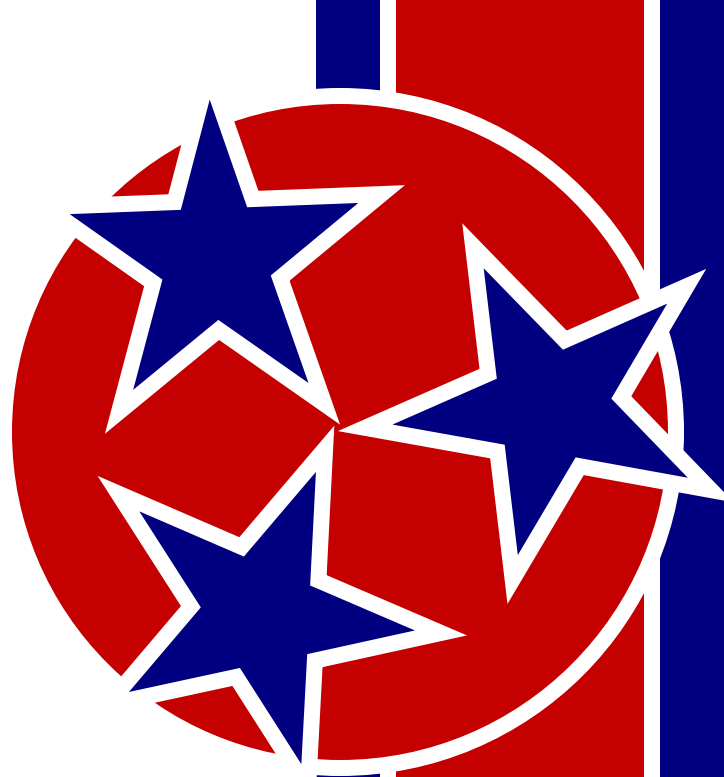


Annual Joint Report
on
Pre-Kindergarten
through Higher
Education
in Tennessee



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Tennessee State Board of Education
Tennessee Higher Education Commission

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EXECUTIVE SUMMARY

This 2007 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission identifies four joint priorities and nine associated goals addressing areas of need in both student learning and educator development for the advancement of education in Tennessee. The joint priorities and initiatives focus on points of connection between pre-kindergarten through grade 12 (P-12) and higher education that are essential to a unified system of education in the state. The four joint priorities include the following:

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

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

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

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

Goals in Support of Priority 2: Student Access and Transition

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

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

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

Goals in Support of Priority 4: Teacher Development

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

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

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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 post-secondary 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 2007 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

All Tennessee high school students take a core curriculum consisting of 14 units, covering English (4), mathematics (3), science (3), social studies (3) and lifetime wellness (1), as provided in the Board's *High School Policy*. In addition to the core curriculum, university path students complete foreign language (2) and fine arts (1), consistent with university admission requirements; technical path students complete four units focused in a technical area and have the opportunity to participate in a Tech-Prep program articulated with post-secondary education. ACT results from 2006 indicate that 17% of Tennessee students attained scores predicting a 50% chance of obtaining a B or higher on credit-bearing college courses in mathematics and science. Tennessee K-12 curriculum standards need to more closely align with the ACT Benchmarks for Success, so that more students begin post-secondary study without needing remedial or developmental study. More work needs to be done to align assessments and entry and exit requirements so that high school students know if their achievement levels are sufficient for them to begin post-secondary study without needing remedial or developmental study.

Within this current year, the State Board of Education has begun the process of re-aligning its annual Master Plan in order to more appropriately incorporate post-secondary indicators, such as a reduction in the percent of students enrolled in developmental study courses and an increase in the percentage of students meeting the ACT benchmarks for success.

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: 2007-08 Submission of policy report outlining final recommendations of the state P-16 council related to mathematics curriculum alignment.

Baseline: 2005-06 Reformation of the state P-16 council with a focus on the alignment of mathematics curriculum to post-secondary standards of college readiness.

