



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

2009

Tennessee State Board of Education
Tennessee Higher Education Commission

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

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EXECUTIVE SUMMARY

This 2009 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission identifies four joint priorities and nine associated goals addressing areas of need in both student learning and educator development for the advancement of education in Tennessee. The joint priorities and initiatives focus on points of connection between pre-kindergarten through grade 12 (P-12) and higher education that are essential to a unified system of education in the state. The four joint priorities include the following:

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

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

Goals in Support of Priority 1: Student Learning: Pre-K through Higher Education

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

Goals in Support of Priority 2: Student Access and Transition

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

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

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

Goals in Support of Priority 4: Teacher Development

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

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

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INTRODUCTION

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

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

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

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

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

This annual report complies with the requirements established in the *Public Education Governance Reform Act of 1984* directing the State Board of Education and the Tennessee Higher Education Commission to provide an annual report to the Governor, the General Assembly, all

public schools, higher education institutions, and their respective governing boards. It also provides information needed to evaluate annual progress on the goals of the Tennessee P-16 Council.

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

Summary of Joint Priorities and Goals
State Board of Education and Tennessee Higher Education Commission

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

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

Goals:

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

Priority 2. STUDENT ACCESS AND TRANSITION

Establish seamless transitions and access for students across education levels.

Goals:

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

Priority 3. SUPPLY AND RETENTION OF TEACHERS

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

Goals:

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

Priority 4. TEACHER DEVELOPMENT

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

Goals:

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

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

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

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

CURRENT STATUS

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

Beginning Fall 2009, the Tennessee Department of Education will implement the Tennessee Diploma Project (TDP), a broad overhaul of standards and curriculum designed to challenge students and better prepare them for college and the workforce. Students beginning high school in Fall 2009 will begin a new path with increased graduation requirements from 20 credits to 22, a focus on the skills needed for college and the workforce in an ever expanding global economy, and new assessments.

Gateway Exams in high school will be replaced by end-of-course exams that truly test the mastery of expectations leading to college- and work-readiness. The overall assessment system includes the ACT's College and Readiness Test, Explore (given in the 8th grade) and the PLAN College Readiness Test given in the 10th grade.

Indicators:

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

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

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

Baseline: In 2005-2006, the state P-16 council reformed with a focus on the alignment of mathematics curriculum to postsecondary standards of college readiness.

Progress: Final drafts of the revised curriculum were approved by the State Board of Education. Fall 2009 establishes the first cohort of high school freshman required to meet the increased academic rigor of high school mathematics. The State Board of Education, Department of Education, and Tennessee Higher Education Commission have facilitated statewide outreach to schools, districts, parents, and universities related to the new standards.

This first cohort of high school freshmen will enter the post-secondary pipeline in the Fall of 2013, allowing results for this cohort to be reported in 2014.

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

Assessment: Survey of High School Students (biennial)

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

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

Progress: Percent of respondents to the *Senior Opinions Survey* who reported that they felt prepared by their high school for plans after graduation:
2004: 56.9 percent
2006: 67.0 percent
2008: 69.3 percent

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

CURRENT STATUS

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

To ensure young children are ready for kindergarten and first grade, Tennessee's voluntary pre-kindergarten program is based on best-practice research which demonstrates that the development of social skills in young children is more closely associated with school readiness than cognitive / academic skills. Currently, there are approximately 18,000 students enrolled in Tennessee's voluntary early childhood program.

In the elementary, middle, and secondary grades, the *Master Plan of the Board* establishes national indicators related to the ACT Benchmarks for readiness, student performance on the National Assessment of Education Progress (NAEP), and the developmental studies rate at Tennessee postsecondary institutions as the foundation for a stronger system of accountability. Over the last decade, students have demonstrated progress on standardized assessments in the core content areas and ACT. Educators use this data to differentiate student needs and make program adjustments.

In 2008, Tennessee was selected as one of eight states to participate in the College & Career-Ready Policy Institute. The Institute is designed to support the states efforts to improve and strengthen policies and practices to ensure all young people graduate from high school prepared for college and career success.

As part of the institute, education leaders across the selected states will collaborate over the next two years to put in place assessment and accountability systems that fully reflect the goal of all students graduating college- and career-ready. To support these states, several national organizations have joined forces: Achieve, Data Quality Campaign, Education Counsel, Jobs for the Future and the National Governors Association Center for Best Practices will work together to provide guidance, advice and support to participating state teams.

