



2021-22 Master Plan

Context

The Tennessee State Board of Education (State Board) adopted five-year strategic goals and benchmarks in July 2020. Each year, the State Board develops and approves a Master Plan¹ to describe concrete action steps State Board members and staff will take during the upcoming academic year to make progress toward the five-year goals and benchmarks. The Master Plan provides a lens through which all stakeholders can examine state-level efforts to determine if policies and procedures are preparing Tennessee students for workforce, post-secondary success, and citizenship.

Goals, Benchmarks, and Action Steps

The State Board set five strategic goals and corresponding benchmarks under each goal to work toward during the five-year period from 2020 through 2025. The first three goals form a progression through K-12 education and goals four and five complement and support those goals. The strategic goals and benchmarks will remain consistent throughout the five-year period; however, benchmarks may be adjusted if State Board members determine circumstances require it. This Master Plan outlines specific action steps State Board members and staff will take during the 2021-22 academic year toward achieving the benchmarks and, ultimately, the strategic goal.

In addition to the State Board's Master Plan, the Tennessee Department of Education (TDOE) develops a strategic plan that outlines their agency's goals. While this plan is not statutorily required, it guides the TDOE's work. There are many areas of shared focus between the State Board's Master Plan and the TDOE's strategic plan.

STRATEGIC GOAL I: By June 30, 2025, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to be on grade level in ELA as measured by TCAP results.

Benchmark 1A: by June 30, 2025, at least 75 percent of third-grade students achieve on-track or better in ELA as measured by TCAP results.²

- Action Step: By June 30, 2022, collect and analyze baseline data from the TN Ready Spring 2021 testing cycle and learning loss summer camps, considering how valid and comprehensive the data is while understanding current gaps in student learning.
- Action Step: By June, 30, 2022, create and pass relevant rules and policies around LEA/Charter literacy plans (3 year renewal) and receive information on initial plans from TDOE to inform this process.

Benchmark 1B: By June 30, 2025, ensure LEAs provide appropriate interventions to all kindergarten through third-grade students who are below grade level in ELA.

- Action Step: By June 30, 2022, track and assess results of learning loss summer camps to determine needs for rule changes to achieve desired outcome.
- Action Step: By June 30, 2022, track and assess mid-point and initial end of year data on state tutoring initiative in TN schools.
- Action Step: By June 30, 2022, begin conducting research on alignment of intervention strategies in K-3 and pre-K literacy outcomes by identifying available data from Pre-K and Kindergarten readiness through inter-agency collaboration.

¹ Annual Master Plans are required by T.C.A. § 49-1-302(a)(3).

² In 2019, 36.9% of third graders scored on-track or better in ELA.



- Action Step: By June 30, 2022, create and pass relevant rules and policies based on the January 2021 special legislative session on education, including but not limited to EPP literacy standards, reading licensure assessments, and promotion and retention requirements.

STRATEGIC GOAL II: By June 30, 2025, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.

Benchmark 2A: By June 30, 2025, 100 percent of eighth grade students complete a Four-Year Plan or a Transition Plan for students with Individualized Education Programs (IEPs).

- Action Step: By June 30, 2022, update rule and policy regarding the Four-Year Plan to include recent additions to and revisions of career and technical education pathways and work with the TDOE to identify specific avenues to monitor implementation.
- Action Step: By June 30, 2022, work with TDOE to provide communication to districts supporting the implementation of 4-year plans and interest inventory/aptitude assessments as required by state law as well as IEP Transition plans as required by federal law. Work with TDOE to monitor district implementation and compliance.

Benchmark 2B: By June 30, 2025, at least 60 percent of eighth-grade students score on-track or better in ELA as measured by TCAP results, and at least 75 percent of eighth-grade students score on-track or better in math as measured by TCAP results.³

- Action Step: By June 30, 2022, research effective practices for 1st-8th grade summer learning camps and update relevant rules/policies to reflect the research including reporting from TDOE on 2021 TNReady testing data. Gather best practices from around the state from summer 2021 learning camps.
- Action Step: By June 30, 2022, Request a presentation by TDOE during a quarterly workshop regarding its plans to ensure proper supports are provided to districts in selecting textbook and materials and providing teacher professional development in advance of revised Math standards being implemented in grades K-12 in the 2023-24 school year.

