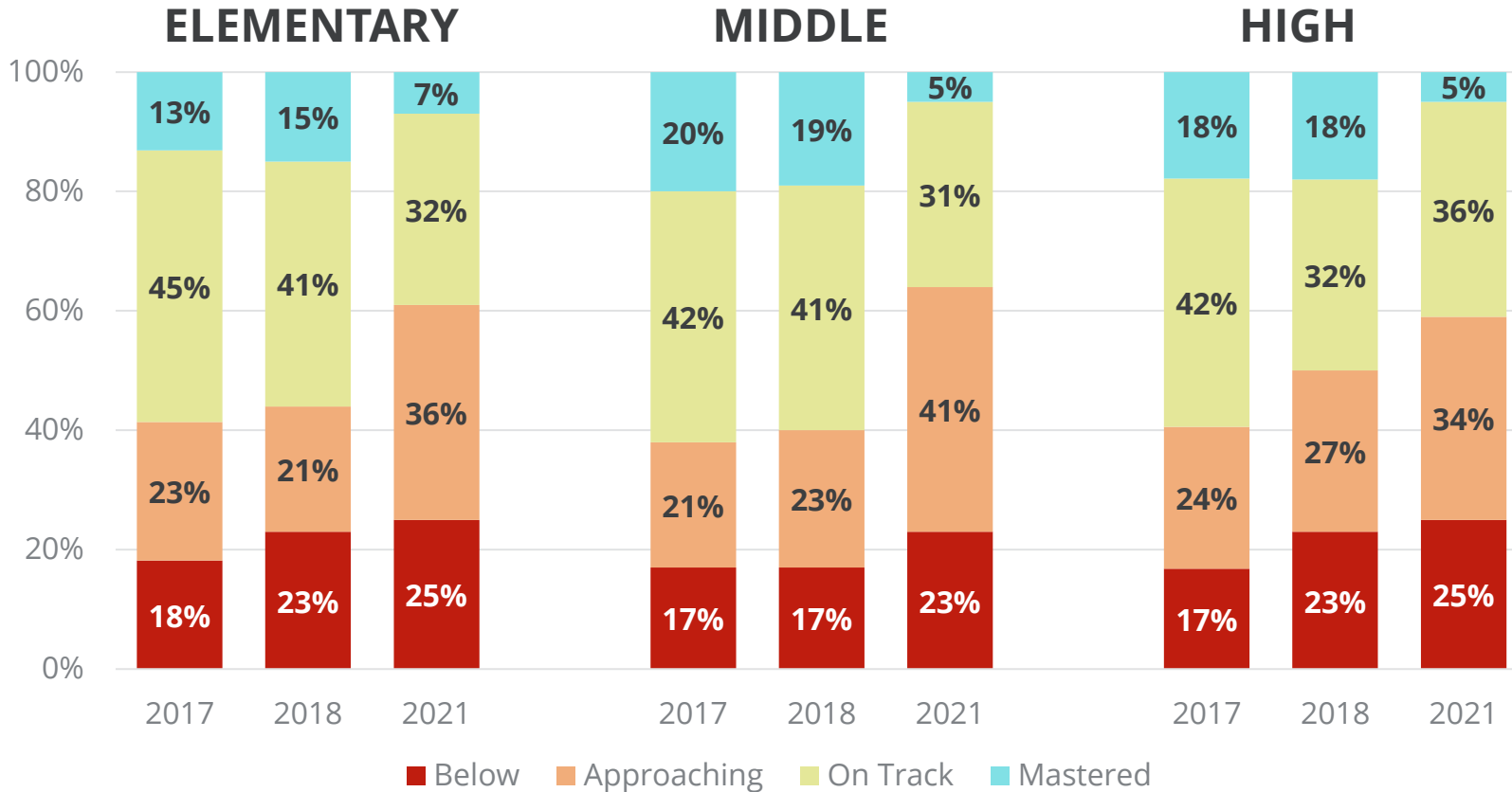
- **Proficiency rates dropped by a third** in science, with **38%** of TN students demonstrating proficiency.
- **Drops** in science were larger for students receiving remote instruction.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps



**There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

OVERVIEW



KEY TAKE-AWAYS

- Proficiency rates dropped by 30% in elementary, 40% in middle and 18% in high school.
- The largest decline was in middle school, which decreased from 62% to 36% of students performing at On Track or Mastered between 2017 and 2021.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps.

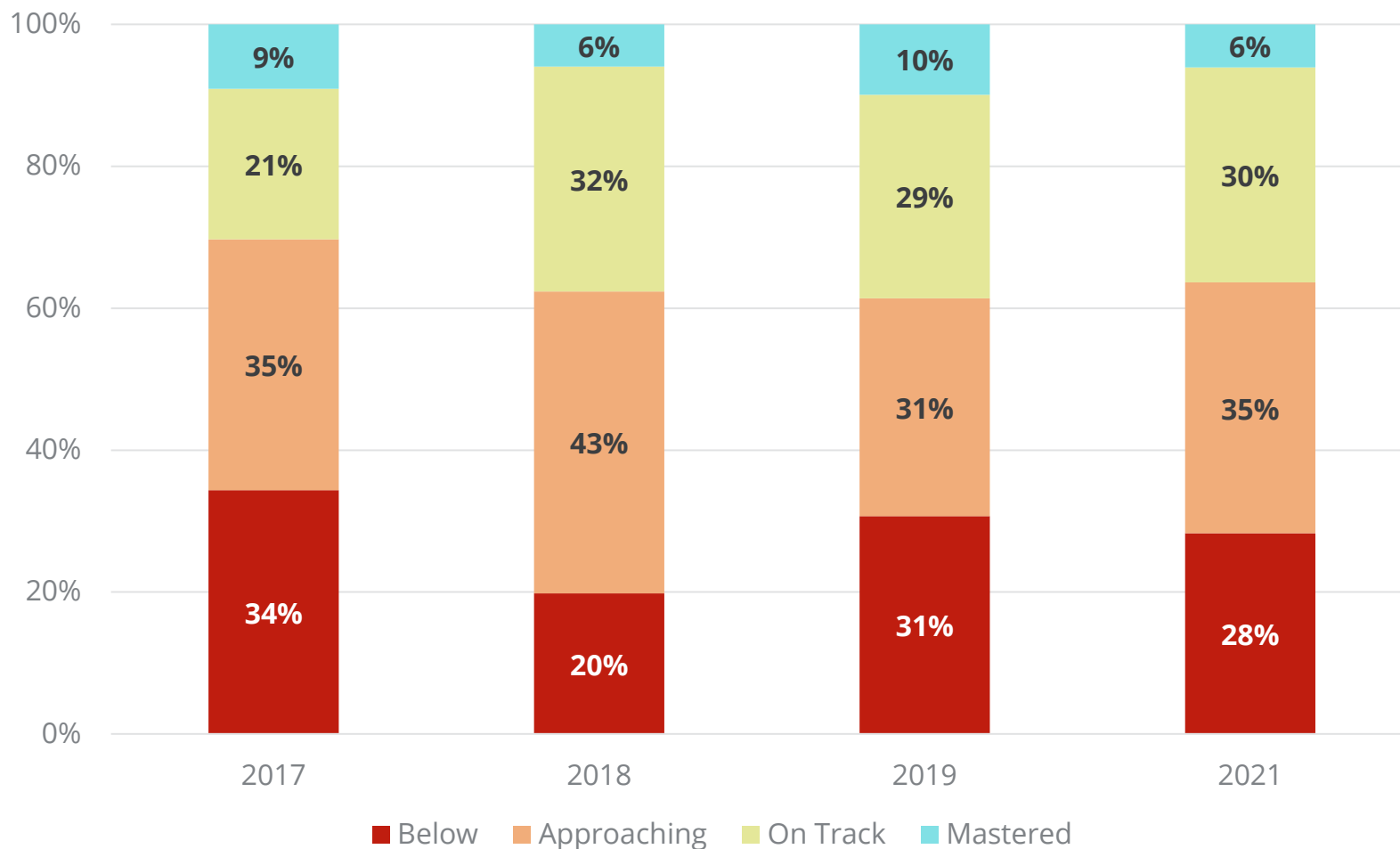
**There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021



SOCIAL STUDIES

ALL STUDENTS OVERVIEW



KEY TAKE-AWAYS

- Overall social studies proficiency has increased since 2017, from 30% to 36% in 2021.
- This data saw fewer declines (3 points) than other content areas and maintains performance from statewide increases that began in 2018, when standards were updated.
- **Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.

**Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

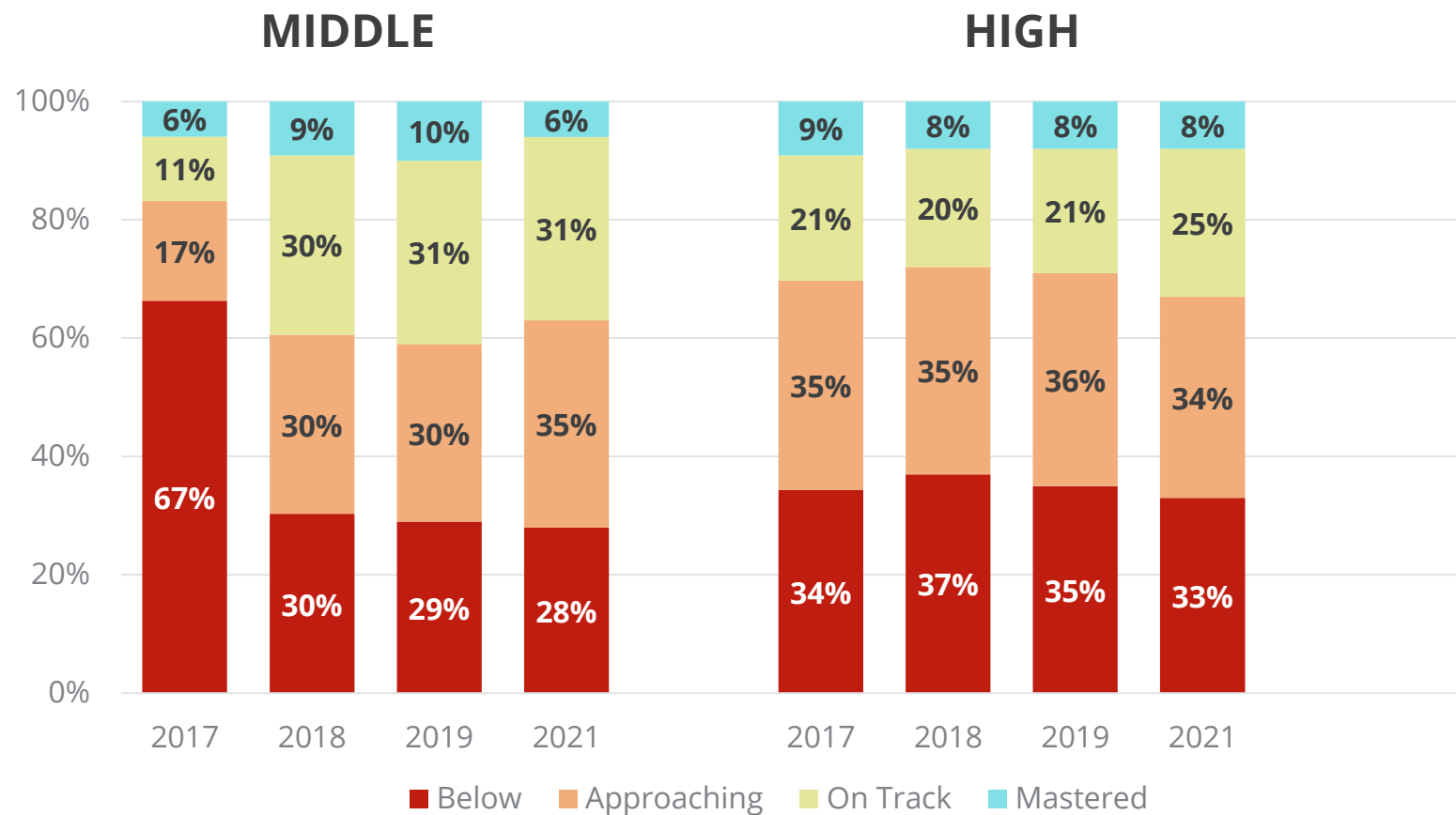


SOCIAL STUDIES

OVERVIEW

KEY TAKE-AWAYS

- Proficiency rates dropped by 4 percentage points in middle school social studies.
- Proficiency rates **increased** by 4 percentage points in high school.
- **Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.



**Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

Priority Areas of Concern Statewide



Early Elementary Reading/ELA is an area of concern, especially in those grades that do not have assessments or where public data is not shared. Significant declines are likely in kindergarten, 1st and 2nd grade reading, which creates more urgency in providing these students with additional literacy supports to ensure they are on-track to reading proficiently by 3rd grade.



While math overall is a concern, **middle school math** is especially problematic. In 2020-21, fewer students demonstrated readiness for Algebra I (in addition to fewer students taking the Algebra I assessment), and these declines will potentially create long-term challenges with other high school courses that require a strong foundation in Algebra as well as ACT performance (therefore scholarship eligibility and post-secondary readiness).



Widening achievement gaps between student groups are clear, exacerbating a historical gap that has not significantly closed even as the state had seen performance increases. Specifically, economically disadvantaged students saw significant declines in proficiency, which has traditionally been more difficult to recover from. Students with Disabilities and English learners also reflected increased challenges as a result of the pandemic disruptions.



Assessment Update

Part 2: Policy Response to 2020-21 TCAP Data



Tennessee Governor Bill Lee called a **Special Legislative Session on Education**

The January 2021 special session addressed accountability, learning loss, literacy, and teacher pay

"We know that the COVID-19 pandemic has caused immense disruption for Tennessee's students, educators, and districts, and the challenges they face must be addressed urgently."
- **Governor Bill Lee**

