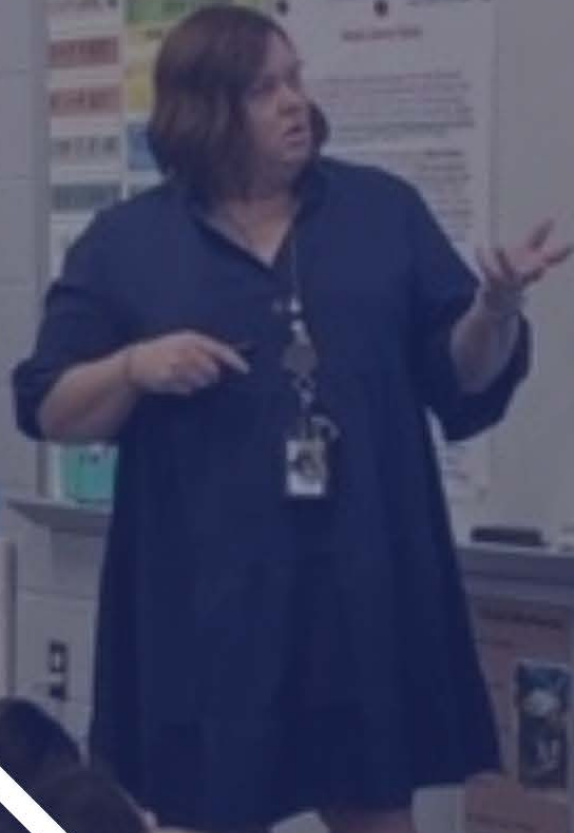




TENNESSEE
STATE BOARD OF EDUCATION



***Master Plan
Annual Report***

2024



INTRODUCTION

The Tennessee State Board of Education (“State Board”) is charged in state law with developing and maintaining a master plan for public education, kindergarten through grade twelve, and providing recommendations to the executive branch, the general assembly, local boards of education and directors of schools regarding the use of public funds for education. The State Board’s master plan provides a lens through which all Tennesseans can examine state-level efforts and determine if rules and policies are positioning school districts to effectively prepare Tennessee students for the workforce, post-secondary success, and engaged citizenship.

This report is designed to publicly share the key initiatives, challenges, and outcomes for each annual goal set within the master plan. The State Board regularly evaluates progress toward these goals and updates its master plan to inform its recommendations for Tennessee education every three years.

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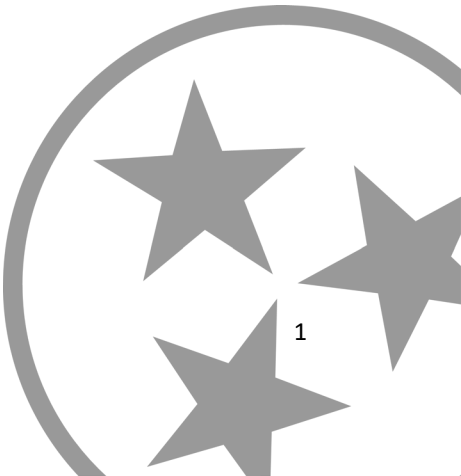
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EXECUTIVE SUMMARY

The 2024 Master Plan Report marks the State Board's second year of tracking Tennessee's progress toward our four strategic focus areas of literacy, post-secondary and career, teachers and leaders, and engagement and accountability.

The State Board revised its three-year plan for K-12 education in 2022 to intentionally elevate these priorities and to establish ambitious yet attainable goals within each area. This report details the work of the Board over the last calendar year as we continue to examine and align our rules and policies to ensure we're supporting the work that's happening in our schools and districts around the state every day.

As we review our results this year, we are proud to highlight the progress being made and know there is more work to be done. While we are seeing growth in every focus area, including a 2.9-point increase in the percentage of eighth-grade students on grade level in ELA, an increase in the percentage of students enrolling in a postsecondary option after high school graduation, and an increase in the percentage of racially diverse leader candidates, we are not meeting our annual goals. Nevertheless, we believe it is important to publicly recognize our advances while also bringing attention to the areas where increased progress is needed.

We share this information with the understanding that we must be transparent about our outcomes, measure our progress, and construct innovative solutions together. We continue to work in partnership with our educators, school leaders, support staff, and communities to ensure all students in Tennessee are prepared for success after graduation.

The State Board annually reports on progress toward its goals through this Master Plan Report. The results highlighted in our annual reports help to inform the State Board's recommendations for Tennessee education. Additional information on the State Board's Master Plan and access to previous reports can be found on our [website](#).