STRATEGIC GOAL III: By June 30, 2025, ensure policies and systems are in place to provide opportunities for every student to be prepared for success after high school.

Benchmark 3A: By June 30, 2025, every student graduates having achieved one or more of the Ready Graduate Indicators.⁴

- Action Step: By June 30, 2022, obtain data from TDOE and local districts to produce a report regarding district-by-district analysis of the current access to preparation for and performance on the ACT, military readiness assessments, and early postsecondary opportunity requirements, including Industry Certification and dual college enrollment. Consider TN industry needs specifically by engaging with TN business leaders as well as inter-agency coordination with appropriate agencies such as the Tennessee Higher Education Commission (THEC), Department of Economic and Community Development, and Department of Labor and Workforce Development.
- Action Step: By June 30, 2022, identify and begin to undertake relevant actions based on the report, such as rule and policy revisions.
- Action Step: By June 30, 2022, work with THEC on the incorporation of TCAT courses as graduation requirement substitutions as appropriate.

³ In 2019, 27.1% of eighth graders scored on-track or better in ELA and 35.1% were on-track or better in math.

⁴ Ready Graduate indicators are set forth in Tennessee's accountability model. More details are available from the TDOE here: https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf.

Benchmark 3B: By June 30, 2025, 100 percent of students complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.

- Action Step: By June 30, 2022, build on the existing requirement for eighth graders to create four-year plans that are reviewed annually through high school to establish a stronger requirement for a High School and Beyond Plan in rule and policy.
- Action Step: By June 30, 2022, collaborate with stakeholders, including school counselors and other school-based leaders, to create resources and best practices to support Tennessee High School and Beyond Plans in order for every high school student to develop a personalized plan for their post-secondary success.

STRATEGIC GOAL IV: By June 30, 2025, ensure policies and systems are in place so that a high-quality and effective teacher is present in every Tennessee public school classroom.

Benchmark 4A: By June 30, 2025, meet the demand for high-quality and effective teachers statewide.

- Action Step: By June 30, 2022, develop protocol with assessment vendors to ensure content area licensure assessments align with TN academic standards based on standards review cycle.
- Action Step: By June 30, 2022, publish first-time pass rates of educator candidates by EPP on content area licensure assessments on a public report to the Educator Preparation and Licensure Subcommittee.
- Action Step: By June 30, 2022, work with TDOE and other stakeholders to create and pass relevant rules and policies around district-led teacher training programs for additional endorsements, as required by recently passed statute, as well as continuing to promote “Grow Your Own” initiatives throughout the state to help meet high-demand endorsement areas.

Benchmark 4B: By June 30, 2025, improve retention of high-quality, and effective teachers.

- Action Step: By June 30, 2022, commission a third-party analysis of the effectiveness of the Tennessee Educator Accelerator Model (TEAM) and the other state-approved teacher observation models.
- Action Step: By June 30, 2022, conduct nationwide research on most effective teacher retention strategies and provide policy recommendation around these strategies.
- Action Step: By June 30, 2022, analyze teacher vacancy data as submitted annually by LEAs to the TDOE and determine areas of greatest need for high-quality and effective teachers.
- Action Step: By June 30, 2022, collaborate with TERA or a similar organization to conduct research on why teachers are leaving the field. This could include studying exit interviews or other measures accessible to the state.

Benchmark 4C: By June 30, 2025, every school counselor is able to fully implement the Tennessee School Counseling Standards.⁵

- Action Step: By June 30, 2022, use data from the Tennessee Educator Survey to track the implementation of the Tennessee School Counseling Standards that were adopted by the State Board in 2017 as well as common challenges and potential policy revisions.
- Action Step: By June 30, 2021, identify and begin to undertake relevant actions based on the report, including but not limited to rule and policy revisions.
- Action Step: By June 30, 2022, review EPP standards for school counselors and analyze effectiveness of implementation.

⁵ In 2014-15, the Tennessee student-to-counselor ratio averaged 339-to-1 while the suggested ratio is 250-to-1. Source: State-by-State Student-to-Counselor Ratio Report, American School Counselor Association, 2015.



- Action Step: By June 30, 2022, work with TDOE to collect data on use of counselor’s time by collecting snapshot data from counselors around the state on how their time is spent across a given week.

Benchmark 4D: By June 30, 2025, meet the demand for high-quality and effective school leaders statewide.

