

2019-20

PUBLIC EDUCATION IN TENNESSEE

A Guide For Policymakers

S C  R E
State Collaborative on Reforming Education





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ABOUT SCORE

The State Collaborative on Reforming Education (SCORE) works collaboratively with state, local, and national partners to advance policies and practices for greater student success across Tennessee. SCORE is an independent, nonprofit, and nonpartisan advocacy

and research institution, founded in 2009 by Senator Bill Frist, MD, former U.S. Senate Majority Leader. SCORE measures success by the academic growth and achievement of Tennessee’s students. Learn more at tnscore.org.

POLICYMAKING FOCUSED ON PREPARING STUDENTS TO SUCCEED

Dear Policymakers,

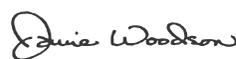
Over the past few decades, Tennessee has made significant strides to improve our K-12 education system. No longer content to consistently rank near the bottom of states in student learning, Tennesseans decided that our children’s future was in our hands and took bold steps to transform public schools to better prepare students for success in life.

These efforts have reaped dividends, with Tennessee earning accolades as one of the fastest-improving states in the nation on the National Assessment of Educational Progress (NAEP). This growth has enabled us to reach heights never seen before, including being ranked in the top half of states for fourth- and eighth-grade science. And while stories highlighting the contribution of students, educators, and community leaders to this growth are innumerable, the role of policymakers in setting the stage for these accomplishments cannot go unnoticed. Whether raising expectations through the Tennessee Diploma Project or passing the First to the Top Act to better evaluate and support educators, policymakers have laid the groundwork to empower teachers to push the envelope on what’s possible for students.

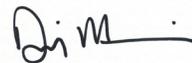
Public Education In Tennessee: A Guide For Policymakers is not all encompassing. Rather, it is meant to be a starting point to discuss how public education works in Tennessee and the General Assembly’s role in supporting its continued growth. The State Collaborative on Reforming Education (SCORE) presents this information in a nonpartisan fashion, which keeps with our approach of providing information that can inform decisions that continue improving educational outcomes for Tennessee students. We hope the information in this guide spurs greater curiosity around our challenges and deeper consideration on what’s needed moving forward.

Tennessee has made remarkable progress over the past decade, and our policymakers’ ability to make well-informed decisions will allow Tennessee to build upon this tremendous success. This continued growth will keep our students on a trajectory that ensures the rest of the country believes what we’ve always known – Tennessee is a great place to raise a family and live, work, and thrive well into the future.

Sincerely,



Jamie Woodson



David Mansouri

TENNESSEE EDUCATION BY THE NUMBERS



999,701
STUDENTS



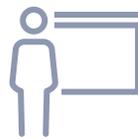
146
SCHOOL DISTRICTS

63.4%
WHITE



1,819
SCHOOLS

24.1%
AFRICAN AMERICAN



67,148
TEACHERS

9.7%
LATINO



5,626
ADMINISTRATORS





EDUCATION GOVERNANCE

Public education in Tennessee is predominantly a state and local responsibility, with the federal government playing a limited role. Each level of government has specific responsibilities to ensure the success of Tennessee students.

The State of Tennessee recognizes the inherent value of education and encourages its support. The General Assembly shall provide for the maintenance, support and eligibility standards of a system of free public schools.

Tennessee Constitution, Article 11, Section 12

In Tennessee, the General Assembly drafts, debates, and passes public education laws, while state agencies create rules, regulations, and procedures, and provide oversight. The General Assembly plays a critical role in key issues that impact the day-to-day experiences of students and educators. These include standards and assessment, educator quality, and accountability. While not all-encompassing, these areas empower the General Assembly to set high expectations for what happens in schools and hold them accountable for results.

Once laws are enacted, the State Board of Education (SBE) creates policies, rules, and guidance that districts and schools follow. SBE members are appointed by the governor and confirmed by the General Assembly. SBE responsibilities include, but are not limited to, approving standards, overseeing teacher licensure

and endorsement, publishing the annual teacher preparation report card, and hearing appeals from charter school applicants denied by local districts.

The Tennessee Department of Education (TDOE) is led by the commissioner of education, who is appointed by the governor, and oversees public school systems at the state level. TDOE is responsible for implementing laws and policies established by the General Assembly and the SBE and ensuring that these laws and policies are faithfully executed. TDOE also is responsible for ensuring that money allocated is distributed appropriately to districts. In addition, TDOE presents to the SBE for its actions, rules, and regulations necessary to implement board policies or state law.

At the local level, school districts, often referred to in state laws as local education agencies (LEAs), implement the policies enacted at the federal and state levels in a manner that best fits their local situations. LEAs are governed by elected school boards, who appoint a director of schools or superintendent to manage the day-to-day operations of the district. School boards are responsible for making policy decisions and developing the annual budget, while superintendents implement these decisions, which include, but are not limited to, personnel decisions, operations, curriculum, professional learning, etc.

The US Department of Education (ED) has a very limited role in public education, which was further ingrained with the passage of the Every Student Succeeds Act (ESSA). ESSA returned significant authority back to the states and limited ED's focus to ensuring equitable access to education by providing funding to disadvantaged students, increasing the quality of the educator workforce, supporting safe schools, ensuring compliance with federal law for students with disabilities, and conducting research around best practices for educators, researchers, and policymakers.

Key Points

- **Education has various decision-makers, each with different roles and responsibilities**
- **Policy is primarily determined at the state level, with the General Assembly playing a crucial role**
- **School districts follow state and federal laws to ensure schools best meet the needs of their students**

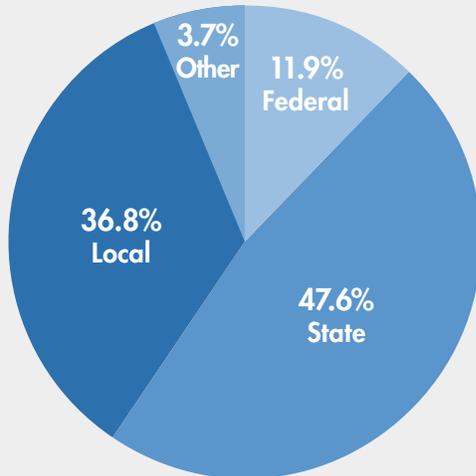


SCHOOL FUNDING

Each year, roughly \$10 billion is spent on public K-12 education throughout Tennessee.¹ These funds come from three different sources, including state, federal, and local governments. (Figure 1)

Figure 1:
Tennessee K-12 Funding By Source

The vast majority of education funding comes from state and local levels.²



The primary responsibility for funding K-12 education rests at the state and local levels. The funding received from the federal government is narrowly focused to ensure the most vulnerable populations, such as economically disadvantaged students or students with disabilities, receive the resources they need to succeed. This is reflected in such programs as Title I and the

Individuals with Disabilities Education Act (IDEA). And while there are other areas in which federal funds support states and districts, these efforts are limited.

The General Assembly plays a critical role in this process by annually allocating funds to public K-12 education. These dollars are distributed through the Basic Education Program (BEP).

In 2016, following considerable study and analysis by the BEP Task Force, the General Assembly adopted revisions to the BEP to clarify the funding formula and distribution while at the same time providing a record-breaking investment for education, known as the BEP Enhancement Act.³ The BEP Enhancement Act resulted in additional state funding of \$223 million – the second largest increase in the history of the BEP and the largest without a tax increase.

The amount allocated to each district is based primarily on student enrollment, or average daily membership (ADM). The BEP has four categories, which together contain 47 components that generate funding.⁴ These include:

- **Instructional:** Salaries for teachers, school counselors, principals, librarians
- **Instructional Benefits:** Retirement contributions, insurance premiums
- **Classroom:** Supplies and materials, technology, substitute teachers, instructional assistants

- **Non-classroom:** Superintendents, noncertified staff, capital outlay

The BEP funding formula has two parts: a state share and a required local match contributed by local school districts. State and local shares are set based on each county’s fiscal capacity, or ability to raise local revenue; counties with higher fiscal capacities receive less state funding and must contribute more local matching dollars than counties with less ability to raise local revenue.