Indicators:

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

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

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

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

Progress: Pending available funding, state budget reductions have stabilized the voluntary pre kindergarten enrollment at 18,000 students, representing 133 of 135 eligible school systems.

In support of the Tennessee Diploma Project, the Office of Early Learning is working towards stronger curriculum alignment of Pre-Kindergarten through third grade. The Office of Early Learning is developing additional continuing education training for school leaders with early childhood programs at their schools. In 2007-08, Tennessee entered into a 3-year grant spanning five states focused on providing intensive training, professional development, and technical assistance to the early childhood education workforce in partnership with the Center for the Social and Emotional Foundations for Early Learning (CSEFEL).

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

Assessment: 2004-05 Criterion Referenced Test

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

Baseline: In 2003-04, the TCAP Criterion Referenced Performance Levels were:

81.0 percent Reading / Language Arts (2-year average)
82.5 percent Mathematics (2-year average)

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

2007-08 TCAP Criterion Referenced Performance Level
95.3 percent Reading / Language Arts (2-year average)
93.8 percent Mathematics (2-year average)

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

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

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

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

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

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

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

2007-08, TCAP Criterion Referenced Performance Level
94.2 percent Reading / Language Arts (2-year average)
90.0 percent Mathematics (2-year average)

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

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

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

Assessment: Percent of students proficient and advanced on Gateway Exams

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

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

Algebra I	75.0 percent
Biology	95.0 percent
English II	87.0 percent

Progress: In comparison to the 2005-06 academic year the percentage of students proficient or advanced on the Algebra I Gateway has increased by 2.0 percent. The percentage of students scoring proficient or advanced on the Biology Gateway increased 1.4 percent. The percentage of students scoring proficient or advanced on the English II Gateway increased 1.0 percent.

Student Performance on Gateway Exams

2007-08 Percent of student proficient and advanced on Gateway Exams

Algebra I	77.8 percent
Biology	95.7 percent
English II	94.7 percent

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

Algebra I	76.7 percent
Biology	94.5 percent
English II	93.2 percent

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

Algebra I	75.8 percent
Biology	94.3 percent
English II	93.7 percent

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

Assessment: ACT Score of Tennessee high school students

Target: By 2009-10, reach the current national ACT average:
2007-08: 21.2
2006-07: 21.2
2005-06: 21.1
2001-02: 20.8

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

Progress: State-wide ACT average for Tennessee:
2007-08: 20.7
2006-07: 20.7
2005-06: 20.7

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

Assessment: Average ACT score of entering freshman

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

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

Progress: ACT score for entering freshman in Tennessee universities:
Fall 2008: 22.2
Fall 2007: 22.5
Fall 2006: 21.9

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

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

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

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

Progress: TTC graduates enrolled in public universities or community colleges:

2007-08: 606

2006-07: 540

2005-06: 333

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

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

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

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

Progress: Total number of university parallel graduates:

2007-08: 3,203

2006-07: 2,800

2005-06: 3,212

Total number of university parallel graduates enrolled in public universities:

Fall 2008: 1,278

Fall 2007: 1,305

Fall 2006: 1,472

Goal 3: Increase Tennessee educational attainment levels.

CURRENT STATUS

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

Indicators:

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

Assessment: Percentage of Tennesseans with baccalaureate degree or higher

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

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

Progress: Percent of adults with a baccalaureate degree or above:
2007: 21.7 percent
2006: 21.7 percent
2005: 21.8 percent

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

Assessment: Technical certificates and applied associates degrees awarded

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

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

Progress: 2007-08 1,518 Technical Certificates
3,618 Applied Associates Degrees
5,136 Total (8.7 percent increase over 2000-01)

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

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

Assessment: Adults of all ages with at least a high school credential

Target: By 2009-10, the percentage of Tennessee adults with high school credentials will reach the national average. National average:
 2007: 84.0 percent
 2006: 84.1 percent
 2005: 84.2 percent
 2004: 83.9 percent

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

Progress: Percent of Tennessee adults with a high school credential:
 2007: 80.9 percent
 2006: 80.9 percent
 2005: 81.2 percent
 2004: 80.7 percent

Priority 2: STUDENT ACCESS AND TRANSITION

Establish seamless transitions and access for students across education levels.

