



# State Board of Education Workshop

February 4, 2021 | 12:15pm



# 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

## WHOLE CHILD

---

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

## EDUCATORS

---

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

TN

Department of  
Education

# Agenda

**I. ESSER and GEER 2.0**

**II. Reading 360**

**III. Special Session**

# ESSER and GEER 2.0





# ESSER 2.0 and GEER 2.0

## ESSER 2.0 (\$1.1B for Tennessee)

- States received allocations based on their share of Title I funding
  - 90% of funds must be allocated to LEAs based on each LEA's Title I share (approx. 990M)
  - 10% is reserved for SEA-level activities (approx. 110M)
- District allocations vary (amounts sent to LEAs on January 7, 2021)
- The uses of funds include all of those previously allowed but emphasize: **learning loss** and school **facility improvements**

## GEER 2.0 (\$100M for Tennessee)

- Funding **explicitly mandates** amounts for nonpublic schools (\$72M)
- **The SEA is required to administer** the funds for nonpublic schools
- The uses of all **remaining** GEER funds continue to be at the discretion of the Governor and are flexible to **address education-related needs**



# Important Notes

**Reminder: this is the second round of federal funding.** (ESSER 1.0 was awarded and allocated in the early summer of 2020.)

## Timeline:

The timeline to allocate and award these funds is brief. LEA plans are due March 1, 2021.

## Allowability Period:

Funds are expected to be obligated by September 30, 2023 (including the allowable one-year extension).

**Reporting:** Federal law states expectations on planning, spending and reporting. LEAs will submit monthly reports to the department, detailing encumbrances and spending. A template for this monthly reporting will be provided by the TDOE and published on the TDOE website.



# READING 360





Reading  
**360**

*A comprehensive vision  
for Tennessee literacy*





# Literacy Over Time



**RACE TO THE TOP**

2012

Teacher training + district and school leader development.

**READ TO BE READY**  
75 percent of Tennessee students reading on grade level by 2025

2015

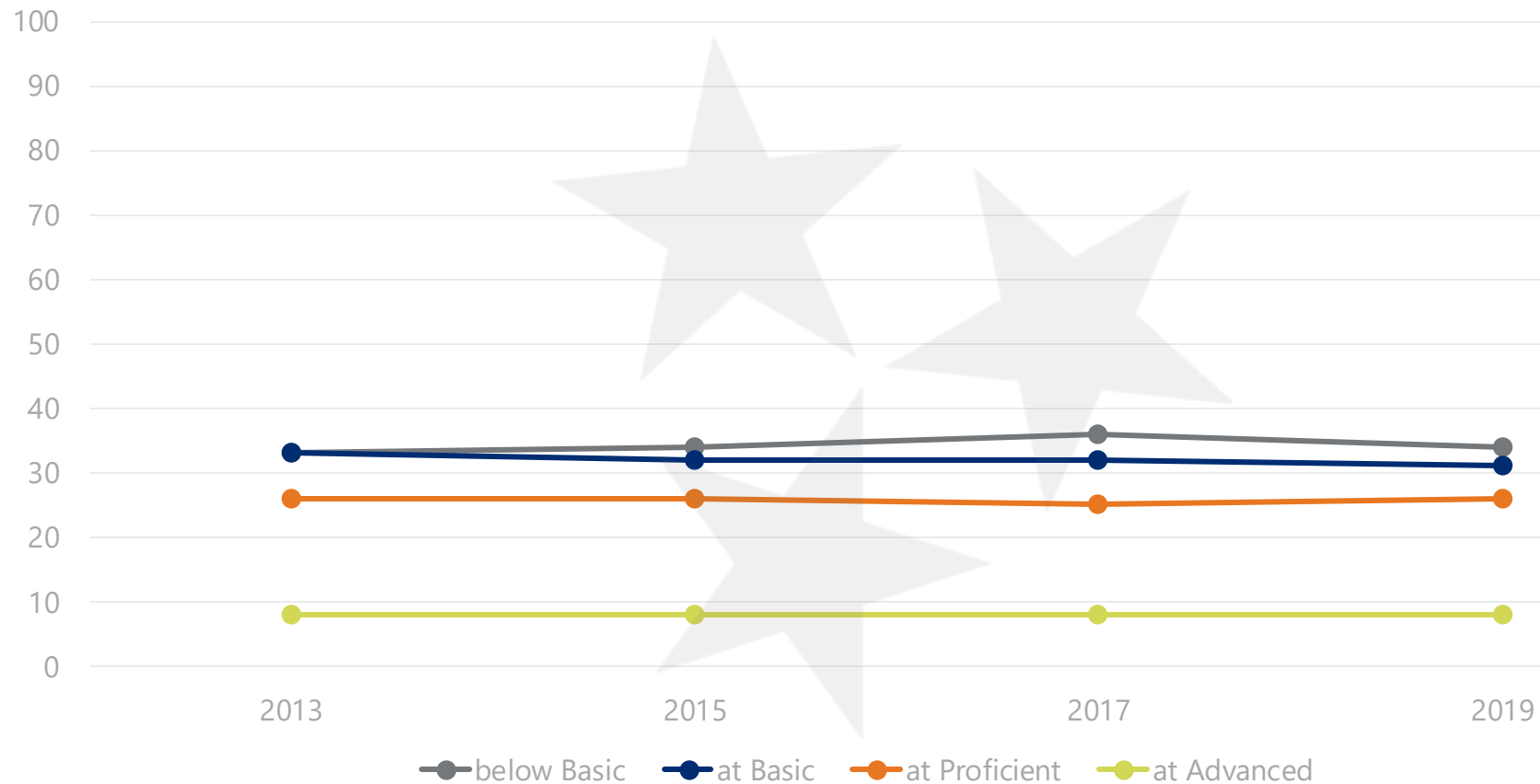
General literacy coaching on a variety of reading strategies, unit starters as resources for teachers.

**Reading 360**  
A comprehensive vision for Tennessee literacy

2020

***Comprehensive*** approach includes systematic foundational literacy, educator and leader preparation, instructional materials, training, coaching, ongoing support, and online and family resources

# % Students At Each Achievement Level Grade 4 Reading (NAEP)



## KEY TAKEAWAY

Overall...