Progress: THEC and SBE staffs are developing plans through the P-16 state council to align mathematics curriculum in grades K – 16 with college entrance requirements.

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

Assessment: Survey of High School Students (biennial)

Target: 2009-10 Increase in % of high school students indicating satisfaction with preparation for plans after graduation.

Baseline: 2001-02 57.5 % of respondents to the 2002 *Senior Opinions Survey* reported that they felt prepared by their high school for plans after graduation.

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

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, early childhood programs provide essential foundations to ensure students begin school ready to learn. Young children enrolled in high quality pre-kindergarten exhibit increased proficiency in language and mathematic skills. They are also less likely to drop out of school, repeat grades, or require services related to special needs. Currently, there are near 13,000 students enrolled in 677 voluntary Pre-Kindergarten programs.

The Board's *Performance Model* measures the progress of students to ensure Tennessee has a strong system of accountability. Over the last decade, students have demonstrated progress on standardized assessments in the core content areas and ACT. Educators use this data to differentiate student needs and make program adjustments. Tennessee has developed criterion referenced tests in grades 3 through 8 aligned with content standards as required by the No Child Left Behind Act. In 2003, the state established goals for schools in the effort to maintain adequate yearly progress towards such goals.

Targeted assistance and the expansion of resources are needed to ensure all students meet higher standards for academics success and graduation. An additional challenge is to increase the percentage of high school graduates who successfully pursue and attain higher levels of educational attainment.

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: 2007-08 20,000 additional students served in state funded programs

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

Progress: In 2006-07, 230 new classrooms were awarded Pre-Kindergarten grant awards representing 96 school systems. There are currently near 13,000 students enrolled in 677 Pre-K programs.

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

Assessment: 2004-05 Criterion Referenced Test.

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

Baseline: 2003-04 TCAP Criterion Referenced Performance Level
81.0 % Reading / Language Arts (2-year average)
82.5% Mathematics (2-year average)

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

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

2004-05 TCAP Criterion Referenced Performance Level
86.9% Reading / Language Arts (2-year average)
86.6% 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: 2013-14 All students achieving at/above proficient level in reading, language arts, and mathematics

Baseline: 2003-04 TCAP Criterion Referenced Performance Level
80.2% Reading / Language Arts Proficiency
81.3% Mathematics Proficiency

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

2004-05 TCAP Criterion Referenced Performance Level
84.0% Reading / Language Arts (2-year average)
85.1% 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: % of students proficient and advanced on Gateway Exams

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

Baseline: 2001-02

Algebra I	75.0%
Biology	95.0%
English II	87.0%

Progress: In comparison to the 2004-05 academic year the percentage of students proficient or advanced on the Algebra I Gateway has decreased slightly by 0.1%. The percentage of students scoring proficient or advanced on the Biology Gateway decreased 0.7%. The percentage of students scoring proficient or advanced on the English II Gateway increased 3.4%.

Student Performance on Gateway Exams

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

Algebra I	75.8%
Biology	94.3%
English II	93.7%

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

Algebra I	75.9%
Biology	95.0%
English II	90.3%

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: 2009-10 Reach the current national ACT average of 21.2

Baseline: 2001-02 Tennessee ACT average: 20.0

Progress: 2005-06 state-wide ACT average for Tennessee: 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: 2009-10 Reach the baseline SREB Average of 22.3

Baseline: 2000-01 21.9 Tennessee average in 2001-02

Progress: Fall 2006 ACT score for entering freshman in Tennessee universities: 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: 2009-10 332 TTC graduates enrolling in public universities or community colleges

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

Progress: 2005-06 TTC graduates enrolled in public universities or community colleges: 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: 2009-10 1,336 Enrolling in universities

Baseline: 2001-02 1,114 Enrolled in public universities in Fall 2001

Progress: Total number of university parallel graduates in 2005-06: 3,212
Total number of university parallel graduates enrolled in public universities 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 post-secondary 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 will reach the SREB average of 21.7%.

