

STATE BOARD OF EDUCATION QUARTERLY WORKSHOP

MAY 19, 2022

TISA WEEK

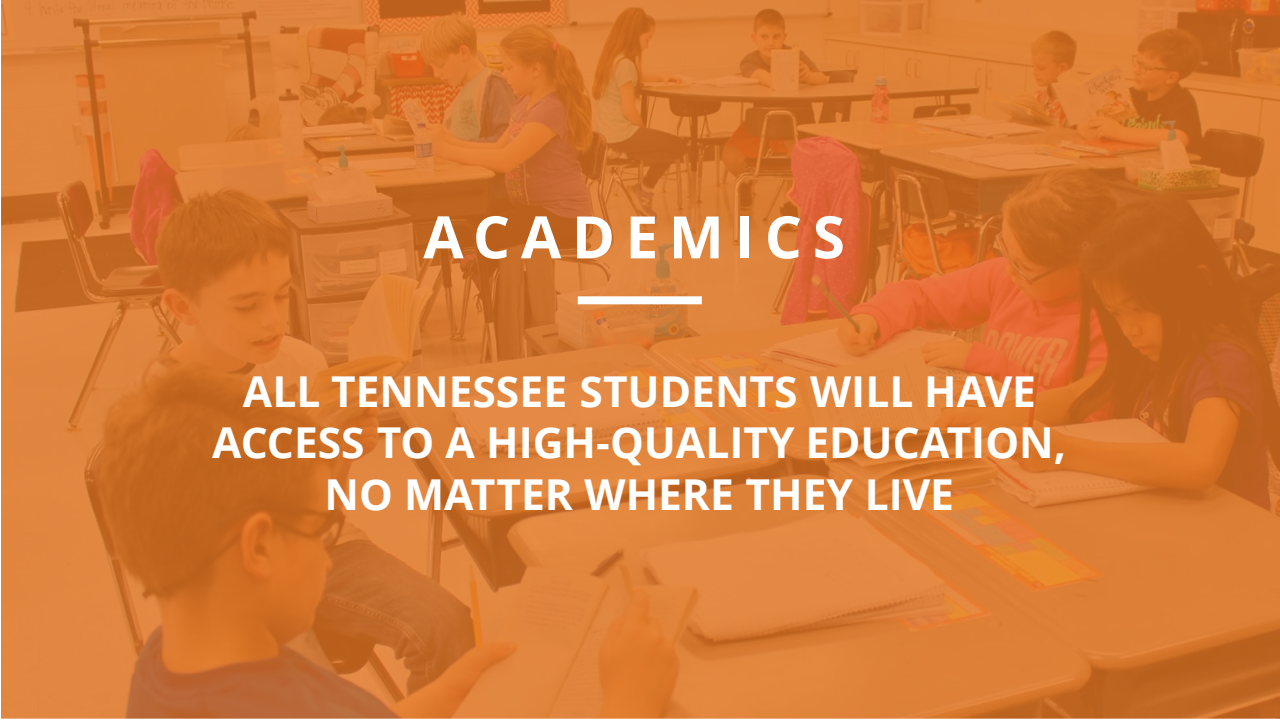
The Tennessee Investment in Student Achievement (TISA)





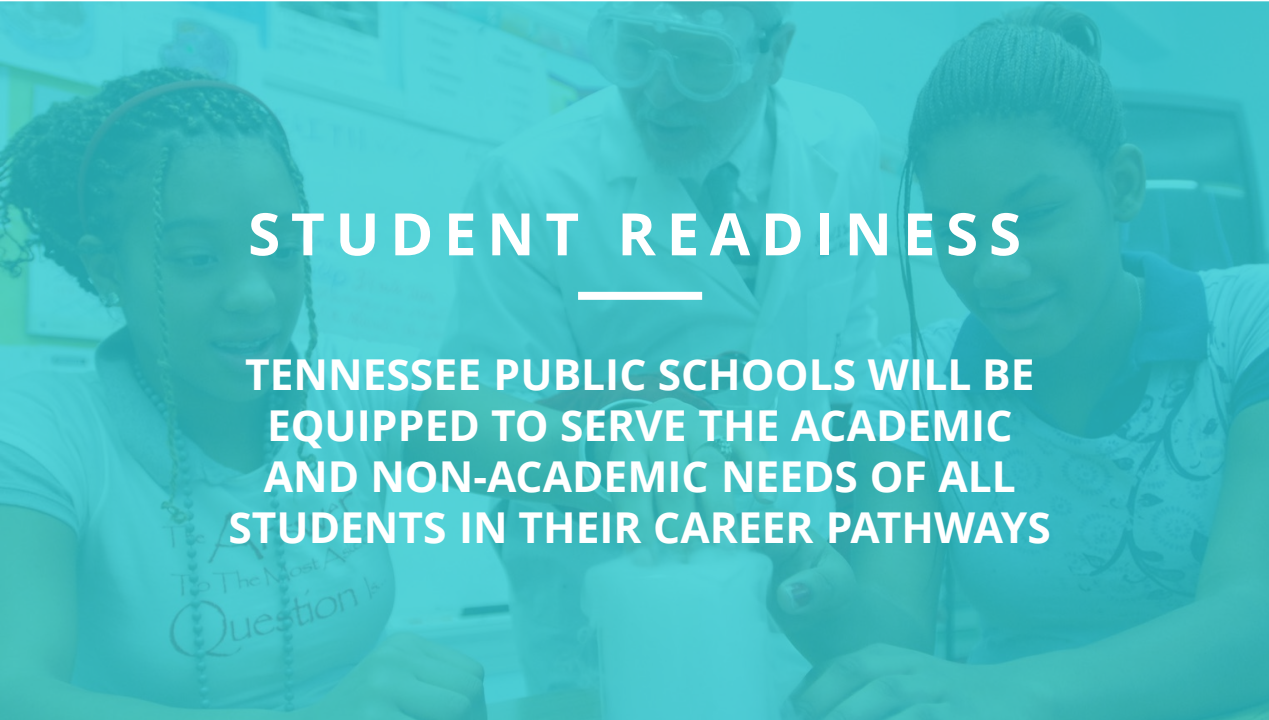
BEST FOR ALL

We will set all students on a path to success.



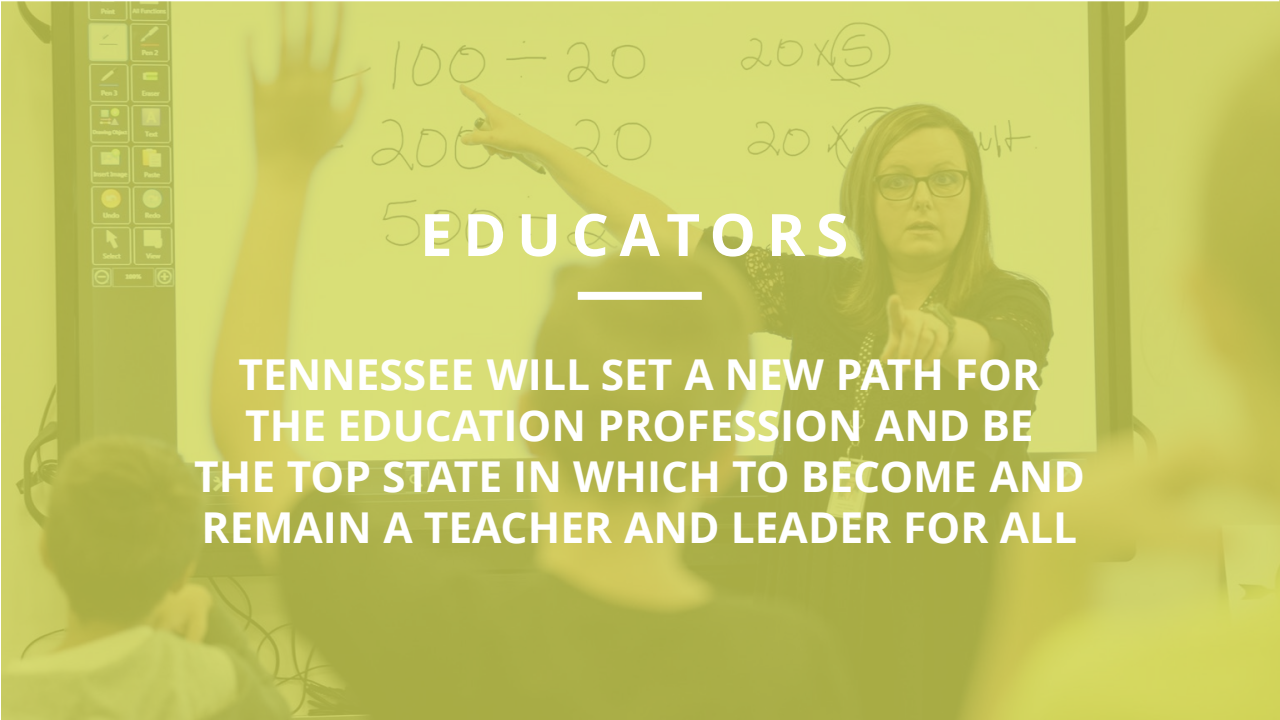
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

49-3-103: Tennessee Investment in Student Achievement is designed to...



Empower each student to read proficiently by third grade.



Prepare each high school graduate to succeed in the postsecondary program or career of the graduate's choice.



Provide each student with the resources needed to succeed, regardless of the student's individual circumstances.

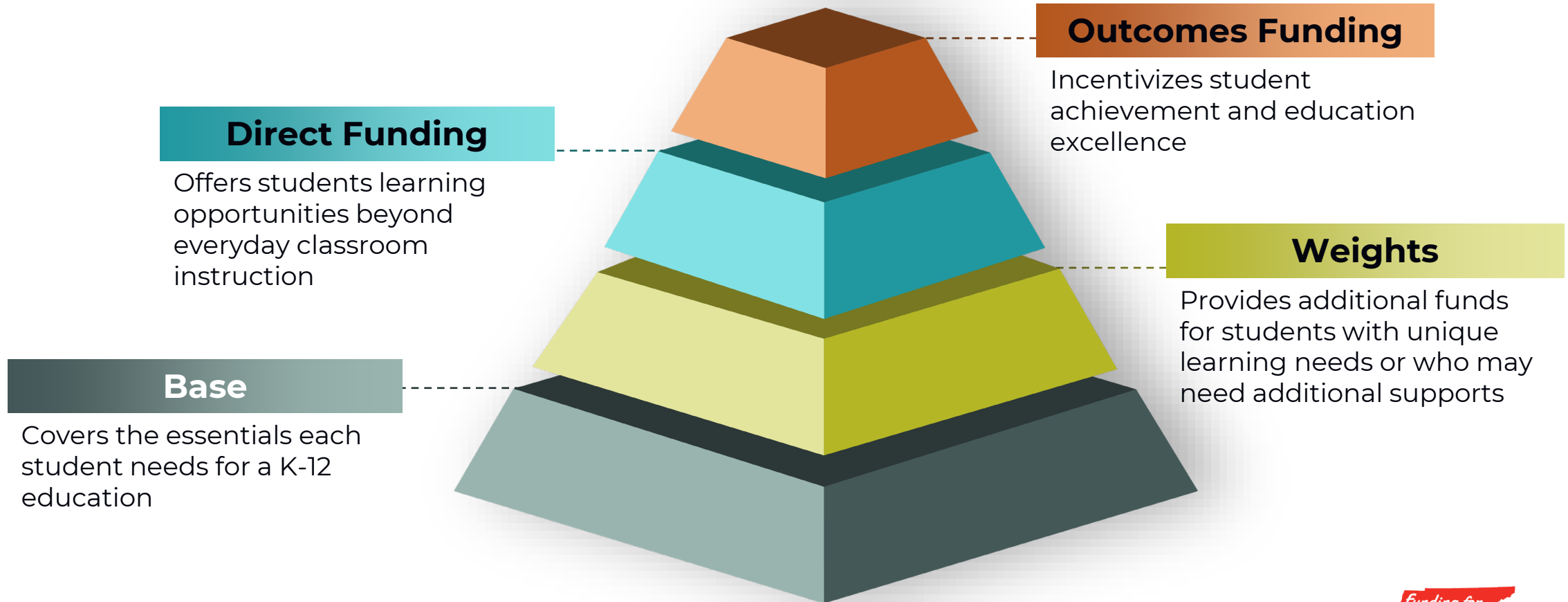
49-3-103: TISA Guide

By July 1 each year, the department shall create and publish a **TISA guide** outlining the department's procedures for administering the TISA. At a minimum, the TISA guide must:

- (1) Identify the **data that the department must receive** from each LEA for purposes of administering the TISA;
- (2) Explain **how and when the data identified** must be submitted;
- (3) Explain **how an LEA may dispute** an alleged error in an allocation;
- (4) State that the comptroller shall not approve a local government budget that fails to include the local contribution; and
- (5) Identify each LEA that qualifies as a **sparse district or a small district**.

49-3-105: Base, Weighted, Direct

Base + Weights + Direct + Outcomes



TISA - FY24 Projections

Element	Amount	Students/Services	Funding
Base	\$ 6,860.00	# of eligible students	
WEIGHTS			
WEIGHTS	Weight	Students/Services	Funding
Economically Disadvantaged	25%	# of eligible students	\$6860 x 25% x # of eligible students
Concentrated Poverty	5%	# of eligible students	\$6860 x 5% x # of eligible students
Small	5%	# of eligible students	\$6860 x 5% x # of eligible students
Sparse	5%	# of eligible students	\$6860 x 5% x # of eligible students
ULN 1	15%	# of eligible students	\$6860 x 15% x # of eligible students
ULN 2	20%	# of eligible students	\$6860 x 20% x # of eligible students
ULN 3	40%	# of eligible students	\$6860 x 40% x # of eligible students
ULN 4	60%	# of eligible students	\$6860 x 60% x # of eligible students
ULN 5	70%	# of eligible students	\$6860 x 70% x # of eligible students
ULN 6	75%	# of eligible students	\$6860 x 75% x # of eligible students
ULN 7	80%	# of eligible students	\$6860 x 80% x # of eligible students
ULN 8	100%	# of eligible students	\$6860 x 100% x # of eligible students
ULN 9	125%	# of eligible students	\$6860 x 125% x # of eligible students
ULN 10	150%	# of eligible students	\$6860 x 150% x # of eligible students
DIRECT			
K-3 Literacy	\$ 500.00	# of eligible students	\$ 500 x # of eligible students
4th Grade Tutoring	\$ 500.00	# of eligible students	\$ 500 x # of eligible students
CTE	\$ 5,000.00	# of eligible students	\$ 3,500-\$6,000 x # of eligible students
ACT	\$ 185.34	# of eligible students	\$ 185.34 x # of eligible students
Charter Facility	Existing Recurring	# of eligible students	\$22M / # of eligible students
OTHER FUNDING			
Outcomes	Varies		
Fast-Growing	Varies		
Cost Differential Factor	Varies		
Salary Equity	Varies		
TOTAL			

70/30 Split Each State/Local

**49-3-105:
Base, Weighted, Direct**

All State

49-3-105: Base, Weighted, Direct

- **Rules:** Unique Learning Needs (SPED, EL, characteristics of dyslexia)
- **Rules:** CTE program (by year and value)
- **Salary Increases:**
 - A portion of any annual increase in the base funding amount may be restricted for the sole purpose of providing salary increases to existing educators
 - The state board shall increase the minimum salary based on the amount of funds restricted for salary increases

49-3-106: Student Outcome Incentives

- Subject to appropriations and rulemaking for what the outcomes measures will be (using prior year data)
- Commissioner must convene an advisory group:
 - 3 directors of schools (urban, suburban, rural)
 - 1 teacher
 - Chair - Education committee of the senate
 - Chair - Education administration committee of the house of representatives
 - Chair - Education instruction committee of the house of representatives
 - Chair of the state board of education
 - 1 parent of a student enrolled in a Tennessee public school
 - 1 resident of this state
 - 1 private business leader in this state
 - 1 member of a local school board.

