



## Master Plan 2022 - 2025

Strategic Focus	Strategies	Recent Data	Action Steps	Annual Goals
<p><b>Literacy:</b> All students are on grade level in ELA as measured by TCAP results.</p>	<p>State Board Rules</p> <ul style="list-style-type: none"> <li>• Universal Screeners and Benchmark Assessments</li> <li>• Special Education Programs and Services</li> <li>• English as a Second Language Programs</li> <li>• Dyslexia Learning Plans</li> <li>• Tennessee Investment in Student Achievement (TISA)</li> <li>• Promotion and Retention</li> <li>• Educator Preparation</li> </ul> <p>State Board Policies</p> <ul style="list-style-type: none"> <li>• Literacy and Specialty Area Standards for Educator Preparation</li> <li>• Professional Assessments</li> <li>• ELA Standards Review</li> </ul> <p>State Board Study Committee</p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>	<p>2022-23</p> <ul style="list-style-type: none"> <li>• 40.5% of all third-grade students were at or above grade level in ELA; 22.8% of economically disadvantaged students, 20.2% of English learners, and 14.4% of students with disabilities were at or above grade level.</li> <li>• 26.3% of all eighth-grade students were at or above grade level in ELA; 11.6% of economically disadvantaged, 5.9% of English learners, and 2.6% of students with disabilities were at or above grade level.</li> </ul> <p>2021-22</p> <ul style="list-style-type: none"> <li>• 35.7% of all third-grade students were at or above grade level in ELA; 20% of economically disadvantaged students, 10.9% of English learners and 12.5% of students</li> </ul>	<p>The State Board will review disaggregate data provided by the Department of Education on the literacy benchmark assessments, summer learning camps, third grade retention, state tutoring initiative, implementation of EPP literacy standards, first-time pass rates on the literacy assessment required for licensure, and TCAP assessments at least annually<sup>1</sup>.</p> <p>The State Board will publicly report progress toward expected literacy outcomes through the production and publication of an annual report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.</p>	<p>The percentage of all third-grade students on grade level in ELA will increase by 4 points annually; economically disadvantaged students and students with disabilities will increase by 5 points and English learners by 6 points<sup>2</sup>.</p> <p>The percentage of all eighth-grade students on grade level in ELA will increase by 5 points annually; economically disadvantaged students, students with disabilities and English learners will increase by 6 points.</p>

<sup>1</sup> State law requires the TDOE to submit an annual Learning Loss Remediation and Student Acceleration Act report due November 1, an annual report on Early Grades Reading by January 15 to the House Education committee, and an Academic Acceleration report by October 1 to the House and Senate Education committees. OREA is also required to report on the Literacy Success Act (intervention and retention) annually.

<sup>2</sup> These outcomes are set using the same methodology as the TDOE's Annual Measurable Objectives (AMOs). AMO targets are based on the expectation that the percent of students not meeting the standard is to decrease by half in eight years.



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		<p>with disabilities were at or above grade level.</p> <ul style="list-style-type: none"> <li>25.9% of all eighth-grade students were at or above grade level in ELA; 11.4% of economically disadvantaged students, less than 1% of English learners and 3.1% of students with disabilities were at or above grade level.</li> </ul> <p>2020-21</p> <ul style="list-style-type: none"> <li>32% of all third-grade students were at or above grade level in ELA; 16.5% of economically disadvantaged students, 15.6% of English learners and 10.6% of students with disabilities were at or above grade level.</li> <li>23% of all eighth-grade students were at or above grade level in ELA; 9.8% of economically disadvantaged students, 4.3% of English learners and 2% of students with disabilities were at or above grade level.</li> </ul>	<p>The State Board will update its relevant rules and policies based on outcomes, as needed.</p>	
<p><b>Postsecondary and Career:</b> All students are prepared for</p>	<p>State Board Rules</p>	<p>Class of 2022</p>	<p>The State Board will review data provided by the Department of Education on</p>	<p>The percentage of all students demonstrating readiness for postsecondary</p>



