



TENNESSEE

STATE BOARD OF EDUCATION



2019-20 Master Plan



The State Board of Education is the governing and policy making body for Tennessee’s pre-K-12 public education system. Its work touches all facets of education from accountability and evaluation to standards and teacher education.

The State Board of Education is comprised of 11 members representing the diversity of the state - one from each congressional district, plus a student member, and the executive director of the Tennessee Higher Education Commission who serves as a non-voting ex officio member. Board members are unpaid Governor’s appointees, confirmed by the General Assembly, and serve five-year terms.

You can find more information at www.tn.gov/sbe



State Board of Education July 2019

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Vacant – 8th Congressional District

Mr. Darrell Cobbins – 9th Congressional District

Vacant – Student Member

Mr. Mike Krause – Ex Officio
Executive Director, Tennessee Higher Education Commission

Dr. Sara Heyburn Morrison
Executive Director, Tennessee State Board of Education



The State Board's Vision

The State Board develops and maintains policies through the lens of the best interest of students. Our vision is to maintain Tennessee's position as the fastest improving state in the nation as well as enter the top half of all states on student outcomes by 2020. To do so, the State Board develops and maintains student-focused rules and policies and highlights research and best practices from Tennessee as well as nationwide.

History of the Master Plan

The State Board adopted the guiding principles, student achievement goals, and strategic priority areas represented in this plan in 2015-16 as a five-year plan. The Master Plan complements the Tennessee Department of Education's (TDOE) five-year strategic plan that began in 2015.

Each year, the State Board revises its Master Plan to reflect key policy topics for the coming year. The State Board reviews progress toward the student achievement goals annually. The Board will conduct a full review of this plan in 2019-20 and reset it in advance of the 2020-21 school year at the conclusion of the five-year plan period.

Guiding Principles

The Master Plan is founded on a commitment to serve all students and a focus on increased transparency.

- **Serve All Students:** We will work to ensure all students have the support and pathways they need for success.
- **Transparency:** We will commit to straightforward, honest, and timely communication on the work of the State Board.

Student Achievement Goals

The State Board's work is guided by three student achievement goals.

- **Achievement on the National Assessment of Educational Progress (NAEP):** Tennessee will rank in the top half of states on NAEP by 2019.
- **ACT/SAT Composite Score:** The average ACT composite score in Tennessee will be a 21, or a comparable score on the SAT, by 2020.
- **Post-Secondary Enrollment and Attainment:** The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

Strategic Priority Areas

Four strategic priorities will guide the Board's work and support the three key student achievement goals.

- High Expectations and Positive Learning Environments
- Great Teachers and Leaders
- High-Quality School Options
- Public Engagement and Oversight

High Expectations and Positive Learning Environments

We will maintain rigorous academic standards through regular reviews of academic standards and requirements with opportunities for input from educators, parents, and the public. To support students' success with these standards, we will establish policies for safe learning environments that are conducive to high-quality instruction for all students.

Priority Levers

High Expectations

The State Board of Education will continue to facilitate a transparent and rigorous process of promoting high academic expectations.

- Develop a long-range plan for standards review with TDOE that aligns with textbook adoption and educator training to allow districts to better plan for these events.¹
- Conduct a thorough and transparent review of math standards with first reading of the standards occurring by July 2020.
- Lead a working group of state and district leaders to review current graduation requirements and coursework for alignment to current and future postsecondary and workforce expectations with the potential for policy changes as a result of this work.
- Ensure updates from TDOE are provided at each quarterly workshop on TNReady procurement, administration, and results.
- Assess and analyze progress toward the state's goals for meeting academic expectations, particularly in early-grades literacy.

Positive Learning Environments

The State Board of Education will use its public platform to highlight strong district practices and as well as areas for continued improvement that, taken together, will ensure classrooms and schools are safe, secure, and conducive to high-quality instruction.

School Safety

- Review research and implementation reports on effective district practices in the area of wraparound services, such as school-based mental health, and education for the whole child.
- Participate in state efforts regarding school safety and monitor the ongoing outcomes of school safety audits and district response team training.²

School Climate

- Review available school climate and chronic absenteeism data to inform policy conversations and decisions related to school environments and effective practices.
- Identify strategies for improving the implementation of the recently revised school counseling policy and program standards.
- Review licensure policies and other opportunities for increasing the availability of social workers and counselors.

¹ T.C.A. § 49-1-311; PC 270 of 2019

² PC 154 of 2019

Great Teachers and Leaders

We will establish policies to ensure all students have access to great teachers and leaders.

Policy Levers

Educator Preparation

The State Board of Education will continue to prioritize policies and tools that support the development and growth of highly effective educator preparation programs.

- Drive program approval decisions with outcome data for each Educator Preparation Program (EPP) undergoing a comprehensive review this year, as well as interim reviews and program improvement for all EPPs.
- Broaden the audience for the Educator Preparation Report Card by adjusting the web-hosted report to better meet the needs of multiple stakeholder groups, including prospective students, district human resources personnel, and educator preparation providers.
- Provide public access to meaningful leader preparation program data by building out this module of the Report Card with more information on program outcomes.
- Produce public reports on EPPs with effective programmatic practices in areas such as diversity and partnership strategies with school districts based on Report Card data.
- Work with other state leaders to refine policy and law to improve outcomes of EPPs and enhance accountability.