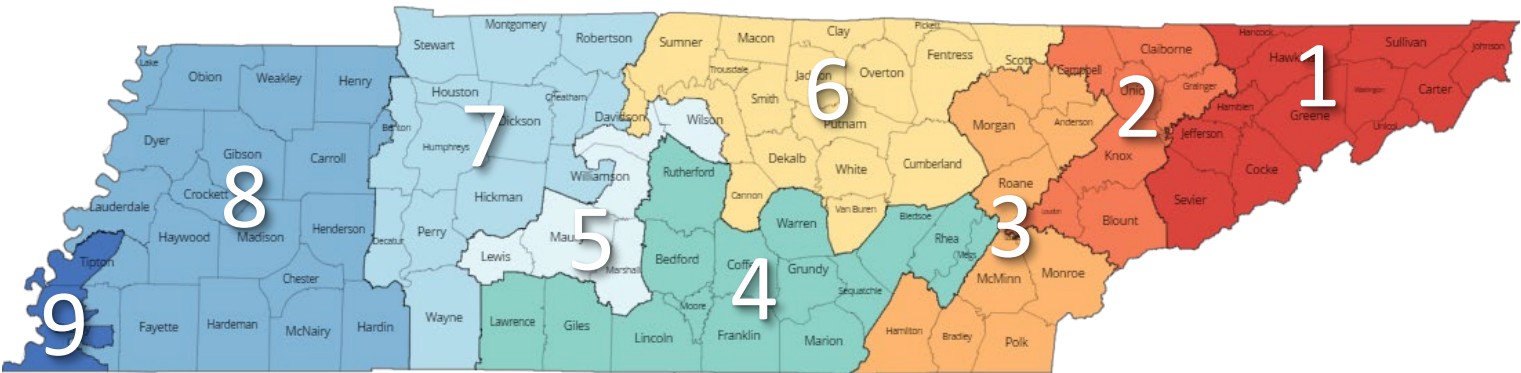
ABOUT THE STATE BOARD

The State Board is a gubernatorially and legislatively appointed board charged under the law with rule and policymaking for K-12 education. The Board is composed of 11 members with one from each of Tennessee's nine congressional districts, plus a voting student member, and the executive director of the [Tennessee Higher Education Commission](#) ("THEC") who serves as an ex-officio, non-voting member. Dr. Sara Morrison serves as [Executive Director](#) of the State Board. Board members serve unpaid appointments confirmed by the Governor and legislature to serve five-year terms and may be re-appointed; the student member serves a one-year term.

OUR MISSION

The mission of the State Board is to ensure rules, policies and systems are in place so that all students are prepared for success after graduation.

					
Ms. Krissi McInturff District 1	Mr. Jordan Mollenhour District 2	Mr. Robert Eby District 3	Mr. Warren Wells District 4	Mr. Ryan Holt District 5	Dr. Ina Maxwell District 6
					
Ms. Marsha Johnson District 7	Mr. Larry Jensen District 8	Mr. Darrell Cobbins District 9	Ms. Bonza Auberson Student Member	Dr. Steven Gentile THEC Executive Director	Dr. Sara Morrison Executive Director



THE ROLE OF THE STATE BOARD

in Student Success

Directed by State Law

Through legislation, the Governor and General Assembly direct the State Board to develop rules that further define what's established in law related to K-12 education.

Rule & Policy Development

Based on requirements in state law, the State Board engages stakeholders to craft rules and supporting policies related to topics like graduation requirements, teacher evaluations, and state assessments.

Other Key Responsibilities

The State Board manages processes for several important requirements, including academic standards, educator licensure discipline, and TISA accountability hearings.



State Agency Collaboration

Working collaboratively with the TN Department of Education, the State Board engages with stakeholders to determine if rules and policies are effectively supporting the work of our local districts and schools.

Partners in Education

The State Board works in partnership with our educators, school leaders, support staff, and communities to ensure all students are prepared for success after graduation.



