



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

March 28, 2008

Angelia Cannon  
Department of Education  
Andrew Johnson Tower, 5<sup>th</sup> Floor  
710 James Robertson Parkway  
Nashville, TN 37243-0377

Dear Ms. Cannon:

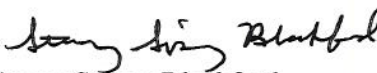
On December 13, 2007, the Tennessee Department of Education (TDE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001, and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on March 3, 2008, satisfactorily addresses the findings identified in the monitoring report. TDE has established a verification process and timeline to confirm that high school special educators designated as highly qualified by passing a Praxis exam have taken a content test at the level at which their students are assessed. Further, TDE established a plan and timeline to verify that participants in Alternative Route to Certification programs for elementary education must take and pass the elementary education test prior to being deemed highly qualified. Finally, the State agreed to submit to the Department any corrections to its HQT data that result from the above investigations and ensure that HQT data are reported correctly in the future. The Department will follow up with TDE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE was funding a project that did not meet the requirement to support professional development only in the core subjects or in other areas covered by statute. The SAHE has since revised its RFP to explicitly state the federal definition of core subjects eligible for funding and is now requiring all applicants to clearly state in their proposals which core subject areas will be addressed. This satisfies the further actions requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Tennessee.

Sincerely,

  
Stacey Spivey Blackford  
Program Officer

cc: Linda D. Doran

[www.ed.gov](http://www.ed.gov)

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