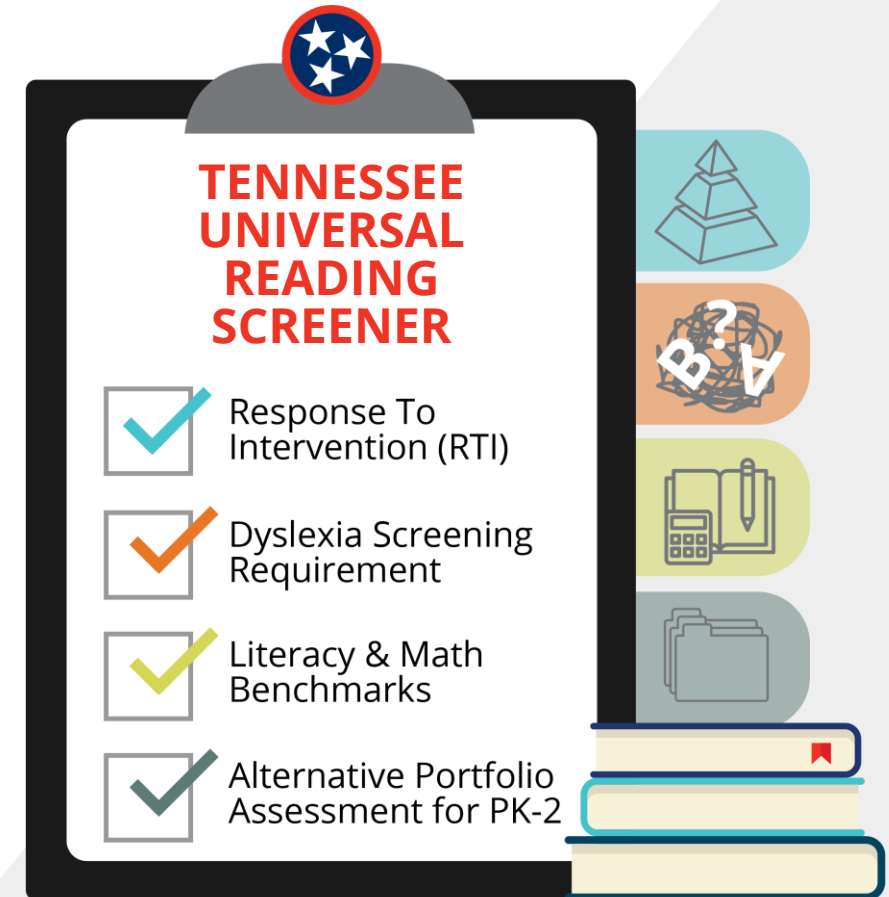


TN

Department of
Education

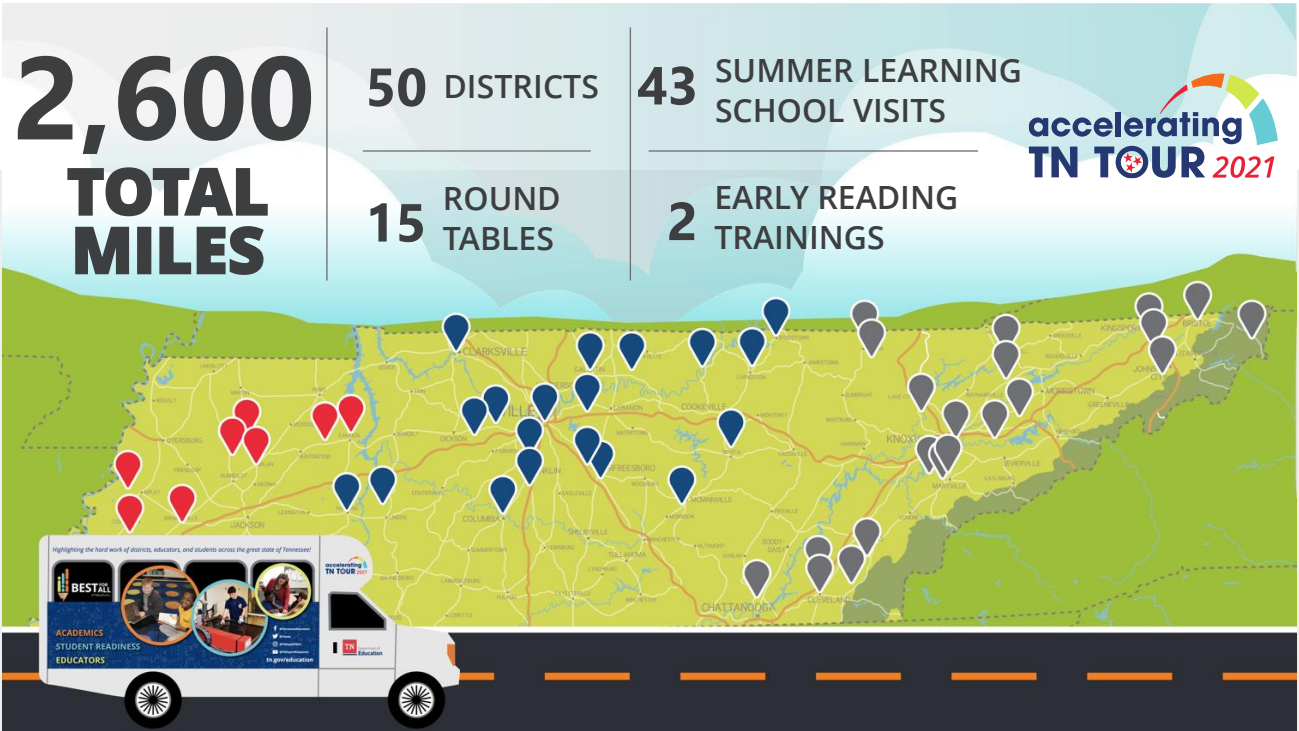
What to Do about the Data

- Provide instruction using **grade-level-appropriate content**, rather than repeating material from the end of the prior grade. Build-in the pre-requisite skills and knowledge as is needed to understand the content of the school year.
- **Measure learning regularly and provide feedback to students often.** It is important that teachers have the tools and information to best meet the needs of their students, and the state has provided a free universal reading screener and other free diagnostic assessments to support teachers and districts.
- Use time and resources for high-impact supports for students most in need, such as **high-dosage/low-ratio tutoring or extra time** outside of regular class.
- Understand that the recovery period from the pandemic and prior declines in academic achievement is likely to take 3 – 5 years, and districts should **maximize federal relief spending on student academic acceleration.**



Summer Programming Actions

- During the special session, the Tennessee General Assembly passed the Tennessee Learning Loss Remediation and Student Acceleration Act, which set forward a path for students to receive additional instructional time and supports through summer programming opportunities beginning in summer 2021.
- During the Accelerating TN 2021 Tour, Commissioner Schwinn, department staff, state and local elected officials, and community partners connected directly with students, educators, and stakeholders this summer to learn more about how schools are accelerating student achievement and where additional supports and resources could be helpful.



LEARNING LOSS REMEDIATION CAMPS

SUMMER 2021 & 2022	6 WEEK	Summer Learning Camp GRADES 1-5	4 WEEK	Learning Loss Bridge Camp GRADES 6-8
		After School STEM Learning Mini Camp GRADES 1-5		
SUMMER 2023 & Beyond	4 WEEK	Learning Loss Bridge Camp GRADES 4-8		

RISING GRADE: 1 2 3 4 5 6 7 8



Overview:

- Group ratios of no more than 1:3, occurring 2-3 times per week for 30-45 minutes
- Same content area (reading or math) by semester with a consistent tutor
- Free tutoring for all high school students in math, writing and ACT Prep (starting Spring 2022)
- Projected students served over all programs: ~225,000 seats

Part I: District Grants (School Systems)

- 80+ participating districts and 150,000 students
- 27 districts launched in Fall 2021 and an additional 40 districts launching in January 2022
- Free access to Zearn for math (open to all school districts, but targeting TN ALL Corps)

Part II: Community Partnership Grants (Communities)

- Grants for community organizations to provide high-dosage, low-ratio tutoring
- Targeting areas that do not have TN ALL Corps, those areas with greater need, and those areas with access to community programs (like United Way, YMCA, BGCA)

Part III: Connected Literacy (Families)

- Micro-grants to families for a set number of hours of tutoring for ~13,400 students
- Families pick from approved providers
- Shelby County, MNPS, and Hamilton County opted-in (offered to four largest districts)

Assessment Update
Part 3: Fall 2021
Testing Updates & Spring
2022 Preparations



Fall 2021 Testing Window: By the Numbers



99% computer-based

32,263 essays hand-scored

Computer-Based Testing:

