



**TENNESSEE**  
STATE BOARD OF EDUCATION

# MASTER PLAN UPDATE

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JULY 21, 2022

# ABOUT THE MASTER PLAN

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- T.C.A. § 49-1-302 requires the State Board to “develop and maintain current a master plan for the development of public education, kindergarten through grade twelve (K-12)...”
- The State Board adopted its Master Plan in 2020 that set five-year goals and annual policy priorities.
- The Master Plan is updated annually in July and maintains a focus on efforts within the State Board’s purview.
- The Master Plan provides the State Board and all education stakeholders a lens to examine our efforts and determine whether policies and practices are preparing Tennessee’s children for workforce, post-secondary success, and citizenship.

# 2021-22 MASTER PLAN

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WHAT PROGRESS DID WE MAKE THIS YEAR?

# STRATEGIC GOAL I

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- **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.
- **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.

# STRATEGIC GOAL II

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- **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).
- **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.

# STRATEGIC GOAL III

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- **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.
- **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.

# STRATEGIC GOAL IV

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- **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.
- **Benchmark 4B:** By June 30, 2025, improve retention of high-quality, and effective teachers.
- **Benchmark 4C:** By June 30, 2025, every school counselor is able to fully implement the Tennessee School Counseling Standards.
- **Benchmark 4D:** By June 30, 2025, meet the demand for high-quality and effective school leaders statewide.

# STRATEGIC GOAL V

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- **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.
- **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.
- **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.



# **BOARD MEMBER FEEDBACK**

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WHAT IMPROVEMENTS CAN WE MAKE TO THE MASTER PLAN?

# MASTER PLAN FEEDBACK

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## Darrell Cobbins

- Need more of a focus on interventions and progress made given the impact of COVID.
- Suggest combining goals and actions that are similar.
- Consider adding a benchmark/goal on diversity and inclusion with the area of high-quality teachers.
- What progress have we made toward these TCAP goals?

## Garren Hamby

- Benchmark 1a seems too lofty of a goal. Should we consider where we are now and build up to 100%?
- Same question for Benchmark 2b.

*NOTE: Benchmarks 1a and 2b in the 2021-22 Master Plan are focused on student achievement outcomes on the TCAP.*

# MASTER PLAN FEEDBACK

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## Jordan Mollenhour

- Where does our Master Plan intersect with the Department's Best For All?
- How does COVID impact our plan now? Are we targeting the right levers?
- Are we pursuing the actions that will have the greatest impact?

## Gordon Ferguson

- Seems like there are new initiatives added, such as literacy goals. Are they designed to be effective?
- How are we thinking about how to measure the true negative impact of COVID? How might this impact our goals and action steps?

# MASTER PLAN FEEDBACK

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## Bob Eby

- Are we setting ourselves up for failure with so many goals and benchmarks?
- How can we better tie our MP in with the Department's Strategic Goals?
- What is our true authority there?

## Larry Jensen

- Shouldn't we be the "czar" who brings everyone together for one goal?
- Our role as board members is to figure out what's in your district and advocate for it.
- Idea to meet with the governor annually to share our priorities.
- Should focus on a max of 3 areas – literacy, CTE, and teachers.

# MASTER PLAN FEEDBACK

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## Elissa Kim

- There's a lot happening. Might we be better off going all in on 1-2 things?
- Revisit goal(s) to refocus at each quarterly meeting, at a minimum, and focus on advancing the work between meetings.
- Which stakeholders can we bring in if we're truly focused?

## Mike Edwards

- Idea of public release of annual report on progress toward goals; accountability needs to be public.
- Pair down and add supplemental document which explains how we will measure each goal.
- As the State Board, we are charged with holding "education" accountable.

# MASTER PLAN FEEDBACK

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## Nick Darnell

- Should we adjust goals every year to move the needle?
- This is a lot for the staff to accomplish.
- Treat the MP more like school coaching – going “all in” on a focus for the year.
- Teachers and leaders should be the focus with the achievement goals as the measurable outcomes.

## Ryan Holt

- MP should include goals that are measurable based on the highest priority.
- Unclear how current action steps help us reach our goal.
- Where are we putting our resources? Do they match our highest priorities?

# MASTER PLAN FEEDBACK

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## Nate Morrow

- The strategic plan should make everyone uncomfortable.
- Our focus should be easy to articulate and reinforced at each meeting.
- We are an independent bridge between the legislators and TDOE on behalf of kids.