The BEP is a funding formula, not a spending plan. This gives districts considerable flexibility to spend state funds as they see fit to meet their local needs. While the BEP is designed to provide districts with maximum spending there are a few restrictions. For example, funding generated in the instructional category must be spent on salaries for teachers and other certified educators with direct instructional impact. (Figure 2)

Figure 2:
Average Per-Pupil Expenditures

Spending per student has steadily increased in Tennessee over the past five years.⁵



Key Points

- All state dollars for districts, from teacher salaries to instructional materials, flow through the BEP
- The BEP allocates funds with consideration given to each county’s ability to generate revenue
- District flexibility ensures the BEP is a funding formula, not a spending plan

School Funding Roles And Responsibilities

Governor and Comptroller	General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Governor proposes budget • Comptroller independently verifies BEP each year to ensure accuracy and transparency 	<ul style="list-style-type: none"> • Annually appropriate funds for distribution through BEP • Annually appropriate funds for operation and support of additional education programs, such as Voluntary Pre-K 	<ul style="list-style-type: none"> • Establish a BEP Review Committee to examine components • Publish annual report detailing recommended revisions 	<ul style="list-style-type: none"> • Provide programmatic support and oversight to various programs • Run formula to determine allocations • Ensure compliance of school district spending with federal and state funding requirements 	<ul style="list-style-type: none"> • Collaborate with county commissions to develop annual budget • Determine effectiveness of spending and use information to make future decisions

STANDARDS AND ASSESSMENTS

Academic standards in Tennessee have been set with the goal of ensuring students graduate with the knowledge and skills needed to succeed in postsecondary education and the workforce. Tennessee’s current standards for English language arts, math, science, and social studies were developed through a public review process administered by the State Board of Education (SBE).⁶ (Figure 3)

Figure 3:
Standards Review Process



Once standards are adopted by the SBE, high-quality, aligned, and rigorous assessments are used to determine whether student learning is meeting the academic expectations for that grade and subject. TNReady, the state’s annual assessment, is taken by students in grades 3-11 in math, science, and social studies and by students in grades 3-10 in English language arts.

Tennessee’s statewide assessments provide feedback about student academic progress in two ways. First,

statewide assessment measures proficiency – whether students are meeting grade-level expectations for each subject. Proficiency results are reported on multiple levels, as aggregate reports about statewide, district, and school performance and as individual reports to families about their child’s academic achievement.

(Figure 4)

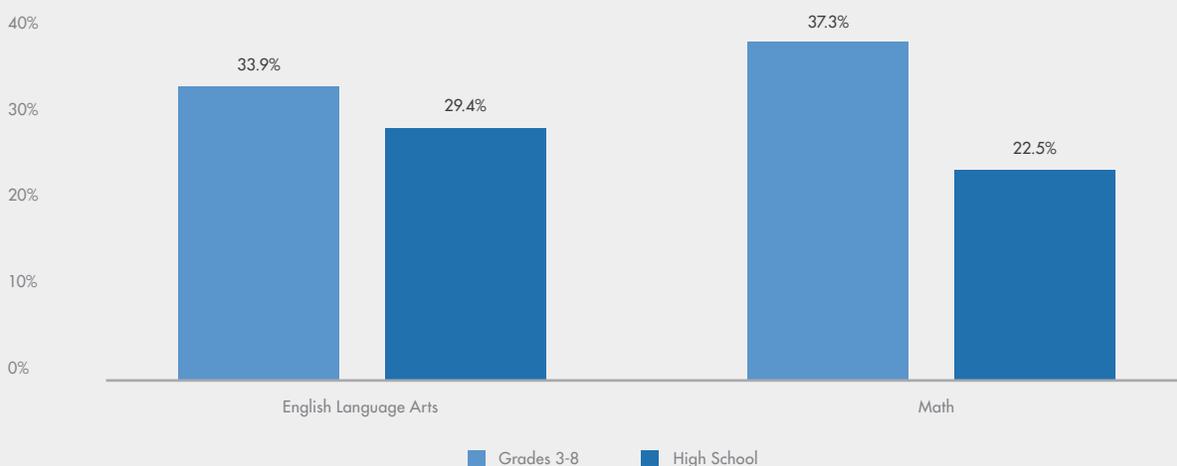
Beyond measuring student proficiency, statewide assessments also are used to measure student growth during a year in the class. The Tennessee Value-Added

Assessment System (TVAAS) uses assessment results to calculate the impact of a teacher on an individual student by comparing that student's assessment

performance with other students who have performed similarly on past assessments.

Figure 4:
TNReady Literacy And Math Results

One-third of students are on or above grade level in reading and writing. Almost two out of five Tennessee students are on or above grade level in grades 3-8 math while about one in five meet high school expectations.⁷



Together, the proficiency and growth measures provide a more comprehensive picture of student performance, allowing parents and educators to know whether a student is meeting the state's academic expectations and is on track to graduate ready for postsecondary education and the workforce, and how that student's academic growth compares to peers across the state.

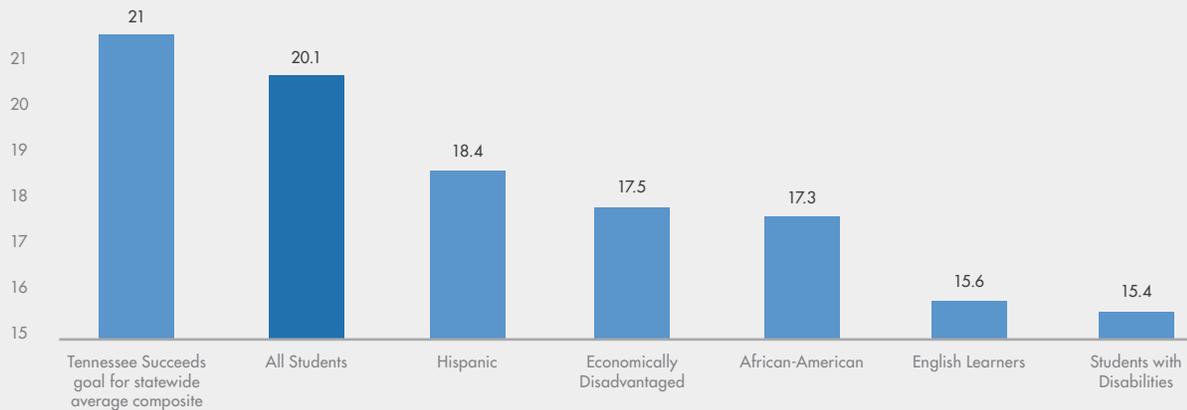
The assessment results provide transparency to parents and actionable information to teachers and school leaders. Educators analyze the information on their students' growth and achievement to reflect on their practice and tailor their instruction to meet their students' needs.

In addition to annual TNReady assessments, 11th-graders throughout Tennessee must take the ACT or SAT survey exam in order to earn a regular high school diploma.⁸ While TNReady assesses how well students are meeting the expectations set in the state's academic standards, the ACT and SAT tests provide information regarding readiness for college.

Since its first statewide implementation, Tennessee's average ACT composite score has steadily approached the state goal of 21, which is an indicator of readiness for success at many colleges and universities.⁹ (Figure 5) However, there are still significant gaps between student groups, especially for low-income and historically underserved populations, scoring a 21 or higher on the ACT.¹⁰

Figure 5:
Average 2017 ACT Composite Score

Tennessee students, particularly historically underserved students, on average don't earn a composite score of 21 on the ACT, making them ineligible for a HOPE scholarship.⁷



TNReady and the ACT are the only assessments required by state law.

In addition to standards in core academic subjects, Tennessee revised its Career and Technical Education (CTE) standards to better reflect evolving expectations of the modern economy. Tennessee students can take rigorous, relevant courses in 16 career clusters, ranging from advanced manufacturing to finance, that equip them with the knowledge of what is expected to successfully pursue a given career pathway.¹¹

Content-rich, high-quality instructional materials, or curriculum, that is aligned with state standards can have a powerful impact on student achievement.¹² Not only is curriculum a critical factor in student success, but it can have a significant cumulative impact on students that lasts beyond the year the content was initially taught.¹³ Combined with intentional educator support and development, adopting high-quality instructional materials is a cost-effective, evidence-based lever for improving student achievement, as curricular materials like textbooks are relatively inexpensive compared to

other interventions like class-size reduction.¹⁴ In the spring of 2020, districts and schools adopt new English language arts textbooks for use in their classrooms, presenting an opportunity to ensure only high-quality materials are used in Tennessee schools.

The Tennessee Textbook and Instructional Materials Quality Commission is responsible for recommending an official list of textbooks and instructional materials to the SBE for approval. Once the SBE has approved a list of textbooks and instructional materials, it is the responsibility of local boards of education to decide which textbooks and instructional materials to use in their districts.

The Tennessee Department of Education administers and coordinates the bidding, reviewing, listing, adoption, and approval process for textbooks and instructional materials used in Tennessee schools. The department also implements the rules, policies, and procedures established by the Tennessee Textbook and Instructional Materials Quality Commission regarding textbooks and instructional materials. Materials are reviewed on a rolling basis about every six years in alignment with the standards review process for the state.

