

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

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January 30, 2014

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MISSION STATEMENTS

THE MISSION OF THE TENNESSEE HIGHER EDUCATION COMMISSION

The Tennessee Higher Education Commission is the state's coordinating agency for higher education. Guided by the Public Agenda for Tennessee Higher Education, THEC oversees an array of finance, academic, research and consumer protection initiatives that promote student success and support the State's completion agenda for postsecondary education. THEC actively seeks to develop policy recommendations, programmatic initiatives, and partnerships that increase educational attainment in the state while improving higher education access and success for all Tennesseans.

THE STATE BOARD OF EDUCATION

The State Board of Education is the governing and policy making body for the Tennessee system of public elementary and secondary education. Its work touches all facets of education from accountability and evaluation to curriculum and teacher education. The State Board of Education's vision is to prepare all Tennessee children for successful post-secondary work, education and citizenship.

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OVERVIEW

The *Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee* complies with the requirements established in T.C.A. §49-1-302(a)(10). The act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and General Assembly, all public schools, and institutions of higher learning and their respective boards. This report is to include, but is not limited to, a discussion of the following **four areas**:

1. **Minimizing Duplication** - The extent of duplication in elementary, secondary and postsecondary education;
2. **Compatibility** - The extent of compatibility between high school graduation requirements and admission requirements of postsecondary institutions;
3. **Master Plan Fulfillment** - The extent to which respective master plans of the board and the higher education commission are being fulfilled; and
4. **State Needs in Public Education** - The extent to which state needs in public education are being met as determined by such board and commission.

This year's joint report highlights the progress made in education since the special session of the 106th General Assembly (2010) which included passage of the First to the Top and the Complete College Tennessee Acts. Both Acts focus on raising the level of statewide accountability and support in K-12 schools and institutions of higher education.

Legislation from the 106th General Assembly provides the framework for collaboration between all state systems of education, addressing the overarching need to produce a higher proportion of college- and career-ready graduates. Tennessee will use this framework to make significant progress toward increasing postsecondary attainment to the national average by 2025.¹

¹ This goal, which aims to increase the number of Tennessee adults with an associate's degree or higher to the national average, requires that cumulative degree production is increased by 26,000 new degrees by 2015 and 210,000 by 2025.

1. MINIMIZING DUPLICATION

Both the Board and the Commission have developed master plans^{2,3} to guide policy development and resource allocation in public education. The plans, while comprehensive, have sharpened the focus of standards requiring progressive student achievement from pre-kindergarten through higher education. The plans have also addressed the need to minimize duplication. The following programs highlight progress in these areas.

Consortium of Cooperative Innovative Education

Public Chapter 967 (P.C. 967), effective July 1, 2012, established the Consortium of Cooperative Innovative Education, which is charged with increasing and expanding opportunities for high school students. This legislation also established the Office of Postsecondary Coordination and Alignment, designed to expand and promote early postsecondary credit opportunities for high school students through dual credit, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and other relevant course offerings and initiatives.

Specifically, this legislation calls for the development and pilot implementation of dual credit assessments that are accepted for credit by postsecondary institutions statewide. The 2013-14 dual credit pilot will include College Algebra, Agribusiness, and Greenhouse Management. Five additional dual credit assessments are under development for pilot during the 2014-15 academic year. By providing high school students with postsecondary credit options, Tennessee is able to reduce the content redundancies between each level of education while increasing educational attainment.

² State Board of Education Master Plan, FY 2012-2020, <http://tn.gov/sbe/masterplan.shtml>

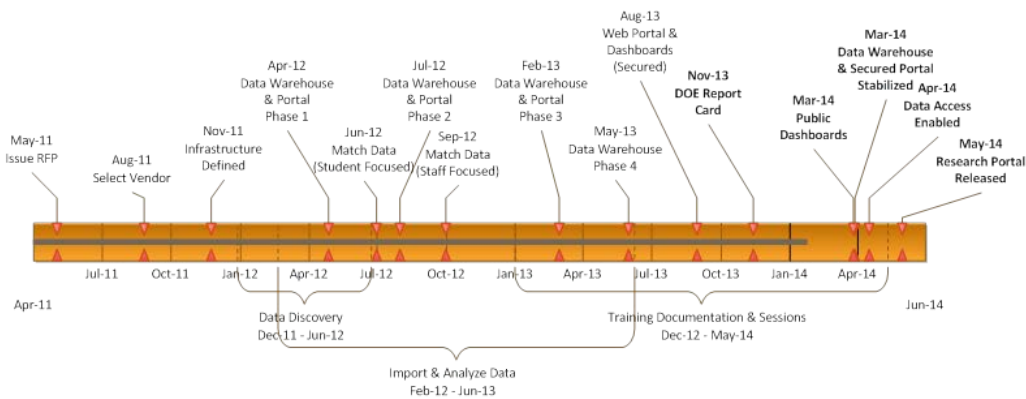
³ The Public Agenda for Tennessee Higher Education 2010-2015, <http://www.tn.gov/thec/Divisions/Commission/commissionmeetings/Archives/2010/summer/I.A.1.%20Attachment%20-%20Master%20Plan.pdf>

Tennessee Longitudinal Data System

Through the development of the Tennessee Longitudinal Data System (TLDS), Tennessee will expand its use of data to provide an information-rich view of student influencers and achievement. Multiple data sources will be linked to provide views that will inform stakeholders, guide policymakers, and support data-driven decision making. The data will allow for identification of areas where duplication may be present and subsequently minimized.

Figure 1 illustrates the progress made toward completion of TLDS from 2011- 2013. Production of the data warehouse is in its final stages, and full use of the web portal and data system will be operational in spring of 2014.

Figure 1: Tennessee Longitudinal Data System (TLDS) completion timeline.



The TLDS will give a view of individual lifetime learning progression and workforce participation by:

- Providing a longitudinal look at education performance from early childhood to K-12, through postsecondary, and into the workforce,
- Giving visibility to the full set of supports and challenges that affect lifetime learning and working, and
- Providing integrated data “dashboards” with current data for state agency personnel and other approved users.

2. COMPATIBILITY

The requirements for high school graduation are compatible with the admission requirements at Tennessee public universities. In 2007, Tennessee joined the American Diploma Project network, which resulted in the implementation of the Tennessee Diploma Project (TDP). Utilizing the four priorities of the TDP, high school graduation requirements were revised to better align with undergraduate admission requirements beginning with the graduating class of 2013.

Two years ago, the State Board of Education clarified high school end of course examination requirements. Students, who have successfully completed college courses, earning both college and high school credit, are eligible for exemption, except in the testing areas required to meet the goals of federal No Child Left Behind legislation.

To meet Tennessee college and university admission requirements, students must have high school diplomas or pass the GED test with scores that meet institutional requirements. Institutions determine admissions criteria, including required GPAs and ACT or SAT scores. The Tennessee Board of Regents requires degree-seeking students who have ACT subject scores below 19 in the areas of English, reading, and math to be placed into “Learning Support” for diagnostic assessment and appropriate interventions to address specific competencies needed for their chosen field of study. Challenge tests are also available. Institutions within the University of Tennessee System may establish specific placement requirements and placement exam threshold scores.

