

Board of Education Retreat

January 27, 2024 8:00 AM

MCS Administrative Offices

I. CALL TO ORDER Procedural Item	Chair Butch Campbell
II. APPROVAL OF AGENDA Action Item	Chair Butch Campbell
III. PUBLIC COMMENT Procedural Item	Chair Butch Campbell
IV. RECOGNITION OF TENNESSEE SCHOOL BOARD WEEK- JANUARY 21-27 Information Item	Dr. Trey Duke
V. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
A. Strategic Five Year Plan Review/Update Information Item	Dr. Trey Duke
B. Transportation for 2024-2025 Information Item	Mr. Don Barch
C. Enrollment Update and Open School Zones for 2024-2025 Information Item	Mr. Ken Rocha
D. School Law for School Board Members Information Item	Ms. Lauren Bush
E. Reeves Rogers Update Information Item	Mr. Don Barch
F. Intergovernmental Agreements Information Item	Dr. Trey Duke
G. Educator Labor Market Report Information Item	Dr. Trey Duke
VI. OTHER BUSINESS Information Item	Chair Butch Campbell
VII. ADJOURNMENT Action Item	Chair Butch Campbell
VIII. CLOSED SECURITY SESSION Action Item	Dr. Trey Duke
A. Approval of School Security Plans Action Item	Mr. Andy Taylor

Mission: To assure academic and personal success for each child

*Every student in Murfreesboro City Schools will be
Known, Safe, Challenged, and Empowered.*

Goal	Performance Objectives	Strategies
<p><u>Known</u></p> <p>Every student will be known through whole-child programs and support.</p> <p><i>MCS will support the whole child by ensuring access to mental health staff, engaging in partnerships with high-quality providers, providing relevant classroom extension opportunities, supporting family involvement, and focusing on positive behavior supports.</i></p>	<ol style="list-style-type: none"> 1. Maintain a 1:500 ratio for school counselors in all buildings and decrease our ratio for school social workers district wide to 1:1,600, and a combined ratio of 1:300 for social emotional support. 2. Increase school coverage for mental health providers from 60% to 100% daily for coverage in all schools. 3. Decrease the percentage of students who are chronically absent from 14.2 % to 9% by meeting yearly chronically absent AMOs. 4. Provide extracurricular opportunities for students in STEAM, agriculture, performing arts, advanced academics, and athletics. 5. Relaunch and reposition choice school opportunities to meet changing expectations and needs of students and community. Increase awareness and programming for Bradley Arts Academy and Discovery School to increase choice school applications on the campuses. 6. Increase the percentage of parents who indicate they are encouraged to be involved in school activities from 80% to 90% on the TN parent climate survey. 7. Increase the percentage of parents who indicate they receive information from the school about how to help their child to from 85% to 90% on the TN parent climate survey. 8. Expand Book Bus route by 20% (including Mobile Family Resource Center routes) Increase district-wide family engagement sessions to ensure a variety of learning 	<ul style="list-style-type: none"> • Ensure the annual budget includes funding for growth of mental health supports. • Maintain and increase partnerships with third-party mental health providers for in-school counseling. • Provide resources, materials, activities, and training to promote healthy lifestyles for students and families in response to our health screening data. • Maintain a licensed health care professional at each school to address chronic medical needs. • Identify, implement, and support a variety of extracurricular programs to ensure all students have opportunities for engagement based on their interest. • Create formal partnership agreements to identify and connect students and families with resources and supports in our community. • Create a Mobile Family Resource Center to offer monthly trainings to families in a variety of settings across our community. • Continue TN-MTSS implementation to ensure all schools maintain school level distinctions. • Implement annual bullying awareness programs to appropriately define the behavior and prevent incidents

	<p>opportunities for families on a quarterly basis including mobile opportunities.</p> <p>9. Decrease the percentage of students experiencing Out of School Suspension (OSS) annually based on 2021-2022 baseline year data using the state’s AMO reduction target formula.</p> <p>10. Increase the percentage of MCS schools recognized as TN STEM designated schools to 100% (not new – moved from Empowered)</p>	
--	---	--

Goal	Performance Objectives	Strategies
<p><u>Safe</u></p> <p>Every student will be safe through equitable access to buildings, facilities, and infrastructure that meet their needs.</p> <p><i>MCS will ensure operational excellence and prioritize safety, technology, resource allocation, and facilities to meet the needs of our growing community.</i></p>	<ol style="list-style-type: none"> 1. Ensure school facilities remain between 80% and 100% capacity. No buildings will operate at over 110% capacity for multiple years. 2. Fully implement the district’s five-year capital improvement plan to maintain facilities with annual updates to reprioritize needs. 3. Maintain 1:1 devices in 2nd – 6th grades and 2:1 devices in kindergarten - 1st grades through budget planning and/or grants. 4. Update cabling and switches in 10 schools over a 4-year period beginning 2022-23 5. Maintain a security software agreement which allows for 20% growth over the next five years to ensure complete coverage. 6. Secure a new transportation facility to meet the needs of our growing population and ensure we maintain an adequate number of buses and equipment (radios, routing system, etc.) to meet our daily rider averages. 7. Utilize TDOE district security assessment reports to enhance all schools' security levels to meet all priority standard recommendations where infrastructure allows. Ensure TDOE district security assessment reports 100% of all 	<ul style="list-style-type: none"> • Create a rezoning plan that will account for expected growth over the next three years. • Work with city planning to project areas of growth and impact on schools and develop rezoning plans as needed. • Develop a timeline for projects on the capital improvement plan for each year detailing a start date and projected completion date. • Implement the 3-5 year device replacement plan providing for the replacement of approximately 3000 student devices per year beginning 2023-24 • Plan for and maximize eRate funds. • Work with the city government to identify land or an existing structure that will accommodate the bus fleet and employee workspace with room for projected growth. • Coordinate yearly safety assessments in collaboration with District Safety Coordinator and school administration. • Utilize the safe schools grant to address needs identified in the safety assessments. • Coordinate with Human Resource and Finance departments to maintain position control and staffing criteria to monitor labor costs.

	<p>schools meet security.</p> <ol style="list-style-type: none"> 8. Maintain MOU with MPD regarding full time SROs in all buildings. 9. Maintain labor costs so that they do not exceed 88% of the total general-purpose budget. 10. Maintain a minimum of 10% 7% unassigned fund balance per financial audit 	<ul style="list-style-type: none"> • Obtain approved budgets for legal authorization to spend. • Maintain budget integrity with ongoing fiscal monitoring. • Create and provide public-facing budget documents. • Ensure compliance with yearly audit requirements. • Ensure fund balances and reserves are accurately stated. • Safeguard district assets by implementing sound internal controls
--	--	--

Goal	Performance Objectives	Strategies
<p><u>Challenged</u></p> <p>Every student will be challenged by learning from highly effective educators and employees.</p> <p><i>MCS will recruit, retain, and train highly qualified and culturally competent educators and employees to ensure MCS is the place where talented individuals choose to work.</i></p>	<ol style="list-style-type: none"> 1. Partner with at least four educator preparation providers, one of which will be an HBCU, to place teaching candidates/interns in MCS classrooms. 2. Attend at least three university job fairs annually with at least one being at an HBCU. 3. Increase the percentage of minority certified staff annually to ensure our faculty demographics more closely match our student population. 4. Retain 93% of highly effective educators as measured by LOE scores of 4 or 5. 5. Ensure 80% of employee exit surveys indicate that employees would work for MCS again if the opportunity presented itself. 6. Adjust and maintain salary scale for certified and classified positions to ensure MCS offers competitive pay at all pay steps. 7. Ensure 90% of educator responses to the Tennessee Educator Survey indicate that the professional learning they have received has led to improvements in their teaching. 8. Ensure 90% of educator responses to the Tennessee 	<ul style="list-style-type: none"> • Maintain and create new formal partnerships with universities for student teaching placement. • Extend job-embedded programs to fill hard-to-staff positions and support programs that assist classified staff in obtaining their teaching certificates. • Host annual on-site job fairs for certified and classified employees • Annually evaluate and plan for incentives for hard-to-staff positions, including retention incentives • Offer multiple leadership development and feedback programs (School-based meetings, Teacher Advisory Council, feedback sessions, etc.) • Annually evaluate salary comparisons with neighboring districts • Ensure all new teachers (years 1-3) receive ongoing mentorship. • Maintain and support the work of the Diversity Task Force • Include topics of cultural competency and appreciation of diversity in our required annual trainings

	<p>Educator Survey indicate favorable ratings in perceptions of school leadership.</p> <p>9. Provide a minimum of one leadership training program annually (Teacher Advisory Council, Administrator Academy, Teacher Leadership Academy)</p> <p>10. Ensure all department supervisors update transition plans annually</p>	<ul style="list-style-type: none"> • Seek out and provide ongoing professional development opportunities for educators and employees
--	--	---

Goal	Performance Objectives	Strategies
<p><u>Empowered</u></p> <p>Every student will be empowered through academic success.</p> <p><i>MCS will ensure all students, especially those who have been historically underserved, grow and achieve high levels in all content areas.</i></p>	<ol style="list-style-type: none"> 1. Meet or exceed the AMOs-school specific achievement targets (based on AMO formula) for all students and in each subgroup on state-assessed subjects annually. 2. Maintain TVAAS scores of a minimum of 3 (at expectations) or higher in ELA and math. 3. Reduce the percentage of students scoring below the 25th percentile on the 1st grade universal reading screener by 50%, from 50.6% in 2021 to 25.3% 4. Increase the percentage of students scoring on-track or mastered on the TNReady ELA assessment from 34% in 2021 to 66% 5. Increase the percentage of students scoring on-track or mastered on the TNReady math assessment from 40% in 2021 to 75% 6. Increase the percentage of students scoring on-track or mastered on the TNReady science assessment from 39.4% in 2021 to 65% 7. Decrease the percentage of all students and students in each subgroup scoring at the below level on state-assessed subjects annually. 8. Increase the identification of 	<ul style="list-style-type: none"> • Ensure all students have access to high quality instructional materials in each subject area. Implement and use our adopted instructional materials with integrity and as intended. • Offer ongoing, effective professional development that is coherent, curriculum-based, and responsive to data-based instructional needs. • Ensure every pre-K - 2nd grade teacher and interventionist completes the early literacy Sounds First training and implements the sounds first approach during skills instruction. • Provide a 3rd – 6th grade Literacy Institute annually. • Ensure every interventionist implements and uses the intervention curriculum with fidelity. • Provide tools that support curricular ease-of-use, such as curriculum maps and scope-and-sequence documents. • Support teachers in implementing the NCTM Mathematics Teaching

	<p>minority gifted students from 34.5% in 2021 to 42% of our total gifted population so that it more closely mirrors our demographics (1.5% per year)</p> <p>9. SWD will remain in Tier 1 (or LRE) setting 80% of their school day as measured by the APR indicators. 80% of students scoring in the early on or below grade level range will improve their placement from the fall to spring i-Ready benchmark annually in both math and ELA.</p> <p>10. Meet or exceed the federal AMO for ELP assessment each school year.</p>	<p>Practices in classroom instruction.</p> <ul style="list-style-type: none"> ● Support STEM designated schools with leadership network meetings ● Implement a district-wide science benchmark to inform instruction. ● Partner with higher education institutions to engage in research for improvement in student outcomes.
--	---	--

DRAFT



Murfreesboro City Schools

Educator Labor Market Landscape

Nicole Mader & Analisa Pines

Introduction

Reliable access to effective educators is essential for improving student achievement. Teachers have the largest impact on student performance of any in-school factor.¹ There has been increased attention on a teacher pipeline crisis – one that preceded the disruptive COVID-19 pandemic but has likely worsened in recent years. The data surrounding the “teacher pipeline crisis” in Tennessee is complicated.

- Over the last 10 years, **EPP completer numbers have dropped by 40 percentage points** (2,054 completers).²
- **The impact of teacher vacancies is not felt equally in the state.** Rural Districts are experiencing more vacancies across all grade bands compared to suburbs and towns.³
- About 90% of teachers are retained in Tennessee classrooms each year. However, **after five years, Tennessee lost one-third of its 2013-14 cohort of classroom educators.** six out of 10 remaining teachers were still teaching in the same school.⁴

Research-based practices and reflection on historic patterns in staffing challenges can ensure that Tennessee school districts are best positioned to address their unique staffing needs. The framework outlined below for staffing challenges incorporates data and guiding questions organized around four focus areas. Each section is designed to spark conversations and better position Tennessee school districts to address teacher pipeline challenges in service of students.

Please note that data for the 2022-23 school year were drawn from TDOE's preliminary staff files and are subject to change.

Comparative Districts Methodology

The school districts participating in this first iteration of educator labor market reports represent approximately one-quarter of the student population in Tennessee and include examples of the types of district diversity across the state in terms of size, geography, and student demographics of the state. Comparisons groups were created to give report users a chance to make reasonable comparisons to put their district data in context. Each group was created primarily by organizing geographically proximate districts participating in the project within a grand division or CORE region, with secondary attention to district size where warranted. It is SCORE's hope that in a statewide version of this report there will be additional capabilities to create even more relevant comparison groups for a given district.

¹ [Opper, I. Teachers Matter. Rand Corporation](#)

² TDOE presentation, 2023

³ TDOE presentation, 2023

⁴ [Collins, E., & Schaaf, K. \(2020\). Teacher retention in Tennessee. Tennessee Department of Education.](#)

Framework For Addressing Educator Workforce Challenges

Attract New Talent

Related Data

- Recent Graduates Employed by EPP
- Early Career Teachers and School Leaders
- Teachers who have Become Administrators
- Number of Teachers by Experience Level

Questions to Consider

- How can relationships with EPPs and community members be leveraged to improve the teacher pipeline?

Lead for Retention

Related Data

- Early Career Teachers' Supports Received and Plans to Stay
- Teacher Turnover
- Number of Teachers Eligible for Retirement
- Teacher Plans for the Next School Year
- Reasons for Leaving

Questions to Consider

- What patterns exist among teachers that turnover and teachers that do not turnover?