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

CURRENT STATUS

The cohort dropout rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade, using the methods recommended by the National Center for Education Statistics. For 2007-08, this cohort dropout rate did not improve over 2005-06, increasing from 9.2 percent to 10.1 percent statewide.

Another means to capture drop out rates is to examine the percentage of 18-24 year olds who hold high school credentials. According to the most recent available data, 82.2 percent of Tennesseans in this demographic group hold either a high school diploma or GED.

Indicators:

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

Assessment: Drop out rate (Total/demographic groups)

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

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

Progress: In the current year, the statewide dropout percentage increased from 9.6 percent to 10.1 percent. The largest area of increase occurred among African American students, increasing from 14.9 to 16.4 percent. There was an improvement among Hispanic students decreasing from 14.8 percent to 14.2 percent.

2007-08 10.1 percent Statewide
 7.7 percent White
 16.4 percent African American
 14.2 percent Hispanic
 7.2 percent Asian
 13.3 percent Native American

2006-07 9.6 percent Statewide
 7.6 percent White
 14.9 percent African American

14.8 percent Hispanic
7.3 percent Asian
10.6 percent Native American

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

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

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

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

Target: By 2009-10, reach the national average of 18-24 year olds holding at least a high school credential:
2007: 82.9 percent
2006: 82.0 percent
2005: 80.5 percent

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

Progress: Percent of Tennesseans aged 18-24 holding a high school credential:
2007: 82.2 percent
2006: 82.1 percent
2005: 80.5 percent

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

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

Target: By 2009-10, college participation rates of 18 to 24 year old African-Americans will be equal to their current proportion of the state population.

Percent of State Population 18-24 Years Old African Americans:
2007: 21.3 percent
2006: 20.7 percent
2005: 19.5 percent
2002: 20.1 percent

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

Progress: African Americans as a percent of 18-24 undergraduate population:
2008: 17.6 percent (N= 22,688)
2007: 17.7 percent (N=18,476)
2006: 17.8 percent (N=18,312)

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

Assessment: High school students transitioning to college

Target: By 2009-10, reach the SREB average of recent high school graduates enrolled in postsecondary education:
2006: 60.5 percent
2004: 56.8 percent
2002: 51.6 percent
2000: 55.3 percent

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

Progress: High school transition rate for Tennessee:
2006: 67.9 percent
2004: 63.0 percent
2002: 60.6 percent

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

CURRENT STATUS

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

The state is working to facilitate the transition of students from P-12 education to higher education by aligning high school curriculum and graduation requirements with higher education requirements. In addition, the state has encouraged high school students to take college level course work. Since 2002, the number of students taking AP exams has increased by nearly 5,200 students. The number of exams taken by students over this same time period has increased by 165%.

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

Indicators:

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

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

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

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

Progress: 88.9 percent of respondents to the *2008 Senior Opinions Survey* expressed intent to enroll in postsecondary education the following fall.

The number of recent high school graduates enrolling in public institutions

Fall 2008: 26,711

Fall 2007: 24,860

Fall 2006: 27,237

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

Assessment: AP enrollments

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

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

Progress: 13,883 students took at least one AP exam in 2008, an increase of 4,644 students over the last five years. The number of AP exams taken has increased by 7,909 exams over this same time period.

2007-08	13,883 students, 22,638 Exams Taken
2006-07	13,176 students, 21,259 Exams Taken
2005-06	11,542 students, 18,388 Exams Taken
2004-05	10,368 students, 16,432 Exams Taken
2003-04	9,239 students, 14,729 Exams Taken
2002-03	8,688 students, 13,722 Exams Taken

Note: In past reports the number of AP exams taken by students was reported in error. This year's report has been corrected, reflecting the actual number of students taking an AP exam.

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

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

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

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

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

Fall 2008: 1,850

Fall 2007: 2,131

Fall 2006: 2,080

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

Assessment: Rates of retention – public universities

Target: By 2009-10, the fall to fall retention rate at public universities will equal the SREB average. SREB Average:
2008: 85 percent (2005 cohort)
2007: 84 percent
2005: 85 percent
2003: 84 percent

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

Progress: Fall to fall retention rate for Tennessee public universities:
2008: 82 percent (2005 cohort)
2007: 82 percent
2005: 80 percent
2003: 80 percent

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

Assessment: Financial aid award per FTE (undergraduate)