49-3-107: Fast-Growing Stipends

- **Fast-Growing Student Stipend**

LEAs with current-year growth above 1.25% from the prior year will receive same-year funding for the additional students.

- **Fast-Growing Infrastructure Stipend**

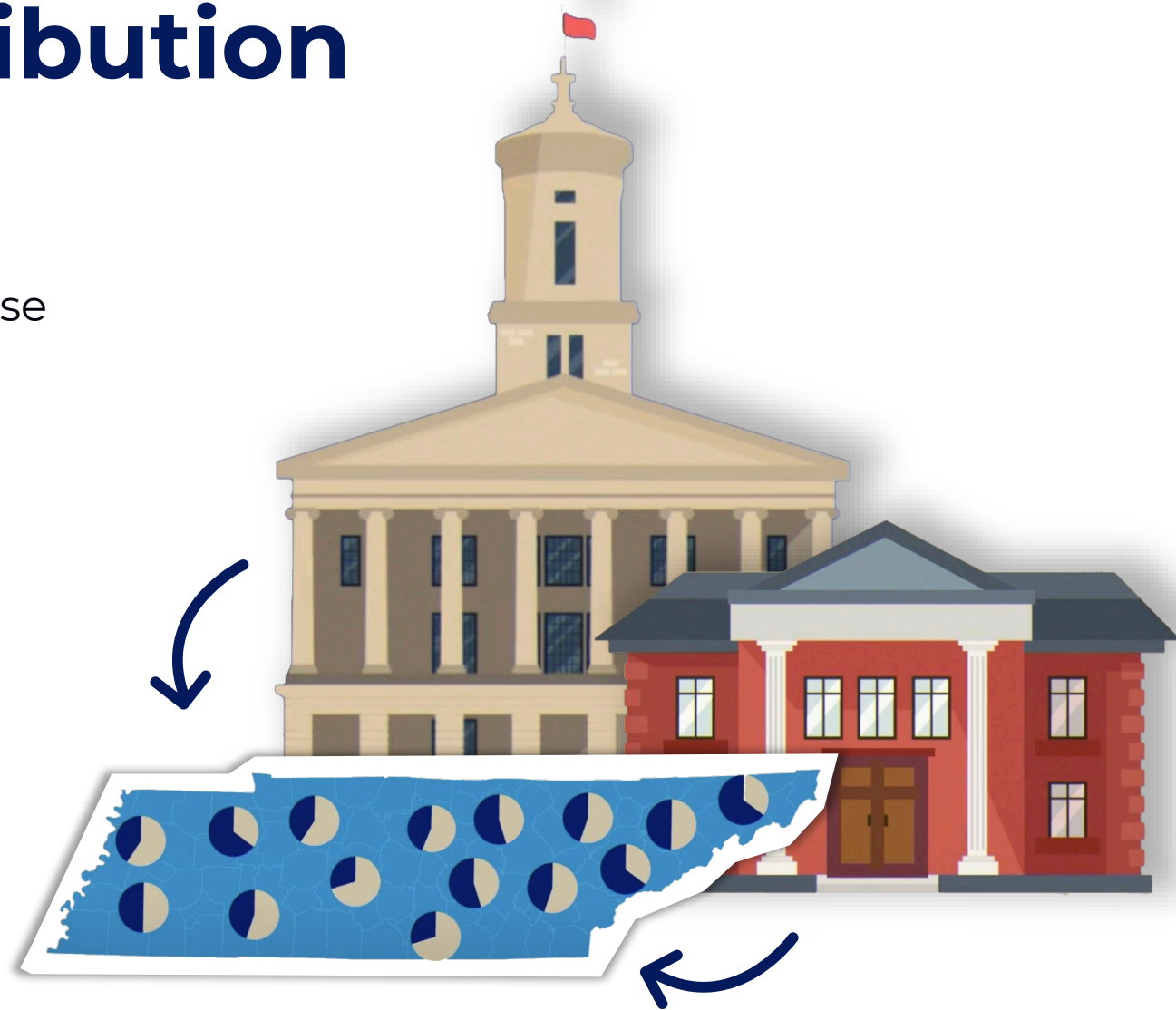
LEAs with 2% growth each year for three consecutive years may also receive an infrastructure stipend with remaining funds.

49-3-108: Distribution of funds

- Distribute periodically throughout the year (plan: same 10 periods).
- **LIMITED:** Districts who are not receiving more under TISA, will receive 100% of FY23 amount in Y1 of TISA, and then reduce by 25% each year (only as needed).
- LEAs may only experience a 5% decrease from the prior year, or the state will make up the difference of anything above that amount.
- Distressed or at-risk counties do not need to increase their MOE as a result of fiscal capacity. The state will cover that difference.
- Exception for Sevier County specifically because of prior legislative restrictions and an existing bond.
- Establishes a cost differential factor (CDF).

49-3-109 Local Contribution & Fiscal Capacity

- State and local share is split 70/30 for the base and weights only.
- The state will cover 100% of direct funding, outcomes and fast-growing.
- Fiscal capacity will be established by CBER and TACIR.
- Annually evaluated by the Comptroller and approved by the State Board of Education.



49-3-110: Professional Development

- **A no-cost professional development series on TISA will include training on:**
 - The TISA and TISA Guide
 - How to budget to increase achievement
 - How to connect achievement with investments
 - How to hold decision-makers accountable
- **Professional development for:**
 - Directors, state and local school board or governing board members, ED of SBE and Charter Commission, and state and local employees responsible for LEA and school budgets.
- **Optional professional development** will be provided at no cost for school employees related to maximizing investment to increase achievement



49-3-111: Improving Reporting

In addition to a committee, every LEA will have the opportunity to provide feedback and recommendations.

The department will produce a report each year, to include:

- An academic analysis
- Accountability report cards
- Executive summary of the feedback Reviews of experts (incl. Comptroller)

Detailed reporting on funding and spending will be publicly posted at the school and district levels, per federal requirements, and be included on the annual report cards.

Comptroller to complete in-depth study by December 31, 2024.



49-3-112: Transparency and Accountability

- **LEAs and School Boards**
 - Establish student achievement goals and explain how the goals can be met
 - Describe how the LEA's budget and expenditures enable the LEA to make progress (incl. return on investment of the prior year)
 - Must be presented for public comment
- **Districts and Public Charter Schools**
 - An LEA or public charter school with a D or F school may be asked to present to the State Board (or SBE committee) to discuss funding and outcomes
 - The results of that hearing may lead to the SBE asking the TDOE to: (1) take no action, (2) require a corrective action plan, or (3) require the TDOE to audit and investigate academic programming and spending.



49-3-112 and 49-3-114: Literacy and Progress Review Board (PRB)

- Establishes goals for student achievement, including the goal of seventy percent (70%) of the LEA's students in 3rd grade taking the ELA portion of the TCAP achieving a performance level rating of "on track" or "mastered"
- Board membership: commissioner, SBE chair, 2 members each appointed by speakers of the senate and house (2-year terms)
- 70% is the goal and each LEA must close the gap to 70% by 15% over each 3-year period.
- Reviewed annually
- At the end of 3 years, the PRB may recommend the commissioner to require training

49-3-112: Accountability Requirements

- Beginning in the 2024-25 school year, an LEA, or a public charter school and its authorizer, may be required to appear for a hearing before the state board, or a committee of the state board appointed by the board chair, if the LEA or public charter school operates a school that receives a “D” or “F” letter grade pursuant to § 49-1-228.
- At the conclusion of the hearing the SBE may recommend the department impose one (1) of the following corrective actions:
 - Require the LEA or public charter school implement and submit a corrective action plan to the department for approval. Corrective action plans may include recommendations from the SBE or department. The department shall report on the LEA or public charter school’s implementation of the corrective action plan to the state board.
 - Require the department to audit and investigate the LEA or public charter school’s academic programming and spending. The department shall report the outcomes of the audit and investigation to the SBE.

49-3-113: TISA Review Committee

- The state board shall establish a review committee for TISA (Ed of SBE, commissioners of education and F&A, comptroller, TACIR director, ed chairs, and the director of the office of legislative budget analysis), teacher, school board member, director of schools, county government, municipal government that operates an LEA, finance director of an urban/suburban/rural school system.
- Meets 4x per year and shall review the base, weights, direct funding, and outcomes funding (incl. revisions, additions, or deletions)

TISA Rulemaking

- SBE is tasked with issuing positive, neutral, or negative recommendations on the following TISA components before the department can establish rules on each component:
 - 10 categories of unique learning needs (49-3-105)
 - Direct allocation amounts (49-3-105)
 - Student-generated outcomes goals (49-3-106)
- SBE is also tasked with issuing a positive, neutral, or negative recommendation on any additional rules established by the department to effectuate TISA.

SBE Roles and Responsibilities

- The state board has 4 primary roles and responsibilities related to TISA:
 1. The chair of the state board serves on the Literacy and Progress Review Board (PRB).
 2. The executive director of the state board serves on the TISA Review Committee and the group that advises on outcomes incentive dollars and outcomes goals.
 3. Beginning in the 2024-2025 school year, the state board may require the department to implement one of two corrective actions for an LEA or public charter school that operates a school that receives a “D” or “F” letter grade pursuant to § 49-1-228.
 4. The state board shall issue a positive, neutral, or negative recommendation on rules issued by the department to implement TISA.