Key Points

- Tennesseans provide feedback on standards to guide adoption of what’s best for students
- High expectations and the state-required TNReady and ACT assessments help keep students on track for college and/or career
- New CTE standards are more rigorous and relevant for postsecondary and workforce needs

Timeline

- 1988: Standardized assessments first implemented throughout Tennessee to measure student progress on academic standards
- 2001: Tennessee expands assessments as part of the federal No Child Left Behind Act to include 3-11 English language arts, math, science, and social studies
- 2008: As part of the Tennessee Diploma Project, the State Board of Education begins process of increasing expectations for students
- 2011: Adoption of new ELA and math standards by the State Board of Education require implementing a new assessment aligned to the standards
- 2014: General Assembly passes legislation requiring Tennessee-specific assessment chosen through competitive bidding¹⁵
- 2014: Governor Haslam announces a public review process for Tennessee’s academic standards and the standards are codified by the General Assembly in 2015¹⁶
- 2016: State Board of Education adopts new English language arts and math standards for implementation during the 2017-18 school year and science, fine arts, health education, and lifetime wellness for implementation during the 2018-19 school year
- 2016: State Board of Education approves more rigorous student performance categories for TNReady
- 2017: State Board of Education adopts new social studies standards for implementation during the 2018-19 school year²⁰

Standards And Assessment Roles And Responsibilities

General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Set state expectation for annual assessments • Hold state accountable for student outcomes using assessment results • Adopt legislation related to adoption of textbooks and instructional materials for K-12 public schools • Speakers of the senate and house each appoint three members to the state Textbook Commission 	<ul style="list-style-type: none"> • Manage appointed standards review committee • Set and approve academic standards • Determine annual assessments taken by grade and subject • Approve state list of textbooks and instructional materials 	<ul style="list-style-type: none"> • Establish policy for assessment administration • Contract with testing vendors to administer assessment statewide • Coordinate with LEAs to successfully implement assessments • Analyze and report assessment results to stakeholders • Manage textbook review process 	<ul style="list-style-type: none"> • Develop calendar for testing administration • Supervise assessment administration to students • Analyze results and use information to inform instruction • Select appropriate instruction materials from state-approved list



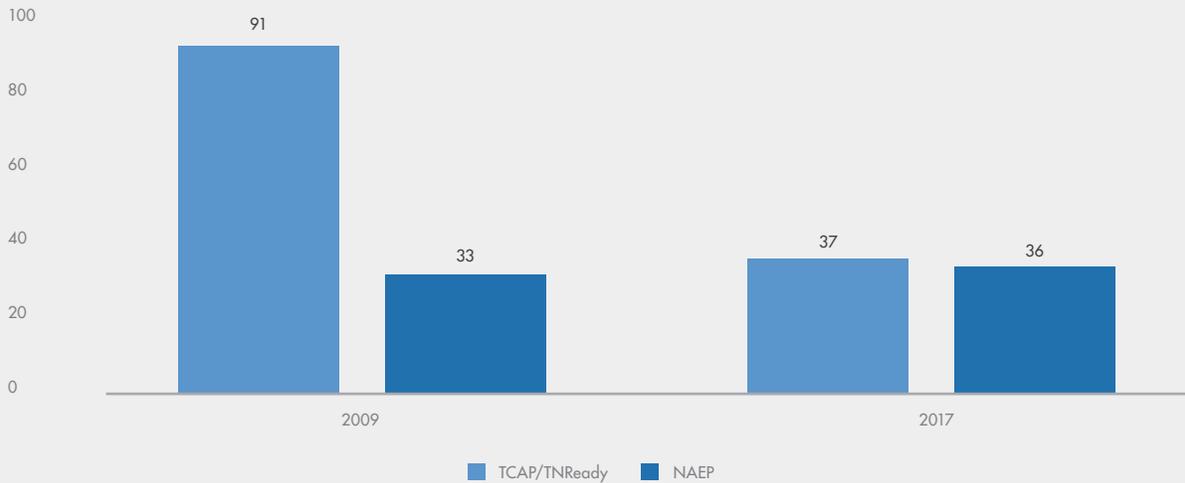
ACCOUNTABILITY

The state's accountability model provides all Tennesseans with valuable information about the impact districts and schools make on students' academic growth and performance, particularly what is going well and opportunities for improvement. However, this model is more than consequences and rewards. The accountability model allows the public to better understand how effectively their schools are working

and provides policymakers with the information they need to support continuous improvement for all schools throughout the state. With TNReady implementation, the public is getting more transparent and accurate measures of student learning, as demonstrated by its alignment to the gold standard of educational assessment, the National Assessment of Educational Progress (NAEP). *(Figure 6)*

Figure 6:
Closing the Honesty Gap

Tennessee’s move to more rigorous assessment and transparent accountability has erased a nearly 60-point difference between proficiency rates on Tennessee’s statewide assessment and the National Assessment of Educational Progress.²¹



Based on performance data, schools can be identified as:²²

- **Reward School:** Reward schools are generally those that are improving in terms of achievement and growth for both all students and student groups
- **Focus School:** Schools with the lowest performance across one or more student groups
- **Priority School:** Schools in the bottom 5 percent of schools in performance, high schools failing to graduate one-third or more of their students, and schools with chronically low-performing student groups that have not improved after receiving additional targeted support

To address the significant needs of students enrolled in priority schools, the General Assembly, as part of the First to the Top Act of 2010, created both the Achievement School District (ASD) and Innovation Zones. These two approaches recognize that students

enrolled in these schools cannot wait, requiring significant action and/or state intervention to put the schools and their students on a path toward success.

And while there is no doubt a need to identify and address Tennessee’s lowest-performing schools head on, all students and families deserve to know how their school fares in preparing them for success. With that in mind, the General Assembly passed legislation that requires each school receive a letter grade ranging from A to F and based on multiple factors, including:²³

- **Achievement:** Students scoring on track or mastered on state assessment
- **Growth:** Progress toward approaching, on track, or mastered as measured by Tennessee Value-Added Assessment System (TVAAS)
- **Graduation Rate:** Percent of students who earn regular diploma within four years and summer
- **Ready Graduate:** Measurement of students’ readiness for college and/or career that includes

percentage of students who earn a diploma and meet success milestones – such as scoring a 21 on the ACT, becoming a CTE concentrator or taking advantage of early postsecondary opportunities – that increase their probability of seamlessly enrolling in postsecondary education and securing high-quality employment

- **Chronically Out of School:** Chronic absenteeism, defined as a student missing 10 percent or more of the days enrolled including out-of-school suspensions
- **English Language Proficiency Assessment (ELPA):** Performance of English Learners on

WIDA ACCESS, an annual assessment of English language proficiency to determine course placement and need for additional services.

Schools were expected to receive a letter grade based upon their performance during the 2017-18 school year; however, in response to legislation passed in 2018, the Tennessee Department of Education is implementing an alternative grading system. Based on student learning results during the school year, schools will be graded on a 0-4 scale. Schools will not receive an overall grade. Rather, they will receive a score in each of the six different indicators listed above.

Key Points

- **Accountability systems provide transparency on what’s working and what needs improving**
- **Struggling schools are identified as priority and focus and receive extra support and additional resources to support improvement**
- **Tennessee schools will receive a grade of 0-4 at the end of the 2018-19 school year**

Timeline

- **1992: General Assembly passes Education Improvement Act with many components, including the adoption of the Tennessee Value-Added Assessment System**
- **2001: Congress passes No Child Left Behind, requiring states to establish and maintain rigorous accountability systems**
- **2010: General Assembly passes First to the Top Act, creating the Achievement School District and Innovation Zones to support improvement in Tennessee’s lowest-performing schools**
- **2015: Congress authorizes Every Student Succeeds Act (ESSA), which delegates significantly more authority to the states around how to hold schools accountable for results**
- **2016: General Assembly requires all Tennessee schools be rated on an A-F grading system that incorporates a combination of student achievement and growth**
- **2017: Tennessee’s ESSA plan Tennessee Succeeds is approved by the US Department of Education**

Accountability Roles And Responsibilities

General Assembly	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Establish framework for state accountability model 	<ul style="list-style-type: none"> • Publish annual report card to provide public information on district and school performance 	<ul style="list-style-type: none"> • Provide resources and remove barriers necessary to ensure student success

SCHOOL TURNAROUND

In Tennessee and other states, many of the highest-need students attend persistently low-performing schools, keeping those students from accessing the academic opportunities of their peers. To improve those opportunities, Tennessee identified its lowest-performing schools as priority schools and implemented rigorous turnaround efforts.