Tennessee high school graduation requirements are listed in **Appendix A**. Current high school course requirements for regular undergraduate admission in Tennessee public universities are listed in **Appendix B**.

3. MASTER PLAN FULFILLMENT

STATE BOARD OF EDUCATION [Master Plan: 2012 – 2020]

To prepare all students for successful post-secondary work, education, and citizenship, Tennessee seeks to be the fastest improving state in the nation. Tennessee will be known as a state that leads the nation in the development of a skilled workforce educated and trained by world-class teachers, leaders and schools comprising the strongest and most responsive public education system in the Southeast and in the United States.

In order to meet these goals, the State Board of Education (SBE) recognizes that it will require the involvement of many stakeholders, including parents and community members, teachers and school leaders, and business and government leaders. State board staff and departmental staff will make periodic reports to the state board on progress made toward attaining the following strategic priorities:

- I. Expand students' access to effective teachers and leaders
- II. Expand families' access to good schools
- III. Expand educators' access to resources and best practices
- IV. Expand public access to information and data
- V. Set achievement targets and measure success

I. Expand students' access to effective teachers and leaders

Driving belief: Tennessee students need great teachers and leaders, focused on preparing their students for college and career. Our best teachers and leaders should reach as many students as possible.

In order to meet our goals, Tennessee education stakeholders must:

- create marketplaces and supports for districts to hire the most effective teachers;
- strengthen the links between effectiveness, licensure and program approval;
- expand recruitment and supports for districts to hire effective principals;
- support superintendent searches where desired;
- expand the reach of our most effective teachers and leaders to access more students;
- support the implementation of best practices in teacher preparation including teacher assessment and meaningful internship experiences; and
- ensure the teacher licensure standards contain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively.

II. Expand families' access to good schools

Driving belief: Parents should be able to choose from multiple, high quality school options. No child should be stuck in a failing school.

In order to meet our goals, Tennessee education stakeholders must:

- turn around the lowest-performing schools in the state through the Achievement School District;
- help districts and schools that are not meeting goals create plans that lead to improvement;
- support improvements to the State Board of Education budget to allow for additional staff to hold the increasing number of charter school appeals;
- support and incent districts to build strong schools;
- increase families' access to high-quality school options including but not limited to traditional schools, charter schools and virtual schools; and
- support policies and initiatives that lead to increased meaningful parental involvement.

III. Expand educators' access to resources and best practices

Driving belief: Teachers need access to better professional development materials and resources to help improve their practice. The state must lead the effort to implement the Common Core standards.

In order to meet our goals, Tennessee education stakeholders must:

- clarify the path forward on implementing Common Core standards and provide aligned resources and best practices to educators;
- expand districts' access to strong formative and summative assessments in tested and non-tested subjects;
- through field service centers, help educators access best practices from high performing schools and content experts to enhance their overall effectiveness and to improve their content delivery;
- ensure that Tennessee has a world-class Career & Technical Education program that graduates all high school students ready to succeed in college and tomorrow's careers;
- support programs and initiatives that foster creativity and innovation such as STEM, fine arts, and other creative endeavors;
- support teachers through meaningful induction experiences and professional learning communities as defined in the Standards for Professional Learning Policy; and
- support the recommendations of the Basic Education Program (BEP) Review Committee.

IV. Expand public access to information and data

Driving belief: Tennessee must ensure that every stakeholder has access to the information needed to demand a quality school system. Good data, not ideology, will drive the choices made at the state level.

To meet our goals, Tennessee education stakeholders must:

- build transparent data and communication structures that consistently communicate results to districts, families and the public with common terminology;
- drive higher volume of research through internal studies, build open-source data capacity, and encourage outside researchers to analyze our work; and
- communicate consistently and effectively with educators and families about the state of reforms, future plans and results.

V. Set achievement targets and measure success

Driving belief: Tennessee schools and school systems can make incremental, yet significant, progress in student achievement to meet the goals and targets listed below.

Appendix C lists Tennessee College and Career Ready Goals and Indicators.

TENNESSEE HIGHER EDUCATION COMMISSION [2010-15 Public Agenda]

In January 2010, the General Assembly passed the Complete College Tennessee Act (CCTA), a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional levels. At the center of these reforms is the need for more Tennesseans to be better educated and trained, while also acknowledging the state's diminished fiscal capacity to support higher education.

Among other charges, the CCTA directed the Commission to develop a master plan that holds higher education accountable for increasing the educational attainment of Tennesseans. As instructed by T.C.A. §49-7-202(c)(1) this plan must: (A) address the state's economic development, workforce development and research needs; (B) ensure increased degree production within the state's capacity to support higher education; and (C) use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research. The *Public Agenda* (see table 1) was substituted for the traditional *Master Plan* to reflect the collaborative process that was required to develop this shared policy agenda. As a result, the 2010-15 higher education public agenda targets full implementation of the letter and spirit of the CCTA.

The overarching goal of the *Public Agenda* is for Tennessee to meet the projected national average in educational attainment by 2025. The primary state policy levers to address the state's educational needs include promoting: (1) productivity and efficiency through an outcomes-based funding formula, (2) quality assurance through revised performance funding standards, (3) economic and workforce development through responses to a study of labor market supply and demand, (4) efficiency and effectiveness through purposeful reporting; (5) efficiencies through mission and sector differentiation, (6) efficiencies through inter-institutional collaboration and reduced duplication, and (7) efficiencies through incentives for extramural support.

Table 1: 2010-15 Public Agenda Policy	Status
Outcomes Based Funding Formula	Implemented AY2011-12
Performance Funding Standards	Completed April 2011 as the quality assurance counterpart to the productivity-based Funding Formula
Study of Labor Market Supply & Demand	Joint report by THEC & CBER published in April 2011 to help target the State's increased degree production. Report on labor supply and workforce needs was published by THEC in January 2014.
Purposeful Reporting	Progress made to the <i>Public Agenda</i> is reported annually.
Institutional Mission Differentiation	Mission profiles were approved in November 2010 and incorporated into the Funding Formula; profiles also serve as a tool for program approval
Collaboration and Reduced Duplication	On-going: Remedial and developmental course delivery reform; General Education core complete and integrated into transfer pathways in Fall 2011; Low-producing program monitoring continues periodically.
Incentives for Research Enhancement	On-going: UT-K/Oak Ridge National Laboratory collaboration and Memphis Research Consortium

4. STATE NEEDS IN PUBLIC EDUCATION

State Board of Education

In 2009, the State Board of Education and the Tennessee Higher Education Commission identified objectives for the state's education system that were critical to the future of all Tennesseans. These measures align with the College and Career Ready Policy Institute (CCRPI) benchmarks as adopted by the Board and the Commission.