Assessment: Percentage of Tennesseans with baccalaureate degree

Target: 2009-10 21.7% SREB average in 2000-01

Baseline: 1999-2000 17.7% Tennessee average in 2000-01

Progress: Percent of adults with a baccalaureate degree or above in 2005: 21.8%.

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: 2007-08 Seven percent increase over baseline

Baseline: 2000-01 1,200 Technical Certificates
3,524 Applied Associates Degree
4,724 Total

Progress: 2005-06 1,637 Technical Certificates
3,579 Applied Associates Degrees
5,216 Total (10.4% increase over 2000-01)

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average of 83.6 percent.

Assessment: Adults of all ages with a high school credential

Target: 2009-10 80.4% National average in 2001-02

Baseline: 2000-01 79.1% Tennessee average in 2000-01

Progress: Percent of adults with a high school credential in 2005: 81.2%.

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 high school dropout rate continued to improve for the 2005-06 academic year, decreasing from 10.5% to 9.8%, surpassing the statewide goal nearly three years in advance of the established target date. In comparison to the initial baseline year, this rate has improved resulting in a 4.1% decrease in the initial drop out rate. 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.

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, 79% 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: 2009-10 10.0% Dropout rate statewide

Baseline: 2000-01 13.9% Dropout rate statewide

Progress: The statewide percentage of high school drop outs has been reduced from 13.9 percent in 2001 to 10.5 percent in 2005, this reflects a slight improvement in comparison to the previous year.

2005-06 9.8% Statewide
Demographic data still pending at time of publication

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

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

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

Target: 2009-10 74.7% National average for 2000

Baseline: 2000-01 74.3% Tennessee average for 1999

Progress: % of TN aged 18-24 holding a high school credential in 2005: 80.6%.

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 year old cohort)

Target: 2009-10 Equal proportions

Baseline: 2001-02 20.13% Proportion of 18-24 African-Americans in overall Tennessee population
18.75% African-Americans as a percent of overall undergraduate population

Progress: African Americans as a percent of overall undergraduate population in 2006: 19.13 % (N=34,616).

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: 2009-10 54% of recent high school graduates enrolled in post-secondary education (2000 SREB average)

Baseline: 2000-01 54% Transition rate for Tennessee in 2000

Progress: High school transition rate for Tennessee in 2002*: 60.6%
* *Most recently available data.*

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

CURRENT STATUS

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

The state is working to facilitate the transition of students from P-12 education to higher education by aligning high school curriculum and graduation requirements with higher education requirements. In addition, the state has encouraged high school students to take college level course work. The number of schools and students participating in the Advanced Placement (AP) program has significantly increased. Since 2000, the number of candidates has nearly doubled from 10,385 to 18,388.

The successful transition of students through the education pipeline does not stop once a student has entered college. Presently, only one-half of all freshmen entering Tennessee higher education 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 post-secondary education, *and*
College enrollment of recent high school graduates

Target: 2009-10 82.0% Expressing intent to enroll
24,000 Enrolling

Baseline: 2000-01 73.3% Expressing intent to enroll
19,844 Enrolling

Progress: 87.6% of respondents to the *2006 Senior Opinions Survey* expressed an intent to enroll in post-secondary education the following fall.

27,237 students enrolled in Fall 2006

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

Assessment: AP enrollments

Target: 2009-10 15,600 Students Taking Exams

Baseline: 2000-01 10,400 Students Taking Exams

Progress: The number of students taking AP exams demonstrated a noticeable increase of 3,659 students.

2005-06 18,388 Students Taking Exams

2004-05 14,729 Students Taking Exams

2003-04 13,722 Students Taking Exams

2002-03 12,276 Students Taking Exams

2001-02 10,800 Students Taking Exams

2000-01 10,385 Students Taking Exams

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%.

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: 2009-10 2,122 Recent high school grads in university developmental studies courses

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

Progress: For the fall 2006 term, 2,080 students (recent high school graduates) were enrolled in developmental studies courses.

