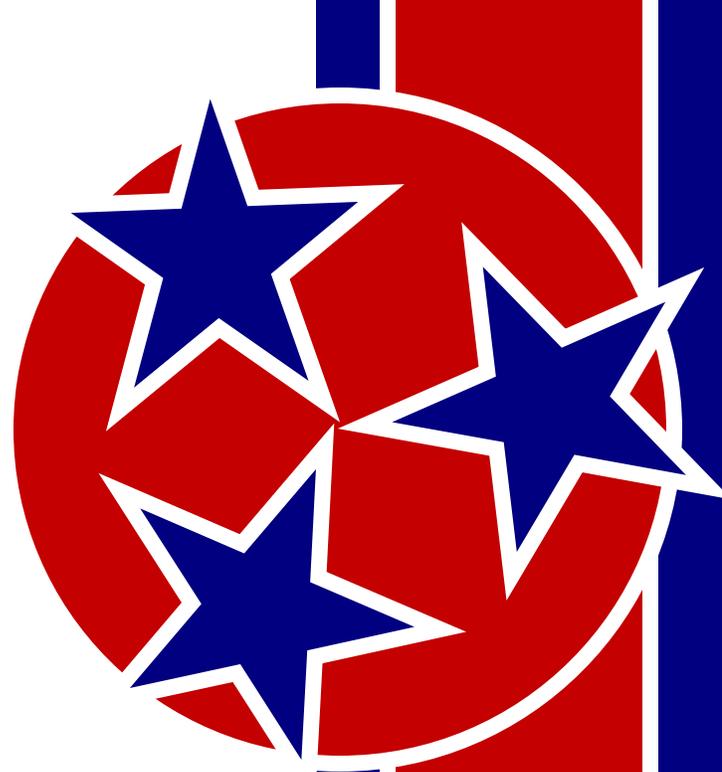


Annual Joint Report  
on  
Pre-Kindergarten  
through Higher  
Education  
in Tennessee



2008

**Tennessee State Board of Education**  
**Tennessee Higher Education Commission**

# MEMBERSHIP OF THE STATE BOARD OF EDUCATION AND THE TENNESSEE HIGHER EDUCATION COMMISSION

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## EXECUTIVE SUMMARY

This 2008 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission identifies four joint priorities and nine associated goals addressing areas of need in both student learning and educator development for the advancement of education in Tennessee. The joint priorities and initiatives focus on points of connection between pre-kindergarten through grade 12 (P-12) and higher education that are essential to a unified system of education in the state. The four joint priorities include the following:

1. **Student Learning: Pre-kindergarten through Higher Education (P-16)**  
*Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.*
2. **Student Access and Transition**  
*Establish seamless transitions and access for students across education levels.*
3. **Supply and Retention of Teachers**  
*Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.*
4. **Teacher Development**  
*Maximize teaching quality through teacher preparation and development aligned with instructional goals.*

To achieve these joint priorities, the Board and Commission have created nine supporting goals. Specifically, the goals for each priority are:

### **Goals in Support of Priority 1: Student Learning: Pre-K through Higher Education (P-16)**

1. *Strengthen connections between P-12 and higher education.*
2. *Prepare students to move successfully through each level of academic and workplace preparation.*
3. *Increase Tennessee educational attainment levels.*

### **Goals in Support of Priority 2: Student Access and Transition**

4. *Increase access and participation at all levels of education.*
5. *Establish seamless transitions through all sectors and levels of education.*

### **Goals in Support of Priority 3: Supply and Retention of Teachers**

6. *Increase the supply of teachers being prepared for needed areas.*
7. *Increase teacher retention.*

### **Goals in Support of Priority 4: Teacher Development**

8. *Enhance teacher development related to instructional effectiveness.*
9. *Increase the application of technology in support of teacher and administrator preparation and development.*

For each of the nine goals, the Board and Commission have worked cooperatively to identify indicators, performance targets, and baseline data that track the performance of P-16 education in Tennessee. Therefore, this document is not only a report, but also a master plan for action over the next 10 years. The report reaffirms the commitment by the Board and the Commission to develop an integrated, accountable, and competitive system of education in Tennessee.

## TABLE OF CONTENTS

	Page
Executive Summary.....	iii
Introduction.....	1
Summary of Joint Priorities and Goals.....	2
Performance Targets and Progress: Priorities, Goals and Indicators;	
Priority 1. Student Learning: Pre-kindergarten through Higher Education (P-16) .....	3
Priority 2. Student Access and Transition.....	11
Priority 3. Supply and Retention of Teachers.....	17
Priority 4. Teacher Development.....	23
Conclusion and Charge to Stakeholders.....	27
Appendices.....	28

## INTRODUCTION

An integrated educational system of the highest quality is critically important for the future of Tennessee citizens, families, and communities and the state as a whole. The State Board of Education, governing board for public P-12 education, and the Tennessee Higher Education Commission, coordinating board for higher education, independently establish and report on long-range plans, policies and guidelines, educational initiatives and other elements of overall accountability for their respective P-12 and postsecondary sectors of education. In addition, they collaborate to guide and report on the status and effectiveness of education at all levels in the state of Tennessee. The Board and Commission prepare an annual joint report and meet each year in a joint session to coordinate, promote, and report on common education initiatives addressing the needs of all Tennesseans.

The Board and the Commission work with other stakeholders through the Tennessee P-16 Council, an integrated system that links all education levels from preschool (P) through the senior year of college (16). The Council is a public/private partnership to improve student learning at all levels by getting children off to a good start, raising academic standards, conducting appropriate assessments, improving teacher quality, and smoothing student transitions from one level of learning to the next.

As a reflection of this commitment to educational excellence in Tennessee, the 2008 Joint Report specifically addresses student learning and teacher development priorities necessary to a seamless system of education in Tennessee from the pre-kindergarten to the baccalaureate levels. To promote and ensure accountability related to joint efforts, joint priorities are further defined by related goals, measurable indicators, and performance targets to be accomplished within specific time frames.