**4<sup>th</sup>**  
grade

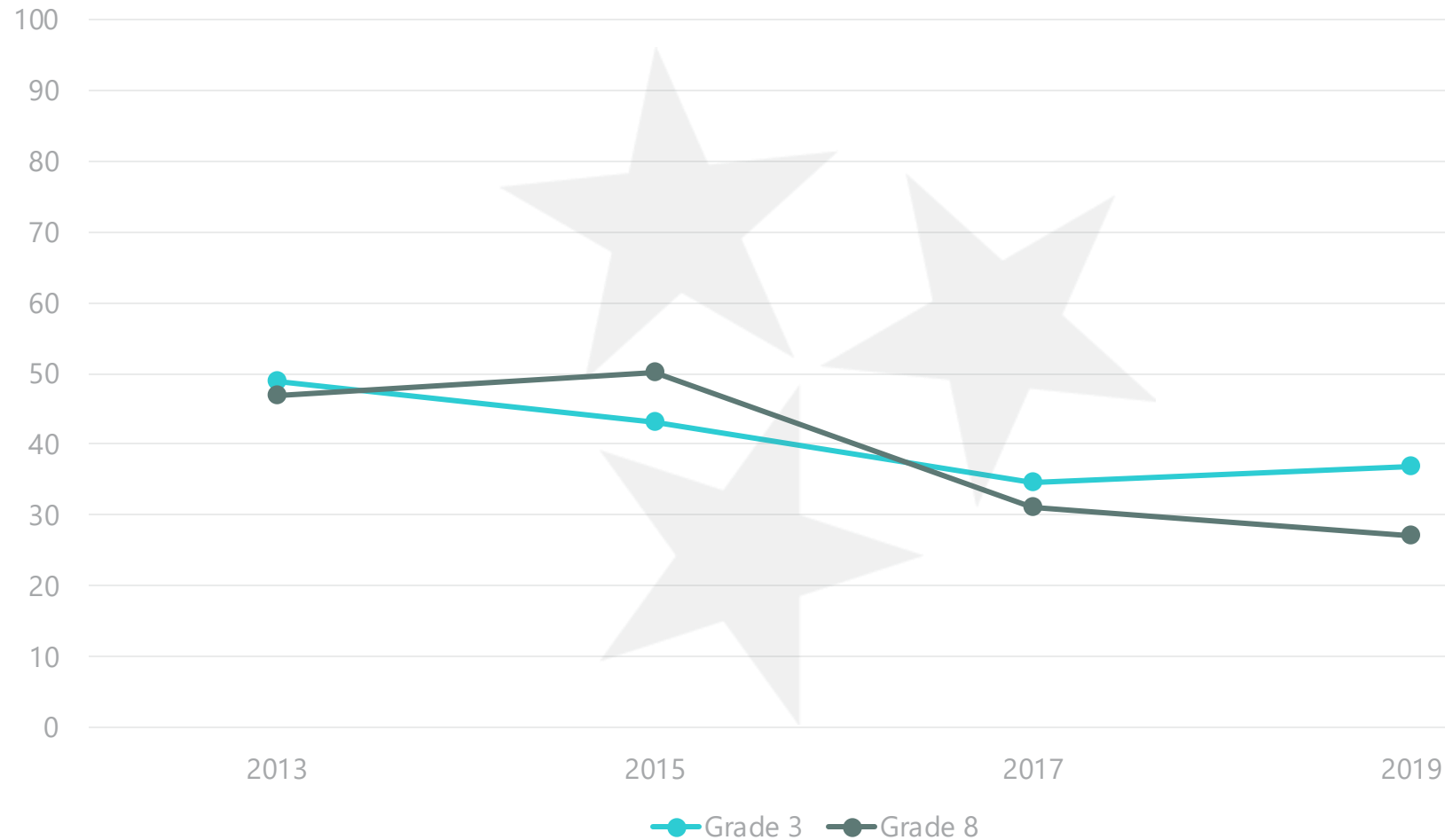
**READING  
ACHIEVEMENT**  
— has been —  
**UNCHANGED**  
**FOR THE PAST**  
**7 YEARS.**

*NOTE: Some apparent differences between estimates may not be statistically significant.*

*SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013, 2015, 2017, 2019 Reading Assessments.*

# % Students At or Above Proficiency

## Grades 3 & 8 English Language Arts (ELA) (TCAP)



### KEY TAKEAWAY

Not hitting the...



**3<sup>rd</sup>**  
grade

**LITERACY  
PROFICIENCY  
MILESTONE**

— makes it —

**HARDER TO  
CATCH UP &  
SUCCEED**

# Why Reading Proficiency by Grade 3 Matters

Key indicator of future academic success as well as lifelong socioeconomic and health outcomes

Children reading at grade level are...



**MORE  
LIKELY  
TO:**

- Graduate from high school
- Enter & complete post-secondary programs
- Remain gainfully employed later in life



**SIGNIFICANTLY  
MORE LIKELY TO:**

Stay on grade level over time

**HIGHLY CORRELATED** with high school completion and lifelong socioeconomic and health and wellness outcomes.



Children not reading at grade level are...

**4X MORE LIKELY TO DROP  
OUT OF HIGH SCHOOL**

*Negatively impacting short & long-term earning potential*

**ASSOCIATED** with higher rates of poverty, not keeping up with medical treatment, pre-teen alcohol use, depression, and teenage pregnancy.

## KEY TAKEAWAY

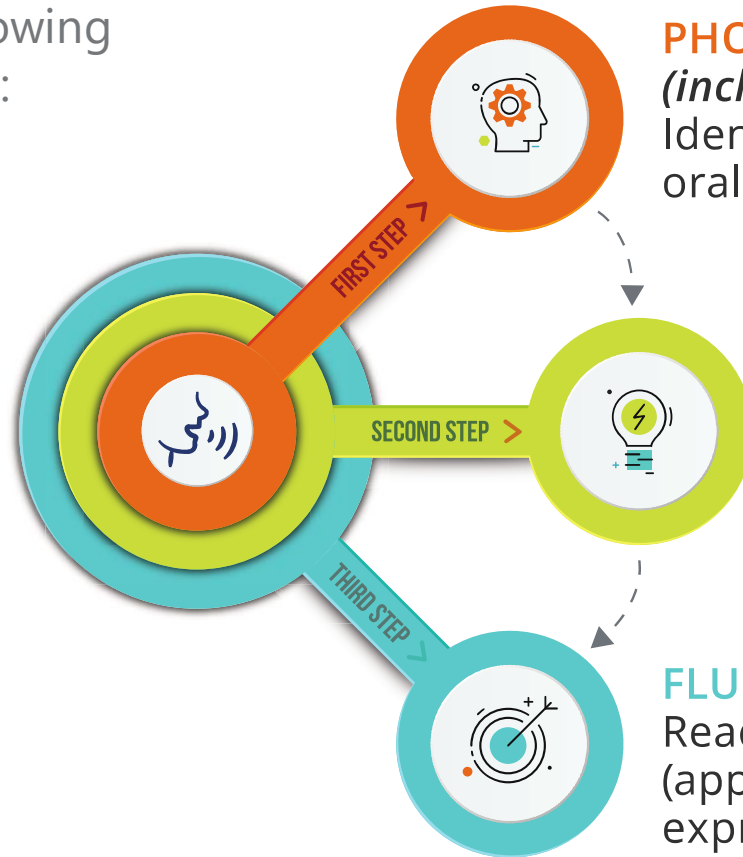
Low literacy rates negatively impacts our students and our state.



# With a Focus on Phonics

Foundational skills lessons should demonstrate the following components and focus areas:

**SOUNDS  
FIRST**



## PHONOLOGICAL AWARENESS

*(including phonemic awareness)*

Identifying and manipulating units of oral language such as words and syllables.

## PHONICS & WORD RECOGNITION

Knowing and applying sound and spelling patterns and word analysis skills in order to recognize and decode words in print.

## FLUENCY

Reading with sufficient accuracy, rate (appropriate to text and task), and expression to support comprehension.