EL Listening Tour

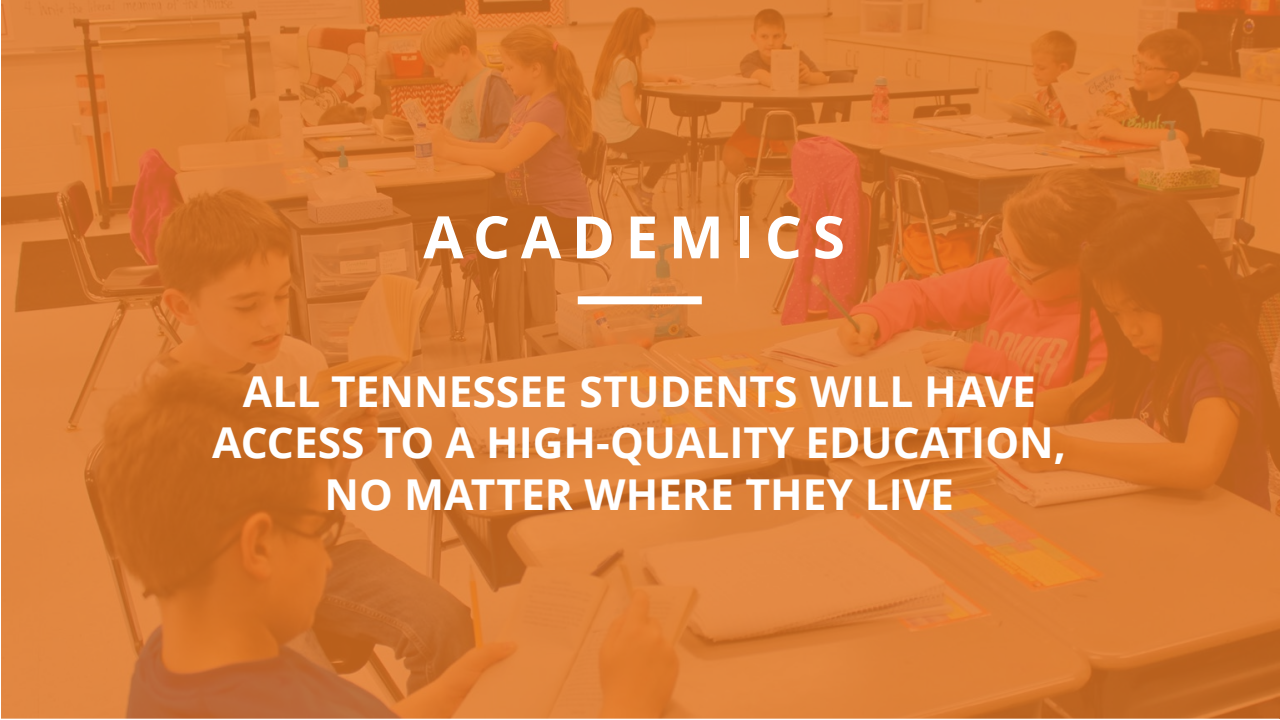
Dr. Lisa Coons
Chief of Academics





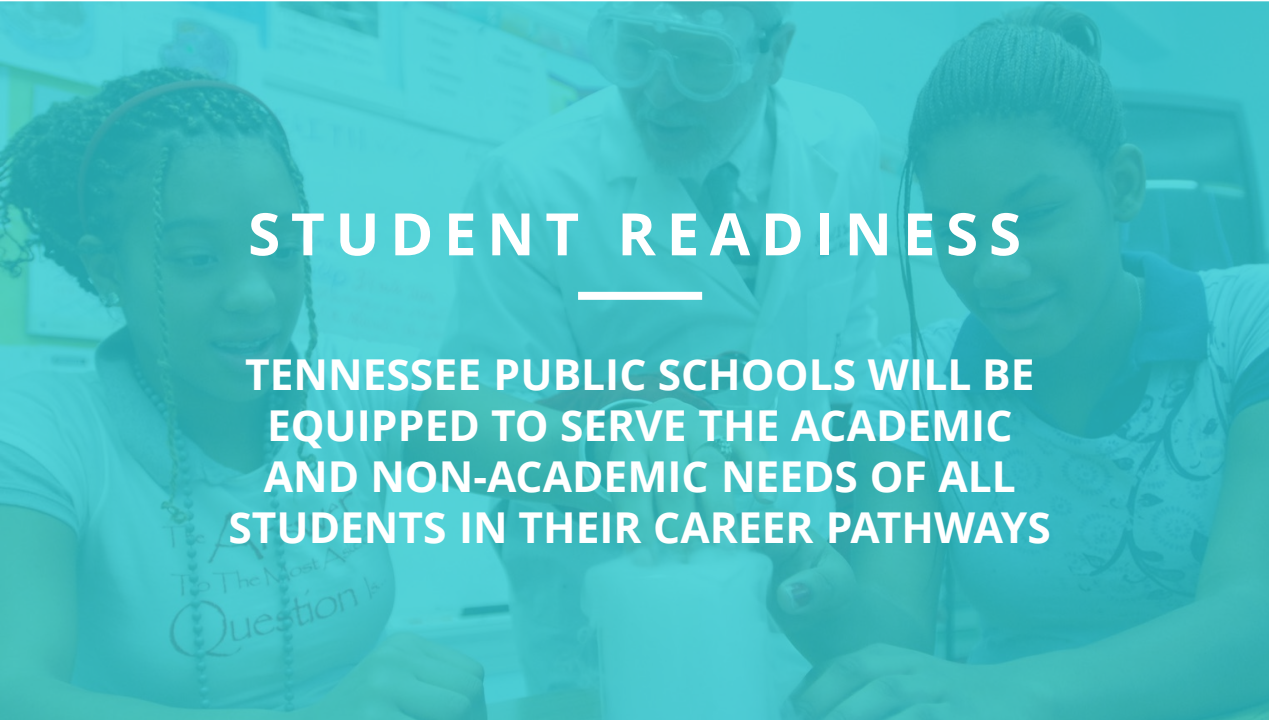
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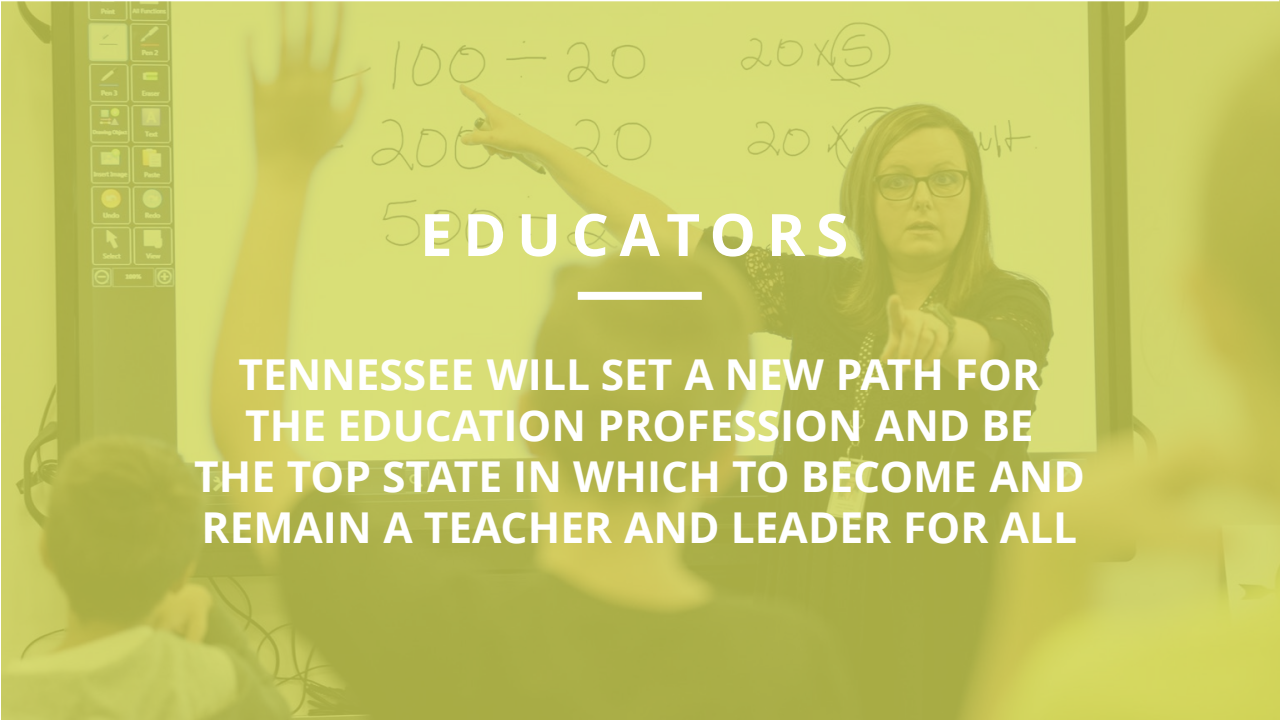
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EL Listening Tour: District Participation

CORE Region	Number of attendees
East	9
First	11
Mid Cumberland	28
Northwest	22
South Central	31
Southeast	5
Southwest	36
Upper Cumberland	17
TOTAL	159

During the January 2022 EL Listening Tour, 76 districts attended with 159 total attendees. These 76 districts represent a total of 47,860 ELs (**85%** of state EL population). The table below shows the number of attendees per CORE region.



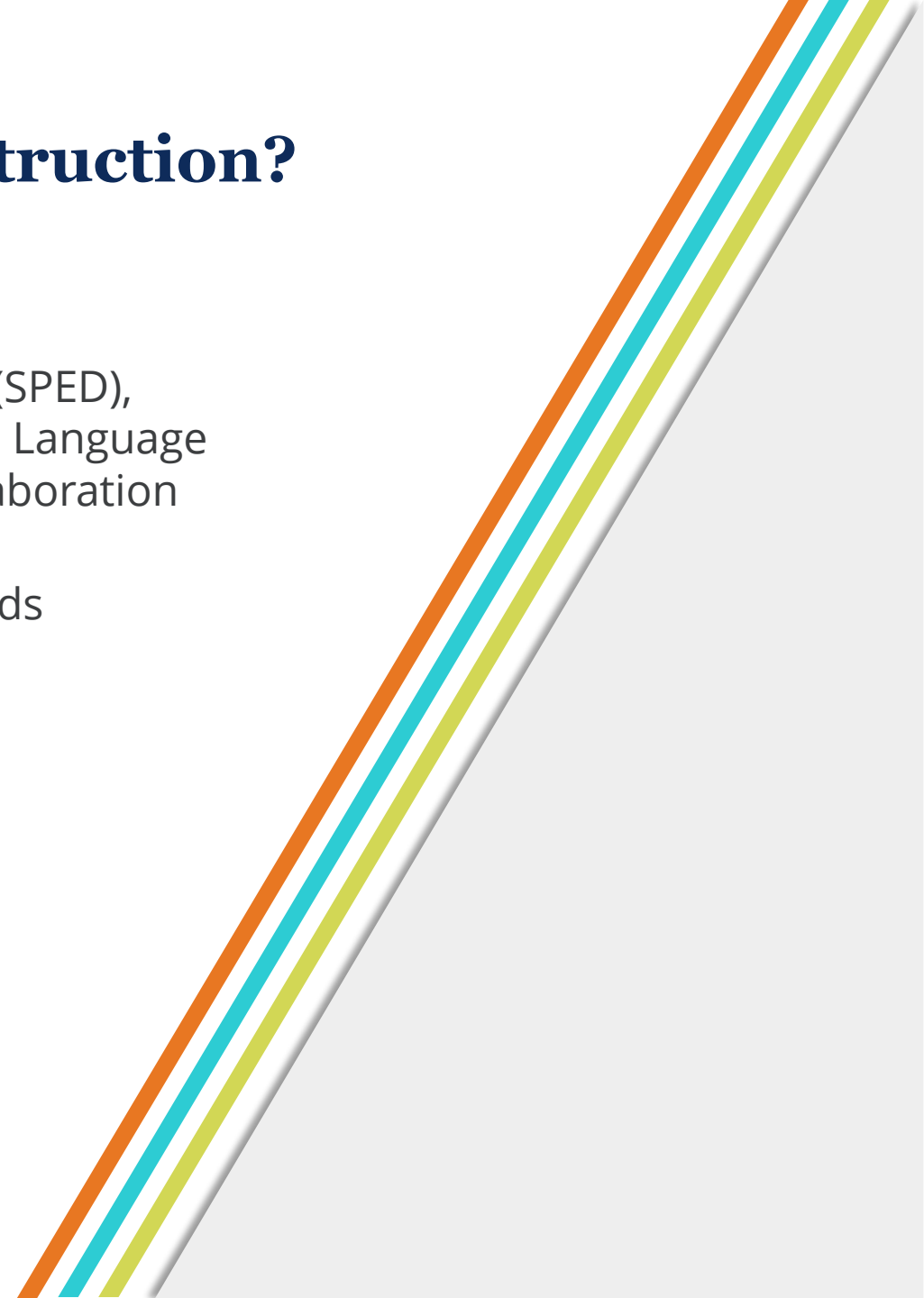
Q1: What is working well with ESL instruction?

Planning and Instructional Successes

- Collaboration amongst General Education, Special Education (SPED), Career and Technical Education (CTE) and English as a Second Language (ESL) teachers within districts and a need for ESL teacher collaboration across school districts
- Alignment of the Language and TN academic content standards
- Use of High-Quality Instructional Materials to access points and support ELs

Scheduling Success

Use of/availability of a combination of ESL scheduling and service models to suit student needs



Q2: What is not working well with ESL instruction?

Planning and Instructional Concerns

- Expressed need for guidance/training on English Language Development (ELD) standards
- Creation of Individual Learning Plans (ILPs) which align English Language Development (ELD) standards, student goals, supports and accommodations for Gen Ed and ESL teachers
- Supplementary materials to support HQIM
- Coordination of services (EL/SWD)
- Exit criteria for LTELs other than WIDA ACCESS scores
- College and career readiness opportunities (SLIFE)

Scheduling Concerns

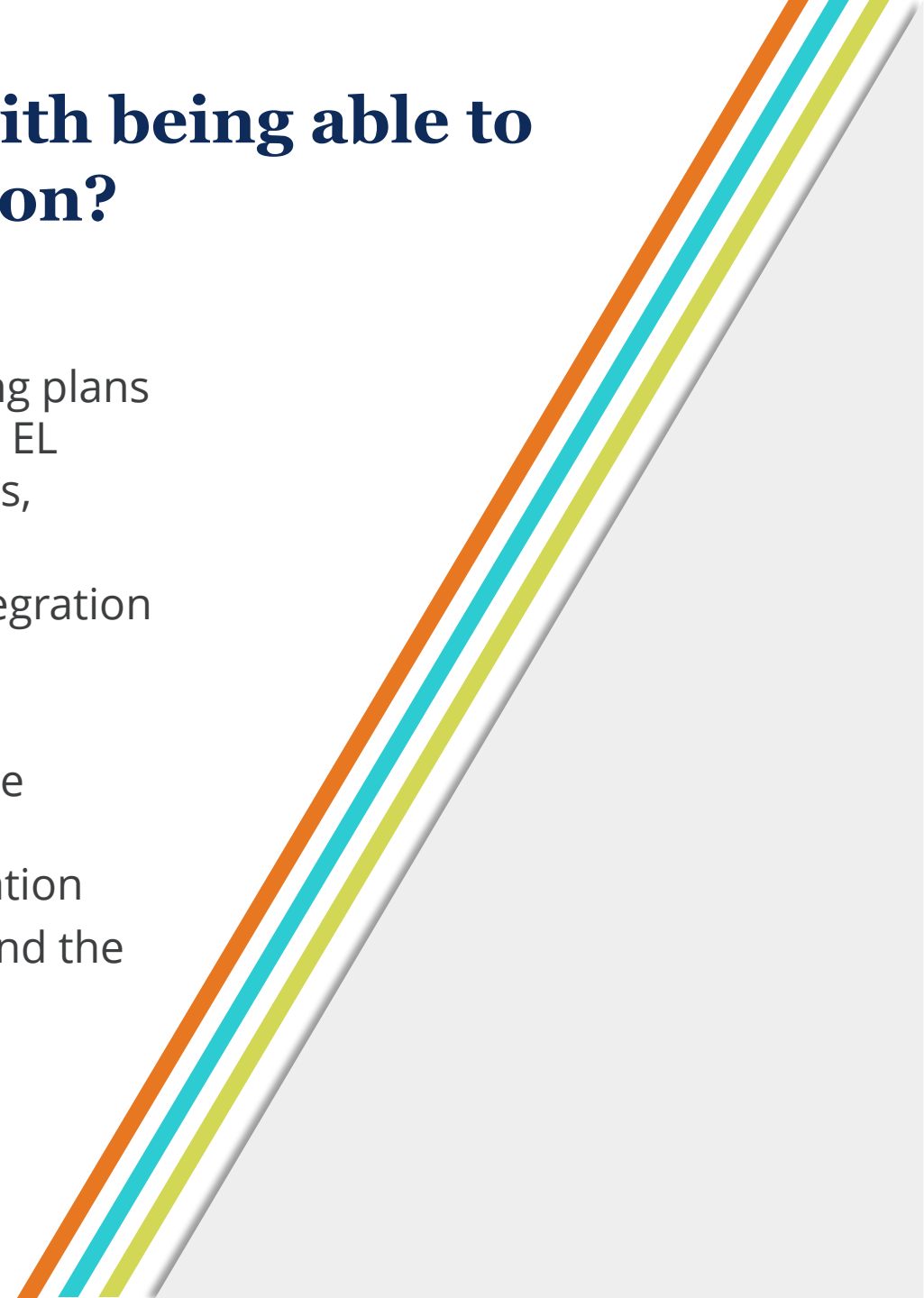
- 1-hour per day compliance measure/knowledge around schedule variations

Staffing Concerns

- Concerns around ESL teachers serving multiple schools resulting in travel time “eating up” collaboration time
- Lack of qualified/endorsed ESL candidates

Q3: What are some current barriers with being able to successfully incorporate ESL instruction?

Planning and Instructional Needs

- Individualized Learning Plans (ILPs): ILPs are individual learning plans that describe the academic and language needs and goals for EL students receiving ESL Services. Includes uniform expectations, training, and requirements for progress monitoring
 - Clear guidance on planning time to ensure ELD standards integration and appropriate supports
 - A library of models and resources to support ESL integration
 - High School career readiness guidelines for scheduling, service models, math course progression (several notes on Algebra I challenges), prioritized supports, and models for CTE integration
 - Clarity of ESL Rule specific to kindergarten initial scheduling and the need to involve review committee
- 

Q4: What resources from TDOE would assist districts the most to support ESL instruction?

