



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

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 2004 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 are 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 2004 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 rigorous 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. New curriculum standards, organized by career clusters, provide students with a coherent program of study linked to specific career goals. Local activities under the Education Edge school-to-career initiative have provided students opportunities to see the connections between study and careers and to gain valuable workplace experience.

While the curricula are aligned, 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.

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: Assessment, entry and exit requirements alignment
 Communication to Tennessee Students

Target: 2002-03 Document alignment of high school assessments and college placement
 Document communication of alignment to Tennessee students

Baseline: 2000-01 Curricula alignment process initiated

Progress: To align assessment requirements, a task force comprised of K-12 and higher education faculty is analyzing performance standards for K-12 assessments with a view toward approving them for placement in college level coursework.

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 understanding school and career linkages

Baseline: 2000-01 High school students develop a four-year program of study linked to higher education and career goals. Continued work is needed to ensure that the plans are meaningful and are reviewed annually by parents and students. (*Baseline to be established in 2002-03 due to the need to administer a revised high school survey*)

Progress: Survey conducted biennially. Next survey to be conducted in spring 2004.

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

CURRENT STATUS

Tennessee must ensure that students are well prepared when they enter and exit each level of education – from pre-kindergarten to elementary and middle grades, high school, and postsecondary education.

Early childhood education programs are essential to ensure that students begin school ready to learn. Young children enrolled in high quality programs exhibit better language skills and mathematics skills and are less likely to drop out of school, repeat grades, or need special education. Currently, federally funded Head Start agencies serve approximately 15,000 eligible children; additional state-funded programs are needed to serve all children

Tennessee has a strong accountability system. As outlined in the Board's *Performance Model*, it measures progress of students, grades 3 through 12. Over the last decade, students have demonstrated considerable progress on assessments of reading, language arts, mathematics, science, social studies and writing and on the ACT. Educators use the data to diagnose individual student needs and make program adjustments. Tennessee developed new criterion referenced tests in grades 3 through 8 aligned with state content standards as required by the new federal No Child Left Behind Act. The national goal is to have all students at or above the proficient level. In 2003, the state established goals for schools to make adequate yearly progress.

Targeted assistance and resources are needed to assist students meet challenging standards especially students in low performing schools. Ensuring that all students pass the gateway examinations required for graduation poses a considerable challenge to the state.

An additional challenge for Tennessee is to ensure that an increased percentage of students graduating from high school transition successfully into postsecondary education. Finally, mechanisms should be constructed to ensure the smooth transfer among postsecondary institutions.

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: 2002-03 approximately 3,000 students served in state funded programs.

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

Assessment: Normal Curve Equivalent (NCE) score on TCAP Achievement Test; was supplemented by criterion referenced tests in 2002-03.

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

Baseline: 2000-01 % students at/above NCE of 50
 55.5% Reading
 53.4% Language Arts
 53.7% Mathematics

Progress: 2002-03 TCAP Criterion Referenced Performance Level
 79.0 % Reading/Language Arts Proficiency
 80.6% Mathematics Proficiency

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

Assessment: Normal Curve Equivalent (NCE) score on TCAP Achievement Test; was supplemented by criterion referenced tests in 2002-03

Target: 2013-14 All students achieving at/above proficient level in reading, language arts, and mathematics

Baseline: 2000-01 % students at/above NCE of 50
 56.6% Reading
 58.9% Language Arts
 57.7% Mathematics

Progress: 2002-03 TCAP Criterion Referenced Performance Level
 79.1% Reading/Language Arts Proficiency
 79.0% Mathematics Proficiency

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: % students passing gateway examinations

Target: 2009-10 Increase % over baseline

Baseline: 2001-02
 Algebra I 77.4%
 Biology 94.2%
 English II (Available in June 2003)

Progress: 2002-03 Passing gateway examinations
 Algebra I 76.4%
 Biology 95.0%
 English II 87.3%

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 21.0

Baseline: 2001-02 Tennessee ACT average: 20.0

Progress: 2002-03 state-wide ACT average for Tennessee: 20.4

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 current SREB Average (22.3 in 2000-01)

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

Progress: 2002-03 ACT score for entering freshman in Tennessee: 22.4

7. The number of technology center 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 1,200 TTC graduates enrolling in public universities or community colleges

Baseline: 2001-02 923 TTC graduates enrolled in public universities or community colleges

Progress: 2002-03 TTC graduates enrolled in public universities or community colleges: 1,103

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 2001: 2,553
Number enrolling in Fall 2002: 1,173
Number enrolling in Fall 2003: 1,259

Goal 3: Increase Tennessee educational attainment levels.

CURRENT STATUS

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

Progress: Percent of adults with a baccalaureate degree or above in 2003: 19.6%.