Maximize Current Talent

Related Data

- Number of Students and Staff Over Time
- Percent of Teachers at each Level of Effectiveness and Growth Score
- Average Teacher Salary by Experience Level

Questions to Consider

- Can innovative schedules and teacher allocations make better use of existing talent?

Education Industry in Community Context

Related Data

- Residential and Student Population Change
- Racial/Ethnic Demographics across State, County, Students and Staff
- Family Poverty and Student Economic Disadvantage
- Median Incomes vs. Staff Salary

Questions to Consider

- Who has historically been missing or underrepresented from the teacher pipeline?
- What partnerships can strengthen recruitment and retention in the education industry?

In addition to exploring data insights for discussion and further investigation, district leaders can take immediate actions to assess and manage their educator talent strategies. Foundational across all of these strategies include:

- **Setting clear and specific goals for recruitment, hiring, and retention** – Use historical data to inform these goals, and share them with district and school leaders and staff.
- **Creating a talent calendar** – Include key milestones and tasks related to recruiting, hiring, and retaining staff.
- **Building a talent team** – Leverage current leaders and include key teachers and other support staff to guide and execute on the work.

Each report section will include additional immediate actions for consideration relevant to the data of that section. Resources for further exploration include:

- [Transforming the Teacher Role: How Innovative Designs Can Improve Satisfaction, Retention, and Student Experiences](#) (Transcend)
- [EdFuel Talent Playbook](#) (EdFuel)
- [TNTP Talent Framework](#), as well as the associated [short-term action document](#)
- [Creativity from Necessity: A Practical Toolkit for Leaders to Address Teacher Shortages](#) (Bellwether)

Attract New Talent

At the beginning of the teacher pipeline, districts need to attract new talent. Between 2010 and 2020, there were more than 2,000 fewer EPP completers, a 40-percentage point drop in Tennessee. Furthermore, teacher vacancies are often concentrated in Tennessee's rural and urban districts, in middle grades, ESL, world language, special education, early childhood, and Math.⁵ A common barrier for would-be teachers in the state is the cost of an EPP. On average, students of Tennessee public EPPs graduate with \$34,000 of student debt. Meanwhile, the average starting salary for a Tennessee teacher is \$40,000.

Relationships with EPPs and community members can lead to important developments in school districts' teacher pipelines. Questions to consider include:

- What relationships between school districts and EPPs currently exist? How can relationships be built and strengthened?
- Are fewer teachers coming from high-quality EPPs nearby?
- Are there involved parents or community members who could be recruited to formally work in schools? What programs exist to support these potential new hires?

Strategies To Consider: There are programs and policies designed to address challenges school districts face in attracting new talent. Some of these levers to address the teacher pipeline include:

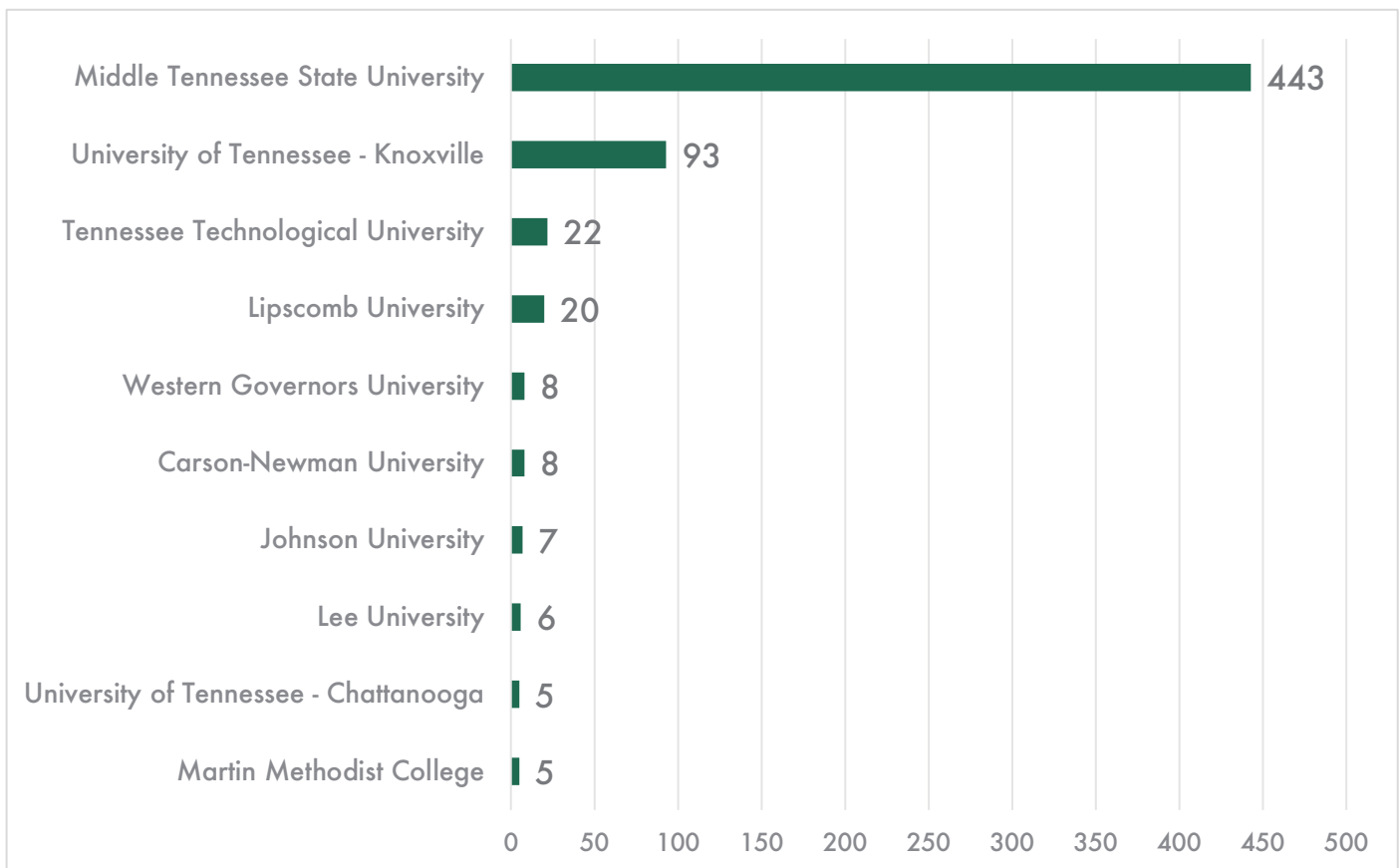
- The Tennessee Future Teacher Scholarship is a last-dollar scholarship for future educators enrolled in a TN EPP who commit to teaching for four years in a subject area with a critical shortage or in a Tennessee public school that is at-risk or distressed.
- District-led EPPs, such as Rutherford Teach Now, offer districts the opportunity to recruit new teachers to their schools, while providing them with mentorship, coaching, and a pathway to a teaching certification.
- Grow Your Own (GYO) and Teacher Residencies are additional pathways that recruit new teachers to the profession while supporting them to and through the requisite steps of licensure. Multiple GYO and Residency programs exist across the state.
- Occupational Teaching Licenses are available to industry professionals seeking to enter the classroom. Requirements for occupational teaching licenses include: current industry recognized credentials, at least five years of experience in the endorsement area, and enrollment in an EPP that is recognized by the State Board of Education.

⁵ [Collins, E., & Schaaf, K. \(2020\). Teacher retention in Tennessee. Tennessee Department of Education.](#)

For district leaders seeking immediate action steps, consider:

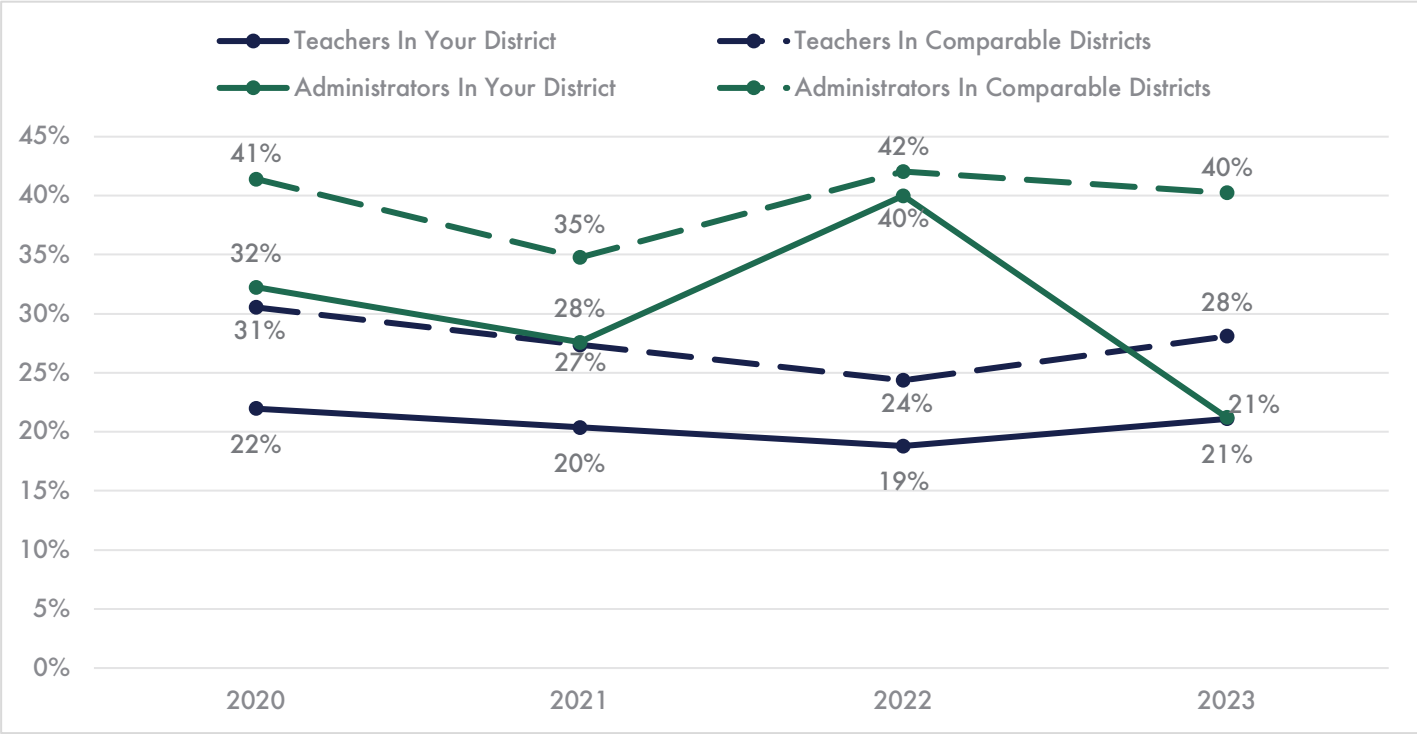
- Developing an employee value proposition that articulates what makes your district unique as an employer – Use focus groups to understand teachers’ lived experiences, document the value proposition and revise based on feedback from a range of teachers and staff, and include the information in job descriptions or on the district website.
- Creating an onboarding plan for new hires – Ensure expectations and support structures are clearly communicated, build in check points to connect with new hires, and include support structures for new hires (welcome packet, welcome event, and mentors for new staff)
- Implementing a staff referral system – Include incentives for staff members who refer candidates to the school district.

Figure 1: Recent Educator Prep Program Graduates Employed in Your District



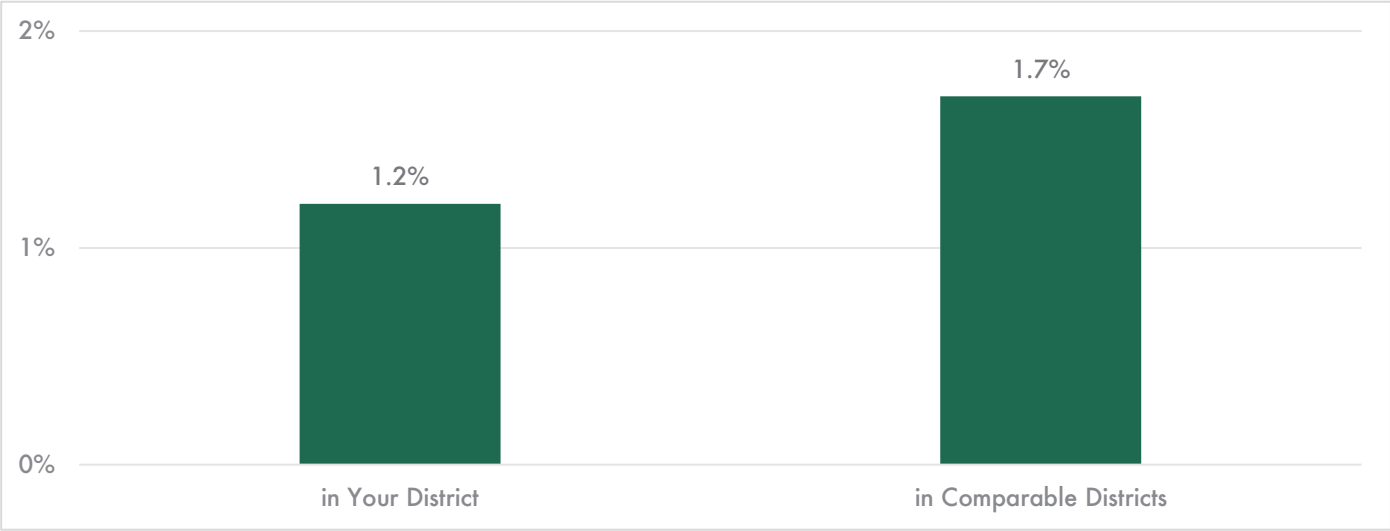
Note: Showing TN-based EPPs with at least 5 graduates from 2017 to 2023.