## Warren Wells

- Members live in communities and know needs; role is to bring the community voices forward.
- Could be helpful to report updates to the governor and commissioner in the Fall ahead of session.

# MASTER PLAN FEEDBACK

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Lillian Hartgrove

- What's the reasonableness for obtaining data from the Department?
- Who do we rely on for research? What research do we have the capacity to conduct?



# KEY IDEAS

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- The current Master Plan is lengthy and has functioned as more of an internal document for staff.
- We want our Master Plan to be responsive and reflect our focus on the needs of students.
- Our role is to serve as the people's voice and to publicly report (and make recommendations) on the state of education.
- Our priorities should be restated and reinforced at each meeting with every decision aligned to them.
- Our desired outcomes should be ambitious yet attainable and function similar to how schools and districts set their own goals.
- Anything to add?

# OUR REVISED MASTER PLAN

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WHERE ARE WE HEADING NEXT?

# ORIENTATION

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- A three-year approach that focuses in on key areas of our work that are aligned to state priorities in public education.
- Includes a supplemental document which outlines the Board's strategies, current data, action steps and desired outcomes for each focus.
- Relies on incremental outcomes grounded in data and yearly public reporting to ensure our state is collectively moving the needle in each of the key areas.

# STRATEGIC GOAL I: LITERACY

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- **All students are on grade level in ELA as measured by TCAP results.**
- Annual Outcomes:
  - The percentage of all third grade students on grade level in ELA will increase by 4 points annually and the percentage of all eighth grade students will increase by 5 points annually.
  - The percentage of third grade English learners who are on grade level in ELA will increase by 6 points annually and the percentage of eighth grade English learners will increase by 6 points annually.
  - The percentage of third grade students with disabilities who are on grade level in ELA will increase by 5 points annually and the percentage of eighth grade students with disabilities will increase by 6 points annually.

# STRATEGIC GOAL II: COLLEGE AND CAREER

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- **All students are prepared for success in high school, college, and career.**
- Annual Outcomes:
  - The percentage of all students demonstrating readiness for college and career after high school will increase by X points annually.
  - The percentage of students with disabilities demonstrating readiness for college and career after high school will increase by X points annually.
  - The percentage of English learners demonstrating readiness for college and career after high school will increase by X points annually.
  - The state average by subject area on the ACT will increase by 0.2 percentage points in English, math, reading and science annually.
  - The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually.

# STRATEGIC GOAL III: TEACHERS AND LEADERS

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- **All schools are staffed with qualified and effective educators.**
- Annual Outcomes:
  - 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.
  - The percentage of racially diverse teacher candidates receiving initial licensure from Tennessee EPPs will increase by 1 point annually.
  - [add outcome for decreasing teacher vacancies, permits, waivers]

# STRATEGIC GOAL IV: OVERSIGHT

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- **Conduct public meetings to ensure transparency, accountability, and effective implementation of education policy.**
- Annual Outcome:
  - The State Board will annually identify its rules and policies for review.

# LOOKING AHEAD

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WHAT HAPPENS NEXT?



# NEXT STEPS

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## **State Board Staff:**

- Incorporate feedback into the 2022 Master Plan
- Internal teams create/update action plans based on the 2022 Master Plan
- Consider “rebranding” the Master Plan

## **Board Members:**

- Talk about our strategic goals in every conversation (board meetings, workshops, votes, stakeholder meetings, study committees, etc.)
- Look for alignment in proposals made to the board and ask about it when alignment is not clear



**TENNESSEE**  
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# APPENDIX

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2021-22 MASTER PLAN (WITH ACTION STEPS)

# STRATEGIC GOAL I

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- **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.
- ✓ ▪ **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.



# STRATEGIC GOAL I

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- **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 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.
- ✓ **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

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- **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.

# STRATEGIC GOAL II

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- **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 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.
- ✓ ▪ **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



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- **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.
- ✓ ▪ **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.



# STRATEGIC GOAL III

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- **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 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

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- **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.

# STRATEGIC GOAL IV

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- **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 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.

# STRATEGIC GOAL IV

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- **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 4C:** By June 30, 2025, every school counselor is able to fully implement the Tennessee School Counseling Standards.
- ✓ ▪ **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.
- ✓ ▪ **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.

# STRATEGIC GOAL IV

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- **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 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

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- **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.

# STRATEGIC GOAL V

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

# STRATEGIC GOAL V

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- **By June 30, 2025, ensure policies are in place to provide every Tennessee student equitable access to high-quality learning options.**
- **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 (ERIC).