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<p>success in high school, postsecondary, and career.</p>	<ul style="list-style-type: none"> <li>• Academic Program Requirements</li> <li>• Graduation Requirements</li> <li>• Career and Technical Education</li> <li>• Promotion and Retention</li> </ul> <p>State Board Policies</p> <ul style="list-style-type: none"> <li>• Standards Review</li> <li>• Middle Grades and High School</li> <li>• Uniform Grading</li> </ul> <p>State Board Study Committee</p> <ul style="list-style-type: none"> <li>• CTE &amp; Workforce Development</li> </ul>	<ul style="list-style-type: none"> <li>• 43.3% of students demonstrated readiness for postsecondary and careers after high school; 24.4% of economically disadvantaged students, 12.7% of students with disabilities and 7.4% of English learners demonstrated readiness.</li> <li>• 54.3% of students enrolled in a postsecondary institution following graduation.</li> </ul> <p>Class of 2021</p> <ul style="list-style-type: none"> <li>• 39.7% of students demonstrated readiness for postsecondary and careers after high school; 20.9% of economically disadvantaged students, 8.9% of students with disabilities and 6.9% of English learners demonstrated readiness.</li> </ul>	<p>Ready Graduate outcomes and districts offering work-based learning and dual enrollment opportunities to high school students, at least annually<sup>3</sup>.</p> <p>The State Board will publicly report progress toward expected college and career readiness outcomes through the production and publication of an annual report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.</p> <p>The State Board will update its relevant rules and policies based on outcomes, as needed.</p>	<p>and careers after high school will increase by 4 points annually<sup>4</sup>; economically disadvantaged will increase by 5 points and students with disabilities and English learners will increase by 6 points.</p> <p>The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually<sup>5</sup>.</p>

<sup>3</sup> State law requires the TDOE to complete a virtual education program report due July 10 annually to the State Board and General Assembly as well as a high school graduation rate report to the House Education committee annually.

<sup>4</sup> This data point is based on the Ready Graduate indicator which measures the percentage of students who earn a diploma from a Tennessee high school and who meet the criteria of success. For students to be considered Ready Graduates, they must meet at least one of the following criteria: Score of 21 or higher on the ACT (or 1060 or higher on the SAT); or Complete 4 Early Postsecondary Opportunities (EPSOs); or Complete 2 EPSOs and earn an industry credential; or Complete 2 EPSOs and earn a score of a military readiness on ASVAB AFQT.

<sup>5</sup> An increase of 3 percentage points annually will return the state to pre-pandemic levels within three years.



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		<ul style="list-style-type: none"> <li>52.8% of students enrolled in a postsecondary institution following graduation.</li> </ul> <p>Class of 2020</p> <ul style="list-style-type: none"> <li>40.5% of students demonstrated readiness for postsecondary and careers after high school; 21.1% of economically disadvantaged students, 8% of students with disabilities and 6.2% of English learners demonstrated readiness.</li> <li>56.8% of students enrolled in a postsecondary institution following graduation.</li> </ul>		
<p><b>Teachers and Leaders:</b> All schools are staffed with qualified and effective educators.</p>	<p>State Board Rules</p> <ul style="list-style-type: none"> <li>Evaluations</li> <li>Educator Licensure</li> <li>Educator Preparation</li> </ul> <p>State Board Policies</p> <ul style="list-style-type: none"> <li>Professional Assessments for TN Educators</li> <li>TN Instructional Leadership Standards</li> </ul>	<p>On the 2022 Ed Prep Report Card, the two-year teacher retention rate was 94.2% and the three-year retention rate was 82.6%.</p> <p>On the 2021 Ed Prep Report Card, the two-year teacher retention rate was 92.9% and the three-year retention rate was 81.1%.</p>	<p>The State Board will review data provided by the Department of Education on educator pipeline initiatives including Grow Your Own, outcomes of the annual educator survey, additional endorsement pathways, and report on educator workforce shortages, effectiveness, diversity and</p>	<p>The percentage of newly licensed teachers who remain teaching in Tennessee public schools for at least three years will increase by 0.5 points annually<sup>8</sup>.</p> <p>The percentage of racially diverse teacher and leader candidates receiving initial</p>

<sup>8</sup> This outcome is based on a target of 90% three-year retention, which is currently used as a target on the EPP Report Card.