TENNESSEE BY THE NUMBERS

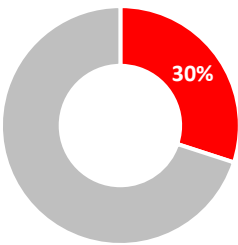
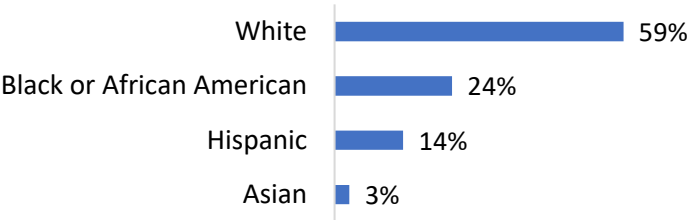
2022-23 School Year

973,983 STUDENTS

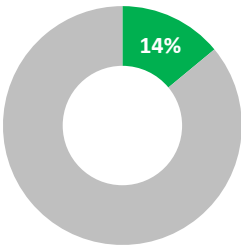
71,427 TEACHERS

1,900 SCHOOLS

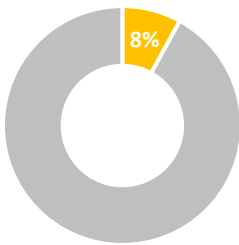
Student Demographics



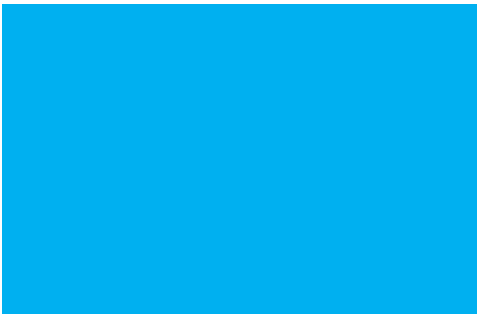
Economically Disadvantaged



Students with Disabilities



English Learners



OUR MASTER PLAN

The master plan highlights four strategic focus areas: Literacy, Postsecondary and Career, Teachers and Leaders, and Engagement and Accountability. Each focus area includes annual incremental goals that are designed to move Tennessee toward attainment of each strategic focus area's overarching goal.



All students are on grade level in English language arts (ELA) as measured by the Tennessee Comprehensive Assessment Program (TCAP) results.

- ▶ 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 points.
- ▶ 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.



All students are prepared for success in high school, postsecondary, and career.

- ▶ The percentage of all students demonstrating readiness for postsecondary and careers after high school will increase by 4 points annually; 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.



All schools are staffed with qualified and effective educators.

- ▶ The percentage of newly licensed teachers who remain teaching in Tennessee public schools for at least three years will increase by 0.5 points annually.
- ▶ The percentage of racially diverse teacher and leader candidates receiving initial licensure from Tennessee Educator Preparation Programs will increase by 1 point annually.
- ▶ 65% of the educators teaching on a permit will obtain a full and valid practitioner or professional license within three years.



Our public meetings will ensure transparency, accountability, and effective implementation of education policy.

- ▶ The State Board will annually identify its rules and policies for review and update based on changes in law or opportunities to improve student outcomes, as needed.

For additional details regarding the data points used to set the annual goals included in the State Board's Master Plan, please see the State Board's [Master Plan Supplement](#).

Strategic Focus: All students are on grade level in ELA as measured by TCAP results.

Information the Board Considered to Inform Decisions

- The State Board heard presentations from the Tennessee Department of Education regarding student outcomes on the universal reading screeners for the 2023-24 school year and the implementation of the newly required literacy standards for educator preparation providers during its [quarterly workshop](#) on August 15, 2024.
- The State Board's [Educator Preparation Report Card](#) provided data on the literacy licensure assessment aligned to the newly required literacy standards and first-time pass rates for educators taking the new literacy licensure assessment will be included for the first time on the Report Card in 2025.
- The Tennessee Department of Education provided the State Board with details on the process for assessment standard setting during its [quarterly workshop](#) on August 15, 2024 and presented the 2024 TCAP assessment outcomes at its [quarterly workshop](#) on November 21, 2024.

