

**Department of State
Division of Publications**

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For Department of State Use Only

Sequence Number: 10-13-09
Rule ID(s): 4501
File Date: 10/20/2009
Effective Date: 03/31/2010

Proposed Rule(s) Filing Form

Proposed rules are submitted pursuant to T.C.A. §4-5-202, 4-5-207 in lieu of a rulemaking hearing. It is the intent of the Agency to promulgate these rules without a rulemaking hearing unless a petition requesting such hearing is filed within sixty (60) days of the first day of the month subsequent to the filing of the proposed rule with the Secretary of State. To be effective, the petition must be filed with the Agency and be signed by twenty-five (25) persons who will be affected by the amendments, or submitted by a municipality which will be affected by the amendments, or an association of twenty-five (25) or more members, or any standing committee of the General Assembly. The agency shall forward such petition to the Secretary of State.

Agency/Board/Commission:	State Board of Education
Division:	
Contact Person:	Rich Haglund
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Revision Type (check all that apply):

- Amendment
 New
 Repeal

Rule(s) Revised (ALL chapters and rules contained in filing must be listed here. If needed, copy and paste additional tables. Please enter only ONE Rule Number/RuleTitle per row)

Chapter Number	Chapter Title
0520-01-03	Minimum Requirements for the Approval of Public Schools
Rule Number	Rule Title
0520-01-03-.03	Administration of Schools, Requirement B

Chapter Number	Chapter Title
Rule Number	Rule Title

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Rule Number	Rule Title

Rule 0520-01-03-.03 Administration of Schools, Requirement B, paragraph (9) is amended by deleting the present language in its entirety and replacing it with the following:

- (9) Student Evaluation in Grades Kindergarten through grade 8.
- (a) The student evaluation program for grades kindergarten through grade 8 shall consist of the following:
1. A criterion-referenced test will be administered in subjects and grade levels in accordance with policy of the State Board of Education.
 2. Based on achievement data from the benchmark years 3, 5, and 8, there shall be a research-based intervention initiated by the local education agency for students scoring below proficient in reading, language, and mathematics on the criterion referenced portion of the state achievement test. The intervention shall occur during the year following the benchmark assessment data. The Department of Education shall assist systems in the identification of effective intervention programs. Evidence of compliance with this requirement shall become a component of the school improvement plan.
 3. An assessment of writing in grades 5 and 8.
- (b) Each student's test data and the student's answer documents, including the test booklets for students using the large-print or Braille editions, will be maintained for a period of one year following test administration. Following this one-year period, individual student test data will then be preserved on storage media.
- (c) State mandated student testing programs shall be undertaken in accordance with procedures published by the Department of Education. Local school systems shall develop local policies regarding security of test administration, consistent with Department of Education guidelines.
- (d) To assist the decision making process and to better inform policy, the State Department shall annually report to the Board of Education the number and percentage of students scoring Below Basic, but have been promoted to the next grade level by school system. This data shall be disaggregated by subgroups similar to those required for federal reporting.
- (e) Local education agencies are encouraged to intervene with struggling students as needed. However, once BEP 2.0 is fully funded* or specific recurring funding is provided that at least doubles the at-risk funding component for grades K-8 for the average percentage of students scoring Below Basic on TCAP assessments, local education agencies shall provide interventions prior to 1st grade, prior to 5th grade and prior to 9th Grade for students who are not ready for advancement in the education process. For students with identified special needs, the IEP Team shall continue to determine the education program. Evidence of compliance with this requirement shall become a component of the school improvement plan.

School systems are encouraged and empowered to transition from meeting the requirements of section (a)2 of this rule to meeting the requirements of section (e) of this rule before BEP 2.0 is fully funded or specific funding is provided or specific recurring funding is provided that at least doubles the at-risk funding component for grades K-8 for the average percentage of students scoring Below Basic on TCAP assessments.

1. Once BEP 2.0 is fully funded or specific recurring funding is provided that at least doubles the at-risk funding component for grades K-8 for the average percentage of students scoring Below Basic on TCAP assessments, schools shall determine the academic and developmental readiness of students for first grade. Students who are found to be either academically or developmentally not ready for first grade shall be provided effective interventions to achieve academic and developmental readiness for the first grade.

