Tennessee's Race to the Top Annual Performance Report

Review the State-reported Year One APR

Comprehensive Approach to Education Reform

Local Educational Agency (LEA) Participation

Student Outcomes Data: State Assessment Results

Student Outcomes Data: NAEP Results

Student Outcomes Data: Closing Achievement Gaps

Student Outcomes Data: Graduation Rates and Postsecondary Data

College and Career-Ready Standards and Assessments

Data Systems to Support Instruction

Great Teachers and Leaders

Turning Around the Lowest-Achieving Schools

Education Funding and Charter Schools

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Progress Updates on Invitational Priorities

Year One Budget

Download Tennessee's State-reported Year One Annual Performance Report

The Tennessee State-reported Year One Annual Performance Report will be posted here when available.

Download Tennessee's Year One State-specific Summary Report

The Tennessee Year One State-specific Summary report will be posted here when available.

Download Year One State-reported Annual Performance Report for All Race to the Top Grantees

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.

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This PDF compiles Tennessee's Year One Race to the Top Annual Performance Report (APR) from www.rtt-apr.us as of January 20, 2012. To learn more about the APR, including definitions and terms used, please visit http://www.rtt-apr.us/about-apr. Supporting files provided by the State in its APR are included at the end of this PDF. Please visit www.rtt-apr.us for an accessible version of the content contained in this PDF.

State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Tennessee's State-reported Progress in Comprehensive Education Reform

State-reported response: Tennessee's application for Race to the Top laid out an ambitious education reform agenda at all levels - from the state to the school district to the classroom. The state established equally ambitious goals for improving both teacher and leader effectiveness and student achievement. In the first year of implementation of the Tennessee First to the Top initiatives, the state made modest gains towards achieving those goals. From 2010 to 2011, overall student achievement in the two primary focus areas of the grant, 3rd grade reading and 7th grade math, increased by 2 percentage points and 7 percentage points respectively.
The implementation of Tennessee's reform agenda has been complex and not without its challenges, but the state has made significant progress in a number of key areas over the past year. Tennessee has made the most significant progress in the area of great teachers and leaders-specifically the development of a new teacher and principal evaluation system, recruitment initiatives, and strategic compensation plans. The state has also laid the groundwork for significant progress to come in the next year on standards and assessments, data systems, school turnaround and STEM, specifically through initial awareness training for the Common Core standards, planning for an early warning data system, establishing charter schools and a co-management process for the state's Achievement School District, and creating two new STEM platform schools. Local education agencies that are experiencing gains in student achievement are executing on First to the Top plans that support these initiatives and have a comprehensive focus on the state goals.

Standards and Assessments
Tennessee's primary focus for standards and assessments in the first year of implementation was to raise the level of awareness and understanding among educators about the Common Core standards and the relationship to the current Tennessee standards.
Year One Accomplishments

- State Board of Education adopted Common Core in July 2010
- 4,500 educators and administrators participated in Common Core awareness trainings and preparation for implementing Common Core in K-2 in summer 2011
- Alignment tools and pacing guides developed by TDOE staff and posted online to assist educators

in the transition from current state standards to the Common Core
- Local education agencies have selected a representative who will be directing implementation efforts for that district
- Continued planning for phased implementation with full implementation by 2014-15 working with Achieve and the Education Delivery Institute

Data Systems

Tennessee's First to the Top proposal sought to accomplish two objectives related to the wealth of data the state collects and makes available to educators, policymakers, and the public. First, the Tennessee Department of Education, Tennessee Higher Education Commission and other state agencies would work to expand the state's longitudinal data system through the collection and alignment of data across state agencies. Second, the Department of Education proposed to create data tools that would be useful to educators in changing instruction and improving teacher quality. The state has made steady progress towards both of these goals in Year One.

Year One Accomplishments

- P-20 Data System
  - Grant for implementation and oversight of system awarded to University of Tennessee Center for Business and Economic Research
  - Initial meetings among participating agencies resulted in agreement on basic system structure and detailed RFP including outline of implementation plan
  - RFP awarded and contract negotiations underway
- Early Warning Data System
  - Everyone Graduates Center issued a report for Tennessee on correlations between state specific data elements and persistence to graduation
  - Representatives from school districts participated in a focus group to review Everyone Graduates Center and other recommendations to help determine final elements for use
  - RFP awarded for development in July 2011
  - Beta testing in Fall 2011, piloting in Winter 2011-2012
- Expanded use of Tennessee Value Added Assessment System (TVAAS) data
  - Logins available to all Tennessee teachers
  - Data dashboard including a visual representation of likelihood for students to meet proficiency launched in all districts
  - 33 new learning modules developed and launched
  - Training for 150 higher education faculty on use of TVAAS system
  - Additional training for K-12 teachers and school leaders on system use through SAS Institute
  - Detailed trainings on use of value added data for instruction provided through Battelle for Kids

Great Teachers and Leaders

The centerpiece of Tennessee's reform agenda is the identification, recruitment, retention and rewarding of effective teachers and school leaders. At the root of all of these activities is the development and use of the state's new evaluation system for teachers and leaders. The state has made significant progress on all of these areas and is implementing a new evaluation system including student achievement data in the 2011-2012 school year.

Year One Accomplishments

- Identification
  - Teacher and Principal evaluation system
    - Teacher Evaluation Advisory Committee met 22 times between March 2010 and April 2011 resulting in recommendations for a statewide policy adopted by the State Board of Education in April 2011
    - 8,400 teachers participated in field tests in 84 districts on four observation rubrics, TAP (statewide), TIGER (Association of Independent and Municipal Schools districts), IMPACT (Memphis) and COACH (Hamilton County)
    - State Board of Education approved state model including use of modified TAP instrument for observations and three alternate qualitative models for teacher evaluation in June 2011
    - Twelve teams of educators from non-tested subjects worked from October 2010 through Summer 2011 to issue recommendations on student growth measures in non-tested

subjects that will be implemented (3 areas) or piloted (9 areas) in 2011-2012
- Intensive 4-day summer training of administrators on TEAM, reaching a total of over 6,000 participants and a 96% pass rate on the certification exam
- Approval for year-one plans on principal evaluation, which includes assessment of a principal's implementation of the teacher evaluation system

- Tenure reform
  - Governor Haslam signed into law an overhaul to the state's tenure system that bases initial tenure upon educators achieving results in the top two tiers of the new evaluation system, lengthening the tenure window from three to five years and returning teachers who receive ratings in the lowest two tiers of the evaluation system for two years in a row to probationary status

- Recruitment
  - UTeach
    - Approximately 150 students enrolled in Fall 2010 at UTeach programs at the University of Tennessee

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Local Educational Agency (LEA) Participation

LEAs participating in Tennessee's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Tennessee's plan in each of the reform areas

Collapse All

LEAs participating in Tennessee's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	140	140	140	0
Schools	1,739	1,734	1,739	0
K-12 Students	958,635	931,634	958,635	0
Students in poverty	542,985	538,015	542,985	0
Teachers	62,653	63,765	62,653	0
Principals	3,344	1,736	3,344	0

View Table Key

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: There is no change from the figure provided in the application.

Additional information provided by the State:

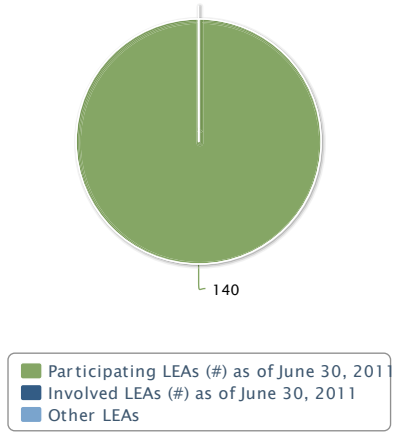
The numbers provided by Tennessee for the third column "Participating LEAs as of June 30, 2011" are in accordance with Tennessee's EdFacts submission (NO29-SCH, NO52-SCH, NO33-SCH) for SY 2010-2011. The number of schools was submitted to EdFacts on 6-21-11. The number of K-12 students was submitted to EdFacts on 5-24-11. The number of students in poverty was submitted to EdFacts on 4-4-11.

The numbers reported for teachers and principals are for the 2010-2011 school year according to the definitions of "teacher" and "principal" that align with Tennessee's new qualifying evaluation system.

In the original application only the number of classroom teachers was reported for (D)(4). The number reported above reflects the broader definition of "teacher," which includes school services personnel. The definition of "principal" and as a result the count of principals above has also been modified to include assistant principals. These changes in the definitions of "teachers" and "principals" resulted in the increased counts reported above.

Close

LEAs Participating in Tennessee's Race to the Top Plan



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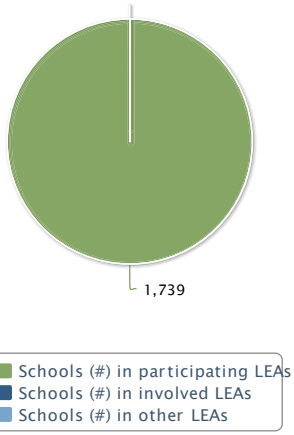
Click to see the name and NCES ID for each participating LEA

Schools in LEAs Participating in Tennessee's Race to the Top Plan



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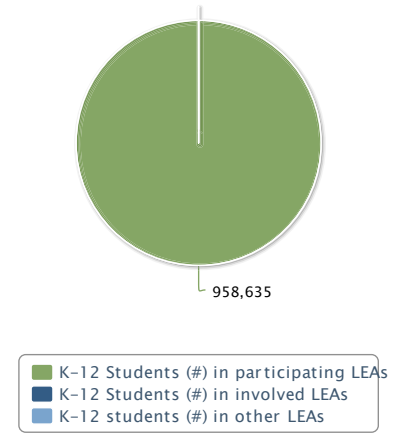
K-12 Students in LEAs Participating in Tennessee's Race to the Top Plan



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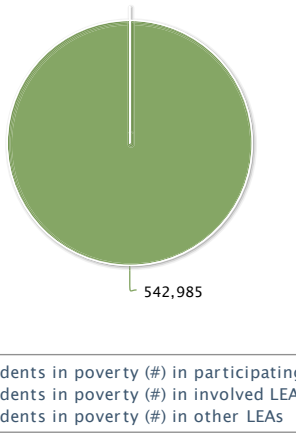
Students in Poverty in LEAs Participating in Tennessee's Race to the Top Plan



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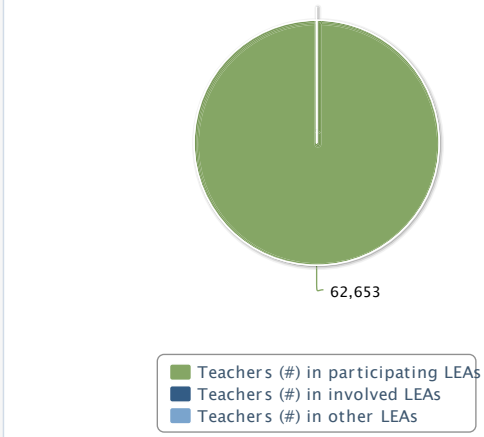
Teachers in LEAs Participating in Tennessee's Race to the Top Plan



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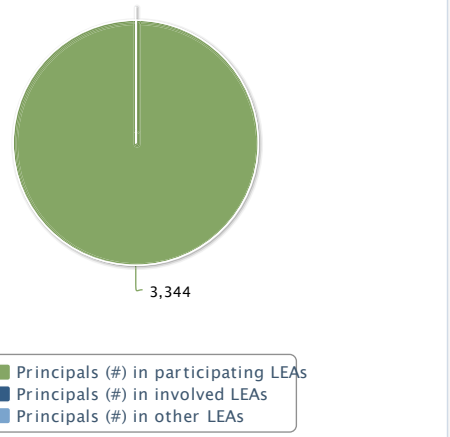
Principals in LEAs Participating in Tennessee's Race to the Top Plan



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Term	State's Definition
Teacher	"Teacher" is defined as any educator or school services personnel that are employed by any local board of education, for service in public, elementary and secondary schools in this state, supported in whole or in part by state or federal funds.
Principal	"Principals" are defined as staff members whose activities are concerned with directing and managing the operation of a particular school.

View Table Key

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The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
ALAMO	4700030
ALCOA	4700060
ALVIN C. YORK INSTITUTE	4700144
ANDERSON COUNTY	4700090
ATHENS	4700120
BEDFORD COUNTY	4700180
BELLS	4700210
BENTON COUNTY	4700240
BLEDSOE COUNTY	4700270
BLOUNT COUNTY	4700300
BRADFORD	4701390
BRADLEY COUNTY	4700330
BRISTOL	4700360
CAMPBELL COUNTY	4700420
CANNON COUNTY	4700450
CARROLL COUNTY	4700480
CARTER COUNTY	4700510
CHEATHAM COUNTY	4700570
CHESTER COUNTY	4700600
CLAIBORNE COUNTY	4700630
CLAY COUNTY	4700660
CLEVELAND	4700690
CLINTON	4700720
COCKE COUNTY	4700750
COFFEE COUNTY	4700780
CROCKETT COUNTY	4700850

LEA	NCES ID
H ROCK BRUCETON	4701890
HAMBLEN COUNTY	4700001
HAMILTON COUNTY	4701590
HANCOCK COUNTY	4701620
HARDEMAN COUNTY	4701650
HARDIN COUNTY	4701680
HAWKINS COUNTY	4701740
HAYWOOD COUNTY	4701770
HENDERSON COUNTY	4701800
HENRY COUNTY	4701830
HICKMAN COUNTY	4701860
HOUSTON COUNTY	4701920
HUMBOLDT	4701950
HUMPHREYS COUNTY	4701980
HUNTINGDON	4702010
JACKSON COUNTY	4702070
JEFFERSON COUNTY	4702100
JOHNSON CITY	4702130
JOHNSON COUNTY	4702160
KINGSPORT	4702190
KNOX COUNTY	4702220
LAKE COUNTY	4702280
LAUDERDALE COUNTY	4702310
LAWRENCE COUNTY	4702340
LEBANON	4702370
LENOIR CITY	4702400

LEA	NCES ID
MURFREESBORO	4703150
NEWPORT CITY	4703210
OAK RIDGE	4703240
OBION COUNTY	4703270
ONEIDA	4703300
OVERTON COUNTY	4703330
PARIS	4703360
PERRY COUNTY	4703390
PICKETT COUNTY	4703420
POLK COUNTY	4703450
PUTNAM COUNTY	4703480
RHEA COUNTY	4703510
RICHARD CITY	4703540
ROANE COUNTY	4703590
ROBERTSON COUNTY	4703600
ROGERSVILLE	4703660
RUTHERFORD COUNTY	4703690
SCOTT COUNTY	4703720
SEQUATCHIE COUNTY	4703750
SEVIER COUNTY	4703780
SHELBY COUNTY	4703810
SMITH COUNTY	4703870
SOUTH CARROLL	4703900
STEWART COUNTY	4703960
SULLIVAN COUNTY	4703990
SUMNER COUNTY	4704020

CUMBERLAND COUNTY	4700900	LEWIS COUNTY	4702430	SWEETWATER	4704050
DAVIDSON COUNTY	4703180	LEXINGTON	4702460	TIPTON COUNTY	4704080
DAYTON	4700930	LINCOLN COUNTY	4702490	TN SCH FOR BLIND	4700145
DECATUR COUNTY	4700960	LOUDON COUNTY	4702520	TN SCH FOR DEAF	4700146
DEKALB COUNTY	4700990	MACON COUNTY	4702550	TRENTON	4704100
DICKSON COUNTY	4701020	MADISON COUNTY	4702580	TROUSDALE COUNTY	4704170

Participating LEAs committed to implementing Tennessee's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriteron (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	140	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	140	100
(ii) Professional development on use of data	0	140	100
(iii) Availability and accessibility of data to researchers	0	140	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	140	100
(ii) Design and implement evaluation systems	0	140	100
(iii) Conduct annual evaluations	0	140	100
(iv)(a) Use evaluations to inform professional development	0	140	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	140	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	140	100
(iv)(d) Use evaluations to inform removal	0	140	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	140	100
(ii) Hard-to-staff subjects and specialty areas	0	140	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	140	100
(ii) Measure effectiveness of professional development	0	140	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	140	100

View Table Key

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.

- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Local Educational Agency (LEA) Participation

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State-reported APR: Year One

Tennessee

Standard Version | Accessible Version

Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

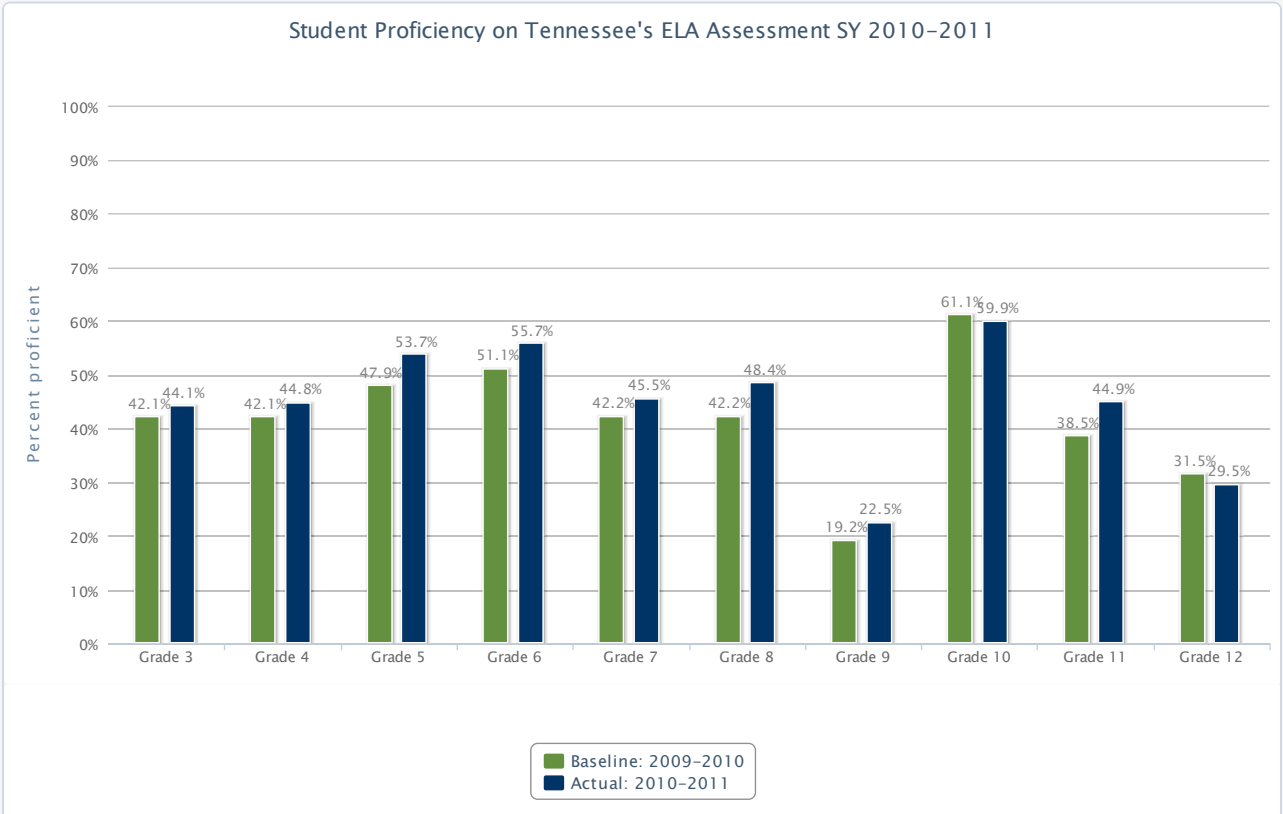
Mathematics assessment results

Collapse All

English language arts (ELA) assessment results

State-reported information

Preliminary SY 2010-2011 data reported as of: October 7, 2011



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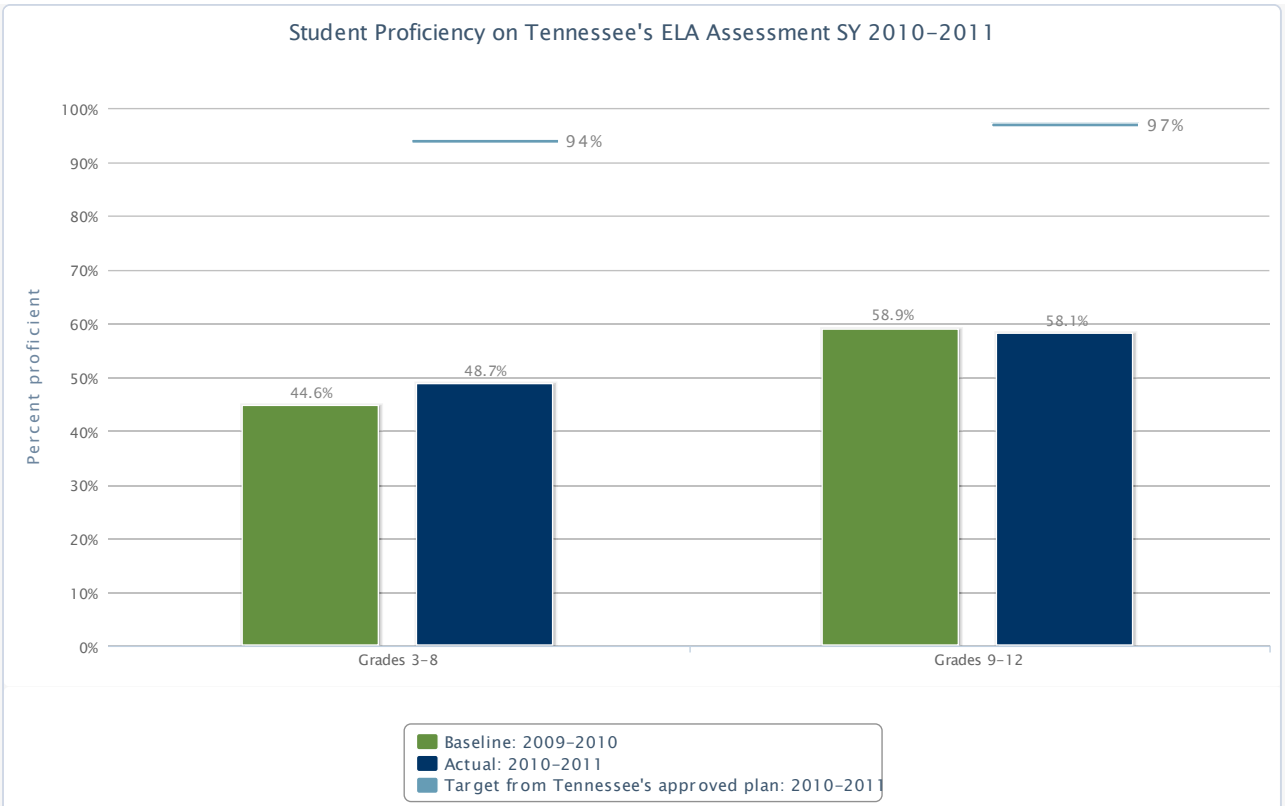

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Student proficiency on Tennessee's ELA assessment SY 2010-2011. Preliminary data reported as of October 7, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
Grade 3	42.1%	44.1%	N/A
Grade 4	42.1%	44.8%	N/A
Grade 5	47.9%	53.7%	N/A
Grade 6	51.1%	55.7%	N/A
Grade 7	42.2%	45.5%	N/A
Grade 8	42.2%	48.4%	N/A
Grade 9	19.2%	22.5%	N/A
Grade 10	61.1%	59.9%	N/A
Grade 11	38.5%	44.9%	N/A
Grade 12	31.5%	29.5%	N/A
Grades 3 to 8	44.6%	48.7%	94%
Grades 9 to 12	58.9%	58.1%	97%
View Table Key			

Additional information provided by the State:

2009-2010 English language arts assessment results, as well as the 2010-2011 results, differ from the targets in Tennessee's approved plan as the state transitioned to the Tennessee Diploma Project standards which aligned with the American Diploma Project network in the 2009-2010 school year. The state is in the process of submitting an amendment with revised targets to reflect this change in standards.

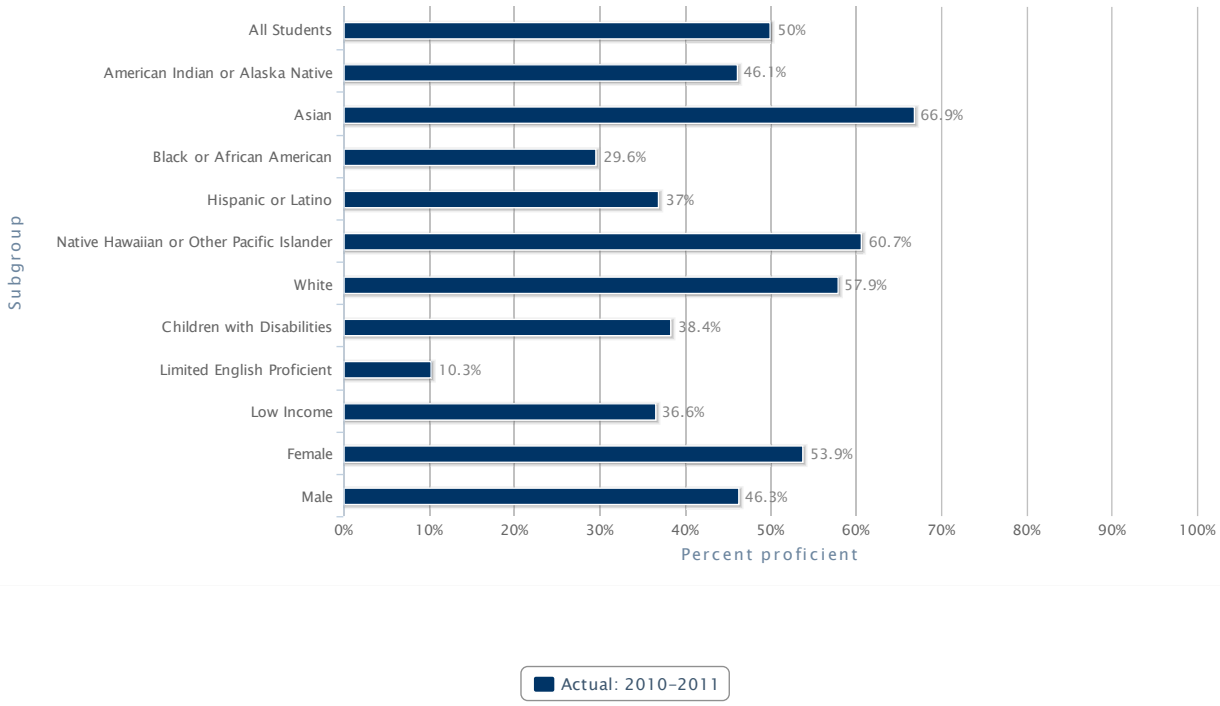
Math and English Language Arts proficiency is measured through the Tennessee Comprehensive Assessment Program. Math proficiency in grades 9-12 is generated by the Algebra I End of Course Assessment typically taken in 9th grade.

English Language Arts proficiency in grades 9-12 is generated by the English II End of Course Assessment typically taken in 10th grade.

Close

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

Tennessee did not provide targets for each subgroup by grade in the State's approved plan. Tennessee did provide targets for grade span, grades 3 to 8 and grades 9 to 12. Please see the supporting files section to access this data.



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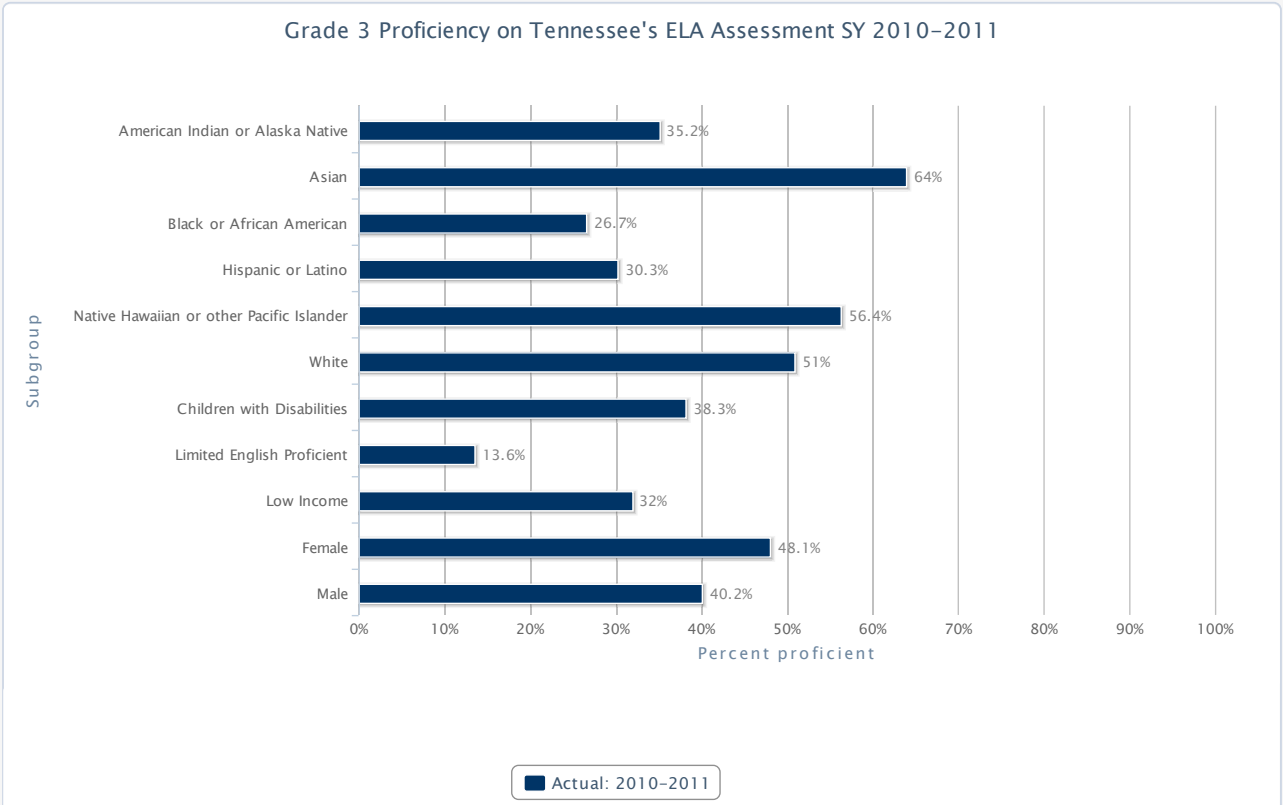

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11

View Table (Accessible)

Preliminary Overall Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
All Students	50%	N/A
American Indian or Alaska Native	46.1%	N/A
Asian	66.9%	N/A
Black or African American	29.6%	N/A
Hispanic or Latino	37%	N/A
Native Hawaiian or Other Pacific Islander	60.7%	N/A
White	57.9%	N/A
Two or More Races	- -	N/A
Children with Disabilities	38.4%	N/A
Limited English Proficient	10.3%	N/A
Low Income	36.6%	N/A
Female	53.9%	N/A
Male	46.3%	N/A
View Table Key		

Overall Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
All Students	46.6%
American Indian or Alaska Native	46.3%
Asian or Pacific Islander	64.8%
Black, non-Hispanic	26.9%
Hispanic	33.7%
White, non-Hispanic	54.2%
Children with Disabilities	23.2%
Limited English Proficient	8.6%
Low Income	32.5%
Female	51%
Male	42.4%
View Table Key	

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**

Grade 3 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**

Close Subgroup Graph

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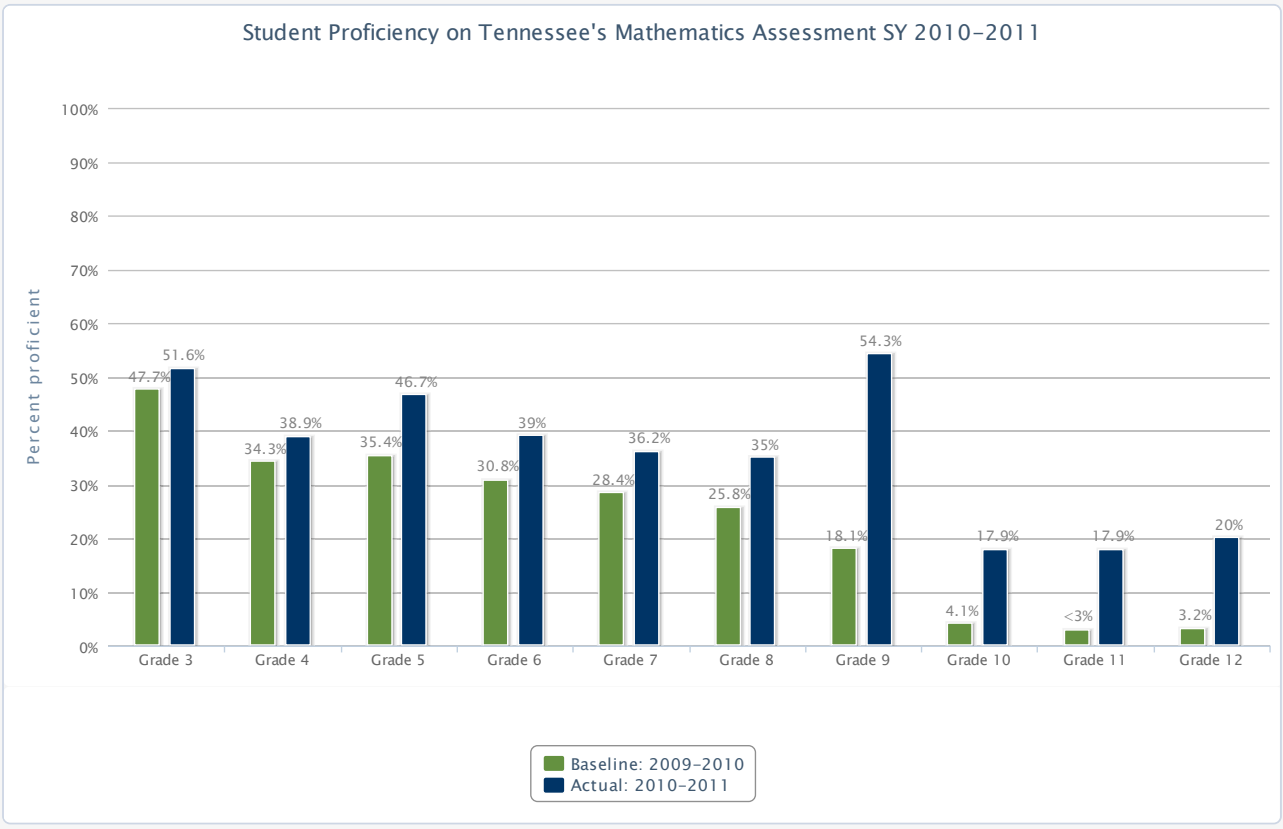
Mathematics assessment results