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	<ul style="list-style-type: none"> <li>Permit and License Denial, Formal Reprimand, Suspension and Revocation</li> <li>Educator Diversity</li> <li>Strategic Compensation</li> <li>Minimum Salary Schedule</li> </ul> <p>State Board Study Committee</p> <ul style="list-style-type: none"> <li>Educator Preparation and Licensure</li> </ul>	<p>On the 2022 Ed Prep Report Card, 16.1% of teacher candidates and 19.8% of leader candidates reported having a racially or ethnically diverse background.</p> <p>On the 2021 Ed Prep Report Card, 15.9% of teacher candidates and 19.8% of leader candidates reported having a racially or ethnically diverse background.</p> <p>41.1% of the educators teaching on a permit during the 2019-20 school year obtained a full and valid license within three years<sup>6</sup>.</p> <p>42.5% of the educators teaching on a permit during the 2018-19 school year obtained a full and valid license within three years.</p>	<p>compensation at least annually<sup>7</sup>.</p> <p>The State Board will annually publish the Educator Preparation Report Card with data on high-demand endorsements, placement and retention, licensure exam pass rates, candidate satisfaction, teacher effectiveness, and candidate diversity.</p> <p>The State Board will publicly report progress toward expected teacher and leader outcomes through the production and publication of a yearly report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.</p>	<p>licensure from Tennessee EPPs will increase by 1 point annually<sup>9</sup>.</p> <p>65% of the educators teaching on a permit will obtain a full and valid practitioner or professional license within three years.</p>

<sup>6</sup> This data point is calculated by determining the number of educators who obtained a full and valid practitioner or professional license within three years of the initial permit issuance.

<sup>7</sup> State law requires the TDOE to complete a teacher licensure effectiveness report by July 31 annually to the Senate and House Education committees, an annual EPP Performance report due to the State Board, and an EPP Program Completion report to the State Board, TN Higher Education Commission, and Senate and House Education chairs.

<sup>9</sup> This outcome is based on a target of 35% racially diverse candidates, which is currently used as a target on the EPP Report Card and reflects the percentage of racially diverse students in TN public schools. An increase of 1% is equivalent to approximately 30 additional teachers per year, five times the current growth rate.



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			<p>The State Board will update its relevant rules and policies based on outcomes, as needed.</p>	
<p><b>Engagement and Accountability:</b> Our public meetings will ensure transparency, accountability, and effective implementation of education policy.</p>	<ul style="list-style-type: none"> <li>All State Board rules and policies</li> <li>All State Board meetings, workshops, and study committees</li> <li>Board member engagement opportunities</li> </ul>	<p>92% of the State Board’s policies have been reviewed and updated, as needed, within the last eight years.</p> <p>In 2023, 100% of the State Board’s rules were reviewed. Of the State Board’s 250+ rules, 1 rule was recommended for repeal and 86 rules were recommended for revision<sup>10</sup>.</p>	<p>The State Board will review data provided by the Department of Education and updates from stakeholders on the implementation of State Board rules and policies.</p> <p>The State Board will publicly ask the questions necessary to determine the effectiveness and quality of the implementation of its rules and policies.</p> <p>The State Board will review and update, as needed, its rules and policies.</p>	<p>The State Board will annually identify its rules and policies for review and update based on changes in law or opportunities to improve outcomes, as needed.</p>

<sup>10</sup> T.C.A. § 4-5-213(b) states a department with rules promulgated and published on the secretary of state's website shall submit a report which includes each rule’s administrative history and a determination of whether each rule should be amended or repealed, reviewed further, or continue without amendment. This data point shares progress toward the Department’s first report due December 1, 2023.