



2020-21 State Board of Education Master Plan

Context

The State Board of Education adopted five-year strategic goals and benchmarks in July 2020. Each year, the State Board also approves a Master Plan¹ to describe concrete action steps State Board members and staff will take during the upcoming academic year to make progress toward the five-year goals and benchmarks.

Goals, Benchmarks, and Action Steps

The State Board set five strategic goals and corresponding benchmarks under each goal to work toward during the five-year period from 2020 through 2025. The first three goals form a progression through K-12 education and goals four and five complement and support those goals. The strategic goals and benchmarks will remain consistent throughout the five-year period; however, benchmarks may be adjusted if State Board members determine circumstances require it. This Master Plan outlines specific action steps State Board members and staff will take during the 2020-21 academic year toward achieving the benchmarks and, ultimately, the strategic goal.

STRATEGIC GOAL I: By June 30, 2025, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to read at grade level 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 reading as measured by TCAP results.²

- Action Step: By June 30, 2021, develop and revise rules and policies to support statewide literacy initiatives and track implementation and compliance through regular reports from the state Department of Education.

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

- Action Step: By June 30, 2021, produce or commission a report on LEAs' implementation of the current promotion and retention law and policy.
- 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.

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

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



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

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

- Action Step: By June 30, 2021, 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 Department of Education to identify specific avenues to monitor implementation.

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

- Action Step: By June 30, 2021, aggregate national research on state-level policies that significantly affect student success in fourth through ninth grade.
- Action Step: By June 30, 2021, identify and begin to undertake relevant actions based on the report, such as rule and policy revisions.

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

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

- Action Step: By June 30, 2021, State Board staff will collect input from Graduation Requirements Working Group to inform potential changes to graduation requirements.
- Action Step: By June 30, 2021, commission 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, dual college enrollment, Advanced Placement credit, and other opportunities as identified in the Ready Graduate Indicator.
- Action Step: By June 30, 2021, identify and begin to undertake relevant actions based on the report, such as rule and policy revisions.

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

⁴ Ready Graduate indicators are set forth in Tennessee's accountability model. More details are available from the Department of Education here:

https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf.



Benchmark 3B: By June 30, 2025, statewide chronic absenteeism rates are lower than 10 percent in grades 9-12.⁵

- Action Step: By June 30, 2021, convene principals from a diverse selection of high schools that demonstrate significant improvement in chronic absenteeism rate to present at a quarterly workshop presentation.
- Action Step: By June 30, 2021, work with the state Department of Education to identify and report LEA best practices regarding low chronic absenteeism rates.
- Action Step: By June 30, 2021, identify best practices to incorporate into rule or policy.

Benchmark 3C: 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, 2021, establish the requirement for a High School and Beyond Plan in rule and policy.
- Action Step: By June 30, 2021, work with stakeholders, including school counselors and other school-based leaders, to create a template for the Tennessee High School and Beyond Plan in order for every high school student to develop a personalized plan for their post-secondary success.

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

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

- Action Step: By June 30, 2021, revise and develop rules and policies to streamline educator licensure pathways.
- Action Step: By June 30, 2021, identify and begin to report annual statewide metrics that track the distribution of high-quality teachers across the state.
- Action Step: By June 30, 2021, include new scored and informational metrics on the Educator Preparation Report Card to improve EPP accountability and transparency.

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

- Action Step: By June 30, 2021, commission a third-party analysis of the effectiveness of the Tennessee Educator Accelerator Model (TEAM) and the other state-approved teacher observation models.

⁵ In 2013-14, chronic absenteeism, defined as missing more than 18 days in a 180-day school year, rates in high school were high. 16% of 9th graders, 18% of 10th graders, 19% of 11th graders and 25% of 12th graders were chronically absent. Source: Absenteeism in Tennessee Schools, TDOE, 2015.

Benchmark 4C: By June 30, 2025, the Tennessee School Counseling Standards are fully implemented in public schools across Tennessee.⁶

- Action Step: By June 30, 2021, commission a report regarding implementation of Tennessee School Counseling Standards that were adopted by State Board in 2017.
- 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 and coordination with the Department of Education on available training opportunities for counselors.
- Action Step: By June 30, 2021, propose to BEP Committee lower student ratios for school counselors.

STRATEGIC GOAL V: By June 30, 2025, ensure policies and systems are in place so that every Tennessee student has 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, 2021, complete pilot program of charter authorizer evaluation.
- Action Step: By June 30, 2021, finalize rules regarding charter authorizer evaluation.
- Action Step: By June 30, 2021, fully transition the State Board’s authorizing responsibilities to the Tennessee Public Charter School Commission.

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, 2021, refine the Individual Education Account (IEA) rules to align with state and national best practices.
- Action Step: By June 30, 2021, collect and report on the extent to which students have equitable access to, and opportunities to engage in, standards-aligned remote learning.
- Action Step: By June 30, 2021, finalize revisions to the virtual school rule to include modernized language and innovative practices.

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, 2021, identify best practices regarding school and district accountability in collaboration with external stakeholders.
- Action Step: By June 30, 2021, in concert with the COVID-19 Education Recovery and Innovation Commission, identify the effects of the 2020 public health crisis and related legislation on the state accountability model for 2020 and subsequent years.

⁶ In 2014-15, the Tennessee student-to-counselor ratio averaged 339-to-1 while the suggested ratio is 250-to-1. Source: State-by-State Student-to-Counselor Ratio Report, American School Counselor Association, 2015.



Additional Work In Support of Achieving the Five-Year Strategic Goals

The State Board has many responsibilities established in law that occur on an annual basis. This work supports the achievement of the five-year strategic goals but does not directly align with each benchmark. This section provides an overview of some of the key activities and responsibilities carried out by State Board members and staff on a reoccurring basis.

- Conducting academic standards review on a six-year cycle
- Reviewing the approval status of educator preparation providers on a seven-year cycle
- Producing the annual Educator Preparation Report Card
- Maintaining high standards for the education profession through licensure discipline work
- Facilitating the annual BEP Review Committee and producing a final report of its recommendations
- Maintaining timely and relevant rules and policies for charter schools statewide
- Engaging with education stakeholders to identify any necessary revisions to rule and policy