Target: By 2009-10, financial aid award per FTE (undergraduate) will equal the NASSGAP national average. NASSGAP national average:
2006-07: \$613
2005-06: \$575
2004-05: \$562
2003-04: \$500

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

Progress: Average financial aid award per FTE:
2006-07: \$1,055
2005-06: \$815
2004-05: \$621
2003-04: \$211

Priority 3: SUPPLY AND RETENTION OF TEACHERS

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

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

CURRENT STATUS

The current Tennessee work force includes in excess of 63,000 teachers. The Tennessee General Assembly passed legislation requiring the State Board of Education to examine teacher training programs and produce a “report card” that gives insight into the relative effectiveness of approved programs. Statewide, 94% of teachers graduating from Tennessee’s teacher training programs are placed in their first year of eligibility for public school employment. This report card also shows that statewide, 80% of teachers with a minimum of three years of teaching eligibility remain teaching in public schools for 3 consecutive years.

Teacher shortages remain in particular subject areas, especially math, science, foreign language, and special education. Of particular note are the subject areas of biology, chemistry, physics, and mathematics where the numbers of teacher candidates statewide is so low (less than 10) that reporting on individual institutions is not possible. Since 2001 through 2006 (most recent data available) Tennessee has not produced a total of 10 or more physics teachers in any of these years.

Several initiatives have been put into place to address this issue including Teach Tennessee, Troops to Teachers, alternative teacher certification programs, and adjunct licensure provisions. Likewise, the State Board of Education has taken steps to create new pathways toward licensure including the creation of a transitional license for those moving into the teaching profession from other career areas.

Under federal law (NCLB), by 2013-14 all core courses/classes are required to be taught by highly qualified teachers. In 2004 all local school systems identified their teachers that are designated to be highly qualified. Presently, 97.6 percent of core courses are taught by highly qualified teachers.

Indicators:

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

Assessment: Total teachers prepared

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

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

Progress: The number of teachers prepared:

2006-07: 3,822

2005-06: 3,746

2004-05: 3,501

2003-04: 3,367

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

Assessment: Number teachers on waivers or permits

Target: By 2013-2014, there will be no waivers or permits used in core academic subjects.

Baseline: In 2000-01, the number of waivers and permits were as follows:

Waivers: 866

Permits: 1,788

Total: 2,654 in all fields

Progress: The total number of teachers on waivers and permits increased by 154 in comparison to the previous year. However it is important to note that many of these waivers are not in the core academic content areas.

2007-08 Waivers: 399
 Permits: 223
 Total: 622 in all fields

2006-07 Waivers: 245
 Permits: 275
 Total: 520 in all fields

2005-06 Waivers: 458
 Permits: 553
 Total: 1,011 in all fields

2004-05 Waivers: 874
 Permits: 492
 Total: 1,366 in all fields

2003-04 Waivers: 505
 Permits: 821
 Total: 1,326 in all fields

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

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

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

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

Progress: The number of teachers graduating in shortage areas:

2006-07: 112 Mathematics
 99 Science
 62 Foreign Language
 42 ESL
 302 Special Education

2005-06: 99 Mathematics
 111 Science
 48 Foreign Language
 38 ESL
 391 Special Education

2004-05: 98 Mathematics
 102 Science
 61 Foreign Language
 38 ESL
 403 Special Education

2003-04: 103 Mathematics
 125 Science
 70 Foreign Language
 20 ESL
 406 Special Education

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

Assessment: Number of Tennessee Teaching Scholars

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

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

Progress: The number of students participating in Tennessee Teaching Scholars:

2007-08: 158

2006-07: 190

2005-06: 189

2004-05: 218

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

Assessment: Percent of teacher graduates teaching in Tennessee

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

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

Progress: The number of graduates teaching is as follows:

2006-07 *Data Pending*

2005-06 *Data Pending*

2002-03 Data are as follows:

63 percent Public bachelors graduates

48 percent Public post-bachelors graduates

50 percent Private bachelors graduates

43 percent Private post-bachelors graduates

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

Assessment: Percent of African-American Teachers

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

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

Progress: The last report on the status of Minority Teachers was completed in 2005-06. The next report is pending for the 2008-09 academic year.

2004-05	10.55 percent African American P-12
2003-04	10.59 percent African American P-12
2002-03	10.54 percent African American P-12
2001-02	10.31 percent African American P-12
2005-06	8.7 percent African American HE
2004-05	8.0 percent African American HE
2003-04	8.1 percent African American HE

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

Assessment: Number of teachers prepared (post –baccalaureate)

Target: By 2009-10, the number of teachers prepared post-baccalaureate will increase to 1,485.