- Average question load time: **.8 seconds**
- Only **1.7%** of tests experienced an error which paused testing
- **69.9%** tested on Chromebooks
- **4 days of 20,000+ tests a day** with no reported slowdowns in platform performance



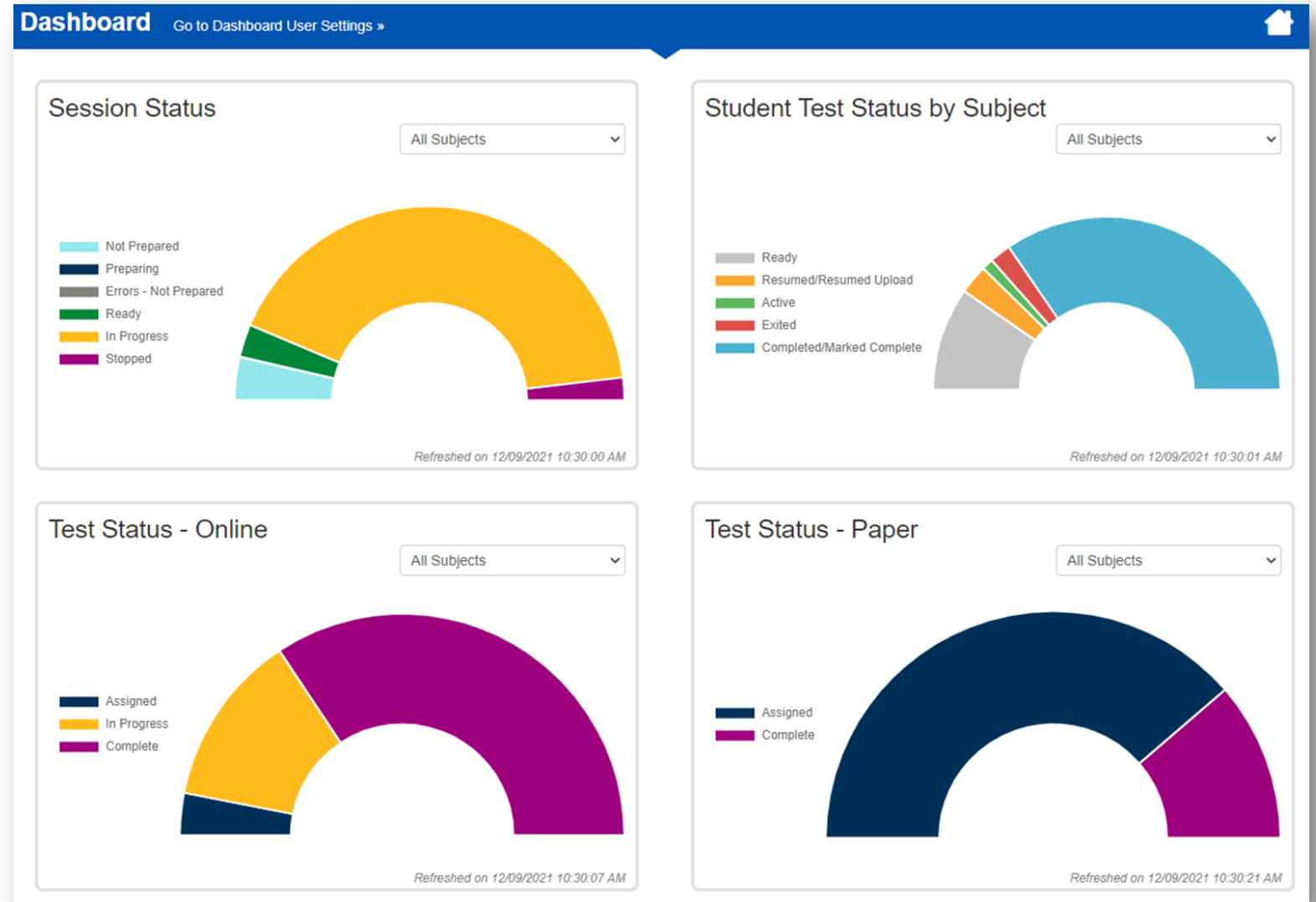
Fall 2021 Testing Successes

- New **data dashboards** provided to districts and **99% reduction** in alerted test records
- Hand scoring of essays completed **6 days earlier** than Fall 2020
- Raw score files and comprehensive data files (CDF) **delivered early to districts**
- Daily call-in line to support computer-based testers **mitigated issues urgently**
- **Daily** review of customer service calls, hand-scoring reports, and shipping receipts mitigated issues we experienced in Spring due to COVID uncertainties



Fall 2021 Testing Window: New Dashboards

- Provided real-time access to student test status
- Showed receipts of both **paper** and **online**
- Filter by grade level, subject, test – drill down to school level



A Look Ahead: Spring 2022 Testing

General Education Testing Windows: April 18 – May 6

- Grades 2-8 on paper
- High School end of course (EOC) online
- Raw scores delivered by May 20
- Raw score to scale score tables delivered by May 27



A Look Ahead: Reporting Improvements

- Continuous engagement with parents and families
- Improvements in printed paper reports
- Additional features in online Family Portal
- Accessibility features (Video reports, home language support)
- Direct connections to literacy supports



A Look Ahead: Redesigned Score Reports

- Enhanced visuals for faster interpretation
- Streamlined design to focus on what matters most
- Plain language for increased understanding
- Questions to ask the teacher
- Easier connection to Family Portal

Tennessee Comprehensive Assessment Program (TCAP)
Department of Education | **CCYY Spring Grade 8 STUDENT REPORT** | **BEST**

SCHOOL NAME: _____
 DISTRICT NAME: _____

TCAP measures how well (student name) met grade level expectations. They should be combined with other measures like report card grades, teacher input, and classroom work to give families and teachers a more complete picture of a student's progress. You can use TCAP results to help identify where (student name) is doing well and needs additional support in each subject.

How well did FIRSTNAME meet grade level expectations?

ENGLISH LANGUAGE ARTS
 FIRSTNAME scored 999, approaching expectations.

MATHEMATICS
 FIRSTNAME scored 999, on-track.

SCIENCE
 FIRSTNAME scored 999, below expectations.

SOCIAL STUDIES
 FIRSTNAME scored 999, mastered expectations.

1 Below Performance at this level demonstrates that the student has a minimal understanding and minimal ability to apply knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

2 Approaching Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

3 On-Track Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

4 Mastered Performance at this level demonstrates that the student has an extensive understanding and expert ability to apply the knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

To learn more, log in at familyreport.tnedu.gov

FIRSTNAME'S UNIQUE ACCESS CODE (USID) **99999999**

How well did FIRSTNAME do in different areas of each test?

ENGLISH LANGUAGE ARTS

Reading Text	Vocabulary	Written Expression	Conventions
Below	Approaching	On-Track	Mastered

MATHEMATICS

Expressions and Equations	Functions	Geometry and Data
Below	Approaching	On-Track

SCIENCE

Life Sciences	Earth and Space Sciences
Approaching	Below

SOCIAL STUDIES

Colonization and the American Revolution	The New Nation and Growth of a Young Nation	Sectionalism and Reform and The Jacksonian Era	Expansion and Division of the Nation	The Civil War and Reconstruction
On-Track	Approaching	Approaching	On-Track	On-Track

Questions to Ask the Teachers:





- How does my child's TCAP results compare to what you see in the classroom?
- Where is my child doing well and need more support?
- How can I support learning at home?

Thank You!

Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

tn.gov/education

#TNBestforAll

 @TennesseeEducation
 @Tnedu
 @TNDeptOfEDU
 @TNDeptofEducation



Appendix

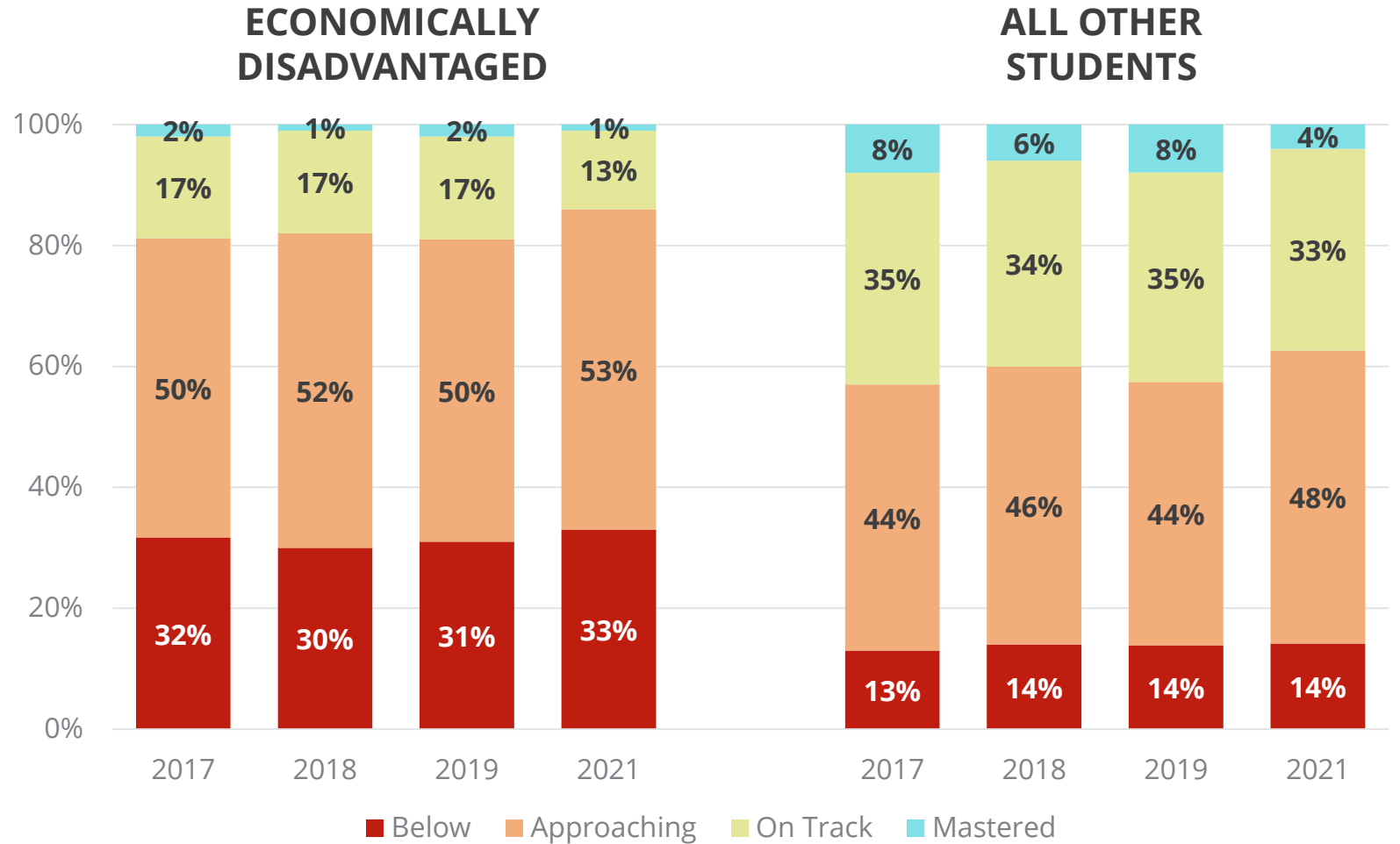


RESULTS BY INCOME

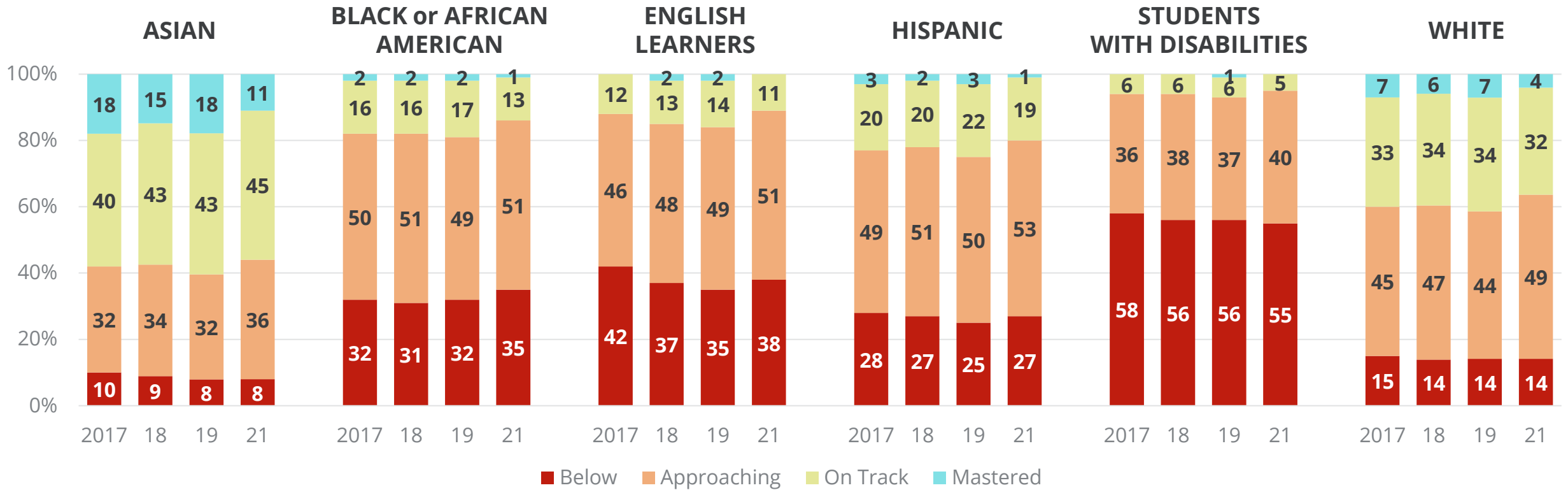
KEY TAKE-AWAYS



1 in 7
economically
disadvantaged students
is meeting grade level
expectations in English
Language Arts.