Several fundamental principles guided the development of this report. These include the following:

- The joint report should continue to provide an annual status report of education in Tennessee from pre-kindergarten through higher education with a focus on points of connection.
- The primary focus of joint efforts should be student learning and teacher development rather than interests of particular educational systems, sectors, and institutions.
- Educational progress in Tennessee requires the participation of students, educators, families, communities, policy makers, employers as well as all other interested stakeholders. The joint report should support and complement the statewide P-16 initiative.
- As a plan of action, the joint report should be designed to facilitate assessment, evaluation, and accountability.

This annual report complies with the requirements established in the *Public Education Governance Reform Act of 1984* directing the State Board of Education and the Tennessee Higher Education Commission to provide an annual report to the Governor, the General Assembly, all public schools, higher education institutions, and their respective governing boards. It also provides information needed to evaluate annual progress on the goals of the Tennessee P-16 Council.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership and guidance to attain joint priorities. The Board and the Commission look forward to opportunities to support the Governor, the General Assembly, and all other stakeholders in their efforts to develop and sustain quality education in Tennessee.

## **Summary of Joint Priorities and Goals**

### **State Board of Education and Tennessee Higher Education Commission**

#### **Priority 1. STUDENT LEARNING: PRE-KINDERGARTEN THROUGH HIGHER EDUCATION (P-16)**

Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.

***Goals:***

1. *Strengthen connections between P-12 and higher education.*
2. *Prepare students to move successfully through each level of academic and workplace preparation.*
3. *Increase Tennessee educational attainment levels.*

#### **Priority 2. STUDENT ACCESS AND TRANSITION**

Establish seamless transitions and access for students across education levels.

***Goals:***

4. *Increase access and participation at all levels of education.*
5. *Establish seamless transitions through all sectors and levels of education.*

#### **Priority 3. SUPPLY AND RETENTION OF TEACHERS**

Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.

***Goals:***

6. *Increase the supply of teachers being prepared for needed areas.*
7. *Increase teacher retention.*

#### **Priority 4. TEACHER DEVELOPMENT**

Maximize teaching quality through teacher preparation and development aligned with instructional goals.

***Goals:***

8. *Enhance teacher development related to instructional effectiveness.*
9. *Increase the application of technology in support of teacher and administrator preparation and development.*

**Priority 1: STUDENT LEARNING:  
Pre-Kindergarten Through Higher Education (P-16)**

*Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.*

**Goal 1: Strengthen connections between P-12 and higher education.**

**CURRENT STATUS**

In 2005 the State Board of Education, State Department of Education, and Tennessee Higher Education Commission initiated a task force to examine Tennessee high schools and begin the process of evaluating what students graduating from high school should know and be able to do. The group met over the course of two years, before submitting recommendations adopted by the State Board of Education in November 2007 as High School Transition Policy, Rule. This policy changed graduation requirements for the 9<sup>th</sup> grade class of 2009-2010. Significant improvements within the policy include a) requiring students to take a mathematics class each year of high school, b) requiring all students to complete a one path “ready core” leading towards postsecondary degree attainment, c) requiring students who do not make a 19 on the math component of the PLAN or equivalent SAT to take a course designed to prepare students to meet college readiness standards/benchmarks; d) making the senior year count by requiring a senior capstone experience and enrollment in a full schedule of credit bearing courses the senior year, and e) equating the standard for obtaining an “honors” diploma to achieving the ACT benchmarks for success in all subject areas.

In March 2007, Tennessee joined the American Diploma Project (ADP) Network, a network of thirty states committed to restoring value to the high school diploma by increasing the rigor of high school academic standards and aligning those standards with workforce and postsecondary demands. Immediately upon becoming an ADP state, Tennessee began the work of revising core content standards in the areas of Algebra I, Algebra II, and Geometry. This work included collaboration among high school educators and college professors, facilitated by the State Board of Education and Tennessee Higher Education Commission. Concurrent to this work, K-8 mathematics standards were revised to support the increased expectations and rigor of the ADP-aligned high school courses.

**Indicators:**

1. The Higher Education Commission and the State Board of Education, in collaboration with others, will develop and align academic curricula, assessments and entry and exit requirements and will communicate them to Tennessee students.

Assessment: Alignment of K – 16 curriculum standards in mathematics to reduce student enrollment in remedial college-level mathematic courses.

Target: By 2007-08, submit a policy report outlining final recommendations of the state P-16 council related to mathematics curriculum alignment.

*Baseline:* In 2005-06, the state P-16 council reformed with a focus on the alignment of mathematics curriculum to postsecondary standards of college readiness.

Progress: Final drafts of the K-8 curriculum submitted for State Board approval in January 2008, based on the re-alignment of Mathematics standards in support of the Tennessee Diploma Project.

2. The Commission and Board, in collaboration with others, will ensure that Tennessee high school students understand the connections among high school courses, postsecondary educational programs and specific career plans.

Assessment: Survey of High School Students (biennial)

*Target:* By 2009-10, increase the percent of high school students indicating satisfaction with preparation for plans after graduation.

*Baseline:* In the 2002 Senior Opinions Survey, 57.5 percent of respondents reported that they felt prepared by their high school for plans after graduation.

Progress: Percent of respondents to the *Senior Opinions Survey* who reported that they felt prepared by their high school for plans after graduation:  
2004: 56.9 percent  
2006: 67.0 percent

## **Goal 2: Prepare students to move successfully through each level of academic and workplace preparation.**

### **CURRENT STATUS**

Tennessee must ensure students are well prepared for each level of education. A critical aspect of preparation is early childhood programs which provide essential foundations to ensure students begin school ready to learn. Young children enrolled in high quality pre-kindergarten exhibit increased proficiency in language and mathematic skills. They are also less likely to drop out of school, repeat grades, or require services related to special needs. Currently, there are over 17,300 students enrolled in 934 voluntary Pre-Kindergarten programs.