# Reading 360 Plan Components



## TRAINING & COACHING

Provide additional support for both teachers in classrooms and future teachers around literacy instruction



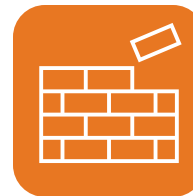
## EPP & LPP INNOVATIONS

Support for educator and leader preparation providers in developing new courses and content



## IMPLEMENTATION NETWORKS

Establish and fund regional district networks focused on literacy and high quality materials



## CORE SUPPORTS

Provide district leaders with support for implementation and establishment of systems across 8 CORE regions



## ONLINE TOOL

Feature video-based lessons, teacher implementation supports, at-home family reading resources, and leader guidance documents



## ASSESSMENT OF LITERACY

Connect teachers, leaders, and parents to resources, tools, and data using early grade literacy screener and information system



## CONNECTED LITERACY

Provide 13,000+ students and their families with microgrants for early literacy tutoring



## PUBLIC AWARENESS CAMPAIGN

Build and foster partnerships across the state to elevate awareness and promote broader engagement

# Teachers

*“Reading inspires us to dream.”*  
— Dolly Parton

# Teaching as a Profession



**Observation & hands-on teaching experiences** for high school students



**Development of advanced coursework** and dual enrollment within Teaching as a Profession program of study



Seamless transition into **Educator Preparation Programs**



Pathways to participate in **Grow Your Own** network



**Apprenticeship opportunities**  
(pending federal application request)



**INCREASE  
EDUCATOR DIVERSITY**

by ensuring opportunity and access among all students



**IDENTIFY & CAPTIVATE  
FUTURE EDUCATORS**

while still in high school



**DEVELOP PK-12  
TEACHER PIPELINE**  
to align with postsecondary



# Educator & Leader Preparation Innovations

- Pilot starting in Fall 2021
- Partnership with the State Board of Education to create and revise standards for EPP's Fall 2022 programs, and in partnership with the Tennessee Higher Education Commission (THEC)
- Competitive grants for development of "plug and play" courses and content to meet new standards, provide mentoring, and facilitating working groups
- Standards & content will be developed in the following areas:
  - **Foundational Skills** (*including data and assessment*)
  - **High Quality Instructional Materials**
  - **Developmentally appropriate strategies and services**
- Literacy components of EPP Innovation focus on developing standards and competencies aligned to training and coaching outcomes for educators
- Aligned licensure assessment to be developed by 2024



# Early Literacy Training & Coaching



**2 weeks of opt-in training** that develops knowledge & application of foundational skills for PK-4 educators:



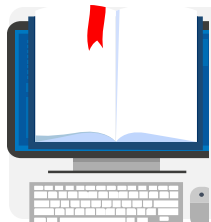
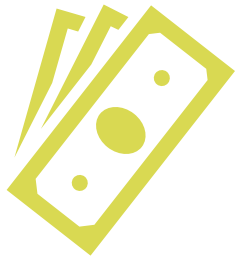
**Online module** housed inside Best for All Central website.

**Face-to-face training** for educators, focusing on application and coaching.

**Teachers will receive consumable classroom kits** after completion of both weeks.



**Educators will receive \$1,000 stipend & a micro-credential eligible for PDPs** for completing both weeks of content.



**Flexible online delivery modules** for future training and out-of-state educators.

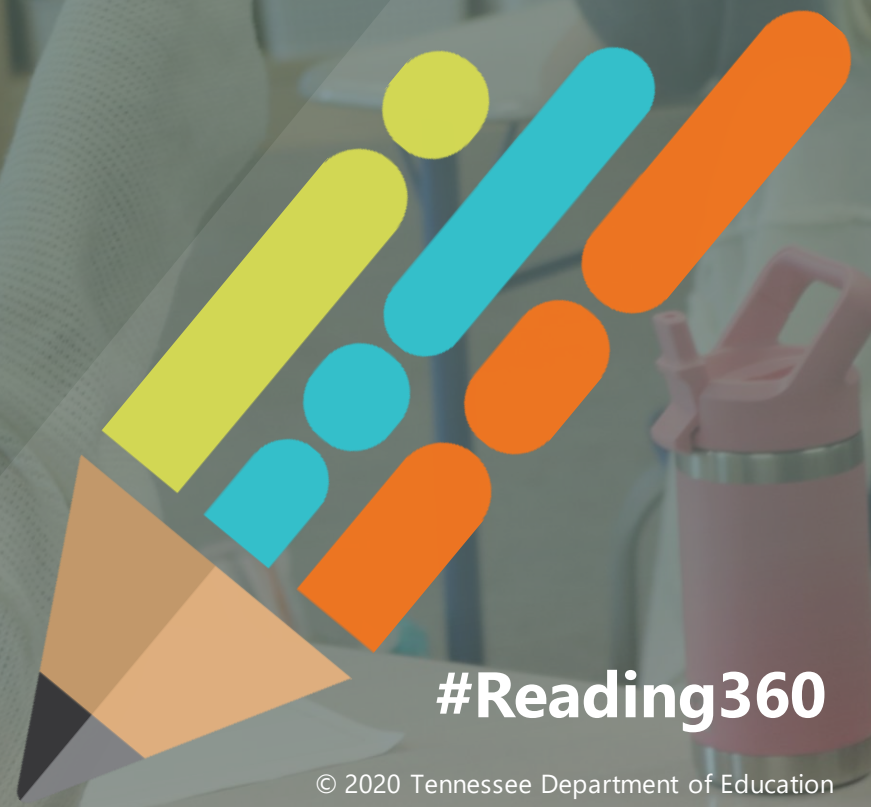
**Districts choosing to participate** in the cohort networks will also have educators participating in this training and coaching.





# Districts

*"Today a reader, tomorrow a leader."  
— Margaret Fuller*



# Implementation Networks



## FOUR MAJOR COMPONENTS



Regional opt-in implementation networks focusing on K-12 literacy implementation



Support tailored to district and school leaders

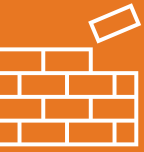


Regional implementation networks for high quality materials in grades 3-12



Early literacy cohort networks focused on foundational skills implementation for grades PK-2

- **Districts opt-in to knowledge building series,** but need to apply and be selected for..
  - Regional implementation networks (48+ districts)
  - Early literacy cohort networks (~75+ districts)
- **Networks supported by approved partners** selected from an approved provider list.
- **ATSI focused supports managed and delivered by CORE.**
- **Additional support** for turnaround schools and principal professional development.



## CORE Supports

- **Engage in 1:1 partnerships** with districts to support their implementation of ELA High Quality Instructional Materials (HQIM). Districts with ATSI and TSI schools will be prioritized for support.
- **Complement the implementation networks** by focusing on districts not participating in those networks.
- **Help district leaders establish systems and structures centrally** to support strong implementation and know how they need to refine to get better over time.





## Online Tool

# PK-2 TN Foundational Skills Curriculum Supplement

*video-based lessons, teacher implementation supports, and leader guidance documents*

- **FOR TEACHERS:** Site will feature **extensive videos, tools, and guidance documents** to support foundational literacy practices and aligned at-home resources for families
- **FOR LEADERS:** Site will feature resources to support school-site staff with implementation