State-reported information

Preliminary SY 2010-2011 data reported as of: October 7, 2011



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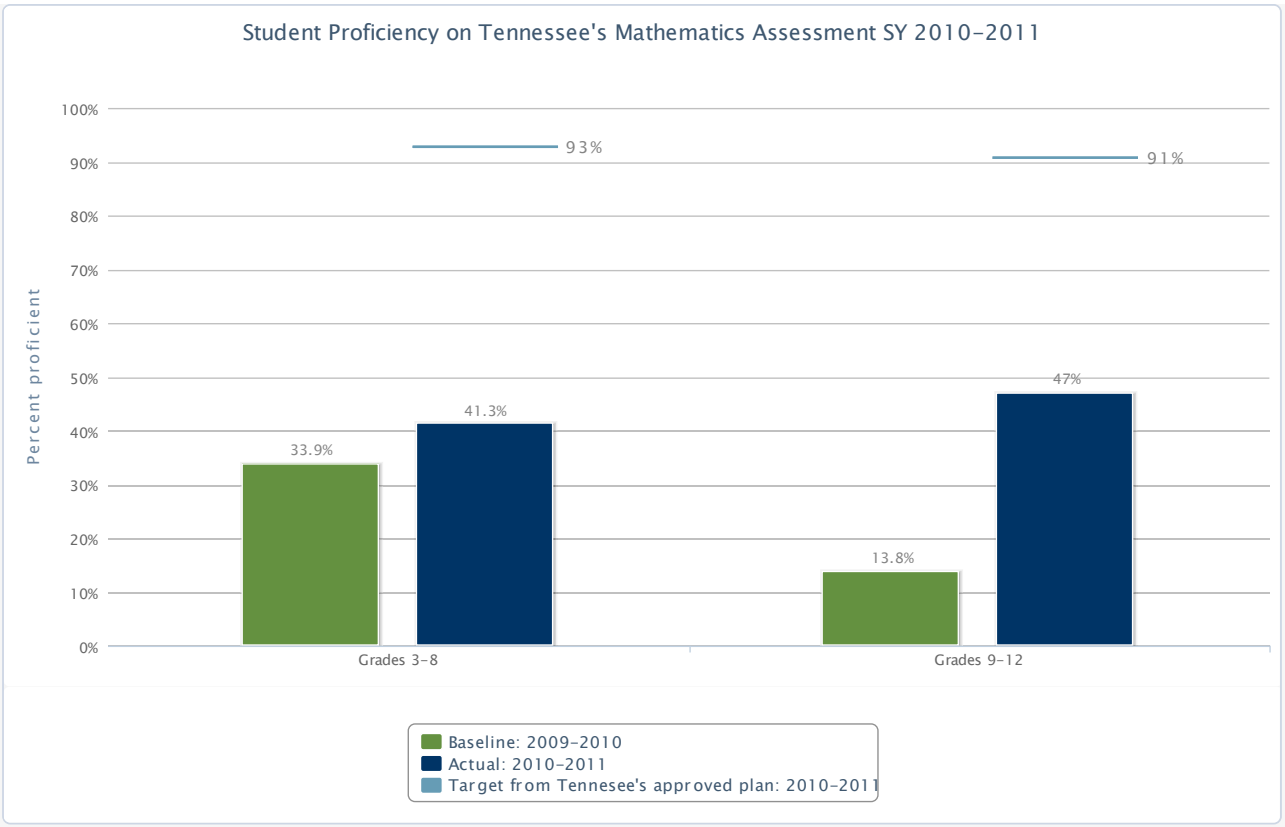

View Table (Accessible)

Student proficiency on Tennessee's mathematics assessment SY 2010-2011. Preliminary data reported as of October 7, 2011.	Baseline: SY 2009-2010	Actual: SY 2009-2010	Target from Tennessee's approved plan: SY 2010-2011
Grade 3	47.7%	51.6%	N/A
Grade 4	34.3%	38.9%	N/A
Grade 5	35.4%	46.7%	N/A
Grade 6	30.8%	39%	N/A
Grade 7	28.4%	36.2%	N/A
Grade 8	25.8%	35%	N/A
Grade 9	18.1%	54.3%	N/A
Grade 10	4.1%	17.9%	N/A
Grade 11	<3%	17.9%	N/A
Grade 12	3.2%	20%	N/A
Grades 3 to 8	33.9%	41.3%	93%
Grades 9 to 12	13.8%	47%	91%

View Table Key

Additional information provided by the State:

2009-2010 mathematics assessment results, as well as the 2010-2011 results, differ from the targets in Tennessee's approved plan as the state transitioned to the Tennessee Diploma Project standards which aligned with the American Diploma Project network in the 2009-2010 school year. The state is in the process of submitting an amendment with revised targets to reflect this change in standards.

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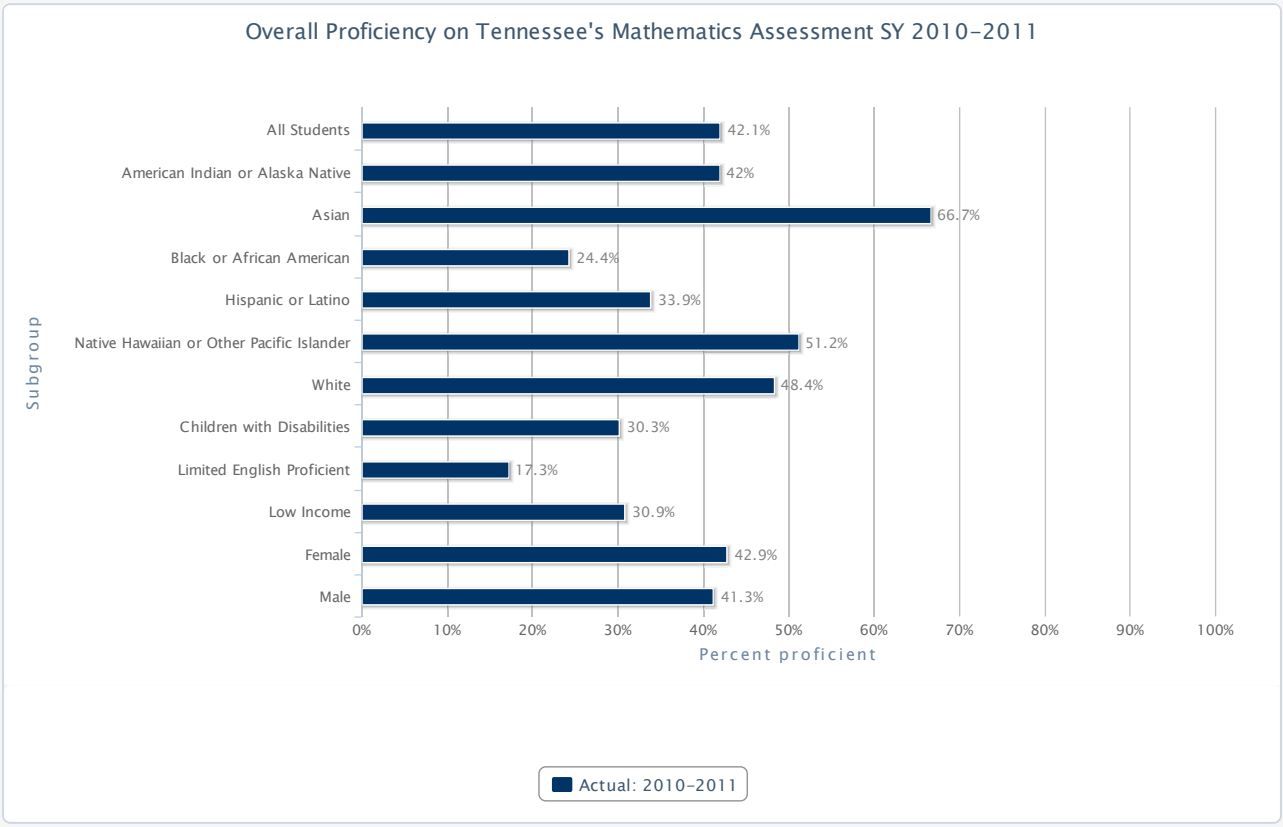

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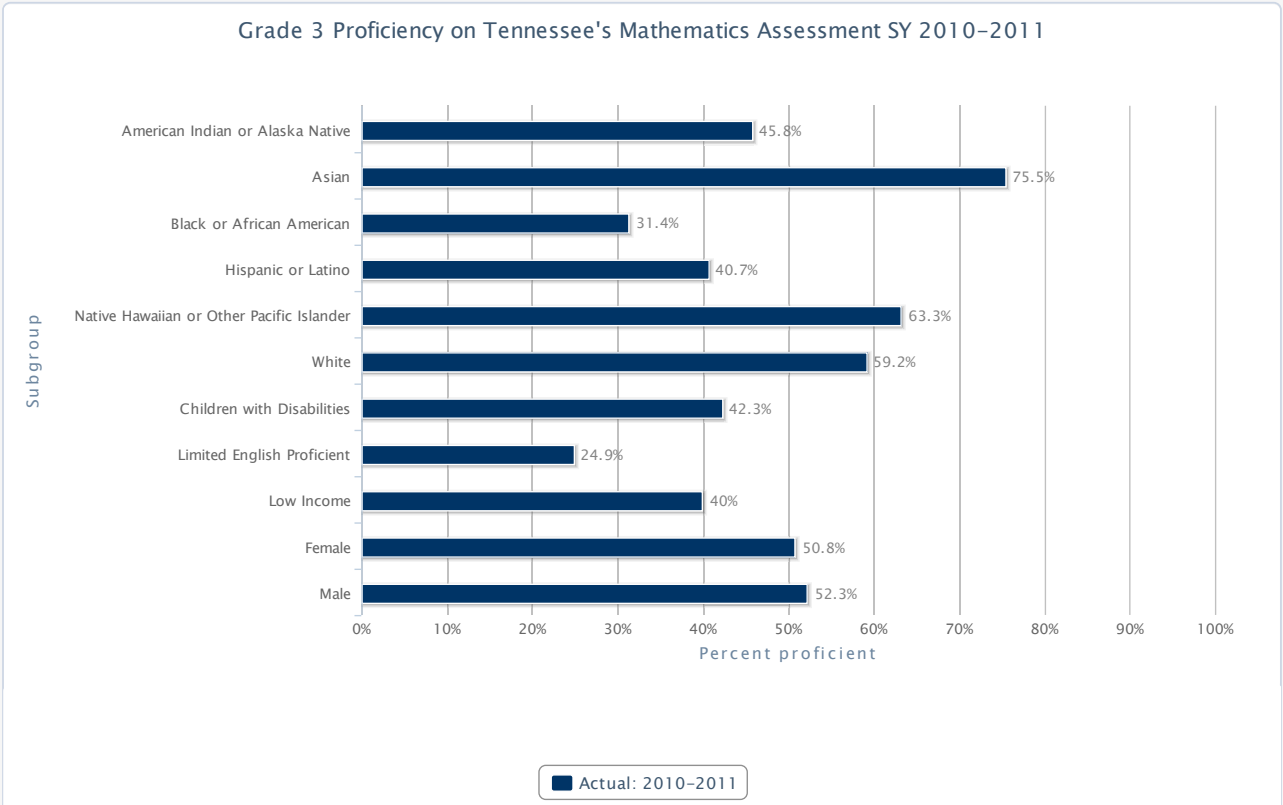

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11

View Table (Accessible)

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Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
All Students	42.1%	N/A
American Indian or Alaska Native	42%	N/A
Asian	66.7%	N/A
Black or African American	24.4%	N/A
Hispanic or Latino	33.9%	N/A
Native Hawaiian or Other Pacific Islander	51.2%	N/A
White	48.4%	N/A
Two or More Races	- -	N/A
Children with Disabilities	30.3%	N/A
Limited English Proficient	17.3%	N/A
Low Income	30.9%	N/A
Female	42.9%	N/A
Male	41.3%	N/A
View Table Key		

Overall Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
All Students	30.9%
American Indian or Alaska Native	26.8%
Asian or Pacific Islander	56.3%
Black, non-Hispanic	15.7%
Hispanic	23.4%
White, non-Hispanic	36.3%
Children with Disabilities	15.2%
Limited English Proficient	11.5%
Low Income	20.6%
Female	30.8%
Male	30.9%
View Table Key	

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**

Grade 3 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**

Close Subgroup Graphs

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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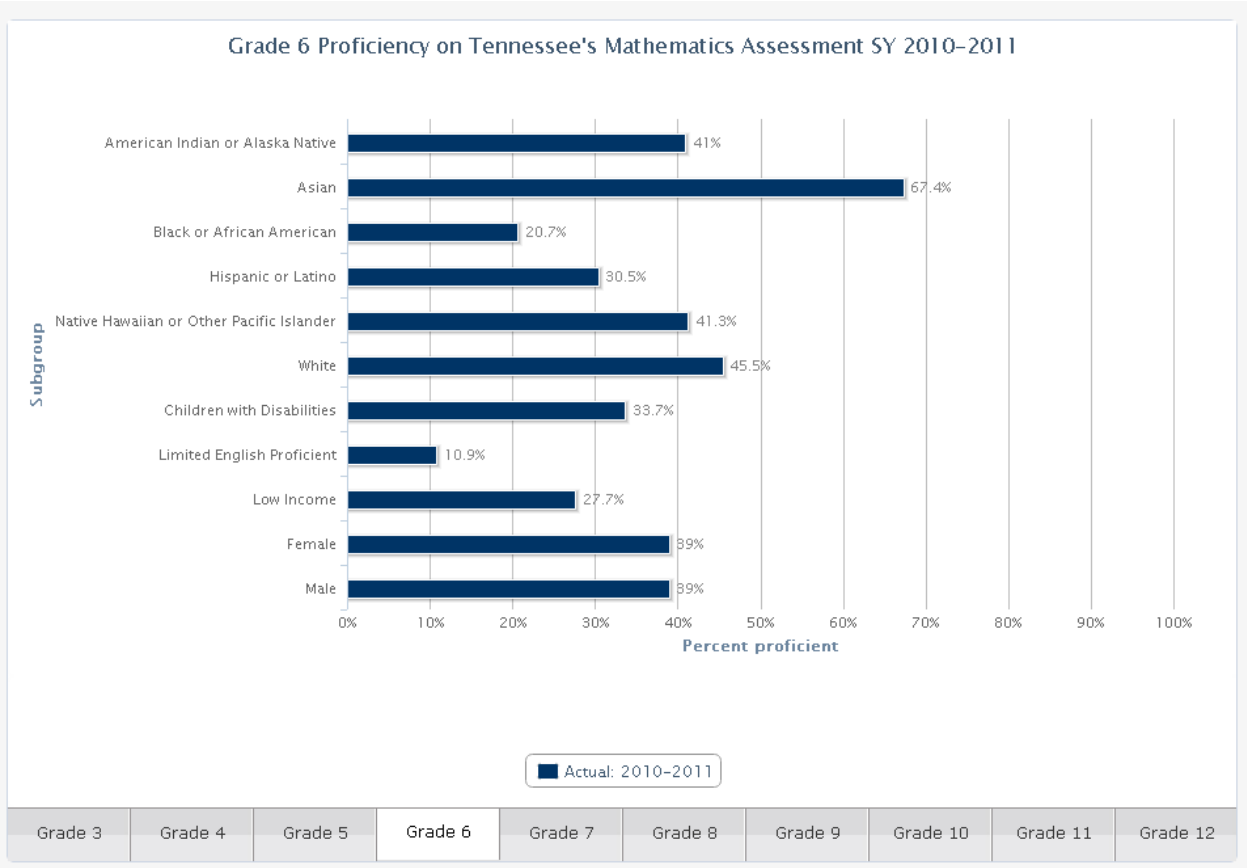
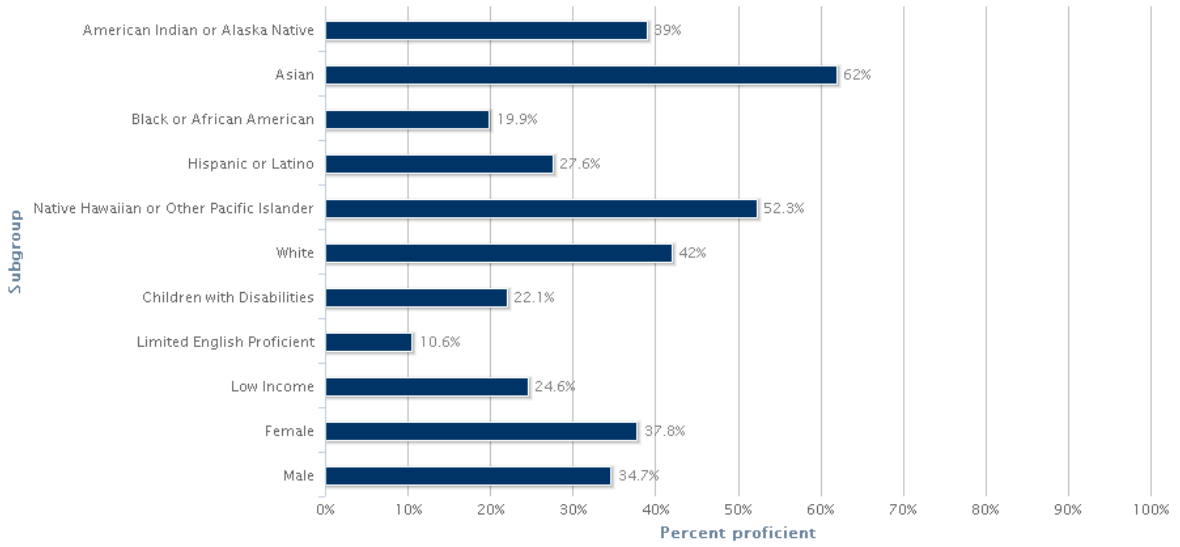

Grade 6 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
41%
67.4%
20.7%
30.5%
41.3%
45.5%
33.7%
10.9%
27.7%
39%
39%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

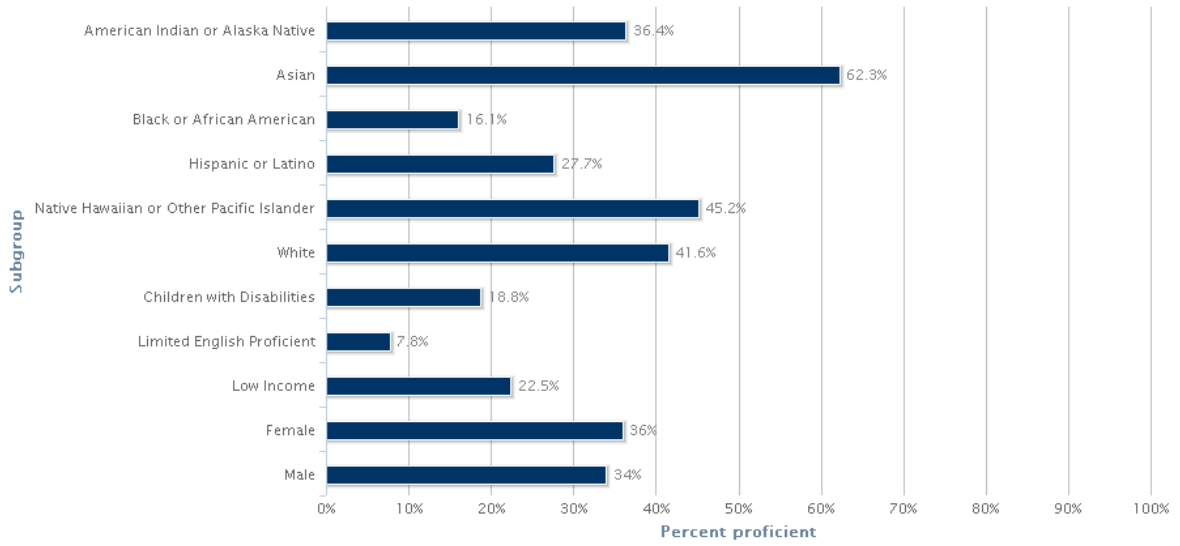
Grade 7 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 | Grade 4 | Grade 5 | Grade 6 | **Grade 7** | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

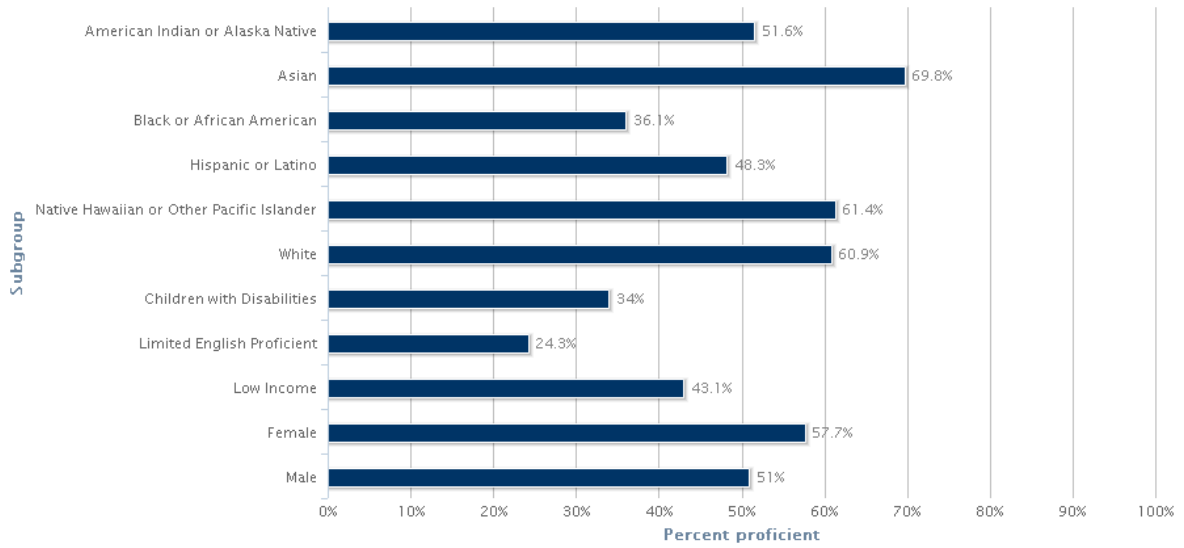
Grade 8 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | **Grade 8** | Grade 9 | Grade 10 | Grade 11 | Grade 12

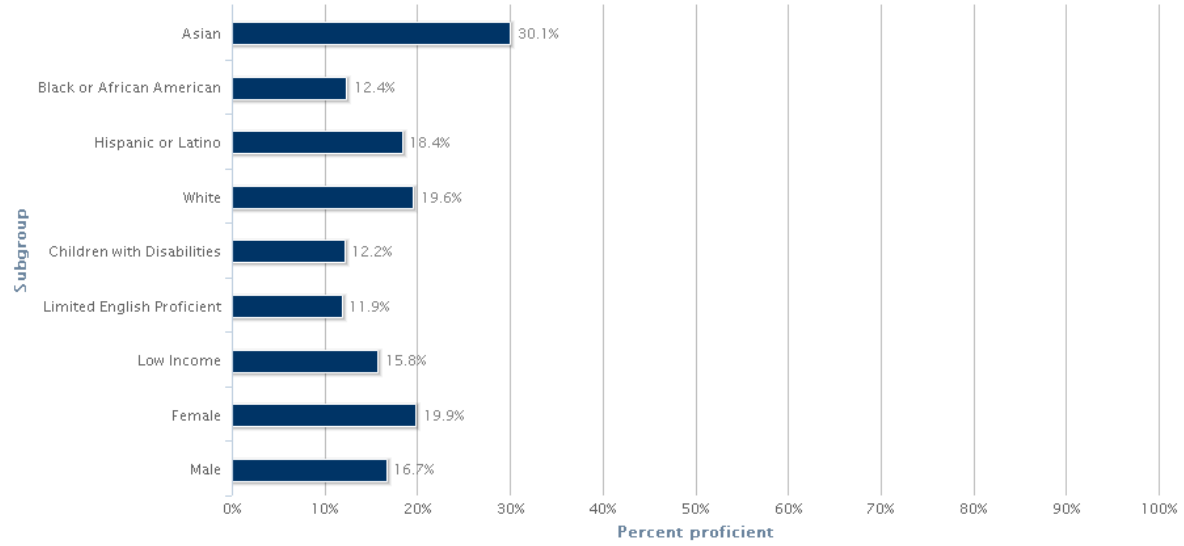
Grade 9 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011



Actual: 2010-2011

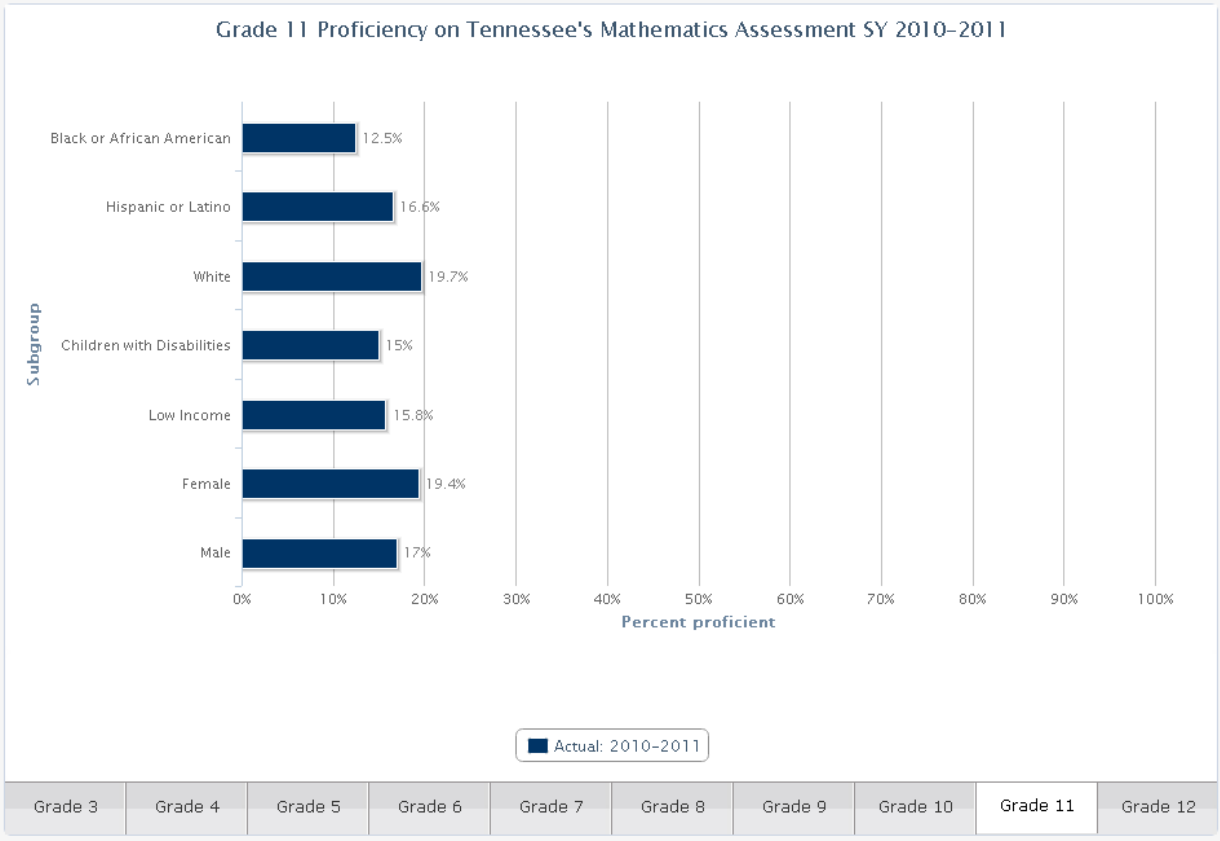
Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | **Grade 9** | Grade 10 | Grade 11 | Grade 12

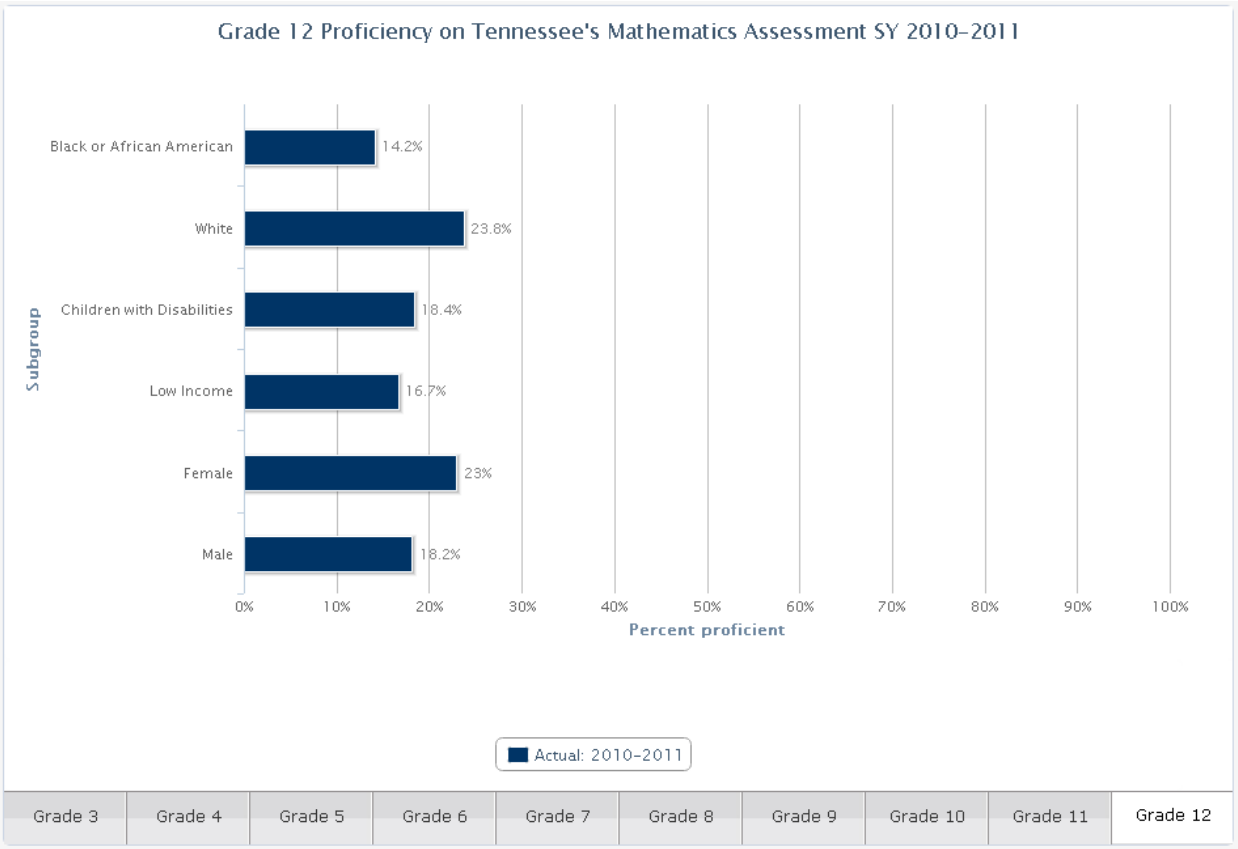
Grade 10 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011

