

**State Board of Education  
Master Plan  
FY 2012 – 2020**

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

In order to meet our goals, the state board of education recognizes that it will require the involvement of many stakeholders including parents and community members, teachers and school leaders as well as business and government leaders. State board staff and departmental staff will make periodic reports to the State Board on progress made toward attaining the following Strategic Priorities.

**Strategic Priorities:**

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

**Key Strategies:**

**I. Expand students' access to effective teachers and leaders**

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

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

1. create marketplaces and supports for districts to hire the most effective teachers;
2. strengthen the links between effectiveness, licensure and program approval;
3. expand recruitment and supports for districts to hire effective principals;
4. support superintendent searches where desired;
5. expand the reach of our most effective teachers and leaders to access more students;
6. support the implementation of best practices in teacher preparation including teacher assessment and meaningful internship experiences; and

7. ensure the teacher licensure standards contain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively.

## **II. Expand families' access to good schools**

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

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

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

## **III. Expand educators' access to resources and best practices**

**Driving belief:** Teachers need access to high quality professional development to help improve their practice. The state must lead the effort to implement the Common Core standards.

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

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

7. support the recommendations of the BEP Review Committee.

#### **IV. Expand public access to information and data**

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

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

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

#### **V. Set achievement targets and measure success**

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

##### **School Readiness**

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
3 <sup>rd</sup> grade TCAP	42% proficient	60% proficient	75% proficient
4 <sup>th</sup> grade NAEP	28% proficient	39% proficient	56% proficient

Source: Tennessee Department of Education

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

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

Source: Tennessee Department of Education

### **College and Career Readiness**

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
7 <sup>th</sup> grade TCAP	43% proficient	57% proficient	75% proficient
8 <sup>th</sup> grade NAEP	28% proficient	38% proficient	55% proficient

Source: Tennessee Department of Education

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
7 <sup>th</sup> grade TCAP	29% proficient	51% proficient	70% proficient
8 <sup>th</sup> grade NAEP	25% proficient	39% proficient	58% proficient

Source: Tennessee Department of Education

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
EXPLORE English	65% meeting CCR benchmark	71% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Reading	45% meeting CCR benchmark	61% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Math	37% meeting CCR benchmark	57% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Science	15% meeting CCR benchmark	46% meeting CCR benchmark	75% meeting CCR benchmark

Source: Tennessee Department of Education

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
PLAN English	67% meeting CCR benchmark	74% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Reading	41% meeting CCR benchmark	61% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Math	26% meeting CCR benchmark	64% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Science	16% meeting CCR benchmark	49% meeting CCR benchmark	80% meeting CCR benchmark

Source: Tennessee Department of Education

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

<b>Indicator</b>	<b>Baseline 2011-12</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
English III		TBD	TBD

*Targets to be determined after the implementation of new CCSS assessment.*

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
Algebra II	31% proficient	TBD	TBD

*Targets to be determined after the implementation of new CCSS assessment.*

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

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

Source: Tennessee Department of Education

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

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

Source: Tennessee Department of Education

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

<b>Indicator</b>	<b>Baseline Fall 2009</b>	<b>Interim Target Fall 2015</b>	<b>Target Fall 2020</b>
<b>PUBLIC UNIVERSITIES</b>			
no remedial-developmental	81.5%	85%	90%
<b>COMMUNITY COLLEGES</b>			
no remedial-developmental	33.4%	35%	40%
<b>TOTAL</b>			
no remedial-developmental	61.2%	65%	70%

Source: THEC

## Postsecondary Access and Success

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

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
Either AP or Dual Enrollment	16.0%	20%	25%

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

<b>Indicator<sup>1</sup></b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
Enrolling in Postsecondary	56.9%	60%	65%

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

<b>Indicator<sup>2</sup></b>	<b>Baseline 2008-09</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
Total	38.1%	40%	45%

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<sup>1</sup>The baseline year of 2009-10 refers to the HS graduation year of the cohort of TN public HS graduates followed. Utilizing the THEC Student Information System and the National Student Clearinghouse, these graduates were tracked for immediate subsequent enrollment (in Fall 2010) in public and private postsecondary institutions statewide and nationwide. An effort as made, utilizing Free Application for Federal Student Aid (FAFSA) data, to include graduates from Williamson County, which does not provide students' social security numbers.

<sup>2</sup> Indicates the number and percentage enrolling in postsecondary w/in 16 months of HS graduation and completing 24 credits w/in 2 years of matriculation.

15. The percentage of first time postsecondary students completing degrees within 150% of normal degree program time (e.g., three years for associates degree and six years for bachelor's degree)

<b>Indicator</b>	<b>Baseline 2009-10</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
CC 3-yr grads rate	30.2%		
TBR 6-yr grads rate	46.3%		
UT 6-yr grads rate	61.0%		
TN PUBLIC grads rate (150% time)	43.5%		