Planning and Instructional Resources

- ILP system similar to Easy IEP system for student with disabilities
- Model ILPs with scaffolds, supports, and accommodations, (content specific and easily accessible)
- Model Lessons and Resources in BFAC (Access Focus)
- Professional Learning Sessions on Language Acquisition
- Phonemic Awareness Tool from Reading 360 for ESL teachers;
- Language Proficiency Benchmark (WIDA MODEL mentioned);
- Language Neutral assessment for gifted students;

Staffing Resources

- New ESL Director Training and Supports
- Collaboration opportunities for ESL teachers across TN

Family Resources

- Model newsletter templates
- basic support strategies for EL parents (similar to SIMPLE strategies)

NEXT STEP:

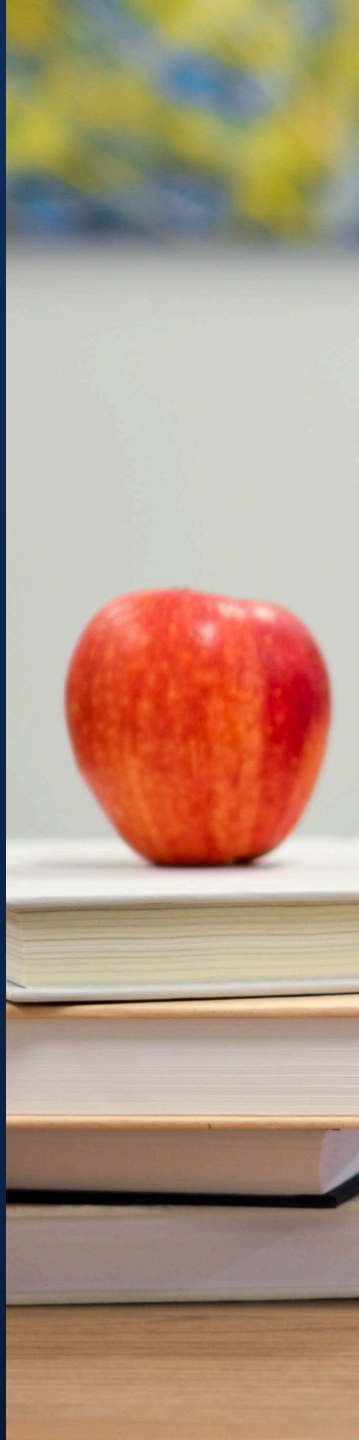
Planning and Instructional Resources

ESL Instruction Model Lessons on BFAC

- Specific Instructional Access Supports and tools for EL and core instructional team including WIDA Standards (content areas)
- Career Readiness support: Invite district leads (with and without Newcomer Centers)
- 10-minute videos which provide guidance on co-planning (not necessarily with co-teaching being the end result) so that (WIDA/ELD) language expectations can be integrated into content lessons.
- Offer a variety of content planning resources (ELA, Math, Science, Social Studies).

Scheduling Support Webinars

- This session will review the requirements within the ESL Rule around ESL course scheduling.
- Regular Q & A Opportunities to support scheduling
- Model innovative district schedules and discussion opportunities (EL district directors w/ Director of EL & Immigrant Programs facilitating)
- Coordination of services to emphasize student schedule is dependent upon student need (may want to include TDOE Director of School Psychology Services and Speech-Language and Related Services Coordinator)



NEXT STEP:

Staffing Supports

EL Webinar Supports

- Continued monthly Title III Office Hours
- New ESL Director Path to provide opportunities for new Title III directors to ask questions and network with other ESL directors.
- Open Q & A session (Academics and FPO) specific to new directors

Opportunities for Collaboration

- Districts communicated the need for (or celebration of) collaboration for ESL teachers. This collaboration included groups of ESL teachers as well as collaboration of ESL teachers with Content Areas teachers.



NEXT STEP:

Family Resources

- Basic essential toolkits for families
- Model templates for EL Family Communications
- Integration of Student Readiness Online Tool resources into model communications
- Focused resources for ESL families include WIDA Reports Home Literacy Reports, TCAP Home Reports
- Promotion of existing academic resources (re-tooled for ESL families)
- Updated SIMPLE Moments resources





Questions?

BREAK



2020-2021 Teacher Vacancy Data

Rachael Maves

Chief of Preparation and Performance

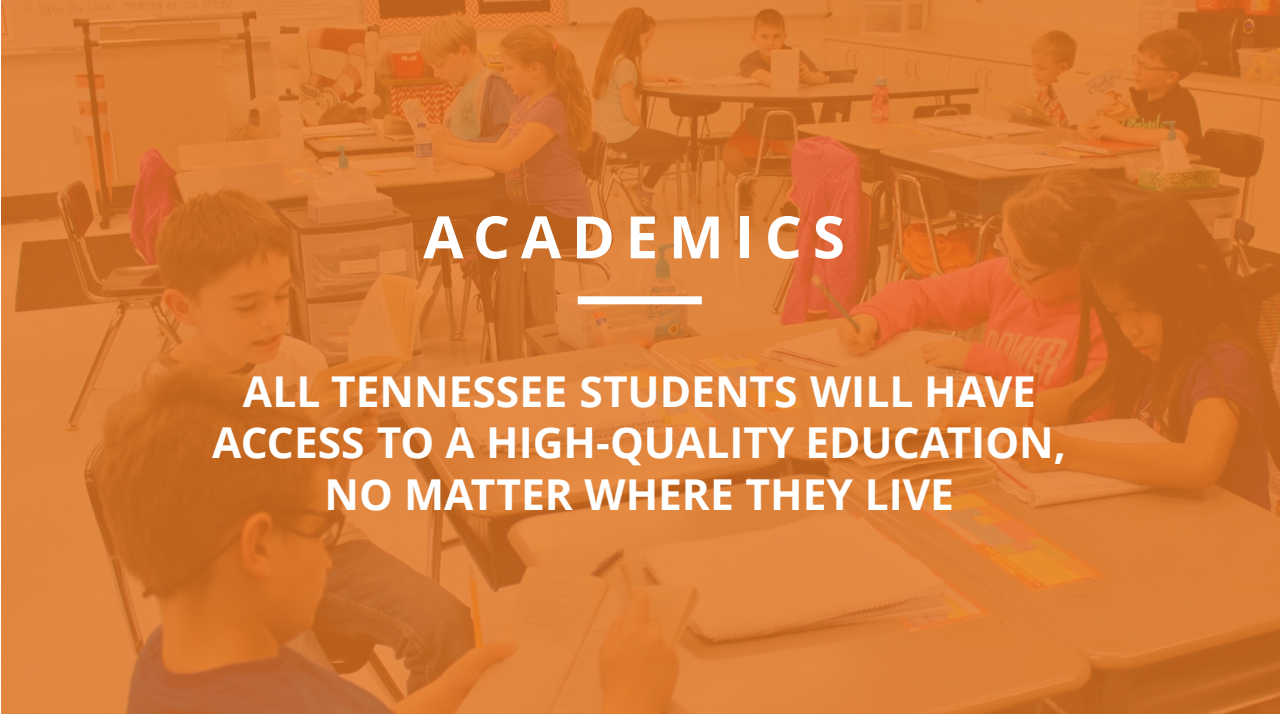
May 19, 2022





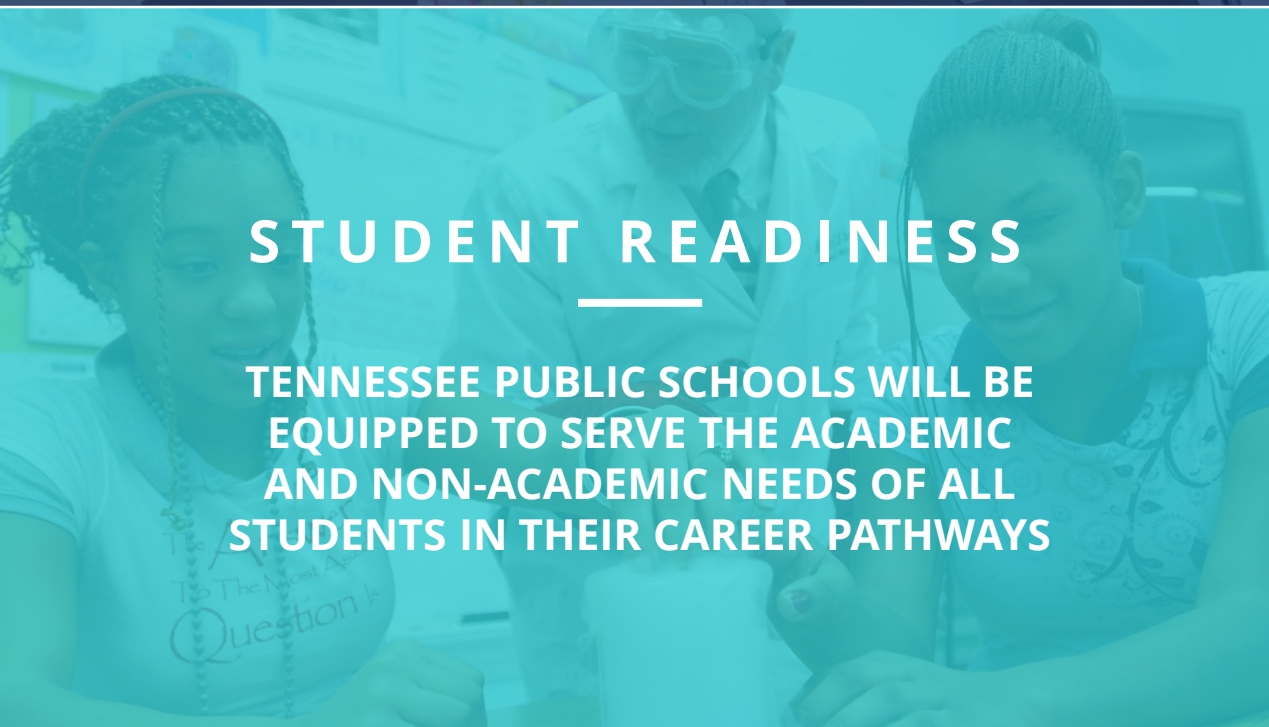
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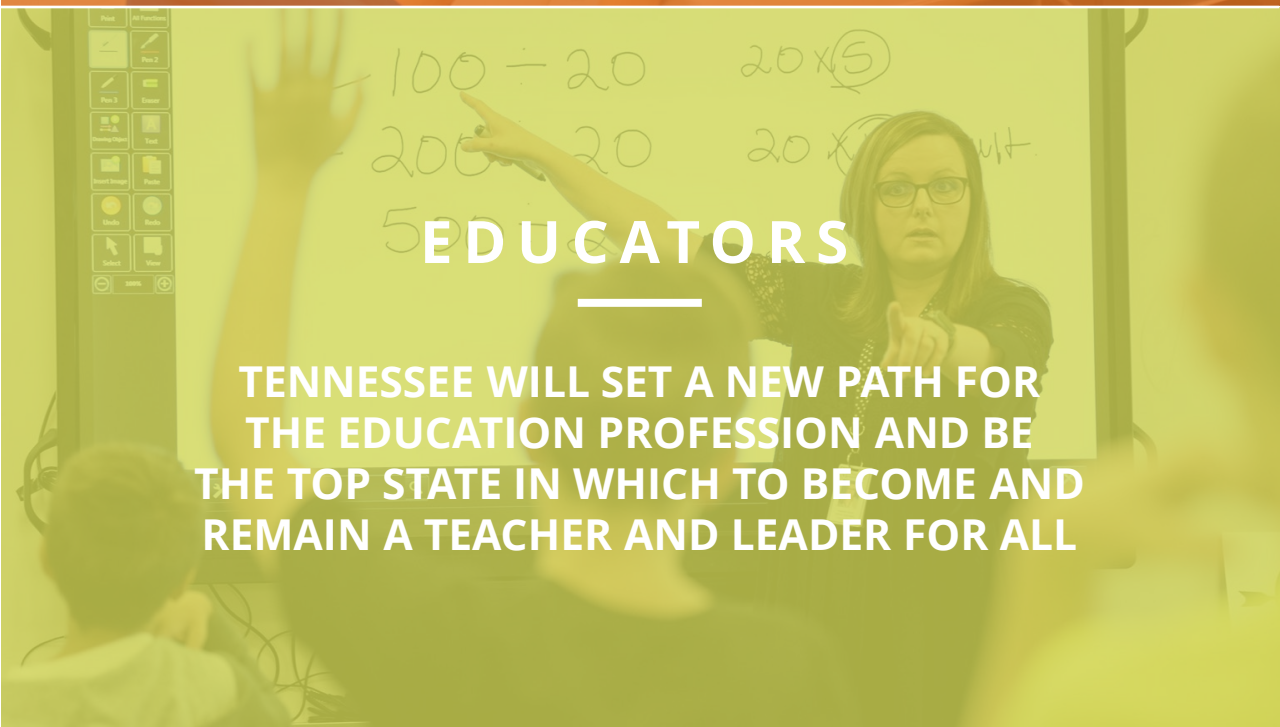
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Overview of Vacancy Data Collection



Collection Process and Guidance

Guiding State Board Policy

- As required by Tennessee State Board of Education Strategic Compensation Policy 5.600 Section II part 2(b)3:

(b) Differentiated pay plan approval shall be contingent upon the following...

3. Submission of district vacancy data using a template provided by the Department



Collection Process and Guidance

	Year 1 2020-21	Year 2 2021-22
Communication	Commissioner’s Update for Directors	Commissioner’s Update for Directors, emails to differentiated pay contacts, office hours
Collection date	One week snapshot October 2020, due October 31	One week snapshot January 2022, due February 18
Vacancy definition	Any position unfilled by a licensed teacher including those filled by a permit or endorsement exemption	Any position unfilled by a licensed teacher for 20 or more days excluding permits and endorsement exemption
Information collected	Vacancy by grade band (Pre-K, K-4, 5-8, and 9-12) and content area	Vacancy by grade band (Pre-K, K-5, 6-8, and 9-12) and content area
Type of reporting	Self-reported online form	Self-reported online form

*Permit and endorsement exemption data collected from internal data source



Limitations

Self-reported data

- LEA data by grade band and content area may lack accuracy

Submitting requirements

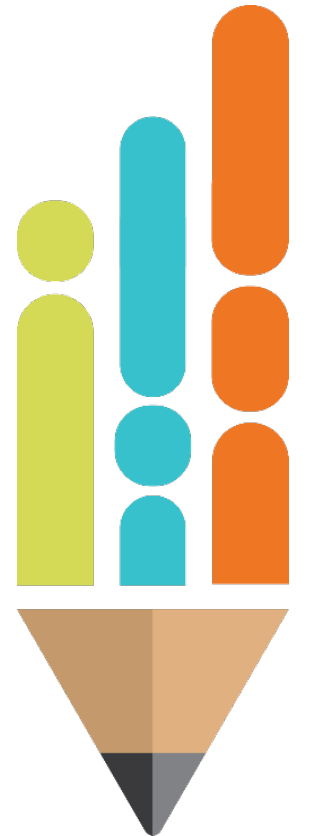
- Director of school's signature not required for verification
- Snapshot data- terminations, resignations, and transfers may occur throughout year

Content areas

- LEAs struggled with defining some content areas such as "general education"
- "Other" served as a catchall for non-tested subjects, such as art, P.E., music, and library
 - Comparisons with permits, endorsement exemptions, and non-tested vacancies impossible without separated endorsement areas

Longitudinal analysis

- The data package from 2020 was not as reliable as originally thought, which made comparisons from one school year to the next invalid and unreliable



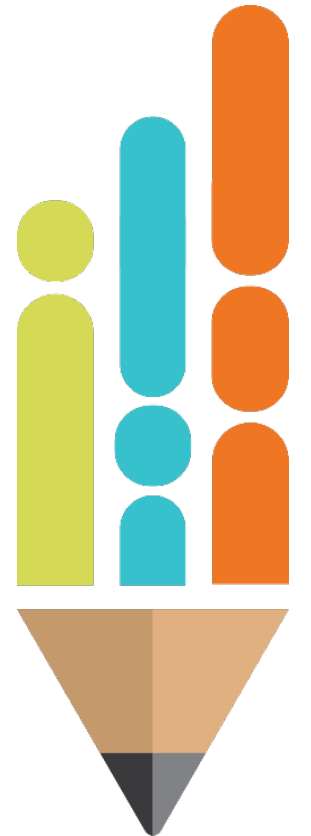
Considerations for Future Implementation