During the 2016-17 school year, 30,190 Tennessee students were enrolled in priority schools, accounting for 5 percent of all public school students in Davidson County and 17 percent of all public school students in Shelby County. Many of those students were from historically underserved groups – 87 percent of those students were African American and over three-quarters were economically disadvantaged.²⁴ (Figure 8)

Tennessee has been committed to improving Priority Schools through innovative efforts like the Achievement School District (ASD) and Innovation Zones (iZones). Tennessee also identifies schools that are not serving all students equitably, classifying them as Focus Schools and providing additional support. Over the past decade, Tennessee and other states have been leading the effort to turn around persistently low-performing schools through a variety of strategies.

Through five years of implementation, iZone schools have positive and statistically significant effects on reading, math, and science test scores relative to Priority Schools receiving no interventions.²⁵

The commissioner of education has the authority to place Priority Schools in the ASD, which is operated by the state. The ASD may either operate schools directly or authorize charter schools to operate them. Once selected, a school remains in the ASD for up to 10 years, with multiple evaluation points and next steps taken based upon performance. This could include transitioning back to the school district if the school is not on the priority list for two cycles (approximately six years) and specific conditions are met within the district to ensure continued growth.

Innovation Zones are a district-led turnaround strategy that provides greater autonomy and resources, similar to the flexibilities afforded to ASD, in order to build local and sustainable capacity to meaningfully turn around priority schools. To establish an iZone, a district must develop, submit to TDOE, and have approved a plan to monitor, oversee, and improve Priority Schools under its jurisdiction.

The Partnership Model is a new addition to the school improvement options under the state's plan to implement the federal K-12 education law, the Every Student Succeeds Act. The Partnership Model represents an opportunity for districts to collaborate with the state, allowing the schools to remain with the district rather than face full state takeover. As of the 2018-19 school year, this model is in place in Hamilton County. Operating as a Partnership Network, it serves five schools through intensive support from the Tennessee Department of Education and the Hamilton County Department of Education. A jointly appointed advisory board, four appointed by the state and three by the district, provides transparency over the school's performance through a set of public goals, while the district retains decision-making authority in consultation with the advisory board.

Since the state began identifying Priority Schools, the proficiency rate for Priority Schools has increased by more than 10 percent,²⁷ with some iZone schools producing even greater achievement results for students.²⁸ This progress is due to targeted supports and increased access to the state’s best educators.

Key Points

- School turnaround efforts ensure schools have the flexibility to pursue dramatic reforms
- Priority schools primarily serve historically underserved students
- Turnaround efforts have led to significant increases in student learning

Timeline

- **2010: General Assembly passes First to the Top Act, creating the Achievement School District and Innovation Zones to support improvement in Tennessee’s lowest-performing schools**

Figure 7:
Districts With Priority Schools

The state’s 82 Priority Schools rank in the bottom 5 percent in 2015-16 and 2016-17 plus do not show high TVAAS growth.²⁶



- Achievement School District – 18
- Campbell County Schools – 1
- Metro Nashville Public Schools – 21
- Fayette County Schools – 1
- Hamilton County Schools – 9
- Jackson-Madison County Schools – 4
- Maury County Schools – 1
- Shelby County Schools – 27

Standards And Assessment Roles And Responsibilities			
General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Ensure no policy barriers are in place that may hinder school improvement efforts 	<ul style="list-style-type: none"> • Set policies and procedures to support turnaround efforts across the state 	<ul style="list-style-type: none"> • Oversee operation and performance of the Achievement School District • Provide resources and support to locally driven school turnaround efforts 	<ul style="list-style-type: none"> • Implement school turnaround strategies aligned to locally developed plans • Provide resources and remove barriers as needed to ensure student success

EDUCATOR QUALITY

Research demonstrates that teachers have a greater impact on student academic growth than any other in-school factor.²⁹ The second most important factor at school for raising student achievement is a great principal.³⁰ For this reason, state policy that supports high-quality teaching and leadership plays a critical role in helping students achieve.

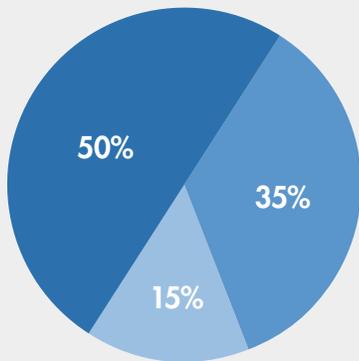
Tennessee has been at the forefront of efforts related to improving the quality of teaching, with significant time and energy invested in developing a best-

in-class evaluation system. This system provides an accurate assessment of educator effectiveness through a comprehensive, statewide, annual evaluation based on multiple measures, specifically student achievement, student growth, as measured by the Tennessee Value-Added Assessment System (TVAAS), and meaningful classroom observations. (Figure 8) Through these evaluations, teachers receive in-depth feedback about their students' performance and actionable next steps to continually improve their practice.

Figure 8:
Teacher Evaluation Components

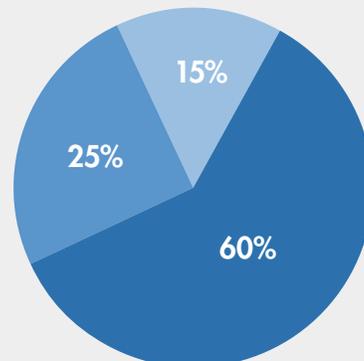
Teachers throughout Tennessee are evaluated on multiple measures, including student growth and other qualitative measures, that provide a holistic picture of effectiveness.³⁰

Teachers With Individual Growth Scores



■ TVAAS ■ Other Student Achievement Data
■ Qualitative measures, including observations, student surveys, etc.

Teachers Without Individual Growth Scores



■ TVAAS ■ Other Student Achievement Data
■ Qualitative measures, including observations, student surveys, etc.

Tennessee's educator evaluation system has been continually refined, with various improvements implemented based on feedback from educators. These changes include optional student perception surveys and portfolio models, which are a collection of materials such as authentic student work samples, that demonstrate effectiveness inside the classroom.

Recognizing the important role that educator preparation providers (EPPs) play in making sure teachers are ready on day one, the State Board of Education (SBE) passed a revised educator preparation policy in 2014 that raised standards and created a more rigorous program approval process aligned with the Council for the Accreditation of Educator Preparation

In a recent survey of nearly 40,000 Tennessee educators, seven in ten teachers said evaluation has led to improvements in their teaching.³²

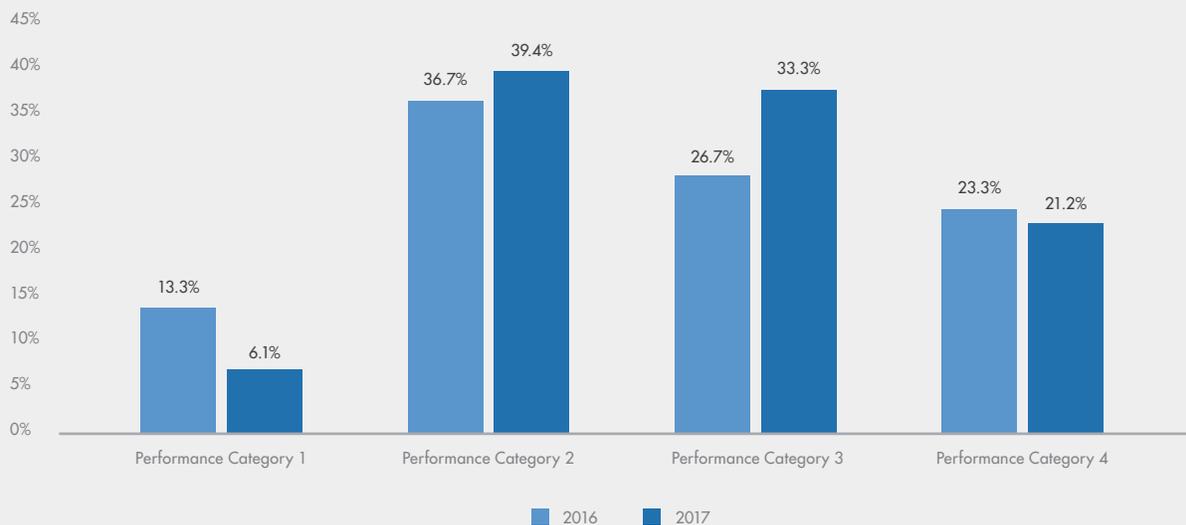


(CAEP) accreditation standards. In addition, the SBE assumed responsibility for publishing the annual teacher preparation report card, which rates all EPPs using several factors, such as whether their graduates are hired to teach and their overall effectiveness in classrooms. After two years of implementation,

Tennessee has already seen better overall performance from their EPPs as a greater percentage of programs are moving toward higher performance categories, which ultimately demonstrates their positive impact in preparing teachers for the rigors of the classroom.³³ (Figure 9)

Figure 9:
Educator Preparation Program Performance

Educator preparation programs have increased their ability to produce teachers ready for the classroom as demonstrated by the annual teacher preparation report card. Programs are rated on a scale of 1-4, with 4 as best.³⁴



Like teacher preparation, it is imperative that principal preparation programs in Tennessee produce effective graduates who can lead learning and people, particularly in the highest-need schools. In 2014, the Tennessee Department of Education (TDOE) supported districts in implementing a new principal evaluation system based on the heightened expectations of a school leader from a building manager to an instructional leader.