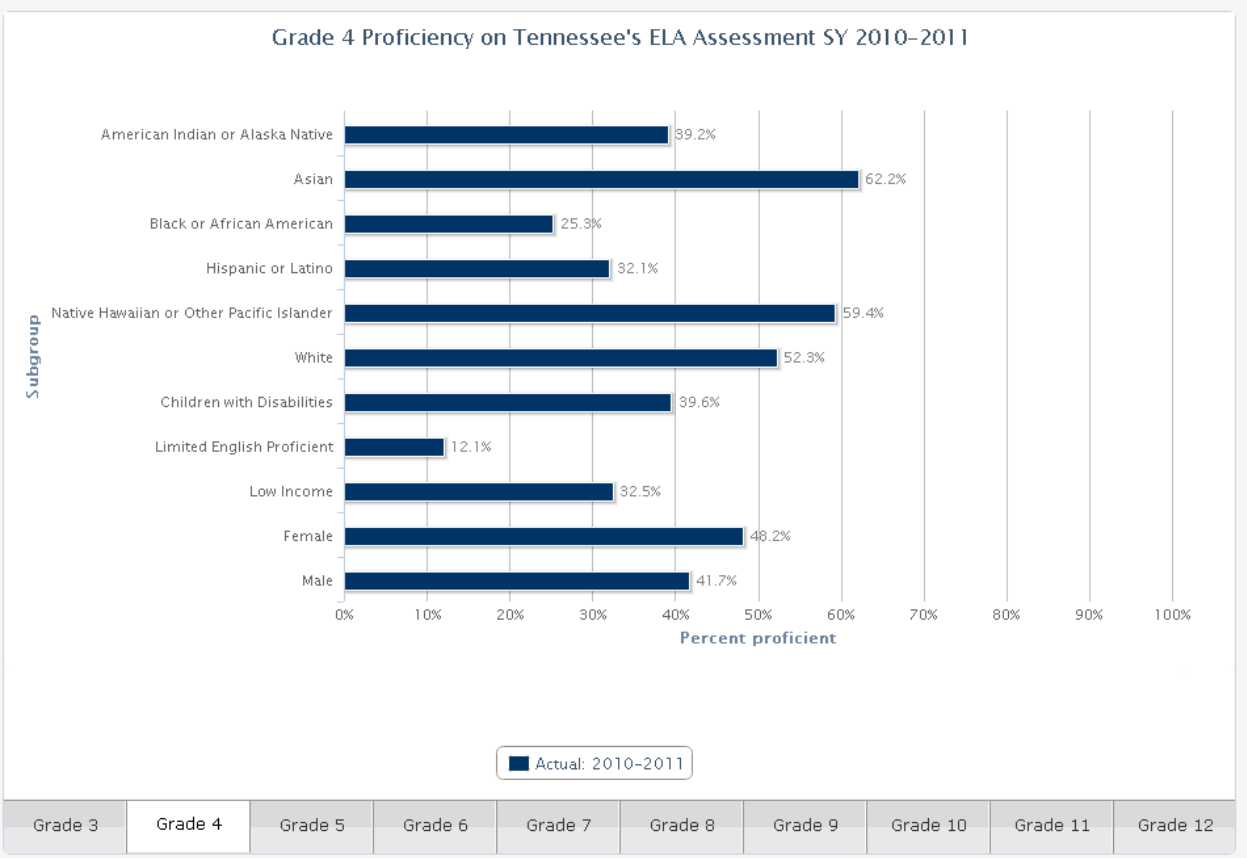


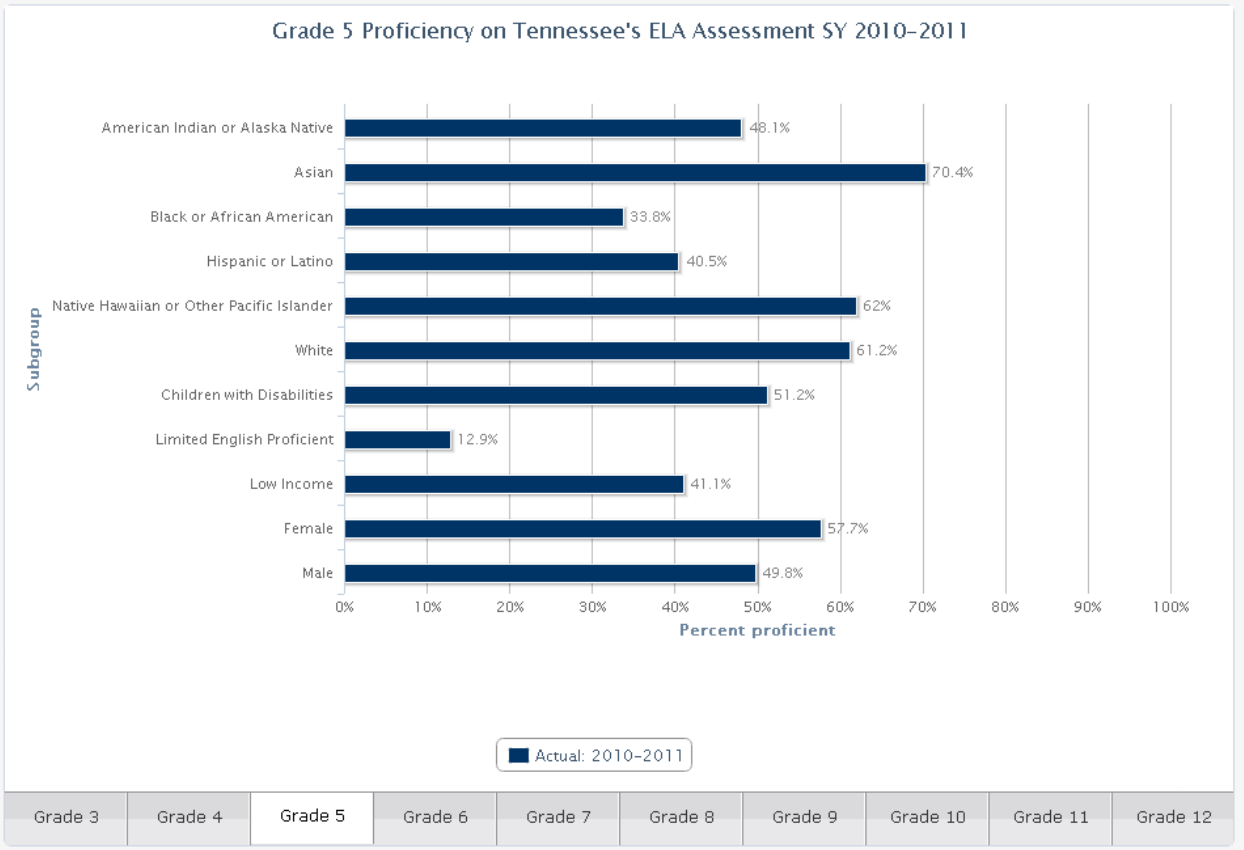
Actual: 2010-2011

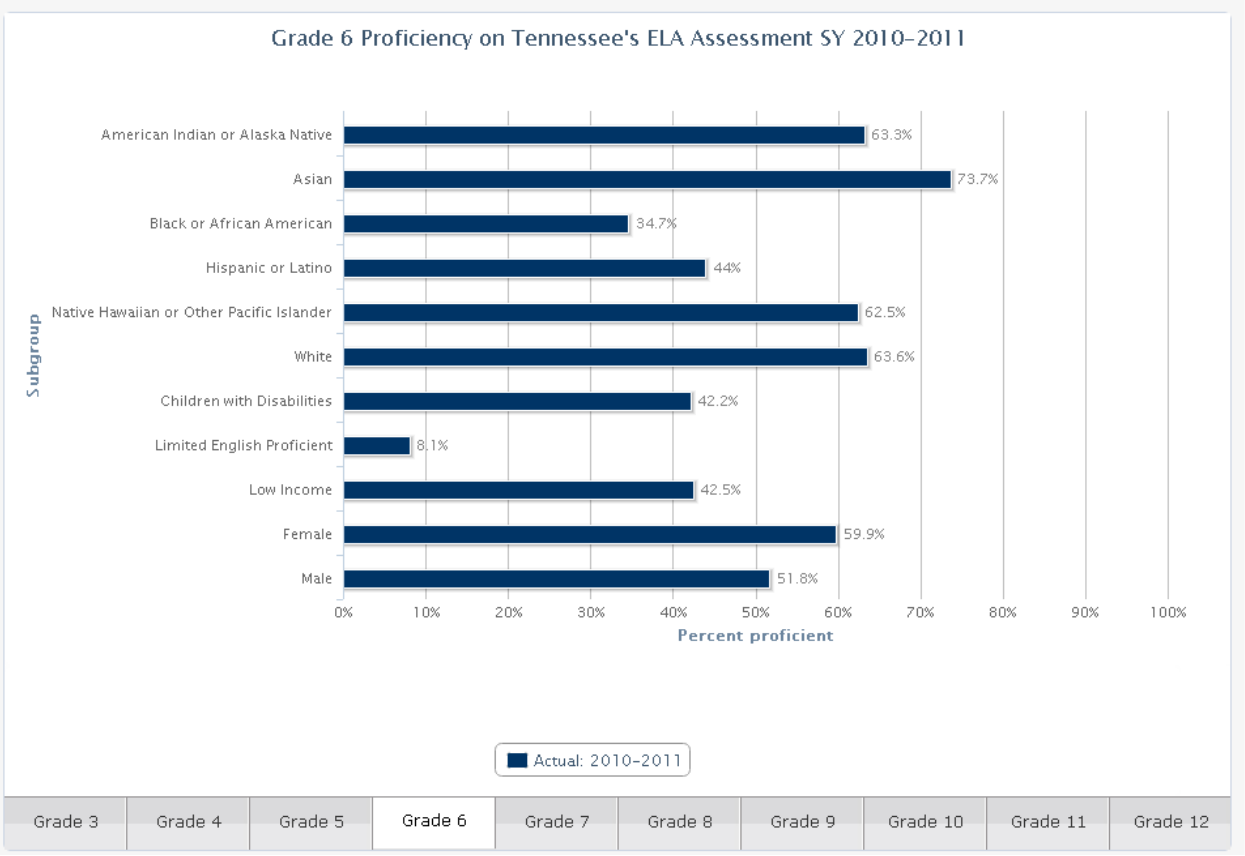
Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | **Grade 10** | Grade 11 | Grade 12

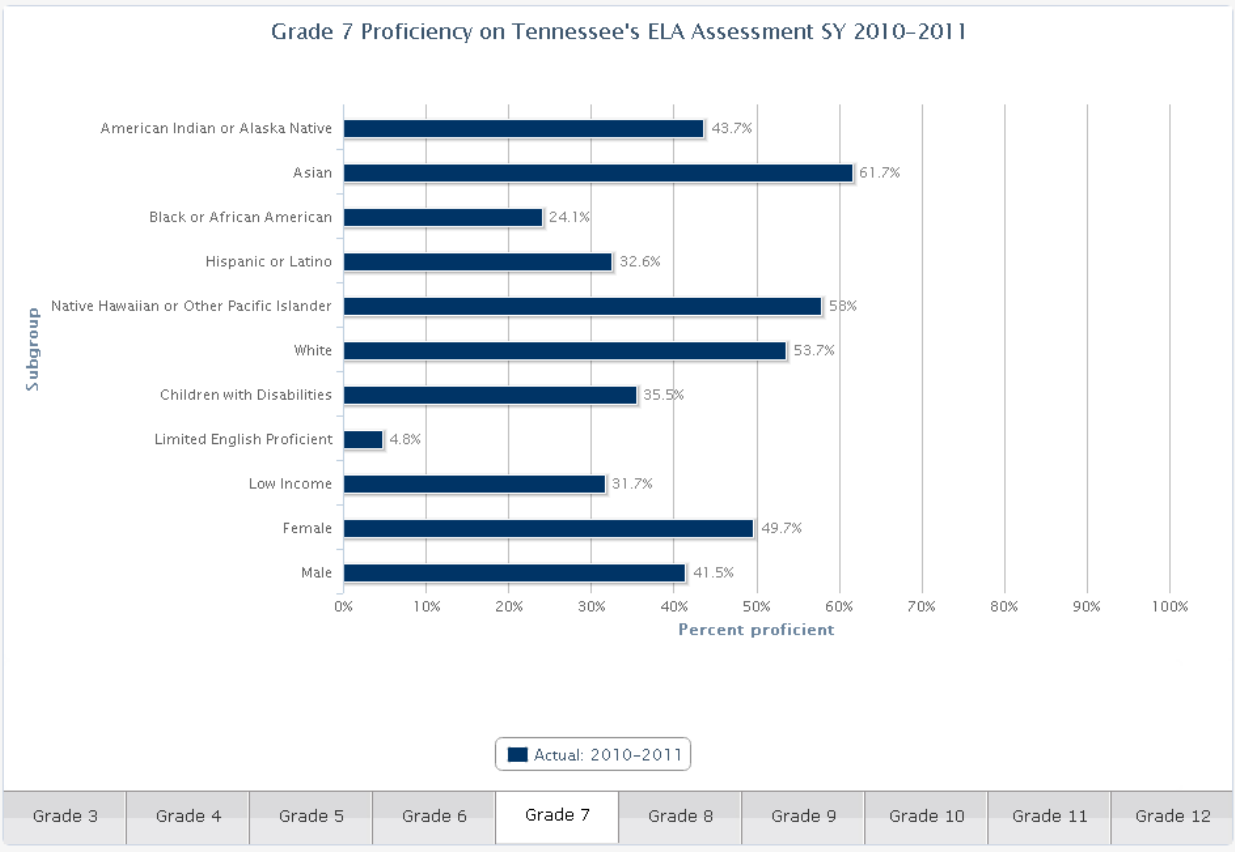

Grade 11 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011
Black or African American
12.5%
Hispanic or Latino
16.6%
White
19.7%
Children with Disabilities
15%
Low Income
15.8%
Female
19.4%
Male
17%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

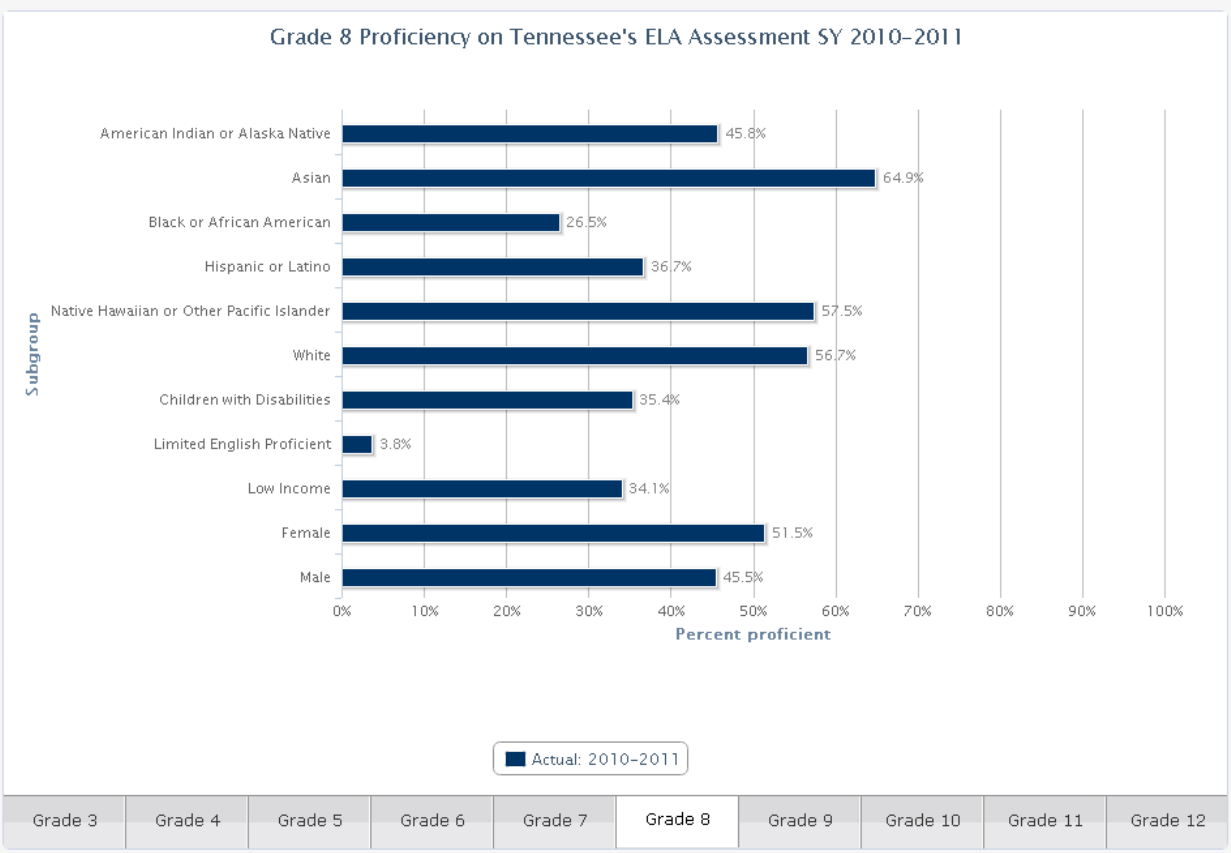

Grade 12 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011
Black or African American
14.2%
White
23.8%
Children with Disabilities
18.4%
Low Income
16.7%
Female
23%
Male
18.2%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

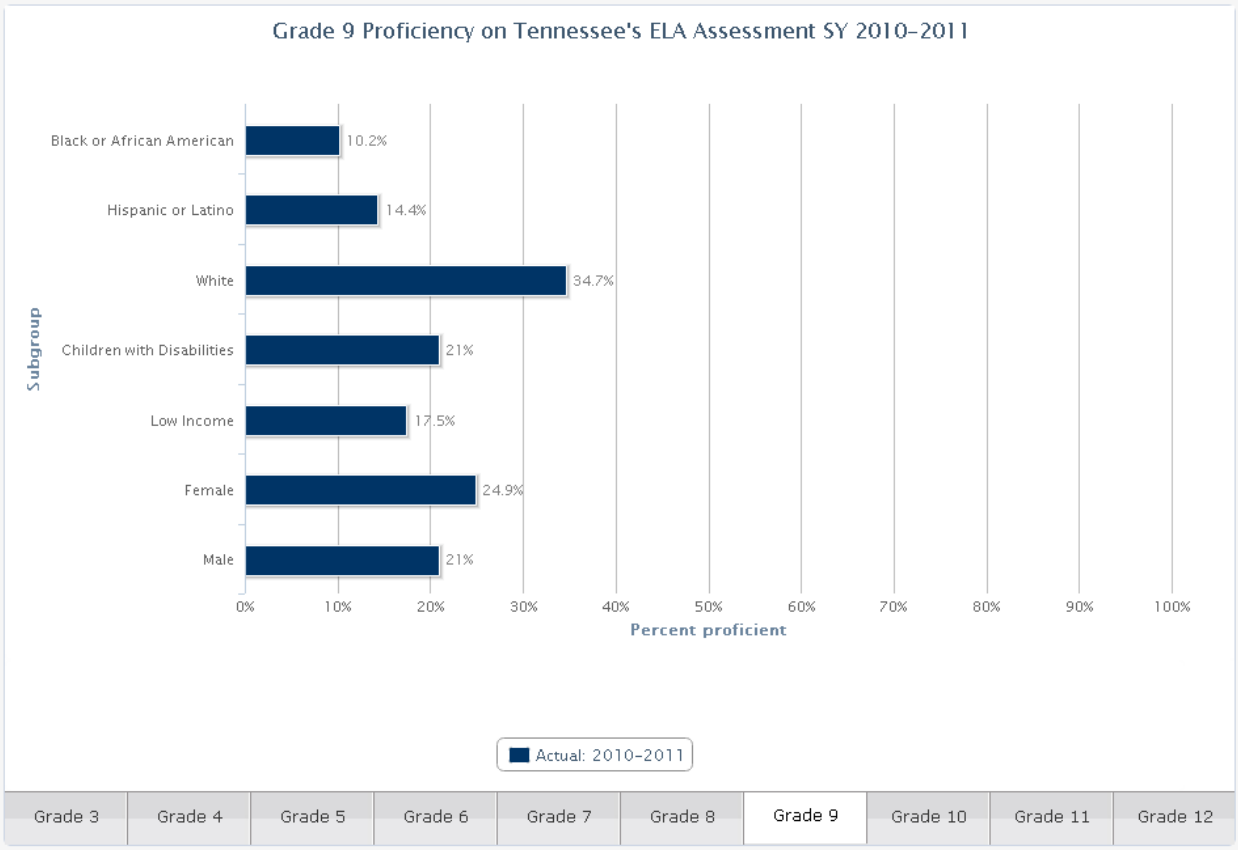

Grade 4 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
39.2%
62.2%
25.3%
32.1%
59.4%
52.3%
39.6%
12.1%
32.5%
48.2%
41.7%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

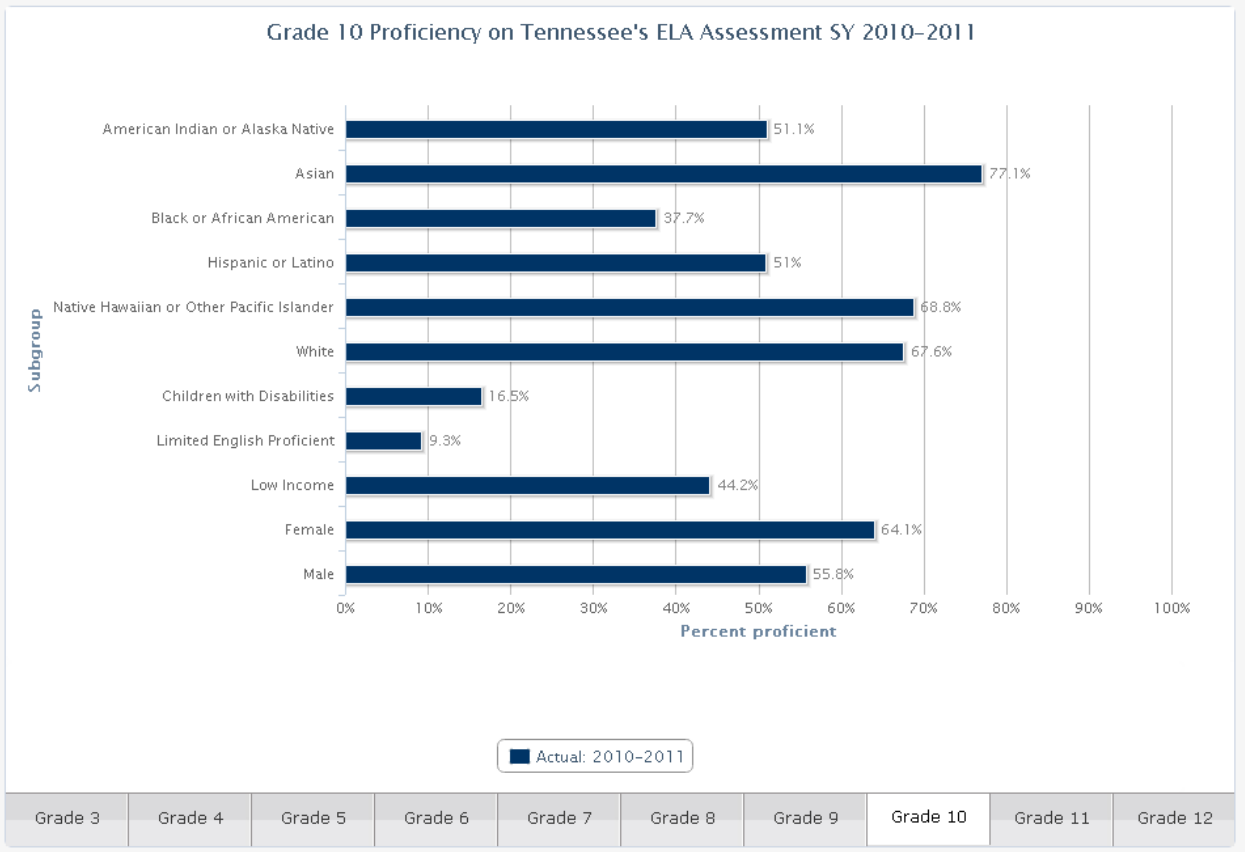

Grade 5 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
48.1%
70.4%
33.8%
40.5%
62%
61.2%
51.2%
12.9%
41.1%
57.7%
49.8%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

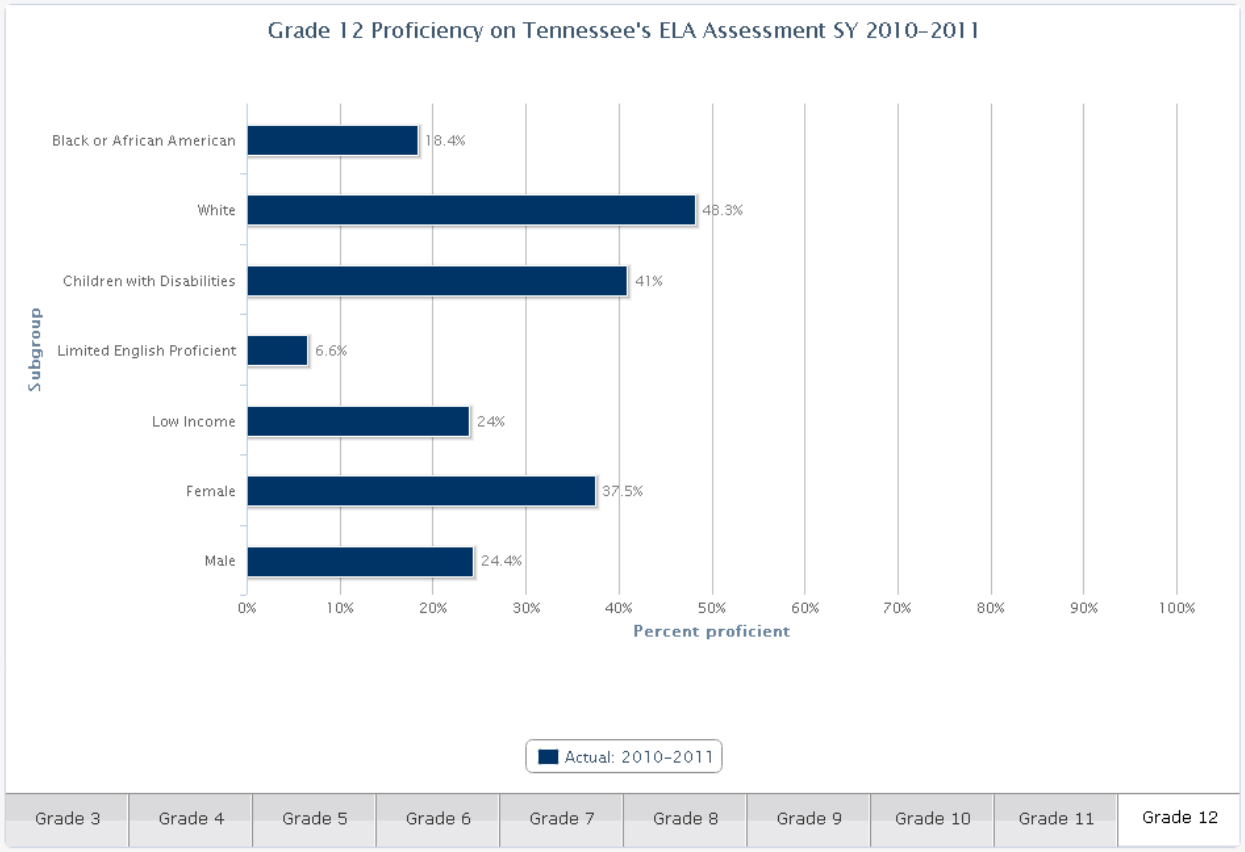

Grade 6 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
63.3%
73.7%
34.7%
44%
62.5%
63.6%
42.2%
8.1%
42.5%
59.9%
51.8%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

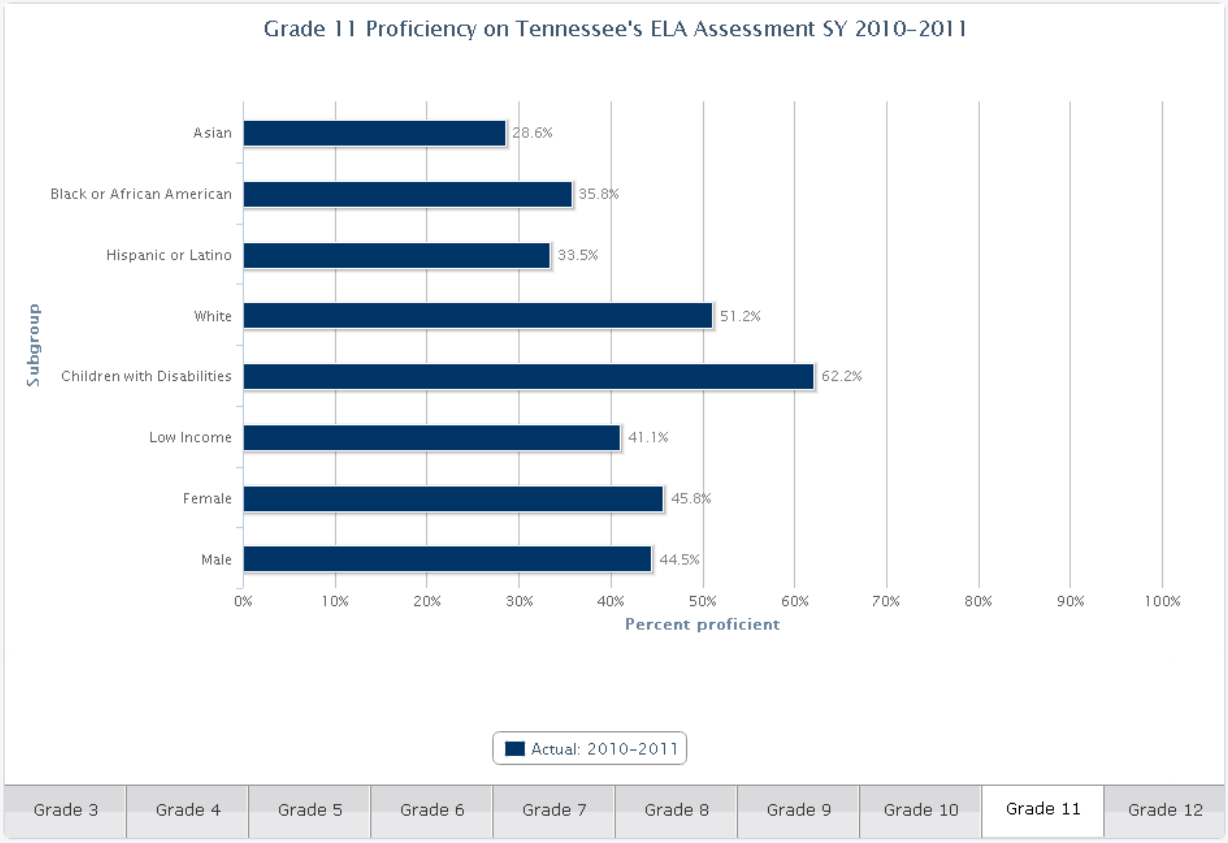

Grade 7 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
43.7%
61.7%
24.1%
32.6%
58%
53.7%
35.5%
4.8%
31.7%
49.7%
41.5%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

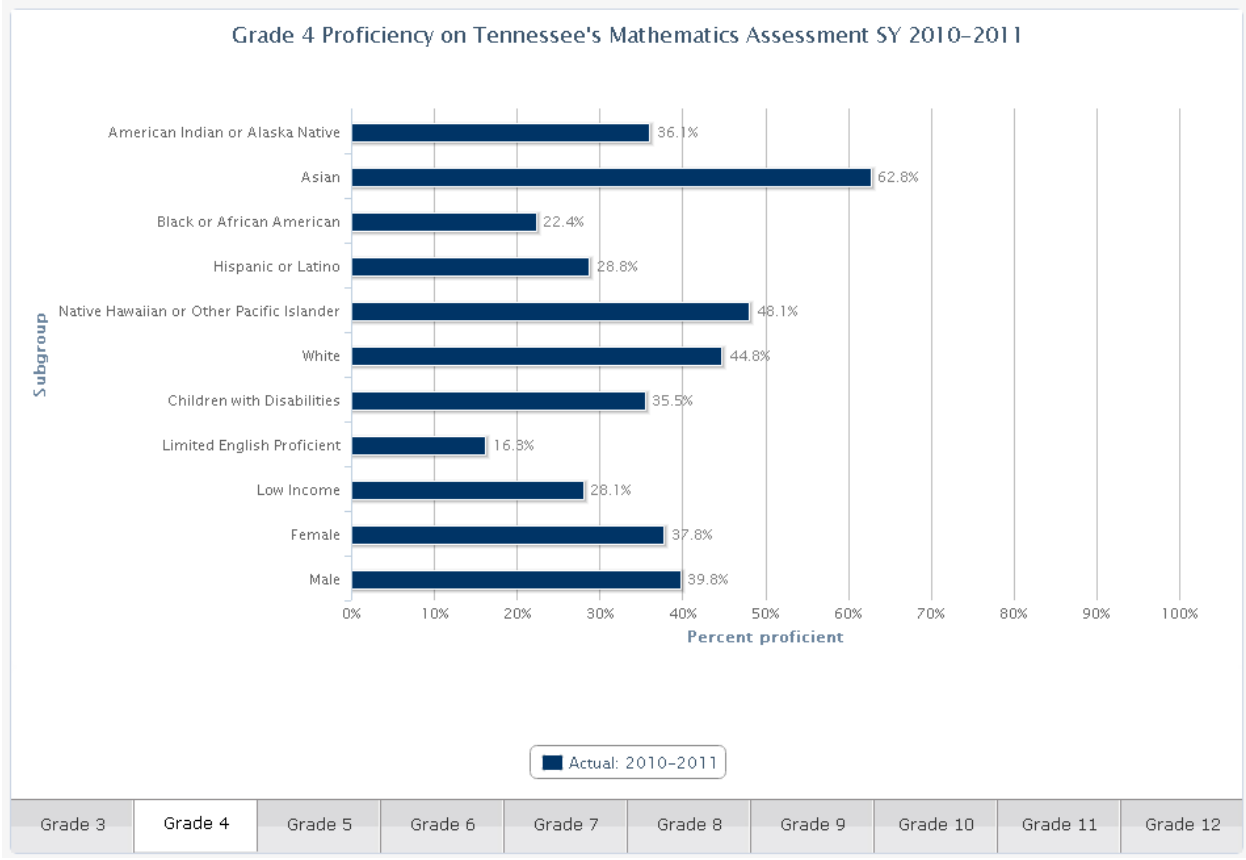

Grade 8 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
45.8%
64.9%
26.5%
36.7%
57.5%
56.7%
35.4%
3.8%
34.1%
51.5%
45.5%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

