

**MASTER PLAN  
FOR  
TENNESSEE SCHOOLS**

**MEETING THE CHALLENGES  
OF THE 21ST CENTURY**

**2004**

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January 30, 2004

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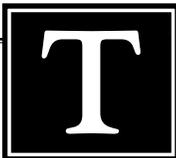
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## MISSION

To ensure that  
Tennessee schools are among  
the best in the nation.



Our vision is that all children enter school ready to learn and become fluent readers, learn challenging subject matter, access information, and solve problems. Teachers are highly qualified, hold high expectations for all students and use multiple teaching strategies and technologies to ensure that all students learn. Teachers and school leaders have opportunities for continuing professional growth, enabling them to meet the needs of diverse learners. Schools, students, families and communities form partnerships to continuously improve the learning experiences of all students. A variety of assessments and measures are used to monitor and improve student learning. Funding is appropriate to ensure that students have the resources to accomplish high levels of learning and are prepared for postsecondary education, work and citizenship.



he Education Improvement Act (EIA), adopted in 1992, made possible far-reaching changes in Tennessee—in student achievement, local decision-making, and accountability. Funding provided through the Basic Education Program provided resources to reduce disparities among Tennessee's wealthiest and poorest school systems, reduce class size especially in the early grades, and develop assessments to measure academic progress.

Tennessee's schools have accomplished a great deal in the last ten years, as demonstrated by rising achievement scores using a variety of assessments. Achievement scores and value added scores have improved significantly in the elementary grades, scores on the writing assessment have improved dramatically at all levels, and high school students are completing a rigorous core curriculum and are better prepared to take the ACT and enter college and the workplace.

Yet more must be done to take Tennessee to the next level of excellence and to ensure that all students have the opportunity to meet the challenging goals set forth in the Board's *Performance Model* and the federal No Child Left Behind Act. Moreover, since 1992 several legislative, policy, technological and demographic changes have affected Tennessee's educational system and consequently its educational and funding needs.

The Master Plan defines an environment in which local school systems and the state can work together for improvement. The plan provides a blueprint to achieve a seamless system of education from pre-kindergarten through higher education. The plan identifies nine Key Result Areas (KRAs), sets goals for those areas, specifies strategies to achieve the goals, and notes measures of progress for each goal. Strategies in each of the nine key areas are aligned so that the overall goal of student learning can be accomplished. The plan identifies new costs to implement the strategies and proposed improvements in the Basic Education Program funding formula (see KRA 9).

The *Master Plan* targets five priority areas where focused action can bring about important and sustainable improvements that will impact student learning.

- **Early Childhood Education:** All children should begin school ready to learn. High quality early childhood education programs increase academic success, increase graduation rates, decrease special education referrals, reduce crime rates, and increase work performance. Tennessee must expand its support of early childhood education programs, (currently serving 2,500 children) to serve all at risk four-year-olds over the next five years (see KRA 1).

- **Reading:** Reading is fundamental to life long success. The Board approved reading curriculum standards for students and new reading standards for licensing teachers. Consistent with the Board Reading Initiative Action Plan, a three-year \$28.6 million federal grant was secured under the Reading Excellence Act. Building on the success of the infrastructure established the state received a six-year Reading First Formula grant. These grants do not replace the need for a statewide reading initiative (see KRA 2) to ensure all classroom teachers have access to professional development, research-based curriculum supports and online diagnostics.

- **Meeting the Needs of Diverse Learners:** Tennessee must ensure that all students have access to a full rich curriculum. It must support schools in meeting the needs of diverse learners, such as those eligible for special education, including intellectually gifted, English language learners, those at high risk and those with reading difficulties. The Board has developed a reading initiative. The General Assembly provided funding for English language learners in the BEP. The Department administers gateway examinations in mathematics, science and English language arts. To accomplish the goal that all students are successful in the general curriculum, the next steps are to: ensure appropriate delivery and funding of special education services (caseload and class size, see KRA 2, KRA 3, and KRA 9); review English language learner policies (see KRA 2); develop assessment policies regarding inclusion of diverse learners (see KRA 6); and develop funding recommendations to enable students at risk of failure to meet high standards (see KRA 9).

- **Teaching Quality Enhancement:** Quality teaching has a greater effect on student learning than any other school component. Building on the improvements in teacher preparation made over the last decade, Tennessee needs to ensure that all of its teachers in core academic areas are highly qualified. Simultaneously, the state needs to address impending teacher shortages and the need for ongoing professional development of new and existing teachers. This will require increased scholarships to attract the best and the brightest to teaching; mentoring support of new teachers during their first year of teaching to stem attrition; and ongoing professional development for teachers in reading, content areas, and meeting the needs of diverse learners (see KRA 5).

- **School Leadership:** Capable knowledgeable school leaders are crucial to a school's success. The Board and Department have focused on the issue of school leadership for a decade and have adopted forward-looking policies and practices. Several issues need to be addressed to ensure that Tennessee can recruit, prepare, evaluate, retain and provide continuing professional development so that all schools have highly qualified instructional leaders. Developing a model performance contract for administrators and exploring the feasibility of developing a new framework for guiding evaluation and professional growth for administrators are important steps. Further, the Board will explore policies that support experimental routes to administrative licensure.

The *Master Plan* is followed by a discussion of funding needed to support the plan and a summary of performance data needed to evaluate progress under the plan.

# GOALS FOR THE NINE KEY RESULT AREAS

## EARLY CHILDHOOD EDUCATION

**Goal:** All children will begin school ready to learn.

1

## PRIMARY AND MIDDLE GRADES EDUCATION

**Goal:** All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.

2

## HIGH SCHOOL EDUCATION

**Goal:** All high school students will achieve world-class standards and leave school prepared for postsecondary education, work and citizenship.

3

## TECHNOLOGY

**Goal:** Technology will be used to improve student learning and analyze data.

4

## TEACHER EDUCATION AND PROFESSIONAL GROWTH

**Goal:** The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.

5

## ACCOUNTABILITY AND ASSESSMENT

**Goal:** Assessment will be used to improve student learning and demonstrate accountability.

6

## SCHOOL LEADERSHIP

**Goal:** School leaders will be well prepared, capable and responsible for improving performance of schools and school systems.

7

## SCHOOL HEALTH AND SAFETY

**Goal:** All students and school personnel will have teaching and learning environments that are safe, disciplined and healthy.

8

## FUNDING

**Goal:** Tennessee will provide adequate and equitable funding for schools.

9

**GOAL:**

All children will begin school ready to learn.