Website

- Adding a dashboard for collecting and/or displaying data, such as a TNCompass add-on, would streamline the process and make the data more useful and dynamic for districts

Multiple Data Points

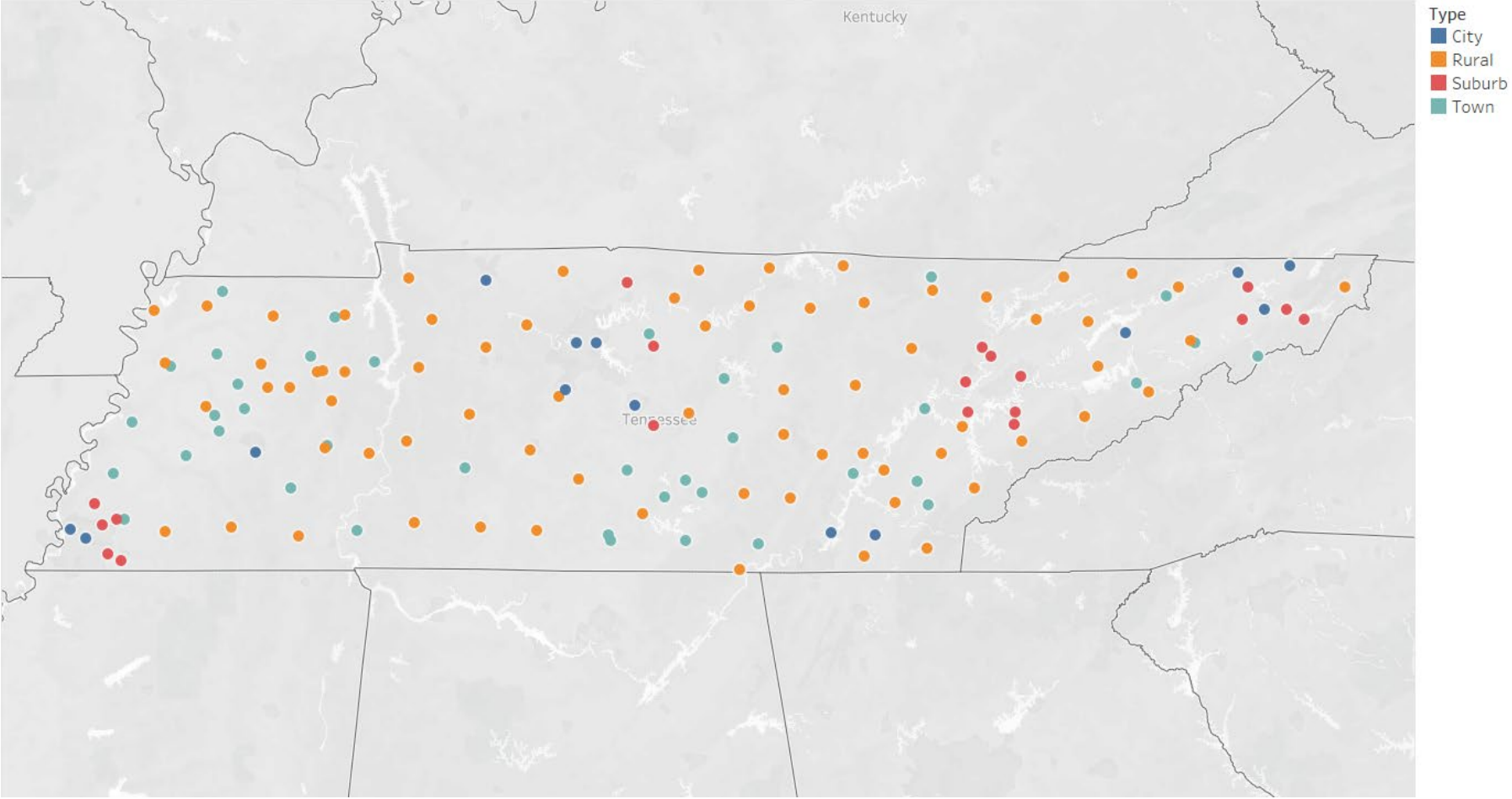
- Collection during one week of a school year may not be an accurate view of a district's vacancy data
- Adding multiple collection dates throughout the year would help analyze trends



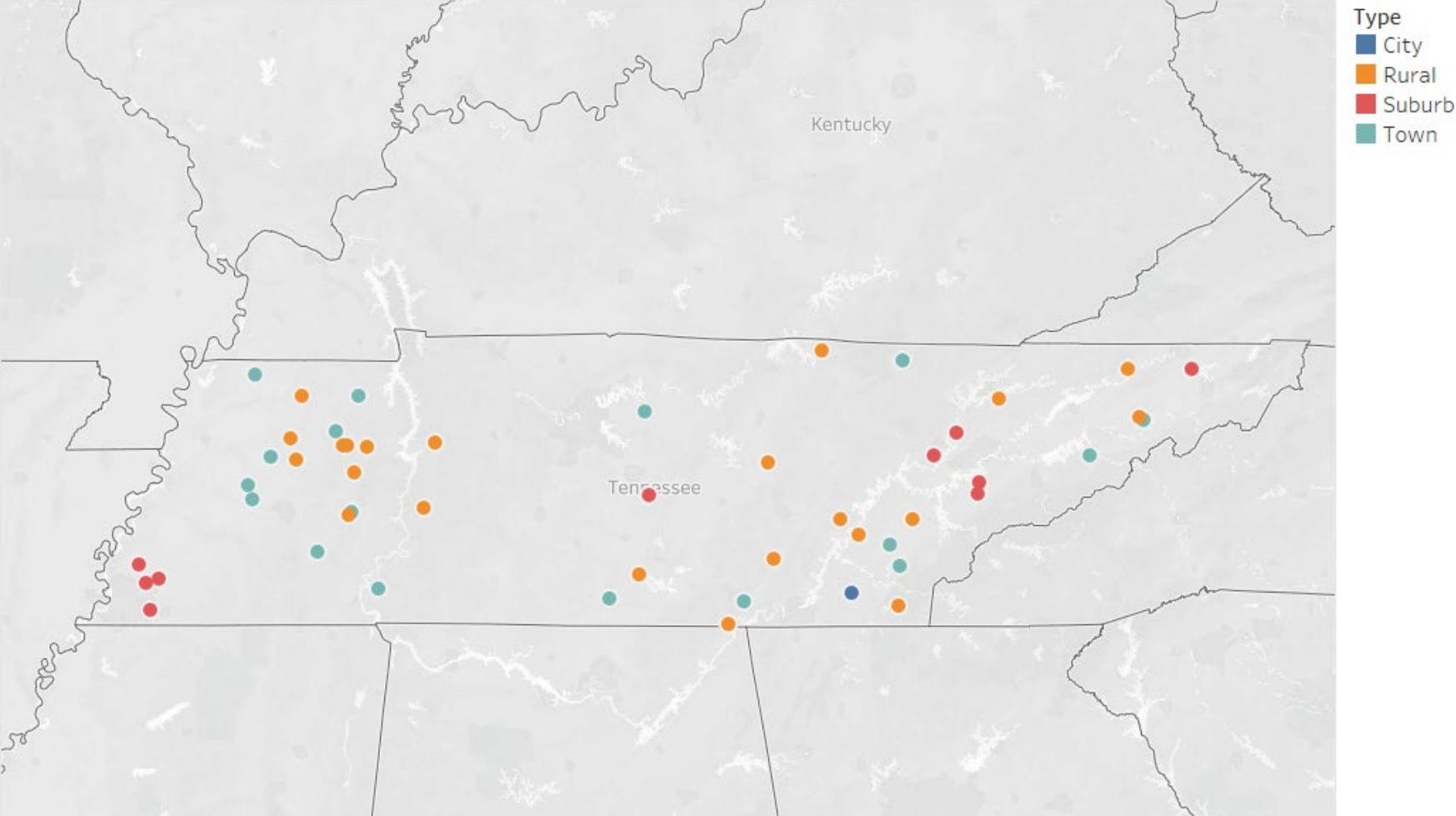
Overview of Tennessee's Districts



Tennessee's Districts by Locale Type



Tennessee's Districts with Zero Vacancies *by Locale Type*



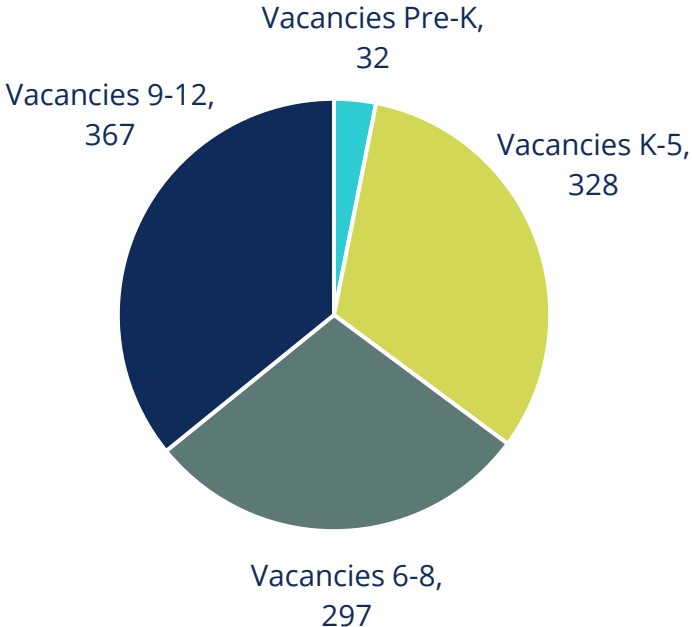
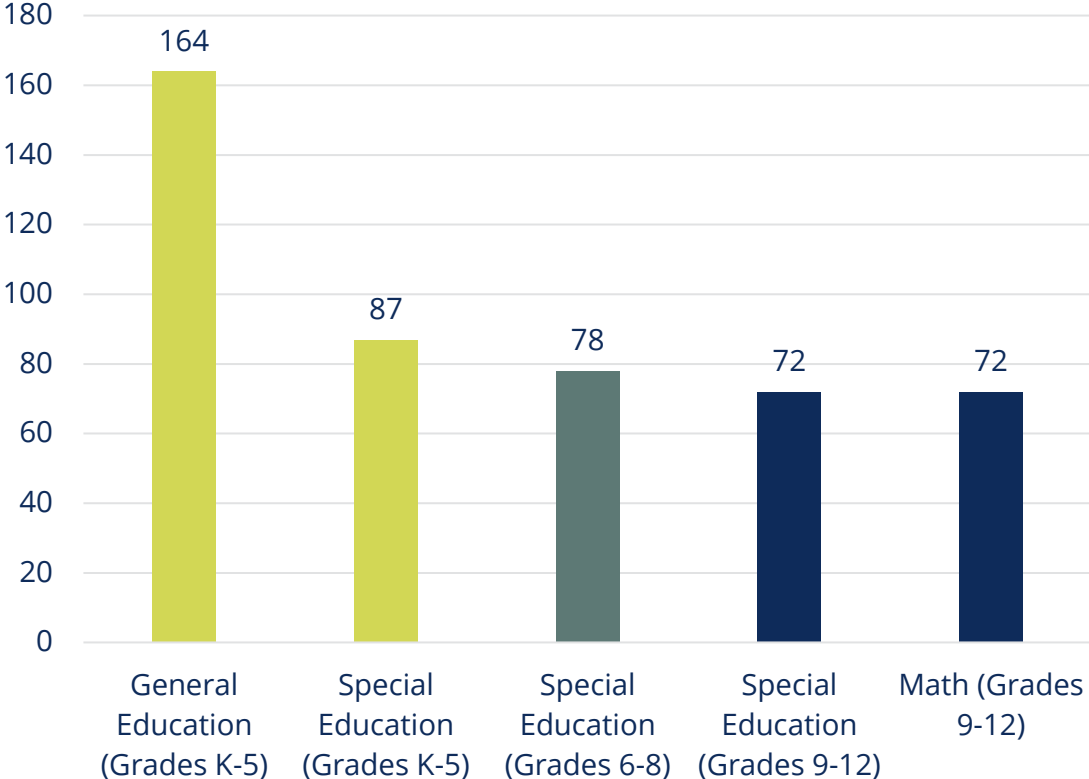
Vacancies, Permits, and Endorsement Exemptions



Vacancy Data Overview

The **average number of vacancies is 10.7**. The **median number of vacancies across these districts is 3**.

Top Areas for Vacancies



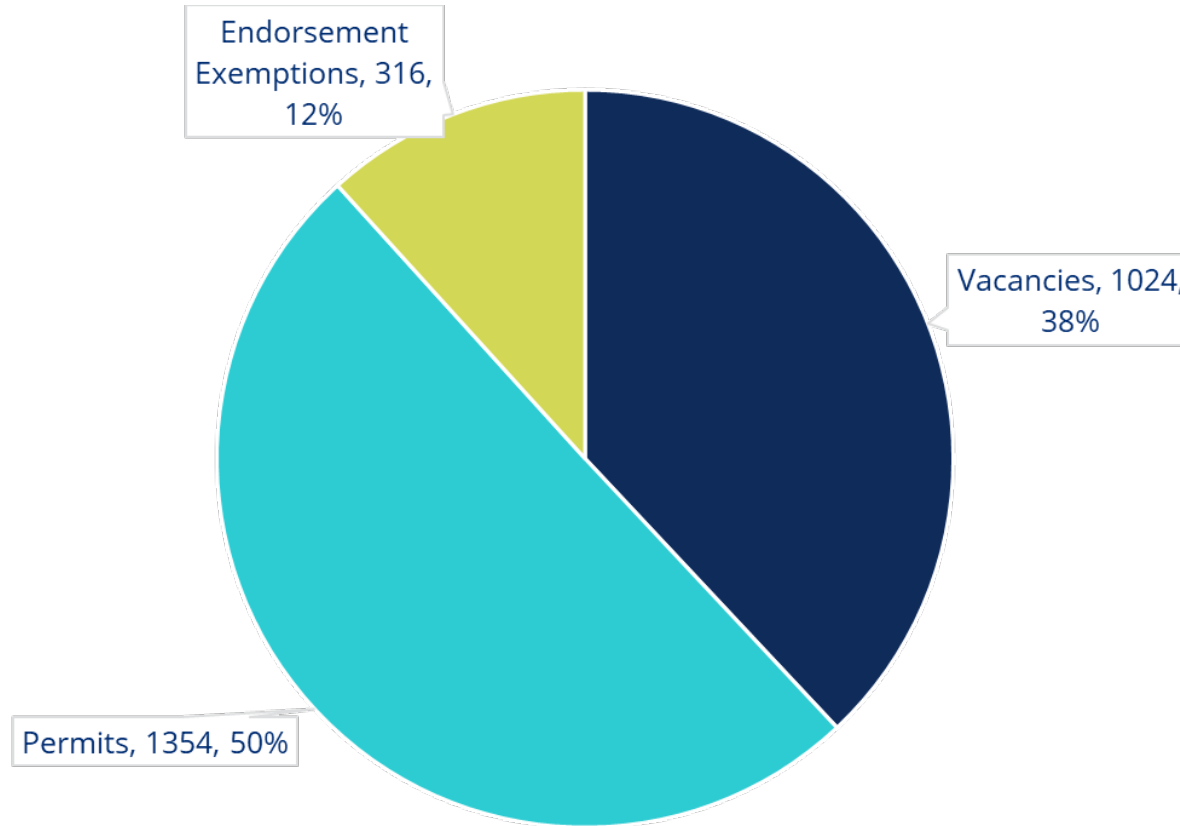
50 Districts Reported Zero Vacancies

- Alamo City Schools
 - Alcoa City Schools
 - Athens City Schools
 - Bartlett City Schools
 - Bradford SSD
 - Carroll County Schools
 - Chester County Schools
 - Cleveland City Schools
 - Clinton City Schools
 - Etowah City Schools
 - Fayetteville City Schools
 - Germantown Municipal Schools
 - Greene County Schools
 - Greeneville City Schools
 - Hardin County Schools
 - Hawkins County Schools
 - Henderson County Schools
 - Hollow Rock - Bruceton SSD
 - Humphreys County Schools
 - Huntingdon SSD
 - Lakeland Municipal Schools
 - Lebanon SSD
 - Lexington City Schools
 - Marion County Schools
 - Maryville City Schools
 - Meigs County Schools
 - Milan SSD
 - Millington Municipal Schools
 - Moore County Schools
 - Newport City Schools
 - Oak Ridge City Schools
 - Oneida SSD
 - Paris SSD
 - Perry County Schools
 - Pickett County Schools
 - Polk County Schools
 - Rhea County Schools
 - Richard City Schools
 - Rutherford County Schools
 - Sequatchie County Schools
 - South Carroll SSD
 - Sullivan County Schools
 - Sweetwater City Schools
 - Trenton SSD
 - Union City Schools
 - Weakley County Schools
 - White County Schools
- 