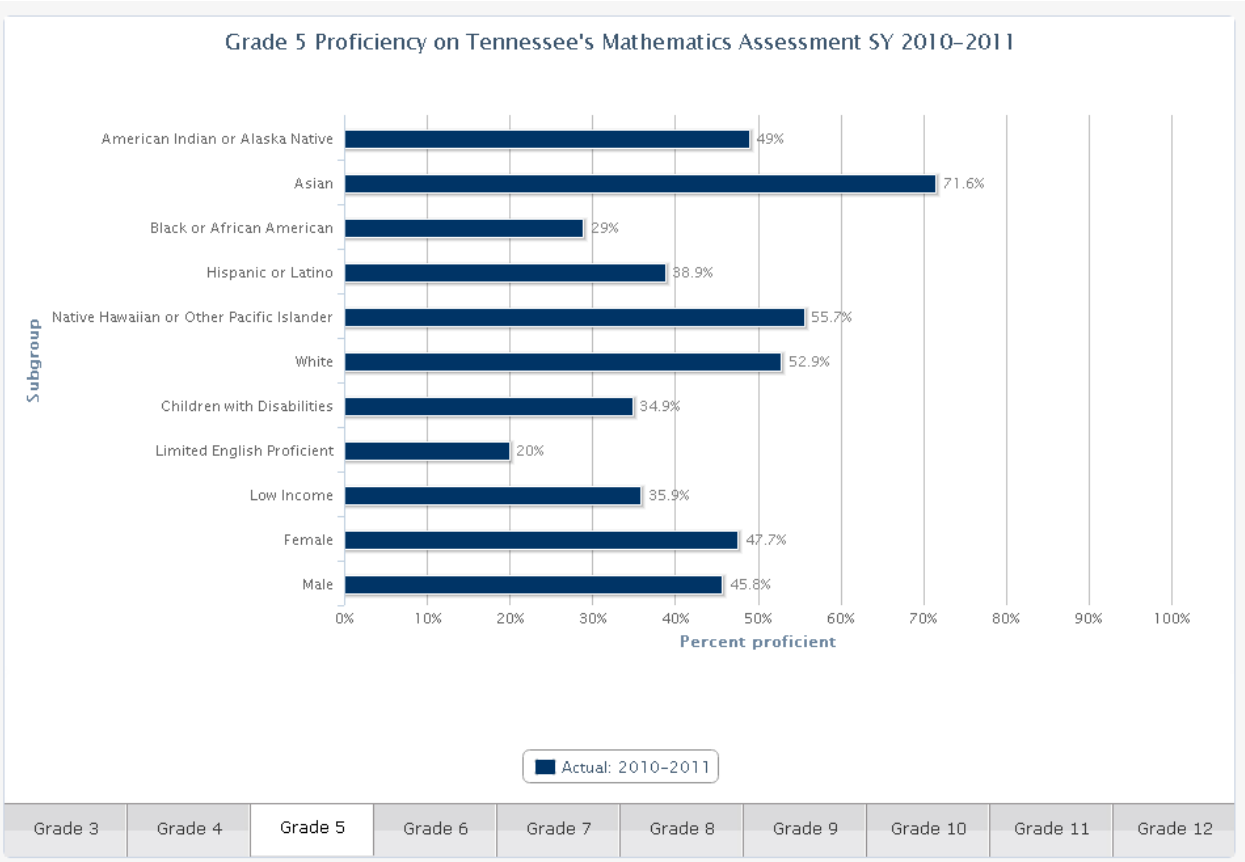

Grade 9 Proficiency on Tennessee's ELA Assessment SY 2010-2011
Black or African American
Hispanic or Latino
White
Children with Disabilities
Low Income
Female
Male
10.2%
14.4%
34.7%
21%
17.5%
24.9%
21%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12


Grade 10 Proficiency on Tennessee's ELA Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
51.1%
77.1%
37.7%
51%
68.8%
67.6%
16.5%
9.3%
44.2%
64.1%
55.8%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12


Grade 12 Proficiency on Tennessee's ELA Assessment SY 2010-2011
Black or African American
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
18.4%
48.3%
41%
6.6%
24%
37.5%
24.4%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12


Grade 11 Proficiency on Tennessee's ELA Assessment SY 2010-2011
Asian
Black or African American
Hispanic or Latino
White
Children with Disabilities
Low Income
Female
Male
28.6%
35.8%
33.5%
51.2%
62.2%
41.1%
45.8%
44.5%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

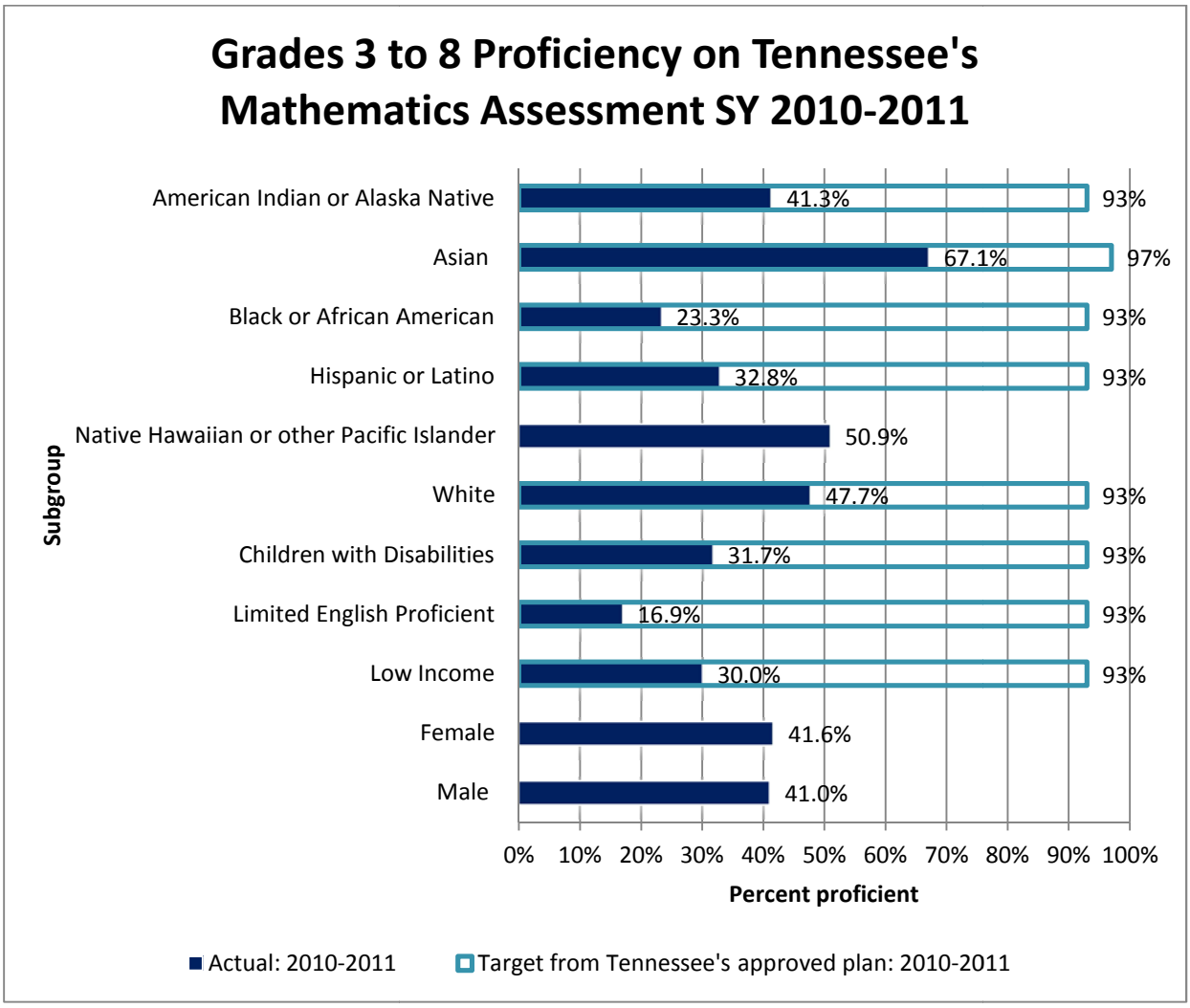

Grade 4 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
36.1%
62.8%
22.4%
28.8%
48.1%
44.8%
35.5%
16.3%
28.1%
37.8%
39.8%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

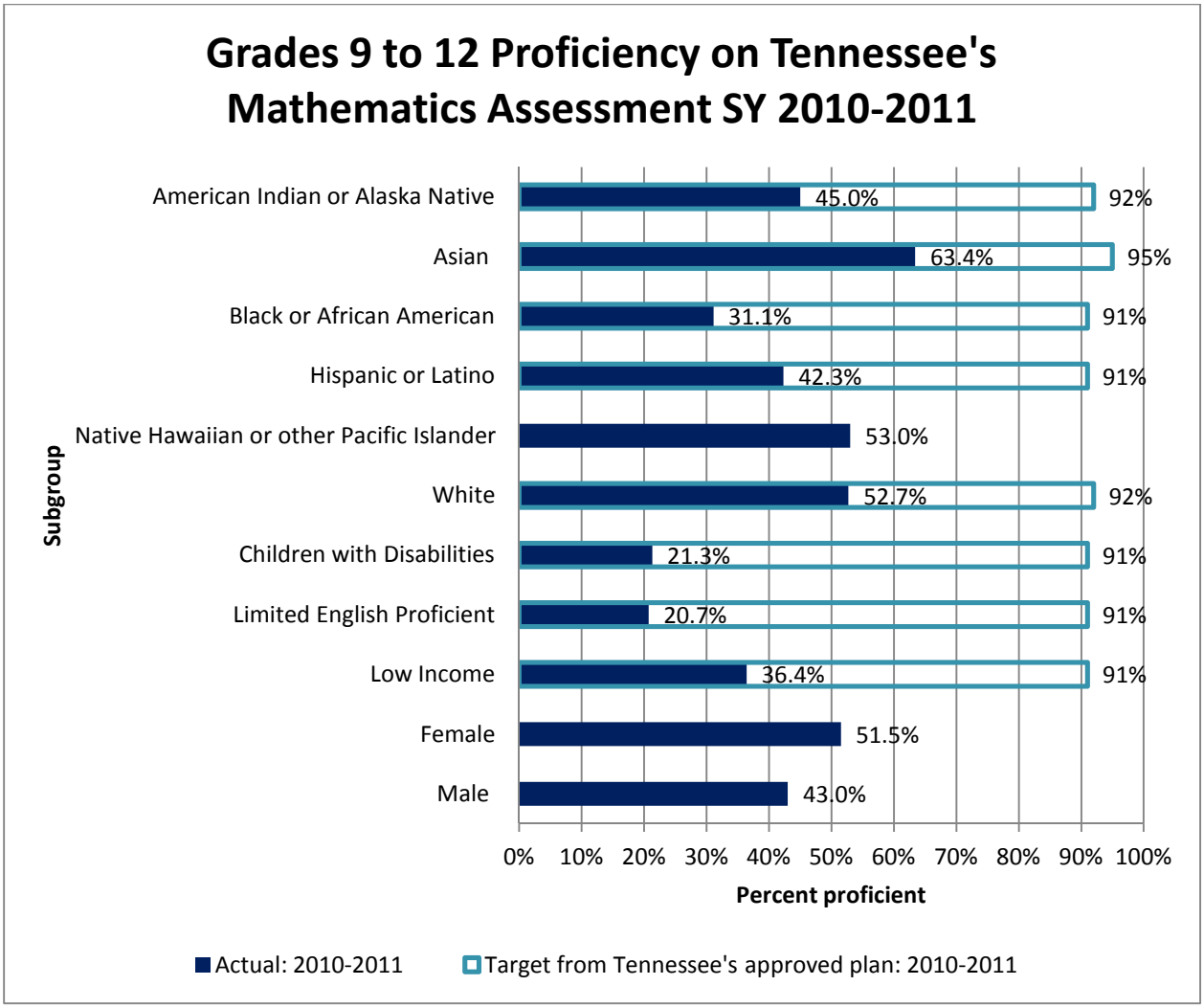

Grade 5 Proficiency on Tennessee's Mathematics Assessment SY 2010-2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
49%
71.6%
29%
38.9%
55.7%
52.9%
34.9%
20%
35.9%
47.7%
45.8%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Mathematics assessment results

Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

Tennessee did not provide targets for each subgroup by grade in the State's approved plan. Tennessee did provide targets for grade span, grades 3 to 8 and grades 9 to 12, as seen below.





<n Indicates that data has been suppressed because of a small count.	-- Indicates that data are not available.	**N/A** Indicates not applicable, e.g., the State did not specify a target in its approved plan, or the element is not applicable this year.

Grades 3 to 8 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	41.3%	93%
Asian	67.1%	97%
Black or African American	23.3%	93%
Hispanic or Latino	32.8%	93%
Native Hawaiian or other Pacific Islander	50.9%	N/A
White	47.7%	93%
Two or More Races	- -	N/A
Children with Disabilities	31.7%	93%
Limited English Proficient	16.9%	93%
Low Income	30.0%	93%
Female	41.6%	N/A
Male	41.0%	N/A

Grades 3 to 8 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	30.8%
Asian or Pacific Islander	59.8%
Black, non-Hispanic	17.8%
Hispanic	25.6%
White, non-Hispanic	39.6%
Children with Disabilities	17.4%
Limited English Proficient	12.7%
Low Income	22.8%
Female	33.7%
Male	34.1%

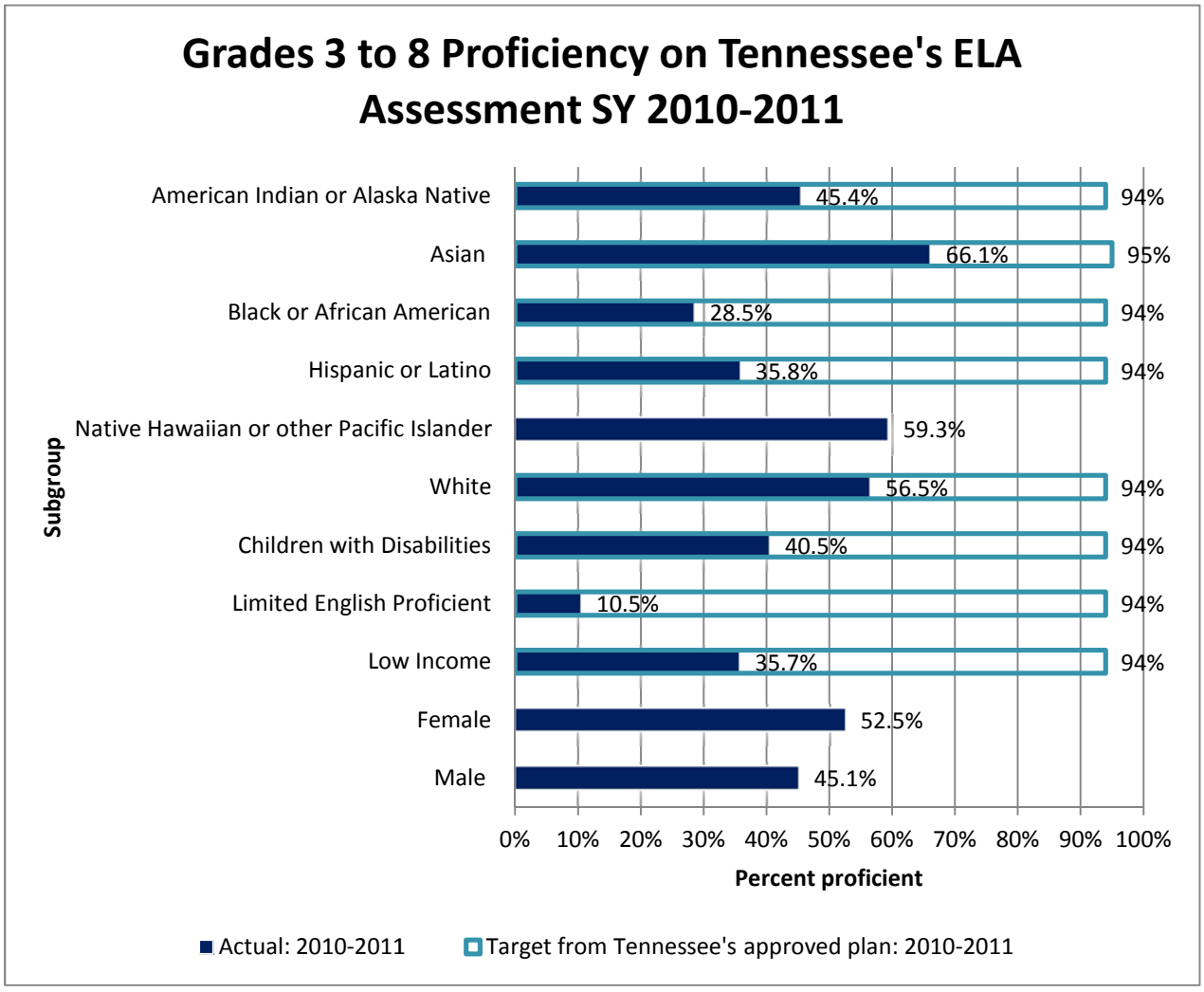
Grades 9 to 12 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	45.0%	92%
Asian	63.4%	95%
Black or African American	31.1%	91%
Hispanic or Latino	42.3%	91%
Native Hawaiian or other Pacific Islander	53.0%	N/A
White	52.7%	92%
Two or More Races	- -	N/A
Children with Disabilities	21.3%	91%
Limited English Proficient	20.7%	91%
Low Income	36.4%	91%
Female	51.5%	N/A
Male	43.0%	N/A

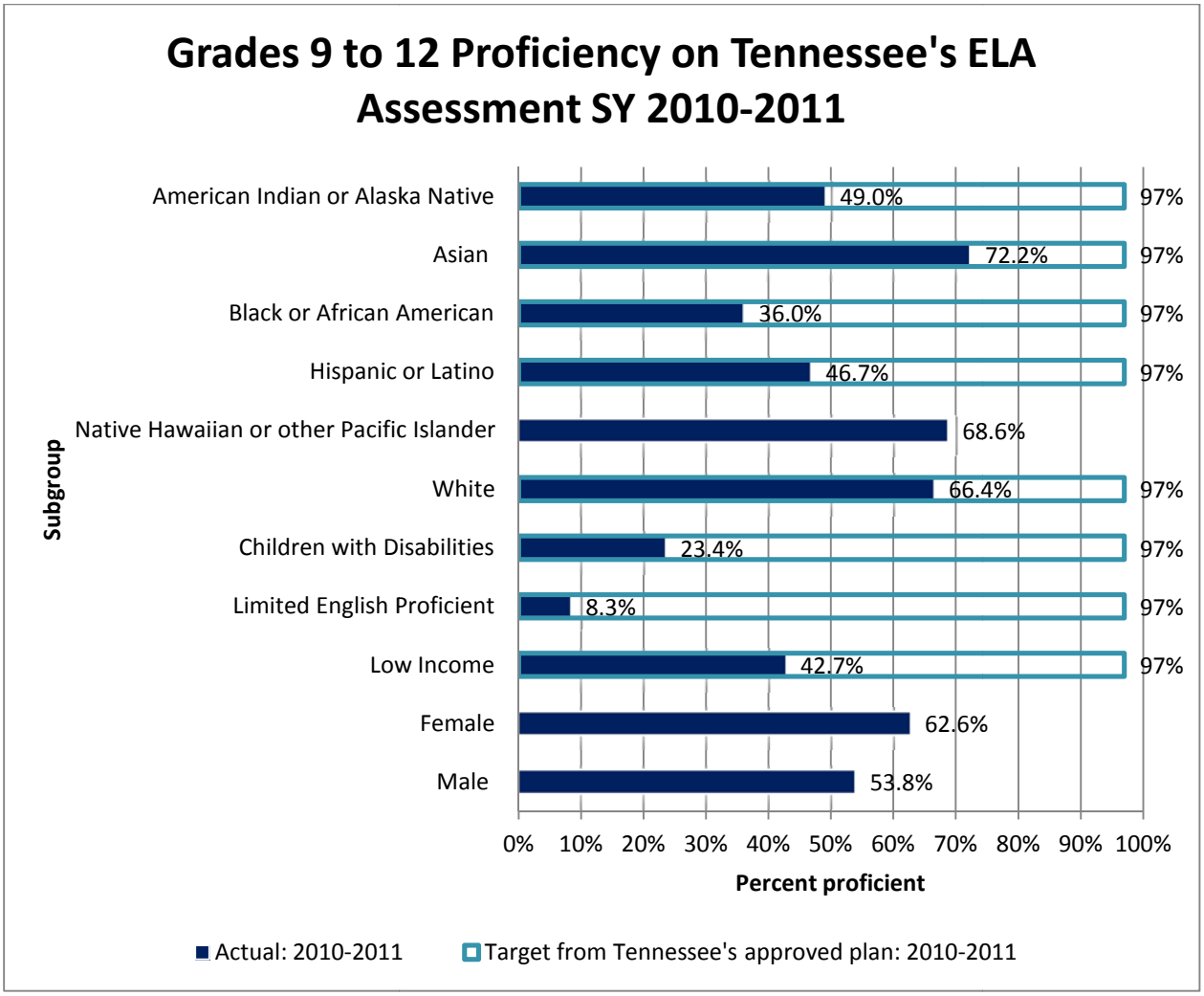
Grades 9 to 12 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	12.7%
Asian or Pacific Islander	26.1%
Black, non-Hispanic	4.5%
Hispanic	9.8%
White, non-Hispanic	17.3%
Children with Disabilities	2.0%
Limited English Proficient	3.6%
Low Income	7.7%
Female	14.1%
Male	13.4%

English language arts (ELA) assessment results

Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

Tennessee did not provide targets for each subgroup by grade in the State's approved plan. Tennessee did provide targets for grade span, grades 3 to 8 and grades 9 to 12, as seen below.





<n Indicates that data has been suppressed because of a small count.	-- Indicates that data are not available.
N/A Indicates not applicable, e.g., the State did not specify a target in its approved plan, or the element is not applicable this year.	

Grades 3 to 8 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	45.4%	94%
Asian	66.1%	95%
Black or African American	28.5%	94%
Hispanic or Latino	35.8%	94%
Native Hawaiian or other Pacific Islander	59.3%	N/A
White	56.5%	94%
Two or More Races	- -	N/A
Children with Disabilities	40.5%	94%
Limited English Proficient	10.5%	94%
Low Income	35.7%	94%
Female	52.5%	N/A
Male	45.1%	N/A

Grades 3 to 8 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	42.1%
Asian or Pacific Islander	63.5%
Black, non-Hispanic	25.1%
Hispanic	32.0%
White, non-Hispanic	52.0%
Children with Disabilities	23.2%
Limited English Proficient	8.4%
Low Income	31.1%
Female	48.9%
Male	40.6%

Grades 9 to 12 Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	49.0%	97%
Asian	72.2%	97%
Black or African American	36.0%	97%
Hispanic or Latino	46.7%	97%
Native Hawaiian or other Pacific Islander	68.6%	N/A
White	66.4%	97%
Two or More Races	- -	N/A
Children with Disabilities	23.4%	97%
Limited English Proficient	8.3%	97%
Low Income	42.7%	97%
Female	62.6%	N/A
Male	53.8%	N/A

Grades 9 to 12 Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	65.4%
Asian or Pacific Islander	73.1%
Black, non-Hispanic	37.2%
Hispanic	47.4%
White, non-Hispanic	67.4%
Children with Disabilities	23.3%
Limited English Proficient	12.3%
Low Income	43.0%
Female	63.9%
Male	54.2%

Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

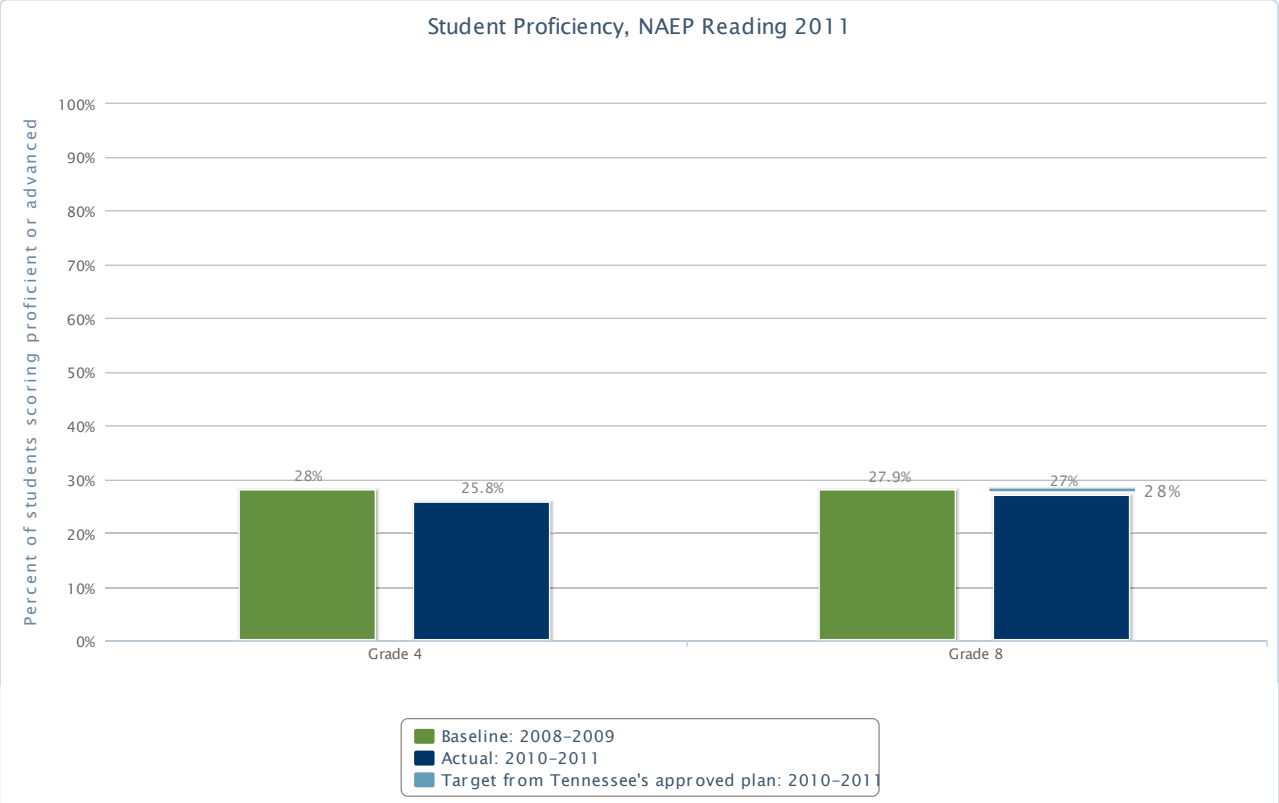
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Tennessee's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



View Table (Accessible)

NOTE:

Percentages:

The percentage of Tennessee's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Tennessee's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

Scale Score:

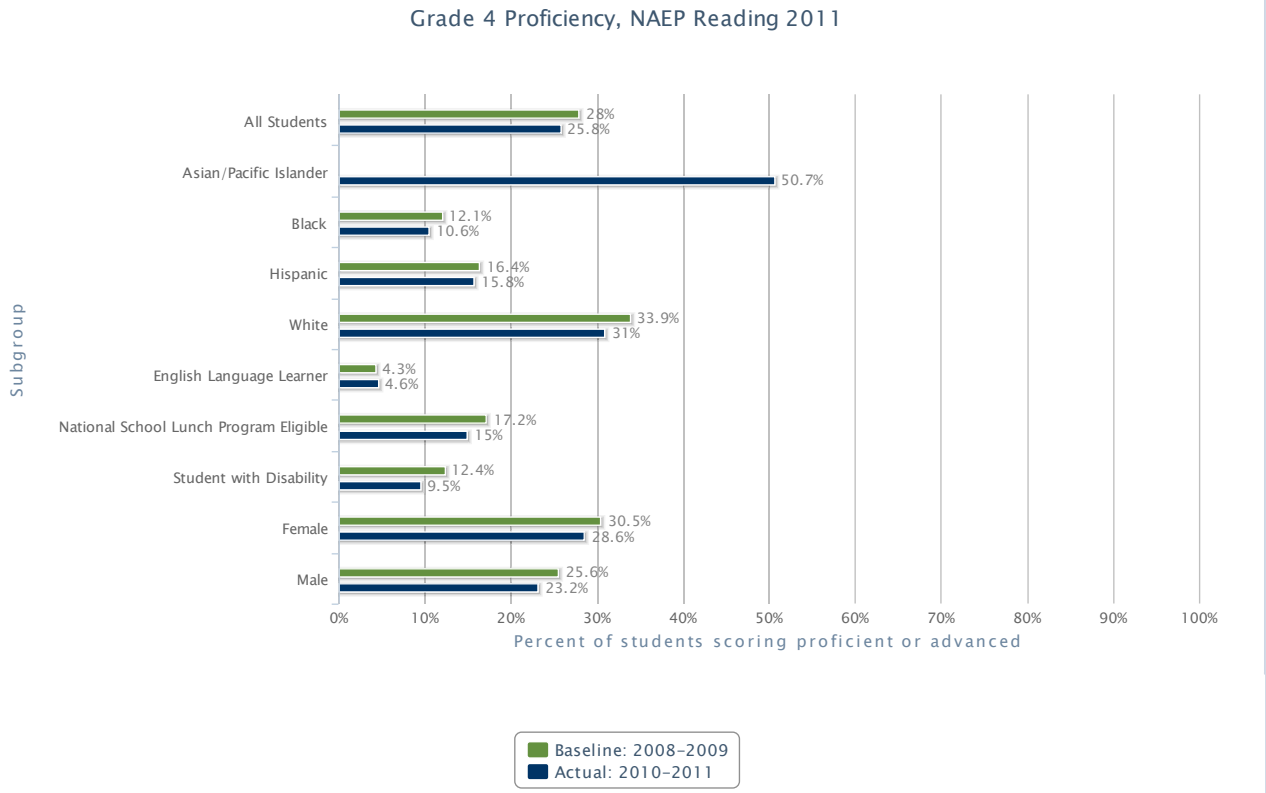
Tennessee's grade 4 reading score was not significantly different in 2011 than in 2009.

Tennessee's grade 8 reading score was not significantly different in 2011 than in 2009.

Close

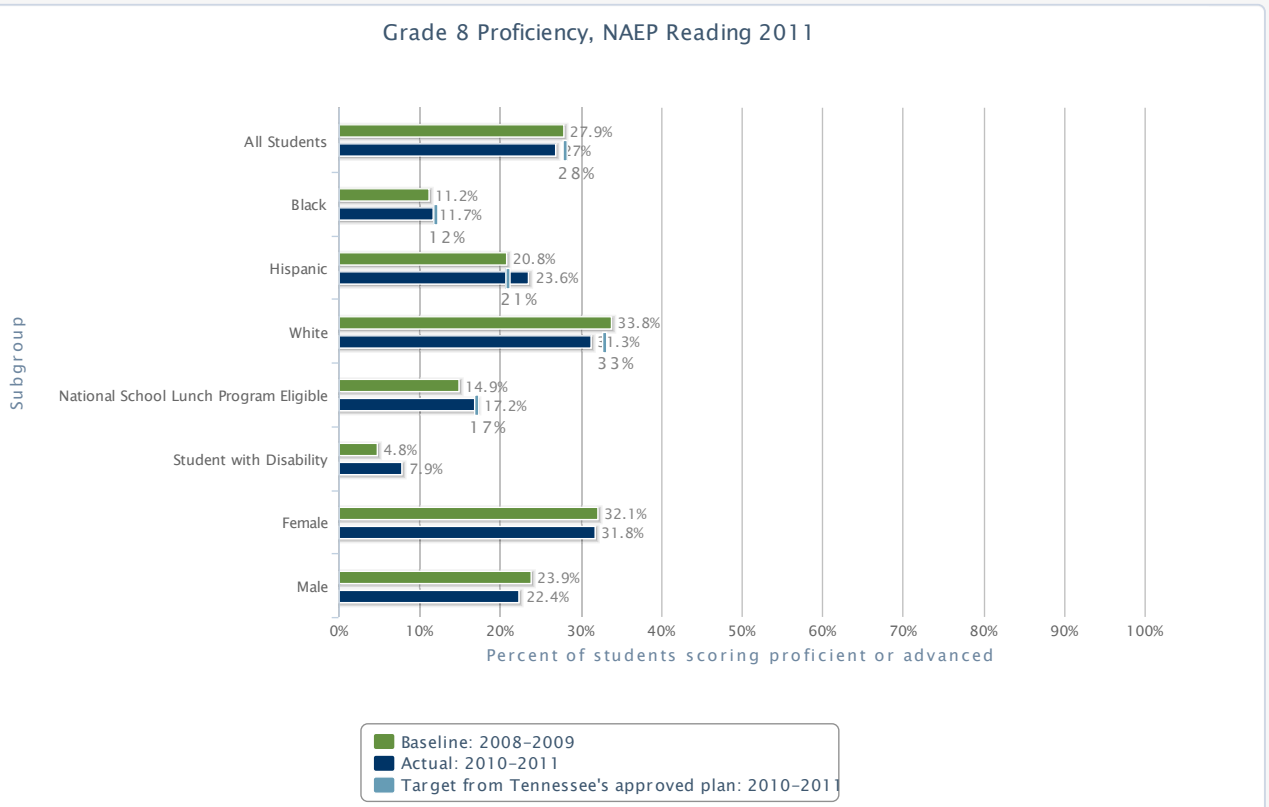
Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Tennessee's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	28%	25.8%	N/A	216.7	214.6
Grade 8	27.9%	27%	28%	260.9	259.2

View Table Key



Percentages | Scale Score

View Table (Accessible)



Percentages | Scale Score

View Table (Accessible)

Grade 4 Proficiency					
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Target from Tennessee's approved plan (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	<n	50.7%	N/A	<n	234
Black	12.1%	10.6%	N/A	196.9	198.1
Hispanic	16.4%	15.8%	N/A	201.9	201.3
White	33.9%	31%	N/A	224.2	220.7
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	4.3%	4.6%	N/A	182.1	177.5
National School Lunch Program Eligible	17.2%	15%	N/A	205.3	204
Student with Disability	12.4%	9.5%	N/A	189.3	177
Female	30.5%	28.6%	N/A	219.7	218.7
Male	25.6%	23.2%	N/A	213.9	210.8

View Table Key

Grade 8 Proficiency					
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Target from Tennessee's approved plan (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	N/A	<n	<n

Asian/Pacific Islander	<n	<n	N/A	<n	<n
Black	11.2%	11.7%	12%	243.1	240.3
Hispanic	20.8%	23.6%	21%	251.8	254.8
White	33.8%	31.3%	33%	267.4	264.9
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	<n	<n	N/A	<n	<n
National School Lunch Program Eligible	14.9%	17.2%	17%	249.7	249.5
Student with Disability	4.8%	7.9%	N/A	222.1	224.2
Female	32.1%	31.8%	N/A	264.8	263.9
Male	23.9%	22.4%	N/A	257.2	254.6