The Board's *Performance Model* measures the progress of students to ensure Tennessee has a strong system of accountability. The newly revised *Master Plan of the Board* establishes national indicators related to the ACT Benchmarks for readiness, student performance on the National Assessment of Education Progress (NAEP), and the developmental studies rate at Tennessee postsecondary institutions as the foundation for a stronger system of accountability. Over the last decade, students have demonstrated progress on standardized assessments in the core content areas and ACT. Educators use this data to differentiate student needs and make program adjustments.

Tennessee has also developed criterion referenced tests in grades 3 through 8 aligned with content standards as required by the *No Child Left Behind Act*. In 2003, the state established goals for schools in the effort to maintain adequate yearly progress towards such goals. As part of the Tennessee Diploma Project, these criterion-based tests are in the process of being re-aligned to reflect more rigorous academic standards.

### **Indicators:**

1. The number of educationally at-risk four-year-old children completing a state funded early childhood education program before entering kindergarten will increase.

Assessment: Numbers of at-risk children enrolled in early childhood education

Target: By 2007-08, 20,000 additional students will be served in state funded programs.

Baseline: In 2000-01, 1,200 students were served in state funded programs.

Progress: In 2007-08, 257 new classrooms were awarded Pre-Kindergarten grant awards representing 133 of 136 school systems. There are currently over 17,308 students enrolled in 934 Pre-K programs.

2. Students in grade 5 will demonstrate readiness for middle school in reading, language arts, and mathematics.

Assessment: 2004-05 Criterion Referenced Test

Target: By 2013-14, all students will perform at or above the proficient level in reading, language arts, and mathematics.

*Baseline:* In 2003-04, the TCAP Criterion Referenced Performance Levels were:  
81.0 percent Reading / Language Arts (2-year average)  
82.5 percent Mathematics (2-year average)

Progress: The percentage of students scoring proficient or advanced on the TCAP has improved in comparison to the previous year.

2006-07 TCAP Criterion Referenced Performance Level  
95.1 percent Reading / Language Arts (2-year average)  
92.6 percent Mathematics (2-year average)

2005-06 TCAP Criterion Referenced Performance Level  
90.0 percent Reading / Language Arts (2-year average)  
89.0 percent Mathematics (2-year average)

2004-05 TCAP Criterion Referenced Performance Level  
86.9 percent Reading / Language Arts (2-year average)  
86.6 percent Mathematics (2-year average)

3. Students in grade 8 will demonstrate readiness for high school in reading, language arts, and mathematics.

Assessment: 2003-04 Criterion Referenced Test  
In the 2002 – 03 academic year Normal Curve Equivalent (NCE) scores on the TCAP achievement test were supplemented by criterion referenced tests.

*Target:* By 2013-14, all students will be achieving at/above proficient level in reading, language arts, and mathematics.

*Baseline:* In 2003-04, TCAP Criterion Referenced Performance Levels were:  
80.2 percent Reading / Language Arts Proficiency  
81.3 percent Mathematics Proficiency

Progress: The percentage of students scoring proficient or advanced on the TCAP has improved in comparison to the previous year.

2006-07 TCAP Criterion Referenced Performance Level  
92.0 percent Reading / Language Arts (2-year average)  
88.0 percent Mathematics (2-year average)

2005-06 TCAP Criterion Referenced Performance Level  
89.7 percent Reading / Language Arts (2-year average)  
85.0 percent Mathematics (2-year average)

2004-05 TCAP Criterion Referenced Performance Level  
84.0 percent Reading / Language Arts (2-year average)  
85.1 percent Mathematics (2-year average)

4. High school students will successfully complete Gateway examinations in Algebra I, Biology, and English II and will improve performance on other high school end-of-course examinations when implemented.

Assessment: Percent of students proficient and advanced on Gateway Exams

Target: By 2009-10, increase the percentage of students scoring at proficient or advanced in comparison to the baseline year.

Baseline: In 2001-02, the percentage of students scoring at proficient or advanced:

Algebra I	75.0 percent
Biology	95.0 percent
English II	87.0 percent

Progress: In comparison to the 2004-05 academic year the percentage of students proficient or advanced on the Algebra I Gateway has increased by 0.8 percent. The percentage of students scoring proficient or advanced on the Biology Gateway increased 0.2 percent. The percentage of students scoring proficient or advanced on the English II Gateway increased 2.9 percent.

Student Performance on Gateway Exams

2006-07 Percent of student proficient and advanced on Gateway Exams

Algebra I	76.7 percent
Biology	94.5 percent
English II	93.2 percent

2005-06 Percent of student proficient and advanced on Gateway Exams

Algebra I	75.8 percent
Biology	94.3 percent
English II	93.7 percent

2004-05 Percent of student proficient and advanced on Gateway Exams

Algebra I	75.9 percent
Biology	95.0 percent
English II	90.3 percent

5. The average ACT score of Tennessee high school students will increase to the national average.

Assessment: ACT Score of Tennessee high school students

Target: By 2009-10, reach the current national ACT average:  
2006-07: 21.2  
2005-06: 21.1  
2001-02: 20.8

Baseline: In 2001-02, the Tennessee ACT average was 20.0.

Progress: State-wide ACT average for Tennessee:  
2006-07: 20.7  
2005-06: 20.7

6. The gap between the ACT score of entering freshman in Tennessee universities and that of other SREB states will decrease.

Assessment: Average ACT score of entering freshman

*Target:* By 2009-10, the average TN ACT score will reach the SREB average:  
2000-01: 22.3

*Baseline:* In 2000-01, the Tennessee average ACT score of entering freshmen in public universities was 21.9.

Progress: ACT score for entering freshman in Tennessee universities:  
Fall 2007: 22.5  
Fall 2006: 21.9

7. The number of Tennessee Technology Center (TTC) graduates enrolling in public community colleges will increase by 20 percent.

Assessment: Number of technology center graduates enrolling in public universities or community colleges

*Target:* By 2009-10, the number of TTC graduates enrolling in public universities or community colleges will increase by 20 percent to 332 students.

*Baseline:* In 2001-02, 276 TTC graduates enrolled in public universities or community colleges

Progress: TTC graduates enrolled in public universities or community colleges:  
2006-07: 540  
2005-06: 333

8. The number of community college graduates completing university parallel programs enrolling in public universities will increase by 20 percent.