Educator Licensure

The State Board of Education will have a relentless focus on high standards for the teaching profession through effective licensure rule and policy.

- Encourage more candidates and more diverse candidates to enter teaching and school leadership through traditional and non-traditional pathways through both policy work and the board's public platform.
- Identify the extent to which licensure assessments are meaningful indicators of educators' classroom performance and analyze how any proposed changes to currently required assessments would affect educator supply in that content area.

Educator Licensure Discipline

The State Board of Education will refine and implement efficient, student-focused licensure discipline processes that will result in ensuring that all students have access to great teachers and leaders, and that student safety is protected.

- Provide ongoing information to the board regarding the number of cases received, the types of issues encountered and recommended actions, final disposition of cases, and any trends of misconduct.
- Increase communication with Tennessee school districts, as well as private and charter schools, around licensure discipline reporting requirements and participate in other regional workshops as requested.
- Ensure educators reported for licensure actions are acted upon in a timely manner by maintaining well-established procedures and workflow related to licensure discipline actions.
- Determine and advocate for additional resources as needed to conduct licensure discipline work with excellence and efficiency.

High-Quality School Options

We will advance policies that support all students having access to high-quality schools.

Policy Levers

Charter School Authorization

The State Board of Education will implement processes and procedures to fulfill its oversight and monitoring responsibilities as an LEA and a charter school authorizer.

- Continue serving as the LEA of the Board’s authorized charter schools to ensure alignment with their charter agreements, state and federal laws, and State Board rules. The LEA functions include budgeting, oversight and monitoring, and reporting, as well as regularly reviewing progress of the authorized charter schools as a Board.
- Publish the annual report on the Board’s authorized charter schools by January 1, 2020, and its use of the authorizer fee by December 1, 2019.³
- By June 1, 2020, develop a plan to transition responsibility of the Board’s authorized charter schools to the newly-established Charter School Commission.⁴ Support the new Commission as requested, with training, provision of policy resources, job shadowing, and informational interviews.

Rules and Policies regarding School Options

The State Board of Education will implement rules and policies to effectuate a variety of state laws regarding school options.

- Improve clarity and alignment between existing State Board rules and policies regarding distance and e-learning, virtual schools, and the Course Access Program so that students statewide can access high-quality coursework.
- Develop the charter school authorizer evaluation framework, incorporating the State Board’s –quality authorizing standards, by June 30, 2020.⁵
- Develop and approve State Board rules regarding the timeline and process for the charter school amendment petition and appeal by June 30, 2020.⁶
- Work with the TDOE to redesign and approve a charter renewal process aligned to quality authorizing standards by January 1, 2020.
- Develop and approve rules for implementing ESAs in accordance with timelines set forth in law, through collaborative work with TDOE and other stakeholders.⁷

³ T.C.A. § 49-13-118

⁴ PC 219 of 2019

⁵ PC 219 of 2019

⁶ PC 219 of 2019

⁷ PC 506 of 2019

Public Engagement and Oversight

We commit to collaborative governance, effective oversight, and engagement with Tennessee citizens.

Policy Levers

Collaborative Governance

The State Board's members and staff will engage with other agencies of state government and contribute to collaborative efforts on behalf of Tennessee students.

- Transparently lead the work of multiple agencies to develop the annual Basic Education Program (BEP) Review Committee Report identifying state funding priorities.⁸
- Represent the Board's interests and priorities as members of intergovernmental task forces, workgroups, and other relevant committees.
- Collaborate with the Tennessee Higher Education Commission to facilitate an effective annual joint meeting and additional opportunities to engage on shared priorities.
- Develop and implement a plan with the TDOE for ongoing, comprehensive review of policies and rules to ensure consistency with state law and current practice.⁹

Effective Oversight

The State Board of Education will work to ensure that the rules and policies it enacts are effective in supporting student success.

- Faithfully execute the legal responsibilities of the Board as partners with the Governor and General Assembly.
- Ensure that independent research informs members' decisions on policies and rules.
- Provide oversight through routinely reviewing and discussing all Board policies and rules.
- Develop an inventory of how the TDOE monitors districts for compliance with various SBE rules and policies.

Board Member Engagement

Members of the State Board of Education will make concerted efforts to reach out to stakeholders within their districts and across the state.

- Host "Days in the District" to develop and maintain relationships with key regional stakeholders. Identify ways to include a variety of community stakeholders in these events.
- Publish opinion editorials written by members each academic year on a topic they identify, with support from staff as desired.
- Continue to develop relationships between board members and legislators to familiarize them with the Board's work and Master Plan goals.
- Refine existing presentations and handouts that explain the State Board's role, particularly in comparison with TDOE and THEC's roles, so that members and staff may easily share this information with various constituent groups at conferences, meetings, and other gatherings.

⁸ T.C.A. § 49-1-302

⁹ PC 929 of 2018