View Table Key

Close Subgroup Graph

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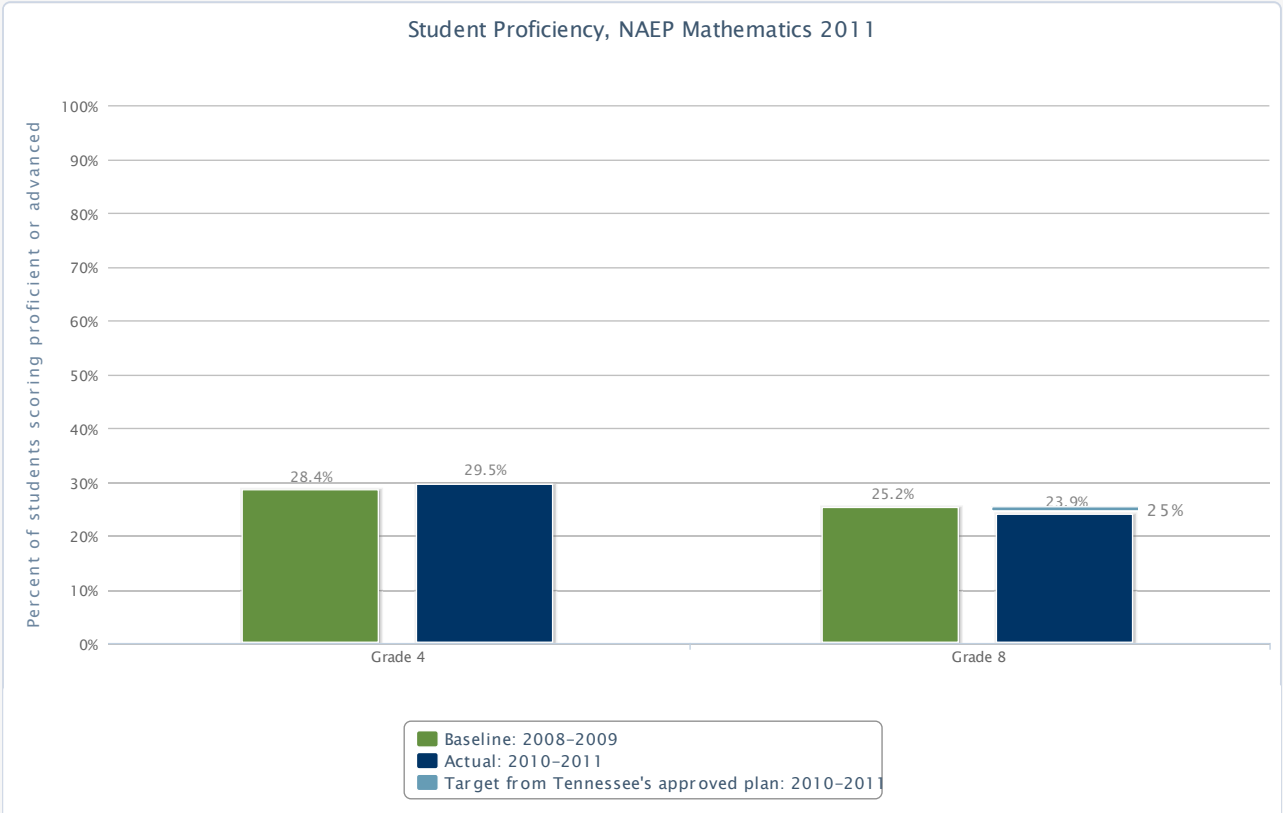
NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Tennessee's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



Percentages | Scale Score

View Table (Accessible)

NOTE:

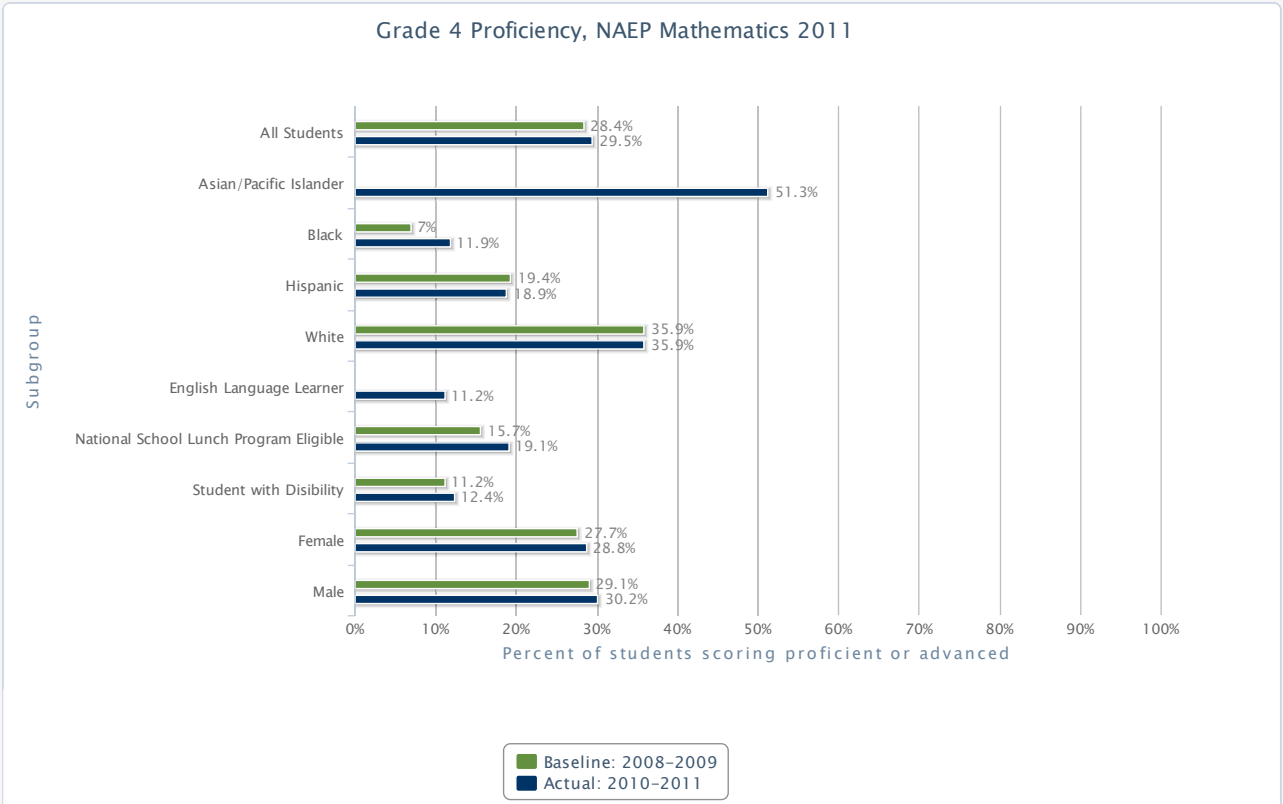
Percentages:
The percentage of Tennessee's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.
The percentage of Tennessee's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

Scale Score:
Tennessee's grade 4 mathematics score was not significantly different in 2011 than in 2009.
Tennessee's grade 8 mathematics score was not significantly different in 2011 than in 2009.

Close

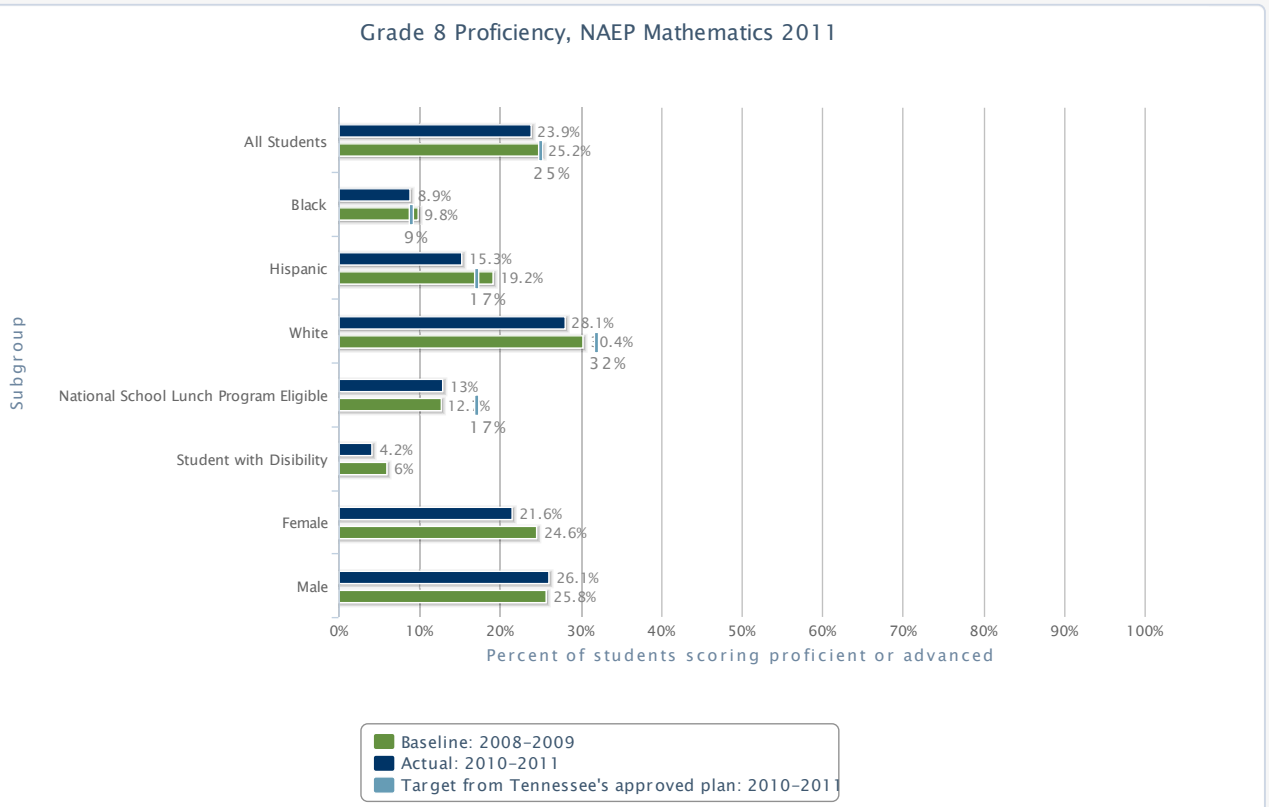
Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Tennessee's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	28.4%	29.5%	N/A	231.8	232.9
Grade 8	25.2%	23.9%	25%	274.8	274

View Table Key



Percentages | Scale Score

View Table (Accessible)



Percentages | Scale Score

View Table (Accessible)

Grade 4 Proficiency					
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Target from Tennessee's approved plan (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	<n	51.3%	N/A	<n	248.5
Black	7%	11.9%	N/A	212.6	215.9
Hispanic	19.4%	18.9%	N/A	224.7	227.9
White	35.9%	35.9%	N/A	238.5	238.7
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	<n	11.2%	N/A	<n	218
National School Lunch Program Eligible	15.7%	19.1%	N/A	222	224.5
Student with Disability	11.2%	12.4%	N/A	210.6	211.6
Female	27.7%	28.8%	N/A	231.5	232.3
Male	29.1%	30.2%	N/A	232.2	233.4

View Table Key

Grade 8 Proficiency					
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Target from Tennessee's approved plan (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	N/A	<n	<n

Asian/Pacific Islander	<n	<n	N/A	<n	<n
Black	9.8%	8.9%	9%	253.8	252.2
Hispanic	19.2%	15.3%	17%	270.4	265.7
White	30.4%	28.1%	32%	282	280.6
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	<n	<n	N/A	<n	<n
National School Lunch Program Eligible	12.7%	13%	17%	261.1	262.2
Student with Disability	6%	4.2%	N/A	238.6	239.2
Female	24.6%	21.6%	N/A	275	272.2
Male	25.8%	26.1%	N/A	274.6	275.8

View Table Key

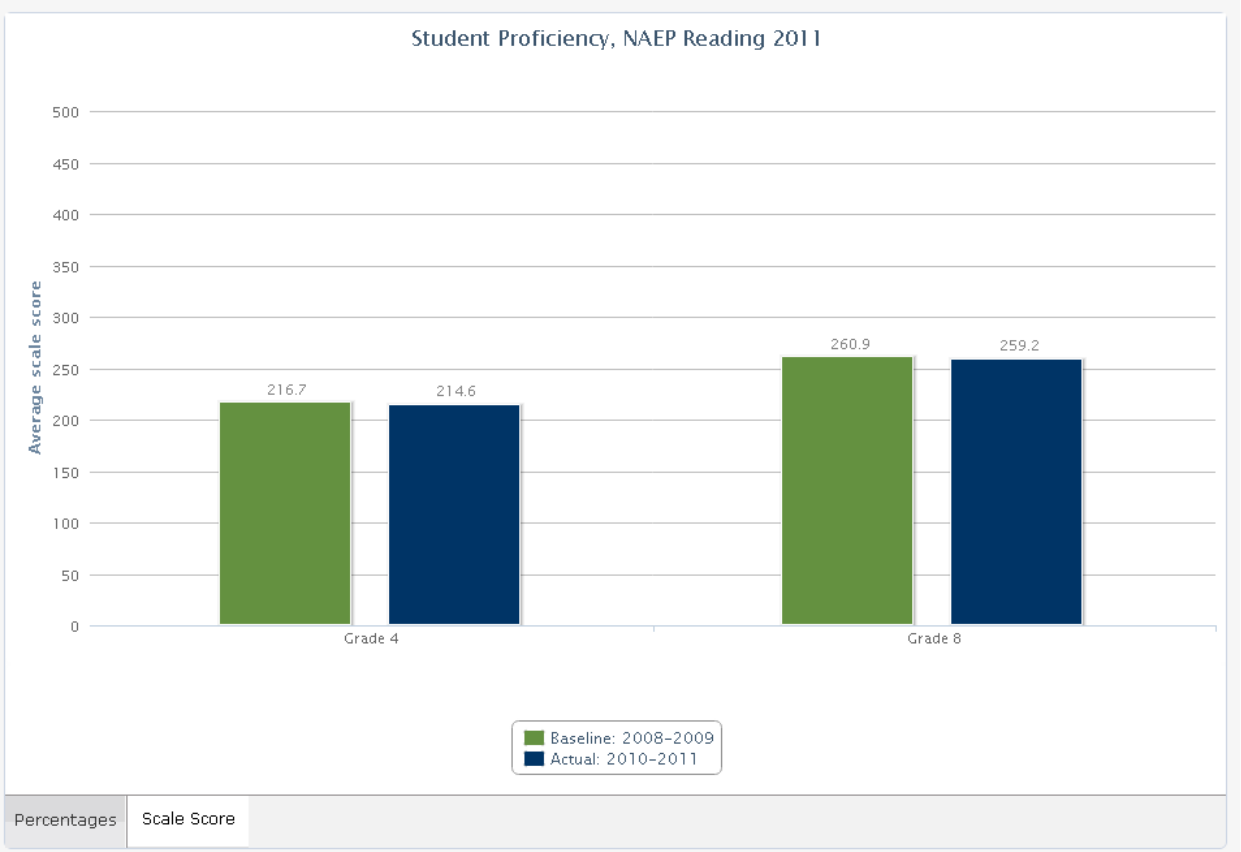
Close Subgroup Graphs

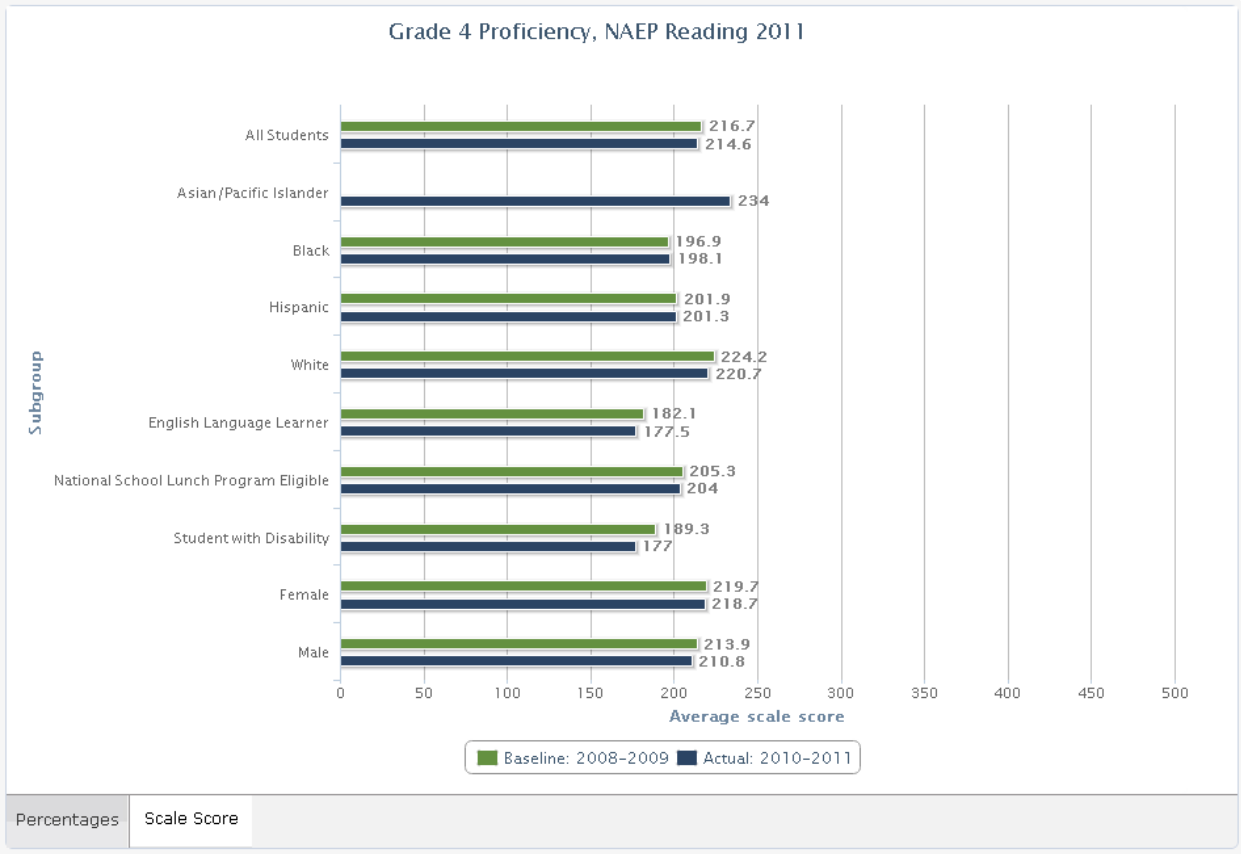
Back to the Top

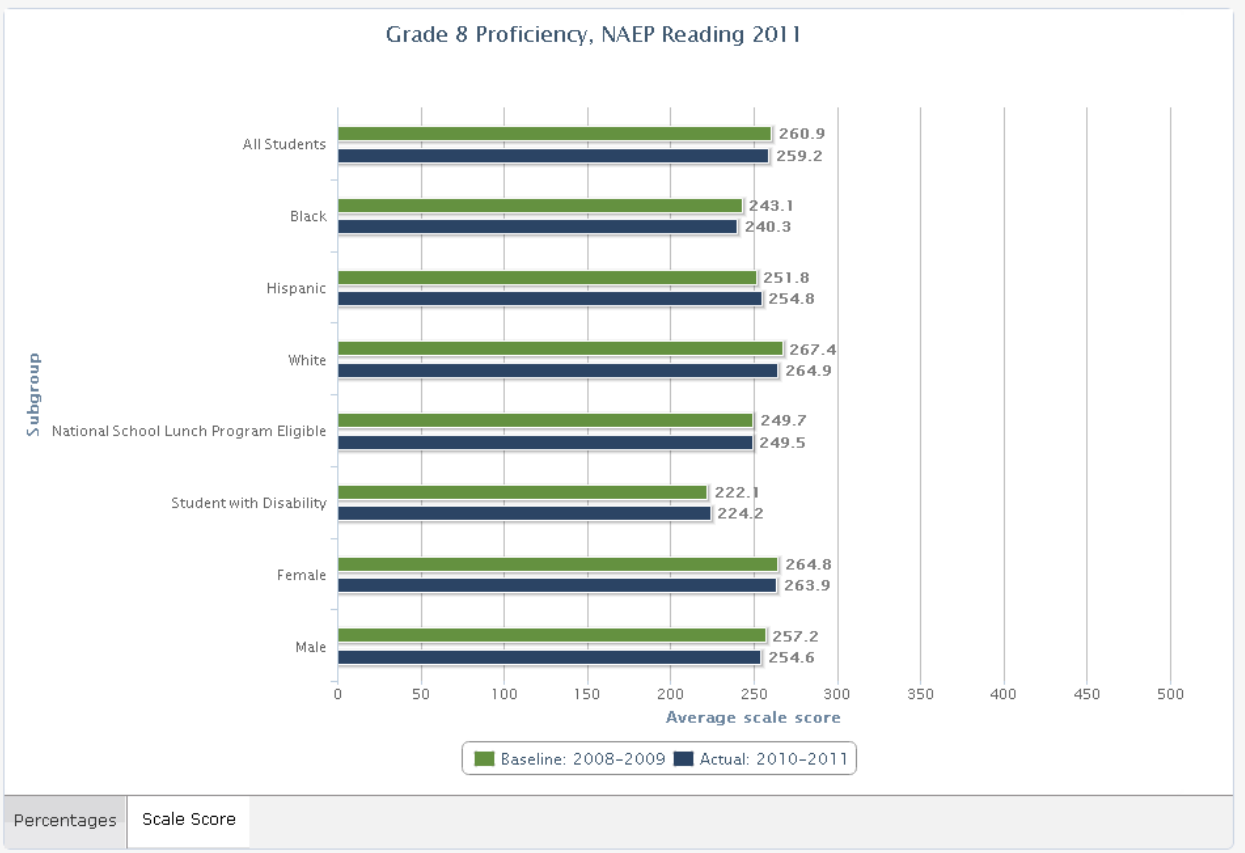
Table Key

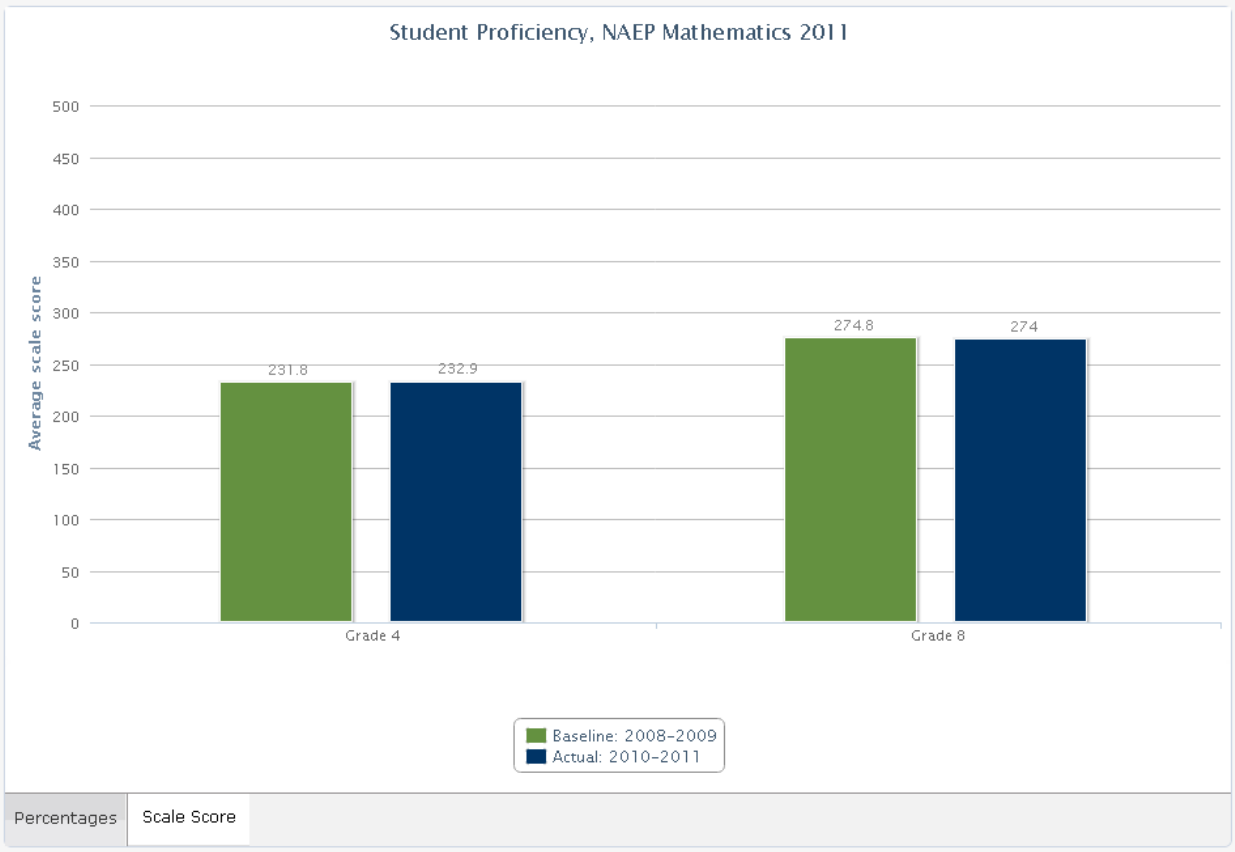
< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

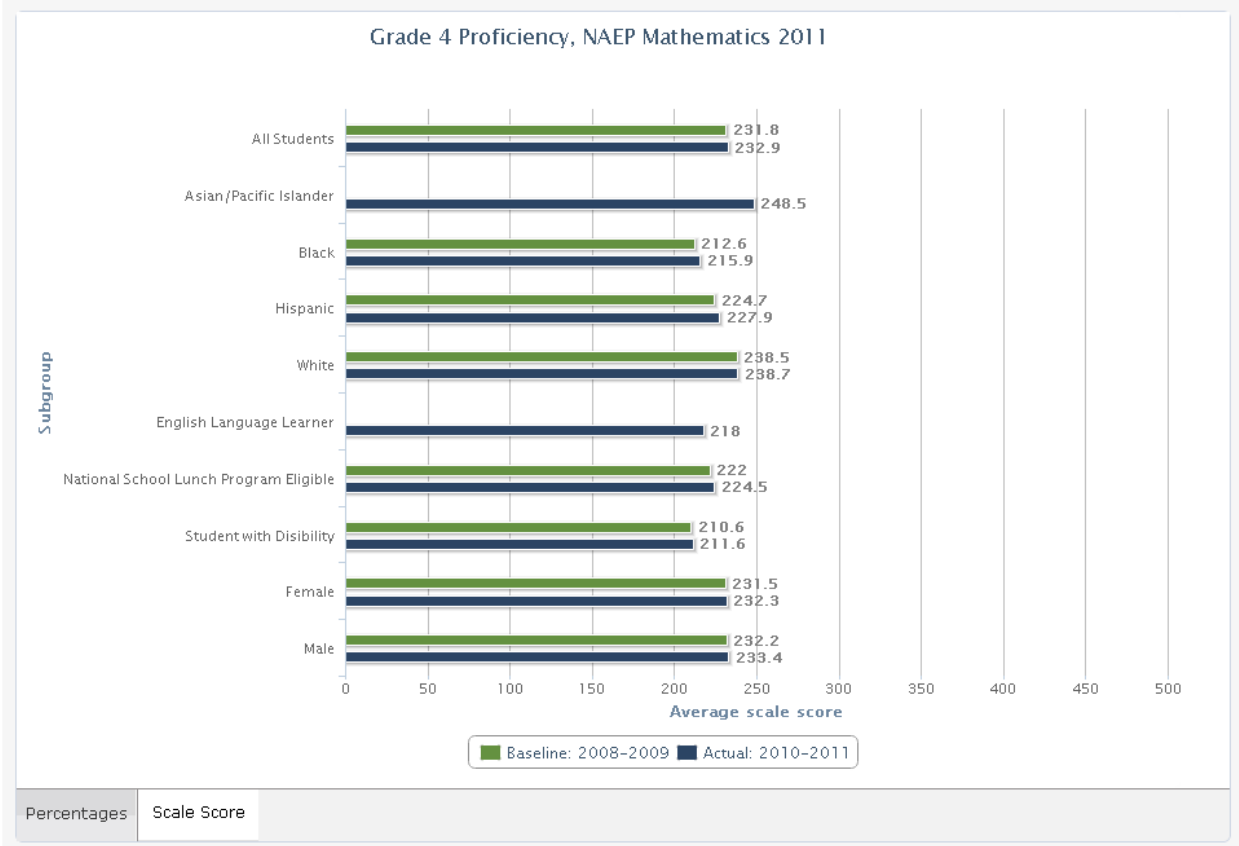
Back to the Top

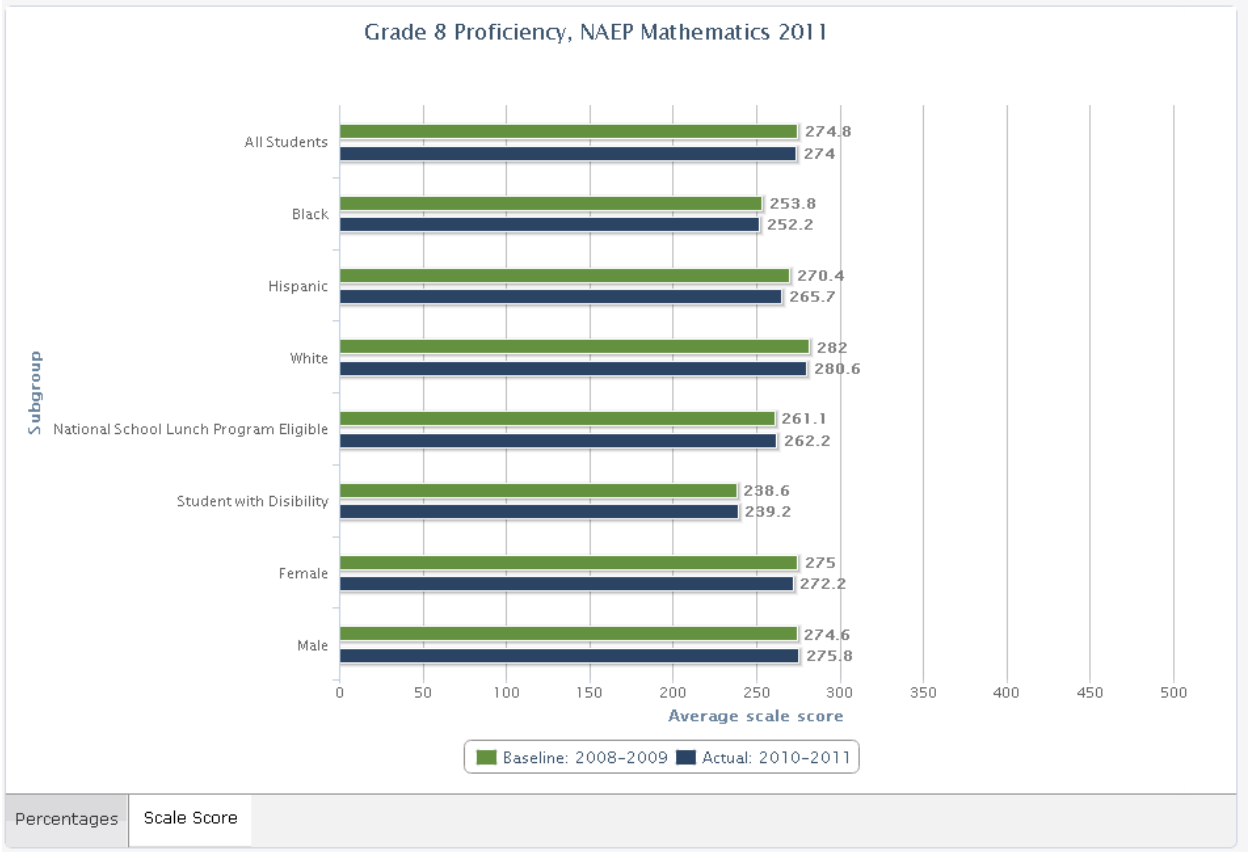

Student Proficiency, NAEP Reading 2011
Average scale score
500
450
400
350
300
250
200
150
100
50
0
216.7
214.6
260.9
259.2
Grade 4
Grade 8
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 4 Proficiency, NAEP Reading 2011
Subgroup
All Students
216.7
214.6
Asian/Pacific Islander
234
Black
196.9
198.1
Hispanic
201.9
201.3
White
224.2
220.7
English Language Learner
182.1
177.5
National School Lunch Program Eligible
205.3
204
Student with Disability
189.3
177
Female
219.7
218.7
Male
213.9
210.8
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 8 Proficiency, NAEP Reading 2011
Subgroup
All Students
Black
Hispanic
White
National School Lunch Program Eligible
Student with Disability
Female
Male
260.9
259.2
243.1
240.3
251.8
254.8
267.4
264.9
249.7
249.5
222.1
224.2
264.8
263.9
257.2
254.6
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Student Proficiency, NAEP Mathematics 2011
Average scale score
500
450
400
350
300
250
200
150
100
50
0
231.8
232.9
274.8
274
Grade 4
Grade 8
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 4 Proficiency, NAEP Mathematics 2011
All Students
231.8
232.9
Asian/Pacific Islander
248.5
Black
212.6
215.9
Hispanic
224.7
227.9
White
238.5
238.7
English Language Learner
218
National School Lunch Program Eligible
222
224.5
Student with Disibility
210.6
211.6
Female
231.5
232.3
Male
232.2
233.4
Subgroup
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 8 Proficiency, NAEP Mathematics 2011
All Students
274.8
274
Black
253.8
252.2
Hispanic
270.4
265.7
White
282
280.6
National School Lunch Program Eligible
261.1
262.2
Student with Disibility
238.6
239.2
Female
275
272.2
Male
274.6
275.8
Subgroup
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score

Student Outcomes Data: Closing Achievement Gaps

Results in closing the achievement gap on Tennessee's ELA assessment

Results in closing the achievement gap on Tennessee's mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on Tennessee's ELA assessment

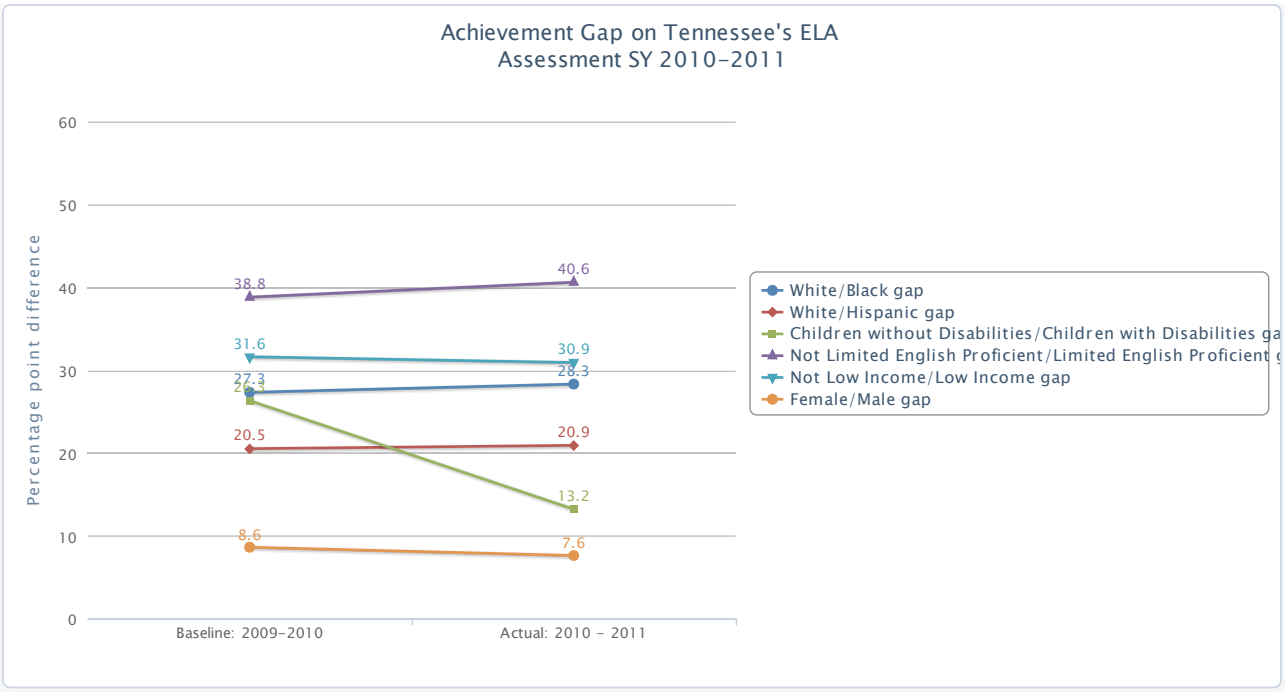
State-reported information

Preliminary SY 2010-2011 data reported as of: October 7, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Tennessee's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 7, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
White/Black gap	27.3	28.3	N/A
White/Hispanic gap	20.5	20.9	N/A
Children without Disabilities/ Children with Disabilities gap	26.3	13.2	N/A
Not Limited English Proficient/ Limited English Proficient gap	38.8	40.6	N/A
Not Low Income/Low Income gap	31.6	30.9	N/A
Female/Male gap	8.6	7.6	N/A
View Table Key			

Additional information provided by the State:

2009-2010 English language arts assessment results, as well as the 2010-2011 results, differ from the targets in Tennessee's approved plan as the state transitioned to the Tennessee Diploma Project standards which aligned with the American Diploma Project network in the 2009-2010 school year. The state is in the process of submitting an amendment with revised targets to reflect this change in standards.