2. Once BEP 2.0 is fully funded or specific recurring funding is provided that at least doubles the at-risk funding component for grades K-8 for the average percentage of students scoring Below Basic on TCAP assessments, fourth grade students will be provided multiple opportunities to demonstrate academic readiness in numeracy and literacy for the fifth grade through a formative assessment process. Students who score Below Basic in the Math or Reading / Language sections of the 4th grade TCAP shall be provided effective interventions to insure those students are ready for success in the middle grades.
3. Once BEP 2.0 is fully funded or specific recurring funding is provided that at least doubles the at-risk funding component for grades K-8 for the average percentage of students scoring Below Basic on TCAP assessments, eighth grade students who do not demonstrate readiness for the ninth grade by scoring below the Explore Readiness Benchmark Scores in English, Mathematics, Reading, or Science on the Explore examination and who also score Below Basic in corresponding sections on the Math, Reading, Language, or Science sections of the 8th grade TCAP shall be provided effective interventions to insure those students are ready for success in high school.
4. The determination of student readiness as a result of the interventions prior to the first grade, fifth grade, and ninth grade shall be based upon a formative process which should include a variety of data. The analysis of the data shall be made by a team developed by the local education agency that may consist of teachers across various grade levels and content areas, subject areas specialist, principals, and appropriate others. This team must have representatives that recognize and understand alternative measurements and interpretation for English Language Learners (ELL), especially those students who have been in the United States for three years or less. Following data analysis, the team's recommendation shall be provided to the school principal. The department of education will provide local education agencies with rubrics and other materials that describe performance at the four (4) achievement levels.
5. Teaching strategies such as coaching, project learning, e-learning, and tutoring along with other best practices which emphasize real-world connections, teacher professional development, innovative scheduling, accelerated / individualized pacing, and technology are recommended to correct learning deficiencies. The State Department of Education shall assist systems in the identification of effective intervention programs and sharing of best practices. Students should be assessed frequently through a variety of measures to determine if the interventions are being successful or if different interventions are needed.
6. Existing data will be used diagnostically to analyze and determine individual student needs. Interventions shall be supportive and ensure students attain the knowledge and skills required to be successful. Interventions allow students to learn at different rates and continue to be successful in subsequent school years. Schools will monitor student progress regularly in years following the intervention to make sure students are advancing appropriately and will intervene with those students who are not.

* The phrase "B.E.P. 2.0 is fully funded" means that changes in the components or factors of the Basic Education Program (BEP) implemented under Acts 2007, ch. 369 have been completely phased in.

* If a roll-call vote was necessary, the vote by the Agency on these rules was as follows:

Board Member	Aye	No	Abstain	Absent	Signature (if required)
Jim Ayers	X				
Flavius Barker	X				
Vernita Justice	X				
Carolyn Pearre	X				
Richard Ray	X				
Jean Anne Rogers	X				
Fielding Rolston	X				
Theresa Sloyan	X				
Melvin Wright				X	
Brittini England	X				

I certify that this is an accurate and complete copy of proposed rules, lawfully promulgated and adopted by the State Board of Education on 07/31/2009, and is in compliance with the provisions of T.C.A. § 4-5-222. The Secretary of State is hereby instructed that, in the absence of a petition for proposed rules being filed under the conditions set out herein and in the locations described, he is to treat the proposed rules as being placed on file in his office as rules at the expiration of thirty (30) days after the publication date of the issue of the Tennessee Administrative Register in which these proposed rules are published.

Date: 9-15-09

Signature: Gary Nixon

Name of Officer: Gary L. Nixon

Title of Officer: Executive Director



Subscribed and sworn to before me on: 9/18/09

Notary Public Signature: Shyllis E. Childress

My commission expires on: _____

All proposed rules provided for herein have been examined by the Attorney General and Reporter of the State of Tennessee and are approved as to legality pursuant to the provisions of the Administrative Procedures Act, Tennessee Code Annotated, Title 4, Chapter 5.

Robert E. Cooper, Jr.

Robert E. Cooper, Jr.
Attorney General and Reporter

10-13-09
Date

Department of State Use Only

Filed with the Department of State on: _____

10/20/09

Effective on: _____

3/31/10

Tre Hargett

Tre Hargett
Secretary of State

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PUBLICATIONS

Regulatory Flexibility Addendum

Pursuant to § T.C.A. 4-5-401 through 4-5-404, prior to initiating the rule making process as described in T.C.A. § 4-5-202(a)(3) and T.C.A. § 4-5-202(a), all agencies shall conduct a review of whether a proposed rule or rule affects small businesses.

(If applicable, insert Regulatory Flexibility Addendum here)

Additional Information Required by Joint Government Operations Committee

All agencies, upon filing a rule, must also submit the following pursuant to T.C.A. § 4-5-226(i)(1).

- (A) A brief summary of the rule and a description of all relevant changes in previous regulations effectuated by such rule;

The Department of Education and Board of Education formed a Middle Grades Task Force in the spring of 2008 to make recommendations to the Board, upgrade policies, and establish rules that better ensure students leave the middle grades ready for the rigors of the new high school curriculum and the Tennessee Diploma Project.

- (B) A citation to and brief description of any federal law or regulation or any state law or regulation mandating promulgation of such rule or establishing guidelines relevant thereto;

T.C.A. § 49-1-302

- (C) Identification of persons, organizations, corporations or governmental entities most directly affected by this rule, and whether those persons, organizations, corporations or governmental entities urge adoption or rejection of this rule;

Local education agencies, teachers, parents and students.

- (D) Identification of any opinions of the attorney general and reporter or any judicial ruling that directly relates to the rule;

None.

- (E) An estimate of the probable increase or decrease in state and local government revenues and expenditures, if any, resulting from the promulgation of this rule, and assumptions and reasoning upon which the estimate is based. An agency shall not state that the fiscal impact is minimal if the fiscal impact is more than two percent (2%) of the agency's annual budget or five hundred thousand dollars (\$500,000), whichever is less;

None. The specified additional remediation is not required until further funding is provided.

- (F) Identification of the appropriate agency representative or representatives, possessing substantial knowledge and understanding of the rule;

Gary Nixon
State Board of Education

- (G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Gary Nixon
State Board of Education

- (H) Office address and telephone number of the agency representative or representatives who will explain the rule at a scheduled meeting of the committees; and

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- (I) Any additional information relevant to the rule proposed for continuation that the committee requests.