Actions of the Board

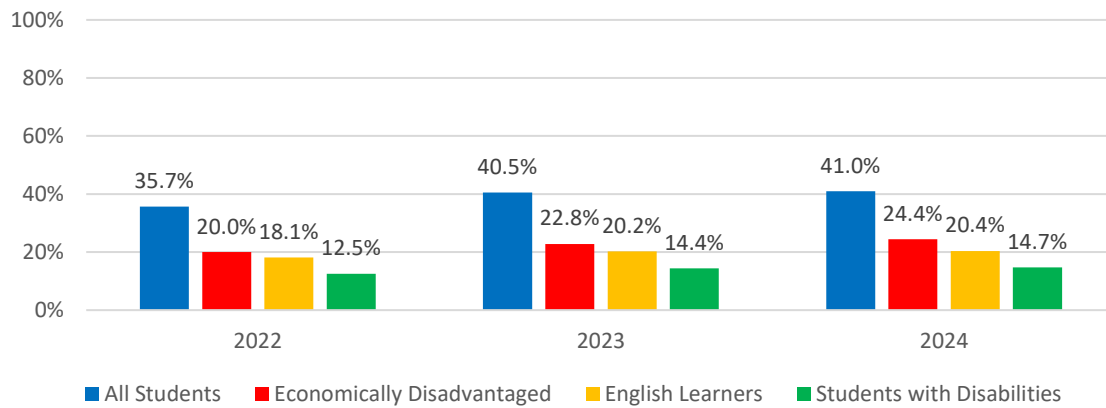
- At its [special-called meeting](#) on March 4, 2024, Board Member Ryan Holt proposed, and the Board approved, a resolution of the Tennessee State Board of Education requesting that the Governor and General Assembly consider shifting retention decisions to occur earlier than third and fourth grade.
- The State Board further amended its Promotion and Retention Rule to align with additional changes made in legislation at its [quarterly meeting](#) on November 22, 2024.

► **Annual Goal:** 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 points.

Outcomes:

- ☒ Goal Not Met: In 2024, the percentage of all third-grade students on grade level in ELA increased but only by 0.5 points.
- ☒ Goal Not Met: In 2024, the percentage of third-grade economically disadvantaged students on grade level in ELA increased but only by 1.6 points.
- ☒ Goal Not Met: In 2024, the percentage of third-grade students with disabilities on grade level in ELA increased but only by 0.3 points.
- ☒ Goal Not Met: In 2024, the percentage of third-grade English learner students on grade level in ELA increased but only by 0.2 points.

Third-Grade Students on Grade Level in ELA



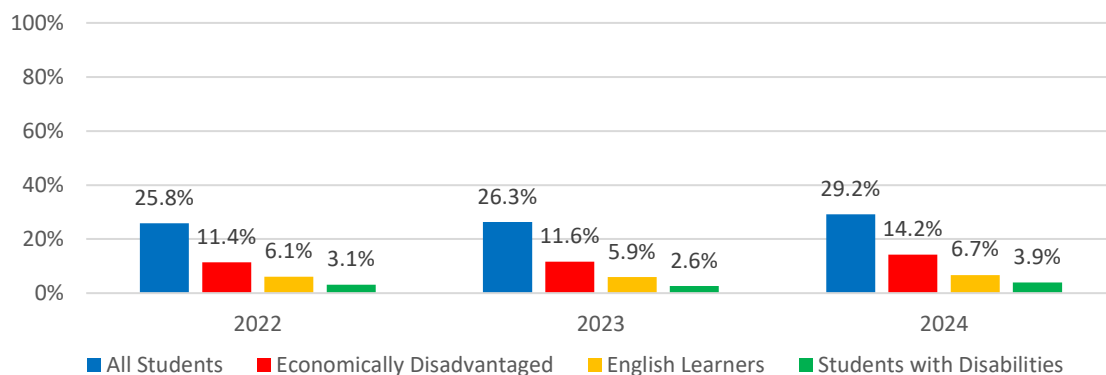
Source: [TN State Report Card](#), Department of Education

- ▶ **Annual Goal:** 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.

Outcomes:

- ✗ Goal Not Met: In 2024, the percentage of all eighth-grade students on grade level in ELA increased but only by 2.9 points.
- ✗ Goal Not Met: In 2024, the percentage of eighth-grade economically disadvantaged students on grade level in ELA increased but only by 2.6 points.
- ✗ Goal Not Met: In 2024, the percentage of eighth-grade students with disabilities on grade level in ELA increased but only by 1.3 points.
- ✗ Goal Not Met: In 2024, the percentage of eighth-grade English learner students on grade level in ELA increased but only by 0.8 points.

Eighth-Grade Students on Grade Level in ELA



Source: [TN State Report Card](#), Department of Education

The Work Ahead

While our state continues to see increases in the number of students proficient in ELA, none of the State Board's annual incremental goals were achieved this year. We are encouraged by the continued progress and positive trends, including an overall decrease in the number of students in the lowest performance band, though with the expiration of federal funding that has been used to support much of our work in literacy, we will need to refocus efforts and identify the most effective uses for reduced funding. To do this, one action we will take is to identify and study districts who are beating the odds in literacy – where students and subgroups of students are moving to proficiency in greater numbers than the state average.



POSTSECONDARY & CAREER

Strategic Focus: All students are prepared for success in high school, postsecondary and career.