Policies that have improved educator quality and

increased educator support have been instrumental to Tennessee’s unprecedented student achievement gains and with additional work could drive significant gains in the future. Since 2011-12, Tennessee has committed more than \$447 million in new money for teacher compensation, which honors the hard work of educators and supports recruitment and retention efforts.³⁵ Meanwhile, local compensation efforts should support initiatives that lead to a greater number of effective teachers entering and staying in the profession, particularly in high-need schools.

Key Points

- Tennessee’s evaluation system provides timely, actionable feedback to educators
- Preparation programs play a critical role to ensure graduates are ready on day one of the job
- Strategic compensation helps keep great educators in Tennessee schools

Timeline

- 2007: General Assembly passes legislation requiring educator preparation programs to report and make available key data³⁶
- 2010: General Assembly passes First to the Top Act, requiring annual evaluations of all teachers and leaders that includes student learning³⁷
- 2013-14: State minimum salary schedule for teachers is changed to grant increased local flexibility and differentiated pay
- 2014: State Board of Education revises educator preparation program policy to align with higher accreditation standards
- 2015: State Board of Education assumes responsibility of publishing the annual Teacher Preparation Program Report Card after the 2010-15 reports were published by the Tennessee Higher Education Commission
- 2016: State Board of Education redesigns Teacher Preparation Report Card on program effectiveness
- 2017: State Board of Education releases first annual educator preparation program reports
- 2018: State Board of Education releases second Teacher Preparation Report Card that demonstrates program improvement

Educator Quality Roles And Responsibilities			
General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Set statewide expectations for educator evaluations • Set statewide expectations for educator preparation 	<ul style="list-style-type: none"> • Establish standards and expectations for educator preparation providers • Compile and publish annual teacher preparation report card to support program improvement 	<ul style="list-style-type: none"> • Provide educator evaluation training and support to districts on best practice implementation • Analyze results, share information with districts on evaluation, and identify areas for improvement 	<ul style="list-style-type: none"> • Conduct teacher and principal evaluations • Analyze results to inform personnel decisions and inform professional learning opportunities • Set district salary structure/schedule or alternative compensation plan



POSTSECONDARY AND WORKFORCE READINESS

Tennessee defines college and career readiness as the knowledge and skills needed for entry-level work and college freshman coursework and success whether pursuing a career or a college education. In Tennessee and across the nation, focus in K-12 education is shifting to ensure students have a strong foundation to meet the rigor required in college and career opportunities beyond high school.

While more work is required to complete the shift, Tennessee has developed policies and programs to promote smooth transitions and success for students. These include:

- **Early Postsecondary Opportunities:** In Tennessee, Early Postsecondary Opportunities (EPSOs) are courses or exams that provide opportunities for students to take postsecondary level coursework and exams while still in high school, with the potential to earn transferable credit. There

are eight EPSO options, including advanced placement (AP), Cambridge international exams, college-level exam programs, dual enrollment, International Baccalaureate (IB), local dual credit, statewide dual credit, and industry certifications.³⁸

- **Work-Based Learning:** Opportunity to gain high school credit and work exposure/experience by participating in internships, apprenticeships, and paid work experience.
- **Seamless Alignment and Integrated Learning Support (SAILS):** SAILS embeds postsecondary remedial content into senior-year math and English courses, allowing students to begin postsecondary prepared for credit-bearing coursework. The program targets students who have not achieved college-readiness benchmarks on the ACT in the junior year by introducing college developmental curriculum into the high school senior year.

- **Tennessee Pathways:** Pathways provides a statewide framework that supports alignment among K-12, postsecondary, and industry to provide students with relevant education and training to jump-start their postsecondary degrees and credentials.
- **Career and Technical Education:** High school students may choose a career concentration in one of 16 career clusters to fulfill the three-credit “elective focus” graduation requirement.

The state recently revised CTE course standards and programs of study, and CTE concentrators are defined as students completing three or more courses within a CTE program of study. For students focusing in CTE, robust learning pathways should culminate with the achievement of nationally recognized industry certifications, capstone work-based learning experiences, and/or attainment of postsecondary credit hours through EPSOs.

Key Points

- **Innovative approaches and aligned policies in K-12 education can ensure Tennessee students graduate ready for the 21st century economy**
- **There is ample opportunity to expand access to, and rigor of, early postsecondary options for all Tennessee students**

Timeline

- **2012: General Assembly passes legislation providing clearer guidelines for EPSOs, including review of dual credit opportunities and statewide access to opportunities**
- **2013-17: The Tennessee Department of Education, with educator input, begins to evaluate the courses and programs of study with CTE. Phase I (2013-14) included streamlining existing courses and programs of study; Phase II (2014-15) included adding relevant new courses and programs of study and revising courses to align to higher expectations; and Phase III (2015-17) included developing measures of success with rigorous and relevant exam options. Tennessee launched its pilot year of CTE courses and programs of study in the 2017-18 academic year**
- **2017: Ready Graduate Indicator is included in state ESSA plan, and the indicator will be used in school accountability in 2018-19**
- **2018: The General Assembly passes legislation that provides a tax credit to businesses to support work-based learning opportunities for high school students**

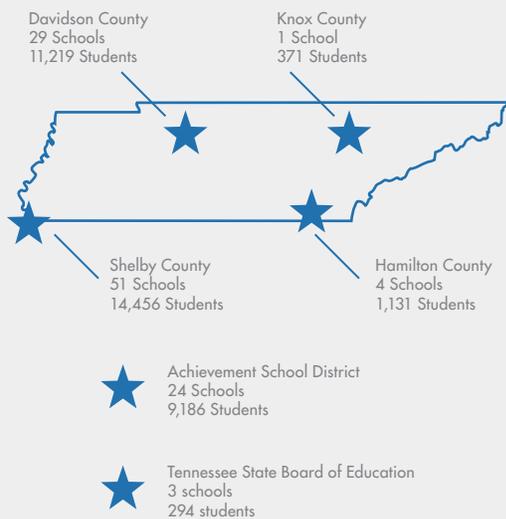
Postsecondary And Workforce Readiness Roles And Responsibilities			
General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Authorize the State Board of Education to set rigorous graduation requirements that prepare students for postsecondary or the workforce • Establish requirements for postsecondary access, such as financial aid 	<ul style="list-style-type: none"> • Establish graduation requirements for Tennessee students • Establish requirements for teacher licensure 	<ul style="list-style-type: none"> • Ensure compliance with requirements • Provide training and support to districts on best practice implementation • Analyze results, share progress with districts, and identify areas for improvement 	<ul style="list-style-type: none"> • Recruit, select, onboard, support, and evaluate teachers • Establish partnerships with institutes of higher education to provide access to innovative options for students

CHARTER SCHOOLS

Recognizing that the status quo doesn't work for all students, Tennessee has carefully and thoughtfully pursued innovative approaches to education. One innovation that has had great success in the state is expanded access to high-quality charter schools.

Tennessee charter schools are public schools operated by independent, nonprofit governing bodies that receive state and local BEP funding similar to other public schools. Charter schools may be authorized by local school boards, the Achievement School District, or the State Board of Education. (Figure 10) While charter schools have flexibility in how they evaluate their teachers, their accountability includes the same mandatory percentages of student growth, student achievement, and observations as other public schools.

Figure 10:
Charter Schools By Authorizer

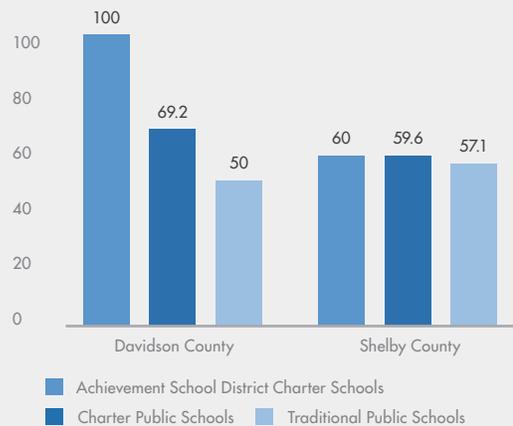


Since the first one opened in 2003, charter schools in Tennessee have expanded to 117 serving more than 36,000 students. Charter schools enroll students in Tennessee's four largest districts in Shelby, Davidson, Knox, and Hamilton counties.