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: 2002-03 1,327 Technical Certificates
3,595 Applied Associates Degrees
4,922 Total (4.2% increase over 00-01)

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average of 83.4 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 2003: 75.9%.

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 2002-03 high school dropout rate is 11.3%; this represents a steady decrease over the last six years. In 1995-96, the first year in which drop outs were measured using the methods recommended by the National Center for Education Statistics, the dropout rate was 16.4%. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade.

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, 75% 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 % 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: 2002-03 11.3% Statewide
9.0% White
17.6% African American
17.7% Hispanic
10.7% Asian
10.4% Native American

Note: The Department of Education is now monitoring graduation rate under No Child Left Behind.

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 2003: 75.1%.

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 2003: 18.94% (N=32,797).

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 2002-03: 58%

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 establishment of a P-16 educational system, an increased percentage of Tennesseans will be able 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 1987 the number of candidates has more than doubled from 4,227 to 11,785 and the percentage of exams with scores of 3 to 5, qualifying for college credit, is higher than the national average.

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 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: 74.8% of respondents to the *2001-02 Senior Opinions Survey* expressed an intent to enroll in post-secondary education.

20,406 students enrolled in Fall 2002 (*Senior Opinions Survey- 2004*)

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

Assessment: AP enrollments

Target: 2009-10 15,000 Students Taking Exams

Baseline: 2000-01 9,883 Students Taking Exams

Progress: 2002-03 11,785 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 2003 academic year, 2,588 students (recent high school graduates) were enrolled in developmental education 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 2002-03: 73.1%

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: \$397 NASGAP national average in 2000

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

Progress: Average financial aid award per FTE in 2003: \$203 (source NASGAP)

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 work force includes approximately 57,000 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. This number increased to 5,957 in 2001-02; 3,496 (59%) had no prior teaching experience, while (2,461) 41% were re-entering teachers with prior experience. The number of teacher education graduates from Tennessee public and private colleges increased 49% from 2,196 in 1986-87 to 3,264 in 2001-02; about one fifth of new entrants are from other states. Student enrollments will continue to grow in the next five years and the need for new teaching positions will continue to expand.

While the percentage of minorities completing teacher preparation programs has tripled during the 1990's and the percentage of teachers entering teaching is improving, the percentages are still too low. Only 10.81% of the teaching force is minority, compared to 24.81% of the student population.

The percentage of teacher education graduates who enter teaching in Tennessee (yield rate) has improved in recent years but is still too low. Tennessee graduates are highly regarded and aggressively recruited and hired by other states. The number of individuals who complete teacher preparation at the post-baccalaureate level has increased relative to those who complete preparation at the baccalaureate level, but more needs to be done to recruit persons who have expertise in needed subject areas to begin a second career in teaching.

Since 1995-96 the percentage of teachers who required a waiver or permit tripled until 2002-03. The problem is particularly acute in the areas of foreign language, mathematics, science, English as a second language, and special education. In 2002-03, the number of teachers on waivers and permits decreased. The federal No Child Left Behind Act requires states to have a plan to ensure that all teachers are highly qualified by 2005-06.

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: 2001-02 3,264 Teachers prepared

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

Assessment: Number teaching on waivers or permits

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

Baseline: 2000-01
 Waivers: 866
 Permits: 1788
 Total: 2654 in all fields

Progress: 2002-03
 Waivers: 679
 Permits: 1382
 Total: 2061 in all fields

A report on teachers in core subject areas will be available in fall 2004.

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: 2001-02
 82 Mathematics
 131 Science
 38 Foreign Language
 24 ESL
 345 Special Education

4. The number of students enrolled in teacher education programs who received financial aid will increase by 10 percent.

Assessment: Number receiving financial aid

Target: 2009-10 195 students receiving financial aid

Baseline: 2000-01 177 students receiving financial aid

Progress: 2002-03 201 students receiving financial aid

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: 2001-02 10.81% African American P-12

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 bac)

Target: 2009-10 1,544 teachers

Baseline: 2000-01 1,235 teachers

Progress: 2002-03 Data pending

Goal 7: Increase teacher retention.

CURRENT STATUS

Teacher attrition contributes significantly to the teacher shortage problem. Teacher attrition rates have averaged between 6% and 8% in Tennessee. The attrition rate differs greatly by years of experience, graphically displayed as a U shaped curve. Among newly hired teachers (with no previous experience), the most recent data indicate that 35% exit during the first four years of teaching and 6 % leave by the end of the fifth year. Teachers with 12 years or more of experience have an attrition rate less than 5%. Around retirement age, after about 28 years, the rates increase sharply.