RESULTS BY STUDENT GROUPS

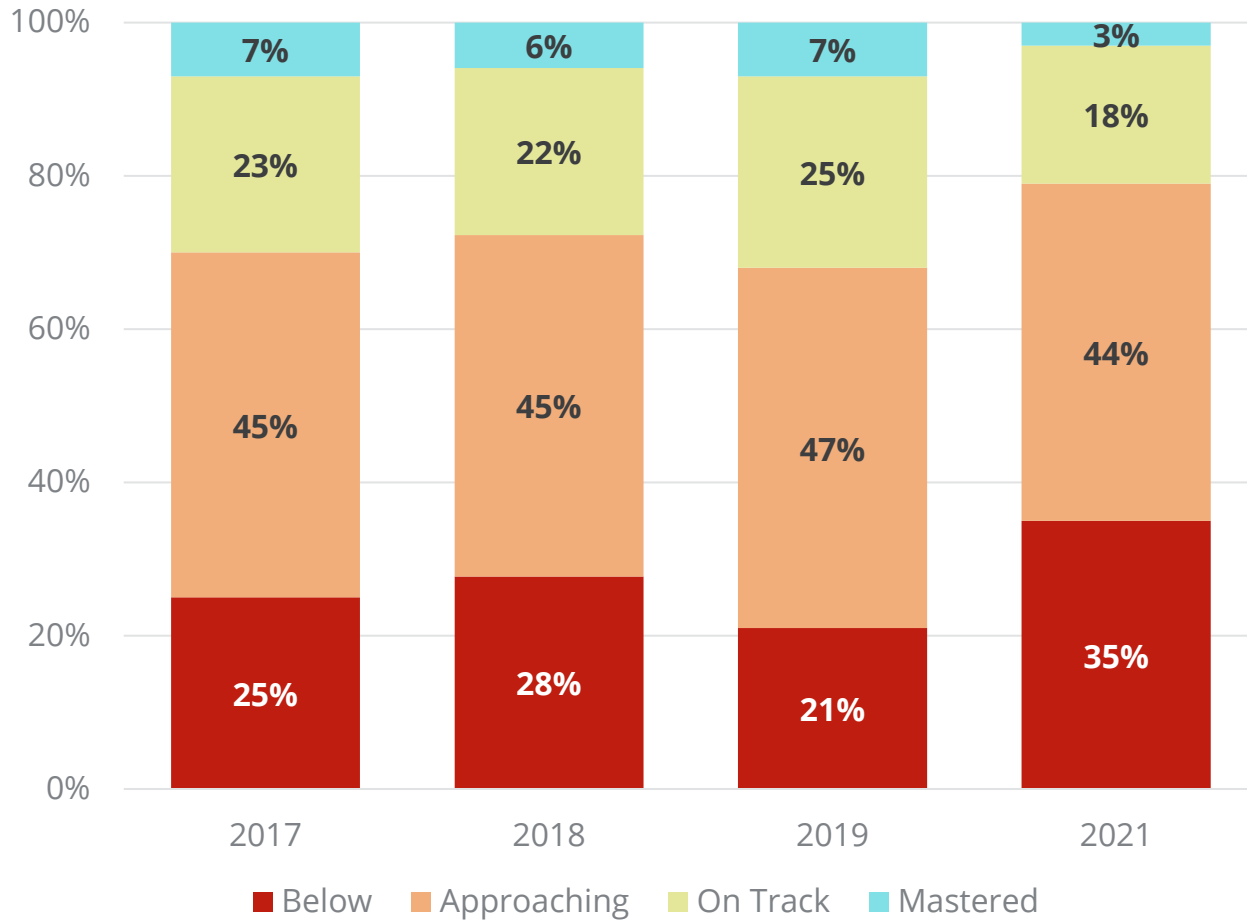


KEY TAKE-AWAYS

ELA proficiency rates dropped 4 - 6 points across racial and ethnic lines.

Achievement gaps present before the pandemic have persisted or widened.

SPOTLIGHT: GRADE 2 ELA



****Grade 2 ELA TCAP is an optional test and data represents about half of all TN 2nd grade students.***

KEY TAKE-AWAYS

- Districts report that the ***youngest students struggled the most with remote learning.***
- While all grade levels' performance in ELA decreased, the **drop was most significant in 2nd grade TCAP***.
- These declines suggest that the state-required **universal screening data for reading**, to begin being reported in Fall 2021, will be critical for educators to screen and diagnose gaps for our youngest learners.
- **Proactive State Solutions:** Strong investments in summer programming; Reading 360 initiative with family resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students; district support networks.



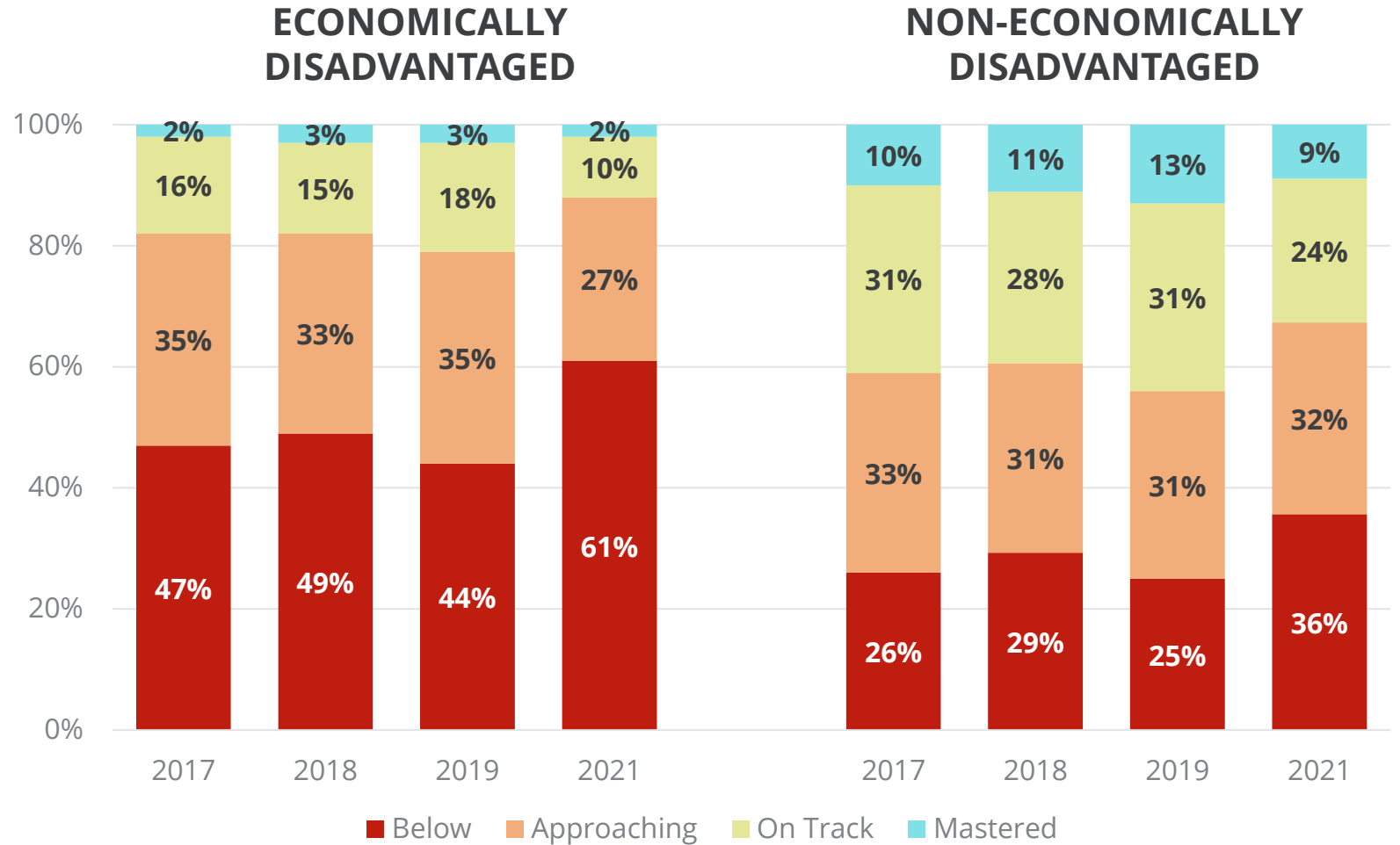
MATH

RESULTS BY INCOME

KEY TAKE-AWAYS



1 in 10
economically
disadvantaged students
is meeting grade level
expectations in math.