Information the Board Considered to Inform Decisions

- The State Board heard presentations on work-based learning and dual enrollment opportunities around the state from the Tennessee Department of Education at its [quarterly workshop](#) on May 30, 2024 and on education to workforce programs offered through the Tennessee Department of Labor and Workforce Development at its [quarterly workshop](#) on August 15, 2024.
- For the second consecutive year, the State Board received an update from staff at the Tennessee Higher Education Commission on the percentage of students enrolling in a postsecondary institution after graduation and a presentation from Lincoln County Schools on their student advising provided via a grant program called Advise TN during its [quarterly workshop](#) on August 15, 2024.

Actions of the Board

- The State Board approved updates to its Graduation Requirements Rule to change math graduation requirements from four years of high school math to four credits of high school math to maintain high expectations but increase flexibility for postsecondary preparation during its [quarterly meeting](#) on May 31, 2024.
- The State Board increased the percentage points used to calculate semester average grades for Dual Enrollment courses in its Uniform Grading System Rule during its quarterly meeting on May 31, 2024. The State Board also revised its Career and Technical Education Rule to increase the maximum number of work-based learning credits a student may earn in a school year during its [quarterly meeting](#) on August 16, 2024.
- Additionally, the State Board approved changes to its Academic Program Requirements rule reducing the percentage for which a high school end-of-course exam counts toward a student's grade at its [quarterly meeting](#) on August 16, 2024.

- ▶ **Annual Goal:** The percentage of all students demonstrating readiness for postsecondary and careers after high school will increase by 4 points annually; readiness for economically disadvantaged students will increase by 5 points; and readiness for students with disabilities and English learners will increase by 6 points.

Outcome:

☒ Goal Met: The percentage of students demonstrating readiness for postsecondary and careers after high school increased by 5.6 points.

☒ Goal Met: The percentage of economically disadvantaged students demonstrating readiness for postsecondary and careers after high school increased by 7.1 points.

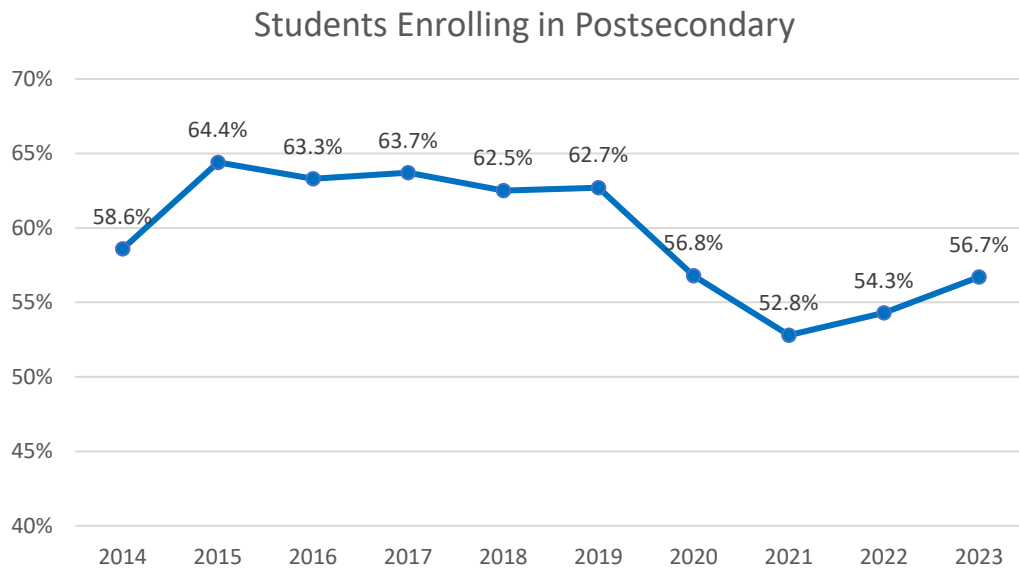
☒ Goal Not Met: The percentage of students with disabilities demonstrating readiness for postsecondary and careers after high school increased but only by 5.2 points.

☒ Goal Not Met: The percentage of English learner students demonstrating readiness for postsecondary and careers after high school increased but only by 1.5 points.

- **Annual Goal:** The percentage of students enrolling in a postsecondary institution following graduation will increase by 3 points annually.

Outcome:

- ✗ **Goal Not Met:** The percentage of students enrolling in a postsecondary institution increased but only by 2.4 points for the class of 2023.