**KEY  
RESULT  
AREA**
**1**
**CURRENT STATUS:**

High quality early childhood education programs increase academic success, increase graduation rates, decrease special education referrals, reduce crime rates, and increase work performance. State-funded early childhood education pilot programs serve 2,500 children, in accordance with the Board's *Early Childhood Education Policy*. Loss of federal funding in 2003 resulted in a 33% reduction in funding to programs with a consequential reduction in number of children served. Federally funded Head Start agencies serve approximately 16,000 eligible children. Some local school systems and community agencies provide a partial array of early childhood services from a mixture of funding sources. An additional 20,500 at risk four-year-olds need access to early childhood education. The State Board of Education successfully advocated having pre-kindergarten programs prioritized for lottery funds.

**EARLY  
CHILDHOOD  
EDUCATION**
**STRATEGIES:**

**1. Restore and expand state-funded pre-kindergarten education programs** for at risk four-year-old children and their families consistent with the Board's *Early Childhood Education Policy*, to serve the 20,500 children currently not served. Expand to educationally at risk three-year-olds as resources permit. Provide a full day, full year childcare component through collaboration with other federal funding sources for those who are eligible.

*Implementation:* Provide services for 5,000 additional four-year-olds who are educationally at risk in FY 2005 as funding becomes available at \$5,000 per child.

*Cost:* \$25,000,000.

**2. Provide technical assistance and professional development** to early childhood education programs to meet national standards and federal program requirements.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**3. Adopt State early childhood learning standards, 0-5 yrs.,** to provide a continuum of services to children transitioning from infant and toddler programs to pre-kindergarten programs and on to primary school, including pre-reading and reading skill development as appropriate. Collaborate across state agencies for implementation and accountability.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**4. Expand the network** of accessible early childhood development training for childcare providers and parents, in collaboration with pre-kindergarten education programs. Include the early childhood learning standards adopted by the Board in the training.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing agency budgets

**5. Restore to 104 the minimum number of family resource centers,** and expand support of 91 family resource centers serving pre-school and school age children and their families. Loss of federal funding in 2003 resulted in a 65% reduction in funding.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget plus \$2,263,200.

**6. Adopt and implement the plan developed by the Tennessee Family Literacy Consortium** to increase family literacy and parent involvement. Support Even Start Family Literacy programs. Collaborate with Adult Basic Education Division of Workforce Development.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**MEASURES:**

- **Implementation of *Early Childhood Education Policy*** and funding schedule.
- **Increase in the number and percentage** of eligible three- and four-year-old children served by comprehensive early childhood programs.

- **Increase in performance** in grades K-3 among students participating in pre-kindergarten education programs.
- **Increase in number** of early childhood education programs meeting NAEYC standards.
- **Increase participation** in Adult Basic Education and Even Start programs.

**COSTS:** Total new costs for Early Childhood Education and family resource centers: \$27,263,200.

**GOAL:**

All primary and middle grades students will achieve world-class standards and enter high school ready for rigorous study.

**KEY  
RESULT  
AREA**

**2**

**CURRENT STATUS:**

Tennessee measures student learning in grades 3 through 8 in two ways - achievement and value added. Overall, Tennessee students have made considerable improvement on both measures. Scores on the writing assessment show dramatic improvement. In 2001 the state received a three year \$28.6 million federal grant under the Reading Excellence Act. The grant enabled a reading structure to be put in place. This foundation led to the state receiving \$111.4 million over 6 years in Reading First formula grant monies. Yet, the state still needs a statewide reading initiative to support all schools needing assistance and to support continued reading development into middle grades and through high schools.

**PRIMARY &  
MIDDLE GRADES  
EDUCATION**

**STRATEGIES:**

**1. Implement a research based statewide reading initiative** for students in pre-kindergarten through grade 8. Provide instruction and assessment appropriate for all students, including English language learners, students eligible for special education and those at risk. Specifically:

- a. Support the basic elements of Reading First: diagnose and address reading difficulties early; base instruction on what works; give teachers the training they need; constantly assess progress; and develop a state infrastructure to.
- b. Ensure that a continuum of diagnostics and services in reading is available.
- c. Implement new content and performance standards.
- d. Support the development of online curriculum materials and diagnostics.
- e. Provide teachers with the resources and training to make informed instructional decisions and design appropriate interventions.
- f. Use accountability to monitor results and improve the reading infrastructure statewide.
- g. Mobilize parents and communities.

**Implementation:** FY 2004 and ongoing.

**Cost:** \$10,000,000.

**2. Ensure that all students leaving the middle grades** are ready for rigorous high school studies. Implement the *Middle Grades Policy* and provide professional development in reading to learn, teaching content areas, and teaching strategies. Provide research-based interventions for middle school students who may have difficulty meeting the standards.

**Implementation:** FY 2004 and ongoing.

**Cost:** Existing budget.

**3. Ensure that all students complete a rigorous core curriculum.**

- a. Implement content standards linking Tennessee's curriculum

and assessment.

- b. Develop student technology learning expectations, embed them in the core content curriculum and align technology resources to improve learning.

**Implementation:** FY 2004 and ongoing.

**Cost:** Existing budget.

**4. Provide an educational program to all students** eligible for special education consistent with federal and state mandates.

- a. Collect data and study the use of service delivery models and technology that promote inclusion, improve intervention services, and help students succeed in the general curriculum.
- b. Consider the recommendations of the Due Process Task Force.

**Implementation:** FY 2004 and ongoing.

**Cost:** Existing budget.

**5. Report to the General Assembly** on the progress in implementing the Board's *Caseload and Class Size Policy*. Request funding to support the policy standards.

**Implementation:** FY 2004.

**Cost:** To be determined.

**6. Support the recommendations of the English Language Learner Task Force** and Ensure implementation of the Tennessee English as a Second Language Program Guide.

**Implementation:** FY 2004.

**Cost:** Existing budget.

**7. Implement the parent involvement policy** that incorporates federal and state mandates for parent involvement. (Applies also to KRA 3).

**Implementation:** FY 2004 and annual.

**Cost:** Existing SBE budget.

**MEASURES:**

• **Improved student performance** – both academic attainment and value added – using a variety of assessments.

• **Increased percentage of students** performing at or above the proficient level in grades 3 through 8.

• **Increased percentage of students** in English language learner programs becoming proficient in English and performing at or above the proficient level in the content area examinations.

• **Increased percentage of students** performing at or above the

competent level on the writing assessment in elementary and middle grades.

• **Increased percentage of schools meeting requirements** for adequate yearly progress.

• **Percent of students meeting standards** on measures in the *Middle Grades Policy*.

• **Improved student attendance** in grades K-8.

**COSTS: Total new costs for Primary and Middle Grades: \$10,000,000.**

**GOAL:**

All high school students will achieve world-class standards and leave school prepared for postsecondary education, work and citizenship.