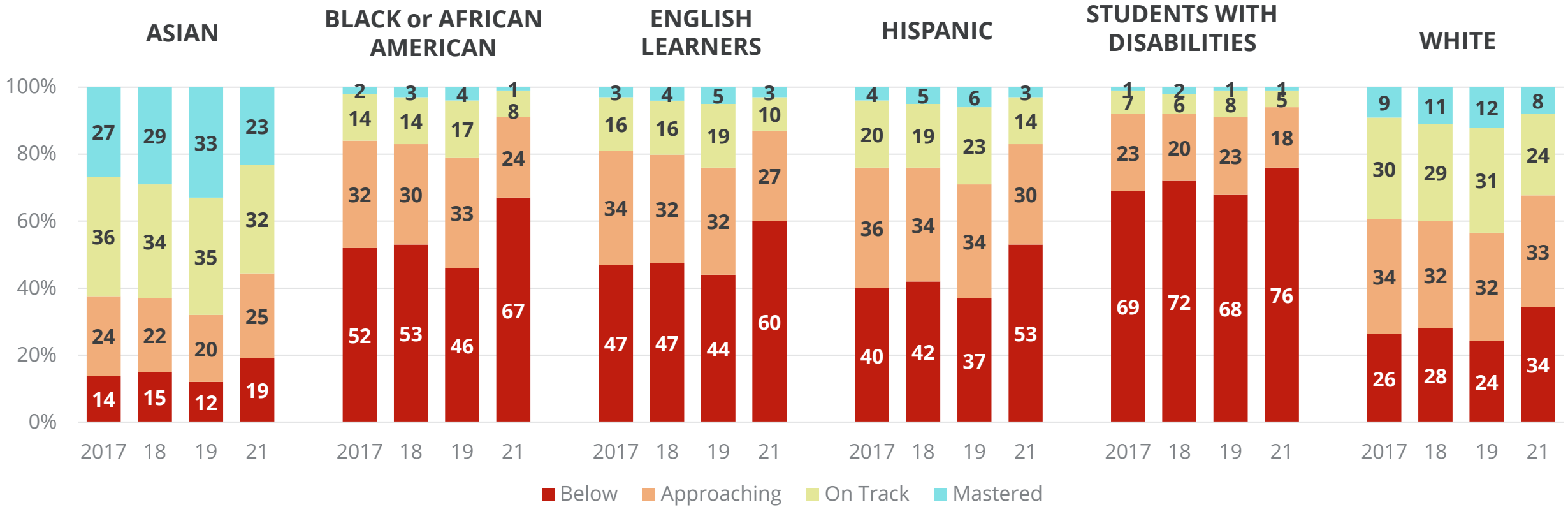


SOURCE: Tennessee Department of Education, 2021



MATH

RESULTS BY STUDENT GROUPS



KEY TAKE-AWAYS

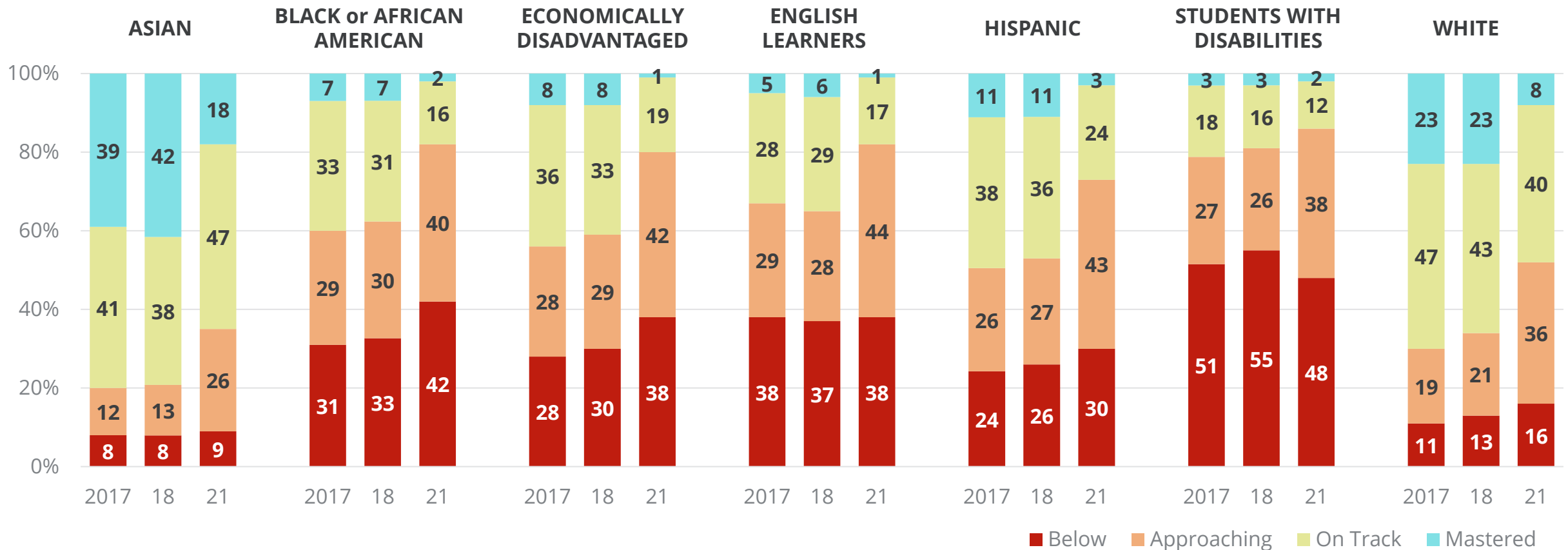
Black students were most impacted in math, with 67% scoring **Below** and 9% meeting grade level expectations.

Hispanic and Asian students had 12 and 13 percentage point declines, respectively, from 2019.

White students experienced an 11-percentage point decline overall from 2019.

RESULTS BY STUDENT GROUPS

Overall, every student group saw declines in science proficiency from 2019. Black, Hispanic, and economically disadvantaged students and English Learners saw large proficiency declines from 2017.



**There were no operational science tests administered in 2019.*

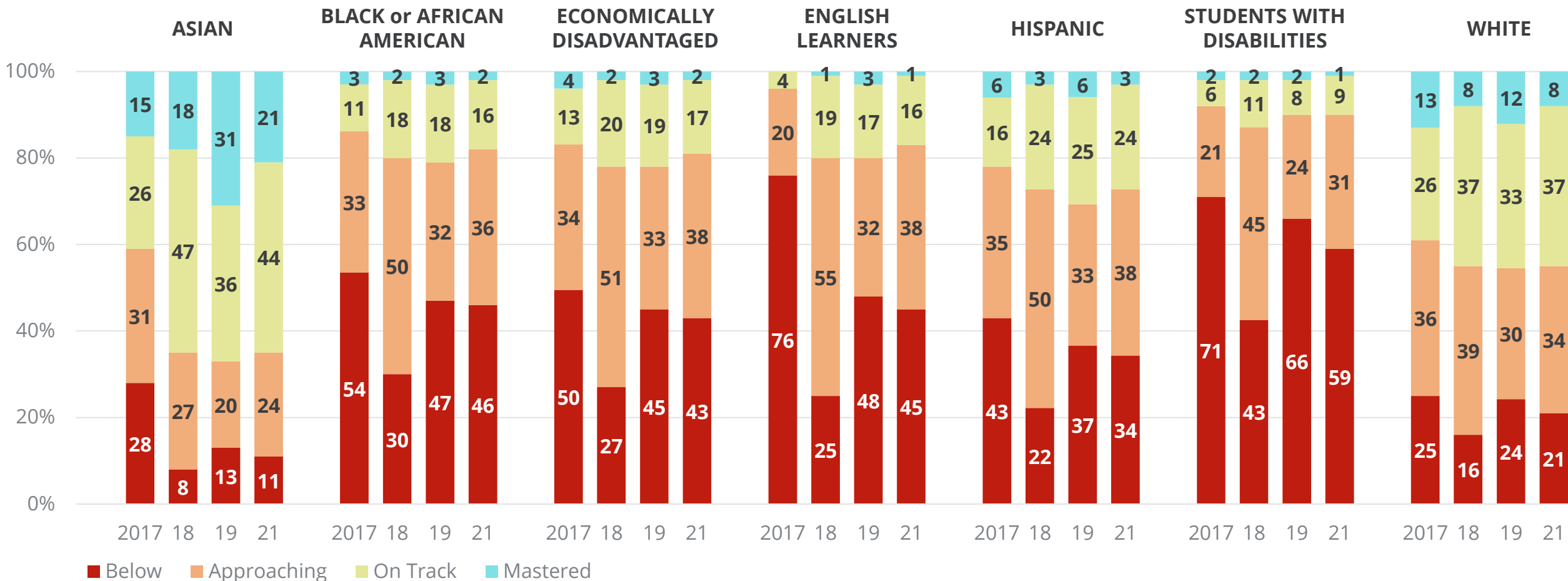
SOURCE: Tennessee Department of Education, 2021