Math and English Language Arts proficiency is measured through the Tennessee Comprehensive Assessment Program. Math proficiency in grades 9-12 is generated by the Algebra I End of Course Assessment typically taken in 9th grade. English Language Arts proficiency in grades 9-12 is generated by the English II End of Course Assessment typically taken in 10th grade.

"Proficiency" includes all students scoring proficient or advanced.

Close

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Results in closing the achievement gap on Tennessee's mathematics assessment

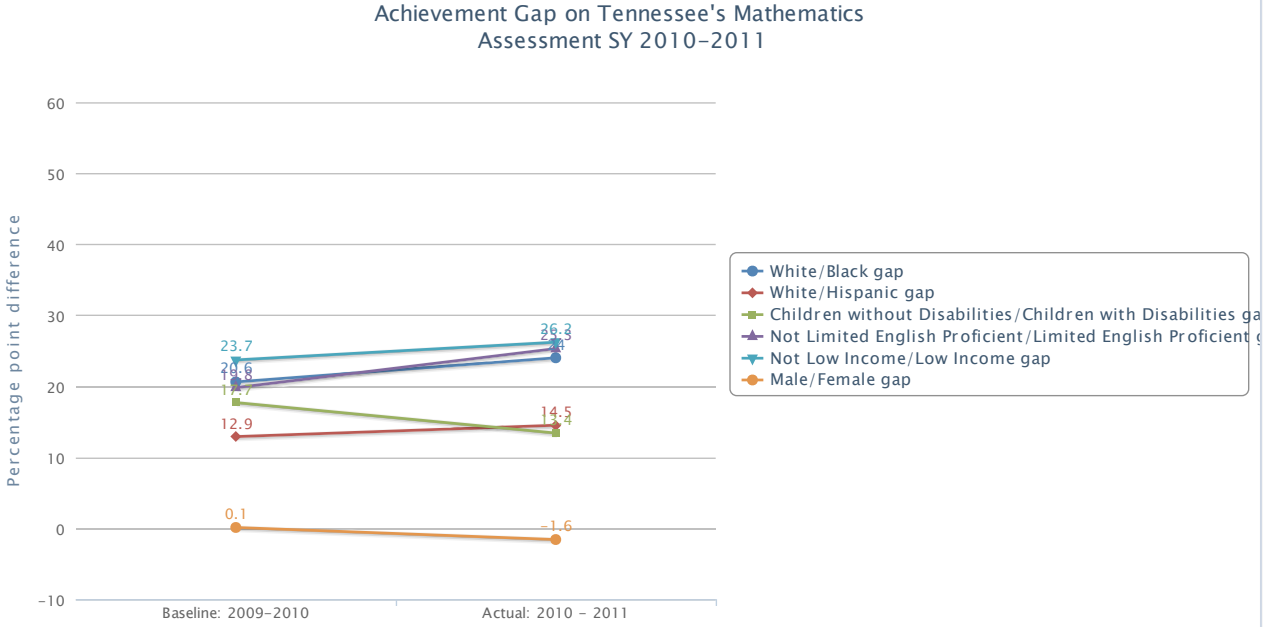
State-reported information

Preliminary SY 2010-2011 data reported as of: October 7, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Tennessee's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 7, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
White/Black gap	20.6	24	N/A
White/Hispanic gap	12.9	14.5	N/A
Children without Disabilities/ Children with Disabilities gap	17.7	13.4	N/A
Not Limited English Proficient/ Limited English Proficient gap	19.8	25.3	N/A
Not Low Income/Low Income gap	23.7	26.2	N/A
Male/Female gap	0.1	-1.6	N/A

View Table Key

Additional information provided by the State:

2009-2010 mathematics assessment results, as well as the 2010-2011 results, differ from the targets in Tennessee's approved plan as the state transitioned to the Tennessee Diploma Project standards which aligned with the American Diploma Project network in the 2009-2010 school year. The state is in the process of submitting an amendment with revised targets to reflect this change in standards.

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Close

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Results in closing the achievement gap on NAEP reading

Department-reported information

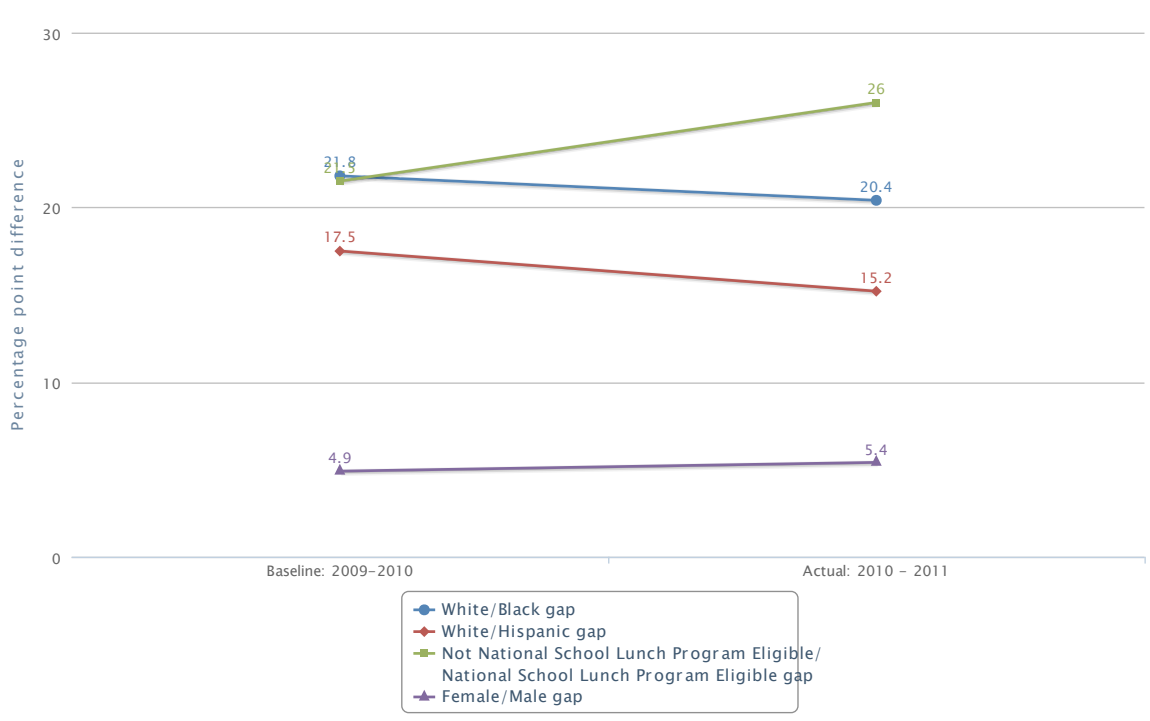
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Tennessee's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



Grade 4 | Grade 8

View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on Tennessee's NAEP reading 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
White/Black gap	21.8	20.4	N/A
White/Hispanic gap	17.5	15.2	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	21.5	26	N/A
Female/Male gap	4.9	5.4	N/A
View Table Key			

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on Tennessee's NAEP reading 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
White/Black gap	22.6	19.6	N/A
White/Hispanic gap	13	7.7	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	22.7	20.9	N/A
Female/Male gap	8.2	9.4	N/A
View Table Key			

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Results in closing the achievement gap on NAEP mathematics

Department-reported information

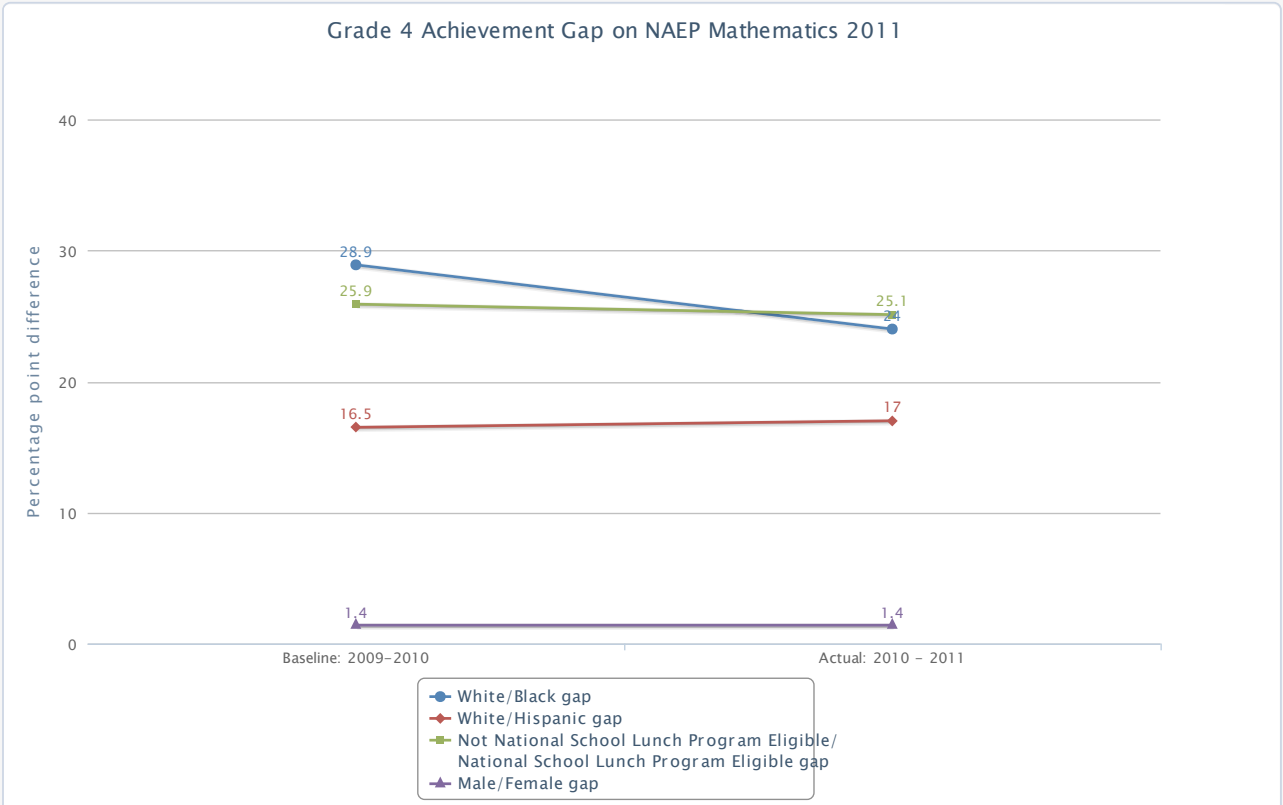
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Tennessee's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



Grade 4 | Grade 8

View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on Tennessee's NAEP mathematics 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
White/Black gap	28.9	24	N/A
White/Hispanic gap	16.5	17	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	25.9	25.1	N/A
Male/Female gap	1.4	1.4	N/A
View Table Key			

Grade 8 Achievement gap			
Achievement gap as measured by percentage point difference on Tennessee's NAEP mathematics 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
White/Black gap	20.6	19.2	N/A
White/Hispanic gap	11.2	12.8	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	21.9	22.9	N/A
Male/Female gap	1.2	4.5	N/A
View Table Key			

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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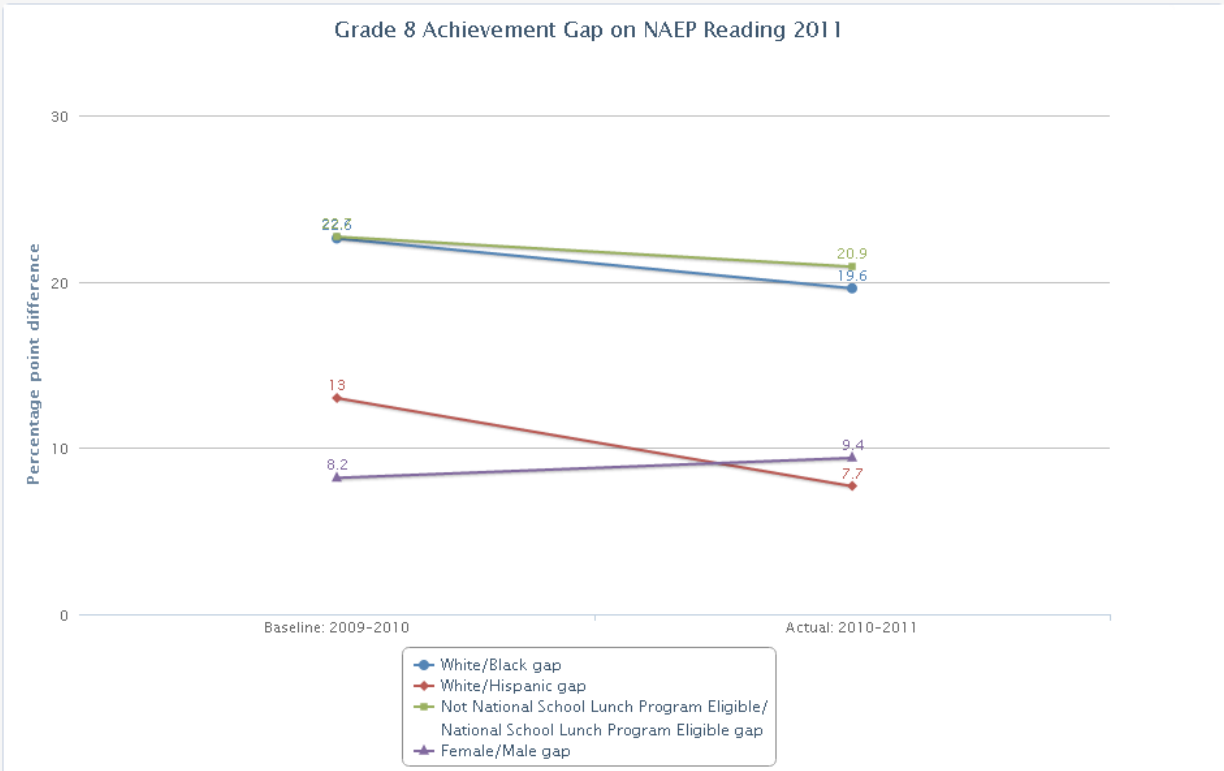
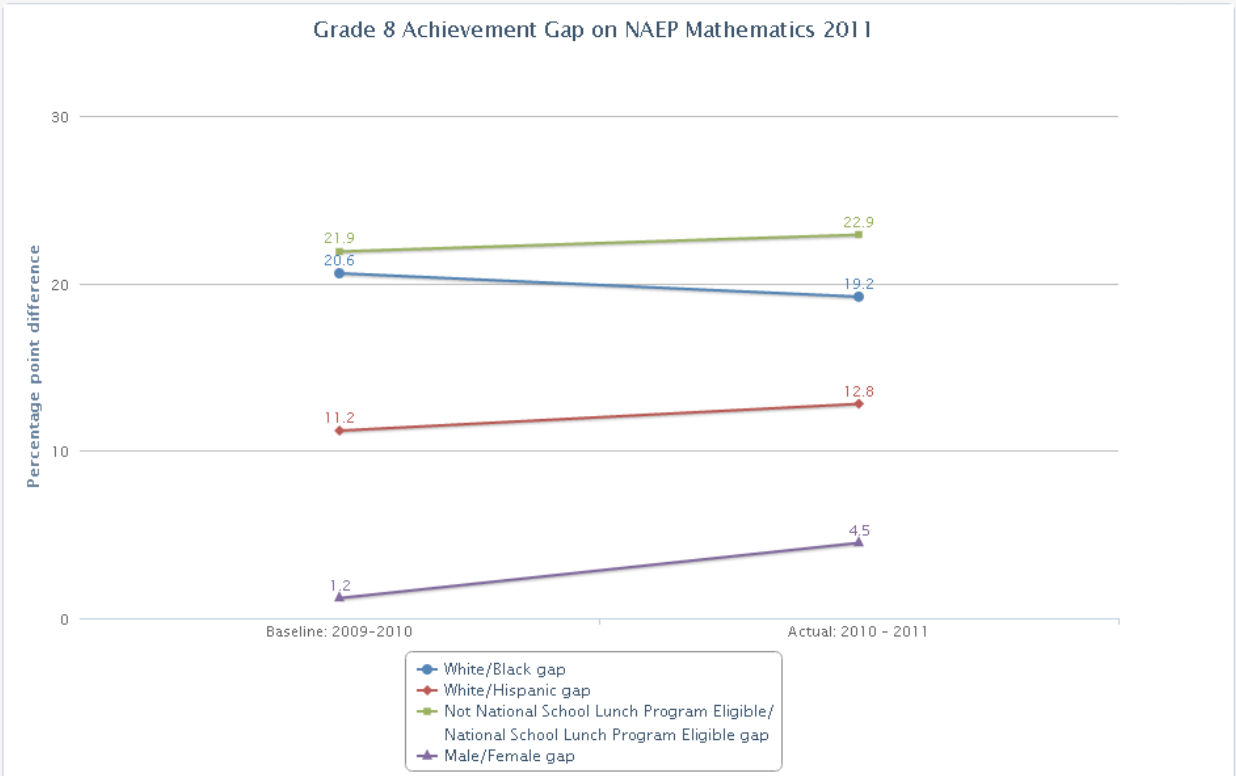

Grade 8 Achievement Gap on NAEP Reading 2011
Percentage point difference
30
20
10
0
22.8
20.9
19.6
13
9.4
8.2
7.7
Baseline: 2009-2010
Actual: 2010-2011
White/Black gap
White/Hispanic gap
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap
Female/Male gap
Grade 4
Grade 8


Grade 8 Achievement Gap on NAEP Mathematics 2011
Percentage point difference
30
20
10
0
21.9
22.9
20.6
19.2
11.2
12.8
1.2
4.5
Baseline: 2009-2010
Actual: 2010 - 2011
White/Black gap
White/Hispanic gap
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap
Male/Female gap
Grade 4
Grade 8

RACE TO THE TOP

State-reported APR: Year One

Tennessee

Standard Version | Accessible Version

Student Outcomes Data: Graduation Rates and Postsecondary Data

High school graduation rates

College enrollment rates

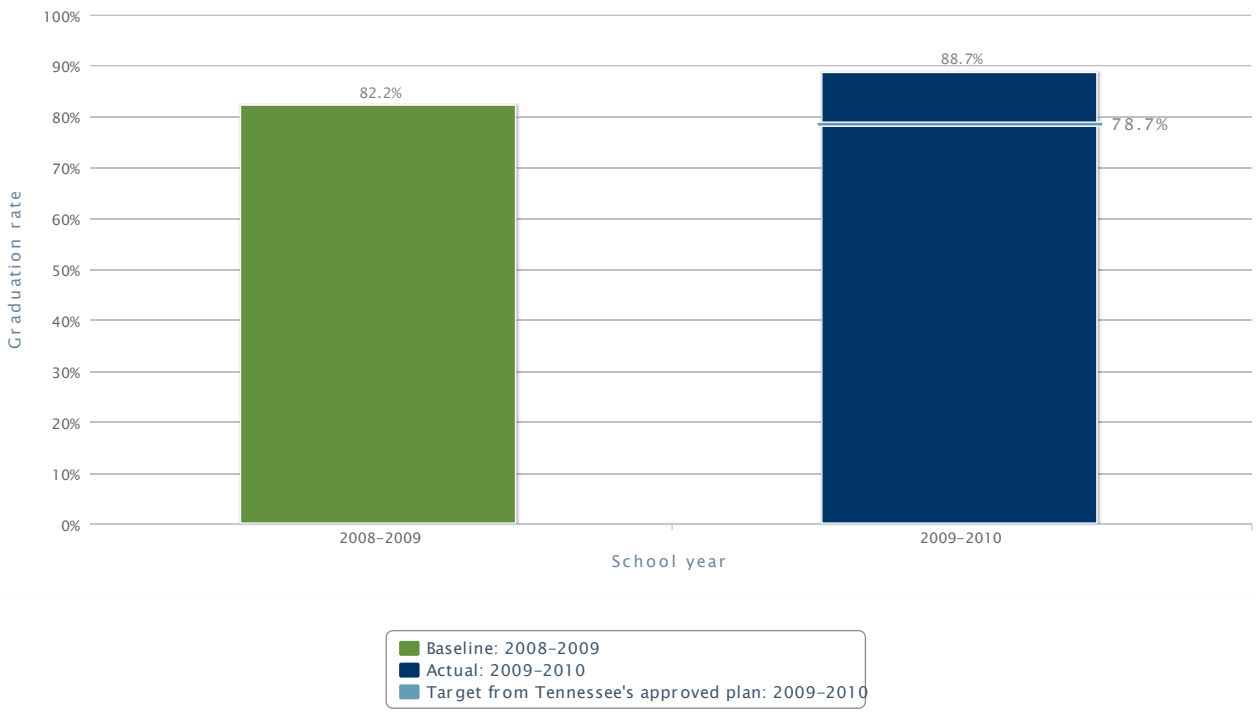
College course completion rates

Collapse All

High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 7, 2011



View Table (Accessible)

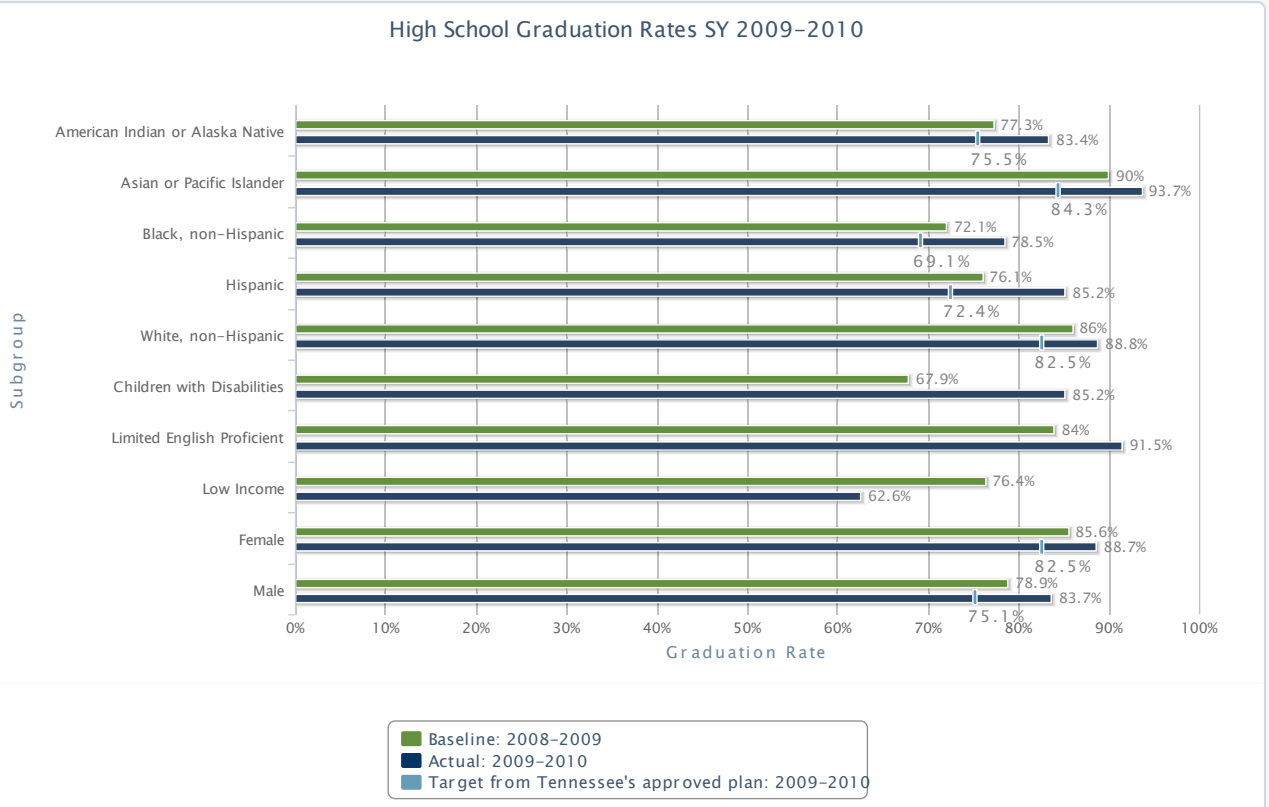
Preliminary high school graduation rates reported as of October 7, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Tennessee's approved plan: SY 2009-2010
All Students	82.2%	88.7%	78.7%

View Table Key

Additional information provided by the State:

For the 2009-2010 graduating class, Tennessee will use the National Governor's Association (NGA) rate. For 2010-2011, Tennessee will use the US DOE mandated 4-year cohort rate. Tennessee expects, based on test calculations of the NGA rate, the Graduation Rate will decrease in 2009-2010. In the following year, Tennessee expects the rate to remain at a similar rate or possibly decrease slightly when using the US DOE 4-year cohort rate.

Close



View Table (Accessible)

Preliminary High School Graduation Rates			
Subgroup	**Baseline: SY 2008-2009**	**Actual: SY 2009-2010**	**Target from Tennessee's approved plan: SY 2009-2010**
American Indian or Alaska Native	77.3%	83.4%	75.5%
Asian or Pacific Islander	90%	93.7%	84.3%
Black, non-Hispanic	72.1%	78.5%	69.1%
Hispanic	76.1%	85.2%	72.4%
White, non-Hispanic	86%	88.8%	82.5%
Children with Disabilities	67.9%	85.2%	N/A
Limited English Proficient	84%	91.5%	N/A

Low Income	76.4%	62.6%	N/A
Female	85.6%	88.7%	82.5%
Male	78.9%	83.7%	75.1%

View Table Key

Close Subgroup Graph

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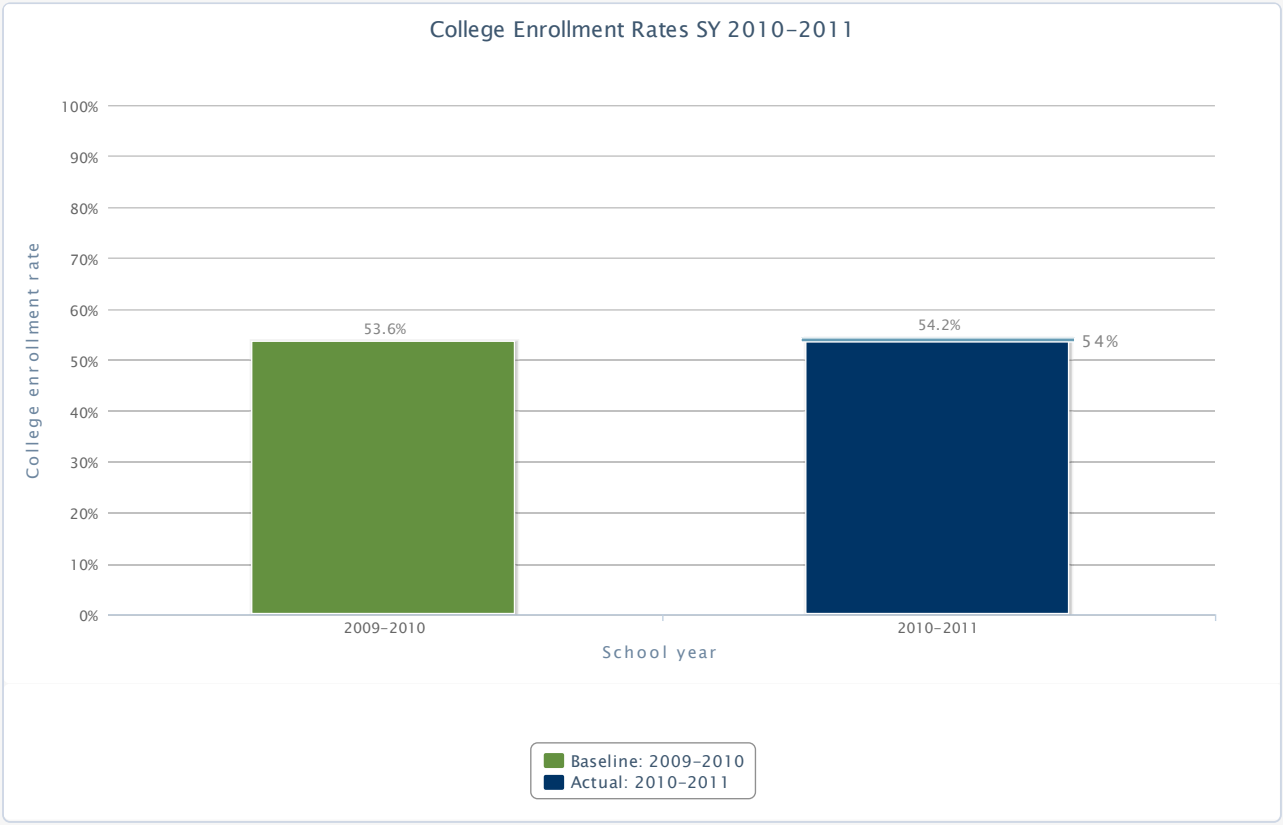
College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 7, 2011

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.

Tennessee provided college enrollment data reported by the Tennessee Independent Colleges and Universities Association and the National Student Clearinghouse. College enrollment data generated by the Tennessee Independent Colleges and Universities Association is displayed below. Please see the supporting files section to access data provided by the National Student Clearinghouse.