**CURRENT STATUS:**

The Board's *High School Policy*, revised in 2003; the Education Edge (EE) initiative; and work underway with the Tennessee PreK-16 Council will provide all students a seamless program of study connecting secondary education, postsecondary education, and the workplace. The Department has administered new gateway examinations in mathematics, science and English language arts. Indicators of student progress have improved on the eleventh grade writing assessment, ACT, SAT, and Advanced Placement tests. The dropout rate has declined to 11.3%.

**KEY  
RESULT  
AREA**

**3**

**HIGH SCHOOL  
EDUCATION**

**STRATEGIES:**

**1. Align curriculum content**, essential assessments, and entry and exit requirements to ensure a seamless system of learning PreK-16. Increase the high school graduation rate and decrease the percentage of students who drop out of school. Revise and expand the model drop out prevention program.

*Implementation:* Provide services for 300 middle or high school students at risk of failure or dropping out. Funding at 5,000 additional dollars for each student.

*Cost:* \$1,500,000.

**2. Ensure that all students complete a rigorous core curriculum.**

Promote implementation of advanced placement courses and International Baccalaureate programs in all high schools, dual enrollment with higher education, and tech prep programs linked to postsecondary study.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget and BEP.

**3. Implement the curriculum standards in seven career clusters** and a comprehensive career guidance program; include the support of parents, teachers, guidance counselors, and business people.

*Implementation:* FY 2003 and ongoing.

*Cost:* Existing budget and BEP.

**4. Ensure student success in all subject areas** and on gateway examinations by providing professional development to teachers and research based interventions for students.

- a. Replicate best practices and successful school reform models such as High Schools That Work.
- b. Use extended time to master challenging courses, with elective credit given for additional units.
- c. Embed technology into core curriculum; provide students with access to technology and encourage students to use it to demonstrate learning.
- d. Use partnerships with business and industry to help teachers and students connect knowledge with application.
- e. Provide full educational opportunities and transition plans for all students eligible for special education.
- f. Provide assistance to students in content area reading and developing study skills.
- g. Provide English language learners with the instructional support to participate fully in the general curriculum.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget and federal funding to school systems.

**5. Review and revise the high school mathematics curriculum standards**, aligning content, assessments and post secondary entrance requirements. Provide teachers with professional development and resources to assess student progress to ensure all students have the opportunity to successfully meet high school mathematics graduation requirements.

*Implementation:* FY 2004.

*Cost:* Existing budget.

**MEASURES:**

- **Increased percentage of students** performing at or above the proficient level on gateway examinations.
- **Increased percentage of students** performing at or above the competent level on the writing assessment.
- **Increased percentage of students** in English language learner programs becoming proficient in English and performing at or above the proficient level on content area assessments.
- **Increased percentage of schools and school districts** meeting the requirements for adequate yearly progress.
- **Increased number of students** completing upper level mathematics courses.

- **Increased number of students** completing advanced placement courses and meeting college credit requirements based on AP examinations.
- **Improved student performance on ACT and SAT.**
- **Decreased percentage of students** requiring remedial and developmental studies upon entrance to postsecondary education.
- **Increased percentage** of school and district graduation rates.
- **Improved student attendance** in grades 9-12.
- **Decreased student dropout rate** in grades 9-12.

**COSTS: \$1,500,000.**

**GOAL:**

Technology will be used to improve student learning and analyze data.

**CURRENT STATUS:**

Tennessee has made a major commitment to implement a statewide education network capable of providing students, teachers, and administrators easy access to appropriate resources. A 1,650 school network online provides reliable and secure Internet access on a common platform. The recent focus has been for teachers to develop performance competency in using technology. Federal competitive grants funded a pilot project which produced schools now poised to mentor others in using technology in everyday teaching and learning.

**TECHNOLOGY****STRATEGIES:**

**1. Implement the planned information system** for teacher licensure to facilitate applications and documentation and to improve supply and demand analysis. Align data bases to track students from Pre-K through college. Improve implementation of the education information system to efficiently interface data requirements of local school systems to those of state and federal reporting requirements. Improve the capacity to share more information with students, parents, and constituency groups.

*Implementation:* Three-year phase in.

*Cost:* \$300,000 in FY 2004.

**2. Focus technology resources** to improve student learning.

- a. Use technology in developmentally appropriate ways to promote active learning and individualize instruction.
- b. Use technology to identify gaps in student learning and analyze assessment data.
- c. Develop content-appropriate technology learning expectations and appropriately aligned technology resources in core content curriculum standards.
- d. Use assistive technology to ensure all students have access to the general curriculum.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget and BEP.

**3. Provide all students with access to technology resources** in the classroom and the opportunity to use them to improve learning in all subject areas.

- a. Ensure adequate student to internet-capable computer ratios and appropriate technology resources are available in every school.

b. Provide technical assistance and support for networking in schools.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget and BEP.

**4. Advance student technology literacy** to ensure that all students are prepared for high skilled, high wage jobs and to support lifelong learning.

- a. Ensure that all students demonstrate technology literacy by the end of the 8th grade.
- b. Develop authentic assessment instruments embedded within core content areas to determine the progress of student technology literacy.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget and BEP.

**5. Support opportunities for teachers and administrators** to develop competence in using technology to meet instructional goals. Ensure that all teachers use technology for instruction, consistent with Board standards and federal requirements.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**6. Obtain or develop online instruction** to meet individual student and teacher learning needs and course requirements. Use technology to provide ongoing professional growth opportunities.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**MEASURES:**

- **Improved information system** for teacher licensure and teacher supply and demand analysis.
- **Increase in percentage of students** demonstrating they have met the technology performance indicators and using technology resources by the end of the 8th grade.
- **Increase in the number of classrooms** in which all students are able to work from modern computers networked to the internet.

- **Increase the number of teachers and administrators** who use technology resources and strategies to improve instruction.
- **Increased interoperability of the education information system** among school systems, the State Department of Education, and higher education.

**COSTS: \$300,000.**

**GOAL:**

The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.

# KEY RESULT AREA

# 5

**CURRENT STATUS:**

Teacher preparation is a lifelong continuum of professional growth. Rigorous teacher education programs are attracting more teacher candidates of high quality. However, teacher shortages are developing in some teaching areas, geographic locations, and areas with high priority schools. The number of minorities graduating and entering teaching is improving but is still too low. While the teaching force is stable with a low 8% turnover rate overall, Tennessee loses almost half of its new teachers in the first five years. Tennessee's most pressing needs are beginning teacher support programs and expanded professional development opportunities consistent with Board policy to support the other strategies in the *Master Plan*.