Source: TN Higher Education Commission, August 15, 2024 [workshop presentation](#)

The Work Ahead

We are encouraged to see the percentage of students enrolling in a postsecondary institution increased for the second year in a row. Our collective efforts are positively impacting students' lives and we are eager to further explore ways to support an increased focus on advising and planning in middle school and high school as we climb back up toward our pre-pandemic enrollment rates. In addition, we will partner with higher education in expanding equitable access to meaningful early post-secondary offerings like dual-enrollment, among others.



TEACHERS & LEADERS

Strategic Focus: All schools are staffed with qualified and effective educators.

Information the Board Considered to Inform Decisions

- The State Board heard presentations from the Tennessee Education Research Alliance regarding the results of the annual educator survey, including recommendations for expanding the state's supply of teachers from diverse backgrounds, and from the Tennessee Department of Education on educator effectiveness and educator compensation during its [quarterly workshop](#) on February 15, 2024.
- The State Board met with the Tennessee Department of Education's Teacher Advisory Council to discuss the results of the educator survey and other relevant topics following its quarterly workshop on February 15, 2024.
- The State Board discussed a report from the Tennessee Department of Education on the state's educator vacancy data during its [quarterly meeting](#) on November 22, 2024.

Actions of the Board

- The State Board updated and published its annual [Educator Preparation Report Card](#) via its website on February 15, 2024.
- The State Board updated its Occupational Educator Scholarship Program Rule to adjust scholarship requirements and timelines to alleviate financial costs for individuals entering the teaching profession. The State Board also approved an increase from \$42,000 to \$44,500 as the minimum base salary for educators.
- The State Board revised its Professional Assessments for Tennessee Educators Policy to allow educators with a degree in a core academic subject or world language to add a subject area endorsement to their license without taking additional licensure assessments.
- The State Board established a [Licensure Review Committee](#) to review and develop recommendations for revisions to the State Board's licensure pathways and preparation requirements in February 2024. The Committee proposed changes to clinical mentoring requirements, which were approved by the State Board at its quarterly meeting on November 22, 2024. Further recommendations from the Committee will be proposed in early 2025.

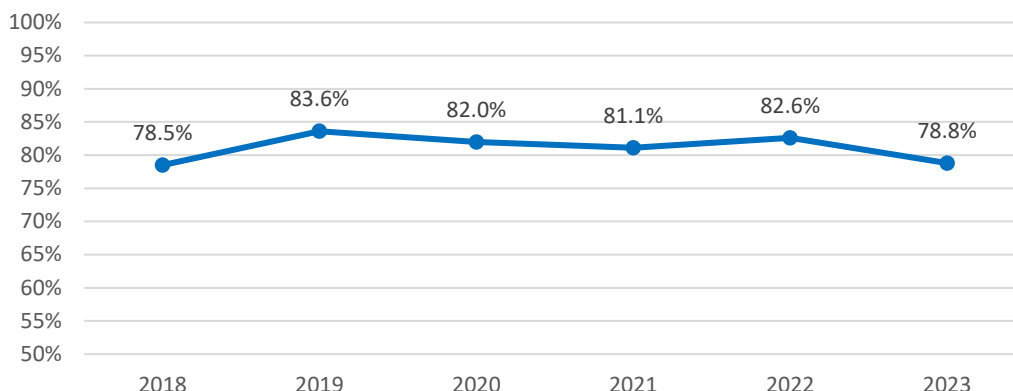
- ▶ **Annual Goal:** The percentage of newly licensed teachers who remain teaching in Tennessee public schools for at least three years will increase by 0.5 points annually.

Outcome:



Goal Not Met: Between 2022 and 2023, the percentage of newly licensed teachers who remain in Tennessee public schools for at least three years decreased by 3.8 points.

Three-Year Retention Rate for Newly Licensed Teachers in Tennessee Public Schools



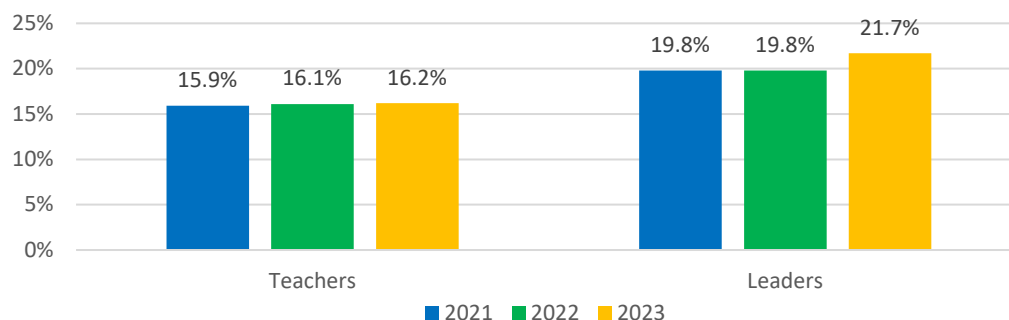
Source: [Educator Preparation Report Card](#)

- ▶ **Annual Goal:** The percentage of racially diverse teacher and leader candidates receiving initial licensure from Tennessee educator preparation providers will increase by 1 point annually.