As a participant in the CCRPI, Tennessee was one of eight states funded by the Gates Foundation, Achieve, and Education Trust to develop a P-16 policy framework to ensure that standards and student learning assessments meet state goals. The CCRPI helps states put elementary and secondary assessment and accountability systems in place that will ensure that all students graduate from high school college- and career-ready. These benchmarks outline skill levels necessary for student progression in elementary and secondary education, and demonstrate the skills necessary for college entry or a career upon graduation from secondary education. Improved assessment and accountability ensure that curriculum is not duplicated and that students obtain the necessary skills before progressing. The following 15 indicators are categorized to follow a student's progression through K-12 and higher education and serve as a viable reporting framework for this joint report. Analysis of each indicator can be found in **Appendix C**.

- **School Readiness (2):** Designed to monitor and evaluate student preparation for academic success through elementary school testing.
- **Career- and College-Readiness (9):** Designed to monitor and evaluate middle and high school standardized assessments, high school graduation rates, and academic preparation for postsecondary coursework.
- **Postsecondary Access and Success (4):** Designed to monitor and evaluate postsecondary student enrollment, retention and graduation rates.

BEP 2013 Recommendation for Improving Teacher Compensation

The 2013 Basic Education Program (BEP) review committee has priority ranked the following recommendation as a result of this year's meeting discussions. Video archives for each of the meetings and the full 2013 BEP report can be found online at <http://tn.gov/sbe/bep.shtml>.

Recommendation of the Committee

To meet the goal of becoming the fastest improving state in the nation in terms of student achievement, the BEP Review Committee recognizes the need to create an environment that is attractive to highly effective teachers. Compensation is an integral component to creating this environment. Therefore, the BEP Review Committee supports Governor Haslam's goal of becoming the fastest improving state in teacher salaries during his time in office, and increasing the BEP salary component accordingly.

The BEP Review Committee also suggests that concurrent with this accelerated rate of teacher salary growth, the State consider conducting a market compensation analysis of career opportunities that compete for college student and teacher retention. We believe that to meet the student academic outcomes necessary to attain our Pre-K to Job goals, recruiting and retaining teachers is essential for success. Additionally, market analysis may be helpful to districts as they consider differentiated compensation models.

State Board of Education Science Education Review Plan

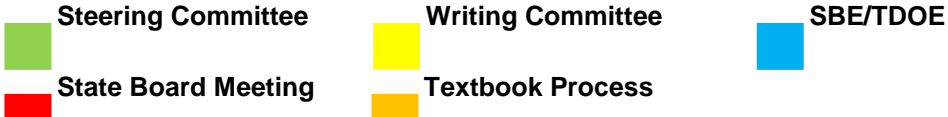
Current Tennessee Diploma Project (TDP) Science Standards were based on the *National Science Education Standards* (1996) and approved by the State Board in 2008 for implementation during school year 2009-2010. Although Tennessee has made slight gains in science scores on TCAP and EOC, the Fordham Foundation characterized the K-12 science framework as a document that was clearly written, but highly disordered, confusing, and missing critical content in every discipline (physical, life, earth). The Foundation assigned the TDP Standards an overall rating of D. Tennessee needs a more rigorous set of science standards that better enable graduates to understand science concepts and employ practices (critical thinking, problem-solving) deemed essential for college and career readiness.

Therefore, the SBE and the TDOE have partnered to provide a process revising Tennessee's science standards, beginning with the formation of a Science Standards Steering Committee to provide direction on the purpose and outcomes of the standards.

Table 2: Science Standards Committee Members

Voting Members	Non-Voting Members
Mike Edwards, Chair State Board of Education Member Knoxville Chamber of Commerce	Dr. Gary Nixon, Executive Director of the State Board of Education
The Honorable Mark Green Senate Member of the 108 th General Assembly	Emily Barton Assistant Commissioner of Curriculum and Instruction Tennessee Department of Education
The Honorable Harry Brooks Chair, House Education Committee	Dr. Danielle Mezera Assistant Commissioner of Career and Technical Education Tennessee Department of Education
Dr. Joe DiPietro President of the University of Tennessee	
John Morgan Chancellor of the Tennessee Board of Regents	
Dr. Thom Mason Laboratory Director of the Oak Ridge National Laboratory	
Dr. Sally Pardue Director Millard Oakley STEM Center, Associate Professor of Mechanical Engineering Tennessee Tech University	
Gale Stanley Tennessee Science Teachers Association (TSTA) STEM Coordinator Campbell County Schools	
Becky Ashe Principal, L&N STEM Academy Knox County Schools	
Katie Kendall Coordinator: School and Community-Based Support John Early Museum Magnet Middle School MNPS	
Dedric McGhee Instructional Specialist, K-12 Science Shelby County Schools	

Table 3: Timeline of implementation considerations.

K-12 Science Standards Revision Timeline	
December 18, 2013	Science Steering Committee meets to determine scope and vision for standards revision process.
February, 2014	Science Steering Committee meets to set parameters for writing teams.
February-March, 2014	TDOE and SBE recruit and assemble writing team members.
Early April, 2014	1 st Meeting of Writing Teams, orientation and scope of work defined.
April-June, 2014	Writing teams work electronically to develop standards.
Late June, 2014	Writing teams meet for vertical alignment of standards.
July, 2014	Stakeholder review for content.
August, 2014	Final edits and revisions made by writing teams.
September, 2014	Science Steering Committee meets to review and approve final drafts.
October 24, 2014	State Board of Education First Reading Science Standards (for implementation in 2016-2017 school year).
November-December, 2014	Public Review of draft Science Standards.
January, 2015	State Board of Education Final Reading Science Standards (for implementation in 2016-2017 school year) Publishers provided with science curriculum standards for alignment.
Spring, 2015	Publishers submit bids for program materials that are aligned with standards.
Summer, 2015	Teams of TN K-12 teachers review textbooks and program materials for alignment with state standards, make recommendations, notify textbook commission of committee findings.
Early Fall, 2015	List of acceptable science textbooks submitted for approval to the State Board.
Late Fall 2015 - Spring 2016	Districts review materials on approved adoption list.
April, 2016	Districts notify TDOE of science program materials they intend to adopt.
Summer, 2016	Districts purchase materials and implement with standards.
	

Teacher Evaluation In Tennessee: A Report on Year 2 Implementation

Prepared by the Tennessee Department of Education

In January 2010, Tennessee’s General Assembly passed an ambitious set of education reforms in the landmark First to the Top Act. This act became the centerpiece of the state’s strategic plan to significantly improve its public education system and increase the state’s academic results. A key provision of the legislation was the state’s commitment to design, field-test, and implement a new system for evaluating teachers using multiple measures and with a specific emphasis on student academic achievement.

