



TENNESSEE
STATE BOARD OF EDUCATION

EDUCATOR PREPARATION AND LICENSURE STUDY COMMITTEE

MAY 11, 2022

AGENDA

- Presentation from Williamson County Schools on Teacher Staffing and Turnover
- Statewide Data on Teacher Vacancies
- Update on TDOE Annual Reports
- First-Time Pass Rates on Content Area Licensure Exams for Teachers
- Discussion with TACTE Executive Board

WILLIAMSON COUNTY SCHOOLS TEACHER STAFFING DATA

VICKIE HALL

ASSISTANT SUPERINTENDENT

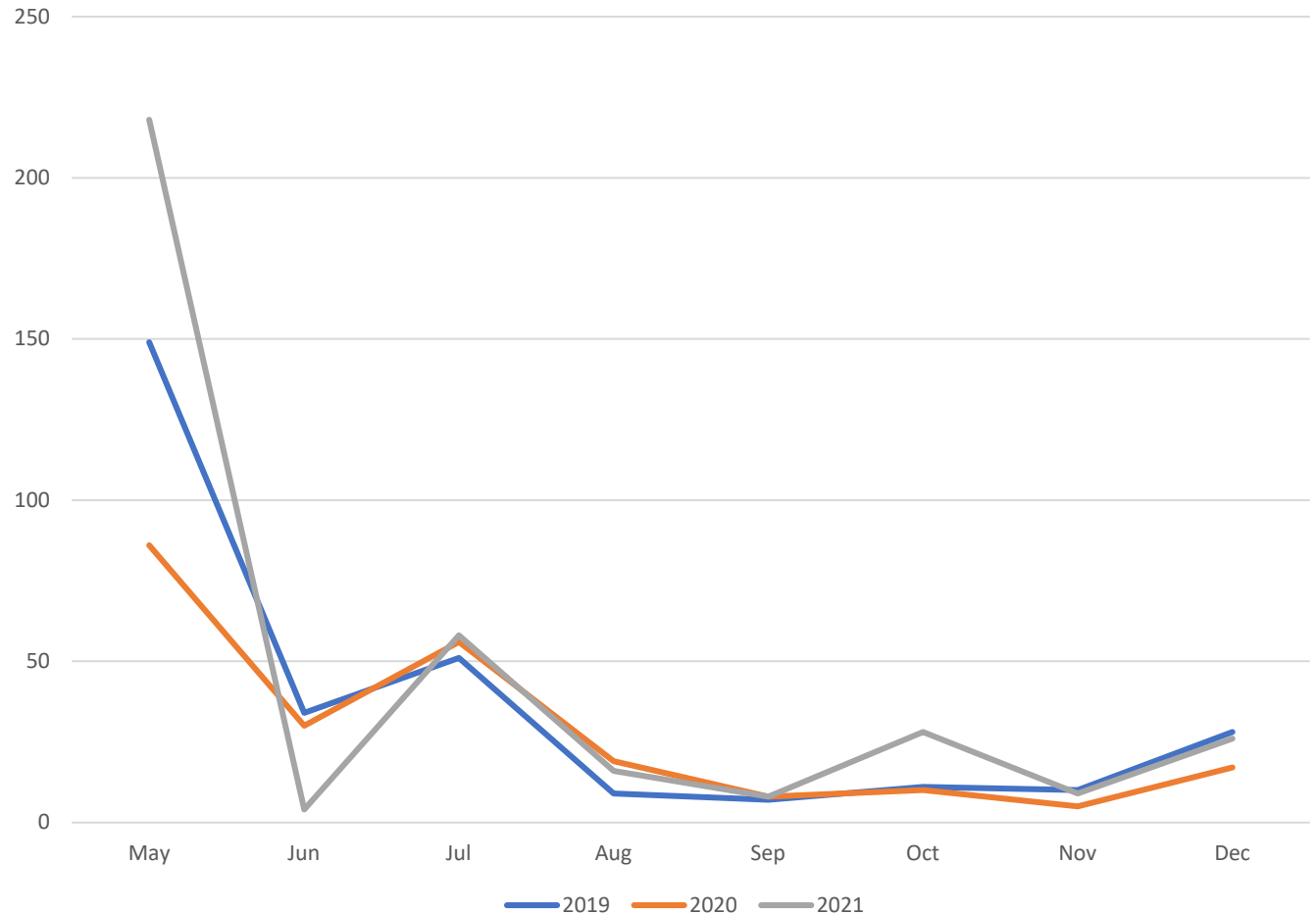
Teacher Resignations Rose Significantly in May and October of 2021, Resulting in a 23% Increase in Resignations Since 2019.

Here are the Top Reasons for Leaving in 2021:

Move Out of the Area	27%
Another Education Job	19%
Personal	15%
Career Change	11%

	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2019	149	34	51	9	7	11	10	28	299
2020	86	30	56	19	8	10	5	17	231
2021	218	4	58	16	8	28	9	26	367

WCS Teacher Resignations 2019-2021 (May-Dec)



Teacher Turnover 2018-2022

(Includes All Separations)

2018-2019: 15%

2019-2020: 13%

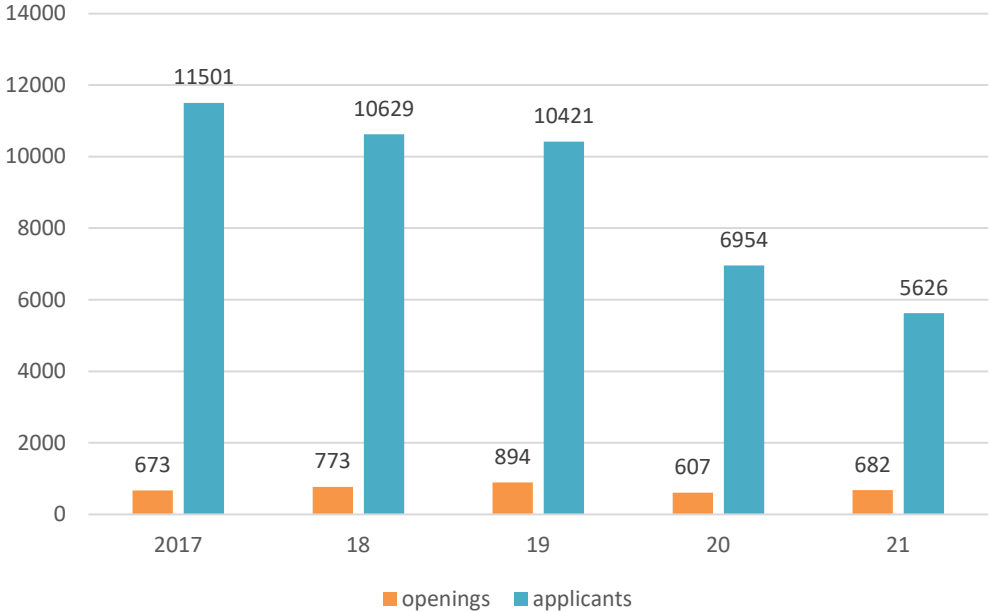
2020-2021: 14%

2021-2022: 17%

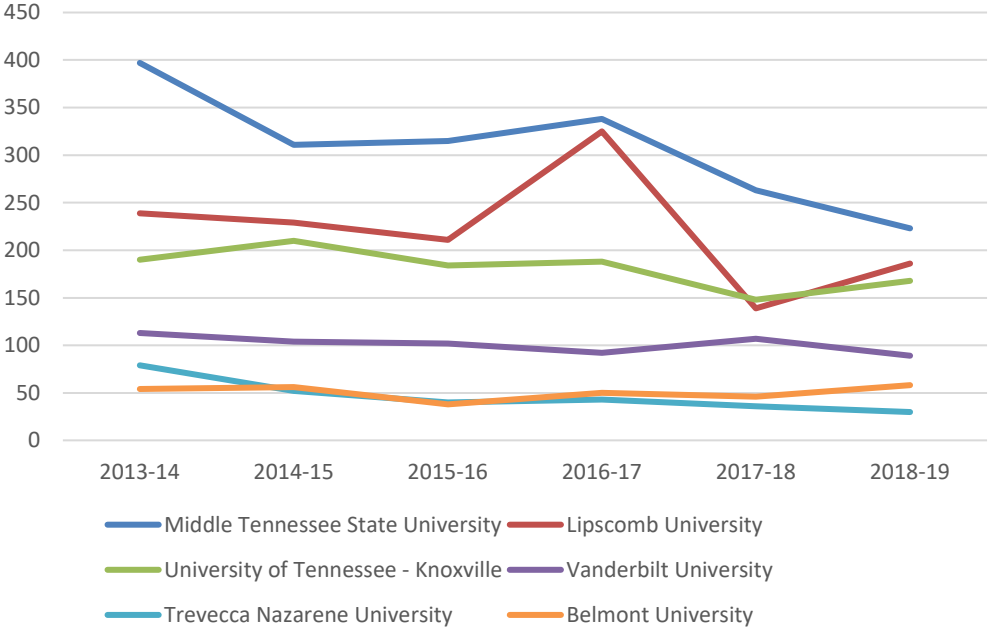


Teacher Applications are Down 50% Since 2017. This Correlates with the Decline in Teacher Graduates From our Top Recruiting Universities.