SOCIAL STUDIES

RESULTS BY STUDENT GROUPS

Overall, most student group saw declines in social studies proficiency from 2019, but generally maintained the growth that began in 2018.



**Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

Historic Federal Funds for K-12 Education

Tennessee public schools will receive **over \$4.5 BILLION** in federal relief funding for use between spring 2020 & fall 2024.

- Over **\$150M** in **Coronavirus Relief Funds (CRF)**, including PPE
- Over **\$45M** in **competitive federal grants** for literacy, CTE, and mental health resources
- Over **\$126M** in **GEER** (Governor's discretionary relief funding)
- Over **\$385M** in **ESSER** (SEA discretionary relief funding)
- ...in addition to over **\$3.58 billion** passed directly to LEAs





ACADEMICS

Investing to Address the Data

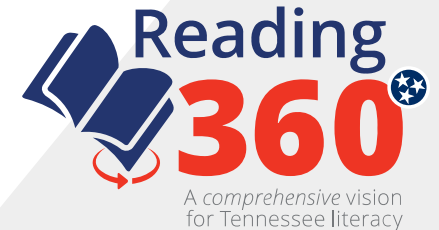
Strategy: TDOE will invest **more than \$358M** in academic supports focusing on early elementary reading, closing achievement gaps, and supporting students not on grade level.

Focus: TDOE is focused on **literacy and early reading** and **high-dosage, low-ratio tutoring** as the most research-driven ways to support students who need more individualized supports to reach grade level mastery.

To address early literacy and the needs of students not yet on grade level, strategies include providing resources to teachers and parents, professional development to school systems, targeted instruction for students, and strong partnerships with families and communities across the state.

Programs and supports include:

- **Reading 360** supports for our youngest readers
- **TN ALL Corps** tutoring resources for K – 12th grade students
- **Best for All Central** website for all students, families and educators



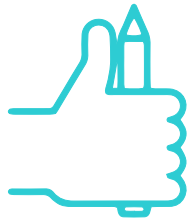
Reading 360

At-Home Decodable Books
Available for K-2 Tennessee Families!

Free Resources to Help Your Child Learn How to Read

Order Now!

TN Department of Education



STUDENT READINESS

Investing to Address the Data

Strategy: TDOE will invest **more than \$106M** to provide all students with access to the courses, programs and supports they need to achieve, by tackling achievement gaps, redesigning high schools, and preparing students for post-secondary persistence.

Focus: TDOE is focused on **Innovative High Schools** and student supports to help ensure all students have the opportunity they deserve to excel in the career pathways of their choice.

With more than \$30M invested, **21 school districts will be launching public-private partnerships** to help prepare high schoolers for jobs and careers in their local communities.

Additional programs and supports include:

- **AP Access for All** program to help more students earn college credit while in high school
- **ACT Prep** program to provide all Tennessee high school students and teachers with free virtual workshops on how to succeed on the ACT
- **Best for All Central** open-source coursework for students and professional development for educators



Tennessee STEM @theTSIN · Jul 29

Schools that earn STEM Designation receive \$10K grants to expand #STEM learning through @GovBillLee's Future Workforce Initiative. Are you interested in school-wide STEM integration models? #TNSTEM

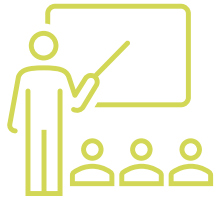
Learn more about the application process: tsin.org/stem-school-de...

Mark Buckner
@markabuckner

Replying to @ORSchools @SchwinnTeach and 3 others

First day in the books for our i-School Dual-Enrollment Robotics class! Going to be an awesome year of learning!
[@ORSchools](#) #iSchool





EDUCATORS

Investing to Address the Data

Strategy: TDOE will invest **more than \$20M** to address shortages of credentialed teachers and professional development for our educators to ensure all students can get the supports they need.

Focus: **Grow Your Own** programs create pathways to become a teacher for free— enabling future teachers to earn their degree, serve their home communities, maintain employment, and begin Day 1 in with real-world classroom experience.

With \$6.5M invested in **over 63 local partnerships**, **more than 1,000 future educators and leaders** will all earn their credentials for free through Grow Your Own.

Additional Grow Your Own strategies include:

- Expanding SPED and ESL endorsements for existing teachers
- Cultivating Aspiring Assistant Principal and Diverse Leaders Networks to become an administrator for free
- Pursuing innovative emerging work related to apprenticeships

Grow Your Own and Teacher Diversity in State Legislative Sessions: What We Can Learn from Successfully Passed Bills

BLOG POST



TDOE Announces \$2 Million for Round Two of Grow Your Own Grants

Friday, April 09, 2021 | 12:51pm

Grants to Boost Pipeline of Homegrown Teachers in Tennessee

Nashville, TN — Today, the Tennessee Department of Education announced \$2 million in Round Two of Grow Your Own grants to help remove barriers and increase access to the education field. The application deadline is May 7 for Educator Preparation Programs (EPPs) who want to receive these grants. Requirements and additional information are available here.



TynerAcademyFutureReadyIns
@TA_FutureReady

It's signing day in the @UTChattanooga @HCSfutureready Institute of Teaching and Learning! Thanks to Grow Your Own funding awarded by @TNedu and a team of stakeholders, these ladies will enroll at @UTChattanooga as Education majors this fall 🎓🎉 #HCSFutureReady #GrowYourOwn



Forbes

Jan 19, 2022, 11:54am EST | 19,782 views

Tennessee's Pioneering Teacher Apprenticeship Program



Frederick Hess Senior Contributor @ Education
I write about policy and practice in K-12 and higher education.

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We have a difficult time recruiting enough quality teachers in the U.S. After all, even if every single graduate of every selective college opted to become a teacher next year, it wouldn't even replace natural attrition in a nation with 3.5 million educators. While this has long made concerns of a staffing shortage a recurring theme in K-12 schooling, much of the blame should perhaps be reserved for onerous licensure systems that create roadblocks to professional entry without ensuring professional competence. And now, the pandemic-induced "Great Resignation" has exacerbated things, with droves of teachers reporting that they plan to retire earlier than expected due to pandemic-related concerns.