Figure 11:
Charter School Performance

A greater percent of charter public schools earned a level 3 or higher compared to their traditional public school counterparts within their respective district.⁴⁰

Percent Schools With TVAAS Composite at 3 or Above



According to a 2013 study by Stanford University, students in Tennessee's charter schools achieve more than 70 days academic progress on average than matched students in regular public schools.³⁹

Tennessee has made great strides and investments to support a robust charter school sector. This includes investments in facilities funding at the state level as well as providing opportunities for potential school operators to be granted authority to operate by the State Board of Education (SBE) if denied by their local school district. As of fall 2018, the SBE had authorized three charter schools.

Securing school facilities is a key challenge for charter schools, not just in Tennessee but throughout the country. The burden of finding, securing, and paying for facilities rests with the charter schools themselves. As a result,

charter schools struggle to find suitable and affordable options to accommodate their students. States can play an important role in determining the options available to help fund charter school facilities.⁴¹

Another challenge for charter schools is creating the optimal relationship between themselves and their authorizers. When structured well, charter school authorizers can implement best practices, providing checks and balances to all stakeholders involved. However, with a myriad of authorizers, there must be accountability to ensure authorizers are up to the task and performing their duties well.⁴²

Key Points

- Charter schools are public schools with greater operational autonomy
- Facilities present a challenge to the successful operation of public charter schools
- Charter school authorizers play a key role in creating the conditions necessary for success

Timeline

- 2009: General Assembly expands who is eligible to enroll in a charter school and limits the total number of charter schools to 90
- 2011: General Assembly lifts enrollment caps on charter schools and expands enrollment to all students within a school district⁴³
- 2013: General Assembly passes legislation giving SBE authority to authorize charter schools denied approval by local school boards⁴⁴
- 2017: General Assembly strengthens the charter school sector through increased expectations for potential schools and more support for successful operators⁴⁵

Charter Schools Roles And Responsibilities			
General Assembly	State Board of Education	Tennessee Department of Education	Local Education Agencies
<ul style="list-style-type: none"> • Allocate funding for traditional public and public charter schools 	<ul style="list-style-type: none"> • Authorize charter schools on appeal • Hold accountable the charters schools SBE has authorized 	<ul style="list-style-type: none"> • Ensure compliance with requirements • Provide support, as needed, to districts and schools 	<ul style="list-style-type: none"> • Authorize charter schools and hold accountable for results

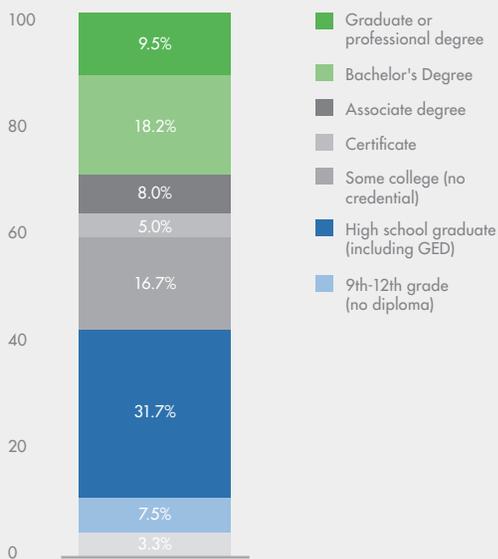
HIGHER EDUCATION IN TENNESSEE

In addition to reforms in Tennessee K-12 education over the last decade, student access and success in higher education have become central to the education landscape. The *Complete College Tennessee Act of 2010* (CCTA) established goals for improving student success at all levels of public higher education, including implementation of the nation’s first outcomes-based funding formula. Under the outcomes-based funding formula, public institutions of higher education receive public money based on certificate and degree completion rates rather than enrollment.

As Tennessee’s workforce needs have continued to shift to meet the demands of the 21st century economy, it is critical for both K-12 and higher education to continually adapt to ensure all Tennesseans are ready to take on the emerging challenge. Building upon the foundation from CCTA and recognizing the need for a more skilled workforce, Governor Bill Haslam launched the “Drive to 55” initiative in 2013 to ensure at least 55 percent of Tennesseans are equipped with a college degree or certificate by 2025.⁴⁶ Nationally, it is estimated that 65 percent of jobs will require a postsecondary degree or credential, which includes two- and four-year degrees, by 2025.⁴⁷ (Figure 12) The Drive to 55 encompasses five main tenets: get students ready, get students in, get students through, reconnect adults, and partner with industry. Moving forward, higher education completion and student success, as well as better alignment of K-12 to higher education and workforce needs, will need continued focus and attention.

Figure 12:
Drive To 55 Progress

Currently, 41% of Tennessee adults hold postsecondary credentials with a state goal of reaching 55% by 2025.⁴⁸



In 2016, the General Assembly approved the *Focus on College and University Success (FOCUS) Act*, which altered the governance structure of higher education in the state. Previously, the Tennessee Board of Regents (TBR) oversaw the 13 public community colleges, 27 Tennessee colleges of applied technology (TCATs), and the six public universities outside of the University of Tennessee system. Under the FOCUS Act, the six public universities, including Austin Peay State University, East Tennessee State University, the University of Memphis, Middle Tennessee State University, Tennessee State University, and Tennessee Tech University, became locally governed institutions (LGIs). The FOCUS Act was intended to provide greater autonomy for these universities to pursue innovation while allowing TBR to sharpen its attention on community and technical college success. The FOCUS Act also strengthened the

role of the Tennessee Higher Education Commission and Tennessee Student Assistance Corporation (THEC/TSAC) in coordinating all state institutions of higher education.

Within the Drive to 55 initiative, two key programs offer student financial aid and support:

- Tennessee Promise** provides recent high school graduates with two years of tuition-free attendance at a Tennessee community or technical college as well as a mentor to assist in the college-going process. To qualify, graduating high school seniors must apply to the program, fill out the Free Application for Student Aid (FAFSA), attend a mandatory meeting provided by the partnering organization, complete eight hours of community service, apply for entry into an eligible postsecondary institution, and enroll as a full-time student. THEC/TSAC is the administrative agency for the Tennessee Promise program, working in partnership with local, nonprofit partnering organizations that coordinate the mentoring and community service component, including the Ayers Foundation, tnAchieves, and REDI. Since Tennessee Promise launched in the fall of 2015, the state's college-going rate has risen by 5 percentage points and first-time freshman enrollment has grown by 13 percent statewide, including a 30 percent growth at community colleges. Tennessee is also a national leader in FAFSA submissions, with 80 percent of high school seniors submitting the FAFSA in 2017-18.
- Tennessee Reconnect** provides nearly all adults in Tennessee the opportunity to attend community or technical college tuition-free. Tennessee became the first state to provide both adults and recent high school graduates with the opportunity to earn a degree or certificate free of tuition and mandatory fees. Tennessee Reconnect will be fully implemented in fall 2018. To receive the Reconnect scholarship, students must complete the application, file the FAFSA, and enroll in a degree or certificate program at least part-time. To be eligible, a student must not already hold an associate or bachelor's degree, must be a

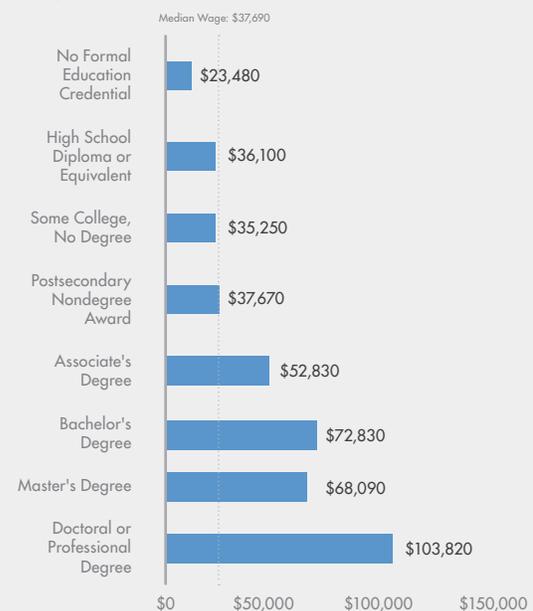
Tennessee resident for at least one year, and be determined as an independent student on the FAFSA.