Figure 2: Percent of Teachers and School Leaders in the First Three Years in their Position



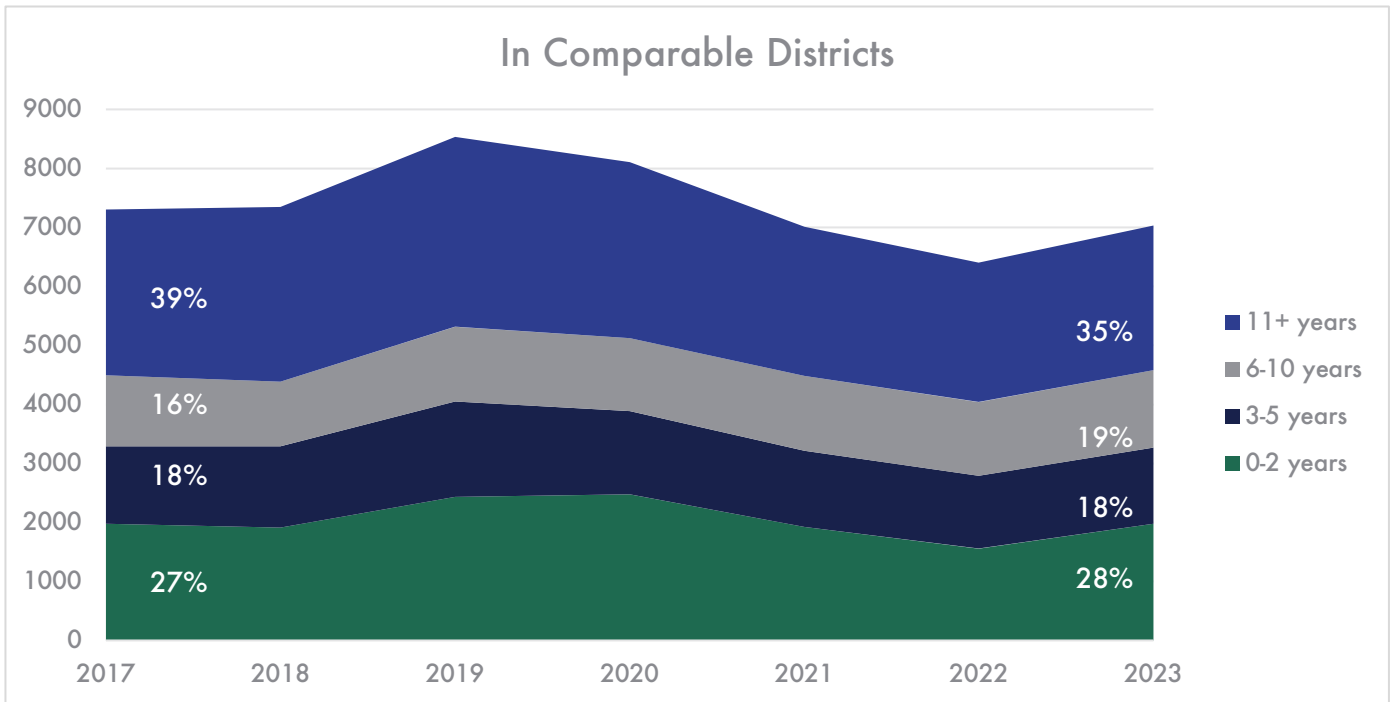
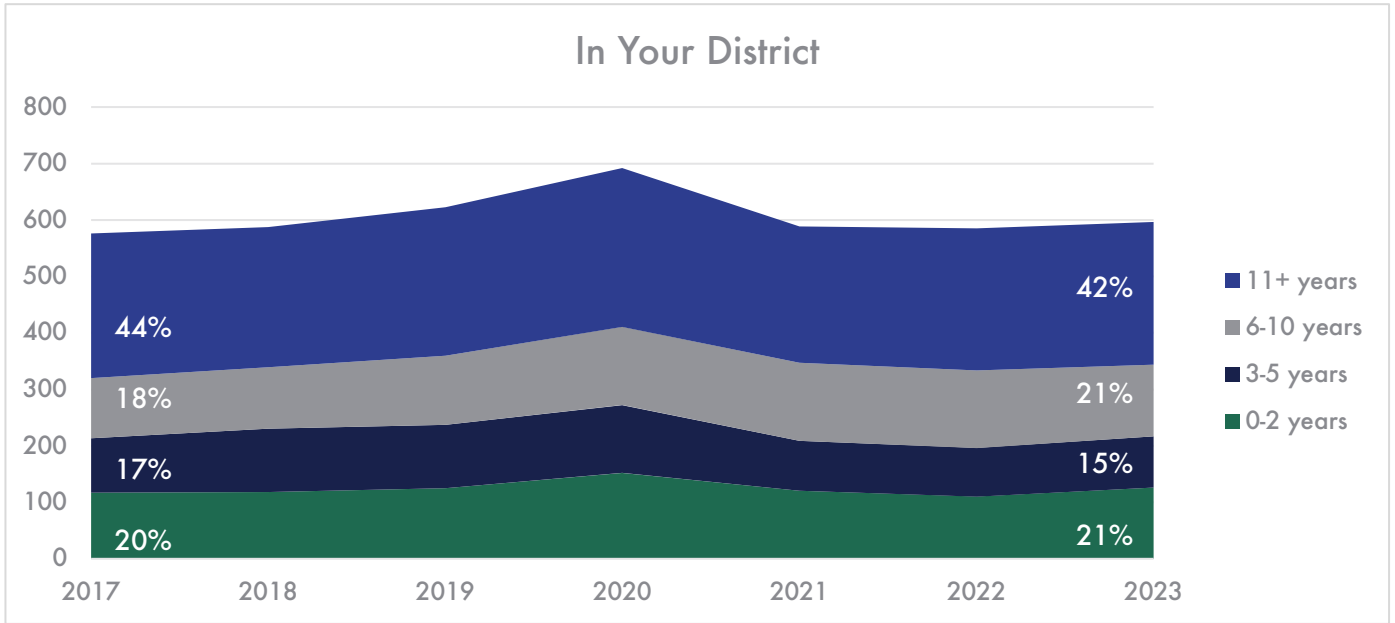
Note: Teacher years of experience are provided by EIS. Administrator years of experience were calculated based on assignment labels in EIS, and can only be counted since 2016-17 (the first year of the data).

Figure 3: Percent of Teachers Who Became Administrators Between 2017 and 2023



Note: Teacher to administrator transitions were calculated based on assignment labels in EIS.

Figure 4: Number of Teachers by Experience Level



Note: Teacher years of experience are provided by EIS.

Lead for Retention

Although some attrition is part of any profession, healthy teacher pipelines retain talent year to year. Improving retention is an important part of any strategy to strengthen teacher pipelines. A key question for school and district leaders is how to retain effective teachers and leaders to build strong teams over time. The 5,600 teachers (8% of the teaching force) that were not retained in Tennessee in 2022 could completely fill the state's teacher talent gap.⁶ Notably, Tennessee lost one-third of its 2013-14 cohort of classroom educators after five years. Only six out of 10 remaining teachers were still teaching in the same school.⁷ Additionally, 22% percent of administrators in 2017-18 changed schools or left administrative roles in 2018-19.⁸

Intentional support and coaching can play a pivotal role in retention for teachers and school leaders. Questions to consider include:

- What patterns exist among teachers that turnover and teachers that do not turnover?
- Are school leaders asking their best teachers to stay?
- Are principals supported enough to support their teachers?
- What does coaching and mentorship look like for teachers and principals at different levels of efficacy?

Strategies To Consider: There are programs and policies designed to address challenges school districts face in leading for retention. Some of these levers to address the teacher pipeline include:

- Targeted mentorship and coaching from principals and teacher leaders to teachers at every level of effectiveness (LOE) can improve retention and instructional practices.
- Assigning smaller class rosters to novice teachers can create more manageable workloads and allow more space for targeted coaching.
- Regularly soliciting teachers' perspectives and opinions allows school leaders to understand the most pressing needs and desires of their staff. With this information, school leaders can create environments that support and value educators, leading to increased retention.

⁶ [Teacher Retention in Tennessee - TDOE](#)

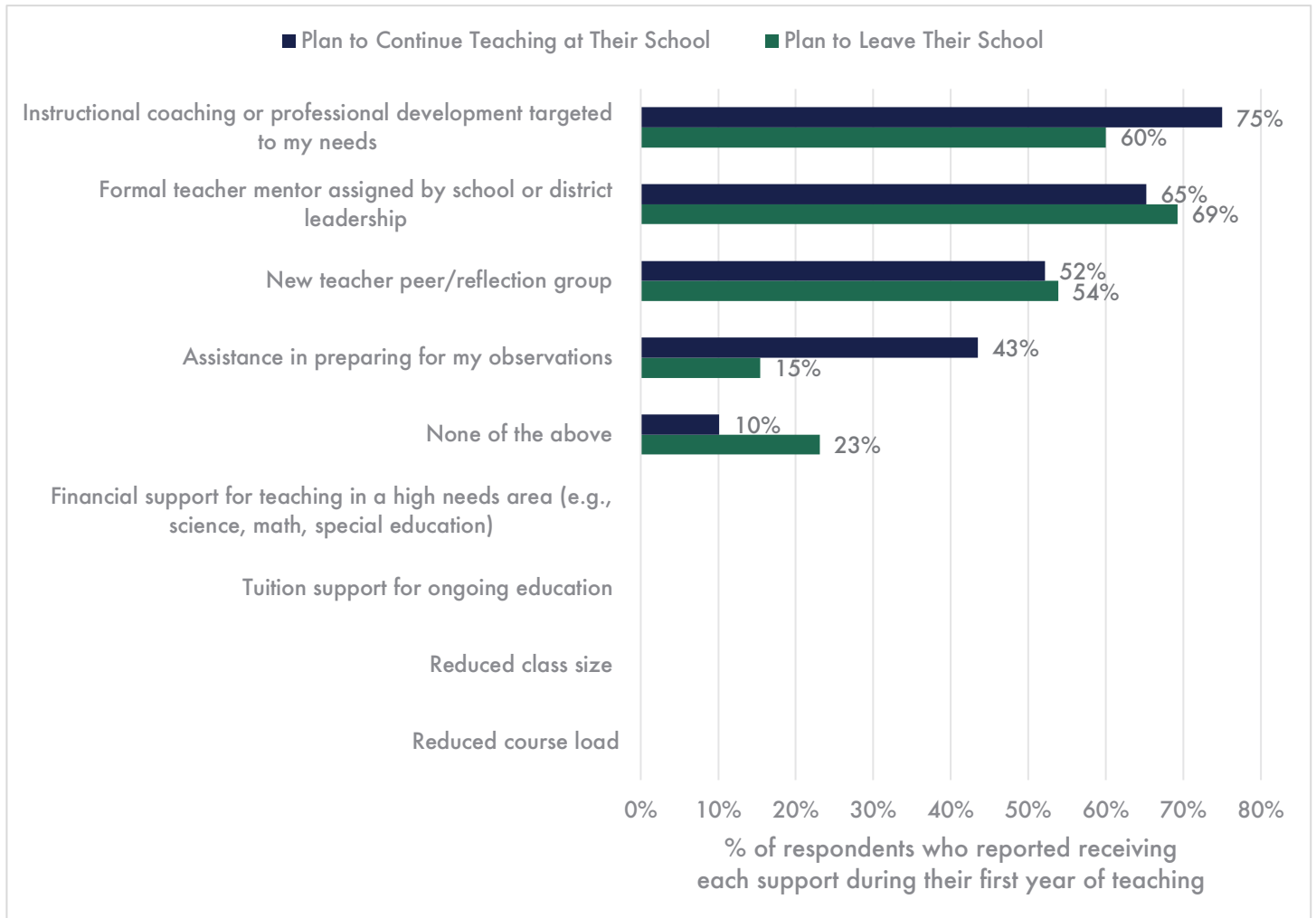
⁷ [Teacher Retention in Tennessee - TDOE](#)

⁸ Boyd, Lankford, et al. 2011; Kraft, Marinell, and Yee 2016; Ladd 2011

For district leaders seeking immediate action steps, consider:

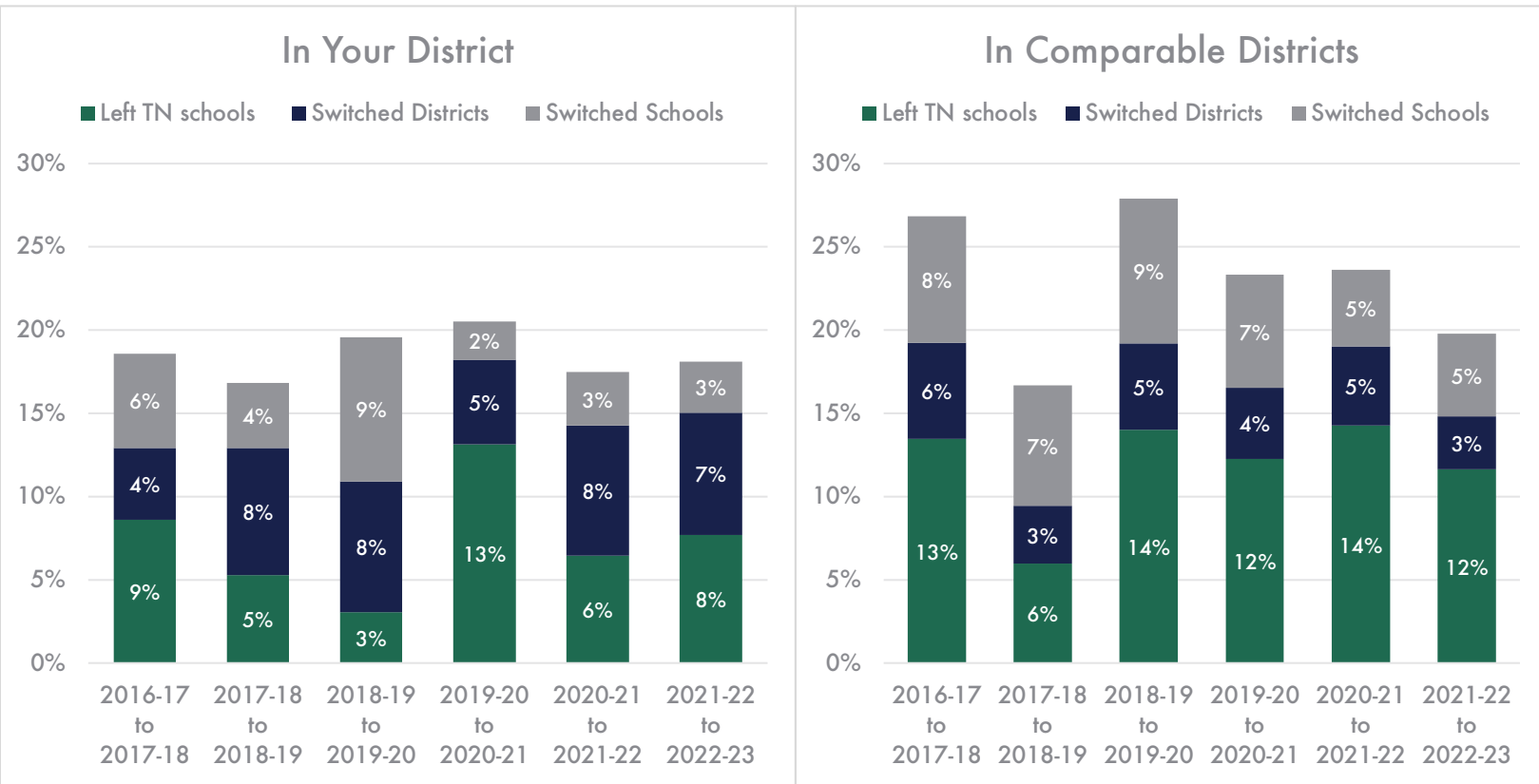
- Developing systems to collect and track key data – Conduct exit surveys, track key data around hiring, promotion, turnover, and teacher leadership, and ensure data can be analyzed by gender, age, race, and years of experience.
- Implementing consistent structures to elicit staff feedback – Conduct formal and informal surveys, 1:1 check-ins, and focus groups.
- Planning and execute “stay” conversations – Ensure these conversations occur prior to winter break.