View Table (Accessible)

Preliminary college enrollment rates reported as of October 7, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
All Students	53.6%	54.2%	54%

View Table Key

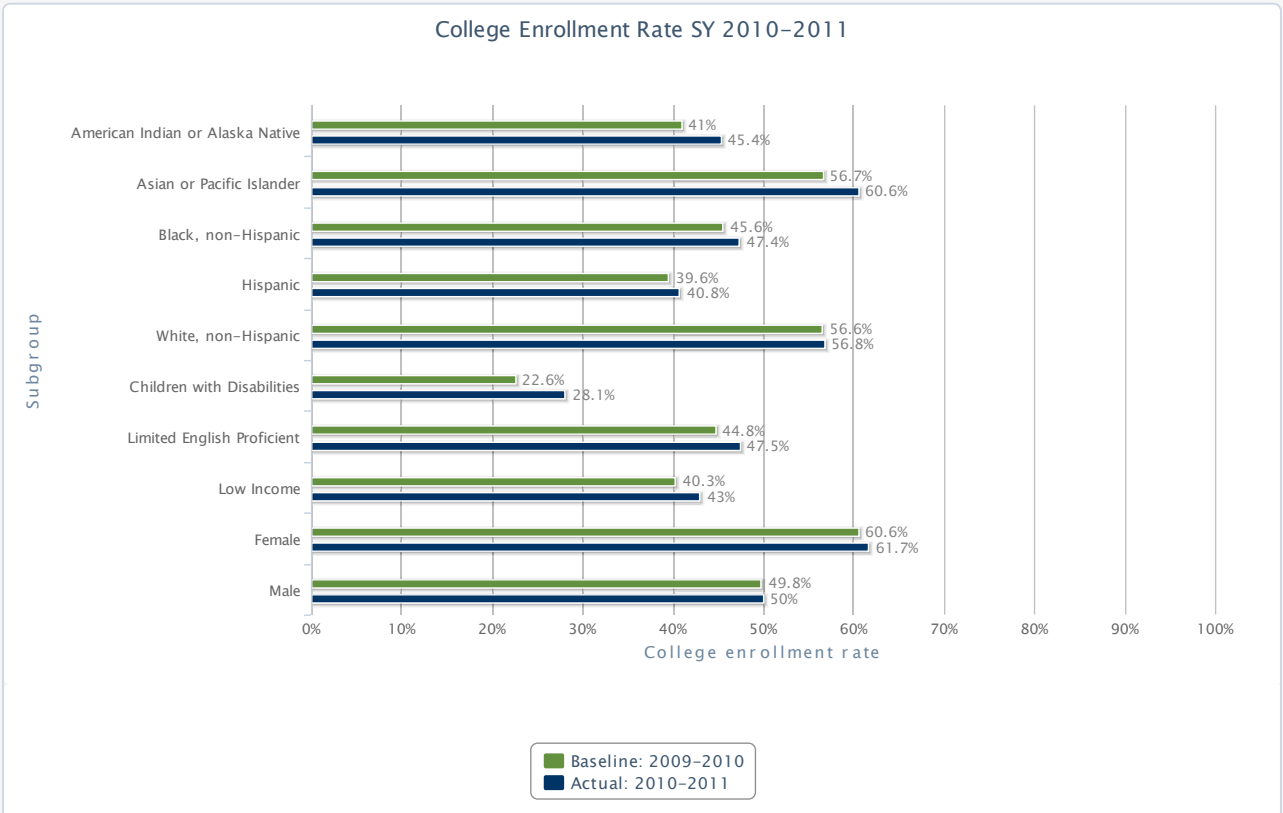
Additional information provided by the State:

*The data reported above includes enrollment figures from Tennessee's public higher education institutions as well as from institutions in the Tennessee Independent Colleges and Universities Association (TICUA). TICUA member institutions include the following colleges and universities: Aquinas College, Baptist College of Health Sciences, Belmont University, Bethel University, Bryan College, Carson-Newman College, Christian Brothers University, Cumberland University, Fisk University, Free Will Baptist Bible College, Freed-Hardeman University, Johnson University, King College, Lane College, Lee University, LeMoyne-Owen College, Lincoln Memorial University, Lipscomb University, Martin Methodist College, Maryville College, Meharry Medical College, Memphis College of Art, Middle Tennessee School of Anesthesia, Milligan College, Rhodes College, Sewanee: The University of the South, Southern Adventist University, Southern College of Optometry, Tennessee Wesleyan College, Trevecca Nazarene University, Tusculum College, Union University, Vanderbilt University, Watkins College of Art, Design & Film.

**2009-2010 enrollment years represent the number of high school graduates from 2007-2008 who are enrolling within 16 months. The 2010-2011 enrollment years represent the number of high school graduates from 2008-2009 who are enrolling within 16 months.

Tennessee public institution and TICUA enrollment data reports on the number of first time freshman from a particular high school graduating class who enroll in a Tennessee institution of higher education within 16 months. This data is able to track the exact semester of enrollment, making the Tennessee public institution and TICUA enrollment data comparable

Close



View Table (Accessible)

Preliminary College Enrollment Rates as Reported by Tennessee Independent Colleges and Universities Association			
Subgroup	**Baseline: SY 2009-2010**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**

American Indian or Alaska Native	41%	45.4%	N/A
Asian or Pacific Islander	56.7%	60.6%	N/A
Black, non-Hispanic	45.6%	47.4%	N/A
Hispanic	39.6%	40.8%	N/A
White, non-Hispanic	56.6%	56.8%	N/A
Children with Disabilities	22.6%	28.1%	N/A
Limited English Proficient	44.8%	47.5%	N/A
Low Income	40.3%	43%	N/A
Female	60.6%	61.7%	N/A
Male	49.8%	50%	N/A

View Table Key

Preliminary College Enrollment Rates as Reported by National Student Clearinghouse			
Subgroup	**Baseline: SY 2009-2010**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	45.7%	63%	N/A
Asian or Pacific Islander	75.9%	78.4%	N/A
Black, non-Hispanic	54.8%	55.9%	N/A
Hispanic	47.9%	46.7%	N/A
White, non-Hispanic	64.3%	63.6%	N/A
Children with Disabilities	27.5%	32.6%	N/A
Limited English Proficient	50.9%	50.9%	N/A
Low Income	45.2%	47.5%	N/A
Female	66.1%	66.4%	N/A
Male	57.4%	56.5%	N/A

View Table Key

Additional information provided by the State:

*The data reported above include enrollment figures from the National Student Clearinghouse which captures enrollment data from all participating institutions. A complete list of participating institutions can found on the National Student Clearinghouse's website http://www.studentclearinghouse.org/.

**2009-2010 enrollment years represent the number of high school graduates from 2007-2008 who are enrolling within 16 months. The 2010-2011 enrollment years represent the number of high school graduates from 2008-2009 who are enrolling within 16 months.

*** At this time enrollment information from private or out-of-state technology centers is not available. The enrollment figures do reflect the students enrolling in Tennessee's in-state technology centers. National Student Clearinghouse Enrollment data reports on the number of high school graduates that enroll in an institution of higher education anytime within 16 months of their graduation. The data may include students who have enrolled in multiple institutions in the same time period. The data may also include Tennessee private institutions that are not included in the Tennessee public and

Close

Close Subgroup Graph

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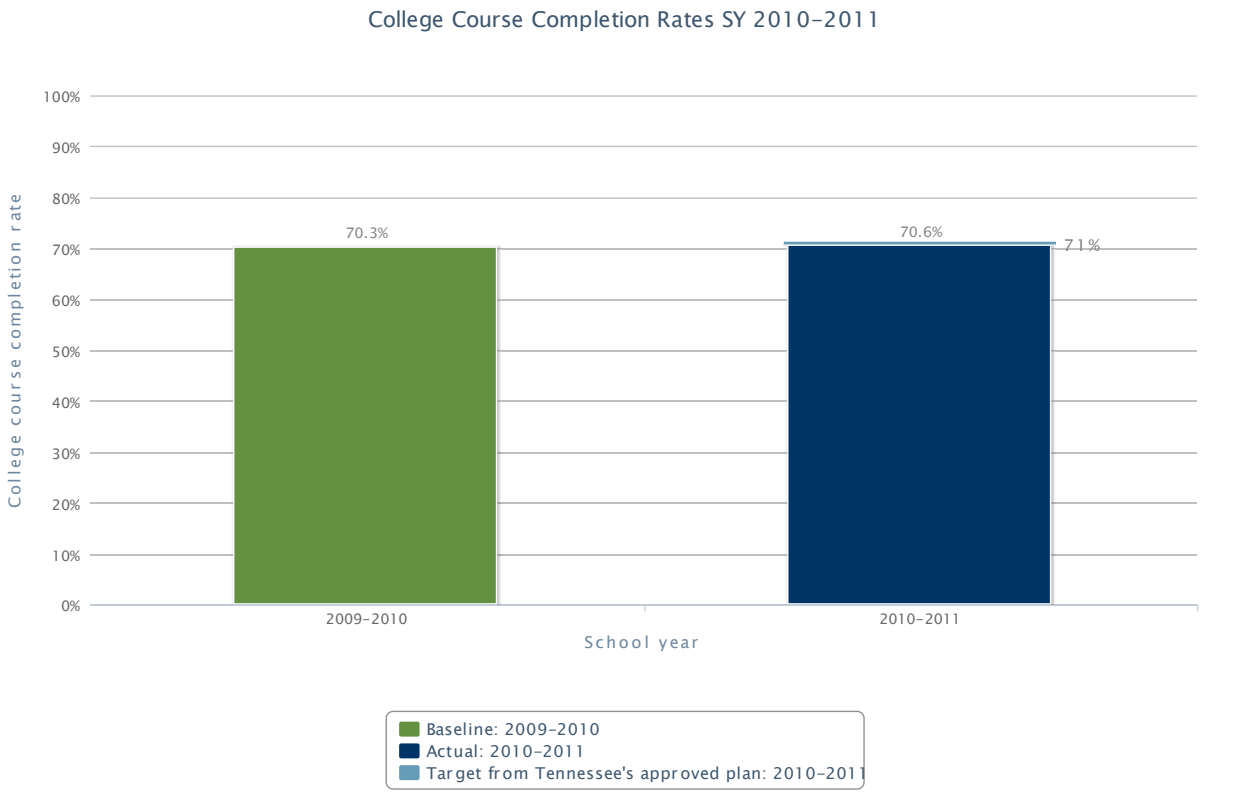
College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 7, 2011

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.



View Table (Accessible)

Preliminary college course completion rates reported as of October 7, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
All Students	70.3%	70.6%	71%

View Table Key

Additional information provided by the State:

*The data reported above includes course completion data from Tennessee's public higher education institutions as well as from institutions in the Tennessee Independent Colleges and Universities Association (TICUA). TICUA member institutions include the following colleges and universities: Aquinas College, Baptist College of Health Sciences, Belmont University, Bethel University, Bryan College, Carson-Newman College, Christian Brothers University, Cumberland University, Fisk University, Free Will Baptist Bible College, Freed-Hardeman University, Johnson University, King College, Lane College, Lee University, LeMoyne-Owen College, Lincoln Memorial University, Lipscomb University, Martin Methodist College, Maryville College, Meharry Medical College, Memphis College of Art, Middle Tennessee School of Anesthesia, Milligan College, Rhodes College, Sewanee: The University of the South, Southern Adventist University, Southern College of Optometry, Tennessee Wesleyan College, Trevecca Nazarene University, Tusculum College, Union University, Vanderbilt University, Watkins College of Art, Design & Film.

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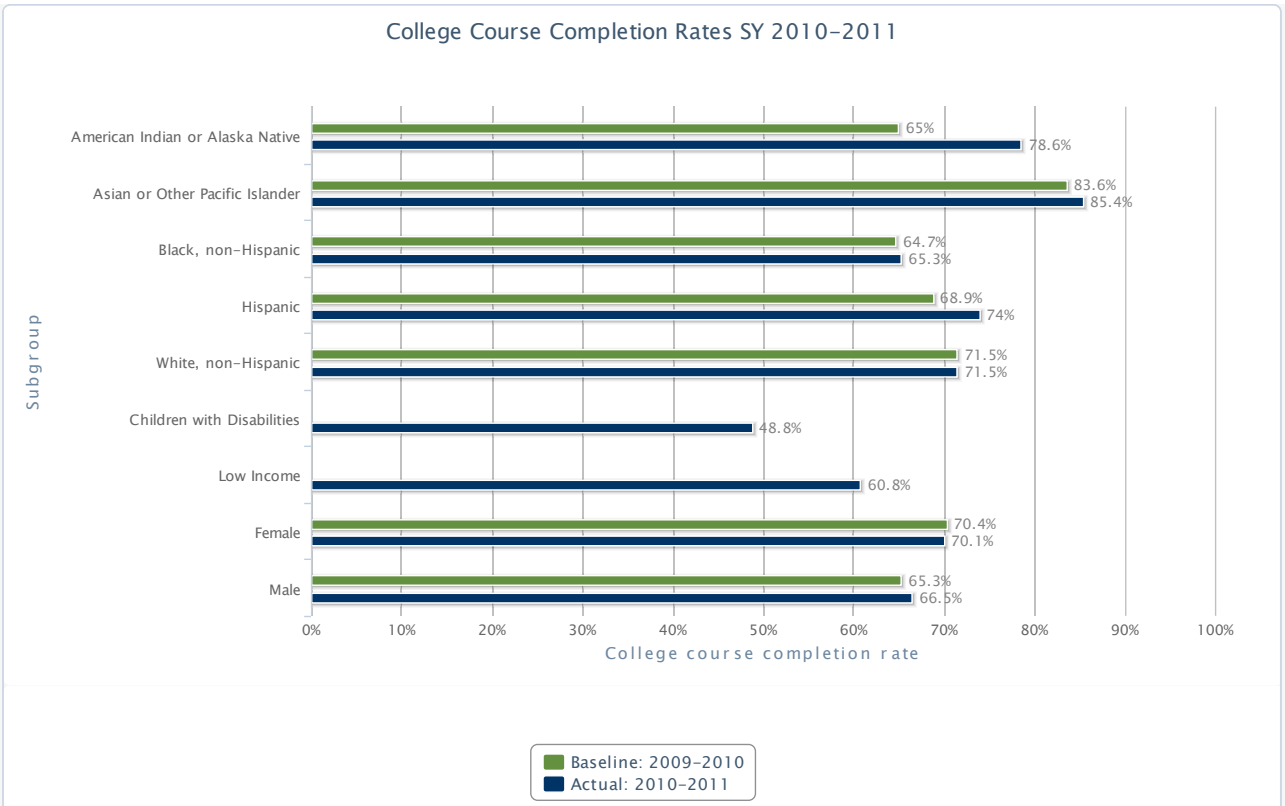

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Preliminary College Course Completion Rate Reported as of October 7, 2011			
Subgroup	**Baseline: SY 2009-2010**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	65%	78.6%	N/A
Asian or Pacific Islander	83.6%	85.4%	N/A
Black, non-Hispanic	64.7%	65.3%	N/A
Hispanic	68.9%	74%	N/A
White, non-Hispanic	71.5%	71.5%	N/A
Children with Disabilities	- -	48.8%	N/A
Limited English Proficient	- -	76.3%	N/A
Low Income	- -	60.8%	N/A
Female	70.4%	70.1%	N/A
Male	65.3%	66.5%	N/A
View Table Key			

Close Subgroup Graph

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Table Key

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College enrollment rates

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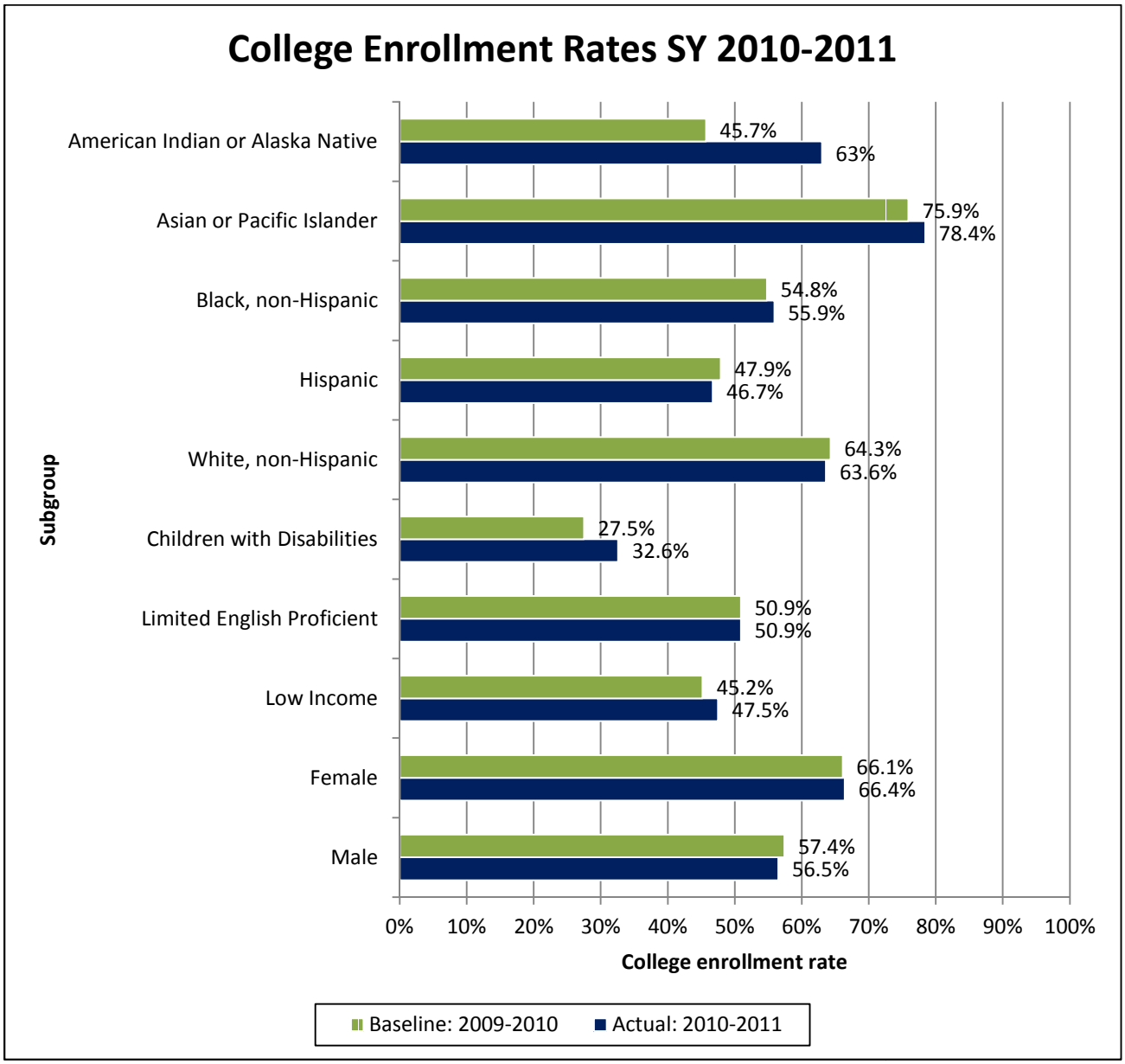

Preliminary College Enrollment Rates as Reported by National Student Clearinghouse			
Subgroup	**Baseline: SY 2009-2010**	**Actual: SY 2010-2011**	**Target from Tennessee's approved plan: SY 2010-2011**
American Indian or Alaska Native	45.7%	63%	N/A
Asian or Pacific Islander	75.9%	78.4%	N/A
Black, non-Hispanic	54.8%	55.9%	N/A
Hispanic	47.9%	46.7%	N/A
White, non-Hispanic	64.3%	63.6%	N/A
Children with Disabilities	27.5%	32.6%	N/A
Limited English Proficient	50.9%	50.9%	N/A
Low Income	45.2%	47.5%	N/A
Female	66.1%	66.4%	N/A
Male	57.4%	56.5%	N/A

Additional information:

*The data reported above include enrollment figures from the National Student Clearinghouse which captures enrollment data from all participating institutions. A complete list of participating institutions can found on the National Student Clearinghouse's website http://www.studentclearinghouse.org/.

**2009-2010 enrollment years represent the number of high school graduates from 2007-2008 who are enrolling within 16 months. The 2010-2011 enrollment years represent the number of high school graduates from 2008-2009 who are enrolling within 16 months.

*** At this time enrollment information from private or out-of-state technology centers is not available. The enrollment figures do reflect the students enrolling in Tennessee's in-state technology centers. National Student Clearinghouse Enrollment data reports on the number of high school graduates that enroll in an institution of higher education anytime within 16 months of their graduation. The data may include students who have enrolled in multiple institutions in the same time period. The data may also include Tennessee private institutions that are not included in the Tennessee public and TICUA report.

College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response: No

Additional information provided by the State:

Tennessee is participating in the Partnership for Assessment of Readiness for College and Careers (PARCC), a 24-state consortium working together to develop next-generation K-12 assessments in English and math. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

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Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A

View Table Key

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Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

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Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

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Providing high-quality pathways for aspiring teachers and principals

Improving teacher and principal effectiveness based on performance

Ensuring equitable distribution of effective teachers and principals

Improving the effectiveness of teacher and principal preparation programs

Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

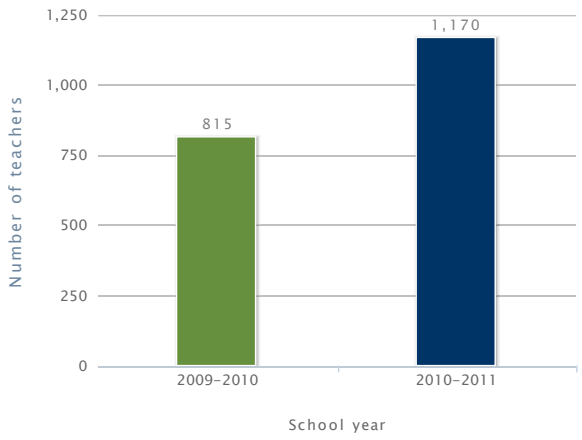
State-reported response: There have been no changes to legal, statutory, or regulatory provisions (made since the submission of the Race to the Top application) that allow alternative routes to certification for teachers and principals.

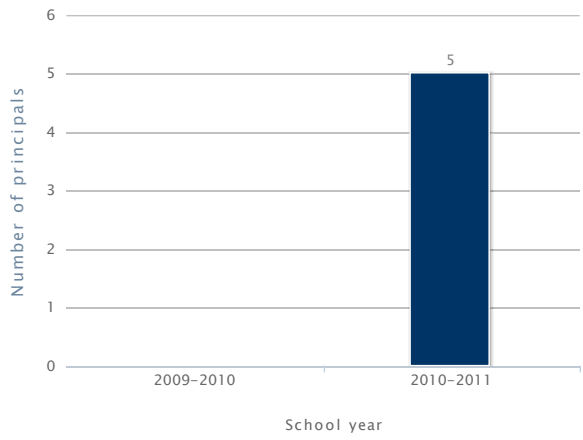
Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	34	35
Number of alternative certification programs for principals	1	1

View Table Key

Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.





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View Table (Accessible)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	815	1,170
Number of principals who have completed alternative certifications	0	5

View Table Key

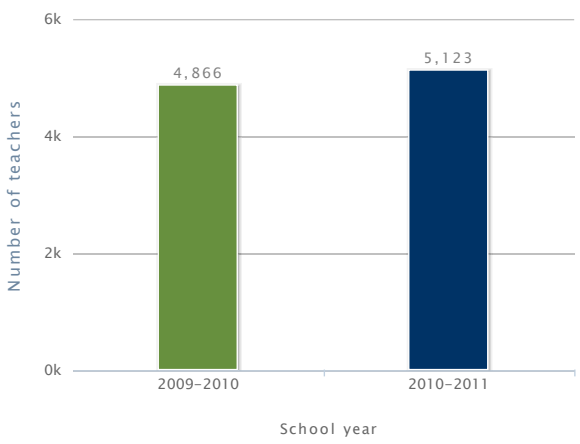
Additional information provided by the State:

As indicated by the definition of "alternative routes to certification" in the Race to the Top application, the numbers reported above reflect programs at higher education institutions, in addition to independently operated alternative certification programs.

The number of alternative routes to certification indicated for 2010-2011 reflects 35 programs which certify teachers and 1 program which certifies principals. The data indicated for 2009-2010 reflects 34 programs which certify teachers and 1 program which certifies principals.

Close

Question: Report on the number of teachers and principals who were newly certified statewide.



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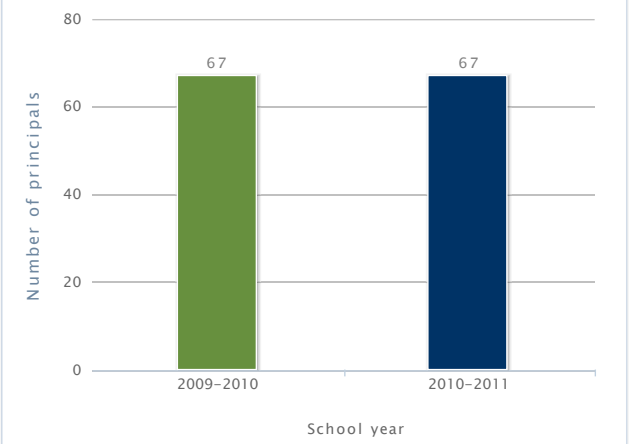

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Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	4,866	5,123
Principals	67	67
View Table Key		

Additional information provided by the State:

The number of principals includes both principals and assistant principals.

The numbers of newly certified teachers reported also include both teachers newly certified by Tennessee approved credentialing programs and those teachers transferring in from out of state and receiving a Tennessee certification.

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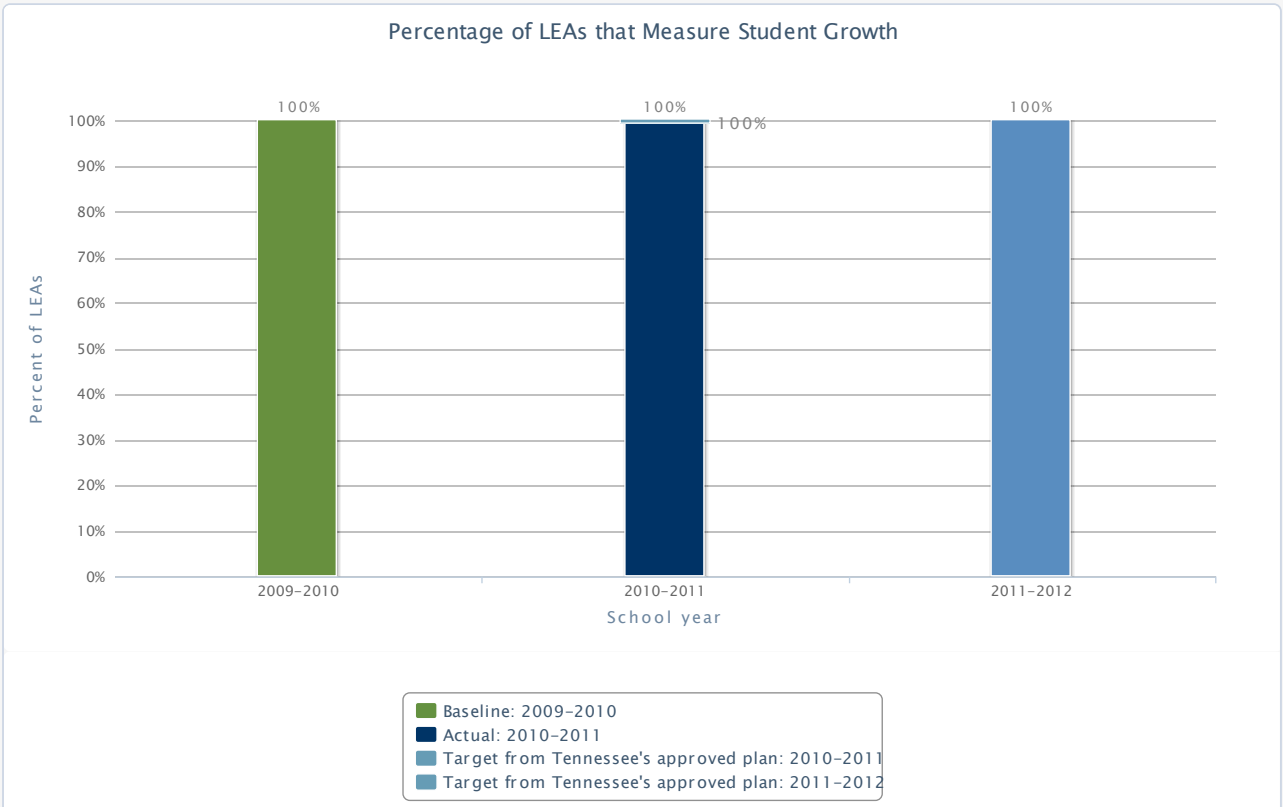
Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.



View Table (Accessible)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011	Target from Tennessee's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	100%	100%	100%	100%

View Table Key

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	N/A	N/A	N/A
• Teacher and principal compensation	N/A	N/A	N/A
• Teacher and principal promotion	N/A	N/A	N/A
• Retention of effective teachers and principals	N/A	N/A	N/A
• Granting of tenure and/or full certification (where applicable) to teachers and principals	N/A	N/A	N/A
• Removal of ineffective tenured and untenured teachers and principals	N/A	N/A	N/A

View Table Key

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Tennessee's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals

Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A

View Table Key

Additional information provided by the State:

Tennessee's principal and teacher evaluation system (which will meet the criteria of a "qualifying evaluation system") will be implemented in all 140 participating LEAs during the 2011-2012 school year. Planning, development, and training took place during the 2010-2011 school year.

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Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A

Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of science teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	N/A

View Table Key

Term	State's Definition
Mathematics teachers	"Mathematics teachers" are defined as those K-12 teachers who either have a K-8 endorsement or a math endorsement and teach at least one math course.
Science teachers	"Science teachers" are defined as those K-12 teachers who either have a K-8 endorsement or a science endorsement and teach at least one science course.
Special education teachers	"Special education teachers" are defined as K-12 teachers who teach at least one class for students with disabilities ages 3-21+.
Teachers in language instruction educational programs	"Teachers in language instruction educational programs" are defined as teachers who teach at least one class of English as a Second Language.

View Table Key

Additional information provided by the State:

Tennessee's principal and teacher evaluation system (which will meet the criteria of a "qualifying evaluation system") will be implemented in all 140 participating LEAs during the 2011-2012 school year. Planning, development, and training took place during the 2010-2011 school year.

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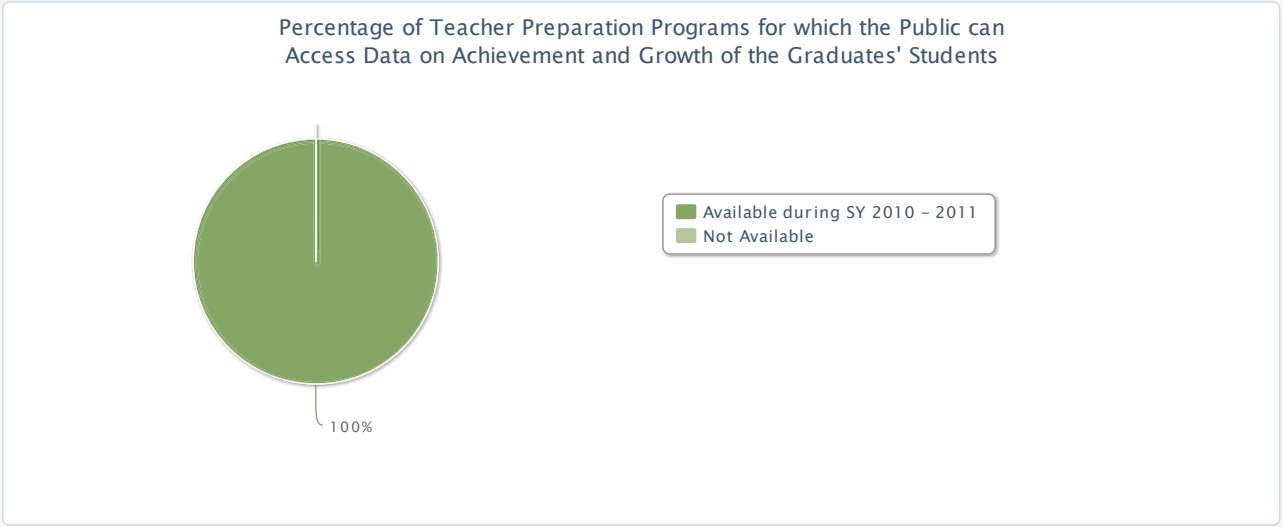
Improving the effectiveness of teacher and principal preparation programs

State-reported information



View Table (Accessible)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	43	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	39	43	N/A
Total number of principal preparation programs in the State	20	20	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	100	100	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	3,784	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	1,513	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A

View Table Key

Additional information provided by the State:

Please note that targets in this section relate to the school year in which the public can access data on the achievement and growth of teacher preparation program graduates' students, not the school year from which the data are reported. The data that was publicly accessible at the end of school year 2010-2011 is data reported from the 2009-2010 school year. Data for the 2010-2011 will be publicly accessible in November 2011.

The number of teacher and principal programs indicated in rows 3 and 4 represent the number of programs for the 2010-2011 school year.

The 1513 figure given for "number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs" is an estimate based on the number of in-service teachers with TVAAS data, approximately 40%. This number is only an estimate as there is potential for duplicated data with teachers teaching in multiple subject areas. The number of teachers prepared by each credentialing program in the State for which the information is publicly reported will likely expand as Tennessee is able to use evaluation data for those teachers without TVAAS scores.

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Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A

View Table Key

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Table Key

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Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

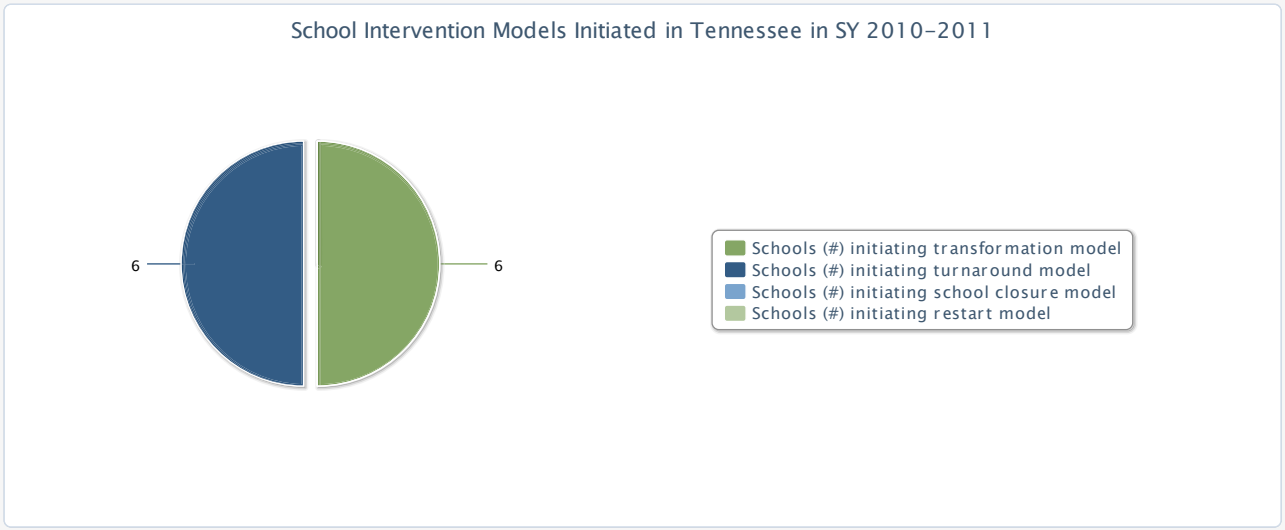
Changes to Tennessee's legal, statutory, or regulatory authority to intervene in Tennessee's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



View Table (Accessible) | School Intervention Models Definition

Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	12	10

View Table Key

Question: For each school for which one of the four school intervention models was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Howard Academy and Technology	759	Hamilton County	4701590	Turnaround model
Hixon High School	750	Hamilton County	4701590	Transformation model
Austin East High School	767	Knox County	4702220	Turnaround model
Mt. Pleasant High School	974	Maury County	4702760	Transformation model
Hamilton High School	1080	Memphis City	4702940	Transformation model
Kingsbury High School	1093	Memphis City	4702940	Transformation model
Manassas High School	1113	Memphis City	4702940	Turnaround model
Northside High School	1125	Memphis City	4702940	Turnaround model
Raleigh Egypt Middle School	1136	Memphis City	4702940	Turnaround model
Sheffield High School	1153	Memphis City	4702940	Turnaround model
Trezevant High School	1166	Memphis City	4702940	Transformation model
Frayser Middle/High School	1064	Memphis City	4702940	Transformation model

View Table Key

Close

Additional information provided by the State:

The schools reported above are those Tier I and Tier II schools which were required to initiate one of the four school intervention models.