Other states have found that well designed systems of mentoring and induction of new teachers can improve the retention rates. Many states are seeking to reward and retain outstanding experienced teachers by providing incentives to teachers who seek and obtain national board certification, a system of rigorous evaluation. States which provide incentives have more teachers seeking 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: 2000 44% Overall Teacher attrition rate- 5 years or less

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: 2005-06 4,000 Teachers with mentors

Baseline: 2000-01 800 Teachers trained as mentors

Progress: A total of 1,924 teachers and administrators have been 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: 2002-03 91 Teachers

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

Quality teaching has more impact on student learning than any other school component. The demands upon the teachers have increased greatly as a result of higher standards established by the Board to be achieved by all students, including those from disadvantaged backgrounds, students eligible for special education services, and English language learners. It is important that all teachers have access to new knowledge about teaching reading and other subject areas. P-12 faculty and higher education faculty are working collaboratively in a number of areas to provide high quality teacher preparation and professional development. More needs to be done, however, to assess needs, establish priorities, provide professional development, leverage federal and private resources, and align teacher preparation programs and continuing education programs to the P-12 curriculum standards.

Indicators:

1. The state will conduct a needs assessment on an ongoing basis to determine teacher preparation and professional development needs related to content knowledge and teaching skills in support of curriculum standards and meeting the needs of diverse learners.

Assessment: Needs assessment completed on ongoing basis

Target: 2002-03 Complete formal and ongoing needs assessment.

Baseline: 2000-01 Informal needs assessment

Progress: The state will develop a report regarding number of teachers receiving high quality professional development as required by the federal No Child Left Behind Act.

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 Transition to Teaching Grant prepares 40 math and science teachers 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.

3. 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, \$111.4 million in federal grant for 6 year, to improve reading instruction and achievement. Fifty five schools will be funded \$200,000 per year for three years. If schools make significant progress in improving student reading skills, schools may be eligible for three more years of funding. A second round of Reading First grant funding will be held in the spring of 2004.

In addition to the five-year Transition to Teaching Grant, the state has received a grant from the Appalachian Regional Commission to provide rural schools access to high speed connections, allowing them to access professional development. A federal charter schools grant also provides funding for professional development.

4. 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: 2003-04 Completion and documentation of alignment

Baseline: 2000-01 Current policies provide for alignment; teacher preparation institutions need to align programs to P-12 curriculum standards adopted in 2001.

Progress: Teacher education institutions are working to align their programs with P-12 curriculum standards. They are reviewed on a seven-year cycle.

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

CURRENT STATUS

Technology offers opportunities to deliver teacher and administrator preparation and development in new ways and at times that are convenient for educators to access. There is a great need for continuing professional development of current teachers in priority areas and a need to offer teacher preparation opportunities to new teachers in targeted areas.

Indicators:

1. Higher education and P-12 agencies will jointly conduct a needs assessment to identify optimal delivery modes for teacher and administrator learning when needed.

Assessment: Needs assessment completed on an ongoing basis.

Target: 2003-04

Needs assessment completed

Baseline: 2000-01

Online training of teachers in research based methods of teaching reading has already been identified as a need and as a means for extending professional development beyond targeted low performing schools.

Progress: Other areas of need are mathematics and science, meeting the needs of diverse learners, and using assessment results to improve instruction.

2. 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: 2003-04

Online professional development opportunities

Baseline: 2000-01

Teachers need access to professional development online, particularly in the high accountability areas. Administrators need access to training to assist them in fulfilling their roles as instructional leaders.

Progress: Institutions of higher education are providing online teacher preparation and professional development opportunities. The TN Board of Regents Online Degree Program (RODP) began in the fall of 2001. The initiatives include: Alternative Licensure Program in math and science; additional endorsements in math, biology, chemistry, English as a second language, and special education; Master's of Education degree; and Associate's Degree for paraprofessionals. Through a grant from the Gates Foundation to the Department of Education and Vanderbilt University, administrators will be provided online professional development.

Appendices to the Joint Report

CONCLUSION

If the joint priorities, goals and indicators identified in this document are to be accomplished, a supporting infrastructure must undergird 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:

- Strong statewide and local public/private partnerships that supply leadership,
- 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.

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

Master Plan for Tennessee Schools: Preparing for the 21st century

Appendix D

Board of Education Performance Model

Appendix E

Higher Education Universities to Serve Tennesseans: Statewide Master Plan for Higher Education 2000-2005

Appendix F

The Condition of Higher Education in 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
Math for Technology II substitutes for Algebra I

Advanced Mathematics-

1 unit of geometry, or an advanced course with geometry as significant component required
Unified 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:

Master Plan for Tennessee Schools: Preparing for the 21st Century

State Board of Education

Mission: To ensure that Tennessee Schools are among the best in the nation.