- Action Step: By June 30, 2022, identify effective leader retention strategies that are national and state specific.
- Action Step: By June 30, 2022, identify best practices of school leaders to grow and retain teachers through national and state specific research.
- Action Step: By June 30, 2022, collect and analyze data on leader evaluation outcomes to determine the distribution of high-quality leaders across the state.
- Action Step: By June 30, 2022, update the Tennessee Instructional Leadership Standards policy to align with changes to EPP literacy standards for instructional leaders.

STRATEGIC GOAL V: By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.

Benchmark 5A: By June 30, 2025, all charter school authorizers meet quality authorizing expectations based on the charter school authorizer evaluation rule.

- Action Step: By June, 30, 2022, write a status report on the first official Charter Authorizer evaluation cycle to present to the State Board and provide to stakeholders.
- Action Step: By June 30, 2022, complete a review of all State Board rules and policies to identify areas of flexibility for charter schools as well as areas in which they may act separately from their authorizer.

Benchmark 5B: By June 30, 2025, conduct a comprehensive review and incorporate best practices of innovative learning options for students, including school choice programs as well as remote or virtual learning.

- Action Step: By June 30, 2022, participate in the TDOE’s Individual Education Account (IEA) advisory council to identify any necessary rule revisions to align with best practices.
- Action Step: By June 30, 2022, support the TDOE as requested in creating a report pursuant to T.C.A. § 49-16-104 that analyzes the extent to which students have equitable access to, and opportunities to engage in, standards-aligned virtual education programs.
- Action Step: By June 30, 2022, finalize revisions to the virtual school and virtual education programs rule to include modernized language and promote practices that will accelerate student learning.

Benchmark 5C: By June 30, 2025, codify the state’s accountability system in rule and policy and ensure any revisions receive approval from the U.S. Department of Education.

- Action Step: By June 30, 2022, identify and monitor relevant statutory requirements and best practices regarding school and district accountability in collaboration with external stakeholders and the COVID-19 Education Recovery and Innovation Commission.

Additional Supporting Work

In addition to work specifically identified in the Master Plan, the State Board carries out a number of ongoing responsibilities, many of which are required by state law. This work includes:

- Academic standards review on a six-year cycle;
- Approval of educator preparation providers on a seven-year cycle;
- Maintaining high standards for the education profession through licensure discipline work;
- Rule/Policy Audit



- BEP Review Committee meeting requirements, approval of members, establishes annual priorities, and produces annual report.



REQUESTS/SUGGESTIONS FOR TDOE *(this is for internal use and will not be in the final, public Master Plan)*

Overall

- Emphasis from members on receiving data early and often across all areas of the Master Plan, with support to synthesize the findings in support of decision-making.

Goal 1

- Some members are interested in emphasizing early numeracy as well. Could there be a numeracy focus to summer camps and/or requirement for districts to create foundational numeracy skills plans? (Goal 1)

Goal 2

- Desire for a report on 8th grade four-year plans: are all districts implementing required interest inventories and aptitude assessments? Which assessments are best – and is there a way the state could support the costs? How is this all being monitored? What percentage of 8th graders currently have these? Who is mainly responsible – the counselor or other faculty? (Benchmark 2A)
- What is funding for MS CTE classes like to ensure exposure to opportunities for career pathways? (Benchmark 2A)
- Testing and accountability subcommittee needs annual reporting on percentages of MS students on-track in math and ELA. (Benchmark 2B)
- What will TDOE support look like for teacher PD and new textbooks? (Benchmark 2B)

Goal 3

- Anything to add?

Goal 4

- How to further incentivize educators to enter and stay in profession – what are creative opportunities in addition to salary increases (tuition reimbursement/student loan payments, community partnerships for free gyms, lower rents, technology discounts)? What is needed in terms of mentorship for new teachers? Research the additional workstreams educators must take on in addition to teaching (forms to fill out, required trainings, red-tape generally) that add hours to the job without benefiting students. (Benchmark 4A)
- What additional incentives could be offered to encourage teachers to obtain MS/HS math endorsements? (4A)
- Ensure SBE receives annual updates on teacher vacancy data as collected under policy 5.600. SBE may consider adding requirement for such a report to the policy. (Benchmark 4A)

Goal 5

- Ensure SBE receives a copy of report required in 49-16-104 regarding participation in virtual education programs.