Figure 5: Supports Received by First-Year Teachers in Your District



Note: Showing responses from 108 early career teachers in your district who responded to the 2021, 2022, and 2023 TN Educator Survey, combined.

Figure 6: Teacher Turnover Over Time



Note: Turnover is calculated by counting the number of teachers who were not teaching in the same school or district the following school year.

Figure 7: Teacher Turnover by Experience Level, 2016-17 to 2022-23

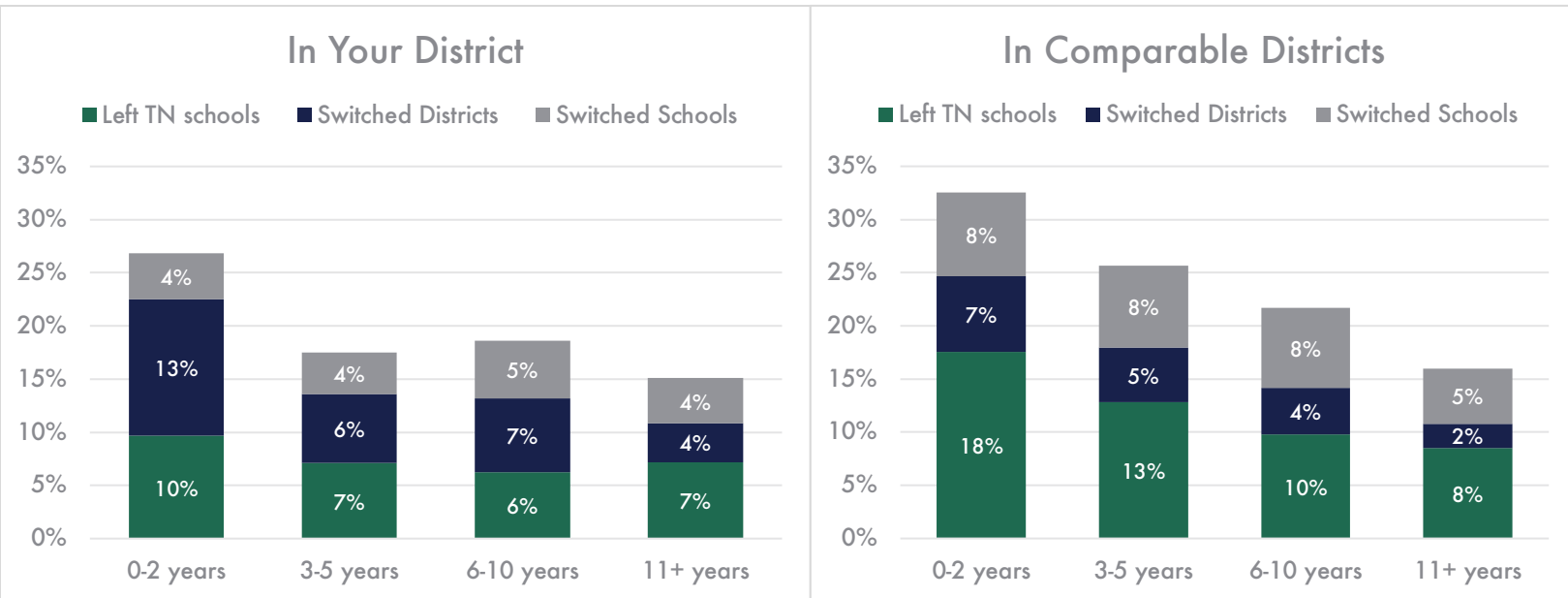


Figure 8: Teacher Turnover by TVAAS Growth Score, 2016-17 to 2022-23

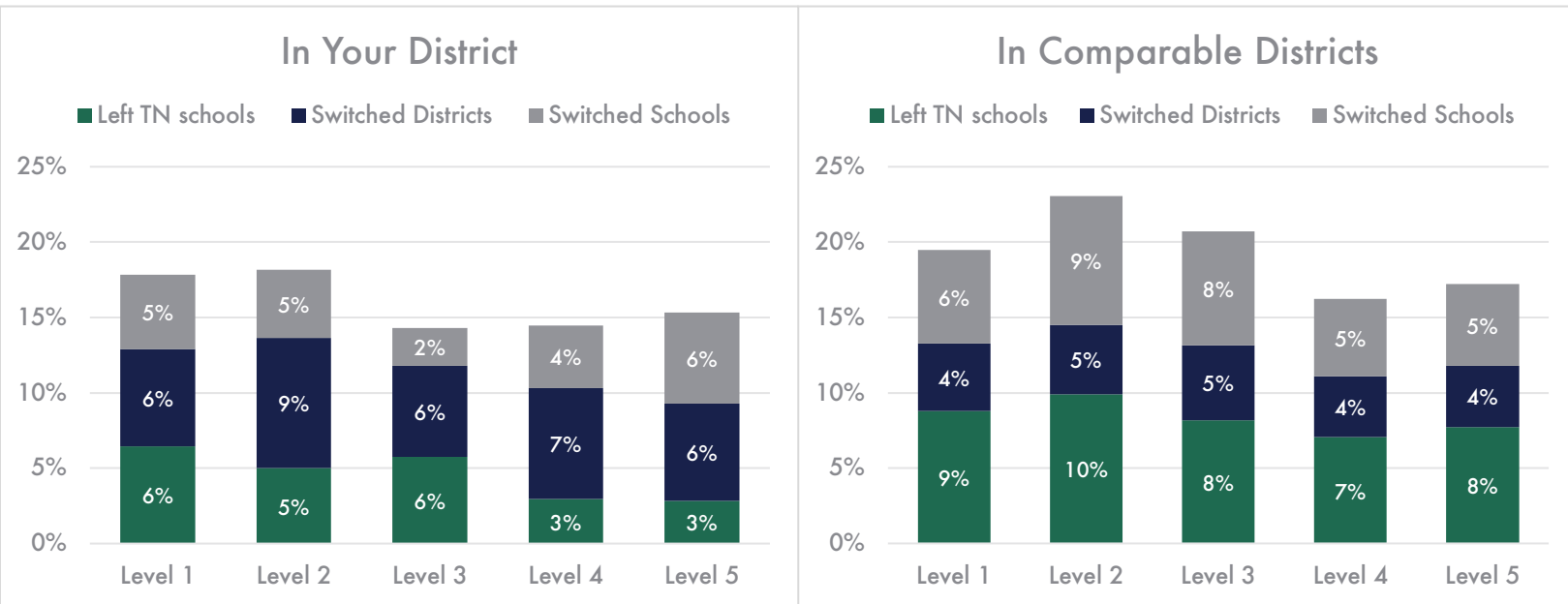


Figure 9: Teacher Turnover by License Type, 2016-17 to 2022-23

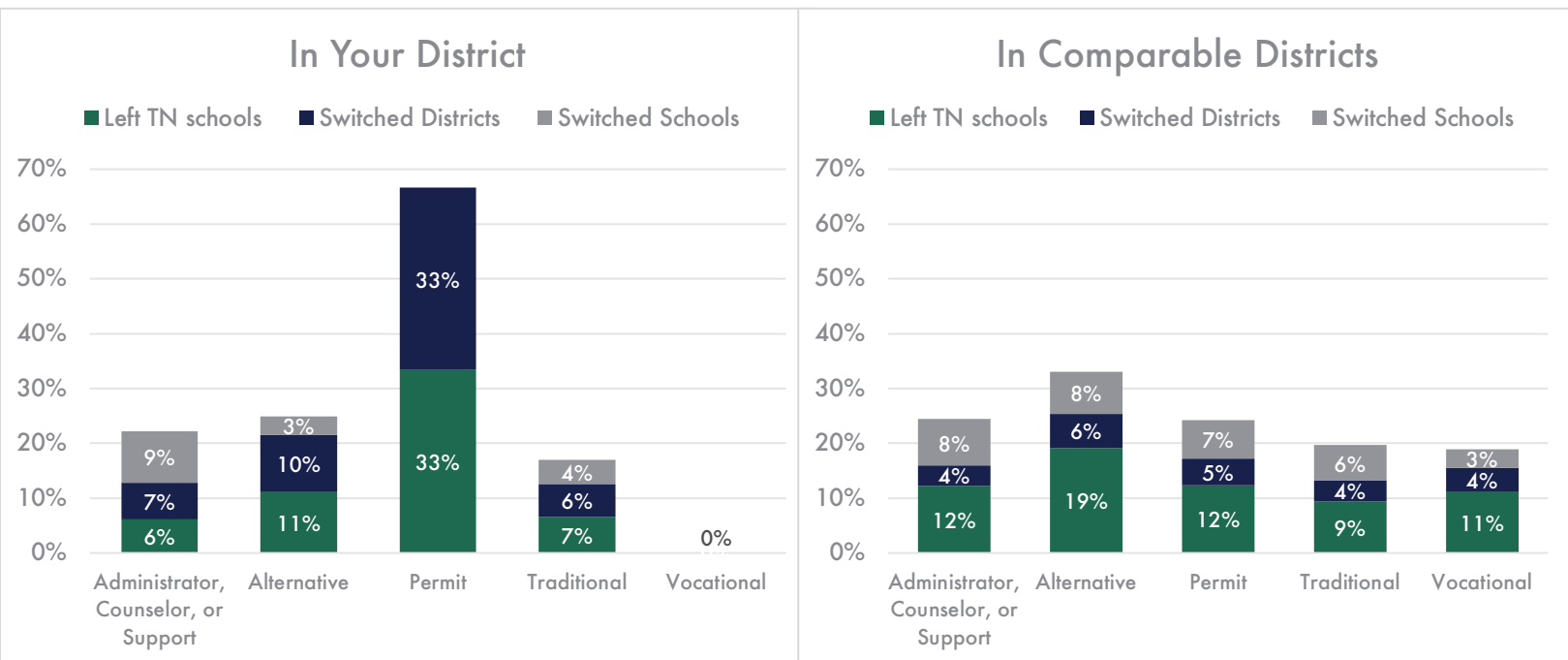
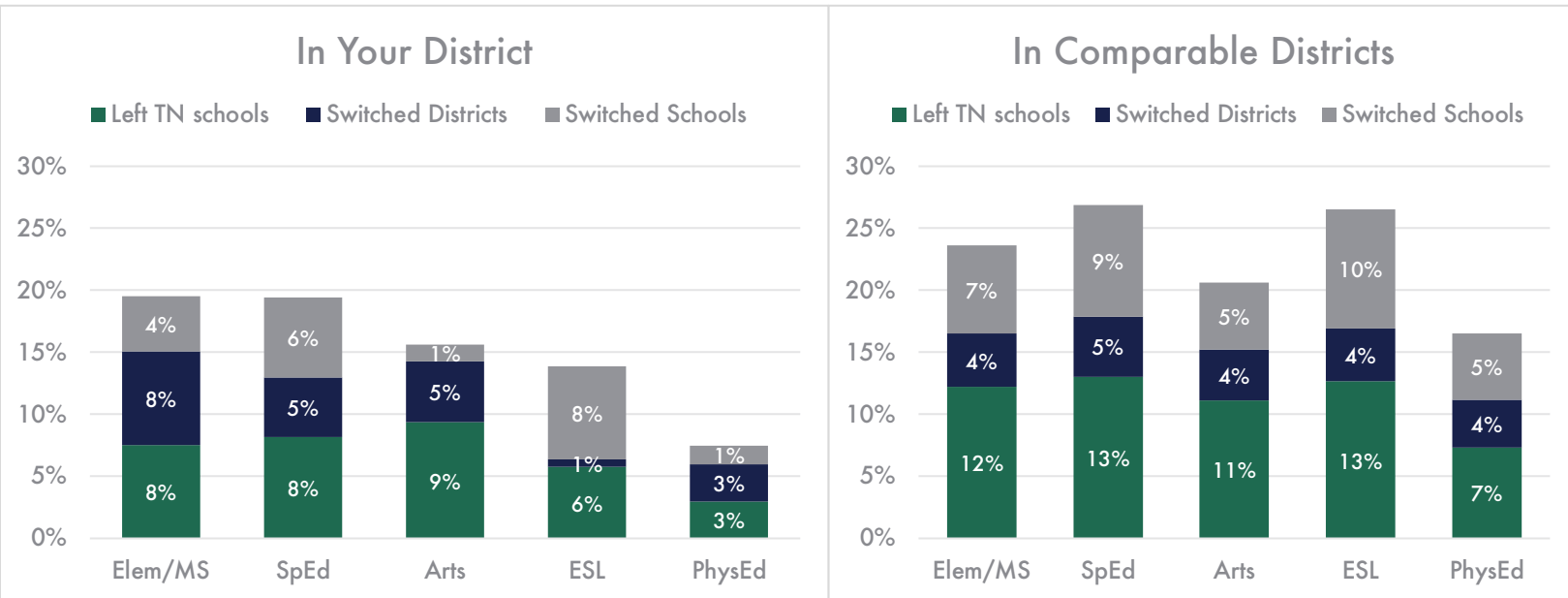
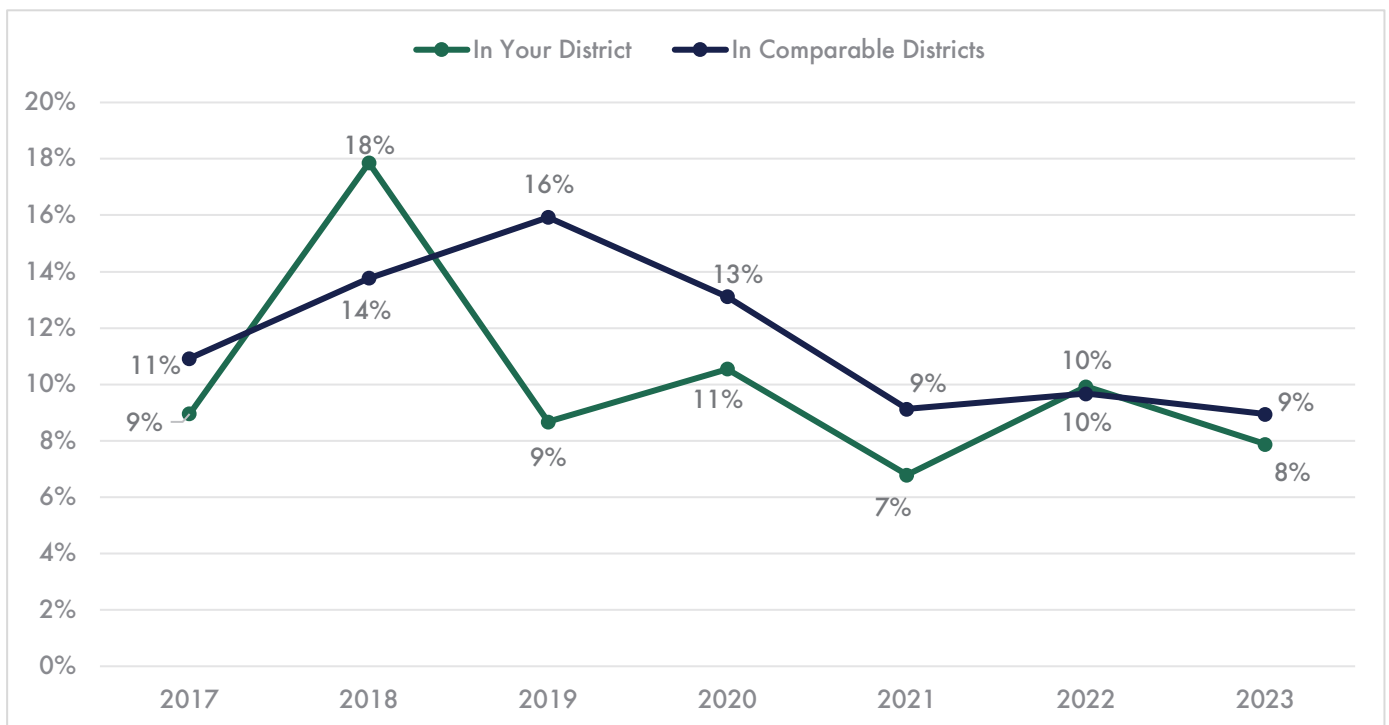