**Materials navigator approach to**  
*finding literacy resources*



# Online Tool (continued)



## Materials Navigator

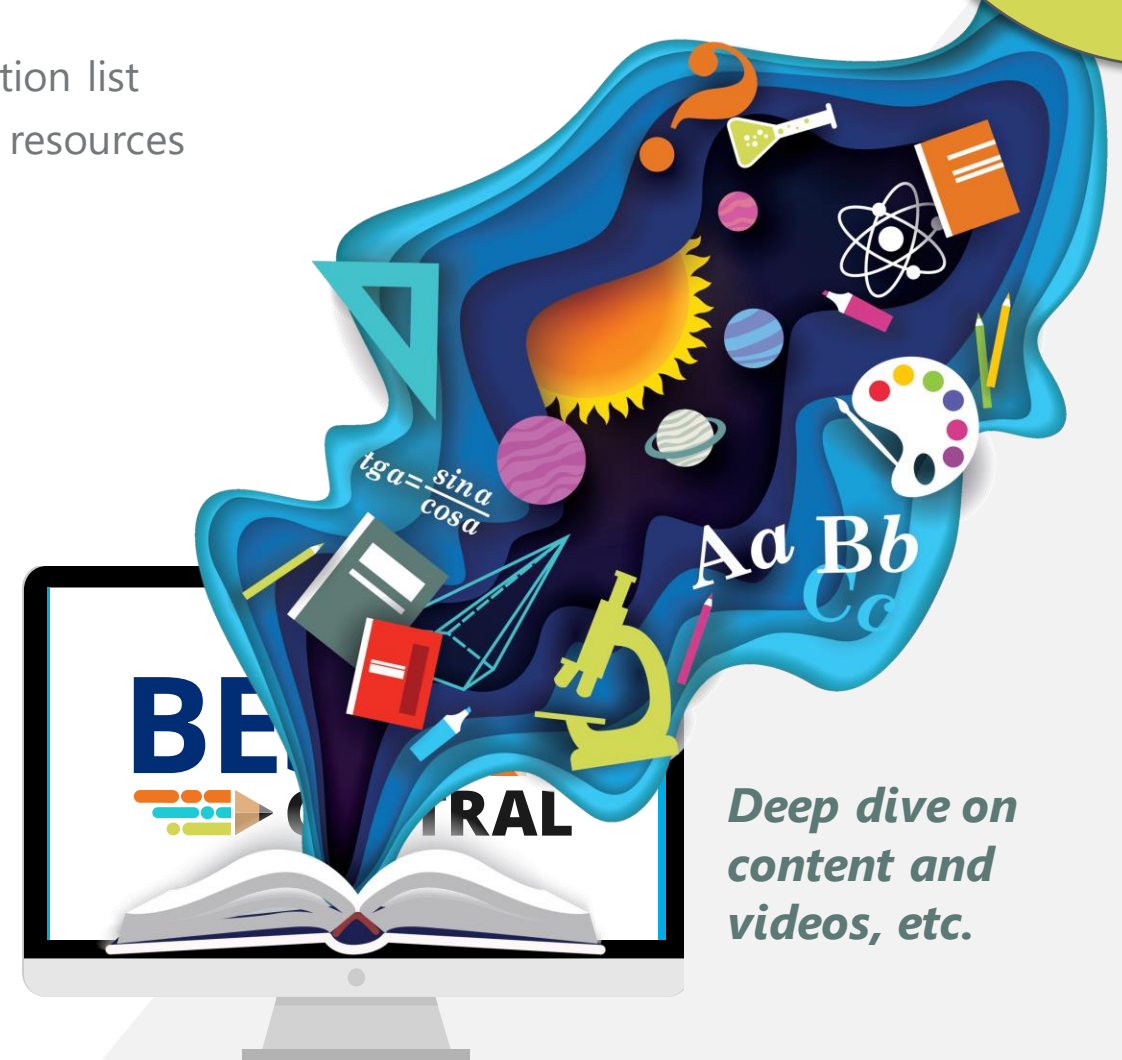
- K-8 ELA scope and sequences for several curricula on state adoption list
- Videos, lesson plans, and implementation guidance and support resources

## Foundational Skills Curriculum Supplement

- Daily lesson plans for PK-2nd grades
- District-friendly implementation schedules and professional learning support videos
- District implementation models and daily video lessons
- Literacy practice resources: decodables, code charts, big books and intervention lessons

## At-Home Reading Family Resources

- Read alouds of stories and at-home videos
- Two-minute video activities for families
- One-page activity guides to support family reading time



*Deep dive on content and videos, etc.*





# Assessment of Literacy

## Early Grade Literacy Screener

- Used multiple times/year
- Meets reading screening requirements for RTI and dyslexia

- ✓ Phonological awareness
- ✓ Sound-symbol correspondence
- ✓ Letter blending and decoding
- ✓ Reading fluency
- ✓ Developmental spelling and letter formation



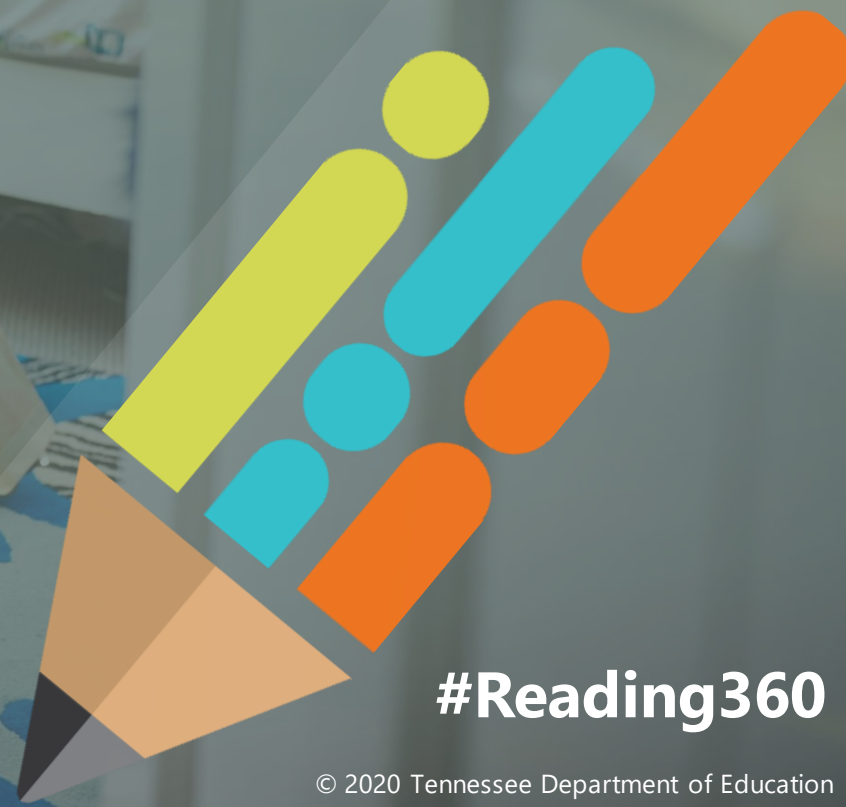
## Literacy Data System

- Tracks student progress throughout the year for quicker intervention
- Integrates with Online Literacy Tool and progress dashboards
- Connects teachers, leaders, and parents to resources, tools, and supports based on student need



# Families

*“Fill your house with stacks of books,  
in all the crannies and all the nooks.”  
— Dr. Seuss*



# Connected Literacy Microgrants

- **Initiative provides over 13,000 students & their families with grants** for spring & summer tutoring for children from approved provider list.
- **Providers** must ensure that all tutors complete and pass the **two-week training series** as well as commit to using the TN Foundational Skills curriculum.
- Options will provide on average **36 hours of early literacy tutoring for each student** across a 12-week tutoring cycle.
- Information will be shared with families through districts





# At-Home Reading Series

PARTNERSHIPS TO  
SUPPORT FAMILIES



- 75+ rural TN districts received almost 600,000 books for 59,500 students
- 10 books for each K-3rd grade student in participating districts
- 1-page “Family Reading Time” guides to pair with each book
- Additional teacher packs delivered to coordinate at-home and in-school opportunities



# At-Home Reading Series Book Packs

**PARTNERSHIPS TO  
SUPPORT FAMILIES**



## Families:

- Can order PK–3rd grade kits **at no charge**
- Kits delivered to homes
- Receive 1 kit for every child in grades PK-3

## Kits include:

- Guide to practice sounds-first reading
- 10 decodable books to practice reading
- Additional online activities, videos, and supports to foster home reading practice



# Ready4K App

**PARTNERSHIPS TO  
SUPPORT FAMILIES**



- A text-based app provided for all PK-3rd grade families in participating districts
- Parents receive three weekly text messages aligned to each child's age and to Tennessee standards
- Messages will provide engaging family activities that support home literacy learning



