



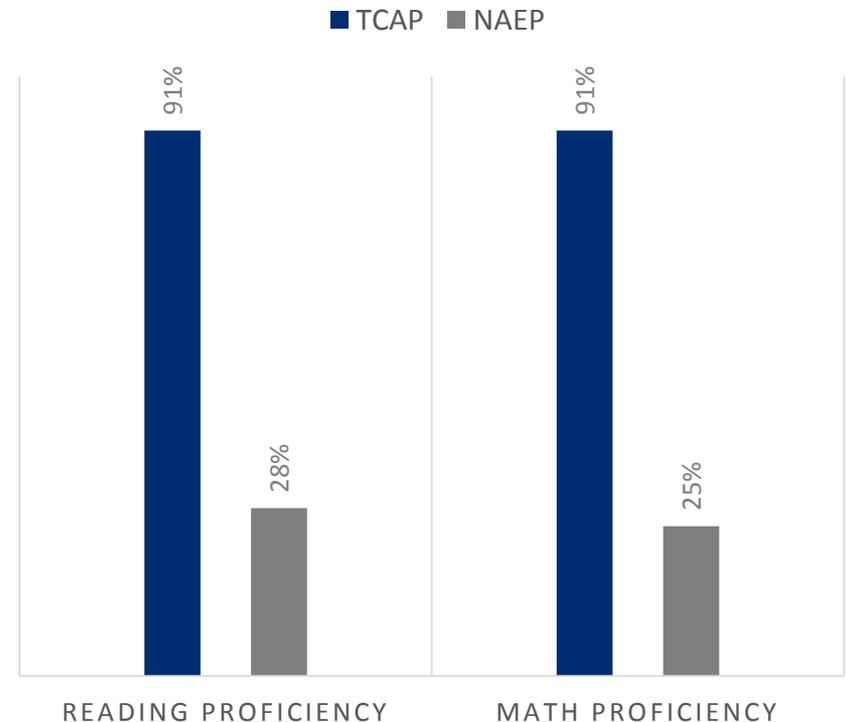
TENNESSEE SUCCEEDS.

CALL TO ACTION.

In the spring of 2007, the U.S. Chamber of Commerce released an education report card for all states.

- Tennessee received an “F” in the category of *Truth in Advertising* when comparing proficiency on Tennessee assessments to National Assessment of Education Progress (NAEP).
- Tennessee also received an “F” in the category of *Postsecondary and Workforce Readiness*.

GRADE 3-8 ACHIEVEMENT ON TCAP VS. NAEP



RESPONSE: RAISE STANDARDS.

2007

Tennessee receives “F” rating for truth in advertising of state standards from U.S. Chamber of Commerce.

2008

Tennessee adopts higher standards through the Tennessee Diploma Project.

2009

Governor Bredesen and Education Commissioner Tim Webb join the Common Core State Standards initiative.

2010

Tennessee wins the Race to the Top grant of \$501 million.

Tennessee State Board of Education unanimously adopts the Common Core State Standards in English language arts and math.

FIRST TO THE TOP.

In March of 2010, Tennessee was announced as one of the first two winners of Race to the Top and was awarded \$501 million to spend over four years.

- Over the next four years, Tennessee had unparalleled resources to use toward the following:
 - Training educators in the transition to higher standards
 - Launching the Achievement School District
 - Bolstering school turnaround work
 - Developing and refining the teacher and administrator evaluation systems
 - Restructuring regional offices to provide academic support to districts

RESPONSE: RAISE STANDARDS.

2013

Tennessee adopted new **social studies** standards in July.

2014

New **social studies** standards implemented in 2014-15.

Math and ELA standards review process begins with a public website.

2015

New **science** standards review process begins with a public website for implementation in 2018-2019.

2016

Review website for **social studies** standards will be launched in January.

New **math and ELA** standards will be presented to State Board of Education for implementation in 2017-18.

RESPONSE: INCREASE ACCOUNTABILITY.

2011-12

Earned approval for first ESEA flexibility **waiver** to develop our own state accountability system.

Led the nation in implementing TEAM, our statewide teacher **evaluation** model.

2012-13

Additional support for **evaluation** provided through regional coaches and TVAAS for teachers in non-tested subjects reduced from 35% to 25%.

2013-14

More rigorous certification exam required for **evaluators**, increase in number of TEAM coaches, and revision of instructional rubric to match shift in standards.

2014-15

Started developing a **waiver** renewal application in anticipation of waiver expiration at end of summer 2015.

More districts modifying **evaluation** process through local flexibility and greater number of teachers receiving individual growth scores.

2015-16

USED approved Tennessee's application for four-year **waiver** renewal on July 23, 2015.

Due to the **Teaching Evaluation Enhancement Act**, weight of student growth data will adjust during transition to new assessments.

RESPONSE: ALIGN ASSESSMENTS.

2011-12

Students began completing Constructed Response Assessments in **math**, applying **multiple skills** to solve a problem.

2013-14

Districts phased in online testing with the Writing Assessment.

2014-15

All students in grades 3-11 took the Writing Assessment online.

All students in grades 3-11 took the social studies field test online.

2015-16

First year of TNReady, the new test in math and ELA is designed to assess **true student understanding**, not just basic memorization and test-taking skills.