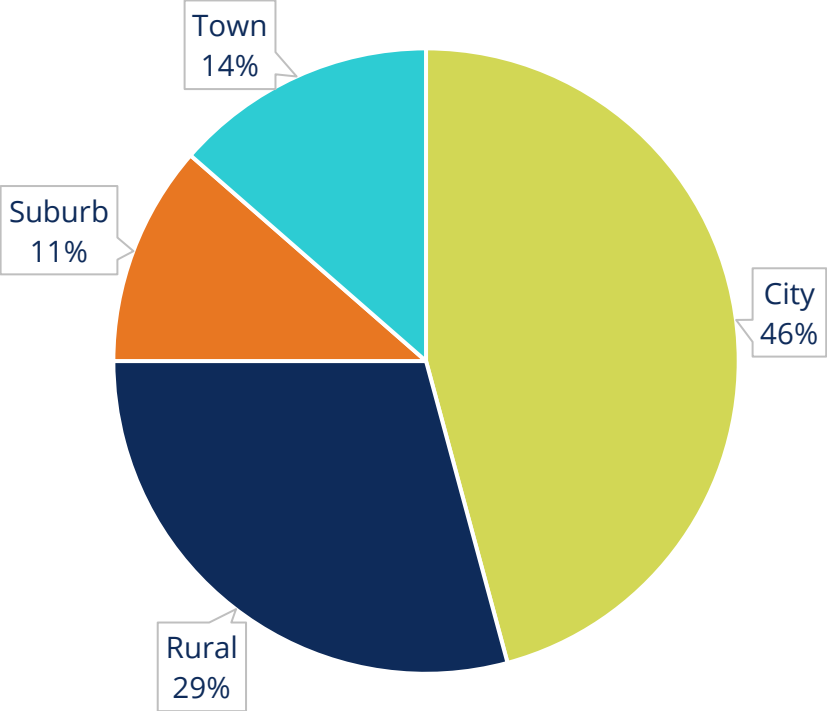
Unfilled Positions: Vacancies, Endorsement Exemptions, Permits

When a licensed teacher cannot be employed:

- **Vacancy:** unfilled
- **Permit:** emergency credential for a teacher **without** any teaching license
- **Endorsement exemption (formerly known as waiver):** emergency credential for a teacher **with** a teaching license to allow them to teach outside of their endorsement area



Vacancies by Locale Type



	City	Suburb	Town	Rural
Total Pre-K	17 (70%)	3 (13%)	1 (4%)	3 (13%)
Total K-5	150 (52%)	18 (6%)	39 (13%)	83 (29%)
Total 6-8	141 (53%)	25 (9%)	36 (13%)	66 (25%)
Total 9-12	161 (50%)	37 (11%)	41 (13%)	84 (26%)

*Percent reflects part of total for given grade band



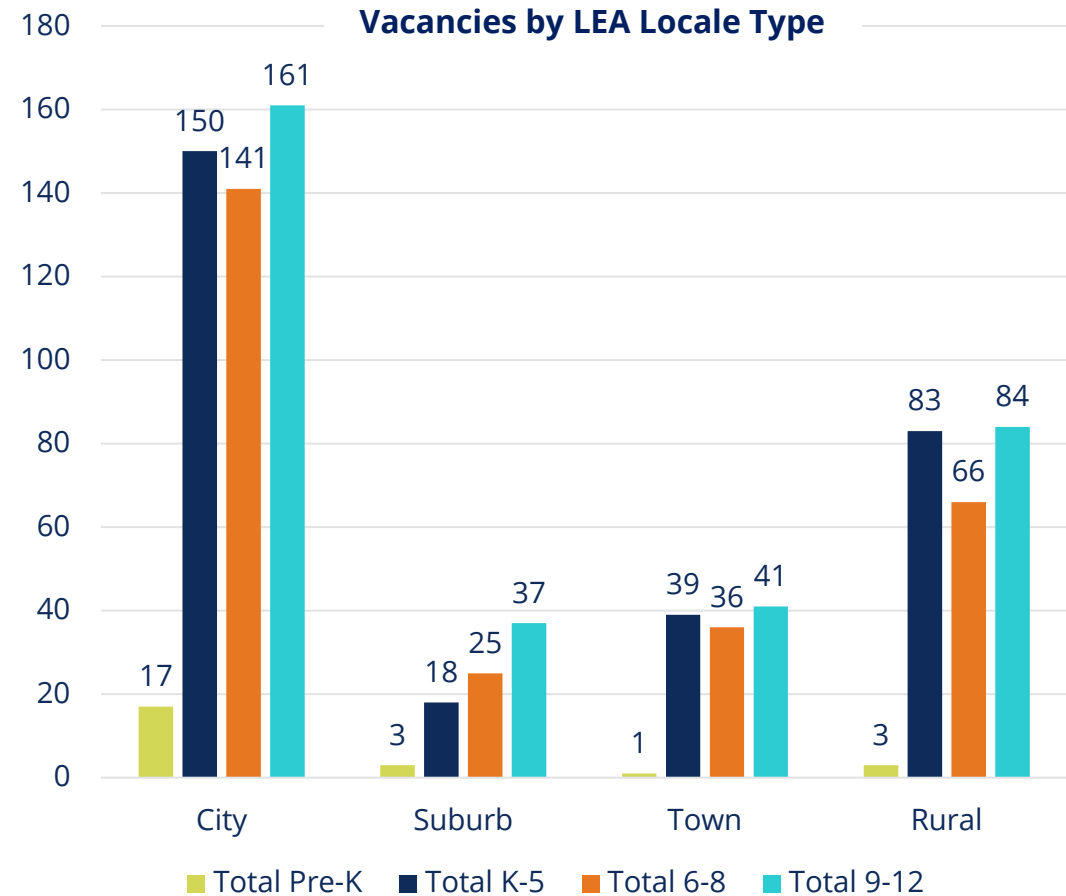
Vacancies by Locale Type

Tennessee's LEAs include:

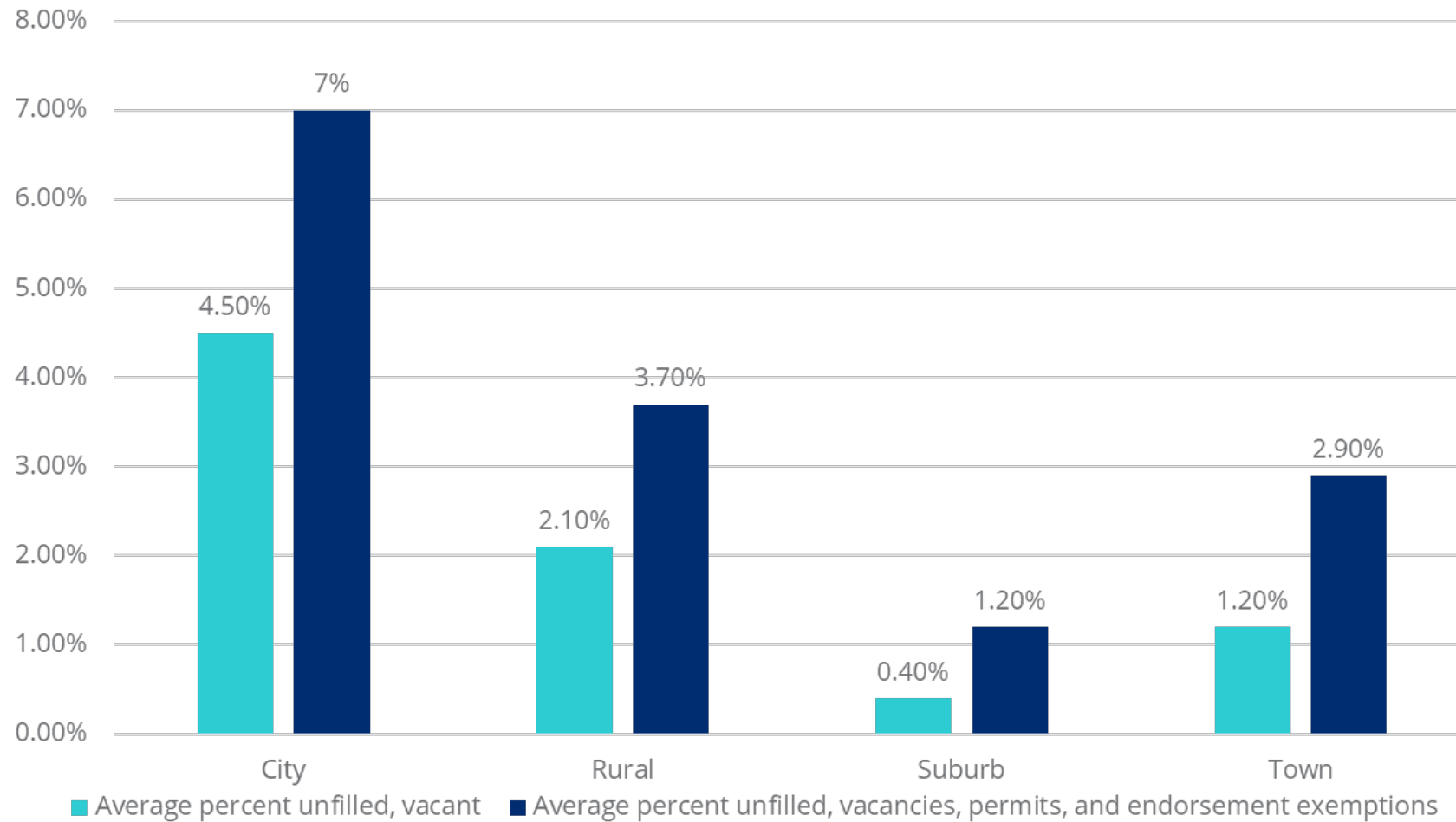
- 15 city districts
- 19 suburban districts
- 39 town districts
- 72 rural districts

Most vacancies are roughly evenly distributed amongst elementary, middle, and high schools with a slight dip in the middle grades.

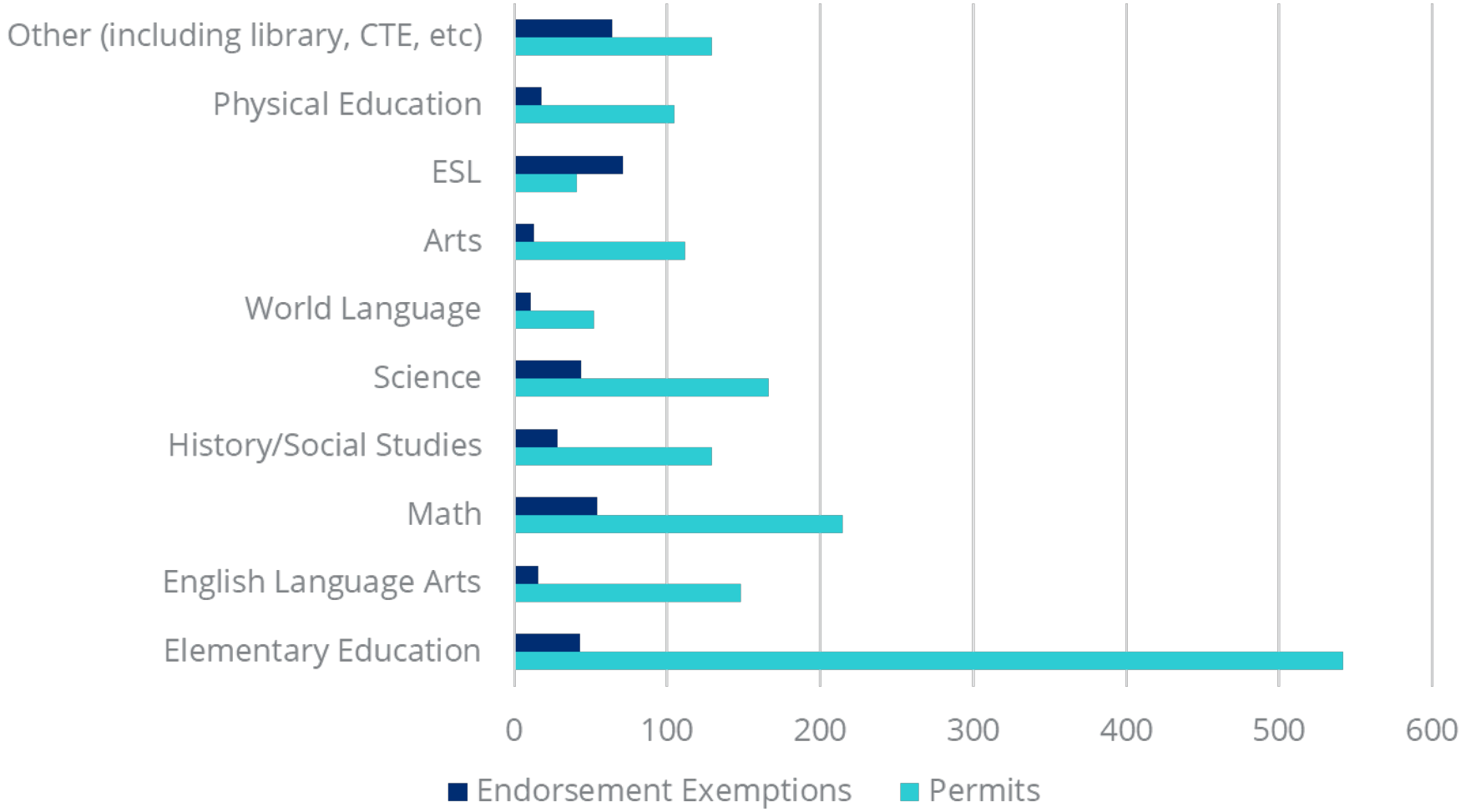
The exception to the trend is in suburbs.