Outcome:

☒ Goal Not Met: Between 2022 and 2023, the percentage of racially diverse teacher candidates receiving initial licensure only increased by 0.1 points; however, the percentage of racially diverse leader candidates receiving initial licensure increased by 1.9 points.

Newly Licensed Educators from Racially Diverse Backgrounds



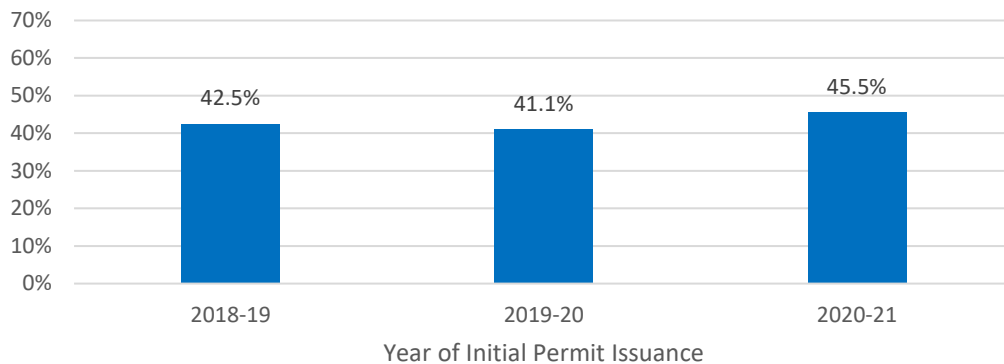
Source: [Educator Preparation Report Card](#)

- ▶ **Annual Goal:** 65% of the educators teaching on a permit will obtain a full and valid practitioner or professional license within three years.

Outcome:

☒ Goal Not Met: By the end of the 2023-24 school year, the percentage of educators teaching on a permit who obtained a full and valid practitioner or professional license within three years increased by 4.4 points to 45.5%.

Educators Teaching on a Permit Who Obtained a Full and Valid License Within Three Years



Source: State Board staff calculation based on educator licensure data provided by the Tennessee Department of Education

The Work Ahead

As we continue to track these three important indicators within this strategic focus area, we celebrate our incremental growth while simultaneously acknowledging the need for acceleration as well. The State Board measures two of the three annual goals within this strategic focus area via our [Educator Preparation Report Card](#), which is another important tool and resource available for teacher candidates and school and district leaders when making career and recruitment decisions, respectively. The State Board remains focused on ensuring we recruit and retain qualified and effective educators and school leaders for our students. As such, we will continue to prioritize data and research efforts designed to help us understand what is working and what remains challenging in our goal to ensure qualified and effective educators are in every classroom across Tennessee.



ENGAGEMENT & ACCOUNTABILITY

Strategic Focus: Our public meetings will ensure transparency, accountability, and effective implementation of education policy.

Information the Board Considered to Inform Decisions

- The State Board received a presentation by the Tennessee Department of Education regarding enrollment trends and programmatic successes and challenges for the state's education savings account and individualized education account programs during its [quarterly workshop](#) on February 15, 2024. Additionally, the State Board heard a presentation on the 2023 charter authorizer evaluation outcomes during the same quarterly workshop.
- The State Board heard presentations during its quarterly workshops from stakeholders, including Collierville Schools regarding best practices in serving English learners, the Tennessee Department of Education about the state's transition to a new English language proficiency assessment, and Lincoln County Schools on postsecondary advising and their partnership with Advise TN.
- State Board members and staff engaged with several key education stakeholders throughout the year, including legislators, superintendents, district staff, school leaders, educators, students, local school board members, local business leaders, parents and families, as well as through their attendance at national conferences, such as the [Education Commission of the States](#) and the [National Association of State Boards of Education](#).
- State Board staff participated in the Tennessee Department of Education's working group on accountability for opportunity charter schools and the State Board received a presentation from the Department on revisions to the school letter grade calculations for these schools at its [quarterly workshop](#) on November 21, 2024.