Since that time, Tennessee has implemented a new multiple-measure teacher evaluation system in accordance with its original timeline. The process began in 2010–11 with the appointment of a statewide advisory committee to oversee the design and field-testing of a new evaluation system. After this initial design and pilot phase, the system, TEAM (Tennessee Educator Acceleration Model) was fully implemented across the state during the 2011–12 school year. Both during and following the first year of implementation, the state made important adjustments based on feedback and analysis. In July 2012, the Tennessee Department of Education issued a report on the first year of implementation as part of a commitment to ensure that the evaluation system is studied and modified based on stakeholder input, external and internal study, and detailed data analyses. The feedback and analysis process continued into the second full year of implementation, and this report is reflective of this commitment.

Changes to Teacher Evaluation for 2012–13

As a result of the first year of implementation study, Tennessee made several key changes in advance of the 2012–13 school year to improve the overall evaluation system. This report details the results of these key changes, which are outlined below.

- Changes to school-wide growth scores.
- Inclusion of students with disabilities in individual teacher value-added scores.
- Legislative change for teachers who receive the highest scores on student growth.
- Differentiation in the allocation of time spent conducting classroom observations.
- Increased district flexibility through approval of more than 40 plans to further
- customize the evaluation model.

The changes implemented in 2012–13 were all recommendations included in the Year 1 evaluation report. It is our belief that they helped make the evaluation system better and improved teacher support of the system. However, we remain committed to making adjustments each year to improve the system, and facilitate constructive feedback and support for instruction.

Implementation in 2012–13

During the 2012–13 school year teacher evaluation was significantly improved from the initial 2011–12 school year. Measurable improvements included:

- Teachers’ perceptions of the evaluation system improved across every major indicator including perceptions of fairness, accuracy, and positive impact on student achievement.
- Administrator perceptions improved significantly across the same areas.
- Observation scores, while still high, had a stronger relationship with student achievement indicators.
- The percentage of teachers who received individual growth metrics increased by 20 percentage points.
- Struggling observers (those with high rates of misalignment between teacher effect and observation scores) from Year 1 improved significantly in Year 2 when provided with targeted coaching.
- Extensive piloting of the Tripod student perception survey showed promising results, leading to increased use in districts across the state for the 2013-14 school year.
- More than 40 school districts implemented approved modifications to the state evaluation model in an effort to better meet local needs.

It is reasonable to say that teacher evaluation—while still challenging—moved from being the central conversation piece in public education in Tennessee in 2011–12 to being one key piece of a broader effort to support and develop teachers in 2012–13.

Changes for 2013–14 and Areas for Continued Growth

While implementation in Year 2 was significantly improved from Year 1, we continue to see opportunities to further refine and advance Tennessee’s teacher evaluation system. To this end, we have made additional changes for the 2013–14 school year, and have plans for continued study. Changes made for 2013-14 include the following:

- A more comprehensive and rigorous certification exam is now required for all evaluators.
- The number of evaluation “coaches” working in the department’s regional field offices has increased, and the focus of their work has broadened to include regional and district support.
- The instructional rubric has been revised to better reflect the language and shifts required for successful implementation of the Common Core State Standards (CCSS).

- A new model for assessing growth for World Language teachers was approved in the summer of 2013. This model is similar in form to the previously approved Fine Arts model and is now an option for use in all districts.
- More districts are using student surveys as part of the formal evaluation system, comprising 5 percent of the overall score. In addition, the Achievement School District was approved this past August to use student surveys for 15 percent of the overall score for tested teachers and 25 percent for non-tested teachers.

There are also a number of areas that we will continue to study in the 2013-14 school year related to both the evaluation system itself and related practices.

- Districts are increasingly identifying and implementing more nuanced, promising practices associated with evaluation and development, including co-observations, matching teachers for coaching and support based on results, and identifying high-performing teachers for additional leadership activities and roles.
- Nearly 150 wide-angle video cameras will be used in schools and districts throughout the state during the 2013–14 school year to support evaluation and development practices. The cameras can be used for a variety of purposes, but most commonly will be used by teachers to record their lessons for use in self-reflection.
- In its current form, the 15 percent student achievement component continues to pose challenges in selection, scaling, and scoring. We will study these challenges further during the 2013-14 school year and explore potential solutions in collaboration with educators.
- Through the first two years of teacher evaluation, the role of the principal has become more focused on supporting targeted, continuous learning and instructional improvement for all teachers. A revised principal evaluation model is being piloted this year and will be implemented statewide in 2014–15 to better reflect this increased focus on instruction and development.

As with previous years, we will continue to measure progress and will make changes prior to the 2014–15 school year based on feedback and study of evaluation data. This ongoing review and refinement is important to the continuous improvement of the system over time.

Tennessee Results

While the bulk of this report focuses on the specific details of Tennessee’s teacher evaluation system and the evolution of the system, it is important to ask the question: does it work?

We will provide evidence to support the position that the teacher evaluation system has made a significantly positive impact on education outcomes in Tennessee. Correlation is not

causation, and evaluation is not the only driver of the results below. Nonetheless, evaluation has played a significant role in improving results for students.

State Test Results

Since the end of the 2010–11 school year, Tennessee students have improved in every major subject area and grade level on state assessments. The following are the state’s recent gains in different subject areas:

Figure 2: State Test Results: TCAP

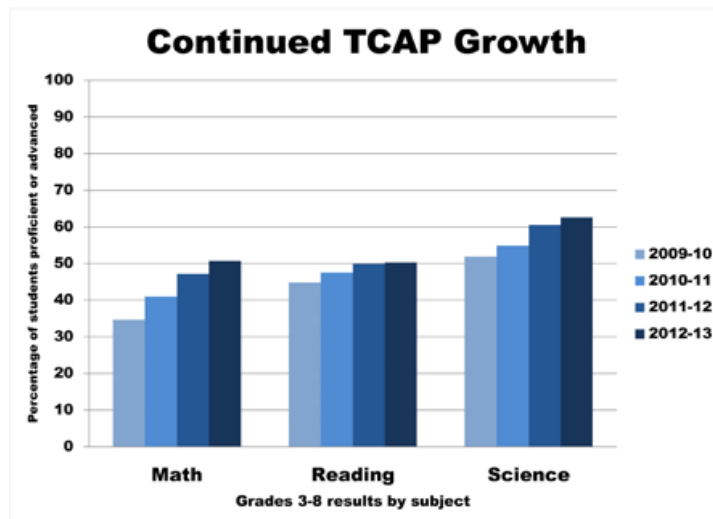
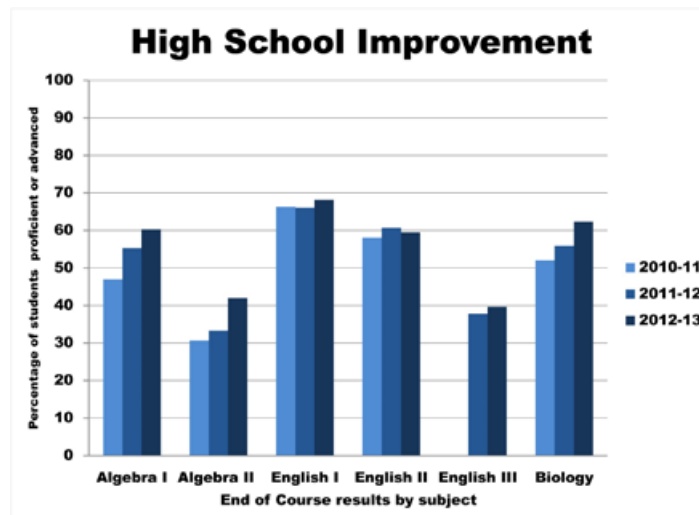