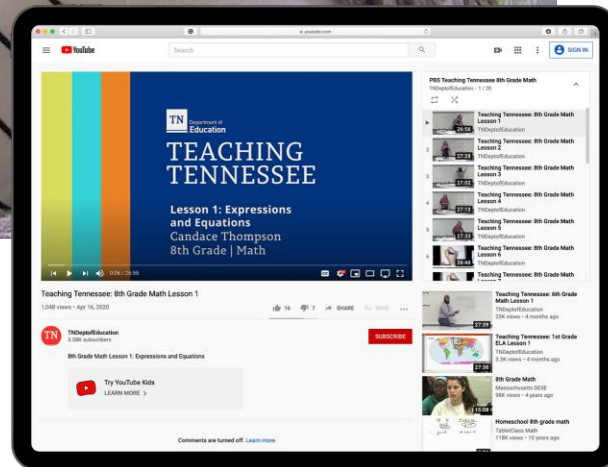


# PBS Teaching Tennessee

**PARTNERSHIPS TO  
SUPPORT FAMILIES**



- Continued **statewide partnership** with Tennessee's 6 PBS stations: *Spring 2020 - Summer 2021*
- Video lessons contain **instructional, standards aligned content** created for Tennessee students and teachers
- **400+ video lessons** by Tennessee teachers for PK–8th graders with select companion resources



# Community Partnerships

*“Intelligence plus character.  
That is the goal of true education.”  
— Dr. Martin Luther King, Jr.*





# Public Awareness Campaign

“Starting with Sounds,” to ensure parents and students understand the importance of reading, and how to work on developing strong phonics-based literacy skills at home



## COLLABORATIONS WITH COMMUNITY

- **Partnerships for strong research** to ensure all progress and improvement are captured, and that programmatic efforts can benefit from data-driven decisions and be targeted toward student need
- **Volunteer programs** to ensure Tennesseans who want to help our students have the opportunity, training, and resources they need to do so

**DEC**



**Literacy Announcement  
& Launch**

**MAR-MAY**



**Programming  
Communications**

**APR**



**Programming  
Launch**

**MAY**



**All Procurements  
Awarded**

**MAY**



**Baseline  
Assessment Data**



A comprehensive vision for Tennessee literacy

#Reading360





# SPECIAL SESSION



## Governor Bill Lee calls a Special Legislative Session on Education

January special session to address  
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."  
- Gov. Bill Lee*





# Learning Loss



# Learning Loss: Why It Matters

- Students across Tennessee experienced **different instructional environments in the spring**—with some students who had access to online instruction while others had work packets. This **variance coupled with traditional summer slide** led to learning loss for some students.
- Learning loss **widened persistent achievement gaps** for students from low-income backgrounds, students with disabilities, and English learners.
- Districts are realizing how **COVID-19 disruptions** such as quarantine time in the 2019-20 and 2020-21 school years are impacting early learners.

## KEY TAKEAWAY

Districts may need to provide extra support including **strong summer programming** and **tutoring for students** who need to catch up.

# Intervening to Stop Learning Loss

## *Tennessee Learning Loss Remediation and Student Acceleration Act*

*SB 7002/HB 7004*

- Provides opportunity for students to catch up and accelerate
- Establishes summer programming, beginning in 2021
- **Summers 2021 and 2022:** 6 weeks for elementary + afterschool STREAM, and 4 weeks for middle school
- **Summers 2023 and beyond:** 4 weeks for rising 4<sup>th</sup> – 8<sup>th</sup> graders
- Establishes the ***Tennessee Accelerating Literacy and Learning Corps (TN ALL Corps)*** to ensure availability of qualified tutors



# Intervening to Stop Learning Loss

## *Tennessee Learning Loss Remediation and Student Acceleration Act*

*SB 7002/HB 7004*

- Provides **targeted, rigorous supports to students -- those who are furthest behind and most unlikely to catch up**-- before retention after 3rd grade
- Ensures any student who may be retained in 3rd grade has the option to receive the following supports instead:
  - Demonstrate proficiency by **retesting**,
  - Participate in the learning loss **bridge camp (summer programming)**, and/or
  - Be provided a **tutor for the entirety of 4th grade** through the TN ALL Corps
- Provides free universal math and reading screeners and benchmark assessments for districts
- Tennessee teachers, tutors, and staff **receive stipends for their work**
- State would fully fund this program through a combination of **TANF, LEAPS (21st Century Afterschool Federal Dollars), and state funds**



# Accountability

# Accountability: Why It Matters

- Tennessee's accountability system is central to the academic progress made in the state over the last decade and provides a critical view of how well educators, schools and districts are serving all students.
- Student assessment results are traditionally used in accountability scores for educators, schools and districts.
- Though educators have worked hard to overcome new challenges, they have faced extended time away from their classrooms and students.

## KEY TAKEAWAY

Educators want certainty around whether assessment will be used in teacher evaluations or school accountability this year so they can **focus on catching students up and accelerating learning.**

# Accountability to Inform

## *Common-Sense Adjustments to Accountability*

SB 7001/HB 7003

- Provides ***hold harmless changes*** to educator evaluation and school and district accountability framework for the 2020-2021 school year, provided districts meet an 80% participation rate for the spring TCAP assessments or receive a commissioner waiver
- ***Ensures parents and educators are still able to access assessment data*** to ensure an accurate picture of where our students are
- State will still require TCAP testing, and ***districts must ensure TCAP testing takes place*** in order to be held harmless on school and district-level accountability measures





# Literacy



# Literacy: Building Better Readers with Phonics

## **Tennessee Literacy Success Act**

SB 7003/HB 7002

- Ensures LEAs and public charter schools use **foundational literacy skills instruction, with a phonics-based approach**, to develop students as strong readers
- Requires LEAs and public charter schools to develop a **Foundational Literacy Skills Plan** to articulate the districts' locally-driven solutions to improve literacy outcomes for their students. Plans must be reported publicly
- Ensures **state-provided or state-approved reading screeners can be used by districts to satisfy multiple requirements** including dyslexia screening, RTI<sup>2</sup> screening, and as an approved alternative to portfolio assessments
- Requires **EPPs to provide training on foundational literacy skills**
- Requires K-3 teaching candidates to pass a **reading instruction assessment**



# Teacher Pay

# Teacher Pay: Why It Matters

- Prior to the COVID-19 pandemic, Governor Bill Lee proposed in the state budget a 4% increase to the instructional component of the BEP. Necessarily, this proposal along with all new budget requests were stripped from the budget to prepare our state for response and recovery.
- Though teacher pay was a priority in Tennessee prior to COVID-19, teachers have worked especially hard throughout the pandemic to adapt to new challenges, new dynamics, and new instructional environments while still meeting the needs of all students.

## KEY TAKEAWAY

**Teachers work hard in their classrooms every day to support all students,** and with clearer budget implications after a difficult school year, the state can revisit proposals to boost teacher pay.

# Teacher Pay

## *Increasing Funding for Teachers*

### *State Appropriations*

- The governor announced last year his priority to give teachers a deserved pay increase
- Proposing an ***immediate, one-time 2% increase (retroactive to January 1<sup>st</sup>)*** to go towards teacher raises
  - ***Addresses need within the current fiscal year without negatively impacting district budgets***
- Proposes a ***full 4% into the instructional component of the BEP starting next year*** as a recurring amount





# Questions?

#TNBestForAll





**TENNESSEE**  
STATE BOARD OF EDUCATION

# **CHARTER SCHOOL ANNUAL REPORT**

---

STATE BOARD OF EDUCATION WORKSHOP

FEBRUARY 4, 2021

# THE PURPOSE

---

- Pursuant to T.C.A. § 49-13-120, each chartering authority shall submit to the TDOE an annual authorizing report by January 1 of each year.
- State Board Policy 6.111 – Quality Charter Authorizing Standards
  - A quality authorizer provides an annual written report to each school.
  - A quality authorizer produces an annual public report that provides clear and accurate performance data for its charter schools.