Average Percent Unfilled by Locale Type



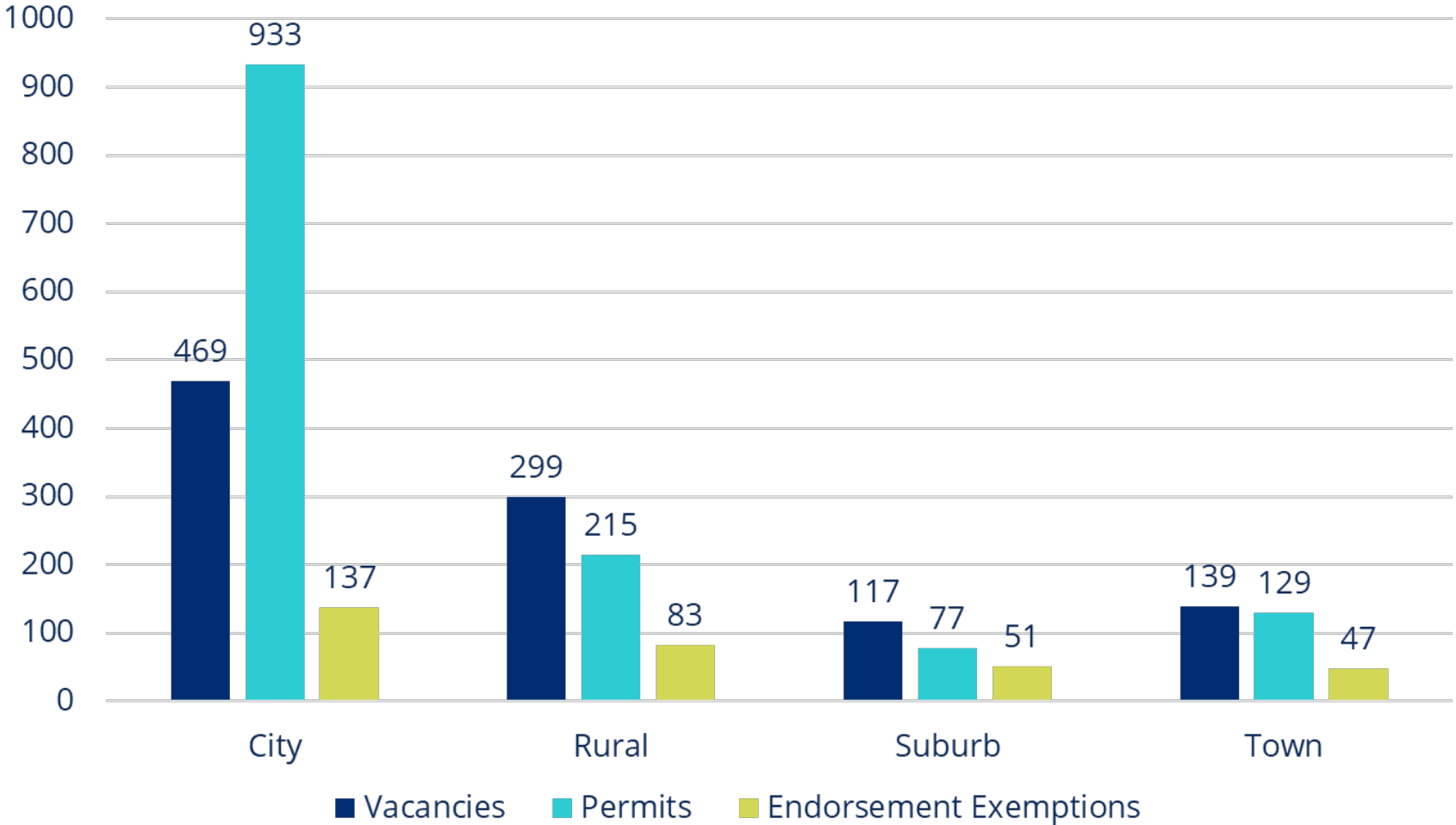
Permits and Endorsement Exemptions by Area



EDUCATORS



Vacancies, Permits and Endorsement Exemptions *by Locale Type*



EDUCATORS

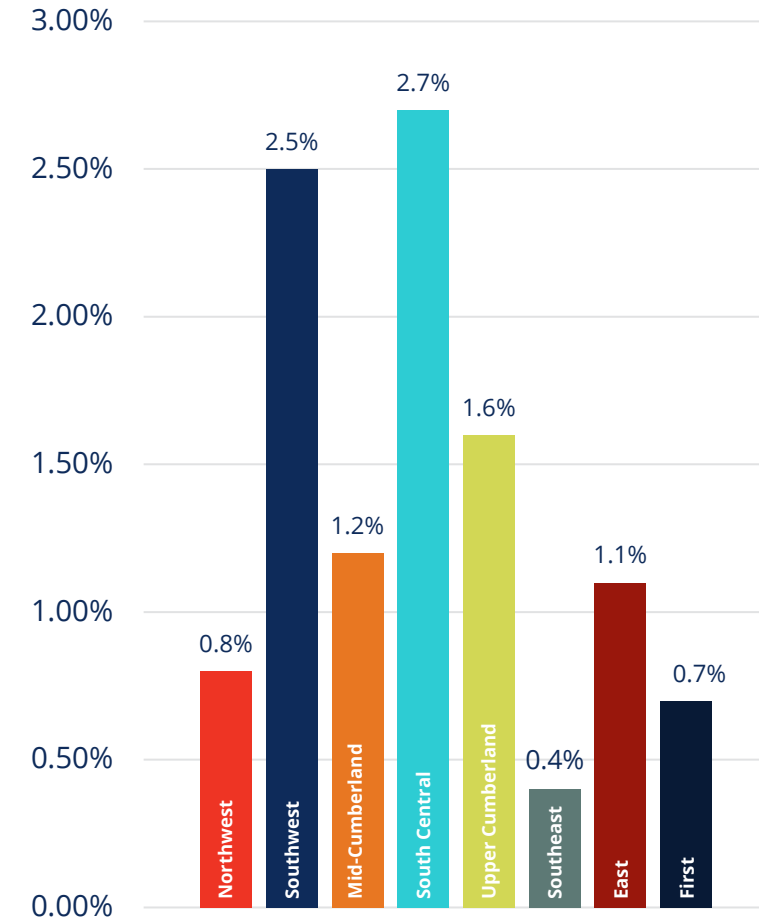


Vacancies: CORE Regions

- 50 districts report zero vacancies
- For districts with reported vacancies:
 - The average number of vacancies is 10.7
 - The median number of vacancies across these districts is 3

CORE Region	Vacancies	Total Staffed Positions*	Percent Vacant, Region	Percent of All TN Vacancies
Northwest	22	2,726	0.8%	2%
Southwest	347	13,288	2.5%	34%
Mid-Cumberland	254	20,553	1.2%	25%
South Central	118	4,202	2.7%	12%
Upper Cumberland	84	5,042	1.6%	8%
Southeast	23	5,632	0.4%	2%
East	135	11,565	1.1%	13%
First	41	5,703	0.7%	4%
Total	1,024	68,751	1.4%	

*Data from State Report Card, by district, on TDOE website, representing positions currently staffed by an educator



Percent of total teaching positions vacant by CORE Region



Vacancies, Permits, and Endorsement Exemptions: CORE Regions

CORE Region	Vacancies	Permits	Endorsement Exemptions	Total Teacher Count*	Total Percent Unfilled Positions**
Northwest	22	36	11	2,726	2.4%
Southwest	347	753	63	13,288	8%
Mid-Cumberland	254	284	93	20,553	2.9%
South Central	118	79	25	4,242	4.9%
Upper Cumberland	84	53	32	5,042	2.7%
Southeast	23	84	45	5,632	2.6%
East	135	35	36	11,565	1.7%
First	41	30	13	5,703	1.4%
Total	1,024	1,354	318	68,751	

* Information gathered from the State Report Card, by district, on the TDOE website

** A permit or endorsement exemption is issued for an unfilled class assignment/teaching position but may not be the equivalent of a full-time teaching load; see notes