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Changes to Tennessee's legal, statutory, or regulatory authority to intervene in Tennessee's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.

State-reported response: The only change was the passage of Chapter 466 of the Public Acts of 2011 passed on May 20, 2011 which gave the Achievement School District (ASD) the authority to authorize charter schools. The law now states that the ASD may authorize charter schools within the jurisdiction of the LEA for the purpose of providing opportunities for students within the LEA who are zoned to attend or enrolled in a school that is eligible to be placed in the achievement school district.

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Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

No response provided.

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Table Key

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Education Funding and Charter Schools

Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between high-need LEAs and other LEAs, and (b) within LEAs, between high-poverty schools and other schools.

State-reported response: No changes have been made.

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Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: 2011 Public Chapter 466 removed both the student eligibility limitations on charter schools and the statewide and local caps on the numbers of charter schools. Now, any student may attend a public charter school, and there is no cap on the number of charter schools that may be authorized across the State.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students and have closed or not renewed ineffective charter schools.

State-reported response: Tennessee law has always required public charter schools to be measured against the same academic achievement measures as other public schools. Tennessee law has always made revocation based on student academic achievement a significant and perhaps the most significant reason for revocation or non-renewal, since revocation based on failure to make adequate yearly progress for two consecutive years may not be appealed. T.C.A. 49-13-122.

Though charter school student eligibility based on academic achievement of students or schools was eliminated in 2011 Public Chapter 466, district authorizers are still required to give preference to applications that demonstrate the potential to meet the needs of high-need students. Charters authorized in the Achievement School District may only serve students zoned to the State's lowest performing schools.

Close

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: No changes in the law in this area. Tennessee law has always required authorizers to pass through 100% of the State and local revenues generated for students under the Basic Education Program (BEP). Federal revenues also flow through to public charter schools as they do to any other public schools.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: Tennessee law provides the capital outlay portion of the BEP to public charter schools. Tennessee law also allows public charter schools to be part of a district's bond offering or apply for their own bond offerings to the local bonding authority. The only change to the laws in this area, in 2011 Public Chapter 465, was a requirement that districts catalog vacant or underutilized space annually and make that space available to charter schools through leases or lease-purchase agreements.

Close

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate innovative, autonomous public schools other than charter schools.

State-reported response: No changes have been made.

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Table Key

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Statewide Percentage of High School Graduates Meeting College and Career Ready Benchmarks in Math*,**	24	24	33	40	47
Statewide Percentage of High School Graduates Meeting College and Career Ready Benchmarks in Science*,**	18	17	29	36	43
View Table Key					

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STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

*College and Career Ready Benchmarks are derived from ACT scores.
** It is the goal of the department to be able to extend these performance measures to the LEAs supported by the STEM Hubs as those Hub sites are finalized.

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Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: No response provided.

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Progress Updates on Invitational Priorities

Innovations for improving early learning outcomes (Optional)

Expansion and adaption of statewide longitudinal data systems (Optional)

P-20 coordination, vertical and horizontal alignment (Optional)

School-level conditions for reform, innovation, and learning (Optional)

Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: No response provided.

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Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: No response provided.

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P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: No response provided.

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School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;
(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in the Race to the Top application);
(iii) Controlling the school's budget;
(iv) Awarding credit to students based on student performance instead of instructional time;
(v) Providing comprehensive services to high-need students (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: No response provided.

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Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Tennessee's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

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Year One Budget

Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	504,236.90
2. Fringe Benefits	146,550.29
3. Travel	64,974.11
4. Equipment	3,264.67
5. Supplies	19,955.38
6. Contractual	10,871,617.47
7. Training Stipends	0.00
8. Other	71,706.69
9. Total Direct Costs (lines 1–8)	11,682,305.51
10. Indirect Costs	24,004.33
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	457,812.49
13. Total Costs (lines 9–12)	12,164,122.33
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	39,626,626.97
15. Total Expenditure (lines 13–14)	51,790,749.30
View Table Key	

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Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: The attached spreadsheet shows obligations currently incurred by Tennessee for the state's Race to the Top grant for Years 1-4 through grants and contracts. As of June 30, 2011, the state had expended a total of $50,595,121 ($49 million in grants and contracts including LEA expenditures) and obligated an additional $49,942,116 for Year 1 in grants and contracts. Of the $49 million in obligations outstanding for Year 1, LEA scopes of work account for $32.3 million. The remaining $17.5 million is obligated through grants or contracts from state agencies and has not yet been invoiced by contractors.

Of the total $120.3 million allocated in Tennessee's Year 1 budget, the state has expended or obligated $112.5 million or

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Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
Common Core Standards Professional Development	(A)(1)(i), (B)(3)
State Longitudinal Data System	(A)(1)(i), (C)(1), (C)(2)
Teacher and Principal Evaluation Development	(A)(1)(i), (D)(2)(ii), (D)(2)(iii), (D)(2)(iv)(a)
Achievement School District	(A)(1)(i), (D)(2)(iv)(a)
Tennessee Consortium on Research, Evaluation, and Development (TNCRED)	(A)(1)(ii), (A)(2)(i)
Oversight	(A)(2)
Tennessee Department of Education Delivery Unit	(A)(2)(i)
Integrating Data to Improve Instruction	(A)(2)(i), (B)(3), (D)(2)(i), (D)(2)(iv)(a), (D)(3)(i)
STEM Innovation Network Infrastructure	(A)(2)(i), (D)(3)(ii), (P)(2)
Teach Tennessee Expansion	(A)(3)(i), (D)(3)(ii), (P)(2)
Integrating Common Core Standards into Preservice	(B)(3)

Electronic Learning Center (ELC)	**(B)(3), (C)(3)(ii), (D)(5)(i)**
Integrating TVAAS into Pre-Service	**(B), (D)(2)(i)**
Teacher Preparation Program Effectiveness Report Card	**(D)(1)(i)**
School Leaders Supply and Demand Study	**(D)(1)(i)**
Teacher and Principal Residencies	**(D)(1)(i)**
Overall Supplemental Fund	**(D)(2)(iv)(b)**
Innovation Acceleration Fund	**(D)(2)(iv)(b)**
Competitive Supplemental Fund	**(D)(2)(iv)(b)**
Teacher Working Conditions Survey	**(D)(3)(i)**
Distinguished Professionals	**(D)(3)(ii)**
STEM Professional Development	**(D)(3)(ii), (D)(5)(i), (P)(2)**
U Teach Program Replication	**(D)(3)(ii), (P)(2)**
Integrating PBS into Electronic Learning Center	**(D)(5)(i)**
SITES M	**(D)(5)(i)**
Leadership Action Tank	**(D)(5)(i)**
Oak Ridge Associated Universities STEM Teacher Training Academy	**(D)(5)(i); (A)(2)(i)**
Rural Literacy Programs	**(E)(2)**
College Access Network	**(E)(2)(i)**
Renewal Schools	**(E)(2)(ii)**
Focus Schools	**(E)(2)(ii)**
STEM Platform Schools	**(P)(2)**

View Table Key

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: Common Core Standards Professional Development Associated With Criteria: (A)(1)(i), (B)(3)	
Expenditure Categories	**Project Year 1**
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00

Project Name: State Longitudinal Data System Associated With Criteria: (A)(1)(i), (C)(1), (C)(2)	
Expenditure Categories	**Project Year 1**
1. Personnel	50,416.75
2. Fringe Benefits	11,064.83
3. Travel	862.69
4. Equipment	0.00
5. Supplies	755.53
6. Contractual	4,796.97
7. Training Stipends	0.00
8. Other	189.70
9. Total Direct Costs (lines 1–8)	68,086.47

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

10. Indirect Costs	410.88
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	68,497.35

View Table Key

Additional information provided by the State for project: Common Core Standards Professional Development

All expenses for Year 1 of Common Core Standards Professional Development were paid for with the State's curriculum funds.

Project Name: Teacher and Principal Evaluation Development
Associated With Criteria: (A)(1)(i), (D)(2)(ii), (D)(2)(iii), (D)(2)(iv)(a)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	32,540.00
4. Equipment	0.00
5. Supplies	4,917.00
6. Contractual	306,747.00
7. Training Stipends	0.00
8. Other	6,241.00
9. Total Direct Costs (lines 1–8)	350,444.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	88,114.00
13. Total Costs (lines 9–12)	438,559.00

View Table Key

Project Name: Achievement School District
Associated With Criteria: (A)(1)(i), (D)(2)(iv)(a)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	1,251,568.00
7. Training Stipends	0.00
8. Other	187.00
9. Total Direct Costs (lines 1–8)	1,251,755.00
10. Indirect Costs	6,108.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,257,863.00

View Table Key

Additional information provided by the State for project: Achievement School District

The contractual amount for the ASD is only reflective of the actual expenditures as of June 30, 2011. Several vendors have not yet submitted invoices for payment.

Project Name: Tennessee Consortium on Research, Evaluation, and Development (TNCRED)
Associated With Criteria: (A)(1)(ii), (A)(2)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	340.92
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	387,002.14
7. Training Stipends	0.00
8. Other	161.94
9. Total Direct Costs (lines 1–8)	387,505.00

Project Name: Oversight
Associated With Criteria: (A)(2)

Expenditure Categories	Project Year 1
1. Personnel	180,366.00
2. Fringe Benefits	59,340.00
3. Travel	11,937.00
4. Equipment	0.00
5. Supplies	2,533.00
6. Contractual	281,928.00
7. Training Stipends	0.00
8. Other	40,250.00
9. Total Direct Costs (lines 1–8)	576,355.00

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	387,505.00

View Table Key

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	576,355.00

View Table Key

Additional information provided by the State for project: Oversight

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Project Name: Tennessee Department of Education Delivery Unit
Associated With Criteria: (A)(2)(i)

Expenditure Categories	Project Year 1
1. Personnel	17,349.00
2. Fringe Benefits	5,491.00
3. Travel	5,705.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	160,000.00
7. Training Stipends	0.00
8. Other	65.00
9. Total Direct Costs (lines 1–8)	188,610.00
10. Indirect Costs	5,817.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	194,427.00

View Table Key

Project Name: Integrating Data to Improve Instruction
Associated With Criteria: (A)(2)(i), (B)(3), (D)(2)(i), (D)(2)(iv)(a), (D)(3)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	7,036,245.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	7,036,245.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	7,036,245.00

View Table Key

Additional information provided by the State for project: Tennessee Department of Education Delivery Unit

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Additional information provided by the State for project: Integrating Data to Improve Instruction

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Project Name: STEM Innovation Network Infrastructure
Associated With Criteria: (A)(2)(i), (D)(3)(ii), (P)(2)

Expenditure Categories	Project Year 1
1. Personnel	63,337.00
2. Fringe Benefits	18,368.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00

Project Name: Teach Tennessee Expansion
Associated With Criteria: (A)(3)(i), (D)(3)(ii), (P)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	75,717.00
7. Training Stipends	0.00

8. Other	420.00
9. Total Direct Costs (lines 1–8)	82,125.00
10. Indirect Costs	6,119.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	88,244.00

View Table Key

8. Other	0.00
9. Total Direct Costs (lines 1–8)	75,717.00
10. Indirect Costs	5,549.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	81,266.00

View Table Key

Additional information provided by the State for project: STEM Innovation Network Infrastructure

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Additional information provided by the State for project: Teach Tennessee Expansion

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Project Name: Integrating Common Core Standards into Preservice
Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	19,031.99
2. Fringe Benefits	6,382.91
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	2,317.66
9. Total Direct Costs (lines 1–8)	27,732.56
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	27,732.56

View Table Key

Project Name: Electronic Learning Center (ELC)
Associated With Criteria: (B)(3), (C)(3)(ii), (D)(5)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Additional information provided by the State for project: Electronic Learning Center (ELC)

The expansion of the Electronic Learning Center has been slowed as the state has attempted to determine how best to establish a learning management system to support the ELC that can be owned by the state beyond the life of the grant. Final determinations are being finalized as part of the strategic plan and the state will be propose changes along with the set of amendments related to the end of Year 1 and the completion of the strategic plan.

Close

Project Name: Integrating TVAAS into Pre-Service
Associated With Criteria: (B), (D)(2)(i)

Expenditure Categories	Project Year 1
1. Personnel	18,198.67
2. Fringe Benefits	6,177.25

Project Name: Teacher Preparation Program Effectiveness Report Card
Associated With Criteria: (D)(1)(i)

Expenditure Categories	Project Year 1
1. Personnel	65,858.85
2. Fringe Benefits	14,209.74

3. Travel	666.82
4. Equipment	0.00
5. Supplies	315.56
6. Contractual	173.30
7. Training Stipends	0.00
8. Other	2,317.66
9. Total Direct Costs (lines 1–8)	27,849.26
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	27,849.26

View Table Key

3. Travel	3,399.15
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	1,105.00
7. Training Stipends	0.00
8. Other	3,562.51
9. Total Direct Costs (lines 1–8)	88,135.25
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	88,135.25

View Table Key

Project Name: School Leaders Supply and Demand Study
Associated With Criteria: (D)(1)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	625.10
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	100.00
9. Total Direct Costs (lines 1–8)	725.10
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	725.10

View Table Key

Project Name: Teacher and Principal Residencies
Associated With Criteria: (D)(1)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Additional information provided by the State for project: Teacher and Principal Residencies

$2,000,000 in grants have been awarded to LEAs in Year 1.

Project Name: Overall Supplemental Fund
Associated With Criteria: (D)(2)(iv)(b)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00

Project Name: Innovation Acceleration Fund
Associated With Criteria: (D)(2)(iv)(b)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00

9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Additional information provided by the State for project: Overall Supplemental Fund

The state has not yet determined the best use of these funds. It is anticipated that the funds will be distributed to LEAs based upon needs for implementation of the teacher and principal evaluation. A use for these funds will be proposed along with the set of amendments related to the end of Year 1 and the completion of the strategic plan.

Additional information provided by the State for project: Innovation Acceleration Fund

$250,000 in grants have been awarded to LEAs in Year 1. The expenditures reflect $0 as LEAs had not yet drawn down these funds as of June 30, 2011.

Project Name: Competitive Supplemental Fund
Associated With Criteria: (D)(2)(iv)(b)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	121,169.47
13. Total Costs (lines 9–12)	121,169.47

View Table Key

Project Name: Teacher Working Conditions Survey
Associated With Criteria: (D)(3)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	250,000.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	250,000.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	250,000.00

View Table Key

Project Name: Distinguished Professionals
Associated With Criteria: (D)(3)(ii)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00

Project Name: STEM Professional Development
Associated With Criteria: (D)(3)(ii), (D)(5)(i), (P)(2)

Expenditure Categories	Project Year 1
1. Personnel	42,200.46
2. Fringe Benefits	11,710.11
3. Travel	279.68
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	270.00
7. Training Stipends	0.00
8. Other	7,598.81

9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

9. Total Direct Costs (lines 1–8)	62,059.06
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	62,059.06

View Table Key

Additional information provided by the State for project: Distinguished Professionals

An MOU has been submitted to the Distinguished Professionals Education Ins titute and the state is for the signed MOU to be returned.

Project Name: U Teach Program Replication
Associated With Criteria: (D)(3)(ii), (P)(2)

Expenditure Categories	Project Year 1
1. Personnel	41,367.14
2. Fringe Benefits	11,628.69
3. Travel	2,291.94
4. Equipment	0.00
5. Supplies	11,434.43
6. Contractual	1,099,930.15
7. Training Stipends	0.00
8. Other	10,839.81
9. Total Direct Costs (lines 1–8)	1,177,492.16
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,177,492.16

View Table Key

Project Name: Integrating PBS into Electronic Learning Center
Associated With Criteria: (D)(5)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: SITES M
Associated With Criteria: (D)(5)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

Project Name: Leadership Action Tank
Associated With Criteria: (D)(5)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

View Table Key

Additional information provided by the State for project: SITES M

The vendor had not submitted expenditures as of June 30, 2011. A complete list of contract obligations for Year 1 is available in the accompanying obligations document.

Additional information provided by the State for project: Leadership Action Tank

Governor Haslam has identified school leadership as one of his primary education reform agenda items and he and his staff would like to have additional input into the setup of the Leadership Action Tank. However, given the transition and the intensity of the Governor's first legislative session, it has taken some time for the administration to reengage on the development of their strategy and intended policies regarding leadership. Commissioner Huffman has also made school leadership a top priority of the Department and he would like to have the opportunity to work with the Governor to provide input into the process of developing this project.

As a result, a previously prepared RFP for the Leadership Action Tank has been put on hold in the Office of Contract Review to allow time for the Commissioner and Governor to align around a strategy for implementation. While the timeline for implementation is delayed, the intent behind the Leadership Action Tank remains and we expect that it will still be carried out once the Governor and Commissioner outline a strategy. We expect that the Leadership Action Tank, once developed, will still serve as a principal effectiveness laboratory, as described in the original application. Once a revised strategy has been developed (expected after the Commissioner's strategic plan is complete and likely in mid-to late-fall), we will submit a revised, more detailed amendment in plan and budget to the U.S. Department of Education.

Close

Project Name: Oak Ridge Associated Universities STEM Teacher Training Academy
Associated With Criteria: (D)(5)(i); (A)(2)(i)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Rural Literacy Programs
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	20,932.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	20,932.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	20,932.00

View Table Key

Additional information provided by the State for project: Oak Ridge Associated Universities STEM Teacher Training Academy

The state and the vendor are still in contract negotiations on this grant.

Additional information provided by the State for project: Rural Literacy Programs

Totals may not match because amounts in each budget line item are rounded to the nearest dollar.

Project Name: College Access Network Associated With Criteria: (E)(2)(i)	
Expenditure Categories	**Project Year 1**
1. Personnel	6,111.32
2. Fringe Benefits	2,212.35
3. Travel	2,201.81
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	12.95
9. Total Direct Costs (lines 1–8)	10,538.43
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	10,538.43
View Table Key	

Project Name: Renewal Schools Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	**Project Year 1**
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	47,975.79
13. Total Costs (lines 9–12)	47,975.79
View Table Key	

Project Name: Focus Schools Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	**Project Year 1**
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	200,552.99
13. Total Costs (lines 9–12)	200,552.99
View Table Key	

Project Name: STEM Platform Schools Associated With Criteria: (P)(2)	
Expenditure Categories	**Project Year 1**
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Additional information provided by the State for project: STEM Platform Schools

$2,000,000 in grants have been awarded to LEAs in Year 1.

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Tennessee APR Supporting Files Provided by the State

1. Year One Budget (page 12): “Obligations”

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
The New Teacher Project	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 2,178,070	$ 2,462,580	$ 452,440	$ -	$ 5,093,090
Teach for America	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 2,349,000	$ 2,826,000	$ -	$ -	$ 5,175,000
KIPP Nashville	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 144,990	$ 464,150	$ 751,638	$ 639,223	$ 2,000,000
Charter School Growth Fun	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 451,975	$ 3,231,737	$ 3,337,863	$ 2,978,425	$ 10,000,000
KIPP Memphis	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 81,250	$ 730,388	$ 842,736	$ 345,626	$ 2,000,000
WAGS - Ann Waggoner	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,363	$ -	$ -	$ -	$ 3,363
WAGS - Walker	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,060	$ -	$ -	$ -	$ 3,060
WAGS - Williams	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,050	$ -	$ -	$ -	$ 3,050
WAGS - Hardaway	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 1,818	$ -	$ -	$ -	$ 1,818
WAGS - Williamson	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,317	$ -	$ -	$ -	$ 3,317

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
WAGS - Thompson	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,141	$ -	$ -	$ -	$ 3,141
WAGS - Dietzel	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,412	$ -	$ -	$ -	$ 3,412
WAGS - Rees	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,344	$ -	$ -	$ -	$ 3,344
WAGS - Joyner	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 4,075	$ -	$ -	$ -	$ 4,075
WAGS - Miller	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,923	$ -	$ -	$ -	$ 3,923
WAGS - White	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 4,077	$ -	$ -	$ -	$ 4,077
WAGS - Justice	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 4,474	$ -	$ -	$ -	$ 4,474
WAGS - Patterson	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 4,024	$ -	$ -	$ -	$ 4,024
WAGS - Morris	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 4,028	$ -	$ -	$ -	$ 4,028
WAGS - McLemore	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,340	$ -	$ -	$ -	$ 3,340

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
WAGS - Woodruff	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,462	$ -	$ -	$ -	$ 3,462
WAGS- Leach	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 3,324	$ -	$ -	$ -	$ 3,324
WAGS - Harper	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 975	$ -	$ -	$ -	$ 975
WAGS - Stinson	ASD	EDRTTTACHSCLD11	E - Turnaround	$ 975	$ -	$ -	$ -	$ 975
THEC	College Access Network	EDRTTTHECANWK11	E - Turnaround	$ 750,000	$ 750,000	$ 750,000	$ 750,000	$ 3,000,000
LEAs	Competitive Supplemental Fund	EDRTTTCOMSUPF11	D - Teachers and Leade	$ 375,000	$ 375,000	$ 375,000	$ 375,000	$ 1,500,000
SAS	Data Dashboard	EDRTTTDATADSH11	C - Data	$ 141,000	$ 120,000	$ 120,000	$ 1,200,000	$ 1,581,000
US Education Delivery Institute	Education Delivery Unit	EDRTTTEDDUNIT11	A - State Success Factor	$ 25,000	$ 145,000	$ 130,000	$ -	$ 300,000
LEAs	Innovation Acceleration Fund	EDRTTTINOACRD11	D - Teachers and Leade	$ 250,000	$ 3,200,000	$ 3,200,000	$ 3,200,000	$ 9,850,000

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
Battelle for Kids	Integrating Data to Improve Instruction	EDRTTTINTDATA11	D - Teachers and Leade	$ 7,356,471	$ 4,293,870	$ 4,326,900	$ 2,623,101	$ 18,600,342
SAS	Integrating Data to Improve Instruction	EDRTTTINTDATA11	D - Teachers and Leade	$ 1,037,500	$ 1,037,500	$ 1,037,500	$ 1,037,500	$ 4,150,000
LEA Fund	LEA Fund	EDRTTTLEAFUND11		$ 71,954,502	$ 67,316,528	$ 58,646,722	$ 52,389,186	$ 250,306,937
Save the Children	Rural Literacy	EDRTTTRLLITPR11	D - Teachers and Leade	$ 388,902	$ 388,902	$ 388,902	$ 388,902	$ 1,555,608
Battelle Memorial Institute	STEM Innovation Network	EDRTTTSTEMINI11	Competitive Priority	$ 3,742,900	$ 5,596,400	$ 3,958,509	$ 1,442,191	$ 14,740,000
Teach TN - Arlene Harris	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ 1,400	$ -	$ -	$ -	$ 1,400
Teach TN - Cherlyn Carlisle	Teach Tennessee	EDRTTTEACHTEN11		$ 200	$ -	$ -	$ -	$ 200
Teach TN - Barnes	Teach Tennessee	EDRTTTEACHTEN11		$ 500	$ -	$ -	$ -	$ 500
Teach TN - Remaining Contracts	Teach Tennessee	EDRTTTEACHTEN11		$ 46,299	$ -	$ -	$ -	$ 46,299

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
National Institute for Effective Teaching	Teacher and Principal Evaluation	EDRTTTGPOTPED11		$ 767,436	$ 2,305,503	$ -	$ -	$ 3,072,939
Planning Office	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ 794,000	$ -	$ -	$ -	$ 794,000
LEAs	Teacher and Principal Residencies	EDRTTTTCRPRRS11	D - Teachers and Leade	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 8,000,000
THEC	TNCRED	EDRTTTHECCRED11	C - Data	$ 744,255	$ 811,914	$ 811,914	$ 811,914	$ 3,179,997
THEC	Uteach	EDRTTTHECUTPR11	D - Teachers and Leade	$ 1,099,483	$ 797,060	$ 785,286	$ 763,294	$ 3,445,123
New Teacher Center	Working Conditions Survey	EDRTTTTCRWKCS11	D - Teachers and Leade	$ 300,000	$ 200,000	$ 300,000	$ 200,000	$ 1,000,000
Carol Allen	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Joyce Brackett	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$8,730.80	$ -	$ -	$ 8,731
Gail Cleek	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$6,343.78	$ -	$ -	$ 6,344

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
Janice Cox	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Judith Delaney	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$8,730.80	$ -	$ -	$ 8,731
Gloria Graves	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Paul Hambrick	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Larry Hammons	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$3,766.03	$ -	$ -	$ 3,766
Sue Anne Jones	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$2,786.87	$ -	$ -	$ 2,787
Nancy Martin	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Judy Raman	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$7,530.80	$ -	$ -	$ 7,531
Judy Shoun	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$2,841.01	$ -	$ -	$ 2,841
James Watson	Teach Tennessee	EDRTTTEA CHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
David M. Geary	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$3,766.03	$ -	$ -	$ 3,766
Kathy Hunt	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$4,407.05	$ -	$ -	$ 4,407
Rosalie Wellborn Andrews	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$3,766.03	$ -	$ -	$ 3,766
Charlotte Charles	Teach Tennessee	EDRTTTEACHTEN11	D - Teachers and Leade	$ -	$3,766.03	$ -	$ -	$ 3,766
Pete Goldschmidt	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ 4,000	$ 750	$ 250	$ -	$ 5,000
Choi	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ 4,000	$ 750	$ 250	$ -	$ 5,000
WestED	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ 4,000	$ 750	$ 250	$ -	$ 5,000
Roschewski	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ 4,000	$ 750	$ 250	$ -	$ 5,000
Tennessee State University	SITES-M	EDRTTT0SITESM11	Competitive Priority	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 2,000,000	$ 8,000,000
Lipscomb - AmeriCorps	Achievement School District	EDRTTTACHSCLD11	E - Turnaround	$ -	$ 54,005	$ 54,005	$ 54,005	$ 162,015

Contractor	Project	Project Budget Code	Primary Assurance	Year 1 Obligat	Year 2 Obligati	Year 3 Obligat	Year 4 Obligat	Total Obligation
Choice Solutions	Early Warning Data System	EDRTTTSTLNGDS11	C - Data	$ -	$ 490,000	$ 33,230	$ -	$ 523,230
My Learning Plan	Teacher and Principal Evaluation	EDRTTTGPOTPED11	D - Teachers and Leade	$ -	$ 184,000	$ 26,800	$ 12,000	$ 222,800

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
The New Teacher Project	ASD	EDRTTTACHSCLD11	Contract	$ -	$ 2,178,070	$ 5,093,090
Teach for America	ASD	EDRTTTACHSCLD11	Contract	$ -	$ 2,349,000	$ 5,175,000
KIPP Nashville	ASD	EDRTTTACHSCLD11	Grant	$ 137,221	$ 7,769	$ 1,862,779
Charter School Growth Fun	ASD	EDRTTTACHSCLD11	Grant	$ 113,992	$ 337,983	$ 9,886,008
KIPP Memphis	ASD	EDRTTTACHSCLD11	Grant	$ 27,087	$ 54,163	$ 1,972,913
WAGS - Ann Waggoner	ASD	EDRTTTACHSCLD11	Contract	$ 3,136	$ 227	$ 227
WAGS - Walker	ASD	EDRTTTACHSCLD11	Contract	$ 2,511	$ 549	$ 549
WAGS - Williams	ASD	EDRTTTACHSCLD11	Contract	$ 2,970	$ 80	$ 80
WAGS - Hardaway	ASD	EDRTTTACHSCLD11	Contract	$ 1,766	$ 52	$ 52
WAGS - Williamson	ASD	EDRTTTACHSCLD11	Contract	$ 3,304	$ 13	$ 13

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
WAGS - Thompson	ASD	EDRTTTACHSCLD11	Contract	$ 2,868	$ 273	$ 273
WAGS - Dietzel	ASD	EDRTTTACHSCLD11	Contract	$ 3,194	$ 218	$ 218
WAGS - Rees	ASD	EDRTTTACHSCLD11	Contract	$ 3,163	$ 181	$ 181
WAGS - Joyner	ASD	EDRTTTACHSCLD11	Contract	$ 3,830	$ 245	$ 245
WAGS - Miller	ASD	EDRTTTACHSCLD11	Contract	$ 3,795	$ 128	$ 128
WAGS - White	ASD	EDRTTTACHSCLD11	Contract	$ 3,920	$ 157	$ 157
WAGS - Justice	ASD	EDRTTTACHSCLD11	Contract	$ 4,322	$ 152	$ 152
WAGS - Patterson	ASD	EDRTTTACHSCLD11	Contract	$ 3,778	$ 246	$ 246
WAGS - Morris	ASD	EDRTTTACHSCLD11	Contract	$ 4,125	$ (97)	$ (97)
WAGS - McLemore	ASD	EDRTTTACHSCLD11	Contract	$ 2,951	$ 389	$ 389

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
WAGS - Woodruff	ASD	EDRTTTACHSCLD11	Contract	$ 2,749	$ 714	$ 714
WAGS- Leach	ASD	EDRTTTACHSCLD11	Contract	$ 3,017	$ 307	$ 307
WAGS - Harper	ASD	EDRTTTACHSCLD11	Contract	$ 975	$ -	$ -
WAGS - Stinson	ASD	EDRTTTACHSCLD11	Contract	$ 975	$ -	$ -
THEC	College Access Network	EDRTTTHECANWK11	Contract	$ -	$ 750,000	$ 3,000,000
LEAs	Competitive Supplemental Fund	EDRTTTCOMSUPF11	Grant	$ 121,169	$ 253,831	$ 1,378,831
SAS	Data Dashboard	EDRTTTDATADSH11	Contract	$ 141,000	$ -	$ 1,440,000
US Education Delivery Institute	Education Delivery Unit	EDRTTTEDDUNIT11	Contract	$ 160,000	$ (135,000)	$ 140,000
LEAs	Innovation Acceleration Fund	EDRTTTINOACRD11	Grant	$ -	$ 250,000	$ 9,850,000

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
Battelle for Kids	Integrating Data to Improve Instruction	EDRTTTINTDATA11	Contract	$ 5,547,257	$ 1,809,214	$ 13,053,085
SAS	Integrating Data to Improve Instruction	EDRTTTINTDATA11	Contract	$ 1,033,500	$ 4,000	$ 3,116,500
LEA Fund	LEA Fund	EDRTTTLEAFUND11	Grant	$ 39,602,352	$ 32,352,150	$ 210,704,585
Save the Children	Rural Literacy	EDRTTTRLLITPR11	Grant	$ 15,445	$ 373,457	$ 1,540,163
Battelle Memorial Institute	STEM Innovation Network	EDRTTTSTEMINI11	Grant	$ -	$ 3,742,900	$ 14,740,000
Teach TN - Arlene Harris	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ 1,400	$ -	$ -
Teach TN - Cherlyn Carlisle	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ 200	$ -	$ -
Teach TN - Barnes	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ 500	$ -	$ -
Teach TN - Remaining Contracts	Teach Tennessee	EDRTTTEACHTEN11	Contracts	$ 71,388	$ (25,089)	$ (25,089)

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
National Institute for Effective Teaching	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Grant	$ -	$ 767,436	$ 3,072,939
Planning Office	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Grant	$ 348,853	$ 445,147	$ 445,147
LEAs	Teacher and Principal Residencies	EDRTTTTCRPRRS11	Grant	$ -	$ 2,000,000	$ 8,000,000
THEC	TNCRED	EDRTTTHECCRED11	Contract	$ 387,002	$ 357,253	$ 2,792,995
THEC	Uteach	EDRTTTHECUTPR11	Contract	$ 1,099,483	$ -	$ 2,345,640
New Teacher Center	Working Conditions Survey	EDRTTTTCRWKCS11	Contract	$ 250,000	$ 50,000	$ 750,000
Carol Allen	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Joyce Brackett	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 8,731
Gail Cleek	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 6,344

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
Janice Cox	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Judith Delaney	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 8,731
Gloria Graves	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Paul Hambrick	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Larry Hammons	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 3,766
Sue Anne Jones	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 2,787
Nancy Martin	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Judy Raman	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 7,531
Judy Shoun	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 2,841
James Watson	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
David M. Geary	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 3,766
Kathy Hunt	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 4,407
Rosalie Wellborn Andrews	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 3,766
Charlotte Charles	Teach Tennessee	EDRTTTEACHTEN11	Contract	$ -	$ -	$ 3,766
Pete Goldschmidt	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Contract	$ -	$ 4,000	$ 5,000
Choi	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Contract	$ -	$ 4,000	$ 5,000
WestED	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Contract	$ -	$ 4,000	$ 5,000
Roschewski	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Contract	$ -	$ 4,000	$ 5,000
Tennessee State University	SITES-M	EDRTTT0SITESM11	Grant	$ -	$ 2,000,000	$ 8,000,000
Lipscomb - AmeriCorps	Achievement School District	EDRTTTACHSCLD11	Grant	$ -	$ -	$ 162,015

Contractor	Project	Project Budget Code	Type	Expended Year 1 (as of 6/30/11)	Remaining Year 1 Obligation 5/31/11	Remaining Total Obligation 5/31/11
Choice Solutions	Early Warning Data System	EDRTTTSTLNGDS11	Contract	$ -	$ -	$ 523,230
My Learning Plan	Teacher and Principal Evaluation	EDRTTTGPOTPED11	Contract	$ -	$ -	$ 222,800
				$ 49,115,199	$ 49,942,116	