Assessment: Number of university parallel graduates from community colleges enrolling in public universities the following fall.

*Target:* By 2009-10, the number of university parallel graduates from community colleges enrolling in public universities will increase by 20 percent or 1,336 students.

*Baseline:* In 2001-02, 1,114 university parallel graduates enrolled in public universities.

Progress: Total number of university parallel graduates:  
2006-07: 2,800  
2005-06: 3,212

Total number of university parallel graduates enrolled in public universities:  
Fall 2007: 1,305  
Fall 2006: 1,472

### **Goal 3: Increase Tennessee educational attainment levels.**

#### **CURRENT STATUS**

The Tennessee HOPE lottery scholarships provide a strategic policy incentive to ensure Tennessee students are successfully prepared to attain a postsecondary degree. As Tennessee enters the 21<sup>st</sup> century, the state continues to struggle with raising the educational attainment levels of its citizenry. Given the critical role that education plays in the information age, it is essential that the state sustain a highly skilled workforce. Unless the standard is raised for all Tennesseans, the state will never be able to fully realize its economic and social potential.

#### **Indicators:**

1. The percentage of Tennessee citizens with baccalaureate degrees will reach the SREB average.

Assessment: Percentage of Tennesseans with baccalaureate degree

Target: By 2009-10, Tennessee will reach the SREB average for the percent of citizens with a baccalaureate degree or above.  
2000-01 SREB Average: 21.7 percent

Baseline: In 1999-2000, 17.7 percent of Tennesseans hold a baccalaureate degree or above.

Progress: Percent of adults with a baccalaureate degree or above:  
2006: 21.7 percent  
2005: 21.8 percent

2. The number of Tennesseans earning certificate and associate of applied science degree (i.e., AAS) credentials will increase in alignment with changing workforce needs.

Assessment: Technical certificates and applied associates degrees awarded

Target: By 2007-08, the number of students earning technical certificates and applied associates degrees will increase seven percent over the baseline or to 5,055 degrees.

Baseline: In 2000-01, the number of degrees awarded:  
1,200 Technical Certificates  
3,524 Applied Associates Degree  
4,724 Total

Progress: 2006-07 1,535 Technical Certificates  
3,496 Applied Associates Degrees  
5,031 Total (6.5 percent increase over 2000-01)  
  
2005-06 1,637 Technical Certificates  
3,579 Applied Associates Degrees  
5,216 Total (10.4 percent increase over 2000-01)

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average.

Assessment: Adults of all ages with a high school credential

*Target:* By 2009-10, the percentage of Tennessee adults with high school credentials will reach the national average. National average:  
2006: 84.1 percent  
2005: 84.2 percent  
2004: 83.9 percent

*Baseline:* In 2001, 77.7 percent of Tennesseans had a high school credential.

Progress: Percent of Tennessee adults with a high school credential:  
2006: 80.9 percent  
2005: 81.2 percent  
2004: 80.7 percent

## Priority 2: STUDENT ACCESS AND TRANSITION

*Establish seamless transitions and access for students across education levels.*

### Goal 4: Increase access and participation at all levels of education.

#### CURRENT STATUS

The cohort dropout rate represents the percentage of a 9<sup>th</sup> grade class that has dropped out by the end of the 12<sup>th</sup> grade, using the methods recommended by the National Center for Education Statistics. For 2006-07, this cohort dropout rate did not improve over 2005-06, increasing from 9.2 percent to 9.6 percent statewide. In comparison to the initial baseline year of 2000, this rate has improved, decreasing by 4.3 percent decrease over seven years, surpassing the initial target of a 3.9 percent reduction over the course of nine years.

Another means to capture drop out rates is to examine the percentage of 18-24 year olds who hold high school credentials. According to the most recent available data, 82.1 percent of Tennesseans in this demographic group hold either a high school diploma or GED.

#### Indicators:

1. Tennessee schools will reduce the high school drop out rate (cohort rate) to the national goal of 10-percent and will reduce disparity among demographic groups.

Assessment: Drop out rate (Total/demographic groups)

Target: By 2009-10, the Tennessee drop out rate will be 10.0 percent or less.

Baseline: In 2000-01, the statewide dropout rate was 13.9 percent.

Progress: The statewide percentage of high school drop outs has been reduced from 13.9 percent in 2001 to 9.6 percent in 2007, surpassing the target of 10.0 percent.

2006-07	9.6 percent Statewide 7.6 percent White 14.9 percent African American 14.8 percent Hispanic 7.3 percent Asian 10.6 percent Native American
2005-06	9.2 percent Statewide 7.6 percent White 14.9 percent African American 14.8 percent Hispanic 7.3 percent Asian

10.6 percent Native American

2004-05      10.5 percent Statewide  
                  7.9 percent White  
                  17.4 percent African American  
                  18.0 percent Hispanic  
                  9.9 percent Asian  
                  5.3 percent Native American

2. The percentage of Tennesseans aged 18-24 holding a high school credential will remain above the national average.

Assessment:    Percent of Tennesseans age 18-24 with high school credential

Target:        By 2009-10, reach the national average of 18-24 year olds holding a high school credential:  
                  2006: 82.0 percent  
                  2005: 80.5 percent

Baseline:     In 1999, 74.3 percent of Tennesseans aged 18-24 held a high school credential.

Progress:     Percent of Tennesseans aged 18-24 holding a high school credential:  
                  2006: 82.1 percent  
                  2005: 80.5 percent

3. College participation rates of 18 to 24 years old African-Americans will be representative of their current proportion in the state population as a whole.

Assessment:    College enrollment and demographic proportions of African-Americans (18-24 years old cohort)

Target:        By 2009-10, college participation rates of 18 to 24 years old African-Americans will be equal to their current proportion of the state population.  
Percent of State Population 18-24 Years Old African Americans:  
                  2006: 20.7 percent  
                  2005: 19.5 percent  
                  2002: 20.1 percent

Baseline:     In 2001-02, the proportion of 18-24 African-Americans in the 18 to 24 years old undergraduate population was 18.0 (N=17,587) percent.

