



Master Plan 2022 - 2025

Strategic Focus	Strategies	Recent Data	Action Steps	Annual Goals
Literacy: All students are on grade level in ELA as measured by TCAP results.	State Board Rules - Universal Screeners and Benchmark Assessments - Special Education Programs and Services - English as a Second Language Programs - Dyslexia Learning Plans - Tennessee Investment in Student Achievement (TISA) - Promotion and Retention - Educator Preparation State Board Policies - Literacy and Specialty Area Standards for Educator Preparation - Professional Assessments - ELA Standards Review	2023-24 41% of all third-grade students were at or above grade level in ELA; 24.4% of economically disadvantaged students, 20.4% of English learners, and 14.7% of students with disabilities were at or above grade level. 29.2% of all eighth-grade students were at or above grade level in ELA; 14.2% of economically disadvantaged, 6.7% of English learners, and 3.9% of students with disabilities were at or above grade level. 2022-23 40.5% of all third-grade students were at or above grade level in ELA; 22.8% of economically disadvantaged students, 20.2% of English	The State Board will review disaggregated data provided by the Department of Education on the literacy benchmark assessments, summer learning camps, third grade retention, state tutoring initiative, implementation of EPP literacy standards, first-time pass rates on the literacy assessment required for licensure, and TCAP assessments at least annually¹. The State Board will publicly report progress toward expected literacy outcomes through the production and publication of an annual report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.	The percentage of all third-grade students on grade level in ELA will increase by 4 points annually; economically disadvantaged students and students with disabilities will increase by 5 points and English learners by 6 points². The percentage of all eighth-grade students on grade level in ELA will increase by 5 points annually; economically disadvantaged students, students with disabilities and English learners will increase by 6 points.

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

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



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		learners, and 14.4% of students with disabilities were at or above grade level. • 26.3% of all eighth-grade students were at or above grade level in ELA; 11.6% of economically disadvantaged, 5.9% of English learners, and 2.6% of students with disabilities were at or above grade level. 2021-22 • 35.7% of all third-grade students were at or above grade level in ELA; 20% of economically disadvantaged students, 10.9% of English learners and 12.5% of students with disabilities were at or above grade level. • 25.9% of all eighth-grade students were at or above grade level in ELA; 11.4% of economically disadvantaged students, less than 1% of English learners and 3.1% of students with disabilities were at or above grade level.	The State Board will update its relevant rules and policies based on outcomes, as needed.	



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Postsecondary and Career: All students are prepared for success in high school, postsecondary, and career.	State Board Rules - Academic Program Requirements - Graduation Requirements - Career and Technical Education - Promotion and Retention State Board Policies - Standards Review - Middle Grades and High School - Uniform Grading	Class of 2023 48.9% of students demonstrated readiness for postsecondary and careers after high school; 31.5% of economically disadvantaged students, 17.9% of students with disabilities, and 8.9% of English learners demonstrated readiness. 56.7% of students enrolled in a postsecondary institution following graduation. Class of 2022 43.3% of students demonstrated readiness for postsecondary and careers after high school; 24.4% of economically disadvantaged students, 12.7% of students with	The State Board will review data provided by the Department of Education on Ready Graduate outcomes and districts offering work-based learning and dual enrollment opportunities to high school students, at least annually ³ . The State Board will publicly report progress toward expected college and career readiness outcomes through the production and publication of an annual report. The report will provide recommendations regarding the use of public funds and be presented to the Governor, general assembly, and the local districts.	The percentage of all students demonstrating readiness for postsecondary and careers after high school will increase by 4 points annually ⁴ ; economically disadvantaged will increase by 5 points and students with disabilities and English learners will increase by 6 points. The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually ⁵ .

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

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

⁵ This data point represents the college-going rate calculated by THEC. An increase of 3 percentage points annually will return the state to pre-pandemic levels within three years.