## TEACHER EDUCATION & PROFESSIONAL GROWTH

**STRATEGIES:**

**1. Implement strategies to ensure that all new and experienced teachers are highly qualified**, consistent with state and federal requirements. Address teacher shortages, especially in specified teaching fields, high poverty schools, and among minority candidates. To improve teacher recruitment and retention:

- Increase scholarships and forgivable loans to attract the best and brightest to teaching.
  - Increase the number of minority teachers by expanding the successful Minority Teaching Education Grant Program to universities.
  - Provide programs for persons seeking to enter teaching shortage areas as a second career. Work with all the Tennessee Higher Education Institutions to develop online support.
  - Use the state online jobs clearinghouse.
  - Expand beginning teacher mentoring programs to improve new teacher performance, improve student learning, and reduce teacher attrition. Evaluate program effectiveness.
- Implementation:** FY 2004.  
**Cost:** \$2,800,000.

**2. Provide incentives, reimbursement, and support** to Tennessee teachers who seek voluntary national certification by the National Board for Professional Teaching Standards (NBPTS). Provide an annual bonus to teachers who achieve NBPTS certification.

**Implementation:** Bonus for 91 teachers in FY 2005.  
**Cost:** \$560,000.

**3. Work with the Tennessee PreK-16 Council**, a collaborative of education stakeholders from pre-school through higher education (PreK-16) and the private sector, to improve teaching quality and student learning (see KRA 3).

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing agency budgets.

**4. Provide professional development**, consistent with the Board's *Professional Development Policy* and federal requirements to

improved learning for all students. Target professional development funds at strategic objectives.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**5. Strengthen teacher preparation and development** by building partnerships between higher education and local schools, implementing professional development schools, and recruiting minority teachers to the profession. Implement performance based evaluation of teacher candidates and approval of teacher education institutions consistent with NCATE 2000 standards. Provide data to teacher preparation institutions on the effect of their graduates on student learning.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**6. Support the efforts of higher education teacher preparation programs** to follow graduates into the profession. Assess program completers' ability to transfer program knowledge and skills into successful classroom practice. Use information to improve pre-service programs.

**Implementation:** Develop standards in FY 2004.  
**Cost:** Existing budget.

**7. Provide training to principals and teacher education faculties** in using the *Framework for Evaluation and Professional Growth* to focus local evaluation on improving student performance. Provide follow up to ensure consistency of application and quality of professional growth plans.

**Implementation:** FY 2004 and ongoing.  
**Cost:** To be determined.

**8. Implement strategies to ensure that all paraprofessionals are qualified**, consistent with federal requirements. Work with higher education in developing online support.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**MEASURES:**

- Increased percentage of classes taught by highly qualified teachers in the aggregate and in high poverty schools.
- Increased percentage of paraprofessionals who are qualified.
- Increased percentage of teachers who receive high quality professional development, consistent with Board policy.
- Improved rates of placement in Tennessee and retention of

recent teacher education graduates.

- Increase in minority teacher education graduates and minorities entering teaching.
- Improved results on Praxis assessments of teacher candidates.
- Increase in number of teachers who achieve National Board Certification.

**COSTS:** Total new costs for teacher education and professional development: \$3,360,000.

**GOAL:**

Assessment will be used to improve student learning and demonstrate accountability.

**KEY  
RESULT  
AREA**
**6**
**CURRENT STATUS:**

The state has adopted a unified state and federal approach regarding school accountability. The EIA as amended specifies accountability procedures. Tennessee's plan to monitor performance includes performance goals in the Board's *Performance Model* and in the state *No Child Left Behind Workbook*. The state provides school system and school report cards to inform parents and the public regarding school performance. The state has identified schools and districts not making adequate yearly progress in meeting performance goals and is providing targeted assistance to those schools.

**ACCOUNTABILITY  
AND ASSESSMENT**
**STRATEGIES:**

**1. Review and revise the Board's *Performance Model*** for evaluating schools and school systems as needed for a unified state and federal approach to improve schools.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**2. Establish Tennessee's performance targets** to ensure that all students in the aggregate and each subgroup are at or above the proficient level in reading/language arts and mathematics by 2013-14. Use Tennessee's baseline set in 2003 to establish intermediate targets for measuring adequate yearly progress in meeting the state's proficient level.

**Implementation:** FY 2004 and annual.  
**Cost:** Existing budget.

**3. Assist schools identified** as not making adequate yearly progress in meeting performance goals. Assist schools in using assessment data to target resources and implement research based strategies. Focus state and federal resources to meet goals and identify additional resources needed.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**4. Revise assessment programs** to ensure that assessments in grades 3 through 8 are consistent with state curriculum standards. Encourage schools to use ongoing assessments including online assessment tools and performance-based demonstrations of student knowledge.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**5. Administer gateway examinations** in math, science, and

English language arts. Examine whether gateway tests should be the only assessments used to demonstrate student learning and grant or withhold high school diplomas. Consider development of multiple indicators of student performance.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**6. Develop end-of-program assessments** for students in the technical preparation path. Include results in the Board's *Performance Model*.

**Implementation:** FY 2004-2004.  
**Cost:** Existing budget.

**7. Develop and implement assessment policies** regarding inclusion of diverse learners—English language learners, students eligible for special education and students at high risk for failure—to ensure progress in the general curriculum; implement alternate assessments for students unable to participate in regular assessments.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**8. Promote review of high school transcripts** by business and industry for employment purposes.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**9. Revise the *Master Plan* annually** with the involvement of stakeholders; provide feedback on *Master Plan* accomplishments on an annual basis.

**Implementation:** FY 2004 and ongoing.  
**Cost:** Existing budget.

**MEASURES:**

- Improved student learning for all students as measured by current and new assessments. (See KRA 2 and KRA 3.)
- Increase in number of schools making adequate yearly

progress.

- Accurate, accessible information available for resource deployment and policy making.

**COSTS:** No new costs.

**GOAL:**

School leaders will be well prepared, capable and responsible for improving performance of schools and school systems.

**CURRENT STATUS:**

The EIA provides for sweeping changes in school governance including elected school boards and appointed superintendents. Principals have new responsibilities and serve under performance contracts. School leaders are being prepared and licensed with a focus on instructional leadership and in accordance with national standards. School systems have developed strategic plans and schools have developed school improvement plans and consolidated district plans are an option. To give local school systems greater flexibility in decision making, the Board continuously revises its rules.

**SCHOOL LEADERSHIP****STRATEGIES:**

**1. Focus professional growth opportunities** for school leaders on instructional leadership consistent with the standards of the Interstate School Leaders Licensure Consortium (ISLC). Encourage partnerships with business, industry, schools, districts and higher education to support leadership development.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**2. Implement the Board's School Improvement Planning Policy**, ensuring that schools address the Board's *Performance Model* and the Board's policies in early childhood, middle grades, high school, special education, English language learners and professional development. Ensure that schools integrate various improvement plans and reports into a comprehensive plan.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**3. Work with constituency groups** to develop a model performance contract for principals, linked to the school or district consolidated improvement plan and ISLC Standards. Explore the feasibility of developing a new framework for evaluation and professional growth for administrators.

*Implementation:* FY 2004.