Key Points

- Tennessee public higher education includes 27 Tennessee colleges of applied technology (TCATs), 13 community colleges, and 9 public universities. Tennessee's independent institutions (non-profit and for-profit) bring statewide higher education enrollment to 366,000 as of Fall 2017**
- Tennessee has a strong foundation of work in higher education access and success, but more will be required to continue to meet the demands of the changing 21st century workforce**
- The Drive to 55 goal set forth groundbreaking programs in Tennessee Promise and Tennessee Reconnect that have fundamentally changed the higher education landscape**

Figure 13:
Income And Education

Pursuing higher education opportunities reap dividends for students.⁴⁹



OTHER EDUCATION ISSUES

The Individualized Education Account Program

The Individualized Education Account (IEA) Program is a school choice program for eligible students with disabilities. The program was created by the Individualized Education Act, which was enacted by the General Assembly in 2015. The purpose of the program is to give students and families public education funds to use on approved educational expenses that best meet their own needs. There is no limit on the number of students who can utilize the program as long as they meet the specific requirements and the funding amount is equal to the state and local funds generated through the BEP for the school districts in which the student resides.

Pre-Kindergarten And Early Education

As Tennessee works to achieve a goal of 75 percent of students reading on grade-level by the end of third grade, another area of focus has been improving access to high-quality education from pre-K through third grade. The Voluntary Pre-K for Tennessee Act of 2005 provided for the use of \$25 million in excess lottery dollars to establish pre-kindergarten classrooms through a competitive grant process. Research conducted at Vanderbilt University into Tennessee's Voluntary Pre-Kindergarten Program (TN-VPK) found that children attending these programs made greater gains on various early learning measures compared to peers who did not attend, but the TN-VPK advantages disappeared by the end of third grade.⁵⁰ Partly in response to those findings, the General Assembly passed legislation in 2016 requiring that TN-VPK funding be linked to program quality. The measure also created student growth portfolios for pre-K and kindergarten teacher evaluations and required school districts with TN-VPK programs to establish coordination between pre-K and the elementary grades, create an engagement plan for pre-K families, and develop a plan to support high-quality pre-K instruction through teacher professional development. In 2017-18, there were 917 pre-K classrooms to serve 18,340 four-year-olds across the state.⁵¹



GLOSSARY

Academic Standards - Academic standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Academic standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method.

Achievement Gap - Any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities, for example, or students from higher-income and lower-income households.

Achievement School District (ASD) - The ASD is a state-run school district created by Tennessee’s First to the Top Act in 2010 to turn around the state’s Priority Schools.

ACT - The ACT is a standardized assessment for high school students frequently required for admission into college. The test has sections in English, mathematics, reading, science reasoning, and an optional written essay. Scored on a scale from 1 to 36, the test is intended to be an indicator of college readiness. The subjects align with common college introductory courses. Tennessee requires students to take the ACT or SAT in 11th grade to graduate high school.

Assessment - Wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Average Daily Attendance (ADA) - ADA is the average number of students present at a school during the time it is in session. ADA differs from average daily membership, which represents how many students are enrolled in school. Because of factors that may result in missing school, ADA results are lower than ADM.

Average Daily Membership (ADM) - ADM is a measure of student enrollment. ADM represents how many students

are enrolled in school and is commonly used for per-pupil funding calculations. ADM is also the primary driver of funds generated by the state’s education funding formula, the Basic Education Program (BEP). A district’s ADM generates funding calculated by the BEP formula. Each school district is responsible for reporting ADM each month from October through June to the Office of Local finance within the Department of Education, which utilizes the information to calculate the BEP.

Basic Education Program (BEP) - The state of Tennessee determines how to allocate funds to its K-12 schools with the BEP formula. The BEP formula calculates the cost of providing a basic education and includes four major categories, including instructional benefits, classroom, and non-classroom components. Within the BEP formula, the primary basis for funding is student enrollment, or average daily membership (ADM). The majority of the BEP’s 47 components are based on school or district’s ADM. Examples include students per teacher, assistant principals per school, and dollars per student for textbooks. Systems are free to raise additional money to support their schools.

Blended Learning - Blended learning is the practice of using both online and in-person learning experiences when teaching students. In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same topics online as they do in class—i.e., the online and in-person learning experiences would parallel and complement one another.

Career and Technical Education (CTE) - Formerly known as vocational education, career and technical education refers to courses and programs designed to prepare students to enter the workforce. Usually in a secondary or postsecondary setting, CTE courses focus on academic and vocational skills needed in the workplace and typically include competency-based learning. CTE seeks to prepare

students for jobs in fields such as agriculture, engineering, and health care.

Career Ready - Career ready is applied to (1) students who are considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce, or (2) the kinds of educational programs and learning opportunities that lead to improved workforce preparation.

Center of Regional Excellence (CORE) - CORE offices, located in each state grand division, provide differentiated support to help districts meet student achievement goals in each part of the state.

Charter School - Public charter schools are independently run schools that are publicly funded and approved by local school boards, the ASD, or SBE. In exchange for increased accountability, these schools have the flexibility to make personnel, financial, and instructional decisions at the school, rather than the district level.

College Ready - College ready is applied to (1) students who are considered to be equipped with the knowledge and skills deemed essential for success in university, college, and community-college programs, or (2) the kinds of educational programs and learning opportunities that lead to improved preparation for these two- and four-year collegiate programs.

Competency-Based Learning - Competency-based learning systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Coordinated School Health (CSH) - Coordinated school health programs support the connection among good health practices, academic achievement, and lifetime wellness. Coordinated school health initiatives consist of eight core components: health education; health services; nutrition; physical education; healthy school environment, school counseling, psychological, and social services; student, family, and community involvement; and school staff wellness. Tennessee's coordinated school health program began as a pilot program in 2000, before expanding to all 95 counties in 2006. Tennessee is unique in the nation in requiring and funding a coordinated school health initiative in all school districts.

Course Access - The Tennessee General Assembly's passage

of the course access program in 2017 sought to expand access to rigorous, relevant courses from a diverse set of accountable providers to all Tennessee students. The purpose of a course access program is to remove barriers, such as access to educators, that can limit students' access to learning opportunities.

Differentiated Pay Plans - Differentiated pay plans tie a teacher's compensation and incentives to professional learning, student achievement, leadership roles, a willingness to teach in high-need subject areas, and other measures. They differ from traditional salary schedules, which uniformly increase teachers' compensation based on number of years teaching and level of degree completion.

Dual Credit - In Tennessee, there are two forms of dual credit: statewide and local. Statewide dual credit courses are developed by college faculty, aligned to postsecondary course outcomes, and taught at high schools by high school teachers. Students enrolled in statewide dual credit courses are required to take an online exam at the completion of the course to receive college credit. Statewide dual credit courses are transferable to any public postsecondary institution in Tennessee. Local dual credit courses are developed between a district and a nearby postsecondary institution, which is the only institution that has agreed to accept the credits.

Dual Enrollment - College course taught at a postsecondary institution, high school, or online. The student is considered "enrolled" at the postsecondary institution, regardless of class location.

End-of-Course Exams (EOCs) - EOCs are the TNReady assessments given for high-school level courses: Algebra I and II, Biology, English I and II, Geometry, Integrated Math I, II, and III, and U.S. History and Geography. EOCs also are taken by students taking high school courses in middle school. State law requires EOC results to count as a portion of a student's final grade for that course.

Every Student Succeeds Act (ESSA) - Every Student Succeeds Act (ESSA), signed into law December 2015, is the most recent version of the federal Elementary and Secondary Education Act of 1965 and replaces the No Child Left Behind Act (NCLB) of 2001. Under ESSA, states are still required to test students in reading and math in grades 3-8 annually and once in high school. States must continue reporting performance for all students as well as specific subgroups (e.g., economically disadvantaged,

English learners, etc.). While ESSA continues to require states identify low-performing schools, it increased state flexibility to develop turnaround strategies.

Formative Assessment - Formative assessment is a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Individualized Education Account - The Tennessee General Assembly's passage of the Individualized Education Act in 2015 created an Individualized Education Account (IEA) program for children with disabilities, sometimes referred to as an education savings account or a special education voucher program. The program allows parents to remove their eligible child from a public school and instead accept public funds deposited in their IEA equal to the amount of the per-pupil state and local funds generated and required through the Basic Education Program (BEP) for the district in which the student resides and is zoned to attend. The funds can be used for certain education-related services and costs (such as tuition, fees, transportation, and technology devices). The first IEAs were awarded in January 2017.

Innovation Zone (iZone) - Tennessee's Innovation Zones, or iZones, were developed during the state's successful Race to the Top application to turnaround chronically failing schools. iZones schools remain part of local districts but are provided extra autonomy to hire and fire staff, overhaul curriculum, give teachers bonuses, and add time to the day.

Interim Assessment - Interim assessment is used by educators to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Interim assessments are usually administered periodically during a course or school year (for example, every six or eight weeks) and separately from the process of instructing students.

Local Education Agency (LEA) - A local education agency

(LEA), or school district, is the administrative agency for county or city school systems in Tennessee. An LEA has several distinct responsibilities, such as curriculum selection, the offering of district level professional learning opportunities for teachers and school leaders, and the administration of teacher and principal evaluations.