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		disabilities and 7.4% of English learners demonstrated readiness. 54.3% of students enrolled in a postsecondary institution following graduation. Class of 2021 39.7% of students demonstrated readiness for postsecondary and careers after high school; 20.9% of economically disadvantaged students, 8.9% of students with disabilities and 6.9% of English learners demonstrated readiness. 52.8% of students enrolled in a postsecondary institution following graduation.	The State Board will update its relevant rules and policies based on outcomes, as needed.	
Teachers and Leaders: All schools are staffed with qualified and effective educators.	State Board Rules - Evaluations - Educator Licensure - Educator Preparation State Board Policies	On the 2023 Ed Prep Report Card, the two-year teacher retention rate was 93.6% and the three-year retention rate was 78.8%.	The State Board will review data provided by the Department of Education on educator pipeline initiatives including Grow Your Own, outcomes of the annual educator survey, additional	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 ⁸ .

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



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	- Professional Assessments for TN Educators - TN Instructional Leadership Standards - Permit and License Denial, Formal Reprimand, Suspension and Revocation Educator Diversity - Strategic Compensation - Minimum Salary Schedule	On the 2022 Ed Prep Report Card, the two-year teacher retention rate was 94.2% and the three-year retention rate was 82.6%. On the 2021 Ed Prep Report Card, the two-year teacher retention rate was 92.9% and the three-year retention rate was 81.1%. On the 2023 Ed Prep Report Card, 16.2% of teacher candidates and 21.7% of leader candidates reported having a racially or ethnically diverse background. On the 2022 Ed Prep Report Card, 16.1% of teacher candidates and 19.8% of leader candidates reported having a racially or ethnically diverse background. On the 2021 Ed Prep Report Card, 15.9% of teacher	endorsement pathways, and reports on educator workforce shortages, effectiveness, diversity and compensation at least annually⁷. The State Board will annually publish the Educator Preparation Report Card with data on high-demand endorsements, placement and retention, licensure exam pass rates, candidate satisfaction, <u>and</u> teacher effectiveness, and candidate diversity. The State Board will publicly report progress toward expected teacher and leader outcomes through the production and publication of a yearly report. The report will provide recommendations regarding the use of public funds and be presented to the	The percentage of racially diverse teacher and leader candidates receiving initial licensure from Tennessee EPPs will increase by 1 point annually⁹. 65% of the educators teaching on a permit will obtain a full and valid practitioner or professional license within three years.

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

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



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		candidates and 19.8% of leader-candidates reported having a racially or ethnically diverse background. 45.5% of the educators teaching on a permit during the 2020-21 school year obtained a full and valid license within three years⁶. 41.1% of the educators teaching on a permit during the 2019-20 school year obtained a full and valid license within three years. 42.5% of the educators teaching on a permit during the 2018-19 school year obtained a full and valid license within three years.	Governor, general assembly, and the local districts. The State Board will update its relevant rules and policies based on outcomes, as needed.	
Engagement and Accountability: Our public meetings will ensure transparency, accountability, and effective implementation of education policy.	- All State Board rules and policies - All State Board meetings and workshops - Board member engagement opportunities	92% of the State Board's policies have been reviewed and updated, as needed, within the last eight years. In 2024, State Board staff brought recommendations for updates to and repeals of some of its rules based on	The State Board will review data provided by the Department of Education and updates from stakeholders on the implementation of State Board rules and policies.	The State Board will annually identify its rules and policies for review and update based on changes in law or opportunities to improve outcomes, as needed.

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



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		the 2023 rule review report and identified necessary revisions to its rules and policies based on changes in law and opportunities to improve student outcomes. In 2023, 100% of the State Board's rules were reviewed. Of the State Board's 250+ rules, 1 rule was recommended for repeal and 86 rules were recommended for revision¹⁰.	The State Board will publicly ask the questions necessary to determine the effectiveness and quality of the implementation of its rules and policies. The State Board will review and update, as needed, its rules and policies.	

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