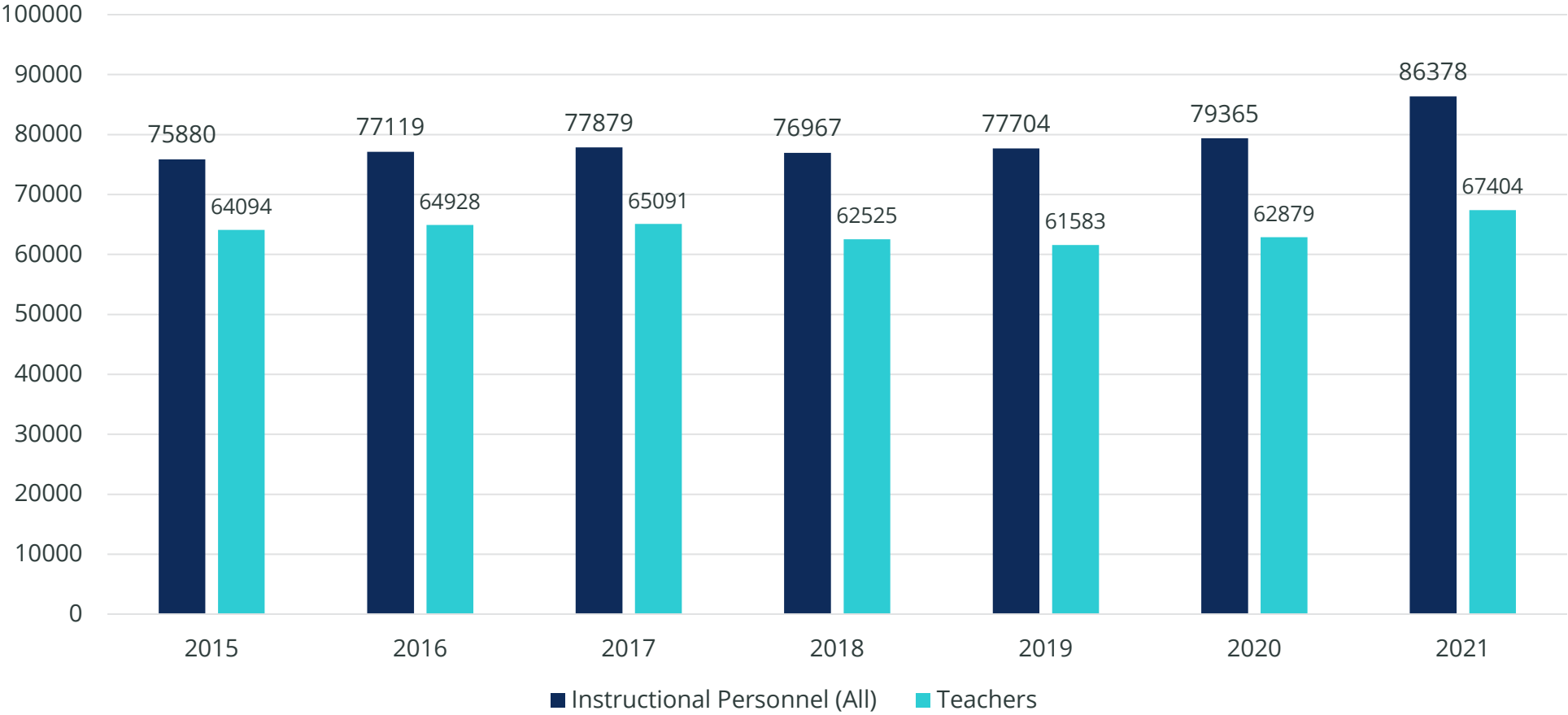
EDUCATORS



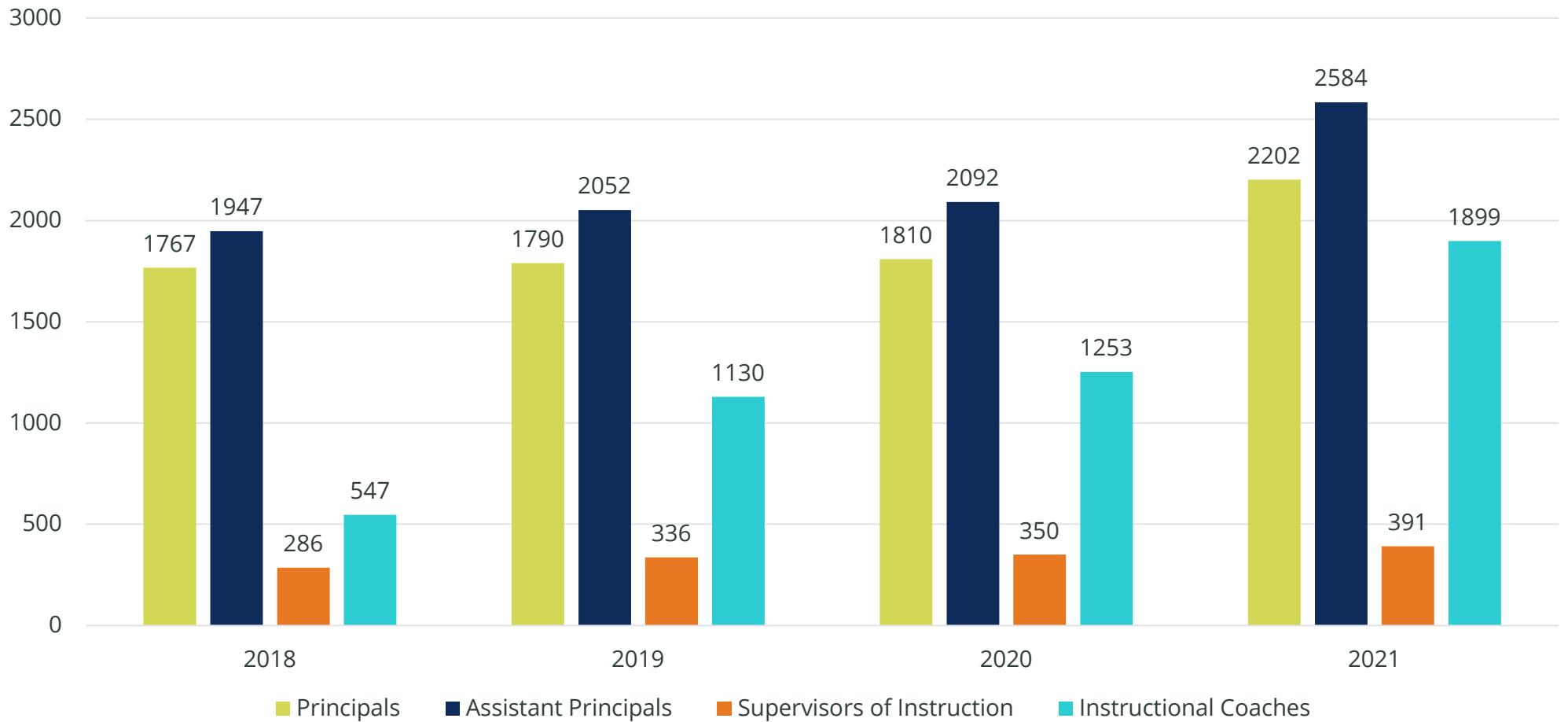
Comparative Analysis



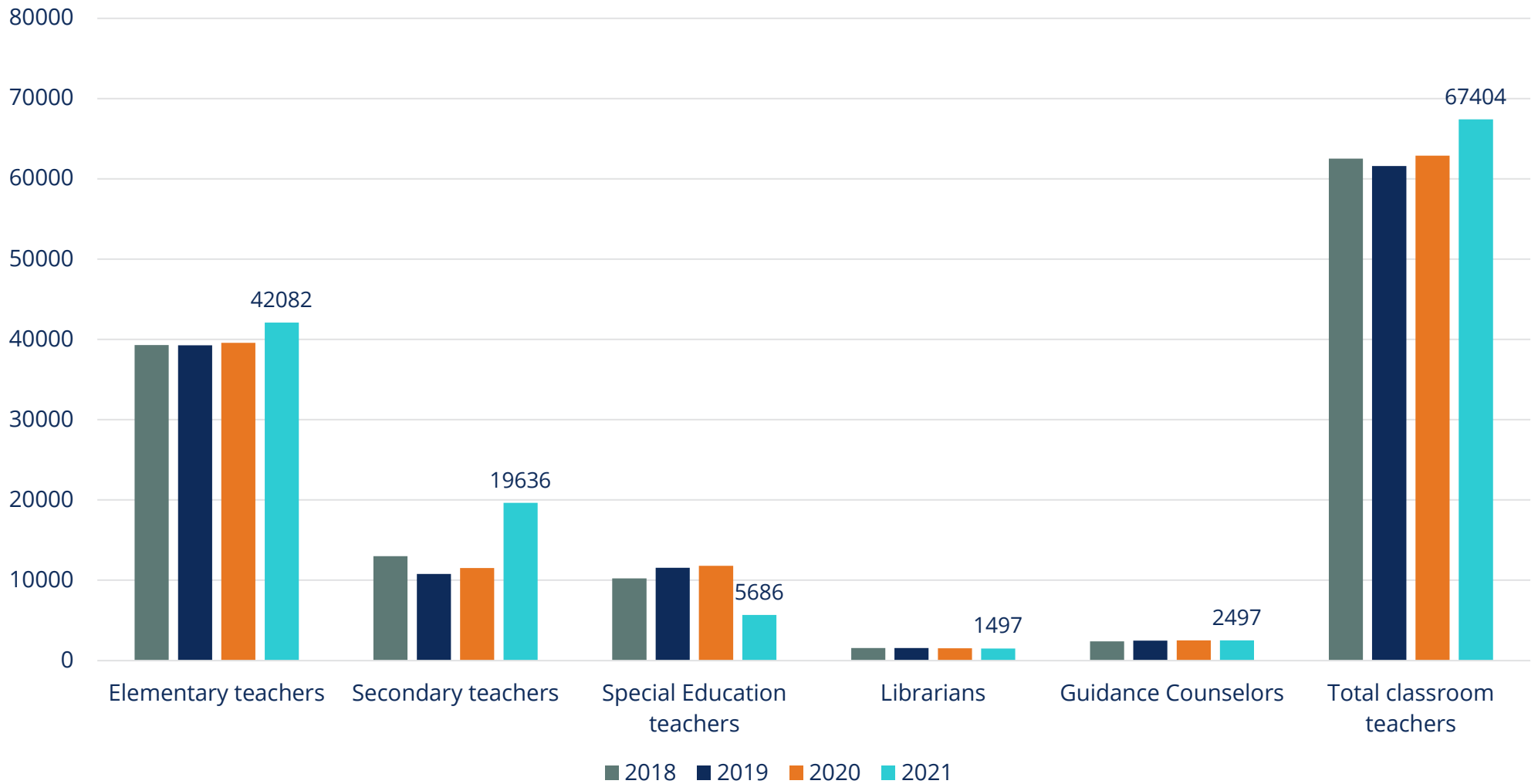
All Instructional Personnel & Teachers, Total Count, 2015-21



Instructional Personnel Subgroups, 2018-21



Staffed Teachers in Tennessee, 2018-2021



Tennessee's Educator Preparation Programs/Providers



Tennessee's Educator Preparation Programs/Providers

East:

- Carson-Newman University
- Johnson University
- Knox County Schools
- Lincoln Memorial University
- Maryville College
- South College
- University of Tennessee – Knoxville

First:

- East Tennessee State University
- King University
- Milligan College
- Tusculum University

Upper Cumberland:

- Tennessee Technological University

Southeast:

- Bryan College
- Lee University
- Southern Adventist University
- Tennessee Wesleyan University
- University of Tennessee - Chattanooga

Mid Cumberland:

- Aquinas College
- Austin Peay State University
- Belmont University
- Cumberland University
- Fisk University
- Lipscomb University
- Middle Tennessee State University
- Nashville Teacher Residency
- Rutherford County Schools
- Tennessee State University
- Trevecca Nazarene University
- Vanderbilt University
- Welch College

South Central:

- University of Tennessee – Southern

Northwest:

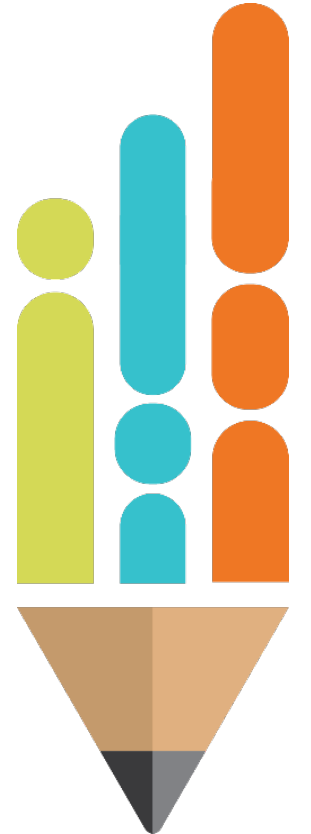
- Bethel University
- University of Tennessee – Martin

Southwest:

- Arete Public Montessori Residency
- Christian Brothers University
- Freed-Hardeman University
- Lane College
- LeMoyne-Owen College
- Rhodes College
- Teach for America – Memphis
- Union University
- University of Memphis

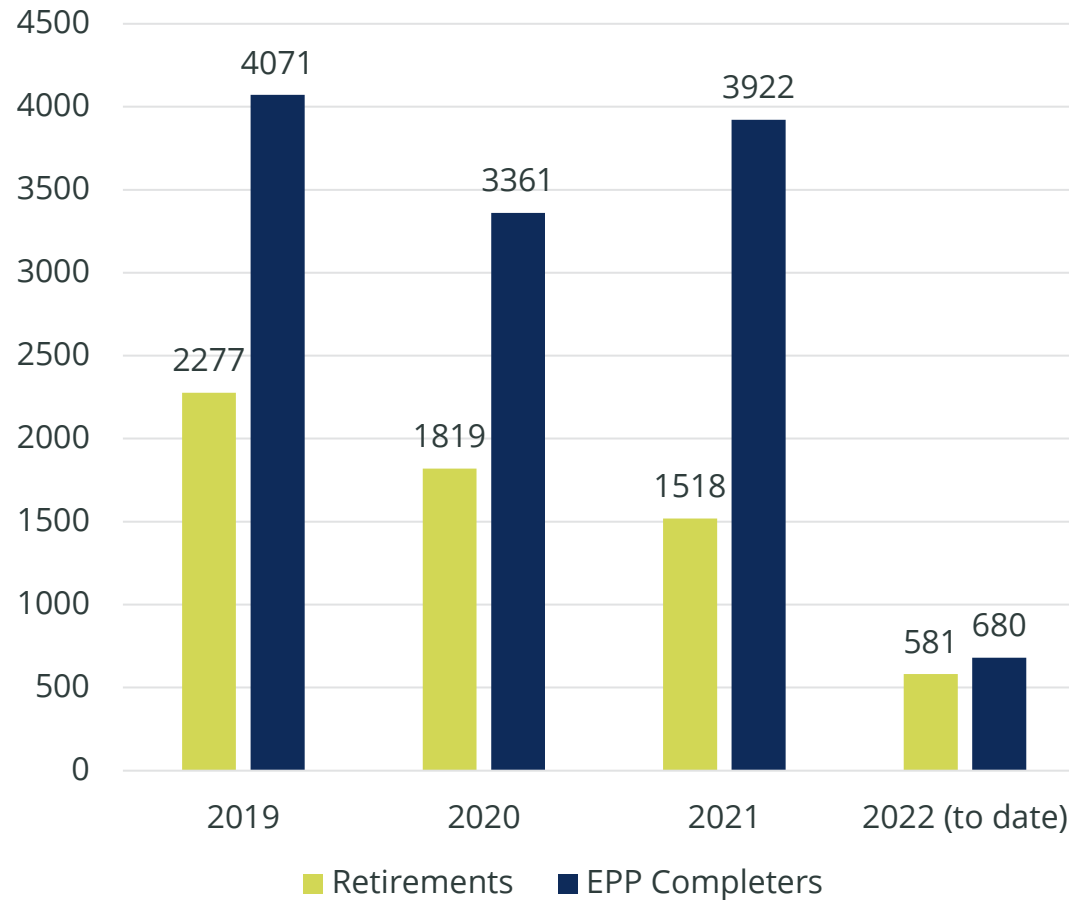
Online:

- Western Governors University



Retirees and EPP Completers 2019-2022

- Over the past few years, program participation has fluctuated relatively similarly in programs across the state.
- In this time span, Tennessee has seen more than 3300 individuals complete programs each year.
- The number of total program completers has continued to outpace individuals who enter Tennessee's educator retirement plan each year.



Demographic Comparisons

There are *no strong correlations* between teacher vacancies and the following:



percentage students of color



percentage students from economically disadvantaged backgrounds



percentage of teachers who claim school climate is positive



percentage of teachers who claim strong leadership present



average salary for licensed teacher within LEA

There are *moderate correlations* between overall percent of **unfilled licensed positions** (vacancies, permits, and endorsement exemptions) and the following:



percentage of teachers who claim school climate is positive



percentage of teachers who claim strong leadership present

In other words, we might **expect the number of unfilled positions to decrease** if the number of teachers who claim a positive school climate increases and the number of teachers who claim there is strong leadership increases.

Tennessee Teacher Pipeline



Strategies to Support Teacher Pipeline

Grow Your Own (GYO)

- First launched in 2020 in Clarksville-Montgomery County Schools
- Mission: Recruit and prepare local community members to enter the teaching profession
- Provides no-cost pathways to the teaching profession by increasing EPP enrollment and the supply of qualified teachers
- Includes 65 partnerships with 14 EPPs and 63 school districts that offer free opportunities to become a teacher
 - Currently 650 future educators are enrolled

• Part of GYO: Tennessee's Teacher Apprenticeship Model

- Job-embedded Teacher Residency
- Provides training from an experienced mentor for 1-3 years and EPP coursework while earning a wage
- Locally-driven within districts

Additional Strategies

- Ensure each district has an EPP partner
- Share vacancy data with EPPs to guide endorsement support in high-vacancy areas



Appendix: List of Locales by Type





List of Locales by Type

From the National Center for Education Statistics: ***“NCES classifies all territory in the U.S. into four types – Rural, Town, Suburban, and City, and each type is divided into three subtypes based on population size or proximity to populated areas. The classifications rely on standard urban and rural designations defined by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety.”***

- **For the purposes of Tennessee LEA classification**, the three subtypes have been combined into the main type of locale:
 - **City** includes territory inside an urbanized area and inside a principal city. This includes NCES’s three city classifications: city-large, city-midsized, and city-small.
 - **Suburb** includes territory outside a principal city and inside an urbanized area. This includes NCES’s three suburb classifications: suburb-large, suburb-midsized, and suburb-small.
 - **Town** includes territory inside an urban cluster and includes NCES’s three subtypes: town-fringe, town-distant, and town-remote.
 - **Rural** includes census-defined rural territory and includes NCES’s three subtypes: rural-fringe, rural-distant, and rural-remote.



Type: City	Type: Suburban
Achievement School District	Alcoa
Bristol	Anderson County
Cleveland	Bartlett
Franklin SSD	Carter County
Hamblen County	Clinton
Hamilton County	Collierville
Johnson City	Elizabethton
Kingsport	Germantown
Madison County	Knox County
Metro Nashville Public Schools	Lakeland
Montgomery County	Lenoir City
Murfreesboro	Maryville
Shelby County	Millington Municipal Schools
Tennessee School for Blind	Oak Ridge
Tennessee School for the Deaf	Rutherford County
	Sullivan County
	Sumner County
	Washington County
	Wilson County



Type: Town	
Alamo	Lauderdale County
Arlington	Lebanon
Athens	Lewis County
Bedford County	Lexington
Bells	Lincoln County
Benton County	Manchester
Chester County	Marion County
Coffee County	McKenzie
Dayton	Newport
Dekalb County	Oneida
Dyersburg	Paris
Etowah	Putnam County
Fayetteville	Roane County
Franklin County	Rogersville
Gibson Co Special District	Tipton County
Greeneville	Trenton
Hardin County	Tullahoma
Haywood County	Unicoi County
Humboldt City Schools	Union City
	Warren County



Type: Rural

Alvin C York Institute	Fentress County	Lake County	Rhea County
Bledsoe County	Giles County	Lawrence County	Richard City
Blount County	Grainger County	Loudon County	Robertson County
Bradford	Greene County	Macon County	Scott County
Bradley County	Grundy County	Marshall County	Sequatchie County
Campbell County	Hancock County	Maury County	Sevier County
Cannon County	Hardeman County	McMinn County	Smith County
Carroll County	Hawkins County	McNairy County	South Carroll
Cheatham County	Henderson County	Meigs County	Stewart County
Claiborne County	Henry County	Milan	Sweetwater
Clay County	Hickman County	Monroe County	Trousdale County
Cocke County	Hollow Rock - Bruceton	Moore County	Union County
Crockett County	Houston County	Morgan County	Van Buren County
Cumberland County	Humphreys County	Obion County	Wayne County
Decatur County	Huntingdon SSD	Overton County	Weakley County
Dickson County	Jackson County	Perry County	West Carroll SD
Dyer County	Jefferson County	Pickett County	White County
Fayette County	Johnson County	Polk County	Williamson County



PROPOSED LICENSURE ACTIONS

TODD MADISON AND CANDACE CARTER
STAFF ATTORNEYS