# STATE BOARD AUTHORIZED CHARTER SCHOOLS

---

- **Bluff City High School (BCHS)**
  - Operated by Green Dot Public Schools Tennessee in Memphis
  - Opened in August 2017
  - Currently serving 560 students in grades 9-12
- **KIPP Antioch College Prep Elementary (KACPE)**
  - Operated by KIPP Nashville in Nashville
  - Opened in August 2018
  - Currently serving 415 students in grades K-2
- **KIPP Antioch College Prep Middle (KACPM)**
  - Operated by KIPP Nashville in Nashville
  - Opened in August 2019
  - Currently serving 270 students in grades 5-6



# APPROVED CHARTER SCHOOL APPLICATIONS

---

- **Rocketship Nashville #3**
  - Approved in November 2019
  - Opening in August 2022 under the Public Charter School Commission
- **Cornerstone Prep**
  - Approved in September 2020
  - Opening in August 2021 under the Public Charter School Commission
- **KIPP Antioch College Prep High School**
  - Approved in September 2020
  - Opening in August 2023 under the Public Charter School Commission
- **Memphis School of Excellence – Cordova**
  - Approved in September 2020
  - Opening in August 2021 under Shelby County Schools
- **Nashville Collegiate Prep**
  - Approved in September 2020
  - Opening in August 2021 under the Public Charter School Commission

# PERFORMANCE FRAMEWORK

---

- Annually, the State Board evaluates its charter schools based on the performance framework, which is an exhibit of the charter agreement.
- The State Board adopted its performance framework in January 2018 and its current version was updated in February 2020.
- The performance framework covers three distinct areas of charter school performance:
  - Academic Performance
  - Financial Performance
  - Organizational Performance
- For SY2019-20, the State Board evaluated all three of its operating charter schools.

# ACADEMIC PERFORMANCE FRAMEWORK

---

- The State Board's charter schools are evaluated in the following academic and school culture areas; however, due to the impact of COVID-19, this section of the framework is not applicable.

## Student Academic Achievement

---

- Proficiency
- Growth
- Chronic Absenteeism

(50%)

## Comparative Performance

---

- School's proficiency compared to resident district

(30%)

## School Culture

---

- Suspension Rate
- Student Attrition Rate
- Teacher Retention Rate

(20%)

# AVAILABLE DATA FOR BCHS

INDICATOR	BLUFF CITY HIGH SCHOOL	RATING	CHANGE FROM SY18-19
Chronic Absenteeism	34.7%	Falls Far Below	+4.8%
Out of School Suspension	9%	Does Not Meet	-3.2%
Student Attrition	15.2%	Meets Standard	-8.8%
Teacher Retention	75%	Meets Standard	+4%



# AVAILABLE DATA FOR KACPE

INDICATOR	KIPP ANTIOCH COLLEGE PREP ELEMENTARY	RATING	CHANGE FROM SY18-19
Chronic Absenteeism	5.5%	Exceeds Standard	+2.6%
Out of School Suspension	2%	Exceeds Standard	-1.3%
Student Attrition	8.6%	Exceeds Standard	-3.2%
Teacher Retention	72%	Does Not Meet	+3%

# AVAILABLE DATA FOR KACPM

---

INDICATOR	KIPP ANTIOCH COLLEGE PREP MIDDLE	RATING
Chronic Absenteeism	3.3%	Exceeds Standard
Out of School Suspension	4.6%	Exceeds Standard
Student Attrition	7%	Exceeds Standard
Teacher Retention	89%	Exceeds Standard

# **FINANCIAL PERFORMANCE FRAMEWORK**

---

# FINANCIAL PERFORMANCE FRAMEWORK – ALL SCHOOLS

---

INDICATORS	RATING
Current Ratio	TBD
Unrestricted Days Cash	TBD
Enrollment Variance	Meets Standard
Debt Default	TBD
Total Margin	TBD
Debt to Asset Ratio	TBD
Cash Flow	TBD
Debt Service Coverage Ratio	TBD



# **ORGANIZATIONAL PERFORMANCE FRAMEWORK**

---

# ORGANIZATIONAL PERFORMANCE FRAMEWORK

INDICATORS	BCHS	KACPE	KACPM
Charter Terms	Meets Standard	Meets Standard	Meets Standard
Compliance with Education Requirements	Meets Standard	Meets Standard	Meets Standard
Students with Disabilities Rights	Does Not Meet	Meets Standard	Meets Standard
English Language Learner Rights	Meets Standard	Meets Standard	Meets Standard
Financial Reporting and Compliance Reporting	TBD	TBD	TBD
Generally Accepted Accounting Principles	TBD	TBD	TBD
Governance Requirements	Meets Standard	Meets Standard	Meets Standard
Accountability of Management	N/A	N/A	N/A

# ORGANIZATIONAL PERFORMANCE FRAMEWORK

---

INDICATOR	BCHS	KACPE	KACPM
Reporting Requirements	Meets Standard	Meets Standard	Meets Standard
Rights of Students	Meets Standard	Meets Standard	Meets Standard
Attendance	Meets Standard	Meets Standard	Meets Standard
Credentialing	Does Not Meet	Meets Standard	Meets Standard
Employment Rights	Meets Standard	Meets Standard	Meets Standard
Background Checks	Meets Standard	Meets Standard	Meets Standard
Facilities and Transportation	Meets Standard	Meets Standard	Meets Standard
Health and Safety	Meets Standard	Meets Standard	Meets Standard
Information Handling	Meets Standard	Meets Standard	Meets Standard
All Other Obligations	Meets Standard	Meets Standard	Meets Standard

# NEXT STEPS

---

- Finalize the annual report with financial performance ratings this spring
- Implement intervention, if necessary, in accordance with State Board Policy 6.700 – Intervention, for any performance deficiencies
- Conduct annual school site visits this month for 2020-21 reporting
- Transition schools to the Commission by June 30, 2021
- Support the Commission in hosting the annual end of year school performance meeting with each school in July 2021



**TENNESSEE**  
STATE BOARD OF EDUCATION





**TENNESSEE**  
STATE BOARD OF EDUCATION

# **AUTHORIZER EVALUATIONS**

---

FEBRUARY 4, 2021

# A FOCUS ON QUALITY

---

- In 2017, the charter law was amended to require the State Board of Education to adopt quality authorizing standards.
- In 2018, the charter law was amended to allow authorizers to collect an authorizer fee.
- In 2019, the charter law was amended to create the Tennessee Public Charter School Commission and to charge the State Board of Education with evaluating authorizers.

# STATUTORY CHARGE

---

Pursuant to T.C.A. § 49-13-145:

- The State Board shall ensure the effective operation of authorizers in the state and shall evaluate authorizer quality.
- The State Board is charged with conducting periodic evaluations of authorizers to determine authorizer compliance.
- An authorizer's failure to remedy non-compliance may result in the reduction of the authorizer fee.

