



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 2005 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 2005 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.*



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 2004 *Senior Opinions Survey* who reported that they felt prepared by their high school for plans after graduation: 56.9 %.

**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, federally funded Head Start agencies serve approximately 16,000 eligible children; however, additional state-funding and programs are needed to meet the needs of all Tennessee early learners.

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 2003-04 approximately 3,000 students were served in state funded programs, maintaining the existing level of services from the previous year.

2. Students in grade 5 will demonstrate readiness for middle 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 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: 2003-04 TCAP Criterion Referenced Performance Level  
82.8% Reading / Language Arts Proficiency  
84.1% Mathematics Proficiency

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

Progress: 2003-04 TCAP Criterion Referenced Performance Level  
80.5% Reading / Language Arts Proficiency  
82.9% 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: The percentage of students passing gateway examinations has increased in all areas from the previous year.

2003-04 Passing gateway examinations

Algebra I	81%
Biology	96%
English II	90%

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 20.9

*Baseline:* 2001-02 Tennessee ACT average: 20.0

Progress: 2003-04 state-wide ACT average for Tennessee: 20.5

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: 2003-04 ACT score for entering freshman in Tennessee: 22.6

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.  
Reflects most recent available data.

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 2004: 1,136

### **Goal 3: Increase Tennessee educational attainment levels.**

#### **CURRENT STATUS**

As Tennessee enters the 21<sup>st</sup> 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 2003: 21.5%.

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: 2003-04 1,491 Technical Certificates  
3,621 Applied Associates Degrees  
5,112 Total (8.2% increase over 00-01)

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average of 83.6 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 2003: 81.5%.

## 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 2003-04 academic year, decreasing from 11.3% to 10.7%. In comparison to the initial baseline year in which dropout rates were measured (1995-6), the rate has decreased 5.7%. The cohort dropout rate represents the percentage of a 9<sup>th</sup> grade class that has dropped out by the end of the 12<sup>th</sup> 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, 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-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 11.3 to 10.7 percent. All demographic groups experienced a reduction in dropout rates from the previous year.

2003-04	10.7% Statewide
	8.1% White
	17.5% African American
	17.1% Hispanic
	10.9% Asian
	8.9% 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 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 2004: 19.44% (N=34,342).

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 tripled from 4,227 to 12,734.

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: 77.6% of respondents to the *2004 Senior Opinions Survey* expressed an intent to enroll in post-secondary education the following fall.  
2,081 students enrolled in Fall 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: 949 additional students took AP exams in 2003-04, an increase from the previous year.

2003-04 12,734 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 2004 academic year, 2,755 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 2003-04: 72.8%

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: \$236 (NASGAP 2002-03)

### 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 58,500 classroom teachers. Previous trends reveal the state hires an average of 3,000 new teachers each year. This number increased in 2001-02 to 5,957, of which 59 percent (3,496) were first time teachers, the remaining forty-one percent (41%) had previous experience in the profession. The number of teacher education graduates from Tennessee public and private colleges increased 49% from 2,196 in 1986-87 to 3,372 in 2002-03; 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, the percentage of teachers is still lower than statewide student demographic. Approximately 11% of the teaching workforce are minority, compared to a minority student population of 25%.

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.

Prior to the 2002-03 academic year, the percentage of teachers requiring waivers or permits tripled from 1995-96. The problem is particularly acute in the areas of foreign language, mathematics, science, English as a second language, and special education. In 2003-04, the number of teachers requiring waivers and permits continued to decline from the previous year. 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: 2002-03 3,372 Teachers prepared

- 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: 1788  
 Total: 2654 in all fields

Progress: The number of teachers on waivers or permits continued to improve, decreasing by 735.

2003-04  
 Waivers: 505  
 Permits: 821  
 Total: 1326 in all fields

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

- 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: 2002-03  
 72 Mathematics  
 94 Science  
 34 Foreign Language  
 19 ESL  
 379 Special Education

- 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: 2003-04 206 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  
Reflects most recently available data.

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: 2003-04 Data pending

## **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: 2000 44% 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:* 2005-06 4,000 Teachers with mentors

*Baseline:* 2000-01 800 Teachers trained as mentors

Progress: Since the baseline year, over 2,100 teachers and administrators have been trained as mentors, funded through state sponsored training. For the 2003-04 academic year, approximately 175 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 a decrease in the number of teachers achieving National Board Certification from the previous year.

2003-04 34 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**

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 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 total of 75 schools have received training from this program. 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.

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 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).

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. Over the past two years, bandwidth has been upgraded in 111 schools, providing the opportunity for greater access to online 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 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. 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.

## **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.

## **Appendices to the Joint Report**

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### **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 21<sup>st</sup> 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

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

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

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

# Appendix B:

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

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### 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: Master Plan for Tennessee Schools: Preparing for the 21<sup>st</sup> Century

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## State Board of Education

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

<b>Key Result Area</b>	<b>Goal</b>
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

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#### PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000, revised most recently in 2003. The model includes goals established in the Education Improvement Act of 1992 as well as additional goals including academic attainment, end-of-course assessments, and exit exams. The model will be revised in the coming year to accommodate state and federal legislative changes and revisions in the Tennessee assessment program.