Progress:     African Americans as a percent of 18-24 undergraduate population:  
                  2007:17.7 percent (N=18,476)  
                  2006:17.8 percent (N=18,312)

4. The number of high school students transitioning to college will equal or exceed the southern regional (SREB) average.

Assessment: High school students transitioning to college

*Target:* By 2009-10, reach the SREB average of recent high school graduates enrolled in postsecondary education:  
2004: 56.8 percent  
2002: 51.6 percent  
2000: 55.3 percent

*Baseline:* In 2000, the transition rate for Tennessee high school students was 57.6 percent.

Progress: High school transition rate for Tennessee:  
2004: 63.0 percent  
2002: 60.6 percent

**Goal 5: *Establish seamless transitions through all sectors and levels of education.***

**CURRENT STATUS**

One of the primary ways the state can improve its educational condition is to provide smooth transitions for students across all levels of the educational process. Through the HOPE lottery scholarships, an increased percentage of Tennesseans will be provided with the opportunity to attain a college education. If students move from high school into postsecondary education fully prepared for college level instruction, the state can reduce the number of students requiring developmental course work.

The state is working to facilitate the transition of students from P-12 education to higher education by aligning high school curriculum and graduation requirements with higher education requirements. In addition, the state has encouraged high school students to take college level course work. The number of schools and students participating in the Advanced Placement (AP) program has significantly increased. Since 2000, the number of candidates has over doubled from 10,385 to 21,259.

The successful transition of students through the education pipeline does not stop once a student has entered college. Presently, less than one-half of all freshmen entering Tennessee public universities graduate within six years. Strategies must be developed to improve the retention and graduation rates in higher education.

**Indicators:**

1. The number of high school seniors expressing intent to participate in postsecondary education will increase, as will the number of high school graduates enrolling in higher education programs the following fall after graduation.

Assessment: Intent to pursue postsecondary education, *and*  
College enrollment of recent high school graduates

Target: By 2009-10, the percent of students expressing intent to enroll in postsecondary education will increase by 10 percentage points to 84 percent and the number of recent high school graduates enrolling in public higher education will increase by ten percent to 21,828 students

Baseline: In 2000-01, 73.3 percent of respondents expressed intent to enroll in postsecondary education. Also, 19,844 recent high school graduates enrolled in public higher education.

Progress: 87.6 percent of respondents to the 2006 *Senior Opinions Survey* expressed intent to enroll in postsecondary education the following fall.

The number of recent high school graduates enrolling in public institutions  
Fall 2007: 24,860  
Fall 2006: 27,237

- The number of high school students participating in advanced placement opportunities will increase by 50 percent.

Assessment: AP enrollments

*Target:* By 2009-10, a minimum of 15,600 students will take an AP exam.

*Baseline:* In 2000-01, 10,400 students took an AP exam.

Progress: The number of students taking AP exams increased by 2,871 students. This is less than the 3,659 student increase, observed in the previous year.

2006-07	21,259 Student Taking Exams
2005-06	18,388 Students Taking Exams
2004-05	14,729 Students Taking Exams
2003-04	13,722 Students Taking Exams
2002-03	12,276 Students Taking Exams
2001-02	10,800 Students Taking Exams
2000-01	10,385 Students Taking Exams

- The percentage of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level will be reduced by 20 percent.

Assessment: Percentage of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level

*Target:* By 2009-10, there will be less than 2,122 recent high school grads in university developmental studies courses

*Baseline:* In 2000-01, 2,655 recent high school grads enrolled in university developmental studies courses

Progress: The number of recent high school graduates enrolled in developmental studies courses at the university level:

Fall 2007: 2,131

Fall 2006: 2,080

- The fall to fall retention rate at public universities will be equal to the southern regional (SREB) average.

Assessment: Rates of retention – public universities

*Target:* By 2009-10, the fall to fall retention rate at public universities will equal the SREB average. SREB Average:

2007: 84 percent

2005: 85 percent

2003: 84 percent

*Baseline:* In 2000-01, the retention rate for Tennessee public universities was 71.7 percent.

Progress: Fall to fall retention rate for Tennessee public universities:  
2007: 82 percent  
2005: 80 percent  
2003: 80 percent

5. The gap in financial aid available to Tennessee college students in comparison with national levels will be decreased.

Assessment: Financial aid award per FTE (undergraduate)

*Target:* By 2009-10, financial aid award per FTE (undergraduate) will equal the NASSGAP national average. NASSGAP national average:  
2005-06: \$575  
2004-05: \$562  
2003-04: \$500

*Baseline:* In 2000-01, the financial aid award per FTE in Tennessee was \$139.

Progress: Average financial aid award per FTE:  
2005-06: \$815  
2004-05: \$621  
2003-04: \$211

### **Priority 3: SUPPLY AND RETENTION OF TEACHERS**

*Ensure qualified, competent teachers in every classroom through targeted recruitment, development and retention activities.*

**Goal 6: Increase the supply of teachers being prepared for needed areas.**

#### **CURRENT STATUS**

The current Tennessee work force includes over 60,000 teachers. For the 2006-2007 school year, approximately 6,800 teachers were newly hired. Data from this same period indicates that over 5,900 Tennessee teachers have 30 or more years of experience, over 8 percent of the teaching force. Latest available figures (2005) show that more than 3,500 teacher education candidates from public and private institutions in Tennessee completed initial licensure requirements. Teacher shortages remain in particular subject areas. Several initiatives have been established to address this issue including Teach Tennessee, Troops to Teachers, alternative teacher certification programs, and adjunct licensure provisions.

Under federal law (NCLB), by 2013-14 all core courses/classes are required to be taught by highly qualified teachers. In 2004 all local school systems identified their teachers that are designated to be highly qualified. Presently, 97.4 percent of core courses are taught by highly qualified teachers.