Applicants for WCS Teaching Jobs has Decreased 50% Since 2017.



Graduating Teacher Cohorts Have Declined 30% Since 2013.



Declining Culture

Lack of community support

- Don't feel like families and communities care about them
 - Degrading emails
 - Social media
- Stress from constant scrutiny
- Pay is lower than other career choices
- National image of teachers

Teachers feel they have lost the support of the community and thus their belonging which is why most people stay in public education. They don't feel like they matter to the families like they did in the past. Once that is lost, pay becomes more central to staying put.



BEST FOR
ALL

We will set all students on a path to success.

Educator Preparation Program (EPP) Annual Reports

SBE Licensure and Preparation Study Committee | May 11, 2022
*Michael Deurlein | Senior Director of Educator Licensure and Preparation
Tennessee Department of Education*

Agenda



- Purpose and High-level Overview
- Performance Report
- Performance Report and Comprehensive Reviews
- Insights Tool
- Next Steps and Timeline



TDOE Annual Reports

- Internal-facing (accessed through TNAtlas platform and produced by the Department of Education)
- Required by Tennessee Code Annotated (§ 49-5-5607)
- Uses the same data set containing 3 cohorts of new teachers used by SBE for the production of the Educator Preparation Report Card
- Shares detailed reports designed to foster programmatic improvement and inform program approval process and recommendations
- Shows performance across 5 domains
- EPPs either meet or do not meet expectations

Domains and Metrics on the Annual Reports

- **Recruitment and Selection**
 - Admissions assessment, ***GPA, recruitment of candidates from underrepresented subgroups, and high-needs endorsement areas****
- **Employment and Retention**
 - First and multi-year employment, ***two-year retention****
- **Candidate Assessment**
 - ***Performance on assessments required or licensure (content, literacy, and pedagogical)****
- **Satisfaction**
 - Completer and partner surveys
- **Effectiveness**
 - ***TVAAS, Observation, and Level of Overall Effectiveness****

****Italicized metrics are included in both the Performance Reports and the TN Comprehensive Review Rubrics.***

EPP Annual Reports – Performance Report

▪ **Purpose:**

- To provide EPPs, the state, and review teams with data that can be used to:
 - Inform program approval recommendations during Comprehensive Reviews
 - Inform the decision to conduct an interim review between 7-year Comprehensive Review cycle
 - EPPs that fall below expectations for two consecutive years must undergo an interim review

▪ **Goals:**

- Highlight key metrics that have been identified for accountability purposes
- Using specific thresholds, identify whether a provider meets expectations at the metric, domain, and overall levels



2021 Performance Report



Overall Performance



The **Performance Report** is a tool used to evaluate the effectiveness of EPPs by:

- using key accountability metrics across four domains,
- applying a threshold to each metric to identify whether an EPP meets expectations, and
- aggregating performance within and across domains to determine whether an EPP meets domain-specific and overall expectations.

EPPs that have two consecutive Performance Reports that do not meet expectations will be engaged in an interim review process.

Select each domain below to explore performance for metrics within each domain.

Domain 1



Candidate Recruitment and Selection

Domain 2



Employment and Retention

Domain 3



Candidate Assessment

Domain 4



Completer, Employer, and Partner Satisfaction

Domain 5



Completer Effectiveness and Impact

Comprehensive Reviews in TN

- TDOE has a partnership agreement with the Council for the Accreditation of Educator Preparation (CAEP) which is valid through 2025
- All Comprehensive Reviews require alignment to and demonstration of evidence to the CAEP standards
- Approximately 60% of TN EPPs seek CAEP accreditation as a pathway to state approval

CAEP EPP Standards

Standard	Components
Standard 1: Content and Pedagogical Knowledge	<ul style="list-style-type: none">• InTASC Standards<ul style="list-style-type: none">• Learner and learning• Content knowledge• Instructional practice• Professional Responsibility
Standard 2: Clinical Partnerships and Practice	<ul style="list-style-type: none">• Partnerships for clinical practice• Clinical educators• Clinical experiences
Standard 3: Candidate Quality, Recruitment, and Selectivity	<ul style="list-style-type: none">• Recruitment of diverse candidates• Monitoring and supporting candidate progression• Competency at completion

CAEP EPP Standards

Standard	Components
Standard 4: Program Impact	<ul style="list-style-type: none">• Completer Effectiveness• Satisfaction of employers• Satisfaction of completers
Standard 5: Provider Quality Assurance and Continuous Improvement	<ul style="list-style-type: none">• Quality assurance system• Data quality• Stakeholder involvement• Continuous improvement

Comprehensive Review Standards and Annual Reports Integration Examples

CAEP Standard 1: Content and Pedagogical Knowledge

Indicator 1.3.1 Pedagogical Assessment		
Domain 3 – Candidate Assessment; Metric – Pedagogical Assessment (edTPA or PLT)		
Expectation – 90 percent of completers pass the required pedagogical assessment within two attempts		
Exceeds Expectations	Meets Expectations	Below Expectations
The provider met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.

CAEP Standard 3: Candidate Recruitment, Progression, and Support

Indicator 3.1.4 Percentage of completers who receive a high-needs endorsement		
Domain 1 – Candidate Recruitment and Selection; Metric – High-needs endorsements		
Expectation – Production of candidates earning high-needs endorsements places the provider in the 75 percentile OR the percentage of candidates earning high-needs endorsements increased.		
Exceeds Expectations	Meets Expectations	Below Expectations
The provider met expectations on the relevant Annual Reports metric on 3 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on 2 of the last 3 Performance Reports.	The provider met expectations on the relevant Annual Reports metric on fewer than 2 of the last 3 Performance Reports.
Required Narrative Prompt only if the provider does not meet expectations on any Annual Reports indicators for 3.1.		
For each Annual Reports indicator that the provider did not meet expectations, provide a rationale why expectations were not met and potential action steps.		

Interim Reviews

- Steps in the Interim Review Process include:
 - Self-Analysis: Identification of Deficiencies
 - Self-Analysis: Data Review and Root Cause Analysis
 - Goal Setting and Implementation Plans
- This process is iterative, and the department provides significant technical assistance and guidance throughout.
- Since 2019, 5 EPPs have engaged in an Interim Review process:
 - Bryan College
 - South College
 - Southern-Adventist University
 - LeMoyne-Owen College
 - Johnson University

EPP Annual Reports – Insights Tool

Purpose:

To provide EPPs with detailed information to support continuous improvement

Goals:

- Allow the user to investigate and interact with multiple metrics across various domains and cohort years
- Provide actionable data (current and historic), at EPP, endorsement cluster, and endorsement levels
- Allow for disaggregation by other program design characteristics (such as clinical or program type) as data are available



2021 Insights Tool



Select a Cohort Year

3 year values (2017-20)

Domain Name

Completer Effectiveness and Impact

Subdomain Name

(All)

Select a View

View Metric Detail by:

EPP Metrics (2017-2020)

Distribution of Overall Evaluation Rati..	Percentage of completers with Level 3+ LOE	87.7 %	0		100
Distribution of TVAAS Ratings	Percentage of completers with Level 3+ TVAAS	61.4 %	0		100
Distribution of Observation Ratings	Percentage of Completers with Observation - Level 1	0.2 %	0		100
	Percentage of Completers with Observation - Level 2	3.0 %	0		100
	Percentage of Completers with Observation - Level 3	42.1 %	0		100
	Percentage of Completers with Observation - Level 4	39.4 %	0		100
	Percentage of Completers with Observation - Level 5	15.3 %	0		100
	Percentage of completers with Level 3+ Observation	96.8 %	0		100

Development of Metrics and Expectations

- TDOE consulted its Educator Preparation Working Group (EPWG) to:
 - Determine metrics that were appropriate for accountability and
 - Identify the most appropriate thresholds for each metric.
- TDOE developed final expectations for:
 - Metric thresholds
 - Domain and overall expectations

Timeline and Next Steps

- Annual Reports will be updated in TNAtlas this month.
- We have reset all SAS TVAAS user accounts and EPPs now have access to the most recent TVAAS data for completers.
- We will revisit Annual Reports metrics and TNCR integration with the EPWG in the upcoming academic year.

Thank You

Michael Deurlein

Senior Director of Educator Licensure and Preparation

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FIRST-TIME PASS RATES ON CONTENT AREA LICENSURE ASSESSMENTS

ERIKA LEICHT

STATE BOARD OF EDUCATION

PURPOSE OF THIS REPORT

- The State Board of Education's 2021-22 Master Plan includes the following 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."
- Historically, the State Board has published data on pass rates within two attempts. However, retaking licensure assessments is costly and time-consuming, and some candidates who do not pass on their first attempt may decide not to try again.

WHO IS INCLUDED?