The following authorizers in the state will be evaluated:

- Metro Nashville Public Schools
- Shelby County Schools
- Knox County Schools
- Hamilton County Schools
- Achievement School District
- Tennessee Public Charter School Commission

# DEVELOPMENT PROCESS

---

- Tennessee is the fourth (4<sup>th</sup>) state in the U.S. to implement authorizer evaluations.
- Our staff partnered with SchoolWorks to develop our evaluation process.
- We conducted surveys, led focus groups, and facilitated working group sessions with an evaluation task force comprised of authorizing staff, charter school operators and support organizations.
- The Fall 2020 Pilot was our opportunity to test the full evaluation process.

# EVALUATION PROCESS

---

AUTHORIZER EVALUATIONS



# EVALUATION PROCESS

---

## Key Elements:

- Occur at least every two (2) years with a cohort of three (3) authorizers
- Based on an authorizer's alignment to the State Board's Policy 6.111 - Quality Charter Authorizing Standards
- Facilitated by State Board staff and external evaluators
- Authorizers receive preliminary scores and an opportunity to review the evaluation report for factual corrections prior to public release
- Evaluation reports are presented to the State Board at its first meeting following the evaluation cycle and posted on the State Board's website
- During a non-evaluation year, authorizers complete a self-assessment and any corrective action plans, if required

# EVALUATION STANDARDS

---

- The rubric is based on the 24 Quality Charter Authorizing Standards which encompass the following categories:
  - Agency Commitment and Capacity
  - Application Process and Decision Making
  - Performance Contracting
  - Ongoing Oversight and Evaluation
  - Revocation and Renewal Decision Making
  - Advanced Standards (Bonus)
- An authorizer's evidence base is evaluated against the rubric; the evidence base includes:
  - Authorizer documentation
  - Interview with school leaders
  - Interview with authorizing staff
  - Appeals history, if applicable

# EVALUATION OUTCOMES

---

- The final product is a completed evaluation report with a score and evaluative comments per standard, an overall rating, and any required follow-up actions.
- The evaluative comments provide brief statements to describe the documented evidence in relation to each standard of the rubric.
- Follow-up actions are assigned to authorizers who receive a score of “Approaching Satisfactory” or “Unsatisfactory/Incomplete”.

Score	Rating
3.5 – 4.0	Exemplary
3 – 3.49	Commendable
2 – 2.99	Satisfactory
1 – 1.99	Approaching Satisfactory
0 – 0.99	Unsatisfactory/Incomplete

# EVALUATION COHORTS

---

## Cohort 1 Fall 2021:

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

## Cohort 2 Fall 2022:

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

\*Participated in the Fall 2020 Pilot Evaluations

# EVALUATION TIMELINE

## Sample Two-Year Evaluation Cycle

	August	September	October – December	January	February	March – July
Year 1	Orientation	Document Submission	Authorizer Evaluations	Submit Self-Evaluation	SBE Meeting	*
Year 2	Orientation	Document Submission	Authorizer Evaluations	Submit Self-Evaluation	SBE Meeting	*

Purple = Cohort 1    Blue = Cohort 2

\*Task may include completing corrective action plan items and updating documents



# FALL 2020 PILOT

---

AUTHORIZER EVALUATIONS

# PILOT EVALUATIONS

---

## Key Elements:

- All authorizers offered the option to voluntarily participate
  - Metro Nashville and Achievement School District opted in
- Authorizing staff invited to serve as evaluators
  - Shelby County Schools, Metro Nashville and the TN Public Charter School Commission opted in
- Followed the full evaluation process
- Opportunity to gain valuable feedback and further refine process
- Results serve as baseline to gauge thresholds for overall ratings in subsequent evaluations and determine topics for technical assistance

# LESSONS LEARNED

---

- Evaluation is an iterative process.
- Evaluations are intensive and important.
- Authorizers, charter schools, and ultimately, our students will positively benefit from this work.

# NEXT STEPS

---

- Approval of the Authorizer Evaluation Rule
- Approval of State Board Policy 6.113 – Charter School Authorizer Evaluations
- Provide technical assistance to authorizers in key areas ahead of the formal evaluations
- Begin formal evaluations of Cohort 1 this Fall

# QUESTIONS?

---



**TENNESSEE**  
STATE BOARD OF EDUCATION





**TENNESSEE**  
STATE BOARD OF EDUCATION

# **RECOMMENDATION OVERVIEW**

---

INTREPID COLLEGE PREP'S AMENDMENT APPEAL

FEBRUARY 4, 2021

# STATUTORY CHARGE

---

AMENDMENT APPEALS

# ABILITY TO AMEND CHARTER AGREEMENTS

---

- Pursuant to T.C.A. § 49-13-110(d), the governing body of a charter school may petition the authorizer to amend the original charter agreement. Timelines for approval and the appeal process will be determined by the State Board.
- In the case of the Intrepid College Prep (Intrepid), Metro Nashville Public Schools (MNPS) denied the amendment petition request by Intrepid on November 24, 2020.

# STATE BOARD'S PROCESS

---

- Pursuant to State Board rule 0520-14-01-.06, a charter school that has its amendment application denied by an authorizer may appeal the decision to the State Board.
- State Board staff conducted the following process:
  - Requested documentation from MNPS and Intrepid to gather evidence regarding the reasons cited by MNPS in the denial decision;
  - Held a virtual public hearing on January 12, 2021 and accepted public comment; and
  - Conducted a complete review of the record.

# STANDARD OF REVIEW

---

- In order to overturn a local board of education's decision to deny a charter amendment petition, the State Board must find that the local board's decision to deny the charter amendment petition was **contrary to the best interests of the students, LEA, or community**.

# RECOMMENDATION

---



# RECOMMENDATION

---

- Based on the procedural history, findings of fact, and analysis of the issues, the Executive Director of the State Board believes that the decision to deny the charter amendment petition was not contrary to the best interests of the students, the LEA, or the community.
- Therefore, the Executive Director recommends that the State Board **uphold the decision of MNPS** to deny Intrepid's amendment petition.

# BACKGROUND INFORMATION

---

OVERVIEW OF TIMELINE

# TIMELINE OVERVIEW

---

- Intrepid opened in the 2013-14 school year, serving grade 5 and growing by one grade level each year through grade 12.
- On September 1, 2020, Intrepid submitted a letter of intent to MNPS to amend its charter agreement, and on October 1, 2020 submitted its application to the district.
- On November 24, 2020, the MNPS Office of Charter Schools presented its findings to the MNPS Board of Education, stating that Intrepid met the criteria for approval. The MNPS Board of Education voted to deny the amendment application of Intrepid.
- Intrepid appealed this denial to the State Board on December 4, 2020.

# BACKGROUND INFORMATION

---

FACTS AND ANALYSIS

# FINDINGS OF FACT

---

- Intrepid submitted an amendment application to gradually expand its enrollment maximum by a total of 96 seats by the 2023-24 school year.
- Intrepid based its rationale for the amendment on the need to expand programmatic offerings at the high school and to accommodate increased demand for its middle and high school program.
- During the public hearing, Intrepid stated that the amendment would allow the school to accept a larger 5<sup>th</sup> grade and 9<sup>th</sup> grade class. Without the amendment, the school would have to accept a smaller 5<sup>th</sup> grade class next school year to stay within its enrollment cap.

# FINDINGS OF FACT

---

- MNPS's Board of Education voted to deny Intrepid's amendment application based on three key factors:
  - MNPS stated that it plans to build a new middle school in the Antioch community within the next 2-3 years and to expand Cane Ridge High School with an additional 480 seats and the amendment would undermine their long-term planning.
  - MNPS expressed concern that Intrepid has seen a downward trend in its academic data over the past 3 years in its ELA and math scores and TVAAS.
  - MNPS stated that Intrepid did not demonstrate any material change in circumstance to justify the increase and allowing the amendment request would reward Intrepid's failure to properly anticipate and manage its enrollment according to the charter agreement.