While the percentages of minorities completing teacher preparation programs and entering teaching are improving, the percentages are still low. In 1988 the percentage of teacher education graduates who are minorities was 2.9 percent. Today, the Tennessee teaching force is 10.5 percent African American. For the most recent year available (2004-2005), the percentage of newly hired African American teachers was 10 percent; it should be noted that the proportion of new hires for which race is unknown was reported at over 24 percent.

Tennessee has incorporated NBPTS standards into its teacher licensure standards and its *Framework for Evaluation and Professional Growth*. This past year 40 teachers attained NBPTS certification, bringing the total to 287 Tennessee teachers who have successfully completed the national board certification process. 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.

**Indicators:**

1. The numbers of teachers prepared by all Tennessee colleges will increase.

Assessment: Total teachers prepared

Target: By 2004-05, 4,000 teachers will be prepared.

Baseline: In 2000-01, 3,220 teachers were prepared.

Progress: The number of teachers prepared:  
2005-06: 3,746  
2004-05: 3,501  
2003-04: 3,367

2. The state will ensure that all teachers in core academic subjects are highly qualified and will eliminate the use of waivers and permits.

Assessment: Number teachers on waivers or permits

Target: By 2005-06, there will be no waivers or permits used in core academic subjects.

Baseline: In 2000-01, the number of waivers and permits were as follows:  
Waivers: 866  
Permits: 1,788  
Total: 2,654 in all fields

Progress: The total number of teachers on waivers and permits decreased by 491 in comparison to the previous year. Since an initial leveling off of waivers and permits spanning 2003 to 2005, there has been a continued rate of improvement statewide related to the number of waivers and permits issued.

2006-07	Waivers: 245 Permits: 275 Total: 520 in all fields
2005-06	Waivers: 458 Permits: 553 Total: 1,011 in all fields
2004-05	Waivers: 874 Permits: 492 Total: 1,366 in all fields
2003-04	Waivers: 505 Permits: 821 Total: 1,326 in all fields
2002-03	Waivers: 679 Permits: 1,382 Total: 2,061 in all fields

3. The number of teachers graduating from Tennessee colleges and universities will increase in teacher shortage areas.

Assessment: Teacher Preparation: Mathematics, Science, Foreign Language, English as a second language (ESL), Special Education

*Target:* By 2009-10, the number of teachers graduating in shortage areas will increase by 10 percent over the baseline.

*Baseline:* In 2000-01, the number of teachers graduating in shortage areas:  
81 Mathematics  
105 Science  
32 Foreign Language  
9 ESL  
384 Special Education

Progress: The number of teachers graduating in shortage areas:

2005-06: 99 Mathematics  
111 Science  
48 Foreign Language  
38 ESL  
391 Special Education  
2004-05: 98 Mathematics  
102 Science  
61 Foreign Language  
38 ESL  
403 Special Education  
2003-04: 103 Mathematics  
125 Science  
70 Foreign Language  
20 ESL  
406 Special Education

4. The number of students enrolled in teacher education programs who received financial aid via the Tennessee Teaching Scholars program will increase by 10 percent.

Assessment: Number of Tennessee Teaching Scholars

*Target* By 2009-10, 195 students will receive financial assistance via the Tennessee Teaching Scholars program.

*Baseline:* In 2000-01, 177 students received financial assistance via the Tennessee Teaching Scholars program.

Progress: The number of students participating in Tennessee Teaching Scholars:  
2006-07: 190  
2005-06: 189  
2004-05: 218

5. The percent of graduates completing teacher preparation programs who become teachers within 2 years in Tennessee (yield) will increase by 10 percentage points.

Assessment: Percent of teacher graduates teaching in Tennessee

*Target:* By 2009-10, the number of graduates in teacher preparation programs who become teachers in Tennessee will increase by 10 percentage points

*Baseline:* In 1997-98, the number of graduates teaching was as follows:  
66 percent Public bachelors graduates  
39 percent Public post-bachelors graduates  
41 percent Private bachelors graduates  
37 percent Private post-bachelors graduates

Progress: The number of graduates teaching is as follows:  
2005-06 *Data Pending*  
2002-03 Data are as follows:  
63 percent Public bachelors graduates  
48 percent Public post-bachelors graduates  
50 percent Private bachelors graduates  
43 percent Private post-bachelors graduates

6. The percentage of African-American teachers at both the P-12 and higher education levels will increase.

Assessment: Percent of African-American Teachers

*Target:* By 2009-10, the percent of African American P-12 and higher education teachers will increase over the baseline.

*Baseline:* In 1999-00, 9.9 percent of P-12 teachers and 7.7 of higher education teachers were African-American.

Progress:

2003-04	10.59 percent African American P-12
2002-03	10.54 percent African American P-12
2001-02	10.31 percent African American P-12
2005-06	8.7 percent African American HE
2004-05	8.0 percent African American HE
2003-04	8.1 percent African American HE

7. The number of candidates holding bachelors degrees who then complete teacher preparation programs for the first time will increase by 25 percent.

Assessment: Number of teachers prepared (post –baccalaureate)

*Target:* By 2009-10, the number of teachers prepared post-baccalaureate will increase to 1,022.

*Baseline:* In 2000-01, 818 teachers were prepared post-baccalaureate.

Progress: The number of teachers prepared (post-baccalaureate):  
2005-06: 1,096  
2004-05: 964

## **Goal 7: Increase teacher retention.**

### **CURRENT STATUS**

Teacher attrition rates average between 6 percent and 8 percent in Tennessee. Among newly hired teachers (those without previous experience), statistical trends indicate that 35 percent of teachers exit during the first four years and 6 percent leave by the end of the fifth year. Teachers with 12 or more years of experience have an attrition rate of less than 5 percent. This percentage decreases significantly for teachers with over 20 years of experience.

Other states have found that well designed systems for the mentoring and induction of new teachers can reduce attrition rates. Many states are seeking to reward and retain outstanding educators by providing incentives to teachers who obtain national board certification, a system of rigorous evaluation standards. States which provide such incentives have experienced an increase in the percentage of teachers seeking national board certification.