This report includes data on three cohorts of teacher candidates:

Cohort	Student Teaching or Internship Pathway	Job-Embedded Pathway
2018	Completed preparation between September 1, 2017 and August 31, 2018	Enrolled in a job-embedded preparation program between September 1, 2017 and August 31, 2018
2019	Completed preparation between September 1, 2018 and August 31, 2019	Enrolled in a job-embedded preparation program between September 1, 2018 and August 31, 2019
2020	Completed preparation between September 1, 2019 and August 31, 2020	Enrolled in a job-embedded preparation program between September 1, 2019 and August 31, 2020

Not included in this report: occupational teachers, school services personnel, teachers who attended an EPP to earn an additional endorsement, and candidates not affiliated with a Tennessee EPP

TYPES OF TEACHER ASSESSMENTS

Assessment Type	Purpose	Timing	Examples
Admissions* *State policy only requires admissions assessments for baccalaureate candidates, but EPPs may choose to require them for other candidates	To measure candidates' basic skills in math, reading, and writing	Taken prior to admission to an EPP	ACT, SAT, Praxis Core Academic Skills for Educators
Pedagogical	To measure candidates' teaching skills (e.g., lesson planning, assessing students' learning)	Taken while enrolled in an EPP (typically near the end of a candidate's program)	edTPA, Praxis Principles of Learning and Teaching
Content Area* *This category includes literacy assessments, which measure candidates' knowledge of teaching reading	To measure candidates' knowledge of the subject(s) they will be teaching	Varies by type of program	Praxis Subject Assessments, National Evaluation Series (NES) Assessments

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Pedagogical	To measure candidates' teaching skills	Taken while enrolled in an EPP (typically near the end of the program)	edTPA, Praxis Principles of Learning and Teaching
Only content area assessments are included in this report on first-time pass rates			
Content Area* *This category includes literacy assessments, which measure candidates' knowledge of teaching reading	To measure candidates' knowledge of the subject(s) they will be teaching	Varies by type of program	Praxis Subject Assessments, National Evaluation Series (NES) Assessments

WHEN DO CANDIDATES TAKE CONTENT AREA ASSESSMENTS?

STUDENT TEACHING OR INTERNSHIP PATHWAY

Candidates may take content area assessments at various points throughout their program (e.g., right after completing the courses most relevant to the assessment).

EPPs may create guidelines about when candidates should take each required assessment.

JOB-EMBEDDED PATHWAY

Job-embedded candidates must demonstrate appropriate content knowledge prior to enrolling in an EPP.

Candidates may do this by either having a degree with a major in the content area they will be teaching or by passing the relevant content assessment.

The report shows pass rates for job-embedded candidates separately because pass rates for these candidates reflect preparation they received from prior education or work experience rather than from their EPP.

PASS RATES VARY BY CONTENT AREA

- The data presented in this report include assessments in more than 40 content areas.
- Average pass rates vary by content area. Thus, average pass rates at the EPP level are affected by which content areas are most popular at each EPP.
- At a future meeting of this study committee, State Board staff will present data on state average pass rates for specific content area assessments.



2020-2021 Teacher Vacancy Data | May 11, 2022

Rachael Maves | Chief of Preparation and Performance



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

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

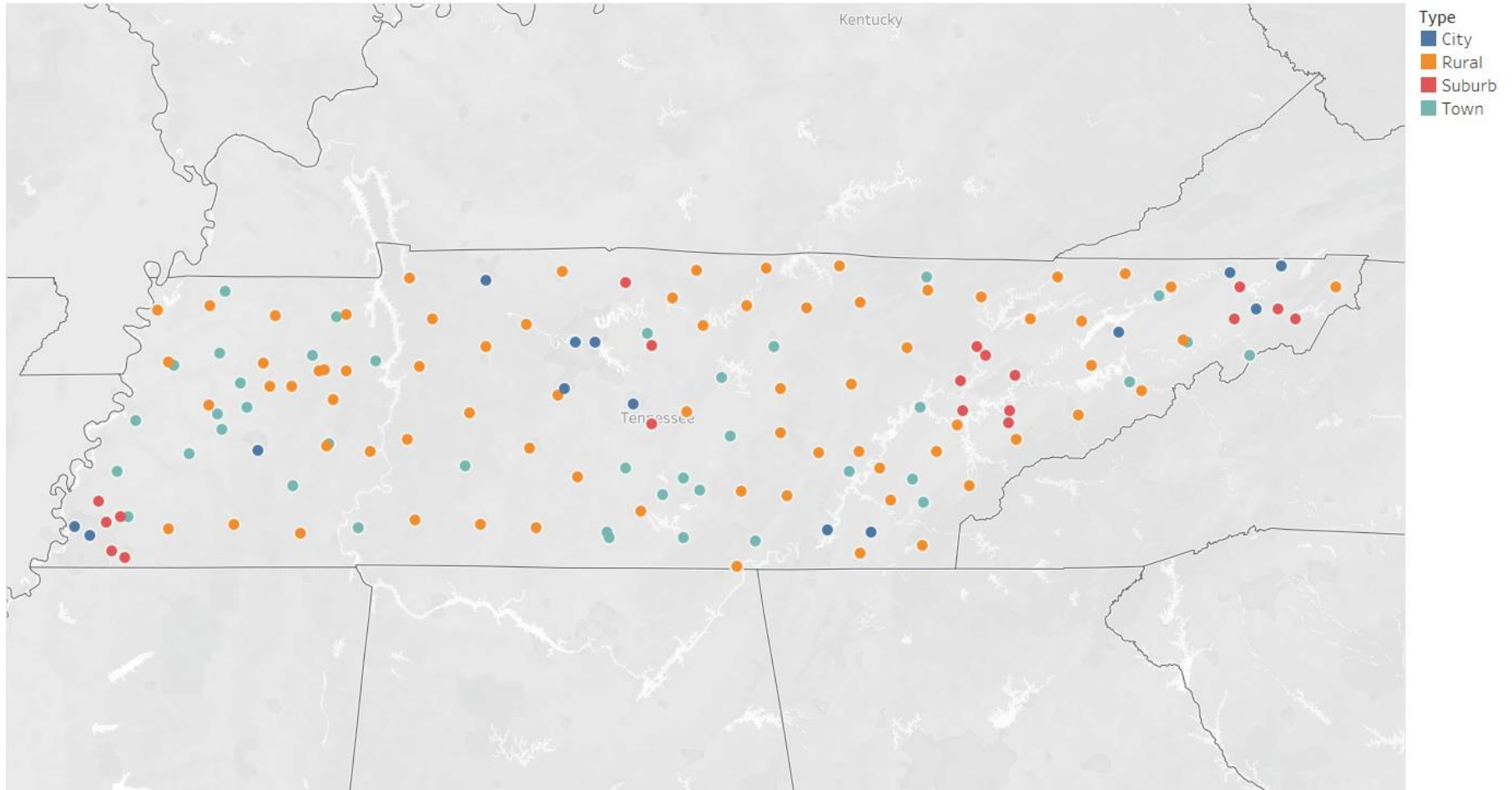
- Collection during one week of a school year may not be an accurate view of a district's vacancy data
- Adding multiple collection dates throughout the year would help analyze trends