Baseline: In 2000-01, 1,188 teachers were prepared post-baccalaureate.

Progress: The number of teachers prepared (post-baccalaureate):

2006-07:	1,310
2005-06:	1,691
2004-05:	1,451

Note: The change in targets and progress data points reflects a change in data source,

Goal 7: Increase teacher retention.

CURRENT STATUS

Teacher attrition rates average between 6 percent and 8 percent in Tennessee. Statewide, 80% of teachers with a minimum of three years of teaching eligibility remain teaching in public schools for 3 consecutive years. Statewide, 72% of teachers with a minimum of five years of teaching eligibility remain teaching in public schools for 5 consecutive years. Teachers with 12 or more years of experience have an attrition rate of less than 5 percent. This percentage decreases significantly for teachers with over 20 years of experience.

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

Indicators:

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

Assessment: Attrition Rate (5 Year)

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

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

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

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

Assessment: Teachers with mentors as part of formal induction

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

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

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

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

Assessment: Teachers achieving National Board Certification.

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

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

Progress: Statewide there are 338 teachers with National Board Teacher Certification, 46 teachers earned National Board Certification in 2008.

2007-08 46 New Teachers
 2006-07 40 New Teachers
 2005-06 51 New Teachers
 2004-05 36 New Teachers
 2003-04 34 New Teachers

2007-2008 Academic Year			
State	Total	New Teachers	New Teacher %
North Carolina	14,211	1453	10.2%
Florida	12,670	1826	14.4%
South Carolina	6498	754	11.6%
Mississippi	2,897	217	7.5%
Georgia	2,503	40	1.6%
Virginia	1,765	326	18.4%
Kentucky	1,608	232	14.4%
Alabama	1,546	214	13.8%
Arkansas	1,116	265	23.7%
Tennessee	338	46	13.6%

Priority 4: TEACHER DEVELOPMENT

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

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

CURRENT STATUS

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

Indicators:

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

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

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

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

Progress: In 2008, the department of education awarded grants totaling over \$2 million to Tennessee institutions of higher education focused on providing research-based professional development to K-12 teachers in mathematics and science (elementary through high school). Over the next three years, teachers and students in over thirty school systems across Tennessee will benefit from the professional development provided through the grants.

The department of education has also trained over 15,000 teachers in Teacher Quality workshops related to NCLB including the areas of Reading, Mathematics, Science, Gateway Exams, Health & Physical

Activity, Teacher Mentoring, Middle Grades Education, Advanced Placement Courses, Transition to Teacher Grants, and the Arts.

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

Assessment: Documentation of teacher preparation and professional development activities

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

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

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

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

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

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

Assessment: Federal and Private Dollars for teacher development

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

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

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

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

Assessment: Department of Education program approval process

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

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

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

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

CURRENT STATUS

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

Indicators:

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

Assessment: Amount and type of resources available

Target: By 2007-08, the e-Learning Environment for TN (*e⁴TN*) on-line pilot program will be complete.

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

Progress: Implementation of the e-Learning Environment for TN is complete.

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

In December 2008, through a collaboration with Apple, Inc. and the Tennessee Board of Regents, the Electronic Learning Center launched a dedicated site on iTunes U, an area of the iTunes Store that provides free education content. The ELC, at www.TNelc.org, is designed to enhance achievement by providing access to more than 280 curriculum-based audio and video tracks developed by the Tennessee Department of Education.

CONCLUSION

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

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

THE CHARGE TO STAKEHOLDERS

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

Appendices to the Joint Report

Appendix A

Tennessee High School Graduation Requirements

Appendix B

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

Appendix C

Board of Education Performance Model

Appendix D

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

Appendix A

Tennessee High School Graduation Requirements

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

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

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

Appendix B

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

Subject Area and Units High School Courses Fulfilling Requirements

English-

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

Algebra I and II-

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

Advanced Mathematics-

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

Natural/ Physical Sciences

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

U.S. History-

1 unit required
U.S. History

Social studies-

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

Foreign Language-

2 units in same language
Latin
Spanish
German
Russian
Japanese

Visual/Performing Arts-

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

Appendix C

Board of Education Performance Model

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

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

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