*Cost:* Existing budget.

**4. Promote collaborative leadership development programs** between school systems and higher education to identify, prepare, recruit, retain and support new school administrators. Explore developing policies that support collaborative, experimental routes to administrative licensure.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**5. Support school leadership teams in sharing responsibilities** for examining data, improving student learning, reaching school accountability goals and developing a school improvement plan or working on district consolidated improvement plans.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**6. Implement the Tennessee Charter Schools Act** to provide options to parents consistent with the requirements of state and federal legislation. Evaluate the schools' fiscal responsibility, effectiveness in improving student learning and ability to develop and maintain parent involvement.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**MEASURES:**

- **Improved quality** of comprehensive school improvement plans.
- **Increased effectiveness of schools** as measured by state, federal and local performance goals in the Board's *Performance Model*.

- **Improved numbers of administrators** prepared, placed, and retained in the profession.
- **Number of charter schools** established and effectiveness of the schools for students attending.

**COSTS:** No new costs.

**GOAL:**

All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.

**KEY  
RESULT  
AREA** 

**CURRENT STATUS:**

Educators and other local leaders recognize the importance of strong community partnerships in preventing violent behavior, responding effectively when violence occurs, and promoting the overall health and wellness of students. The Board's *School Safety Policy* provides a foundation for the enhancement of school safety statewide. The Tennessee School Safety Center disseminates promising practices. The Coordinated School Health Program model provides a means to address the various barriers to student learning. A strong academic program that actively engages all students and staff in safe, healthy lifestyle knowledge and practice may be the most effective prevention measure. In addition, coordination with other community agencies ensures that schools are prepared to protect student health and safety in the case of natural disasters, infectious diseases, and other emergencies.

**SCHOOL  
HEALTH AND  
SAFETY**

**STRATEGIES:**

1. Integrate school safety and school health planning into the overall school improvement process; provide training to school personnel; and promote the use of the School Health Index in planning, and Indoor Air Quality Tools in planning.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

2. Implement standards and guidelines for Coordinated School Health Programs and pilot funded programs. Continue to implement the guidelines for health care procedures and medications in schools in cooperation with the Department of Health.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing SDE and DOH budgets.

3. Identify support for additional training and technical assistance to school health nurses and other school health personnel in cooperation with the Department of Health.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing SDE and DOH budgets.

4. Provide support to alternative education programs in the implementation of the Board's *Alternative Schools Program Standards*. Determine current expenditures for alternative schools and provide appropriate funding through the BEP in FY 2004.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

5. Review current law and Board policy regarding student transportation safety in cooperation with the School Transportation Advisory Council and other constituency groups

and make recommendations as needed.

*Implementation:* Develop recommendations in FY 2004.

*Cost:* Existing budget.

6. Ensure that all students are educated in environments that are safe, drug free and conducive to learning. Implement the Unsafe School Choice Policy as mandated by the federal No Child Left Behind Act.

*Implementation:* FY 2004.

*Cost:* Existing budget.

7. Coordinate efforts with other government and community agencies to ensure safety of students in times of natural disaster or other public emergencies.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

8. Identify best practices to engage diverse learners and manage challenging students. Promote the use of these approaches through information dissemination and training activities. Prepare staff to implement conflict resolution and anger management training throughout all grade levels.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

9. Promote community dialogue and strategic planning regarding the prevention of youth crime and violence in cooperation with other agencies.

*Implementation:* FY 2004 and ongoing.

*Cost:* Existing budget.

**MEASURES:**

- Improved access for all students to school health services.
- Number of schools with Coordinated School Health Programs.
- Improved learning in regular schools and in alternative placements.
- Decreased incidence of violence in schools.

- Reduction in number of zero-tolerance violations.
- Number of students in alternative placements and number who return successfully to regular schools.
- Reduction in number of persistently dangerous schools.

**COSTS:** No new costs.

**GOAL:**

Tennessee will provide adequate and equitable funding for Tennessee schools.

**KEY  
RESULT  
AREA** **9**

**CURRENT STATUS:**

The Basic Education Program (BEP) funding formula adopted as part of the EIA provides a rational, stable, and equitable funding mechanism. The BEP formula has improved funding equity over the last ten years. However, the BEP does not address several policy changes that have affected Tennessee’s educational system and consequently, its funding needs.

**FUNDING**

**STRATEGIES:**

1. Maintain full funding of the BEP formula to provide all schools with essential components including personnel, technology, textbooks, materials, transportation and capital expenditures. Review the formula annually.

*Implementation:* FY 2004.  
*Cost:* \$189,700,000.

2. Develop a plan to address the issues of salary equity and adequacy in concert with plans to address needed BEP components.

*Implementation:* FY 2004.  
*Cost:* \$73,700,000.

3. Ensure that funding is adequate to support special education caseload and class size standards in special education and general education classrooms.

*Implementation:* FY 2004.  
*Cost:* To be determined.

4. Determine the feasibility of providing funding through the BEP to schools to address the needs of at risk students currently unable to meet Tennessee's challenging academic standards.

*Implementation:* FY 2004.  
*Cost:* To be determined.

5. Request funding recommended by the BEP Review Committee for alternative schools and fee waivers based on data collected in FY 2002; develop recommendations regarding other areas of the BEP, such as technology.

*Implementation:* Recommendations in FY 2004; implementation in FY 2005.  
*Cost:* To be determined.

**MEASURES:**

- Full funding of the BEP.
- BEP formula based on market costs.
- Comparison of state and local funding per student among LEAs over time.

- Funding of other *Master Plan* initiatives.
- Performance of schools and school systems as measured by the performance goals adopted by the State Board of Education.
- Teacher salary equity issue resolved.

**COSTS:** Cost of KRA 9 improvements: \$263,400,000.  
Total cost of all *Master Plan* initiatives: \$277,023,200.



The State Board of Education has a statutory mandate to study PreK-12 programs of instruction, analyze the needs of schools, and to make recommendations to the Governor and the General Assembly. The following is a discussion of the funding needed to support the *Master Plan* for 2004.

The *Master Plan* provides a comprehensive plan to ensure that all students achieve the challenging goals in the Board's *Performance Model* and the federal No Child Left Behind Act. In order to make progress on the key initiatives identified in the *Master Plan* and to address the requirements of the State Supreme Court decision regarding salary equity, the state must provide adequate funding in the following areas.

### **Early Childhood Education, KRA 1**

All children do not enter kindergarten at the same level of preparedness. The Board's early childhood education focus seeks to address this variability in readiness by implementing early childhood education programs for the 20,500 at risk four-year-olds currently not being served. *Education Week's Quality Counts 2002* notes:

Studies conclude that early childhood education makes a difference. Young children exposed to high-quality settings exhibit better language and mathematics skills, better cognitive and social skills, and better relationships with classmates than do children in lower-quality care. Evaluations of well-run early-learning programs also have found that children in those environments were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure.