Overview of Tennessee's Districts



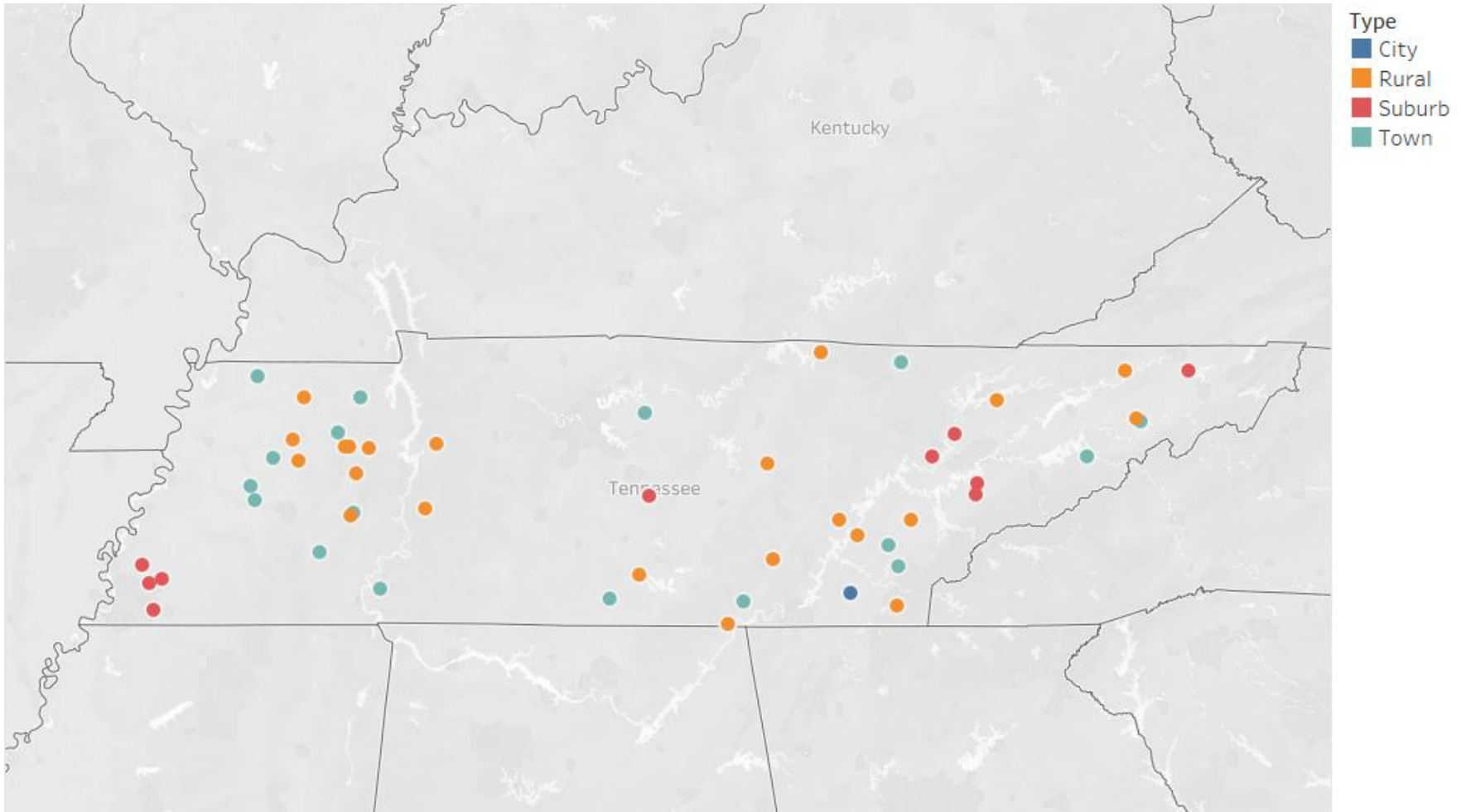


Tennessee's Districts by Locale Type





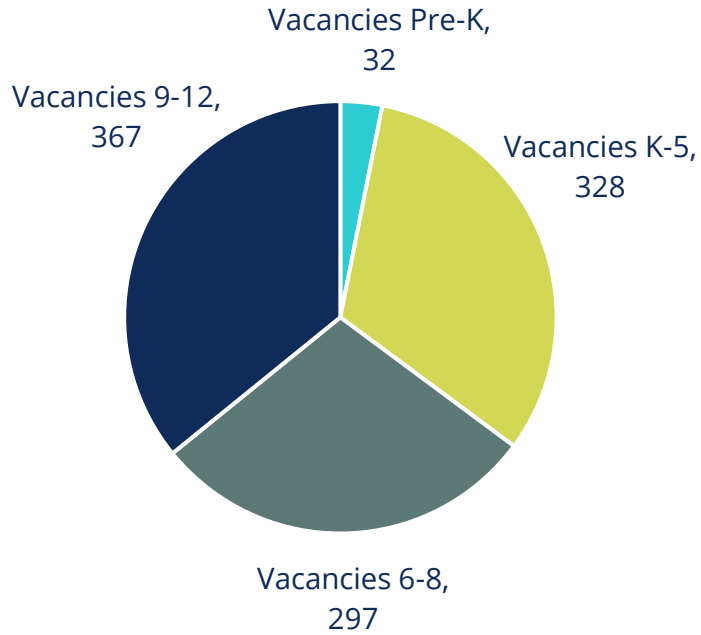
Tennessee's Districts with Zero Vacancies by Locale Type



Vacancies, Permits, and Endorsement Exemptions

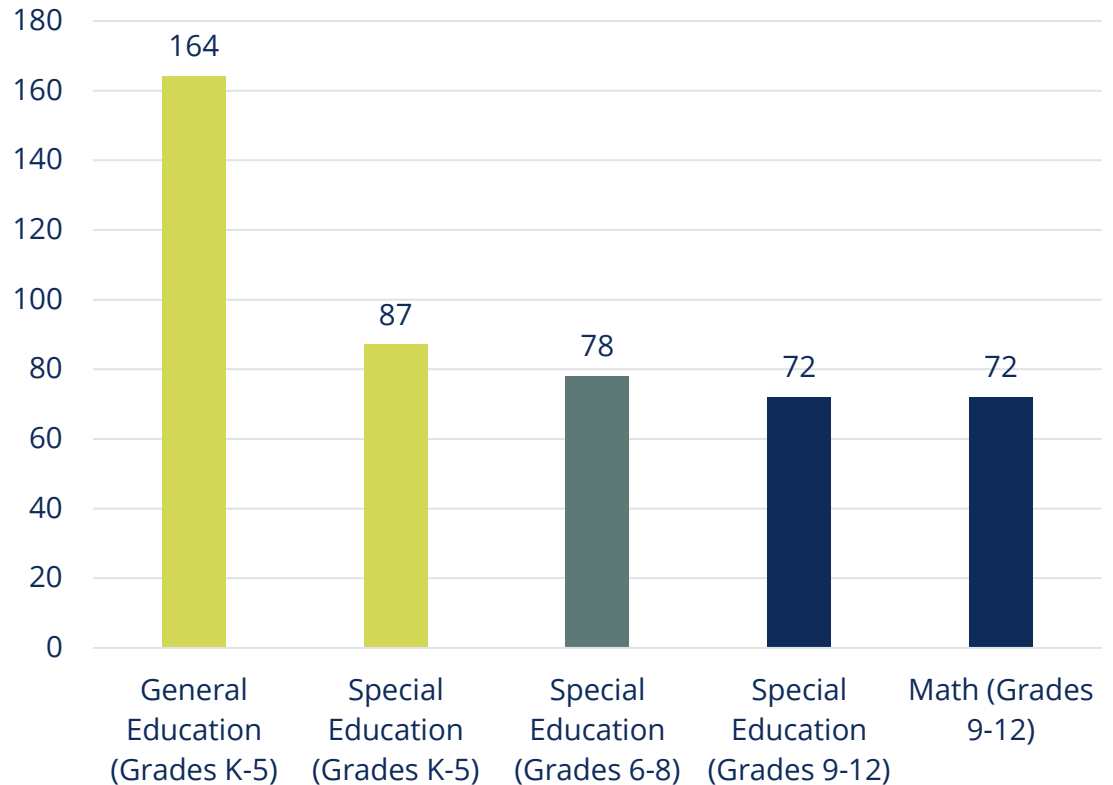


Vacancy Data Overview



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

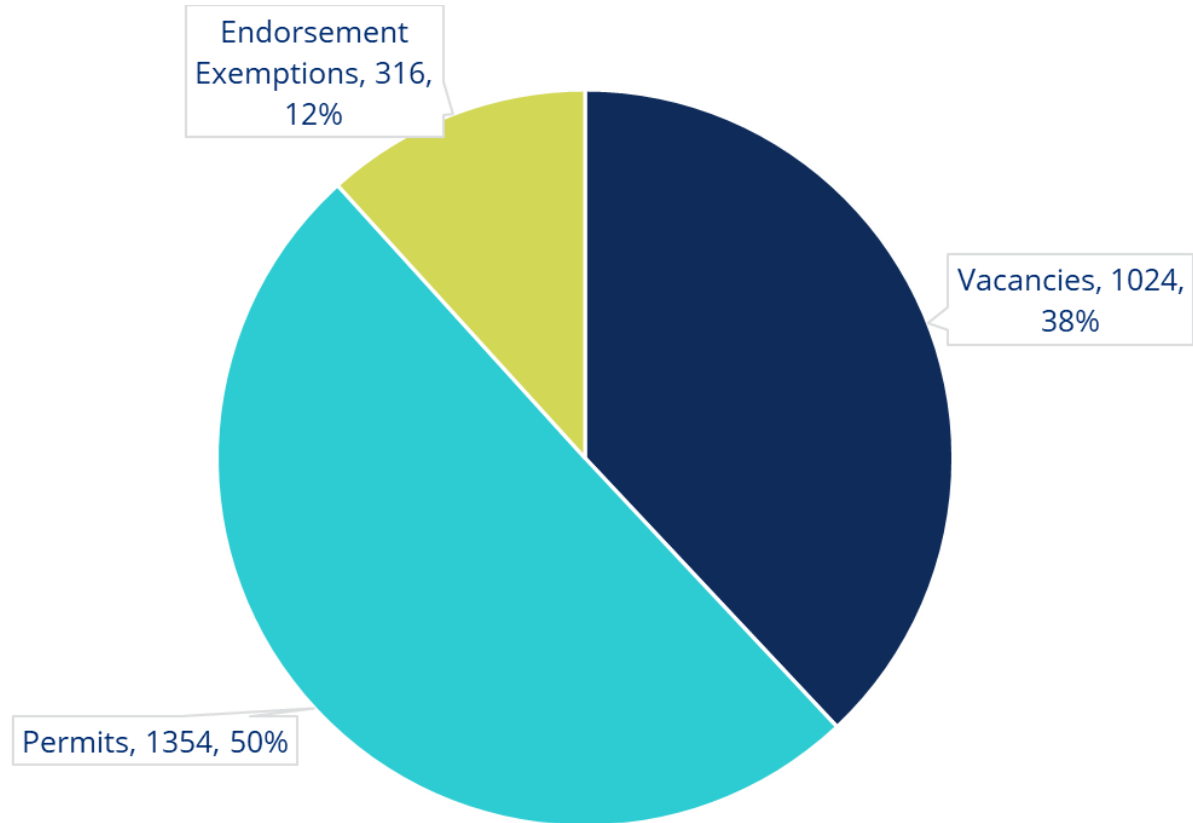
- 
- Alamo
 - Alcoa
 - Athens
 - Bartlett
 - Bells
 - Bradford
 - Carroll County
 - Chester County
 - Cleveland
 - Clinton
 - Etowah
 - Fayetteville
 - Germantown
 - Greene County
 - Greeneville
 - Hardin County
 - Hawkins County
 - Henderson County
 - Hollow Rock - Bruceton
 - Humphreys County
 - Huntingdon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