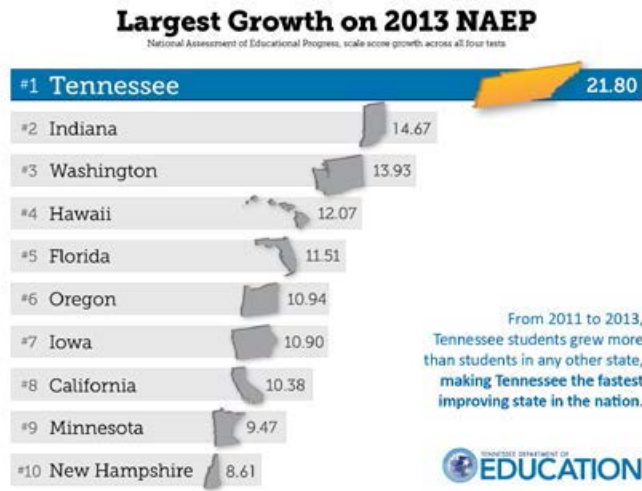
Figure 3: High School Test Results – Algebra, English, Biology



National Test Results

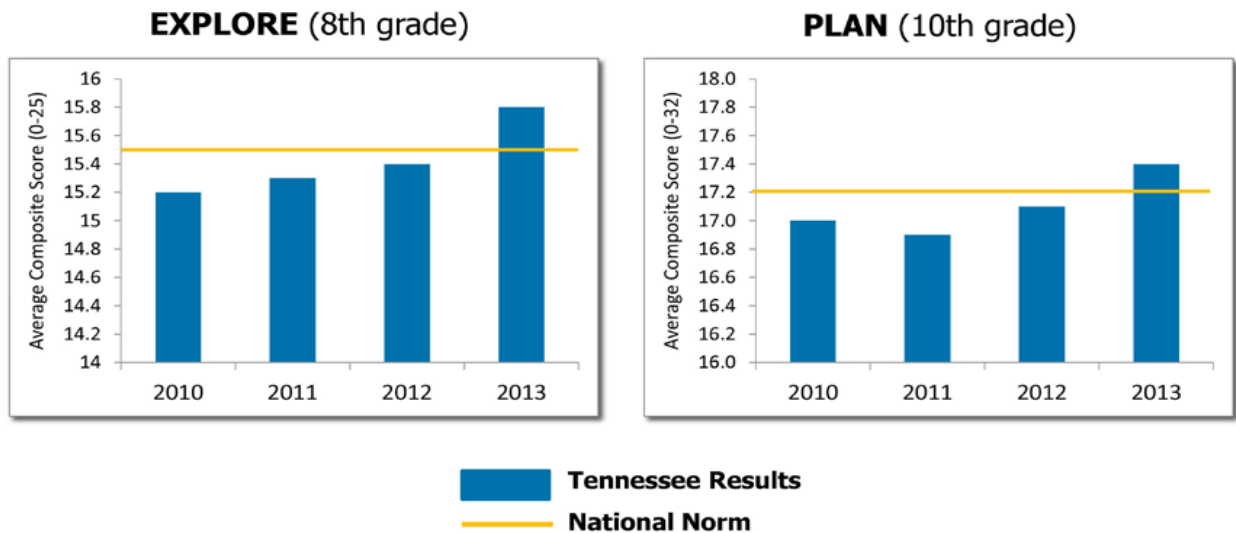
According to the 2013 **National Assessment of Education Progress (NAEP)** results, Tennessee students grew more than any other state in the nation on all four areas measured by NAEP.

Figure 4: NAEP Results



Tennessee students also take the ACT battery of assessments in 8th, 10th, 11th grades. These assessments are nationally normed and show significant progress among 8th and 10th graders in Tennessee, though less progress for last year's 12th graders:

Figure 5: ACT Assessments



While Tennessee's high school seniors continued to struggle against college-ready standards, younger students made significant progress over the course of the last two years. Again, while this is not conclusive evidence of the success of the state teacher evaluation model, it is evidence of significant student growth during the first two years of implementation.

Teacher Work Perceptions

As part of Tennessee's Race to the Top grant, the state administered the TELL (Teaching, Empowering, Leading and Learning) survey in 2011 and 2013 to teachers across the state. Over 60,000 Tennessee teachers took the survey in 2013, weighing in on a variety of questions about work conditions. While TELL does not endeavor to measure teacher morale, it does ask specific questions about the work conditions most closely correlated with teacher success. As such, it is considered an excellent indicator of 36 working conditions for teachers, and of the strength of local leaders in building environments conducive to student growth.

Tennessee's TELL results from 2013 tell an interesting story on two fronts. First, they show significant improvement over a two-year arc. More teachers feel supported across virtually all of the measured areas in 2013 compared to two years prior. In short, in spite of—or perhaps because of—the significant challenge of implementing a major evaluation overhaul, local district and school leaders have created stronger environments for teachers to succeed. Second, Tennessee teacher perceptions of their workplace are actually more positive than their peers in other measured states. The New Teacher Center released a report tracking the TELL results of the nine states that have given the survey to all teachers at least twice, and Tennessee teachers gave more positive ratings of their work conditions than their peers in other states.

Survey questions about evaluation itself are more nuanced, and this report details the answers across multiple survey instruments. However, in light of the significant anxieties of implementing a teacher evaluation model, it is important to ask whether work conditions – beyond perception of the evaluation instrument – have improved or declined during the implementation phase. The answer is plain: they have improved.

Tennessee Consortium for Research, Evaluation, and Development (TNCRED)

In addition to the TELL survey, for the past two years, the Tennessee Consortium for Research, Evaluation, and Development (TNCRED) has surveyed teachers and administrators across Tennessee about their perceptions of the TDOE's Race to the Top initiatives. The results from the 2012–13 survey were released in fall of 2013 (here), and the findings offer several important themes and lessons as the state enters the third year of its statewide teacher evaluation system. Below are some of the major takeaways from the results:

- Teachers' perceptions of the evaluation system have grown far more positive over the past year, although there is still considerable room for improvement.