Figure 10: Teacher Turnover by Subject Area, 2016-17 to 2022-23



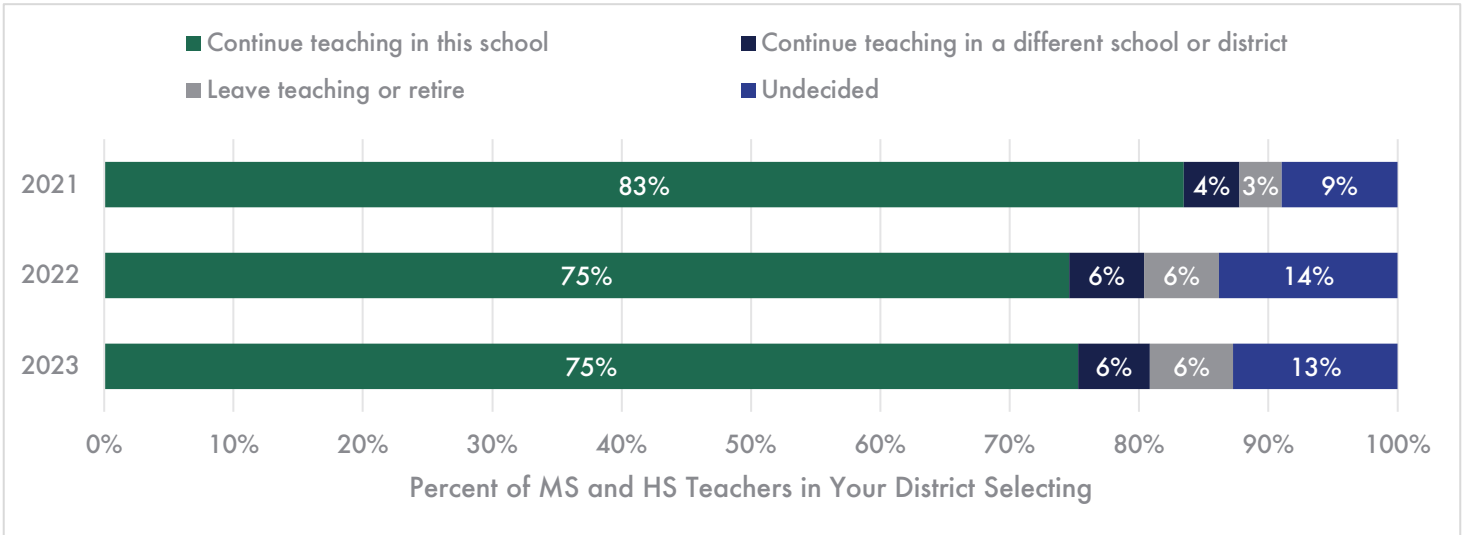
Note: Showing only the top five subject areas by number of teachers in your district. Subject areas were identified either through assignment labels in TDOE's staff dataset or endorsement codes in TDOE's professional certification dataset.

Figure 11: Percent of Teachers Eligible for Retirement Over Time



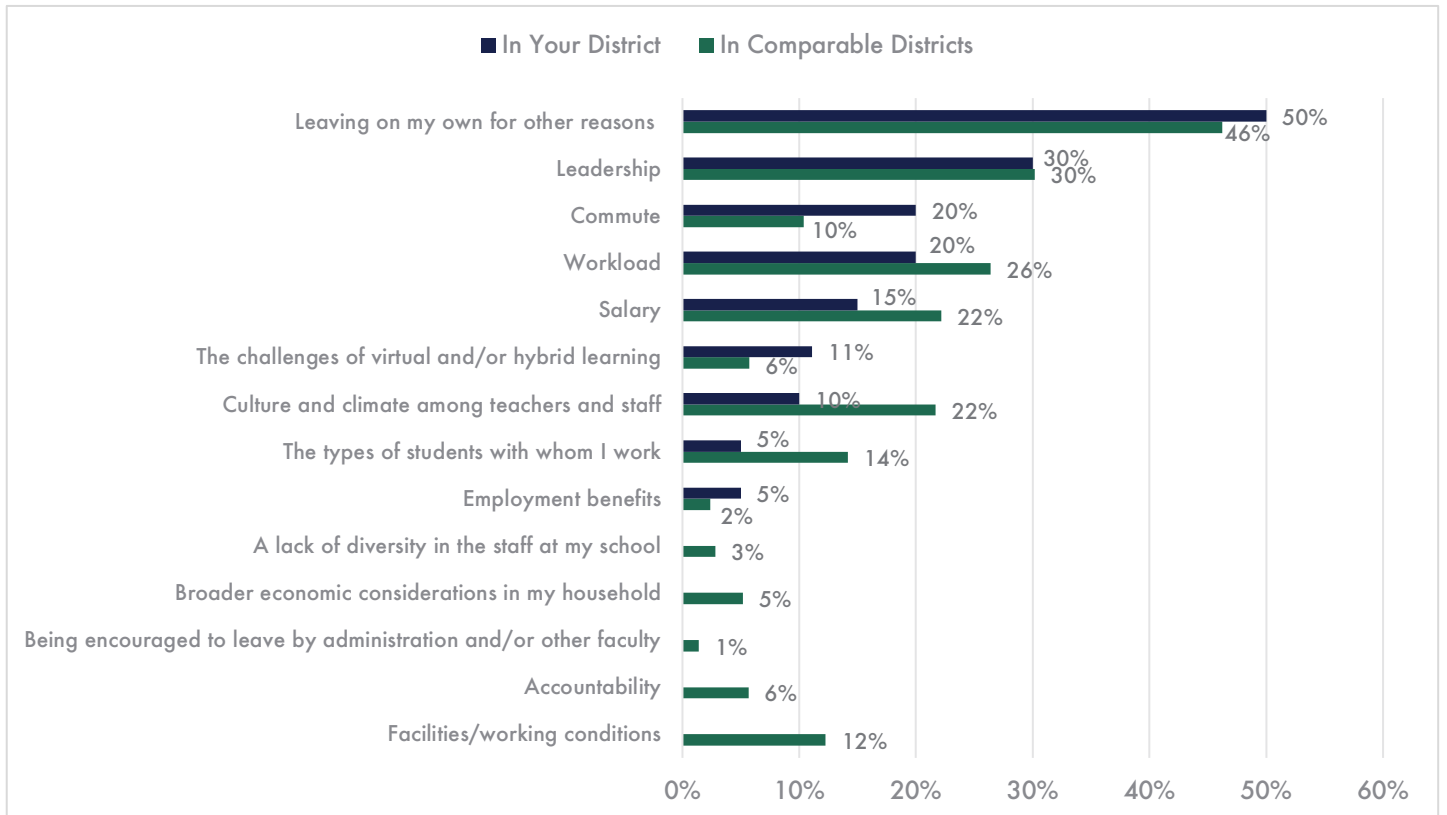
Note: Retirement eligibility is defined here as teachers who are age 60 or older with five years of service or any age with 30 years of service, according to EIS. This does not capture the complexity of individual districts' rules, partial eligibility, etc.

Figure 12: Teachers' Plans for the Next School Year Over Time



Note: Showing responses from an average of 342 teachers in your district who responded to the 2021, 2022, and/or 2023 TN Educator Survey.

Figure 13: Which of the following most influenced your plans to not teach in your school next year?



Note: Showing responses from a subset of 20 teachers in your district and 212 teachers in comparable districts who were randomly selected to answer additional questions about the teacher labor market on the 2021, 2022, and 2023 TN Educator Survey, combined.

Maximizing Current Talent

Tennessee has a growing number of students scoring in the lowest performance category on the ELA TCAP. This alarming trend makes it even more important that schools provide all students with effective teachers that are supported to continually improve. One of that ways that schools can achieve this is by modifying “traditional” school schedules and roles. School leaders can maximize staffing by offering upward mobility opportunities for excellent teachers and targeted support for novice teachers. As Tennessee districts use their remaining ESSER funds and transition to a ‘regular’ resource environment, there is an incredible opportunity to allocate money to support innovative staffing models.

Modifying school structures is not usually a small task. Questions to consider include:

- How can innovative schedules and teacher allocations make better use of existing talent?
- What gaps in knowledge, time, and funding, would be barriers to implementing innovative staffing models?
- What is your staffing mix, and how are each staffing types matched to district goals?

Strategies To Consider: There are programs and policies designed to address challenges school districts face in maximizing staffing. Some of these levers to address the teacher pipeline include:

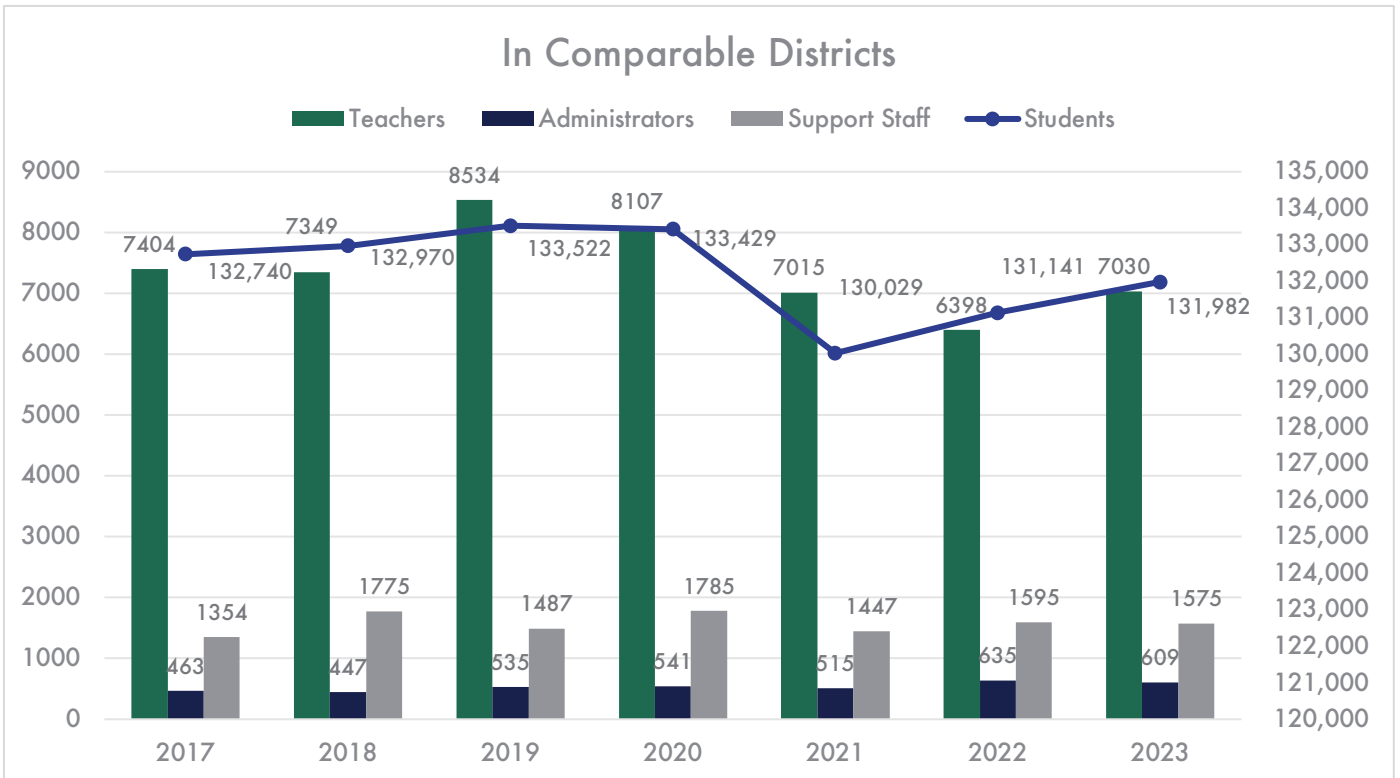
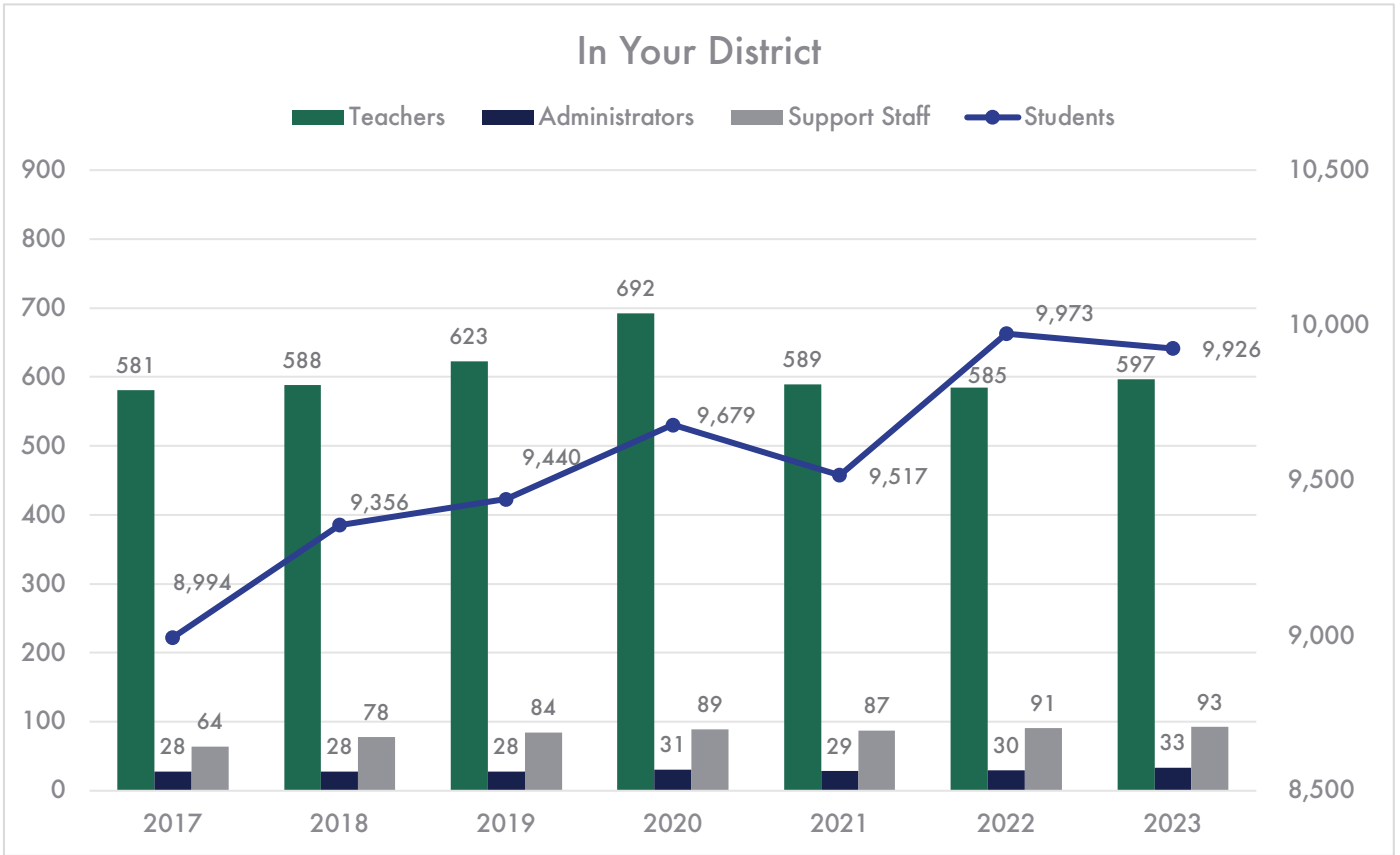
- Innovative staffing models, such as Opportunity Culture, expand the reach of the strongest educators and create opportunities for increased responsibilities and compensation. This is achieved by elevating the most effective teachers to a hybrid teaching and mentorship role, a multi-classroom leader (MCL), that allow strong teachers to remain in the classroom with a smaller student-roster, while coaching a small team of teachers. On average, MCLs are paid a stipend of 21% of their regular pay on top of their regular salaries.⁹ Innovative staffing models create a career ladder for teachers to progress to higher levels of responsibility and pay, without leaving the classroom.
- Teacher Residencies are programs that support teacher-candidates at the beginning of their career by providing mentorship and support through teaching certification. Residencies often hire newly certified teachers in their residency schools, creating a smoother on-ramp for new teachers.

For district leaders seeking immediate action steps, consider:

- Leveraging differentiated pay to award highly effective teachers with additional pay to support in the coaching and mentoring of early career teachers

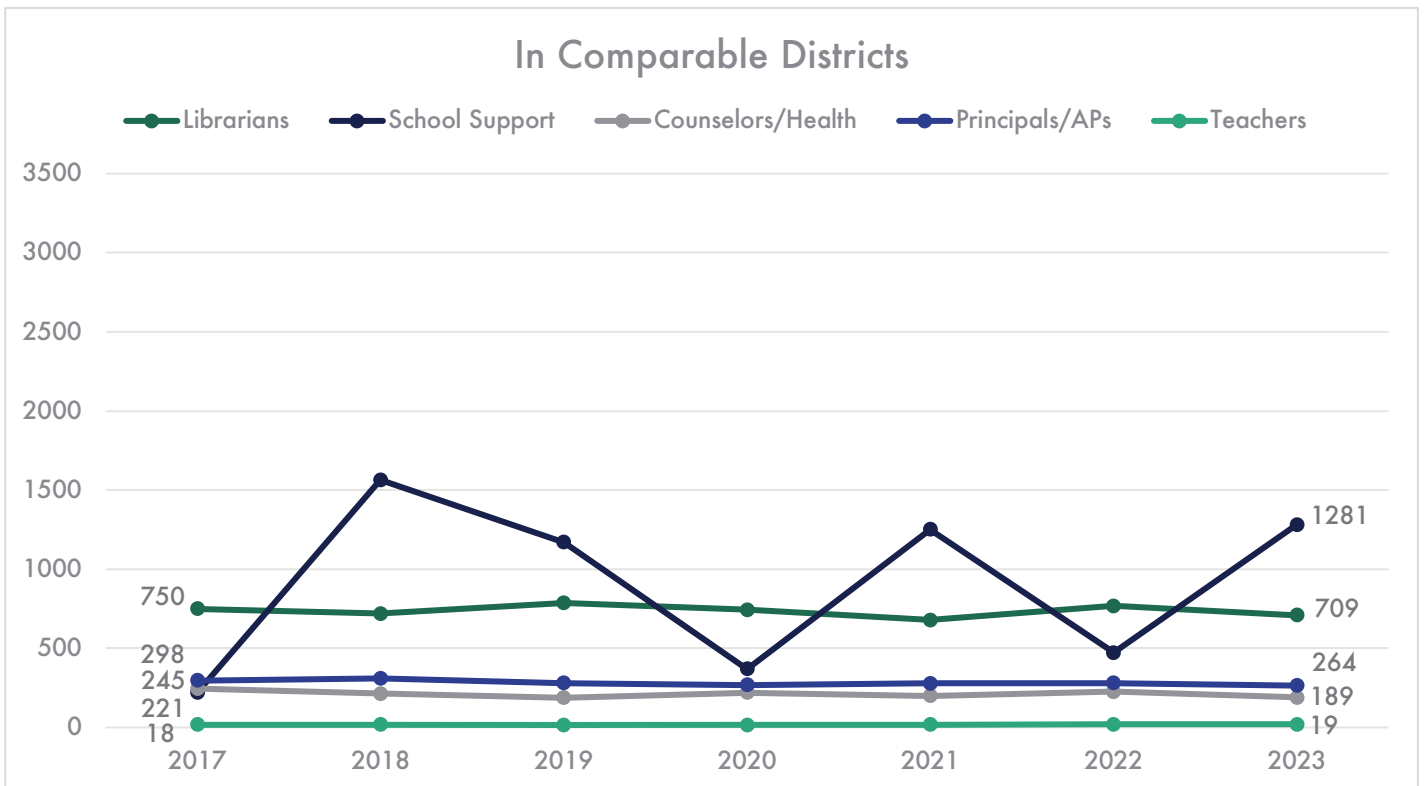
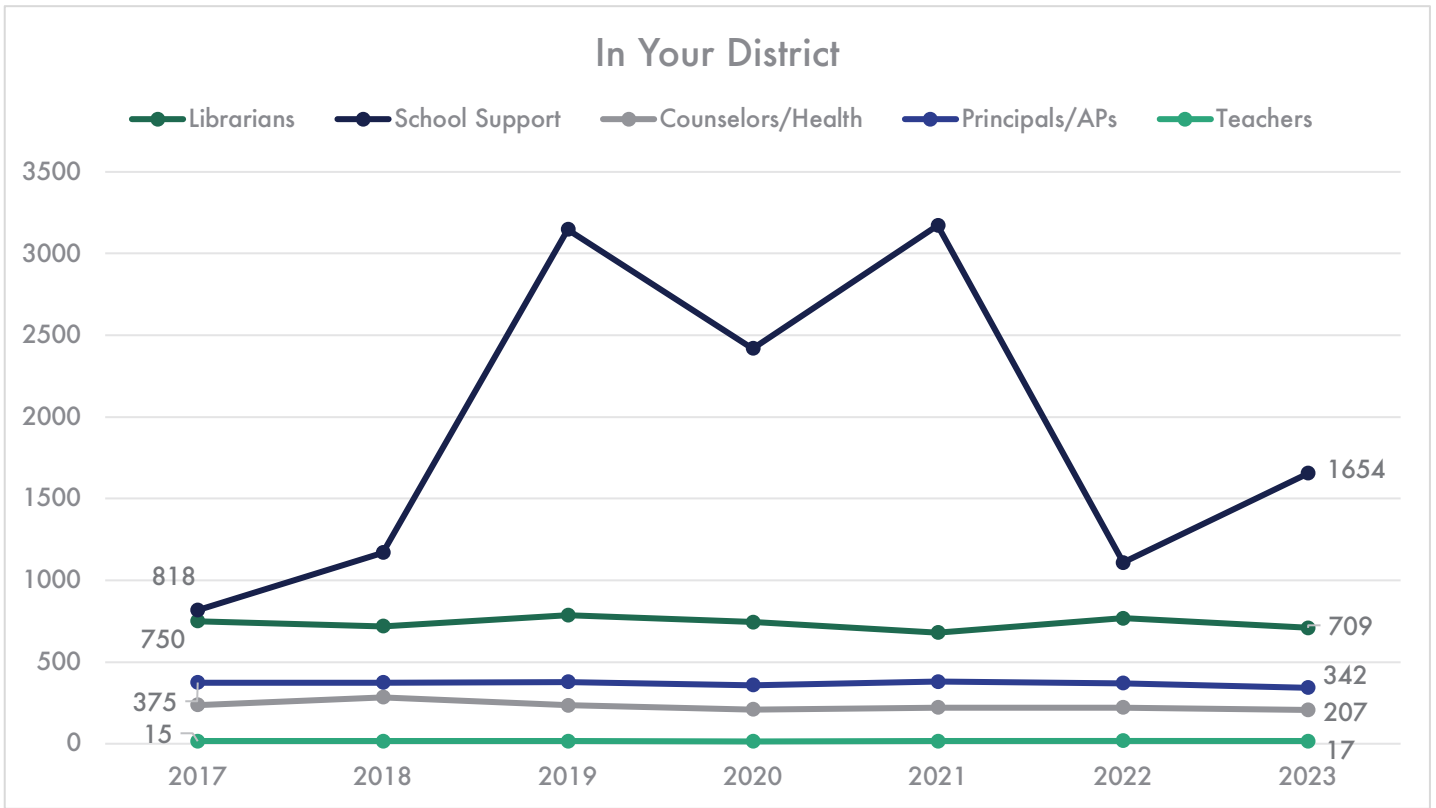
⁹ [Teacher Pay Supplements in Opportunity Culture Sites 2022–23](#)