Magnet Schools - Magnet schools are public schools with specific themes or curricula. In addition to distinct academic offerings, magnet schools are open to students beyond the typical residential zone boundaries used to determine where students go to school. Originally intended to increase diversity, magnet schools' specialized curricula often center around STEM (science, technology, engineering, and mathematics), fine arts, enhanced rigor (e.g., International Baccalaureate), or career and technical education.

National Assessment of Educational Progress (NAEP) - Also known as "the Nation's Report Card," NAEP is administered by the National Center for Education Statistics in the subject areas of mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Exams are administered every two years to representative samples of students in grades 4, 8, and 12, and provide common metrics to indicate levels of student proficiency across states and selected urban districts.

Personalized Learning - Personalized learning is a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Report Card on the Effectiveness of Teacher Training Program - Tennessee requires all approved teacher preparation programs in Tennessee to be evaluated annually based on the placement and retention rates, Praxis II scores, and teacher effect data of their graduates. As part of the state's First to the Top initiatives, the Tennessee Higher Education Commission has made improvements to the report card.

Response to Intervention and Instruction (RTI²) - RTI² focuses on high-quality instruction and interventions that are tailored to individual student needs and where instructional decisions are made based on student outcome

data on high-quality assessments. It is a three-tiered model with progressively more intense interventions provided to students who are not showing growth in general instruction or in response to initial interventions. Student progress is monitored regularly through research-based assessments, ensuring that instructional decisions and decisions to intervene are made based on student data.

SAT - The SAT is a standardized multiple-choice assessment for high school students frequently required for admission into college. The test has sections in mathematics and evidence-based reading and writing, with an optional written essay. Each section of the SAT is scored on a 200 to 800 point scale, and the cumulative score is intended to be an indicator of college readiness. Tennessee requires students to take the SAT or ACT in 11th grade to graduate high school.

Science, Technology, Engineering, and Mathematics (STEM) - STEM is a common acronym for the fields of study of science, technology, engineering, and mathematics. Additionally, STEM education incorporates technology in the classroom to enhance learning. STEM is often discussed as an area in need of improvement and growth to meet the demands of the 21st century workforce.

Summative Assessments - Summative assessments are given at the end of instructional units or school years to evaluate students' progress toward mastery on a set of academic standards. TNReady is Tennessee's annual statewide summative assessment.

Tennessee Promise - The Tennessee Promise is a scholarship and mentoring program that provides a last-dollar scholarship for high school graduates seeking a degree or certificate at a community college, Tennessee College of Applied Technology (TCAT), or other eligible institution. The maximum scholarship amount is the average cost of tuition and mandatory fees at a Tennessee public community college. The scholarship amount is based on a student's remaining financial need after all other grant aid is applied. Students who graduated from high school in 2015 were the first class eligible for the program.

Tennessee Educator Acceleration Model (TEAM) - TEAM is the state-developed teacher evaluation system implemented in the 2011-12. TEAM combines quantitative and qualitative components. TEAM incorporates frequent observation, constructive feedback, student learning

measures, and aligned development opportunities. TEAM is the evaluation model for approximately 80 percent of teachers statewide.

Tennessee Value-Added Assessment System (TVAAS) - TVAAS aims to measure the impact a district, school, or teacher has on the academic growth of individual students and groups of students from one school year to the next. TVAAS scores are calculated from student performance on TNReady assessments.

Tenure - Tenure is a status where employees are hired on a permanent basis without periodic contract renewals. Tennessee law was changed in 2011 to enable districts to grant tenure to teachers after a five-year probationary period if teachers have demonstrated a certain level of effectiveness, based, in part, on student achievement. Tenure can be revoked when a teacher is rated below expectations on two consecutive evaluations.

TNReady - TNReady is Tennessee's statewide summative assessment for math, English language arts, science and social studies. TNReady is administered to students in grades 3-11 as part of the Tennessee Comprehensive Assessment Program (TCAP) testing. TNReady is aligned with the state's academic standards and measures whether students are on grade level and on track to graduate proficient in the tested subjects.

Work-Based Learning (WBL) - Work-based learning (WBL) is one method for students to develop skills necessary for postsecondary education and future careers. WBL combines academic, technical, and social skills through collaborative activities with industry to allow students to explore possible career options. Introductory WBL activities in the elementary and middle school years may include school-directed experiences that expose students to a broad range of industries and career opportunities such as field trips and tours, career fairs, and guest speakers from various career and industry fields. More advanced activities in high school may include a more comprehensive experience both inside and outside of the classroom through job shadowing, service learning projects, and practicum experiences for credit.



NOTES

- ¹ <https://www.tn.gov/education/data/report-card.html>
- ² <https://www.tn.gov/education/data/department-reports/2017-annual-statistical-report.html>
- ³ <http://wapp.capitol.tn.gov/apps/BillInfo/Default.aspx?BillNumber=SB2565&GA=109>
- ⁴ <https://www.comptroller.tn.gov/OREA/bep#basics>
- ⁵ <https://www.tn.gov/education/data/report-card.html>
- ⁶ <https://www.tn.gov/sbe/committees-and-initiatives/standards-review.html>
- ⁷ <https://www.tn.gov/education/news/2018/7/19/2018-tnready-scores-show-mixed-results--encouraging-areas-of-progress.html>
- ⁸ <https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/policies/2000/2.103%20High%20School%20Policy%201-26-18.pdf>
- ⁹ https://www.tn.gov/content/dam/tn/education/documents/strategic_plan.pdf
- ¹⁰ <https://www.tn.gov/education/news/2017/10/10/tennessee-public-school-students-set-new-record-with-act-average-score-of-20-1-.html>
- ¹¹ <https://www.tn.gov/education/career-and-technical-education/career-clusters.html>
- ¹² Chiefs for Change. (2017). Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning. Policy paper. Washington, DC.
- ¹³ Steiner, D. (2017). Curriculum Research: What We Know and Where We Need to Go. Baltimore, MD: StandardsWork.
- ¹⁴ Polikoff, M. (2014) At last, accountability for textbook publishers? Thomas Fordham Institute. Retrieved from: <http://edexcellence.net/articles/at-last-accountability-for-textbook-publishers>
- ¹⁵ <http://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=SB1835&ga=108>
- ¹⁶ <https://www.tn.gov/governor/news/2014/10/22/haslam-lays-out-next-steps-from-education-summit.html>
- ¹⁷ <https://www.tn.gov/sbe/news/2016/4/15/state-board-approves-new-tennessee-math-and-english-language-arts-standards.html>
- ¹⁸ <https://www.tn.gov/sbe/news/2016/10/14/state-board-approves-new-tennessee-science-standards.html>
- ¹⁹ <https://www.tn.gov/sbe/news/2016/10/14/state-board-approves-new-tennessee-fine-arts-standards.html>
- ²⁰ <https://www.tn.gov/sbe/news/2017/7/28/state-board-of-education-approves-new-tennessee-academic-standards-for-social-studies.html>
- ²¹ <https://www.nationsreportcard.gov/>
- ²² https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf
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- ²⁴ All statistics based on searching for demographic information on the 2016-17 Tennessee Report Card of schools identified on 2015 priority schools list. Schools that closed between the release of the 2015 priority schools list and the 2016-17 Tennessee Report Card were excluded from calculations.
- ²⁵ https://peabody.vanderbilt.edu/research/tnedresearchalliance/files/School_Turnaround_After_Five_Years_FINAL.pdf
- ²⁶ <https://www.tn.gov/education/data/accountability/2018-school-accountability.html>
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- ³⁷ <http://www.capitol.tn.gov/Bills/106/Bill/SB7005.pdf>
- ³⁸ <https://www.tn.gov/content/tn/education/early-postsecondary.html>
- ³⁹ <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>
- ⁴⁰ Includes schools with TVAAS composite scores for the 2017-2018 school year. For Davidson County, excludes Explore Community School, KIPP Nashville College Prep Elementary, and KIPP Academy Nashville Elementary School. For Shelby County, excludes Libertas School, Rocketship Partners Community Prep, and all directly run Achievement School District schools.
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- ⁴² <https://www.qualitycharters.org/wp-content/uploads/2018/08/Authorizer-Accountability-One-Pager-FINAL.pdf>
- ⁴³ <http://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=SB1523&ga=107>
- ⁴⁴ <http://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=SB0830&ga=108>
- ⁴⁵ <https://www.chalkbeat.org/posts/tn/2017/04/26/sweeping-charter-school-bill-passes-tennessee-legislature/>
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- ⁴⁹ https://www.bls.gov/emp/ep_table_education_summary.htm
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