Unfilled Positions: Vacancies, Endorsement Exemptions, Permits



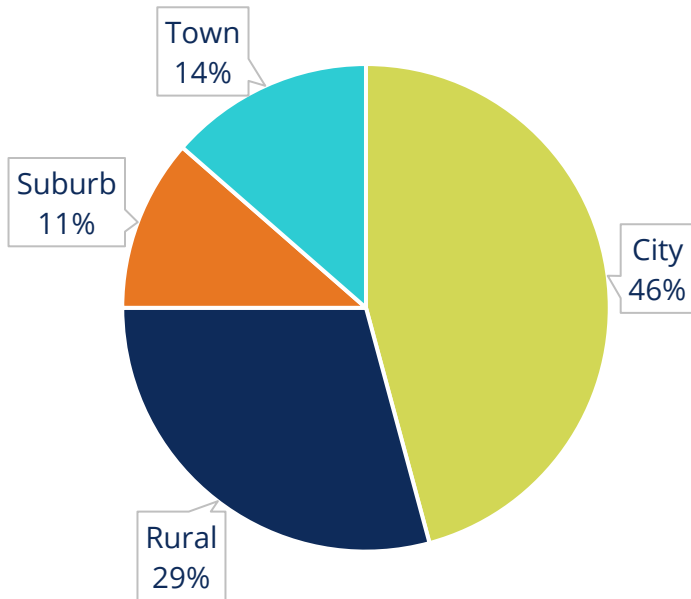
When a licensed teacher cannot be employed:

- 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



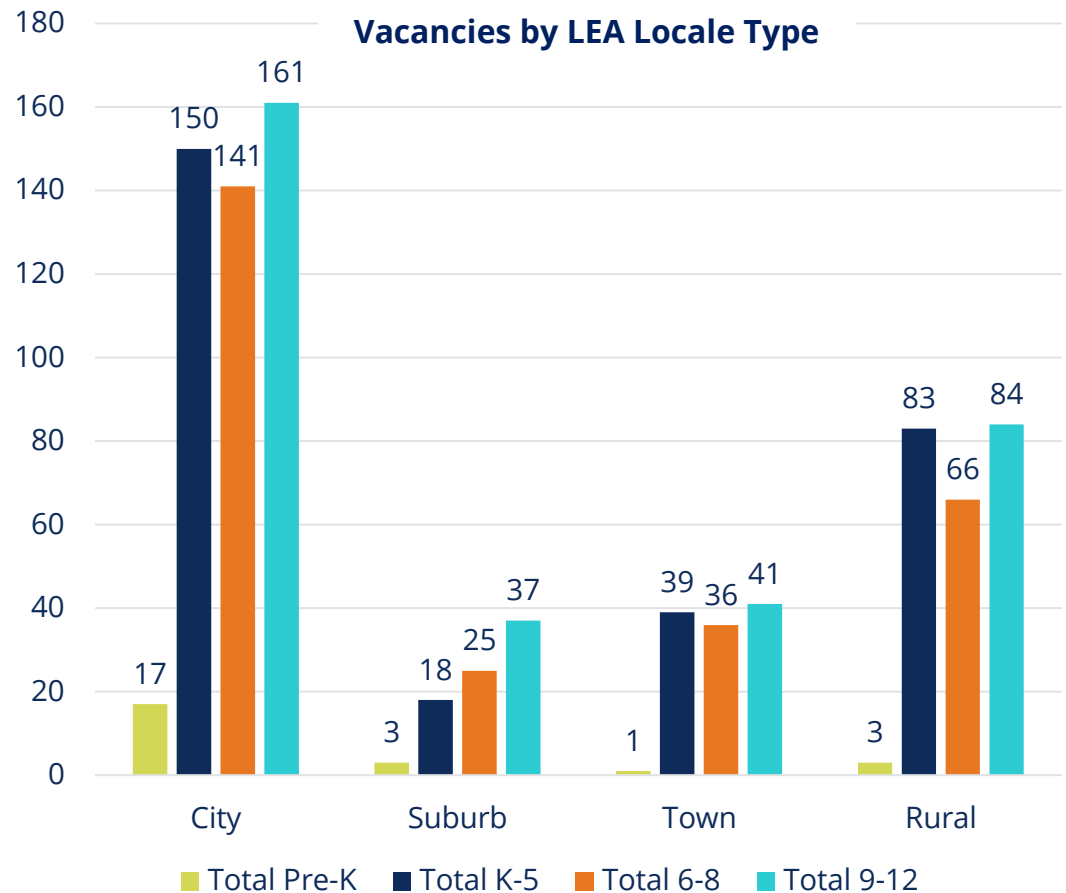
Vacancies by Locale Type

Tennessee's LEAs include:

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

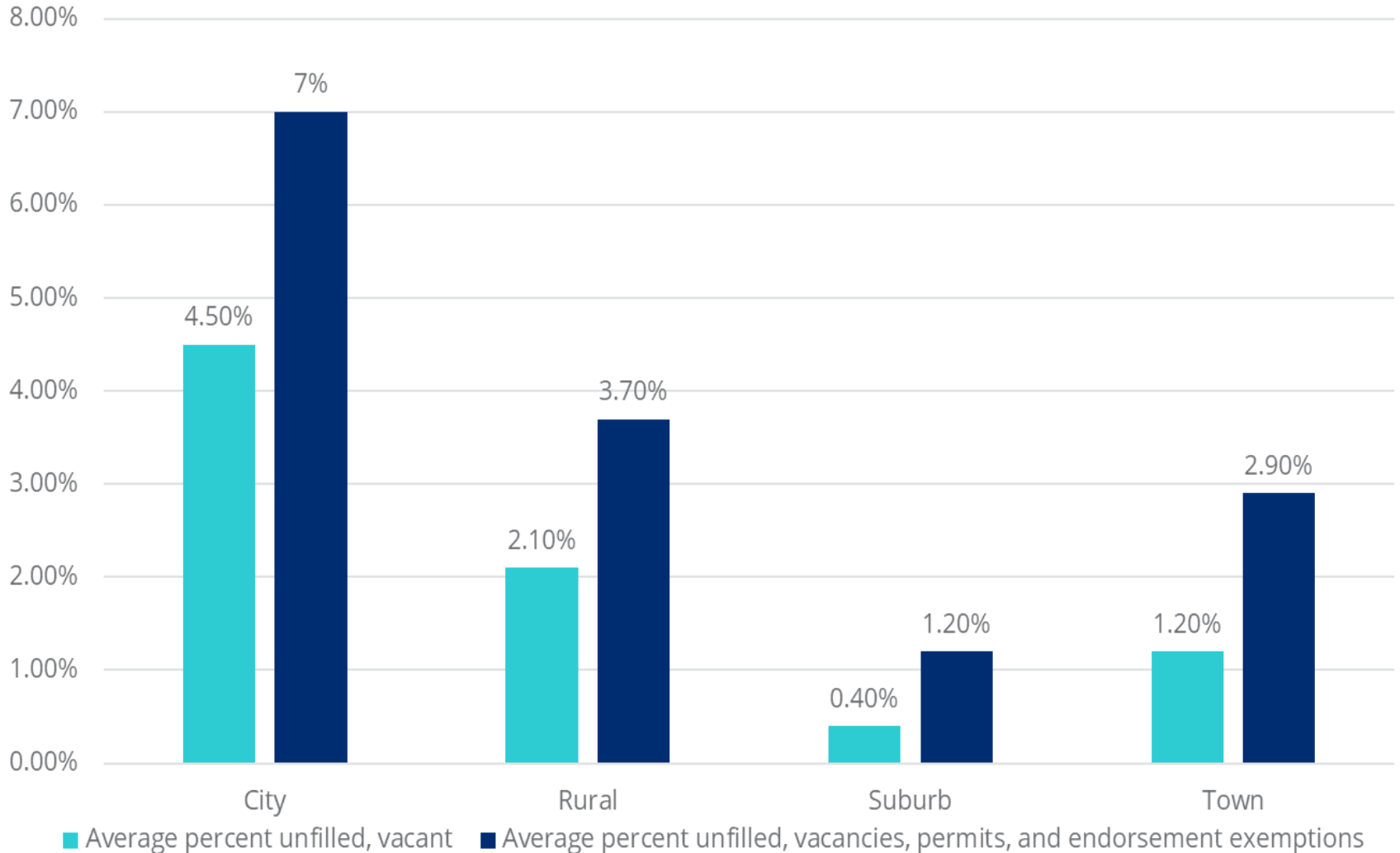
Most vacancies are roughly evenly distributed amongst elementary, middle, and high schools with a slight dip in the middle grades.

The exception to the trend is in suburbs.