# ANALYSIS OF FACTS

---

- While Intrepid presented evidence that its students are out-performing the district schools on state assessments in math and English language arts, as well as strong ACT scores from its first senior class, their assessment scores have been on a steady decline for the last three years, especially in math.
- Intrepid has increased instructional supports and undergone leadership changes but without data, we cannot determine if the adjustments have been effective.
- Intrepid will begin their renewal process in 2 years which may be a better time to address an enrollment increase.
- In 2 years, there will be more academic data to confirm the interventions have been effective and MNPS's new middle school will be complete and provide a clearer picture of seat capacity in the area.

# QUALITY AUTHORIZING STANDARDS

---

ANALYSIS OF MNPS'S PRACTICES & DECISION-MAKING

# ALIGNMENT TO QUALITY AUTHORIZING STANDARDS

---

- T.C.A. § 49-13-108(f) requires local boards of education to align their practice to the State Board's Quality Authorizing Standards.
- MNPS provided evidence of alignment to the following standards:
  - Provided its charter schools with an application and process to amend their charter agreements; and
  - Based its decision on academic performance, allowing the school additional time to turn around its declining academic scores before granting a request to expand enrollment.

# RECOMMENDATION

---

# RECOMMENDATION

---

- While Intrepid is attempting to amend its enrollment cap to respond to community demand, MNPS presented evidence of school's declining academic achievement over the past three (3) years.
- MNPS would prefer to consider granting Intrepid additional seats at the renewal stage in 2023, after which more information will be available regarding the school's continued performance, and seat capacity in the area.
- Waiting to see if the school is able to turn around its declining TN Ready scores before granting a request to expand enrollment is in keeping with the State Board's Quality Charter Authorizing Standards.
- Therefore, the Executive Director recommends that the State Board uphold the decision of MNPS to deny the amendment petition of Intrepid College Prep.

# DISCUSSION AND QUESTIONS

---



**TENNESSEE**  
STATE BOARD OF EDUCATION



**TACIR**



# Broadband Access and Adoption in Tennessee: Four Years After the Broadband Accessibility Act of 2017

Matt Owen  
Policy Coordinator

February 4, 2021

[www.tn.gov/tacir](http://www.tn.gov/tacir)





# Who We Are

- Established in 1978.
  
- Mission: Serve as a forum for the discussion and resolution of intergovernmental problems to better serve the citizens of the state.
  
- Members
  - ❖ State Legislators (10)
  - ❖ Local Officials (10)
  - ❖ Executive Branch Representatives (2)
  - ❖ Private Citizens (2)
  - ❖ Comptroller of the Treasury (1)

**TACIR**



# Prior Broadband Research

- Recognizing broadband's importance, TACIR initiated a study of broadband access and adoption in Tennessee in 2015.
- Report published in [2017](#).
- Recommendations
  - ❖ Emphasized opportunities for government to work with the private sector to fill remaining coverage and adoption gaps in the manner least costly to taxpayers without expanding the role of government.
  - ❖ Helped guide policy changes included in the Tennessee Broadband Accessibility Act (Public Chapter 228, Acts of 2017).



# Tennessee Broadband Accessibility Act

- Investment
  - ❖ Grants for expansion in unserved areas
  - ❖ Tax credit—since repealed—for broadband investment
- Deregulation
  - ❖ Authorization for electric cooperatives to provide broadband
  - ❖ “Broadband Ready Community” designation ([list](#))
- Education
  - ❖ Grants for libraries for broadband adoption efforts
- TACIR report update ([published report](#)) ([appendixes](#))

TACIR



# Where Are We Four Years Later?

## ➤ Primary trends

- ❖ Both access and adoption continue to increase.
- ❖ Urban-rural divide in broadband access remains.

## ➤ Tennessee compared with other states

- ❖ 34<sup>th</sup> for broadband access (nationally)
- ❖ 31<sup>st</sup> for broadband adoption (nationally)
- ❖ 6<sup>th</sup> for access and adoption (southeast)
- ❖ Note: Data for rankings are from December 2018.



# Who Has Broadband?

93.7%\*

—Percentage of Tennesseans living in areas where providers report broadband is available (Dec. 2019)

58%

—Percentage of households with access that subscribe to service according to providers (Dec. 2018)

\* *Maximum* extent of broadband access

- FCC standard for broadband
  - ❖ 25 megabits per second download and 3 megabits per second upload (25/3)
  - ❖ Separate standard for schools
- Data limitations



# Increasing Broadband Adoption

## Barriers

- Lack of access (more on this later)
- Cost of service
- Cost of devices
- Lack of interest or need

## Sample Resources

- Digital inclusion toolkit ([Dept. of Economic and Community Development](#))
- Provider-led programs
- Federal Lifeline program
- Libraries
- Schools



# Getting Students Connected

- Ensuring access to devices that can be taken home
- Short-term solutions for broadband access
  - ❖ Mobile wireless hotspots
  - ❖ WiFi access points
- Community partnerships
- What stands in the way?





# Expanding Coverage

- Tennessee broadband accessibility grant program
  - ❖ Funded 39 projects in first three rounds.
  - ❖ \$44.3 million in state funding paired with \$44.3 million in required matching funds.
  - ❖ Buildout requirements total 26,300 homes and businesses.
  - ❖ \$15 million will be awarded in round four.
- Federal funding and programs
  - ❖ Coronavirus Aid, Relief, and Economic Security (CARES) Act
  - ❖ Federal Communications Commission
  - ❖ US Department of Agriculture
  - ❖ Appalachian Regional Commission

**TACIR**



# How Many Homes Are Left?

(A Rough Estimate)

Housing Units	Cost to Expand Coverage			
	Cost Per Location Based on First Three Rounds of State Grant Program			
	Minimum (\$877 per location)	Median (\$4,028 per location)	Maximum (\$9,589 per location)	
Number of Housing Units Remaining in Census Blocks Where No Provider Reported 25/3 as of December 2019	194,407	\$ 170,427,531	\$ 783,035,142	\$ 1,864,176,712
Number of Housing Units Remaining in Those Blocks After Accounting for State and Federal Programs	36,920	\$ 32,366,038	\$ 148,706,875	\$ 354,027,397

Source: TACIR staff calculations based on data from state and federal broadband programs and December 2019 FCC Form 477 data.

**TACIR**



# Recommendations in 2021 TACIR Report

- Better Data

- ❖ The state should develop its own broadband coverage maps.

- Support for Adoption

- ❖ Local governments and the state should continue to identify opportunities to increase funding for libraries and schools to assist their efforts at facilitating broadband adoption.

- Expanding Access

- ❖ See next slide

TACIR



# Recommendations in 2021 TACIR Report

(continued)

## ➤ Expanding Access

- ❖ The state should continue funding the broadband grant program and could consider increasing its annual appropriations.
- ❖ Local governments and the state should consider tying any new incentives for broadband providers directly to coverage expansions, while limiting the overall share of project costs that those incentives pay for.
- ❖ The state should consider eliminating or easing existing territorial restrictions on electric cooperatives and municipal electric systems, and in doing so, the state should also consider ways it can protect electric ratepayers, for example, by prohibiting these cooperatives and utilities from pledging, loaning, or otherwise using electric system assets or revenues to finance broadband projects outside their electric service areas.



# Question Time and Thank You!



Contact info:

[Matthew.Owen@tn.gov](mailto:Matthew.Owen@tn.gov)

**TACIR**