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: 2009-10 80.5% SREB average retention rate in 2000-01

Baseline: 2000-01 71.7% Retention rate for Tennessee in 2000-01

Progress: Fall to fall retention rate for Tennessee public universities in 2005-06: 82.0%

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: 2009-10 \$ per FTE: \$562 NASSGAP national average in 2004-05

Baseline: 2000-01 \$ per FTE: \$139 Tennessee average award in 2000

Progress: Average financial aid award per FTE in 2005: \$621 (NASSGAP 2004-05)

Priority 3: SUPPLY AND RETENTION OF TEACHERS

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

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

CURRENT STATUS

The current Tennessee work force includes over 60,000 teachers. For the 2004-2005 school year, more than 8,800 teachers were newly hired. Data from this same period indicates that over 5,900 Tennessee teachers have 30 or more years of experience, over 8% of the teaching force. Latest available figures (2005) show that more than 3,500 teacher education candidates from public and private institutions in Tennessee completed initial licensure requirements. Teacher shortages remain in particular subject areas. Several initiatives have been established to address this issue including Teach Tennessee, Troops to Teachers, alternative teacher certification programs, and adjunct licensure provisions.

Under federal law (NCLB), by 2013-14 all core courses/classes are required to be taught by highly qualified teachers. In 2004 all local school systems identified their teachers that are designated to be highly qualified. Presently, 94.9% of core courses are taught by highly qualified teachers.

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

Tennessee has incorporated NBPTS standards into its teacher licensure standards and its *Framework for Evaluation and Professional Growth*. This past year 51 teachers attained NBPTS certification, bringing the total to 232 Tennessee teachers who have successfully completed the national board certification process. Other states, which provide financial bonuses to teachers who successfully complete certification, have larger numbers of board certified teachers. (States in the southeast provide an annual bonus of \$4,000, on average, to teachers who are Board certified) The rigorous evaluation process involves in-depth self-assessment and reflection, analysis of classroom videotapes, an extensive portfolio of one's teaching, as well as a written examination.

Indicators:

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

Assessment: Total teachers prepared

Target: 2004-05 4,000 Teachers prepared

Baseline: 2000-01 3,220 Teachers prepared

Progress: 2004-05 3,501 Teachers prepared

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: 2005-06 No waivers or permits in core academic subjects

Baseline: 2000-01
Waivers: 866
Permits: 1,788
Total: 2,654 in all fields

Progress: The total number of teachers on waivers and permits decreased by 355 in comparison to the previous year.

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

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

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

2002-03
Waivers: 679
Permits: 1,382
Total: 2,061 in all fields

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

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

Target: 2009-10 10% Increase over baseline

Baseline: 2000-01 81 Mathematics
105 Science
32 Foreign Language
9 ESL
384 Special Education

Progress: 2003-04 103 Mathematics
125 Science
70 Foreign Language
20 ESL
406 Special Education
2004-05 *Data Pending*

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 2009-10 195 students receiving financial assistance via the Tennessee Teaching Scholars program

Baseline: 2000-01 177 students receiving financial assistance

Progress: 2005-06 189 students receiving financial assistance

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: 2009-10 Increase by 10 percentage points

Baseline: 1997-98 Data are as follows:
66% Public bachelors graduates
39% Public post-bachelors graduates
41% Private bachelors graduates
37% Private post-bachelors graduates

Progress: 2002-03 Data are as follows:
63% Public bachelors graduates
48% Public post-bachelors graduates
50% Private bachelors graduates
43% 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: 2009-10 Increase percentage over baseline (African-American P-12 and higher education teachers)

Baseline: 1999-00 9.9% African-American P-12
7.7% African-American HE (2000-01)

Progress:

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

Assessment: Number of teachers prepared (post –baccalaureate)

Target: 2009-10 1,022 teachers

Baseline: 2000-01 818 teachers

Progress: 2004-05 964 teachers

Goal 7: Increase teacher retention.