This is a transition year for reporting and some goal indicators have been adjusted. This report displays statewide data for school years 2003-04 and 2004-05.

#### Goal 1 - Student Attendance

An overall average attendance rate of at least 93% for students in grades K-8 and 9-12.

	<b>2003</b>	<b>2004</b>
K-8	94.7%	94.8%
9-12	92.5%	92.2%

#### Goal 2 - Dropout Rate

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

<b>Cohort Dropout</b>	
<b>2003</b>	<b>2004</b>
11.3%	10.7%

#### Goal 3 - Promotion Rate

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

<b>2002</b>	<b>2003</b>	<b>2004</b>
97.1%	96.9%	97.1 %

#### Goal 4 - Valued Added

Value-added measures student progress within a grade and subject, which demonstrates the influence of in-school factors on the student's achievement. This diagnostic tool is designed to improve educational opportunities for students in various achievement levels. Tennessee is transitioning from use of a norm referenced tests to a criterion referenced test and scores have been back mapped for correlation purposes to 1998 to assure consistency in scales.

**Value Added Assessment Cumulative Gain Grades (2003-04)**

	<b>2003</b>	<b>2004</b>	<b>2004</b>
	<b>Status</b>	<b>Status</b>	<b>Mean Gain</b>
Math	C	C	0.2
Reading / Language	C	C	-0.1
Social Studies	C	C	-0.4
Science	C	B	-0.1

	<b>Reading/ Language Arts</b>		<b>Math</b>		<b>Science</b>		<b>Social Studies</b>	
	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard	State 3yr Average	State Growth Standard
4th	-0.7	0.0	-0.3	0.0	0.4	0.0	-0.7	0.0
5th	-0.6	0.0	0.9	0.0	-0.4	0.0	-0.2	0.0
6th	1.4	0.0	-0.7	0.0	-0.8	0.0	-0.8	0.0
7th	-0.2	0.0	1.6	0.0	1.0	0.0	1.0	0.0
8th	-0.5	0.0	-0.7	0.0	-0.9	0.0	-1.5	0.0

**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.

	<b>2002</b>	<b>2003</b>
Reading	56.0%	56.3%
Language	60.3%	60%
Math	59.8%	59.1%

In 2004 Tennessee administered both NRT and CRT tests. Since each student took both tests, this has enabled an equating of the two tests such that previous NRT test data can be mapped onto the CRT scale. After mapping onto the CRT scale, the data were converted into state normal curve equivalents (NCE) using the 1998 data as a base. If a school has an NCE of 50, then that school's mean achievement score would be equal to the state average in 1998.

**Norm Reference Academic Achievement (2004)  
Grades 3-8**

	2004 Score
Math	51
Reading	50
Language	50
Science	50
Social Studies	50

(Note: 3-yr average of NRT NCE's.)

**Goal 6 - Elementary and Middle Writing Assessment, Grades 5 and 8**

Achievement at or above the performance level of proficient. A score of at least three on a six point scale must be obtained to satisfy proficiency requirements for No Child Left Behind.

<b>Writing</b>		
<b>Grade</b>	<b>2003</b>	<b>2004</b>
Grade 5	3.9	3.9
Grade 8	4.0	4.0

(Note: Based on 3-year averages.)

**Goal 7 - Gateway Examinations**

Students who entered the 9th grade in 2001-2002 must attain a score indicating Proficient or Advanced on each of the Gateway examinations in three subject areas--Mathematics, Science and Language Arts - in order to earn a high school diploma.

<b>Scored at Proficient or Advanced</b>		
	<b>2003</b>	<b>2004</b>
Mathematics	75%	81%
Science	95%	96%
English II	87%	90%

**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).

<b>2004</b>		
<b>Gateway</b>	<b>% Below Proficient</b>	<b>% Proficient and Advanced</b>
Mathematics ( Algebra I)	19%	81%
Science (Biology)	4%	96%
English (English II)	10%	90%

<b>2003</b>		
<b>Gateway</b>	<b>% Below Proficient</b>	<b>% Proficient and Advanced</b>
Mathematics ( Algebra I)	25.0	75%
Science (Biology)	5.0	95%
English (English II)	13.0	87%

**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.

<b>2002</b>	<b>2003</b>	<b>2004</b>
70.3%	72%	75%

**Goal 11 - Attainment, ACT and SAT**

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

	<b>2002</b>	<b>2003</b>	<b>2004</b>
ACT	56.5	59.0	61.3

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

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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:

[http://www.state.tn.us/thec/2004web/division\\_pages/pub\\_news\\_pages/publications.html](http://www.state.tn.us/thec/2004web/division_pages/pub_news_pages/publications.html)

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

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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:

[http://www.state.tn.us/thec/2004web/division\\_pages/pub\\_news\\_pages/publications.html](http://www.state.tn.us/thec/2004web/division_pages/pub_news_pages/publications.html)