### **Indicators:**

1. The teacher attrition rate will decrease during the first five years of teaching.

Assessment: Attrition Rate (5 Year)

Target: By 2009-10, the 5-year teacher attrition rate will decrease by 20 percent.

Baseline: In 1997-98, the five-year teacher attrition rate was 42 percent.

Progress: The five-year teacher attrition rate in 2001 was 42 percent.  
\* *Reflects most recent available data.*

2. Tennessee schools will reduce attrition by establishing a formal system for the collaborative induction and mentoring of all new teachers during their first year on the job.

Assessment: Teachers with mentors as part of formal induction

Target: By 2006-07, there will be 4,000 teachers with mentors.

Baseline: In 2000-01, 800 teachers were trained as mentors.

Progress: Since the baseline year, over 3,000 teachers and administrators have been trained as mentors, funded through state sponsored training. For the 2005-06 academic year, approximately 150 teachers were trained as mentors through state sponsored training.

3. Tennessee will retain accomplished teachers by providing incentives to increase the number of teachers participating in a system of national recognition.

Assessment: Teachers achieving National Board Certification.

*Target:* By 2009-10, 1000 teachers will achieve national board certification.

*Baseline:* In 2000-01, 41 teachers achieved national board certification.

Progress: Eleven (11) fewer teachers received National Board Teacher Certification in comparison to the previous year.

Statewide 287 Teachers

2006-07 40 New Teachers  
 2005-06 51 New Teachers  
 2004-05 36 New Teachers  
 2003-04 34 New Teachers

State	Total
North Carolina	12,770
Florida	10,875
South Carolina	5,729
Mississippi	2,685
Georgia	2,441
Mississippi	2,685
Virginia	1,434
Kentucky	1,374
Alabama	1,328
Arkansas	843
Tennessee	287

## Priority 4: TEACHER DEVELOPMENT

**Maximize teaching quality through teacher preparation and development opportunities aligned with instructional goals.**

**Goal 8: *Enhance teacher development related to instructional effectiveness.***

### **CURRENT STATUS**

Schools that improve quality teaching have the greatest impact on student understanding and achievement. Higher curriculum standards and teaching expectations have significantly increased the demands related to differentiated instruction. It is important for classroom practitioners to receive ongoing training in the best practices of instruction, and educators from Pre-K through higher education are collaborating to improve the quality of teacher development programs. However, continued collaboration is needed to provide the maximum leverage of state and federal resources and to ensure the sustained improvement of high quality teaching and learning.

### **Indicators:**

1. The state will provide ongoing training related to the teacher quality goals of *No Child Left Behind* (NCLB).

Assessment: Delivery of professional development by the department of education.

Target: By 2009-10, provide training to an inclusive total of 25,000 teachers between the baseline year and target date.

Baseline: In 2004-05, 4,590 teachers participated in summer teacher quality workshops.

Progress: The department of education has trained over 15,000 teachers in Teacher Quality workshops related to NCLB including the areas of Reading, Mathematics, Science, Gateway Exams, Health & Physical Activity, Teacher Mentoring, Middle Grades Education, Advanced Placement Courses, Transition to Teacher Grants, and the Arts.

2. Reading and mathematics will remain priorities for teacher preparation and professional development activities.

Assessment: Documentation of teacher preparation and professional development activities

*Target:* 2009-10 Documentation of teacher preparation and professional development activities

*Baseline:* 2000-01 Current professional development efforts of the Department of Education target reading and mathematics; federal funding through the Reading Excellence Act (REA) and the No Child Left Behind Act are also targeted to these areas.

Progress: The Transition to Teaching Grant program recruits, trains, and supports approximately 30 to 35 mid-career and recent college graduates who have math and science content background but no training in pedagogy. A particular focus is placed on recruiting individuals to teach in high poverty schools.

The Teach Tennessee program recruits mid-career professionals with a particular focus on finding professionals with experience in mathematics and the sciences. Since 2005, five cohorts of Governor's Fellows (25 to 30 professionals) have completed the Teach Tennessee training program.

Reading First grants have been awarded to the Department of Education for school districts to improve school reading programs. A total of 75 schools have received training from this program. The Office of Reading First provides professional development from nationally recognized experts in reading for Reading First District Coordinators, school principals, school literacy leaders and Cadre members (mostly comprised of personnel from Tennessee's Higher Education Institutions). Cohort members are then responsible for providing five (5) days per year of school-imbedded professional development to all K-3 teachers in Reading First schools. Literacy Leaders are responsible for directing and recording an additional ninety (90) hours of professional development per year to all K-3 teachers.

- Higher education and P-12 education will leverage resources available from federal grants and private resources to accomplish teacher development objectives.

Assessment: Federal and Private Dollars for teacher development

*Target:* By 2009-10, federal and private dollars for teacher development will increase over the baseline.

*Baseline:* In 2000-01, federal funds through the REA and through the ESEA are being targeted to teacher development objectives. The state needs to seek additional federal and private funding.

Progress: The State Department of Education received a Reading First grant of \$111.4 million for 6 years to improve reading instruction. In the first round of funding, sixteen districts were awarded grants for fifty-six (56) schools. Six more districts and nineteen (19) schools were awarded grants as a result of the second funding round, bringing the total number of Reading First schools to seventy-five (75).

- Teacher education programs in Tennessee colleges and universities will assess and re-align teacher preparation with P-12 curriculum standards.

Assessment: Department of Education program approval process

*Target:* 2010-11 Completion of review based on seven-year cycle.

*Baseline:* 2003-04 Completion and documentation of teacher preparation program alignment to P-12 curriculum standards adopted in 2001.

Progress: In 2005, the Teaching Quality Initiative (TQI) was launched with the goal of improving teaching quality and increasing the retention of quality teachers. In complement to this initiative, Governor Bredesen has called for extensive reform in teacher preparation and credentialing, providing a framework for the comprehensive reform of teacher education programs in Tennessee. This joint initiative will commence in the fall of 2009, addressing such areas as a) redesigning teacher preparation around the core competencies that lead to improved student learning, b) placing a greater focus on applying and interpreting value-added student achievement through formal coursework, c) developing a robust teacher mentoring program for pre-service and beginning teachers, and d) developing statewide faculty teaching seminars to help professors develop and implement evidence-based teaching practices that model good pedagogy.