Tennessee's pilot early childhood education programs are paying off in terms of dramatically improved achievement on standardized tests in early grades. Tennessee's programs provide one teacher and one assistant for each group of 20 children. The cost is \$5,000 per child, and should be phased in as funding becomes available. The State Board of Education successfully advocated having pre-kindergarten programs prioritized for lottery funds.

### **Reading, KRA 2**

Reading is fundamental to life long success. Specifically, it is critically important to a student's continuous learning in school in all subject areas. Through the cooperative efforts of the Board and the Department of Education, Tennessee has secured a three-year \$28.6 million federal grant under the Reading Excellence Act. Seventy schools from across the state received competitive sub-grants and tutorial assistance grants on an average of over \$300,000. The grant has enabled a reading infrastructure to be put into place in Tennessee that provides professional development, the cooperation of colleges and universities with local school systems and individual schools, and full-time literacy leaders within each school site. In 2003 the state received a six year, 111.4 million dollar Reading First formula grant. The grants do not, however, replace the need for a statewide reading initiative to serve additional schools. A continuum of services must be made available to assist young children before they are rendered unsuccessful in the general curriculum. The state needs to provide research-based knowledge to classroom teachers, online curriculum and diagnostic tools as well as support for reading development in the middle and high school classrooms.

### **High School Education, KRA 3**

Tennessee has worked steadily to improve student performance in high school. It has adopted gateway examinations in Mathematics, English language, and Science and end-of-course examinations for other high school subjects. Recognizing that all students need to complete mathematics at higher levels because it is an important factor in almost all jobs, in 2003 the Board approved an increase in the high school math requirement.

Youth who drop out of school often become involved in crime and drug abuse. High school dropouts have lower earnings and fewer job opportunities than their more educated counterparts. The model dropout prevention program is one way to provide services for middle or high school students at risk of failure or dropping out. This is essential to increase the graduation rate and provide for a skilled and well-educated work force.

### **Technology, KRA 4**

Tennessee has made a major commitment to implement networked technologies to provide teachers and students easy access to appropriate materials. The recent focus has been for teachers to develop performance competency in using technology to improve student learning. The state has also implemented an education information system to assist local systems in state and federal reporting.

# FUNDING NEEDED TO SUPPORT THE MASTER PLAN

Tennessee must also improve its information system to support the recruitment and retention of competent teachers. (See KRA 5, below). The federal No Child Left Behind Act requires the state and local systems to document that all teachers have met the "highly qualified" standard outlined in the law. To accomplish these tasks, the Department must implement the planned information system for teacher licensure. The information system is needed to facilitate applications and documentation, to improve supply and demand analysis, and to interface efficiently with local data collection and reporting.

## Teaching, KRA 5

In Tennessee, schools are facing a teaching shortage at the very time that more is being expected of them. Nowhere is this more evident than in the state's low performing schools, which have a greater percentage of inexperienced teachers or teachers on waivers and permits than in other schools. Bold initiatives are needed to recruit and retain good teachers, and to ensure that all teachers in core subject areas meet the "highly qualified" standard established in No Child Left Behind.

- Teaching Scholars Program, a scholarship/loan program designed to attract the best and brightest to teaching;
- Beginning Teacher Mentoring Program to provide support to new teachers in the first year of teaching;
- Incentives for teachers who achieve National Board Certification (Tennessee and Texas are the only states in the southeast that do not reward board certified teachers).

## Funding, KRA 9

The Basic Education Program (BEP) funding formula adopted as a part of the EIA in 1992 provides a rational, stable, and equitable funding mechanism. Subsequently, the BEP has improved funding equity over the last ten years throughout the state. However the BEP does not address several policy and programmatic changes that have affected Tennessee's educational system and consequently its funding needs.

The accountability provisions recently modified and updated in TCA 49-1-602 outline the responsibilities of the State Board of Education and the Commissioner of Education relative to high priority schools. The state needs to align its resources to meet the goals set forth in the *Master Plan* and the No Child Left Behind Act.

Moreover, the recent State Supreme Court decision requires a revision of the BEP to ensure annual review of BEP salary costs and narrow the disparity between high-paying and low-paying school systems. While teachers' salaries do not have to be the same across school systems, the objective is for students to have substantially equal educational opportunities. The Board is committed to developing a workable and equitable solution that meets the requirements of the Supreme Court decision and will follow the processes for changing the BEP consistent with TCA 49-1-302 and TCA 49-3-351.

## RECOMMENDATIONS

The State Board of Education recommends improvements to fund the BEP and other *Master Plan* initiatives in the areas listed below.

<b>KRA 1 Early Childhood Education:</b>	Programs for At-risk Four-Year-Olds.....	\$25,000,000
	Family Resource Centers.....	\$2,263,200
<b>KRA 2 Primary and Middle Grades:</b>	Statewide Reading Initiative.....	\$10,000,000
<b>KRA 3 High School:</b>	Dropout Prevention Program.....	\$1,500,000
<b>KRA 4 Technology:</b>	Information System for Teacher Licensure.....	\$300,000
<b>KRA 5 Teacher Education and Professional Development:</b>	Scholarships.....	\$1,000,000
	Mentoring.....	\$1,800,000
	National Board Certification.....	\$560,000
<b>KRA 9 Funding:</b>	BEP Maintenance.....	\$105,500,000
	2% teacher salary increase (one time).....	\$36,600,000
	18.8 group health insurance increase.....	\$18,800,000
	Salary Equity.....	\$73,700,000

**TOTAL MASTER PLAN FUNDING INCLUDING IMPROVEMENTS: \$277,023,200**

## INTRODUCTION



This report is prepared annually by the State Board of Education and the Commissioner of Education in accordance with the *Public Education Governance Reform Act* (1984). It sets forth performance goals established for Tennessee school systems in accordance with the *Education Improvement Act* (1992) and provides a summary of data needed to evaluate progress under the Board's *Master Plan*. Supporting data may be found at [www.state.tn.us/education](http://www.state.tn.us/education) under statistics and reports.

## PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000. The new model retains the goals adopted in 1994 and adds goals in academic attainment, end-of-course assessments, and exit exams. The model includes twelve goals. The goals will be reported by school system and school to assist schools in improving instruction and to inform the public about progress. This report displays statewide data for 2000-2001 through 2002-2003.

### GOAL 1 - STUDENT ATTENDANCE

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

	2000-2001	2001-2002	2002-2003
K-6	94.9%	95.0%	94.9%
7-12	93.2%	93.2%	93.0%

### GOAL 2 - DROPOUT RATE

A dropout rate of no more than 10% for grades 9 through 12.