- Teachers and evaluators are increasingly seeing the evaluation process as a tool for improving teaching and learning across the state, with more than half of respondents reporting that teacher evaluation will improve teaching in their schools.
- Teachers in districts that chose to adopt district-specific observation models look more positively on the evaluation process than those that use the state-provided model, although it is hard to know whether this is a cause or outcome of the alternative system.
- More than 90 percent of teacher evaluators felt adequately prepared to carry out all aspects of teacher evaluation in 2013, up from three-quarters of evaluators in 2012.
- Teachers who viewed the evaluation process as focused on improving teaching tended to engage with the system to a far greater extent than teachers who saw the process as one aimed only at judging their performance.

In sum, the survey shows that Tennessee teachers are feeling increasingly more positive about the teacher evaluation system. Specifically, survey results show 20 to 30 point increases over the past year in the percent of teachers that attest to a growing comfort with the evaluation of their work. In particular, it is useful to see that more than two-thirds of teachers now feel that the process of teacher evaluation treats them fairly, since one of the primary concerns with the system centered on the potential for biased evaluations.

At the same time, the positive increases in teacher opinions about evaluation over the past year should not hide the fact that nearly half of Tennessee teachers still feel some dissatisfaction with the system. If teacher evaluation is truly to become a central element of the professional culture in Tennessee, the system will need to continue to improve in ways that produce greater satisfaction from all teachers within the system. We look forward to continuing to partner with districts, schools, and teachers to make necessary enhancements and adjustments to the evaluation system.

Conclusion

Tennessee is continuing to improve systems to ensure that they are providing quality, timely feedback to teachers, providing summative evaluations of their performance in a way that is fair, driving the development of instruction, and improving student outcomes. These reforms have been implemented because our previous system did not work. Teachers were evaluated twice every 10 years, they generally received the highest rating in the system, and student performance did not play a role in the scoring or targeting of development. Now, two years into our new evaluation system, we see clear indications that the system itself is improving rapidly.

Most importantly, we see encouraging signs that students are learning more, and that Tennessee is making progress to move itself from the bottom of the national performance curve and provide the education that our students and their families expect and deserve

Tennessee Higher Education Commission

THEC is overseeing the implementation of several programs that will ensure academic preparation for postsecondary coursework and provide greater support for monitoring and evaluating postsecondary student enrollment, retention, and graduation rates.

College Access Challenge Grant

The College Access Challenge Grant (CACG) is a federal formula grant program administered by the U.S. Department of Education and focused on developing partnerships to promote college access and success. Tennessee's CACG program is designed to expand and enhance the implementation of Tennessee's college access web portal, CollegeforTN.org, and create a statewide College Mentor Corps program.

CollegeforTN.org, Tennessee's comprehensive online college access and success resource, provides all Tennesseans with career, academic, college, and financial aid planning resources. Over the last year, the site has had over 150,000 visits comprising of 2,284,343 page views. Two training and outreach specialists, funded through CACG funds, provide professional development to educators, community leaders, and nonprofit organizations on the use and implementation of CollegeforTN.org resources.

In 2010, THEC created the College Mentor Corps through subgrants to six college access nonprofit organizations. The overall goal of the College Mentor Corps is two-fold: (1) make college accessible to more Tennesseans, and (2) facilitate the transition between high school and community college, and community college and four-year institutions, thereby aiding college retention and completion. College Mentor Corps organizations include Alliance for Business and Training (in partnership with Northeast State Community College), Ayers Foundation, Oasis Center, the Public Education Foundation of Chattanooga, Southwest Tennessee Development District, and tnAchieves (in partnership with the Knoxville Chamber).

Core to College

In 2013, Rockefeller Philanthropy Associates awarded a 24 month Core to College grant to the Tennessee Higher Education Commission in the amount of \$360,000 to fund execution of two projects: General Education Curriculum Alignment and P-16 Curriculum Councils. Both of these projects were developed with specific, measurable outcomes and timelines that allow for a clear assessment regarding program progress and delivery. You can find supplemental information on our Core to College website.

http://www.state.tn.us/thec/Divisions/AcademicAffairs/aa_main.html

The General Education Curriculum Alignment project commenced in April 2012 with the formation of faculty alignment teams to assess and align the K-12 Common Core State Standards to credit bearing, entry level courses in English and Math. To date, faculty teams have created Core-Aligned Course Profiles for Expository Writing and College Algebra, both of

which are being piloted during the spring of 2014 at various institutions. The goal for the current year is to plan effective, statewide dissemination of the curricular materials through professional development.

Additionally, in October 2013, eight regional P-16 Curriculum Councils were formed in partnership with the Tennessee Department of Education Centers of Regional Excellence (CORE) Offices to promote better communication and relationships between K-12 and higher education regarding curriculum alignment. Each council has developed an action plan towards the achievement of regional goals and will meet regularly to engage in collaborative efforts.

GEAR UP TN

In spring 2012, the United States Department of Education awarded a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to the Tennessee Higher Education Commission in the amount of \$29,590,281. GEAR UP, a seven-year discretionary grant program, aims to increase the number of low-income, first generation students enrolling and succeeding in college. Tennessee's program, GEAR UP TN, began implementation in fall 2012, with direct services across the state beginning in January 2013.

GEAR UP TN subgrants fund programs in 15 school districts across the state, providing direct services in 87 schools. The program is structured to serve approximately 7,000 students in the Class of 2018 (currently in 8th grade) and 5,000 seniors in GEAR UP TN high schools. The Class of 2018 cohort began receiving services in 7th grade and will continue to be served by the program through their first year of post-secondary education. Direct services provided to students and their families include academic support, mentoring, advising, college and job site visits, family engagement, and financial aid counseling. Subgrant funding also provides for professional development for teachers, counselors, and school administration on best practices for creating and sustaining a college access culture.

During Year 1 of GEAR UP TN implementation, the program provided services to 7,032 cohort students, 5,082 12th grade students, 589 educators, and 17,946 parents and guardians. Each site also held kickoff events, which included students, families, and their collaborative partners in the local community. In June, over 200 GEAR UP TN cohort students attended the annual Youth Summit, cohosted by the Tennessee College Access Network. The two-day event was held at Trevecca Nazarene University in Nashville and was designed to expose students to a college campus and foster a college-going culture.

Latino Student Success Grant

In October 2011, the Lumina Foundation for Education awarded the Tennessee Higher Education Commission a Latino Student Success Grant aimed at increasing the number of Latinos completing higher education in Memphis. The Memphis Latino Student Success Collaborative directs its work using a three-tiered approach: public will-building through a community-wide Latino student success report card for Memphis and Shelby County, the

development and expansion of college access and success programming including the Abriendo Puertas (Opening Doors) college access and success mentoring program, and the formal development of a community-wide collaborative focused on increasing Latino student success in Memphis.

During the first year of implementation, 91 percent of high school seniors served by Abriendo Puertas enrolled in higher education, receiving over \$250,000 in financial aid support.