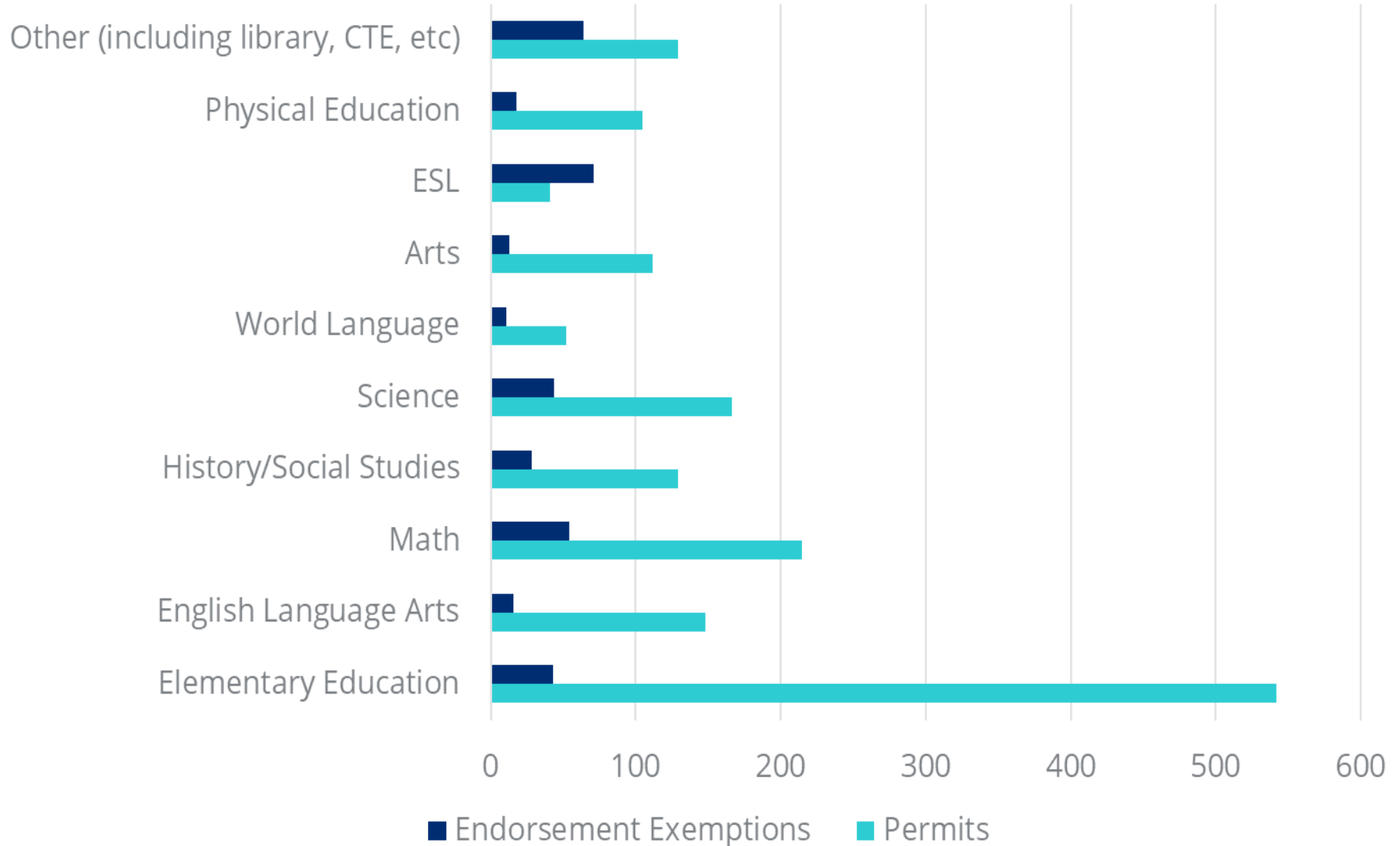


Average Percent Unfilled by Locale Type



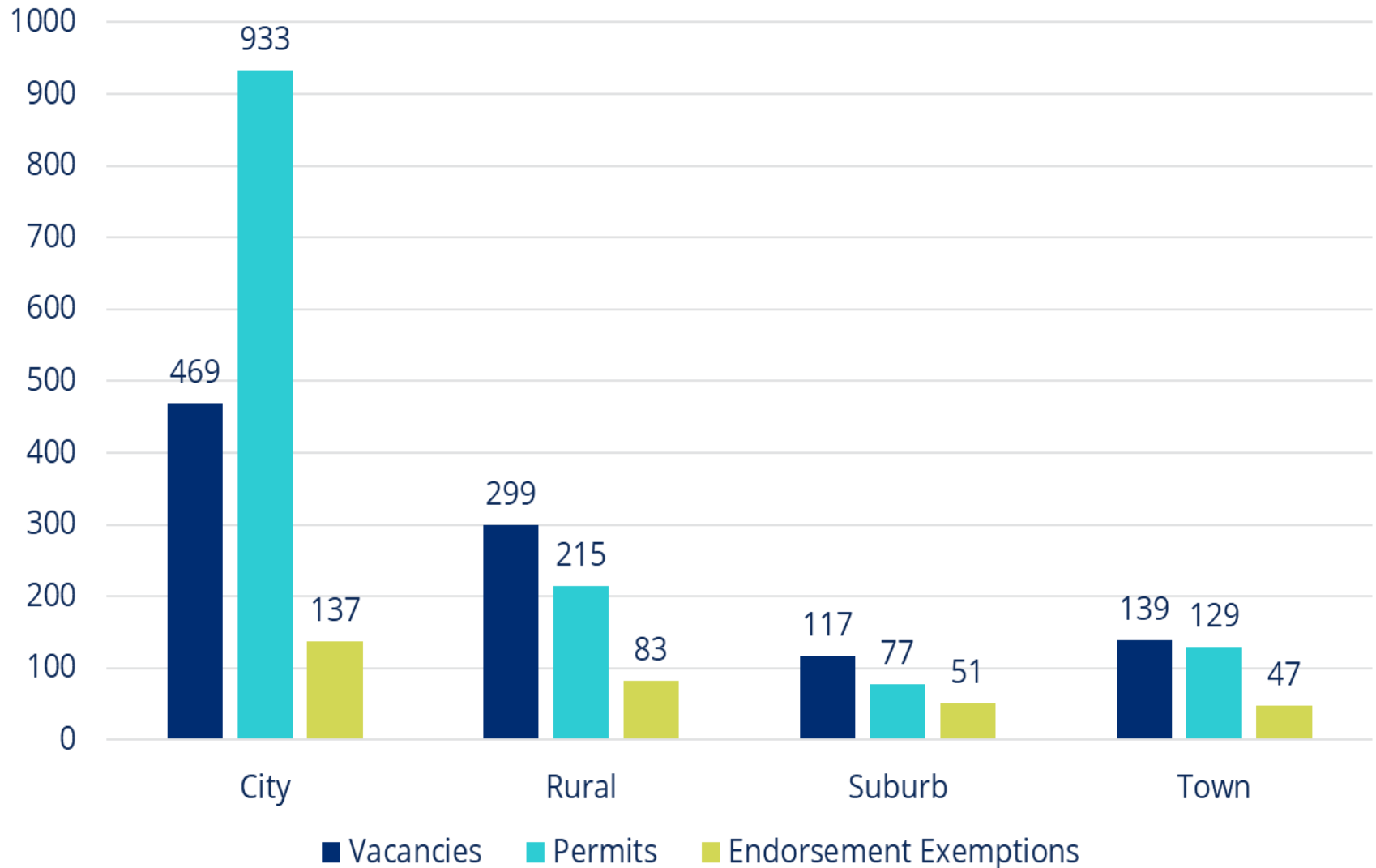


Permits and Endorsement Exemptions by Area





Vacancies, Permits and Endorsement Exemptions by Locale Type



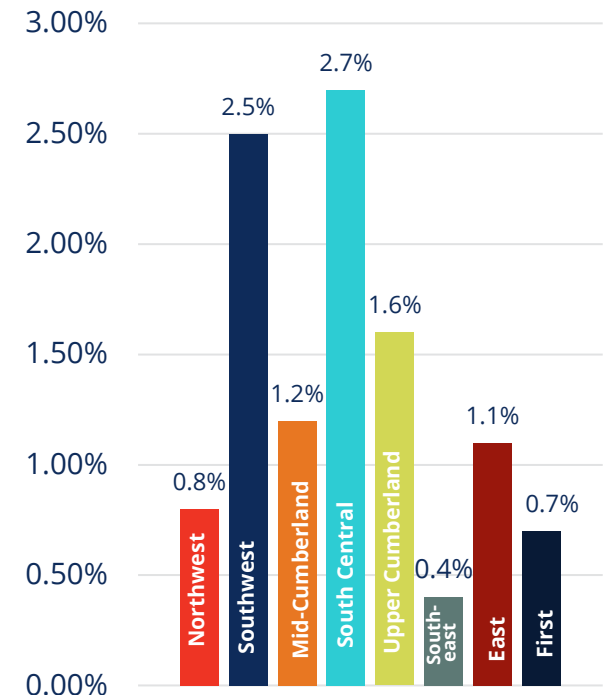


Vacancies: CORE Regions

- 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	

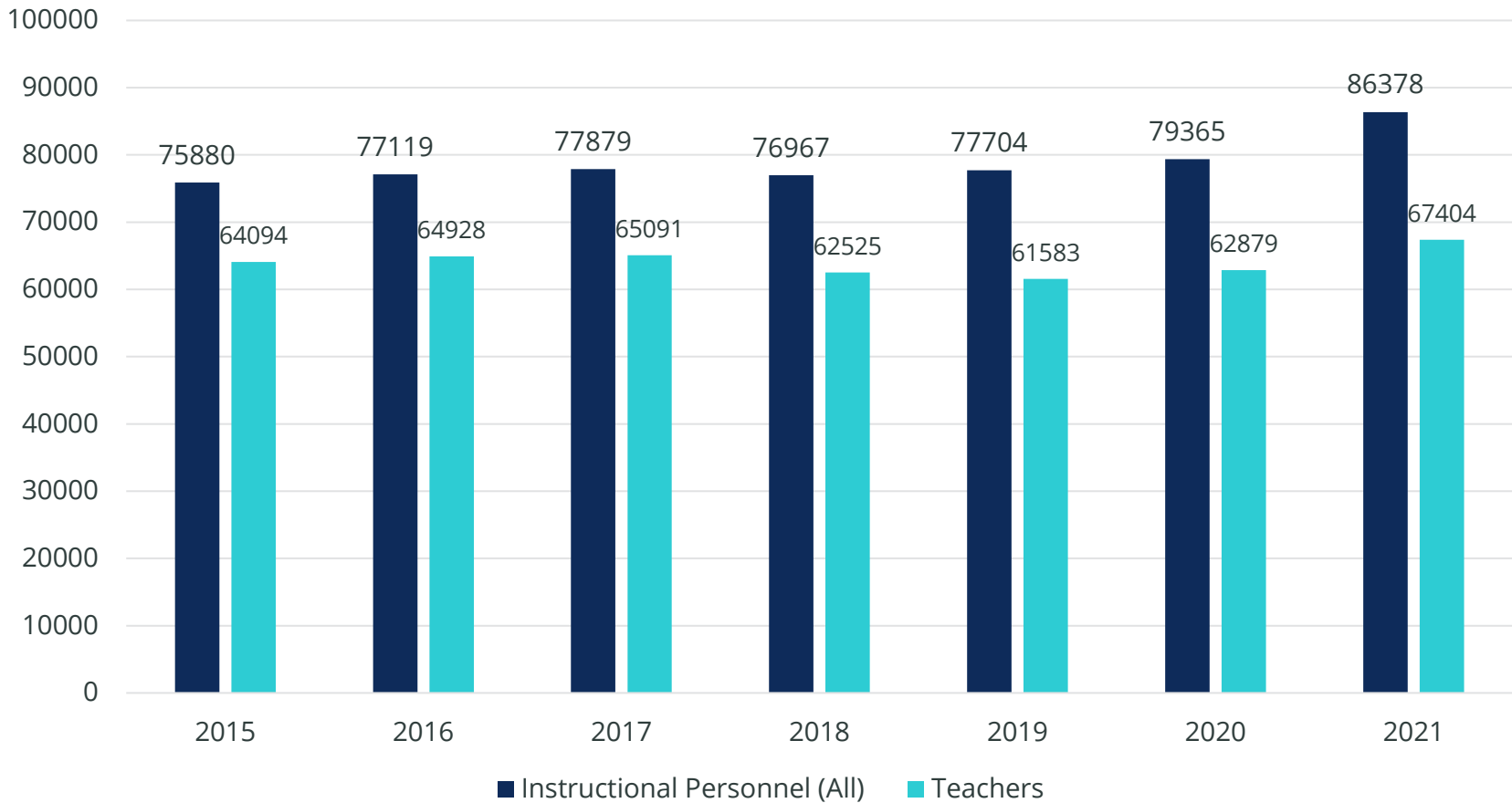
* Information gathered from the State Report Card, by district, on the TDOE website