	2000-2001	2001-2002	2002-2003
	13.9%	12.5%	11.3%

### GOAL 3 - PROMOTION RATE

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

	2000-2001	2001-2002	2002-2003
	95.6%	97.1%	97%

**GOAL 4 - VALUED ADDED**

An average score increase in reading, language and mathematics in grades 4 through 8 that is equal to or greater than the average national score increase as measured by scale scores on the TCAP Achievement Test.

	2001-2002	2002-2003
Reading	99.3%	99.1%
Language	99.4%	94.2%
Math	104.2%	101.4%

**GOAL 5 - ACADEMIC ATTAINMENT, Grade 3-8**

Achievement at or above the Normal Curve Equivalent (NCE) of 50 on the TCAP Achievement Test in reading, language, and mathematics by all students.

	2000-2001	2001-2002	2002-2003
Reading	54.3%	56.0%	56.3%
Language	57.2%	60.3%	60%
Math	56.7%	59.8%	59.1%

**GOAL 6 - ELEMENTARY AND MIDDLE WRITING ASSESSMENT, Grades 4 and 7**

Achievement at or above the performance level of proficient (level 4) by all students.

	2000-2001	2001-2002	2002-2003
Grade 4	67.0%	71.5%	Grade 5 73.6%
Grade 7	72.6%	81.8%	Grade 8 83.3%

**GOAL 7 - GATEWAY EXAMINATIONS -**

	2001-2002	Proficient	Advanced	Total Passing	2002-2003	Total Passing
Mathematics	29.4%	48.0%	77.4%	Mathematics	79.7%	
Science	39.2%	55.0%	94.2%	Science	95.3%	
				English II	87.8%	

**GOAL 8 - ACADEMIC ATTAINMENT, High School End-of-Course Examination**

Math Foundations II, Algebra I, Geometry, Algebra II, English I, English II, Physical Science, Biology I, Chemistry, and U.S. History (goal to be determined).

	2000-2001	2001-2002	2002-2003
	% Correct	% Correct	% Correct
Algebra I/Mathematics	66	70.0%	69.0%
Biology/Science	N/A	64.6%	65.5%
Math Foundations II	N/A	65.2%	67.2%
English I	N/A	N/A	64.8%
English II	N/A	N/A	70.5%

**GOAL 9 - VALUE ADDED**

An average score in ten High School End-of-Course Examinations equal to or greater than 100% of the expected performance.

High school value added results are computed as the ratio of actual performance to expected performance. Because these are Tennessee (not national) tests, the statewide average value added score will always be 100%. Results for individual schools and school systems will have averages above or below 100% indicating their performance.

**GOAL 10 - HIGH SCHOOL WRITING ASSESSMENT, Grade 11**

Achievement at or above the performance level of proficient (level 4) by all students.

	2000-2001	2001-2002	2002-2003
	60.5%	70.3%	72%

**GOAL 11 - ATTAINMENT, ACT and SAT**

Performance at the level specified for full admission into Tennessee institutions of higher education by all students.

	2000-2001	2001-2002	2002-2003
ACT	56.2	56.5	59.0
SAT	86.1	86.3	N/A
Combined	59.4	59.8	N/A

**GOAL 12 - VALUE ADDED, ACT and SAT**

An average score equal to or greater than 100% of the expected performance.

This information is not available.

## TCAP Achievement Test

The TCAP Achievement Test (TerraNova) provides both norm-referenced and criterion-referenced information. In 2002, scores in third through eighth grade were at or above the median national percentiles on 83% of the scores reported for reading composite, language composite, mathematics composite, science, and social studies.

TCAP Achievement Test - National Percentiles  
(2003)

	Grade					
	3	4	5	6	7	8
Reading Composite	56	56	54	54	51	56
Language Composite	61	58	58	62	56	61
Math Composite	66	56	59	55	58	57
Science	55	52	48	51	51	55
Social Studies	56	55	52	52	49	53

## Tennessee Gateway Examinations

Students who enter high school beginning in 2001-02 and thereafter must pass gateway examinations in mathematics, science, and English language arts. The results of gateway assessments in mathematics and science for 2002-03 are shown below. The gateway assessment in English language arts was administered for the first time in 2002-03.

Percent First Time Takers Passing Gateway Examinations  
(2003)

Mathematics	79.7%
Science	95.3%
English II	87.8%

## TCAP Writing Assessment

Scores on the Writing Assessment significantly improved for students in fourth, seventh, and eleventh grades.

### Writing Assessment (2002-2003)

Percent of Students Scoring Competent or Above					
Grade	Scale	2000-01	2001-02	Grade	2002-03
4	(1-6)	67.0%	71.5%	5	73.6%
7	(1-6)	72.6%	81.8%	8	83.3%
11	(1-6)	60.5%	70.4%	11	72.4%

## Tennessee Value-Added Assessment System

The Tennessee Value-Added Assessment System (TVAAS), a concept in measuring student achievement over time, was initiated in 1993. Using the TCAP Achievement Test, value-added assessment measures the academic gain made each year by students in grades 4-8.

### Value-Added Assessment - Cumulative Gain Grades 4-8 (1999, 2000, 2001, 2002, 2003)

	1999-2001	2000-2002	2001-2003
Math	103.8%	104.2%	101.4%
Reading	102.1%	100.4%	99.1%
Language Arts	101.8%	99.3%	94.2%
Social Studies	110.0%	118.9%	101.8%
Science	109.9%	107.7%	103.5%

## Exit Exams

The 2002-03 school year all students prior to graduation had the opportunity to take an optional exit exam, either the ACT or SAT exam. Tennessee students do remarkably well, considering the high percentage and diverse ability range of students taking the ACT exam. Statewide score averages showed slight increases on the ACT and SAT examinations. In 2003, a total of 74% of Tennessee high school graduates took the ACT; nationally 40% of students take the ACT.

### Exit Exams (2001-2003)

	2001-2002		2002-2003	
	State	National	State	National
<b>American College Test (ACT) (1-36)</b>				
English	20.0	20.2	20.5	20.3
Mathematics	19.3	20.6	19.6	20.6
Reading	20.5	21.1	20.8	21.2
Science Reasoning	19.9	20.8	20.2	20.8
Composite	20.0	20.8	20.4	20.8
<b>Scholastic Achievement Test (SAT)</b>				
Verbal (200-800)	562	504	568	507
Math (200-800)	555	516	560	519
Combined (400-1600)	1,117	1,020	1,128	1,026

## Advanced Placement

The number of schools and students participating in the Advanced Placement (AP) program has significantly increased. Since 1987 the number of candidates has more than doubled from 4,227 to 11,785 and the percentage of exams with scores of 3 to 5 - qualifying for college credit - is higher than the national average.