Figure 14: Number of Students and Staff Over Time



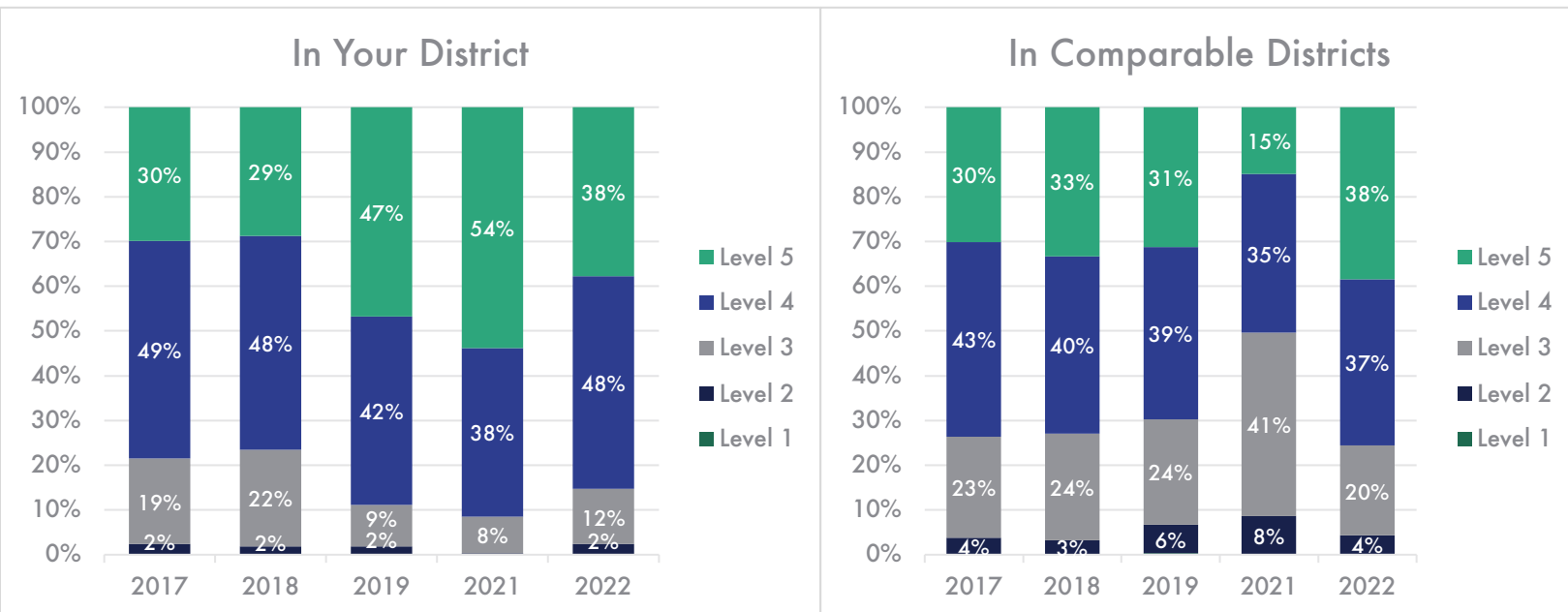
Note: Staffing categories determined by assignment labels in EIS.

Figure 15: Students Per Staff Member Ratio Over Time



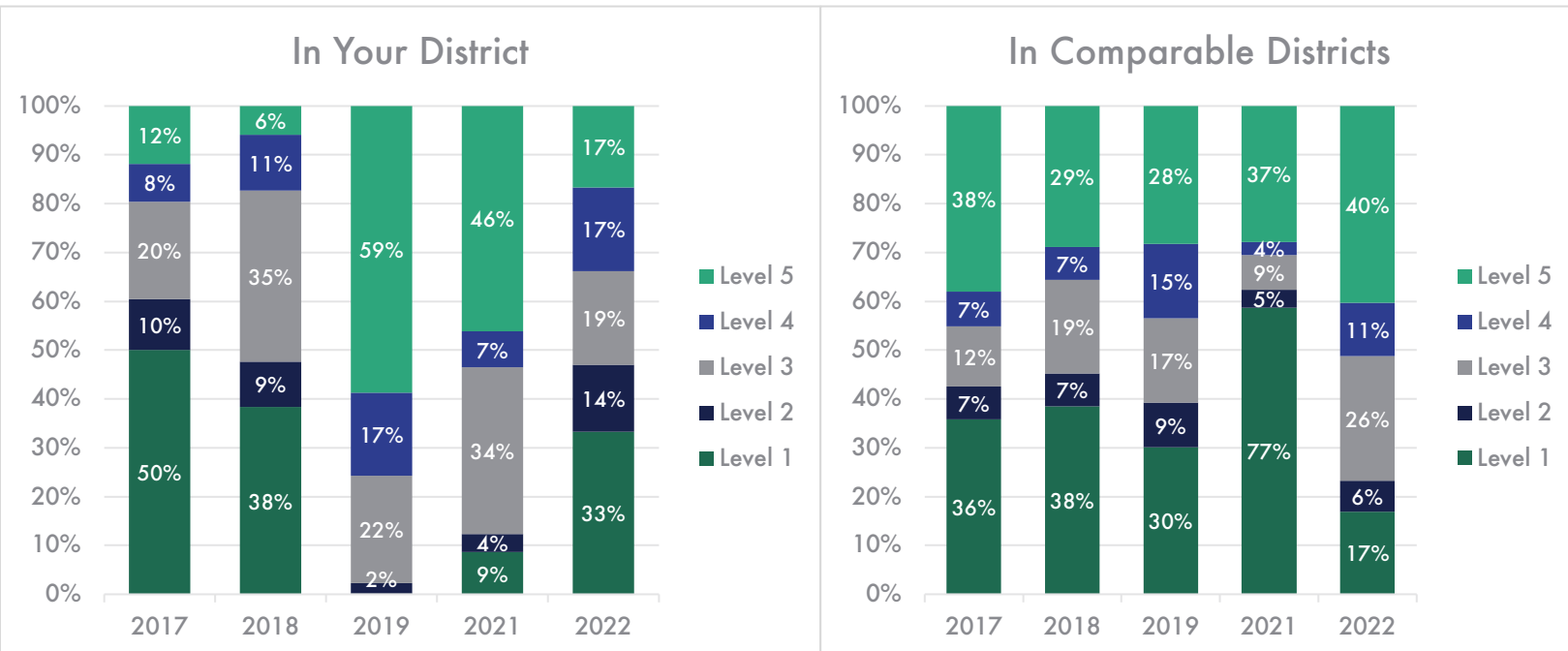
Note: Staffing categories determined by assignment labels in IES.

Figure 16: Percent of Teachers at Each Level of Overall Effectiveness (LOE) Over Time



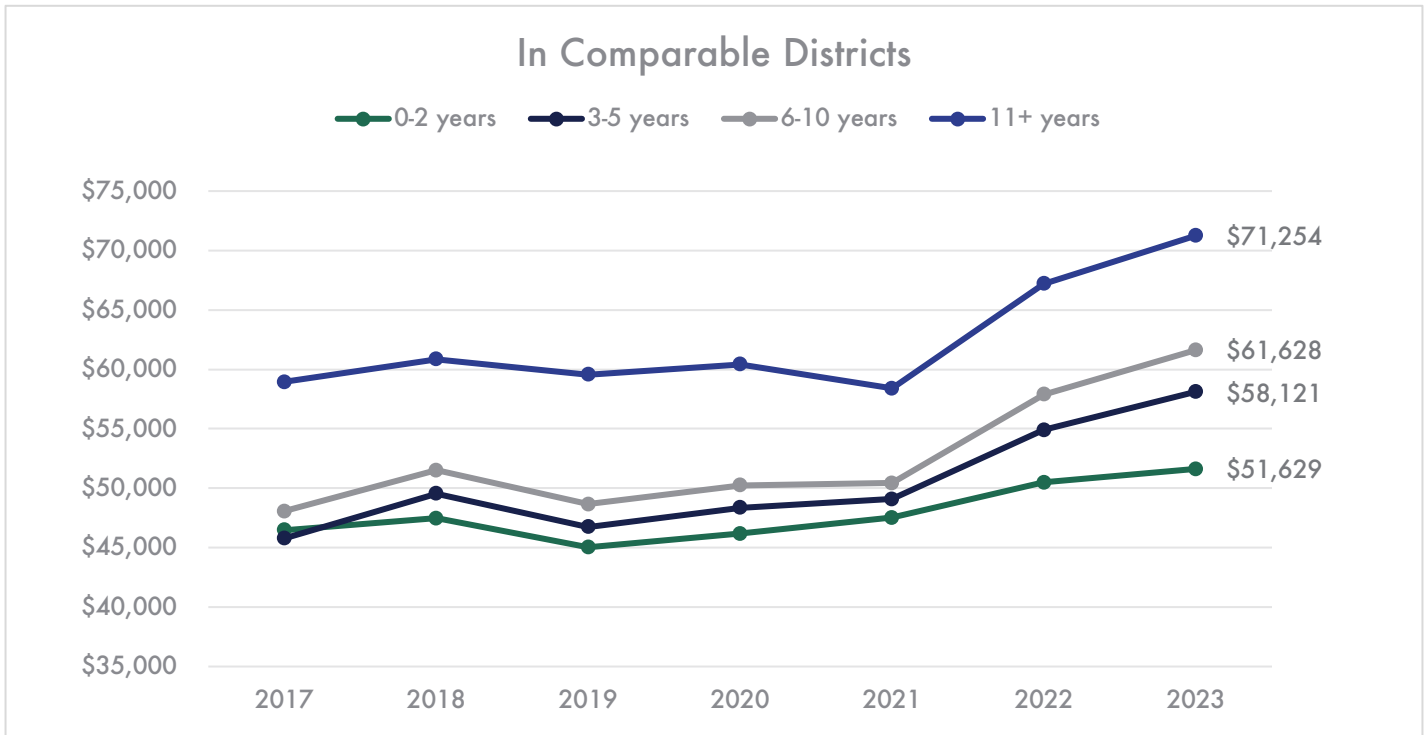
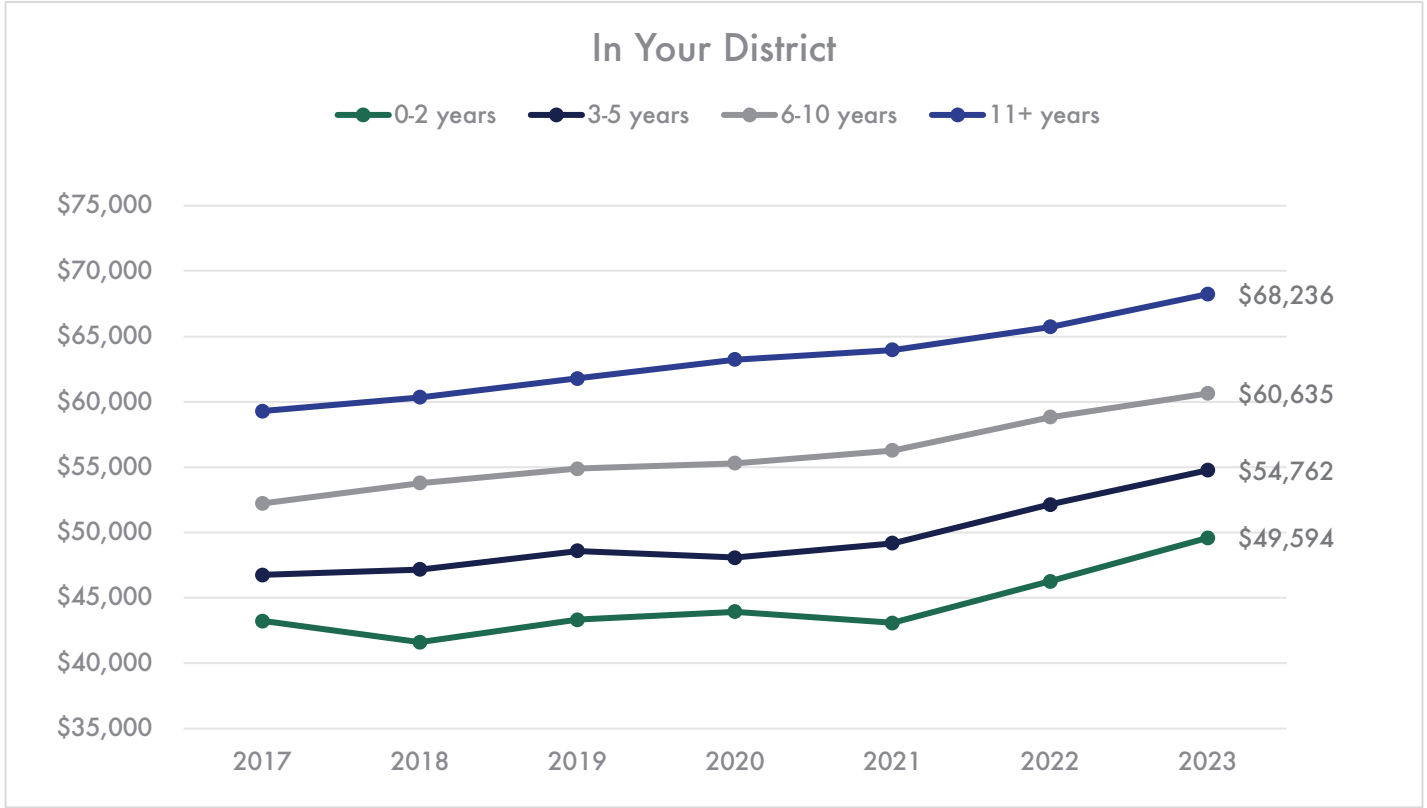
Note: LOE scores are provided by the TEAM Evaluation dataset. Not available for the 2019-20 school year.

Figure 17: Percent of Teachers at Each TVAAS Growth Score Over Time



Note: Growth scores are provided by the TEAM Evaluation dataset. Not available for the 2019-20 school year.

Figure 18: Average Teacher Salary by Experience Level Over Time



Note: Teacher salaries and years of experience are provided by EIS.