** 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

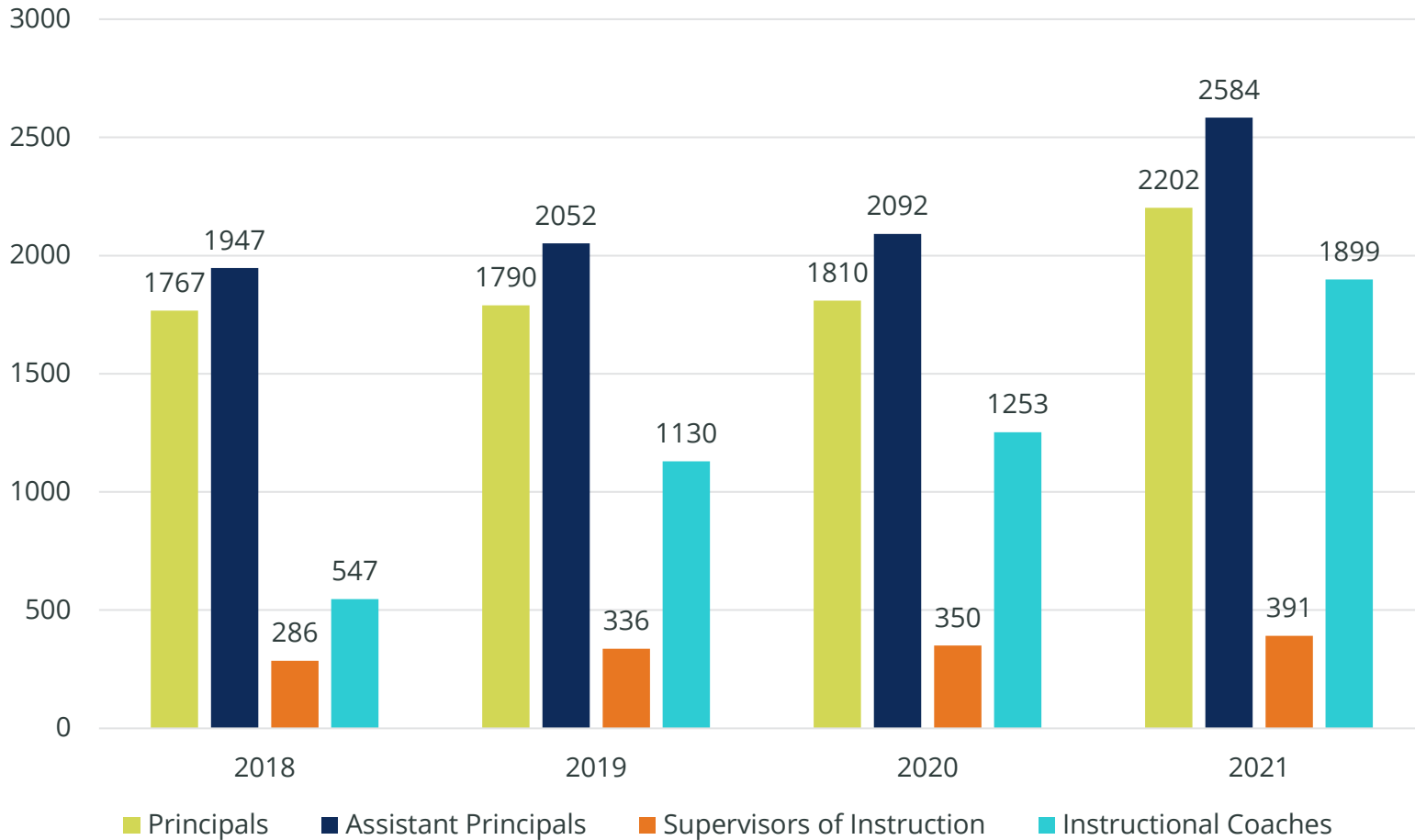
Comparative Analysis



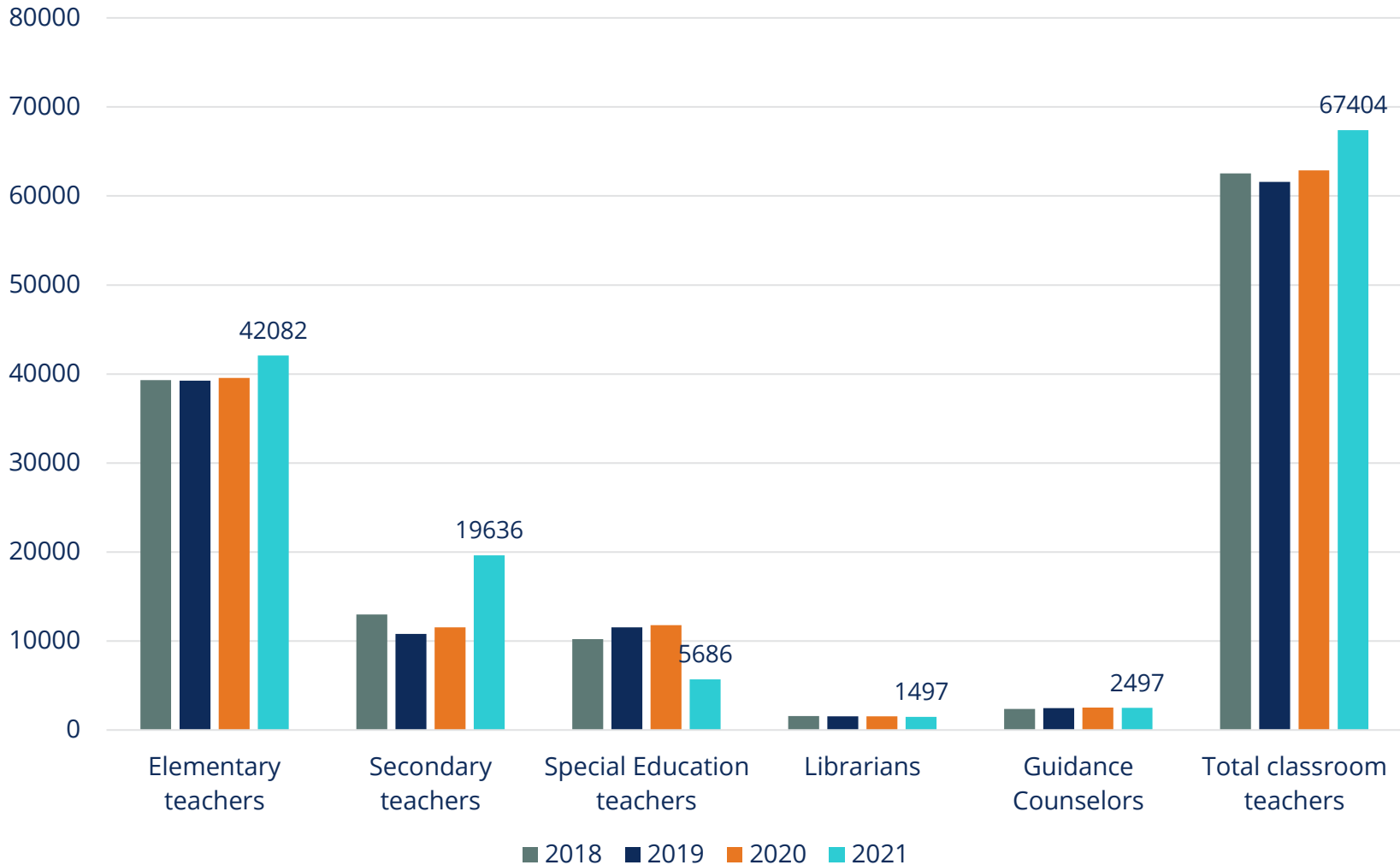
All Instructional Personnel & Teachers, Total Count, 2015-21



Instructional Personnel Subgroups, 2018-21

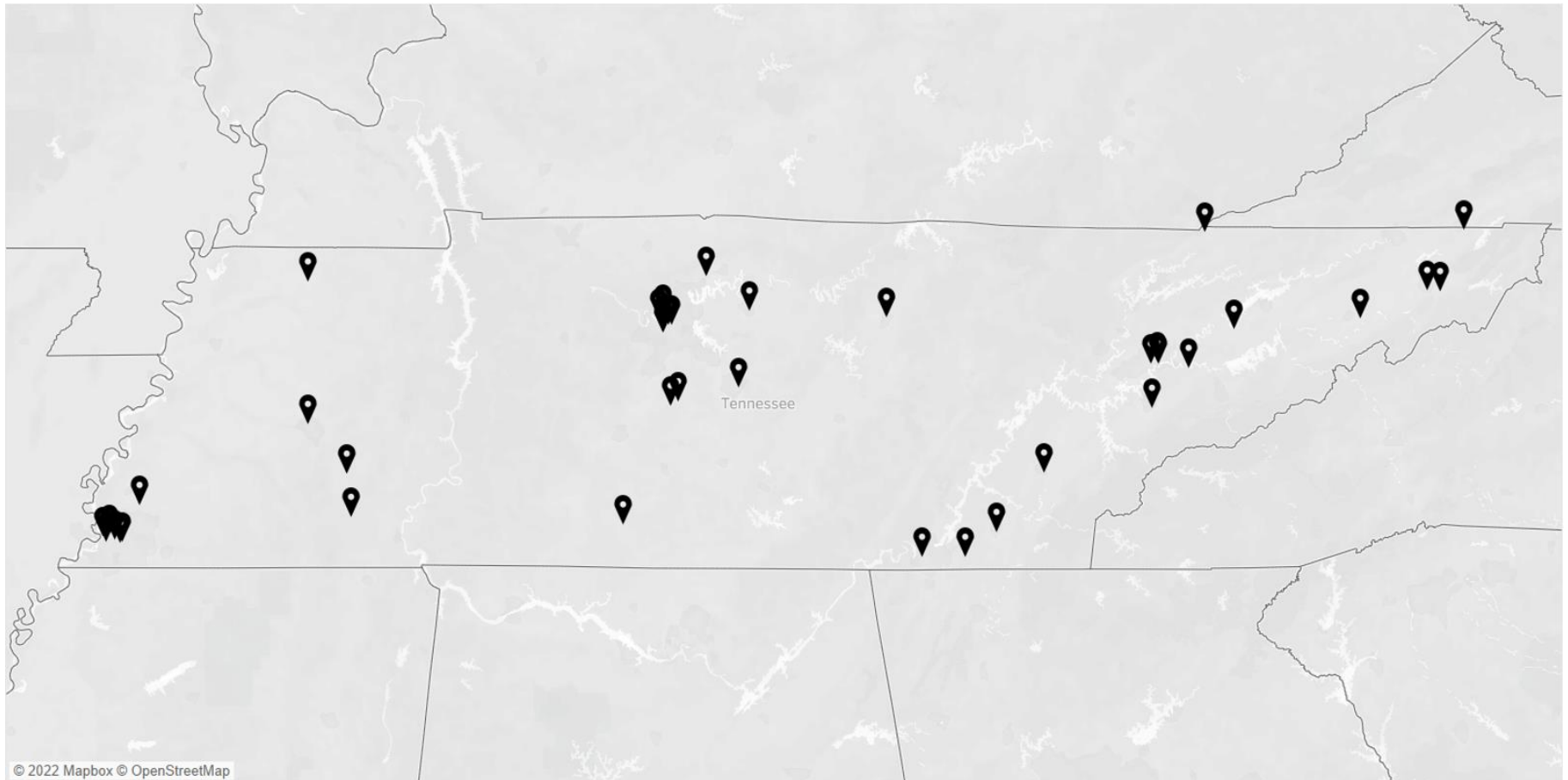