Key Result Area	Goal
Early Childhood Education	All children will begin school ready to learn.
Primary and Middle Grades Education	All primary and middle grade students will achieve world – class standards and enter high school ready for rigorous study.
High School Education	All high school students will achieve world – class standards and leave school prepared for postsecondary education, work, and citizenship.
Technology	Technology will be used to improve student learning and analyze data.
Teacher Education and Professional Growth	The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.
Accountability and Assessment	Assessment will be used to improve student learning and demonstrate accountability.
School Leadership	School leaders will be well prepared, capable, and responsible for improved performance of schools and school systems.
School Health and Safety	All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
Funding	Tennessee will provide adequate and equitable funding for schools.

The Master Plan for 2004 is available at the State Board of Education website as follows:

<http://www.state.tn.us/sbe/master.htm>

Appendix D

Board of Education Performance Model

PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000 (Revised 2003). The new model retains the goals adopted in 1994 and adds goals in academic attainment, end-of-course assessments, and exit exams. The model includes twelve goals. The goals will be reported by school system and school to assist schools in improving instruction and to inform the public about progress. This report displays statewide data for 2000-2001 through 2002-2003.

Goal 1 - Student Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

	2000-2001	2001-2002	2002-2003
K-6	94.9%	95.0%	94.9%
7-12	93.2%	93.2%	93.0%

Goal 2 - Dropout Rate

A dropout rate of no more than 10% for grades 9 through 12.

2000-2001	2001-2002	2002-2003
13.9%	12.5%	10%

Goal 3 - Promotion Rate

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

2000-2001	2001-2002	2002-2003
95.6%	97.1%	97 %

Goal 4 - Valued Added

An average score increase in reading, language and mathematics in grades 4 through 8 that is equal to or greater than the average national score increase as measured by scale scores on the TCAP Achievement Test.

	2001-2002	2002-2003
Reading	99.3%	99.1%
Language	99.4%	94.2%
Math	104.2%	101.4%

Goal 5 - Academic Attainment, Grades 3 - 8

Achievement at or above the Normal Curve Equivalent (NCE) of 50 on the TCAP Achievement Test in reading, language, and mathematics by all students.

	2000-2001	2001-2002	2002-2003
Reading	54.3%	56.0%	56.3%
Language	57.2%	60.3%	60%
Math	56.7%	59.8%	59.1%

Goal 6 - Elementary and Middle Writing Assessment, Grades 4 and 7

Achievement at or above the performance level of proficient (level 4) by all students.

Grade	2000-2001	2001-2002	Grade	2002-2003
Grade 4	67.0%	71.5%	Grade 5	73.6%
Grade 7	72.6%	81.8%	Grade 8	83.3%

Goal 7 - Gateway Examinations

2001-2002	Proficient	Advanced	Total Passing
Mathematics	29.4%	48.0%	77.4%
Science	39.2%	55.0%	94.2%

2002-2003	Total Passing
Mathematics	79.7%
Science	95.3%
English II	87.8%

Goal 8 - Academic Attainment, High School End-of-Course Examinations

Math Foundations II, Algebra I, Geometry, Algebra II, English I, English II, Physical Science, Biology I, Chemistry, and U.S. History (goal to be determined).

	2000-2001 % Correct	2001-2002 % Correct	2002-2003 % Correct
Algebra I/Mathematics	66	70.0%	69.0%
Biology/Science	N/A	64.6%	65.5%
Math Foundations II	N/A	65.2%	67.2%
English I	N/A	N/A	64.8%
English II	N/A	N/A	70.5%

Goal 9 - Value Added

An average score in ten high school End-of-Course Examinations equal to or greater than 100% of the expected performance.

High school value added results are computed as the ratio of actual performance to expected performance. Because these are Tennessee (not national) tests, the statewide average value added score will always be 100%. Results for individual schools and school systems will have averages above or below 100% indicating their performance.

Goal 10 - High School Writing Assessment, Grade 11

Achievement at or above the performance level of proficient (level 4) by all students.

2000-2001	2001-2002	2002-2003
60.5%	70.3%	72%

Goal 11 - Attainment, ACT and SAT

Performance at the level specified for full admission into Tennessee institutions of higher education by all students.

	2000-2001	2001-2002	2002-2003
ACT	56.2	56.5	59.0
SAT	86.1	86.3	N/A
Combined	59.4	59.8	N/A

Goal 12 - Value Added, ACT and SAT

An average score equal to or greater than 100% of the expected performance.

This information is not available.

Appendix E:
**Higher Education United to Serve Tennesseans: Statewide
Master Plan for Higher Education 2000-2005**

The Tennessee higher education master plan report entitled *Higher Education United to Serve Tennesseans: Statewide Master Plan for Higher Education 2000 – 2005* is available on the Tennessee Higher Education Commission website as follows:

Direct Link: www.state.tn.us/thec

Appendix F: **The Condition of Higher Education in Tennessee**

The report on the status of higher education in Tennessee entitled *The Condition of Higher Education in Tennessee* is available on the Tennessee Higher Education website as follows:

Direct Link: www.state.tn.us/the