### Advanced Placement Candidates (2000-2003)

	2000	2001	2002	2003
Students Taking Exams	9,464	9,883	10,884	11,785
Exams Taken	14,788	15,710	17,433	19,246
Number of Exams with Scores of 3 to 5	9,677	10,212	11,731	12,570
% Tennessee Exams with Scores of 3 to 5	65%	65%	68%	65%
% National Exams with Scores of 3 to 5	64%	61%	63%	62%

## Student Data

Data on attendance, promotion, dropouts, expulsions and suspensions are useful in analyzing student performance. The attendance rates and promotion rates have been steady over the last several years.

The 2001-02 high school dropout rate is 12.5%; this represents a steady decrease over the last five years. The state and local dropout rates are based on four years of actual data. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. The event rate is the percentage of students who dropped out in the current year.

	Student Data (2000-2003)		
	2000-01	2001-02	2002-2003
<b>Attendance Rate</b>			
94.9%	K-6	94.9%	95.0%
93.0%	7-12	93.2%	93.2%
<b>Promotion Rate</b>	95.6%	97.1%	97.0%
<b>Dropout Rate 9-12</b>			
Event	3.8%	3.5%	3.0%
Cohort	13.9%	12.5%	11.3%
<b>Expelled</b>	2,381	2,167	2,288
<b>Suspended</b>	94,695	81,928	85,007

## **Teacher Education, Supply, and Demand**

The current work force includes approximately 57,000 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. In 2001, 3,496 new teachers with no experience were hired and 2,461 teachers reentered teaching in Tennessee. More than 29% of teachers have less than six years experience. Nearly one-fifth complete their highest degree at out-of-state institutions. The number of teacher education graduates from Tennessee public and private colleges and universities increased 71% from 2,196 in 1986-87 to 3,750 in 2001-02. Teacher turnover is approximately 8% overall. Among newly hired teachers (with no previous experience) 41% leave during the first five years.

## **Praxis: Professional Assessments for Beginning Teachers**

Students seeking admission into approved teacher education programs must receive qualifying scores on the Praxis program's Pre-Professional Skills Test (PPST). Candidates for initial licensure are required to make a minimum score on the Praxis test Principles of Learning and Teaching and to complete specialty area tests in one of 39 endorsement areas. The summary pass rate for all tests was 94.31%.

## **Minority Teachers**

While the percentages of minorities completing teacher preparation programs and entering teaching are improving, the percentages are still too low. The percentage of teacher education graduates who are minorities has increased from 2.9% in 1988 to 9.5% in 2001. In 2001-02, the percentage of new African American teachers hired was 10.15%; this may be a low estimate since 22.90% marked race unknown. The teaching force is composed of 10.81% African American, compared to 24.81% of the student population.

## **National Board Certification**

The National Board for Professional Teaching Standards (NBPTS) awards national certification to teachers who successfully complete a rigorous evaluation process. Tennessee has incorporated NBPTS standards into its teacher licensure standards and its Framework for Evaluation and Professional Growth. As of November 2003, 91 teachers in Tennessee have attained national board certification. Other states, which provide financial bonuses to teachers who successfully complete certification, have larger numbers of board certified teachers. (States in the Southeast provide an annual bonus of \$4,000, on average, to teachers who are Board certified) The rigorous evaluation process involves in-depth self-assessment and reflection, analysis of classroom videotapes, an extensive portfolio of one's teaching, as well as a written examination.

## Student Demographics

Tennessee's 138 local school systems operate 1,659 schools that employ 66,800 professional educators and serve 974,133 students. Tennessee's student population is approximately 71% Caucasian, 25% African American, 3% Hispanic, and 1.5% other minorities. Approximately 15% of the students receive special education services, 31% are in Title I compensatory education programs, and 42% receive free or reduce-price school meals. Schools serve 14,953 (1.5%) English language learners.

## Personnel

Statewide statistics for school system personnel show that in 2001-02 over 51.3% of local system positions are filled by classroom teachers, 5.0% by student support personnel such as counselors and librarians, and only 3.6 % by administrators.

	Personnel (2000-2003)		
	2000-01	2001-02	2002-2003
Teachers	51.3%	51.3%	50.2%
Assistants	11.4%	11.3%	12.6%
Student Support	4.9%	5.0%	4.9%
Staff Support	4.9%	5.0%	4.9%
Administrators	3.5%	3.6%	3.6%
Other	24.0%	23.9%	23.8%

## School Counseling and Guidance Programs

Professional school counselors assist all students in their academic, career, social, emotional, and personal development through a comprehensive school counseling program based on the Tennessee School Counseling and Career Guidance Standards. The program is delivered through classroom guidance, small group and individual counseling, individual planning, consultation, and coordination. The school counselor works with all school personnel, parents, and the community to reduce the effects of environmental and institutional barriers that impede student academic success. School wide programs coordinated by the school counselor include AIDS education, drug prevention, conflict management, personal safety, and child abuse prevention.

The school counselor assists all students to make transitions from school to school, school to work, and school to post-secondary training through a sequential program of career guidance K-12 that includes a focused four-year plan of study as outlined in the *High School Policy*.

Since the inception of the BEP, the number of elementary school counselors has increased 108% from 498 in 1991-92 to 1,039 in 2002-03. The number of secondary school counselors has increased 34% from 566 to 760 during the same period. The number of school counselors serving both elementary and secondary is 80. For 2002-03, there are a total of 1,879 school guidance counselors.

## Expenditures

The average ADA expenditure per student for 2002-03 was \$6,645 - a 70% increase from \$3,732 in 1991-92. The national average per pupil expenditure was \$8,383 in 2002-03. The average teacher's salary was \$39,185 - up by 35% from \$28,621 in 1991-92 – compared to \$45,822 in the nation.

In analyzing school performance, it is useful to examine information regarding expenditures by category (operating, capital outlay, debt service and other).

	Expenditures (2000-2003)		
	2000-01	2001-02	2002-03
<b>Expenditures by Category</b> (in thousands)			
Operating	\$5,094,190,121	\$5,362,245,070	\$5,643,666,935
Capital Outlay	324,453,645	182,745,914	\$142,252,458
Debt Service	61,372,749	57,352,065	\$56,606,707
Other	55,800,251	61,728,346	\$68,926,984
<b>Total</b>	<b>\$5,535,816,766</b>	<b>\$5,664,071,395</b>	<b>\$5,880,824,803</b>

## Waivers and Permits

In 2001-02, no classes exceeded the required pupil/teacher ratios. The percentage of teachers who required a waiver or permit was 4.3%, compared to 4.0% in 1990-00.

	Waivers and Permits Issued (1999-2003)			
	1999-2000	2000-01	2001-02	2002-03
<b>% of Classes Over Size</b>	1.5%	1.0%	0.0%	0.0%
<b>Teacher Waivers</b>	823	866	862	679
<b>Teacher Permits</b>	1,390	1,788	1,755	1,382