Staffed Teachers in Tennessee, 2018-2021





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

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
- University of Tennessee – Martin

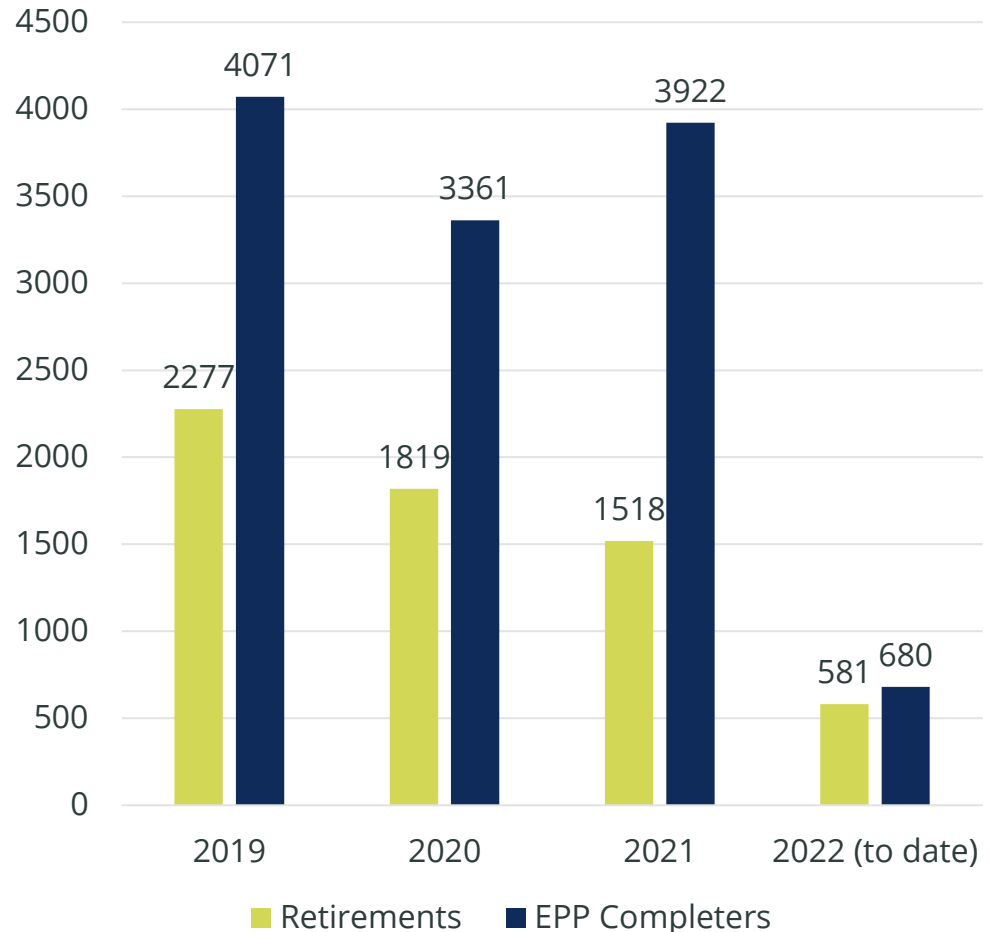
Online:

- 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

DISCUSSION WITH TACTE EXECUTIVE BOARD