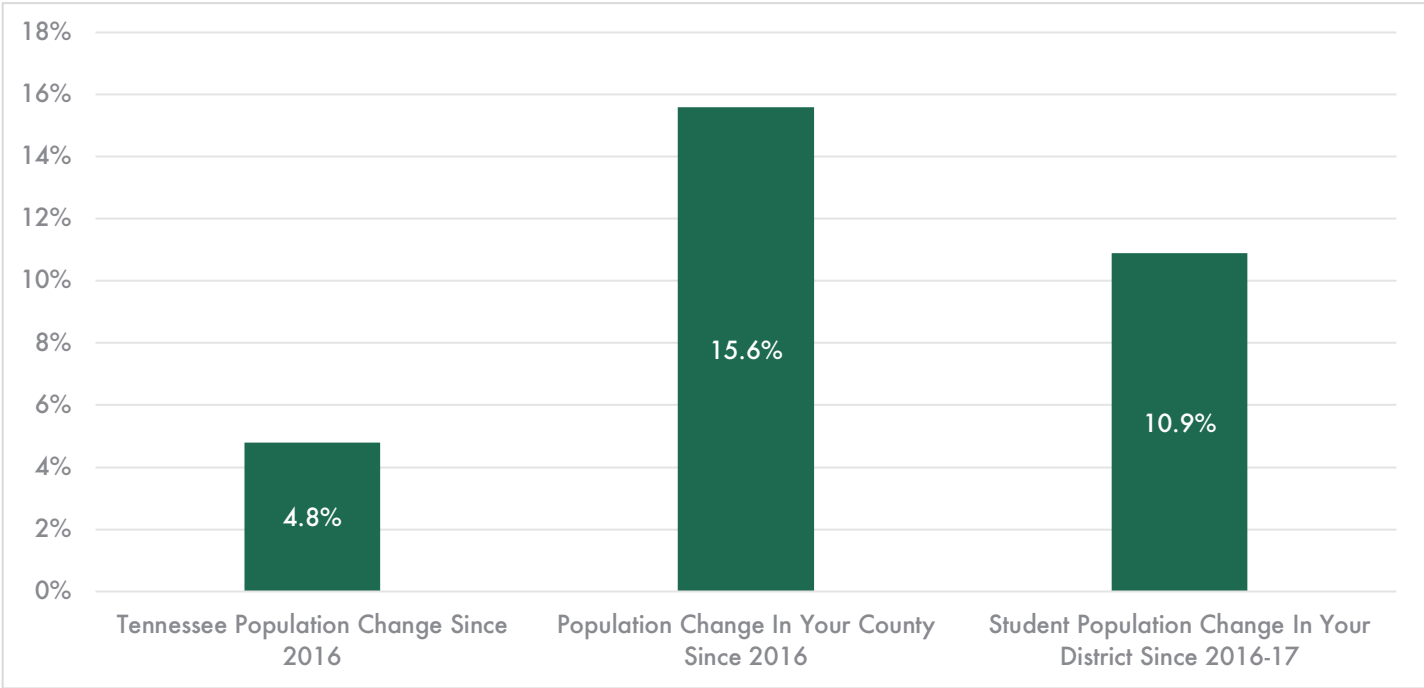
Education Industry in Community Context

The broader Education sector – including K-12 education, higher education, and others – is the fifth largest industry in Tennessee. In many Tennessee communities, the K-12 school district is among the community’s largest employers with large economic impacts.¹⁰ School systems need to be aware of their environments, the industries, average incomes, and demographics that make up their communities, so they will be better able to address staffing needs and prepare their students for life beyond high-school graduation.

There are many different pieces of understanding a community. Questions to consider include:

- Are there opportunities within your community to attract individuals that are missing from school-based roles?
- What impact do the population demographics and median income level have on your school district?
- What impact do the current workforce, median salary, and demographics in your district have on your surrounding county?

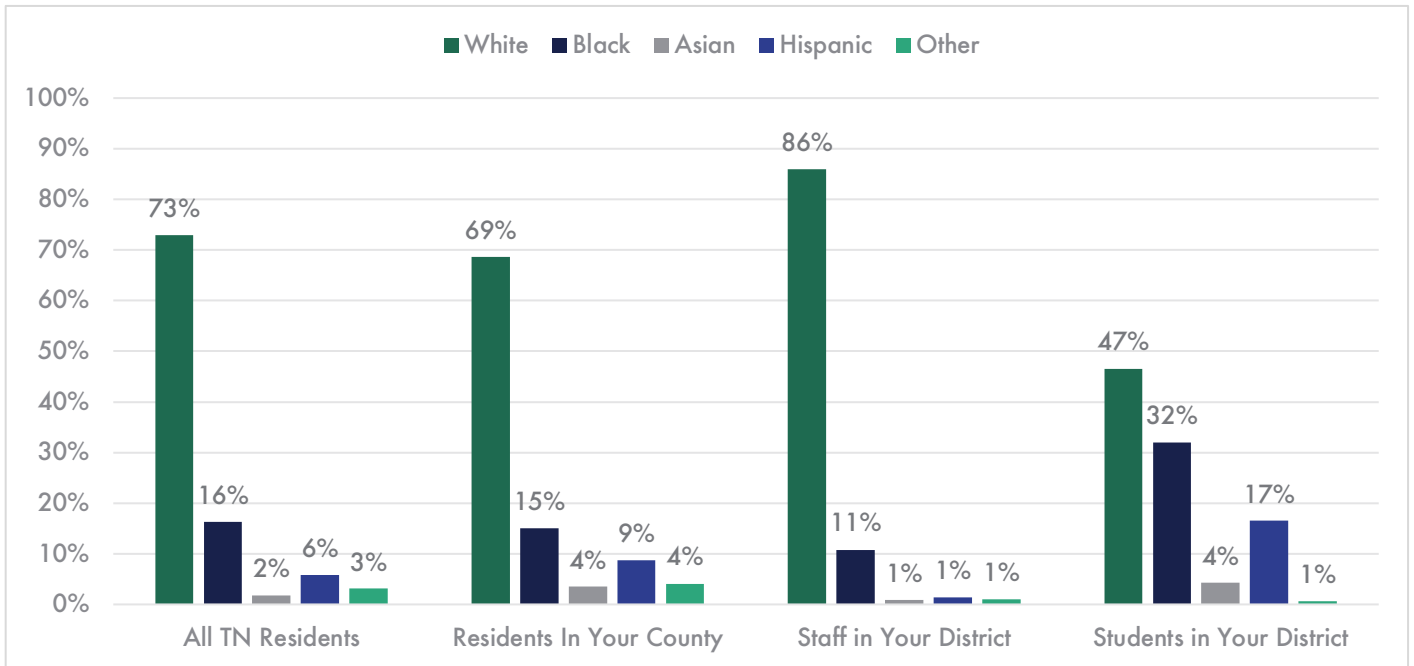
Figure 19: Residential and Student Population Change Over Time



Note: County and State residential population comes from the U.S. Census Bureau’s American Community Survey 5-Year estimates for 2012-2016 and 2017-2022. Student population comes from EIS Student Enrollment Files for the 2016-17 and 2021-22 school years.

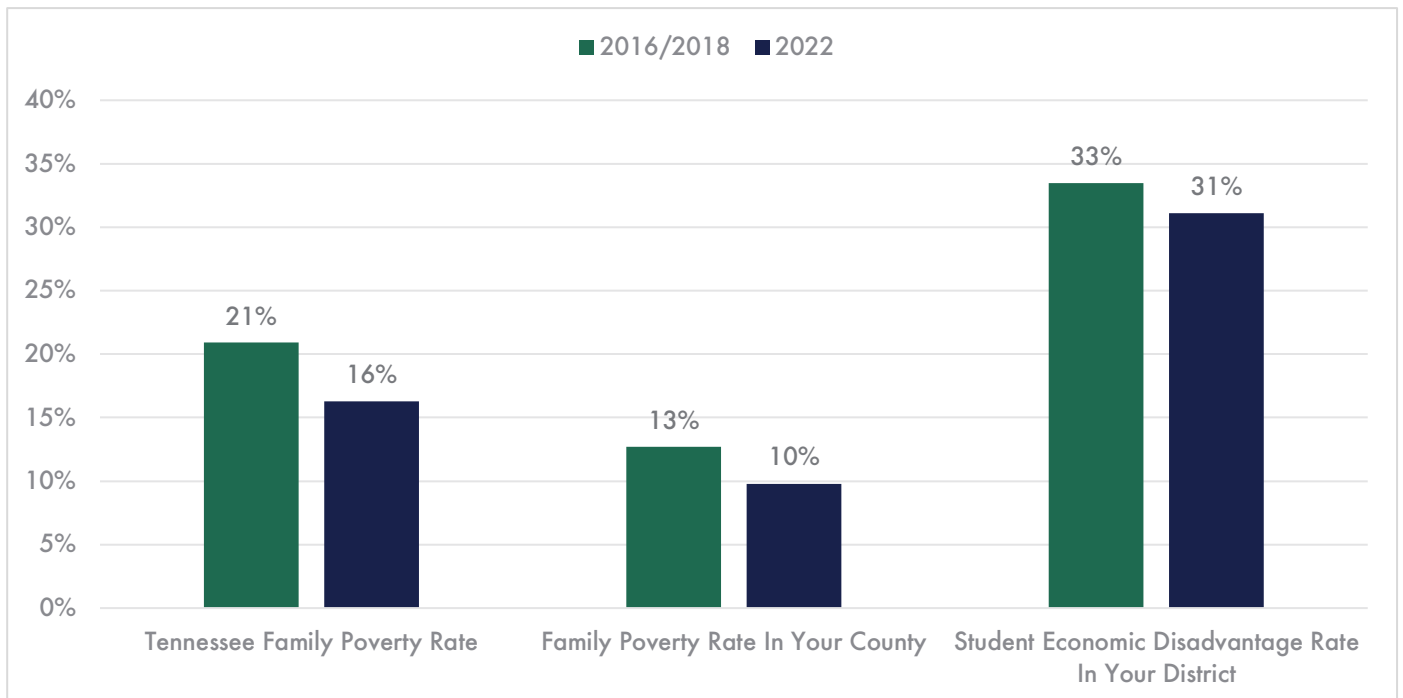
¹⁰ [Tennessee’s Economy, 2021-2022](#) – Tennessee Department of Labor and Workforce Development

Figure 20: Residential, Staff and Student Racial/Ethnic Demographics, 2022



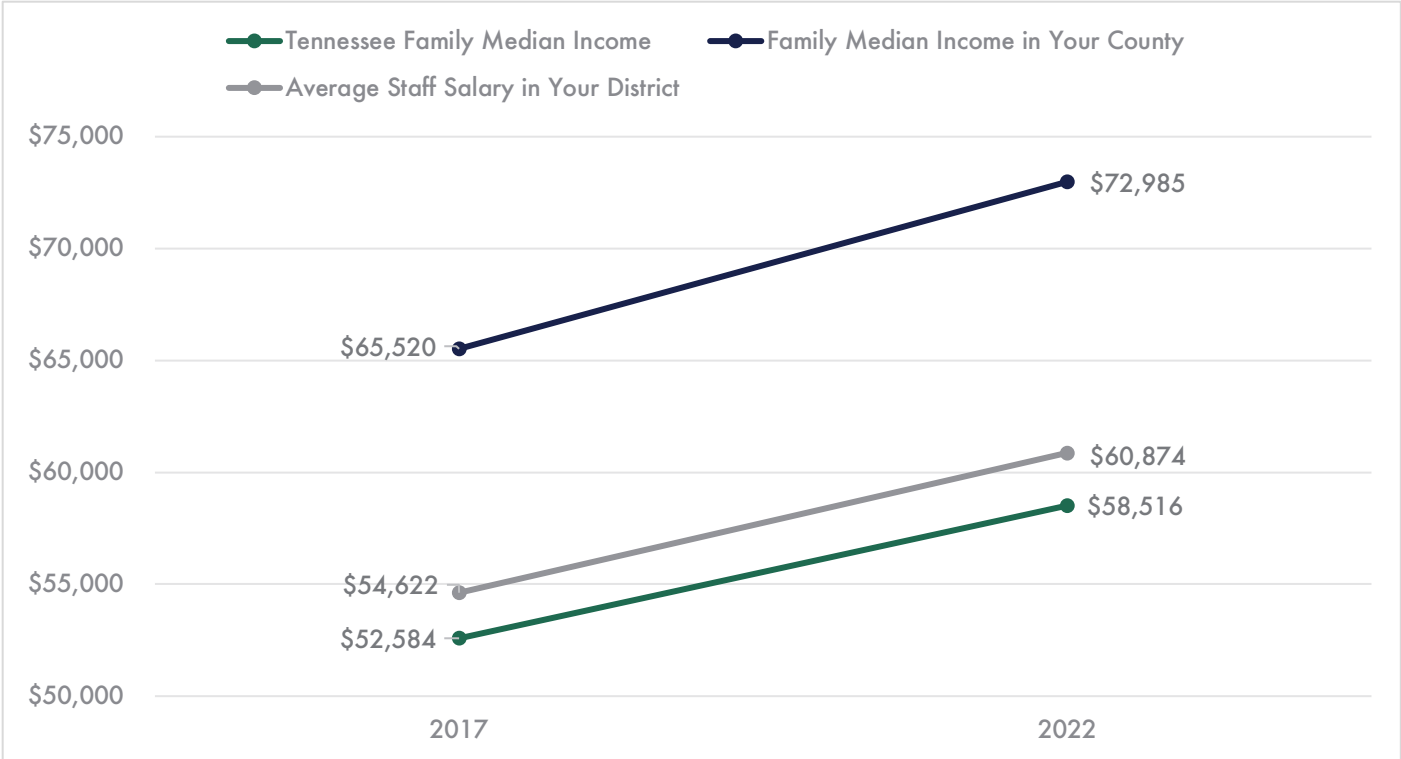
Note: County and State demographics come from the U.S. Census Bureau's American Community Survey 5-Year estimates for 2017-2022. Staff and student demographics come from EIS Student and Staff Demographic Files for the 2021-22 school years.

Figure 21: Family Poverty and Student Economic Disadvantage Over Time



Note: County and State poverty rates for families with children under 18 come from the U.S. Census Bureau's American Community Survey 5-Year estimates for 2012-2016 and 2017-2022. Student economic disadvantage comes from EIS Student Demographic Files for the 2017-18 (the first year economic disadvantage was used instead of free and reduced price lunch) and 2021-22 school years.

Figure 22: Family Median Income and Average Staff Salary Over Time



Note: County and state family median income comes from the U.S. Census Bureau's American Community Survey 5-Year estimates for 2012-2016 and 2017-2022. Average staff salary comes from EIS for the 2016-17 and 2021-22 school years.