Partnership for Achieving Readiness in College and Career (PARCC) Assessment

During the 2014-15 school year, Tennessee's K-12 schools will administer the PARCC assessment for the first time. Designed as a computer-based assessment that embeds the competencies required to succeed in college and career, the PARCC assessment will be administered in 18 states. This will provide Tennessee's policymakers and education leaders with the ability to compare state performance across state lines for the first time. Additionally, the junior year PARCC assessment in English and Algebra II will be utilized by Tennessee higher education to place students in remedial coursework as needed. This marks the first time that a K-12 assessment will be utilized for higher education decisions, and provides students with clear feedback regarding their college readiness at the end of the junior year.

Tennessee higher education faculty have been deeply involved in the development of the PARCC assessment, with several community college and university faculty members serving as item reviewers during the development of the assessment.

The PARCC consortium made several crucial policy decisions during 2013:

- June 2013**
 - Guidance issued on participation in field test and practice tests.

- July 2013**
 - Final Subject-and Grade-Level Performance Level Descriptors adopted.
 - First Edition of PARCC Accommodations Manual.
 - Estimates for Summative Assessment costs released.
 - PARCC Technology Components RFP released.
 - Diagnostic & Formative Assessment RFPs released.

- August 2013**
 - Phase I item development complete.
 - Additional sample items released.
 - Schools/districts notified of selection for field testing.
 - Partnership Resource Center RFP released.
 - Additional information about testing windows released.

- Fall 2013**
 - Sample items re-released on technology platform.
 - Design of Student Score Reports released.
 - Minimum technology specifications, version 3.0
 - Training materials for IEP writing teams on Accommodations Manual.
 - Timeline/ Plan for student registration for operational testing.

Race to the Top

The Tennessee Higher Education Commission has worked closely with the Department of Education and State Board of Education on the many initiatives in the Race to the Top program. Along with serving on the overall implementation team, THEC has primary responsibility for nine of the projects outlined in Tennessee's Race to the Top proposal. The projects focus on the following key areas: (1) improving teacher training programs, (2) increasing Tennessee's competitiveness in STEM fields, (3) providing accountability in teacher preparation, and (4) expanding P-20 data systems.

Teacher Training Programs are improving through the integration of standards based curriculum, alignment with K-12 standards and assessments, and improvement of pre-service teachers' knowledge of state data systems and their use in the classroom. Tennessee's competitiveness in STEM fields will improve through the expansion of the UTeach program and utilization of the expertise of higher education institutions to provide high-quality professional development to K-12 educators. Improvement of Tennessee's groundbreaking Report Card on the Effectiveness of Teacher Training Programs and the creation of the School Leader Study will provide accountability in teacher preparation. P-20 data systems will expand such that student information can be tracked through all grades, post-secondary education, and careers with the State Longitudinal Data System. The data system will provide valuable research related to student outcomes that predict workforce success.

Tennessee College Access and Success Network

The Tennessee College Access and Success Network is a not for profit 501(c)3 professional organization with the mission of connecting college access and success programs with other organizations for the purpose of increasing the number of Tennesseans participating and succeeding in postsecondary opportunities. The Network was established through a Lumina Foundation grant and expanded through Race to the Top funds. Its purpose is to create a college-going culture in communities across the state by expanding and creating new college access and success programs, educating professionals, and facilitating statewide advocacy.

Since its inception, the Network has awarded more than \$1.6 million in grant funds to local education agencies and nonprofit organizations to increase college access and success efforts throughout Tennessee. Additionally, the Network provides professional development focused on building and sustaining a college-going culture within schools, organizations, and communities.

CONCLUSION

The 2014 *Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee* discusses the following four areas, as mandated by T.C.A. §49-1-302(a)(10): 1) the extent of duplication in elementary, secondary, and postsecondary education, 2) compatibility between high school graduation requirements and college admission requirements, 3) fulfillment of the State Board of Education and Tennessee Higher Education Commission's master plans, and 4) the extent to which the state needs in public education have been met as determined by the board and commission. Tennessee has made significant progress in each of these areas and has set up a robust system of collaboration between different levels of public education in the state. This collaboration has impelled the State's goals of increasing the numbers of college-ready high school graduates and the numbers of college graduates.

This report demonstrates that the goals set by the T.C.A. §49-1-302(a)(10) are being successfully met. The goal of aligning high school graduation requirements and admission requirements of higher education institutions has been fully attained. Robust data collection across the P-20 sector allows for identification of the areas of duplication that must be minimized. The Tennessee College and Career Ready Goals and Indicators show a steady progress toward the specific objectives mandated for both secondary and postsecondary education and reflected in the Master Plan of the State Board of Education and the Tennessee Higher Education Commission Public Agenda. A variety of programs, projects, and initiatives aim to serve the state needs in public education and achieve the specified goals.

Going forward, it is imperative to focus both on recent developments and already-achieved goals in elementary, secondary, and postsecondary education in Tennessee. The goal to produce greater numbers of college- and career-ready students may bring to light areas where duplication will be necessary in the future. For instance, given the current focus on preparing high school students for college-level work, duplication in some areas may be a requisite tool for ensuring content knowledge and retention. Achievement of the goals outlined in this report will require greater collaboration among all educational sectors to ensure that Tennessee continues to make strides toward increasing educational attainment, building social cohesion, and strengthening the economic vitality of the state.

APPENDIX A

Table 4: Tennessee High School Graduation Requirements

Previous High School Graduation Requirements	High School Graduation Requirements for Students Beginning High School in Fall 2009
TOTAL CREDITS REQUIRED: 20	TOTAL CREDITS REQUIRED: 22
MATH: 3 Credits Including either Geometry or Algebra II	MATH: 4 Credits Including Algebra I, II, Geometry and a fourth higher level math course
SCIENCE: 3 Credits Including one physical science course and Biology	SCIENCE: 3 Credits Including Biology, Chemistry or Physics, and a third lab course
ENGLISH: 4 Credits	ENGLISH: 4 Credits
SOCIAL STUDIES: 3 Credits	SOCIAL STUDIES: 3 Credits
WELLNESS: 1 Credit	PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits
ELECTIVE: 6 Credits	PERSONAL FINANCE: .5 Credits
	FOREIGN LANGUAGE: 2 Credits FINE ARTS: 1 Credit May be waived for students not going to a University to expand the elective focus
	ELECTIVE FOCUS: 3 Credits Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)
	CAPSTONE EXPERIENCE: Requirements to be determined by local Board of Education

Note: The graduating class of 2013 was the first cohort to complete these requirements.