**Goal 9: Increase the application of technology in teacher and administrator preparation and development.**

**CURRENT STATUS**

Technology has provided new opportunities to deliver professional development and online training. The need for continued teacher development remains significant, particularly in academic shortage areas and in the preparation of new teachers.

**Indicators:**

1. The state will make available technology resources to address the professional development needs of teachers and administrators.

Assessment: Amount and type of resources available

Target: By 2007-08, the e-Learning Environment for TN (*e<sup>4</sup>TN*) on-line pilot program will be complete.

Baseline: In 2000-01, teachers need access to professional development using technology.

Progress: On December 2005, the *e<sup>4</sup>TN* on-line pilot program was established between eight pilot school districts to enhance statewide learning opportunities, awarding \$3.8 million in Federal Type II grant funds. The *e<sup>4</sup>TN* on-line pilot implemented content and professional development in three phases.

Phase 1 (\$1.9 million) focused on research, development and pilot level implementation in Hamilton County Schools via the Hamilton County Virtual School Membership Pilot. This also included the creation of e-learning and credit recovery procedures and additional seed funding from the National Governors Association (\$100,000). Phase 2 included a Beta test of curriculum in six counties (Bedford, Bradley, Dickson, Kingsport, Lake, and Tipton) leading to the incorporation of 13 additional Local Education Agencies under phase 3 of the pilot, entitled Virtual Pilot 500. Public Chapter 603, section 12, item 48 of the 104<sup>th</sup> General Assembly appropriated \$250,000 in funds to continue the launch of this final phase. In the fall of 2007, 15 course pilot course offerings were made available to participating districts.

## **CONCLUSION**

If the joint priorities, goals and indicators identified in this document are to be accomplished, a supporting infrastructure must under gird the collaborative effort of the Board, the Commission, and other stakeholders participating in the process. The infrastructure will need to contain at least the following elements:

- An alignment of K-16 curriculum standards in the area of mathematics through the policy recommendations of the state P-16 council.
- Continuing and enhanced coordination and evaluation of joint initiatives of the State Board of Education and the Tennessee Higher Education Commission, through appropriate staffing,
- An information technology infrastructure that facilitates sharing of academic program and performance information within and across educational agencies and institutions (P-12 and higher education),
- Increased state resources and constant effort to supplement those resources with external funds.

## **THE CHARGE TO STAKEHOLDERS**

This document articulates four joint priorities and associated goals and indicators established by the State Board of Education and the Tennessee Higher Education Commission. These priorities will serve as the focal points of joint collaborative activity for the ten year cycle. However, the plan is not complete until it is implemented in both activity and intent. It will be the task of key stakeholders including statewide and local P-16 councils, Tennessee's postsecondary institutions and school systems, the Governor and the General Assembly to develop and support these priorities by building the infrastructure necessary to accomplish these ambitious, but essential goals for the future of education in Tennessee.

## **Appendices to the Joint Report**

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### **Appendix A**

Tennessee High School Graduation Requirements

### **Appendix B**

Minimum High School Course Requirements for Regular Undergraduate  
Admission to Tennessee Public Higher Education Institutions

### **Appendix C**

Board of Education Performance Model

### **Appendix D**

The 2005-10 Master Plan for Tennessee Higher Education: Creating Partnerships for a  
Better Tennessee

## Appendix A

### Tennessee High School Graduation Requirements

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<b><u>Core Curriculum</u></b>	<b><u>Units</u></b>
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
<b>Total Units</b>	<b>14</b>

<b><u>University Path</u></b>	<b><u>Units</u></b>
Foreign Language	2
Fine Arts	1
Electives	3
<b>Total</b>	<b>6</b>

<b><u>Technical Path</u></b>	<b><u>Units</u></b>
Program of Study focusing on a technical area	4
Electives	2
<b>Total</b>	<b>6</b>

# Appendix B

## Minimum High School Requirements for Regular Undergraduate Admissions to Tennessee Public Higher Education Institutions

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### Subject Area and Units High School Courses Fulfilling Requirements

**English-**

4 units required  
English I, II, III, and IV  
Applied Communication substitutes for English III or IV

**Algebra I and II-**

2 units required  
Algebra I and II  
Technical Algebra (Formerly known as Math for Technology II).

**Advanced Mathematics-**

1 unit of geometry, or an advanced course with geometry as significant component required  
Technical Geometry  
Pre-Calculus  
Calculus  
Probability and Statistics  
Math IV  
Trigonometry

**Natural/ Physical Sciences**

2 units required one must be a laboratory course in biology, chemistry, or physics  
Biology I and II  
Physical Science  
Chemistry I and II  
Physics  
Principle of Technology I  
Ecology and Conservation of Natural Resources  
Principles of Technology II  
Nutrition Science  
Physiology  
Biology for Technology  
Science 1-A (Ag Science)  
Geology

**U.S. History-**

1 unit required  
U.S. History

**Social studies-**

1 unit required  
World History  
Ancient History  
Modern History  
World Geography  
European History

**Foreign Language-**

2 units in same language  
Latin  
Spanish  
German  
Russian  
Japanese

**Visual/Performing Arts-**

1 unit required  
Theatre Arts  
Visual Arts  
Music Theory  
Music History  
Vocal Music  
Instrumental Music  
Art History  
General Music

## **Appendix C**

### **Board of Education Performance Model**

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The State Board of Education's Performance Model is Available on the web at  
<http://www.state.tn.us/sbe>

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**Appendix E**  
**The 2005-10 Master Plan for Tennessee Higher Education:**  
**Creating Partnerships for a Better Tennessee**

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The Tennessee higher education 2005-10 master plan report entitled *Creating Partnerships for a Better Tennessee* is available on the Tennessee Higher Education Commission website ([www.state.tn.us/thec/](http://www.state.tn.us/thec/))