Actions of the Board

- The State Board published its annual [Educator Preparation Report Card](#) on February 15, 2024 and approved the results of its 2023 [charter school authorizer evaluations](#) during its board meeting on February 16, 2024.
- The State Board updated its Non-Public Schools Approval Process Rule to include requirements for non-public schools to review the state's [educator licensure platform](#) for licensure misconduct before hiring an educator to work in their school.
- State Board Member Ryan Holt proposed a resolution of the Board regarding third and fourth grade promotion and retention at a [special-called meeting](#) of the State Board on March 4, 2024.
- State Board staff continued to engage with stakeholders on the development of the State Board's TISA Accountability Hearings process, as required in law, which will begin in the 2025-26 school year.
- The State Board updated the timelines for its academic standards review by increasing the length of time between reviews from six years to eight years to allow more time for educators to teach the standards before revising again. The State Board began its review of the English language arts state standards with the first round of public comment eliciting nearly 25,000 feedback submissions and a second round of public comment beginning in February 2025.
- In August 2024, the State Board began including legislatively mandated reports due to the Board as agenda items during its quarterly meetings.
- Additionally, the State Board discussed the student funding allocations each district will receive in the 2024-25 school year during its board meeting on August 16, 2024.

- ▶ **Annual Goal:** The State Board will annually identify its rules and policies for review and update based on changes in law or opportunities to improve student outcomes, as needed.

Outcome:

- ☒ Goal Met: State Board staff brought recommendations for updates to and repeals of some of its rules based on 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.

The Work Ahead

State Board members and staff prioritize time spent with education stakeholders from across the state and the nation to gather feedback, learn from best practices, and consider relevant qualitative and quantitative data to ensure our rule and policy actions are transparent and informed. The State Board encourages and relies on regular and continuous public engagement to collectively build toward the achievement of its mission that all students are prepared for success after graduation. As we move forward, we will reflect, build upon, and expand where possible, our efforts to engage and connect with a multitude of stakeholders.

CONNECT WITH THE STATE BOARD OF EDUCATION

EXECUTIVE DIRECTOR & MEMBERS

Dr. Sara Morrison | Executive Director | sara.morrison@tn.gov
Krissi McInturff | Congressional District 1 | krissi.mcinturff@tn.gov
Jordan Mollenhour | Congressional District 2 | jordan.mollenhour@tn.gov
Bob Eby | Chair, Congressional District 3 | robert.eby@tn.gov
Warren Wells | Congressional District 4 | warren.wells@tn.gov
Ryan Holt | Congressional District 5 | ryan.holt@tn.gov
Dr. Ina Maxwell | Congressional District 6 | ina.maxwell@tn.gov
Marsha Johnson | Congressional District 7 | marsha.2.johnson@tn.gov
Larry Jensen | Congressional District 8 | larry.jensen@tn.gov
Darrell Cobbins | Vice Chair, Congressional District 9 | darrell.cobbins@tn.gov
Bonza Auberson | Student Member, Cookeville High School | bonza.auberson@tn.gov
Dr. Steven Gentile | THEC Executive Director | steven.gentile@tn.gov

LEGAL STAFF

Rachel Suppé, Esq. | General Counsel | rachel.suppe@tn.gov
P. Danielle Nellis, Esq. | Deputy General Counsel | danielle.nellis@tn.gov
Todd Madison, Esq. | Senior Associate Counsel | todd.m.madison@tn.gov
Alex Anderson, Esq. | Associate Counsel | alex.anderson@tn.gov
Ryan Shanahan, Esq. | Associate Counsel | ryan.p.shanahan@tn.gov
Taylor Bates | Paralegal | taylor.bates2@tn.gov
Tisa Smith | Paralegal | tisa.l.smith@tn.gov

LEGISLATIVE & EXTERNAL AFFAIRS STAFF

Nathan James | Deputy Executive Director for Legislative and External Affairs | nathan.james@tn.gov
Ali Reid | Director of Engagement and Accountability | ali.reid@tn.gov
Catherine Ann Johnson | Communications Officer | catherine.ann.johnson@tn.gov
Casey Griffin | Executive Administrative Assistant | casey.o.griffin@tn.gov

POLICY & RESEARCH STAFF

Michael Deurlein | Deputy Executive Director for Policy and Research | michael.j.deurlein@tn.gov
Erika Leicht | Director of Research | erika.leicht@tn.gov
Breanna Sommers | Director of Policy & Academics | breanna.sommers@tn.gov
Vicki Dany | Executive Administrative Assistant | vicki.dany@tn.gov



TENNESSEE
STATE BOARD OF EDUCATION



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