APPENDIX B

Table 5: Minimum High School Course Requirements for Regular Undergraduate Admissions to Tennessee Public Higher Education Institutions

Subject Area and Units High School Courses Fulfilling Requirements Beginning Fall 2010	
<p>English <i>4 units required</i> English I, II, III, and IV Applied Communication substitutes for English III or IV</p>	<p>Algebra I and II <i>2 units required</i> Algebra I and II Technical Algebra (Formerly known as Math for Technology II)</p> <p>Advanced Mathematics <i>1 unit of geometry or an advanced course with geometry as significant component required</i> Technical Geometry Pre-Calculus Calculus Probability and Statistics Math IV Trigonometry</p>
<p>Visual/ Performing Arts <i>1 unit required</i> Theatre Arts Visual Arts Music Theory Music History Vocal Music Instrumental Music Art History General Music</p>	
<p>Foreign Language <i>2 units in same language required</i> Latin Spanish German Russian Japanese</p>	<p>Natural/ Physical Sciences <i>2 units required one must be a laboratory course in biology, chemistry, or physics</i> Biology I and II Physical Science Chemistry I and II Physics Principle of Technology I Ecology and Conservation of Natural Resources Principles of Technology II Nutrition Science Physiology Biology for Technology Science 1-A (Ag Science) Geology</p>
<p>U.S. History <i>1 unit required</i> U.S. History</p> <p>Social Studies <i>1 unit required</i> World History Ancient History Modern History World Geography European History</p>	

APPENDIX C

Tennessee College and Career Ready Goals and Indicators

School Readiness

1. *The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 4th grade students (fall) who score at or above proficient on the NAEP reading assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
3 rd grade TCAP	42%	66%	73%
4 th grade NAEP	28%	39%	56%

Source: Tennessee Department of Education

NOTE: TCAP was revised in 09-10 and was operational during baseline years.

2. *The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 4th grade students (fall) who score at or above proficient on the NAEP mathematics assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
3 rd Grade TCAP	48%	64%	77%
4 th grade NAEP	29%	42%	60%

Source: Tennessee Department of Education

College and Career Readiness

3. *The percentage of 7th grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 8th grade students (fall) who score at or above proficient on the NAEP reading assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
7 th grade TCAP	43%	56%	64%
8 th grade NAEP	28%	38%	55%

Source: Tennessee Department of Education

4. *The percentage of 7th grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 8th grade students (fall) who score at or above proficient on the NAEP mathematics assessment.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
7 th grade TCAP	29%	55%	76%
8 th grade NAEP	25%	39%	58%

Source: Tennessee Department of Education

5. *The percentage of 8th grade students (fall) who meet college-readiness benchmarks of the ACT EXPLORE assessment in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
EXPLORE English	65%	71%	75%
EXPLORE Reading	45%	61%	75%
EXPLORE Math	37%	57%	75%
EXPLORE Science	15%	46%	75%

Source: Tennessee Department of Education

6. *The percentage of 10th grade students (spring) who meet college-readiness benchmarks of the ACT PLAN assessment in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
PLAN English	67%	74%	80%
PLAN Reading	41%	61%	80%
PLAN Math	26%	64%	80%
PLAN Science	16%	49%	80%

Source: Tennessee Department of Education

7. *The percentage of students who score at or above proficient on the TCAP end of course assessment in English III.*

Indicator	Baseline 2011-12	Interim Target 2014-15	Target 2019-20
English III	38%	53%	78%

Source: Tennessee Department of Education

8. *The percentage of students who score at or above proficient on the TCAP end of course assessment in Algebra II.*

Indicator	Baseline 2010-11	Interim Target 2014-15	Target 2019-20
Algebra II	31%	46%	71%

Source: Tennessee Department of Education

9. *The percentage of high school graduates who meet ACT college-readiness benchmarks in English, reading, mathematics, and science.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
ACT English	55%	68%	80%
ACT Reading	40%	60%	80%
ACT Math	24%	52%	80%
ACT Science	18%	49%	80%
Meet all four	15%	25%	50%

Source: Tennessee Department of Education

10. The percentage of first-time 9th grade students who graduate on-time with a regular diploma (longitudinal cohort method).

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
Longitudinal cohort graduation rate	82% (estimate)	90%	92%

Source: Tennessee Department of Education

11. The percentage of first-time college and university freshmen enrolled in only credit-bearing courses (no remedial or developmental courses).

Indicator	Baseline Fall 2009	Results Fall 2010	Results Fall 2012	Interim Target Fall 2015	Target Fall 2020
Prior year public high school graduates	60,494	62,357	62,376		
PUBLIC UNIVERSITIES					
First-time freshman (Prior year public high school graduates)	14,331	14,706	14,528		
no remedial-developmental	11,226 (78.3%)	11,579 (78.7%)	14,454* (99.5%)	90%	92%
COMMUNITY COLLEGES					
First-time freshman (Prior year public high school graduates)	9,982	9,632	9,940		
no remedial-developmental	3,061 (30.7%)	2,779 (28.9%)	3,447 (34.7%)	37%	40%
TOTAL					
First-time freshman Prior year public high school graduates	24,313	24,338	24,468		
no remedial-developmental	14,287 (58.8%)	14,358 (60%)	17,901 (73.2%)	70%	80%

Source: THEC Student Information System

NOTE: High School students under the “baseline” or “results” category graduated during the spring of the specified year. The “first-time freshman” category reports the number of students who graduated during the spring and enrolled at a Tennessee public college or university during the fall of that same year.

* Four-year public institutions no longer offer remedial and developmental courses.

Postsecondary Access and Success

12. *The percentage of high school graduates who have attained or are eligible for postsecondary credit through dual enrollment, dual credit, Advanced Placement exams and International Baccalaureate exams, or have attained industry certification.*

Indicator	Baseline 2009-10	Results 2011-2012	Interim Target 2014- 15	Target 2019-20
Prior year public high school graduates	62,357	62,376		
AP subject exam score ≥ 3	3,473 (5.6%)	5,239* (8.4%)	TBD	TBD
Any Dual Enrollment	5,811 (9.3%)	6,449 (10.3%)	TBD	TBD
Both AP and Dual Enrollment	1,215 (2.0%)	1,450* (2.3%)	5%	10%
Either AP or Dual Enrollment	9,771 (15.7%)	11,632* (18.7%)	20%	25%

Source: Tennessee Department of Education.

*Data was unavailable. Entries represent student rates from the prior year.

13. *The percentage of recent public high school graduates enrolled in postsecondary education.*

Indicator	Baseline 2009-10	Results 2011-12	Interim Target 2014- 15	Target 2019-20
TN public high school graduates	62,357	62,376	TBD	TBD
Enrolling in Postsecondary	35,601 (57.1%)	36,708 (58.9%)	60%	65%

Source: THEC Student Information System.

14. The percentage of recent public high school graduates who successfully complete one year of postsecondary education, including industry certification.

Indicator	Baseline 2008-09	Results 2009-10	Results 2010-11 (School Year 2007-2008)	Interim Target 2014-15	Target 2019- 20
TN public high school graduates	50,396	56,718	57,387	TBD	TBD
TN Community Colleges	6,031 (12.0%)	6,494 (11.5%)	9,091 (15.8%)	TBD	TBD
TN Public Universities	13,176 (26.1%)	14,905 (26.3%)	14,111 (24.6%)	TBD	TBD
Total	19,207 (38.1%)	21,399 (37.7%)	23,202 (40.4%)	40%	45%

Source: THEC Student Information System.