CURRENT STATUS

Teacher attrition rates average between 6% and 8% in Tennessee. Among newly hired teachers (those without previous experience), statistical trends indicate that 35% of teachers exit during the first four years and 6% leave by the end of the fifth year. Teachers with 12 or more years of experience have an attrition rate of less than 5%. 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: 2009-10 20% Teacher attrition rate - 5 year

Baseline: 1997-98 42% Teacher attrition rate - 5 year

Progress: 2001 42% Overall Teacher attrition rate- 5 years or less
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: 2006-07 4,000 Teachers with mentors

Baseline: 2000-01 800 Teachers 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: 2009-10 1000 Teachers

Baseline: 2000-01 41 Teachers

Progress: There was an increase of 15 more teachers achieving National Board Certification from the previous year.

Statewide 232 Teachers

2005-06 51 New Teachers

2004-05 36 New Teachers

2003-04 34 New Teachers

Rank	State	2004-2005	Total
1	North Carolina	1535	9814
2	Florida	1382	7735
3	South Carolina	575	4443
4	Georgia	327	2120
8	Mississippi	268	2376
11	Virginia	173	904
12	Kentucky	166	900
15	Alabama	147	927
16	Arkansas	132	378
26	Tennessee	36	174

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

Baseline: 2004-05 4,590 participating in summer teacher quality workshops

Progress: The department of education has trained over 5,000 teachers in Teacher Quality summer workshops related to NCLB including the areas of Mathematics, Science, Gateway Exams, High School Reform, Alternative Assessments, Pre-Kindergarten, Reading First, 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: Reading First grants have been awarded to the Department of Education for school districts to improve school reading programs. A total of 75 schools have received training from this program. The Office of Reading First provides professional development from nationally recognized experts in reading for Reading First District Coordinators, school principals, school literacy leaders and Cadre members (mostly comprised of personnel from Tennessee's Higher Education Institutions). Cohort members are then responsible for providing five (5) days per year of school-imbedded professional development to all K-3 teachers in Reading First schools. Literacy Leaders are responsible for directing and recording an additional ninety (90) hours of professional development per year to all K-3 teachers.

The Transition to Teaching Grant will prepare 40 math and science educators through alternative licensure each year for 4 years. Twenty will be prepared on site in Memphis and 20 through the Tennessee Board of Regents online degree program. As of this school year, the Transition to Teaching Program has trained and supported 78 teachers in middle and high schools in the content areas of math and science across Tennessee. The grant will continue to support the 2005-2006 teachers and begin a new cohort for 2006-2007.

- 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: 2009-10 Increase over baseline

Baseline: 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 2005-06 the Teaching Quality Initiative was launched, spearheaded by Tennessee Board of Regents institutions, including all of the primary stakeholders involved in the formation of statewide education policy. This initiative has closely examined and is in the process of formalizing recommendations that begin the process of re-aligning teacher preparation programs for all Tennessee Board of Regents, University of Tennessee, and private institutions.

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: 2007-08 Completion of the e-Learning Environment for TN (*e⁴TN*) on-line pilot program.

Baseline: 2000-01 Teachers need access to professional development using technology.

Progress: On December 6, 2005, the *e⁴TN* on-line pilot program was established between eight pilot school districts to enhance statewide learning opportunities, awarding \$3.8 million in Federal Type II grant funds. The *e⁴TN* on-line pilot will implement content and professional development in three phases. Phase I and II includes secondary grades, beginning in the spring of 2006 with selected high school content. Phase II will follow immediately thereafter, including the middle grades. Concluding with the elementary grades in Phase III. Teachers must be certified, endorsed, and highly qualified to provide on-line instruction and/or facilitation. Professional development for all three phases will be coordinated to provide on-line instructional techniques and facilitation skills prior to content delivery. Teachers will be recruited to participate in professional development and subsequently teach on-line courses from the nine SDE Field Service Center areas across the state.

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 E
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/)