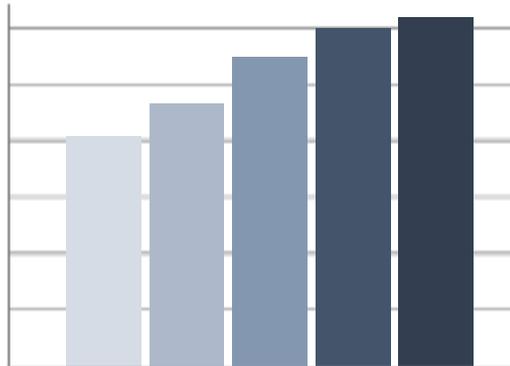
SUCCESSSES TO DATE.



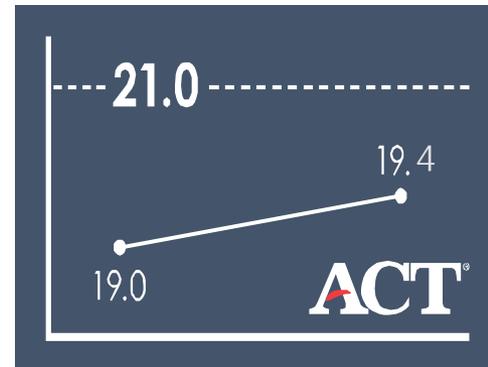
**Fastest improving state
in the nation on 4th and
8th grade NAEP**



**Fastest growing graduation
rate of any state**



**Consistent gains on TCAP
every year since new
assessments in 2010**

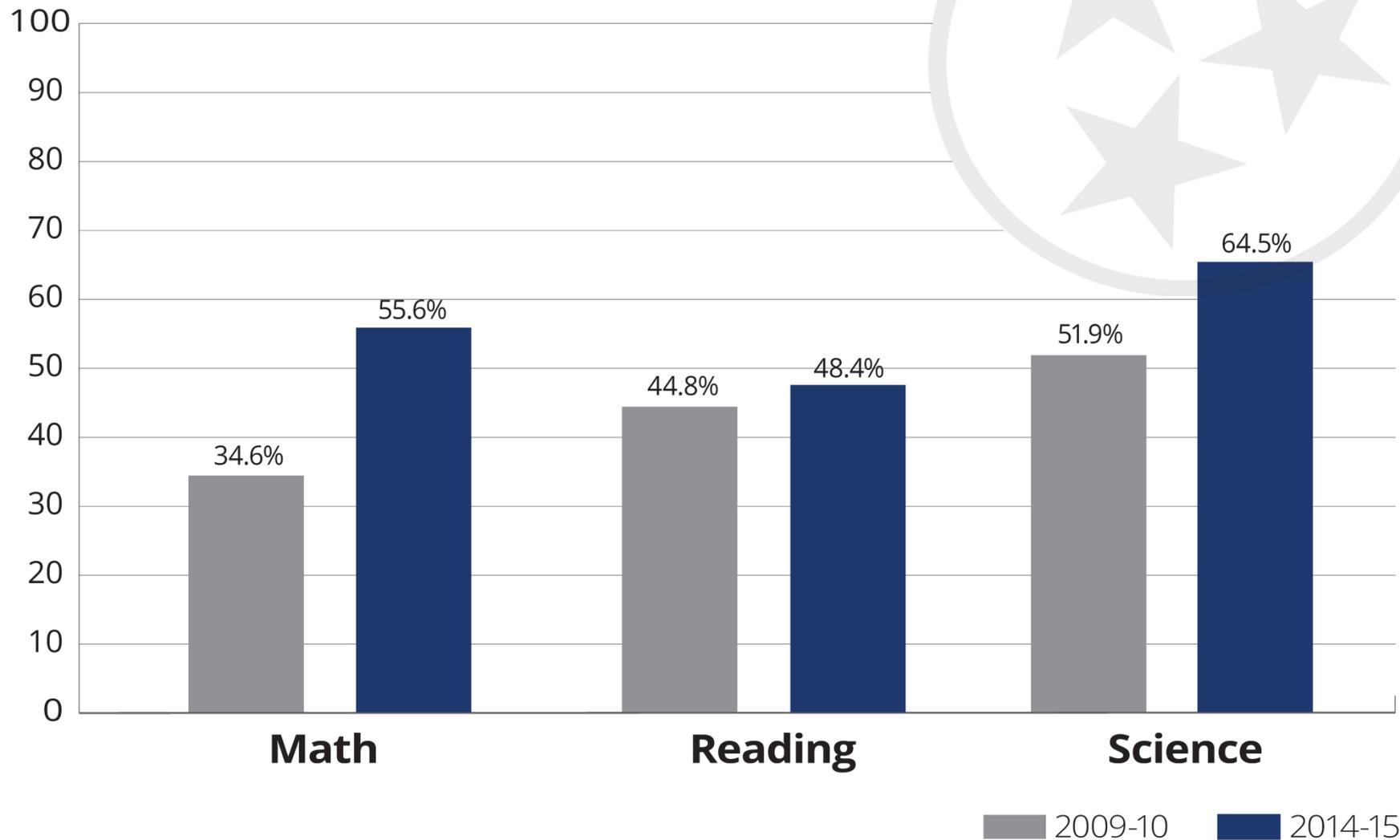


**ACT statewide average
has increased to 19.4**

2014-15 TCAP RESULTS:

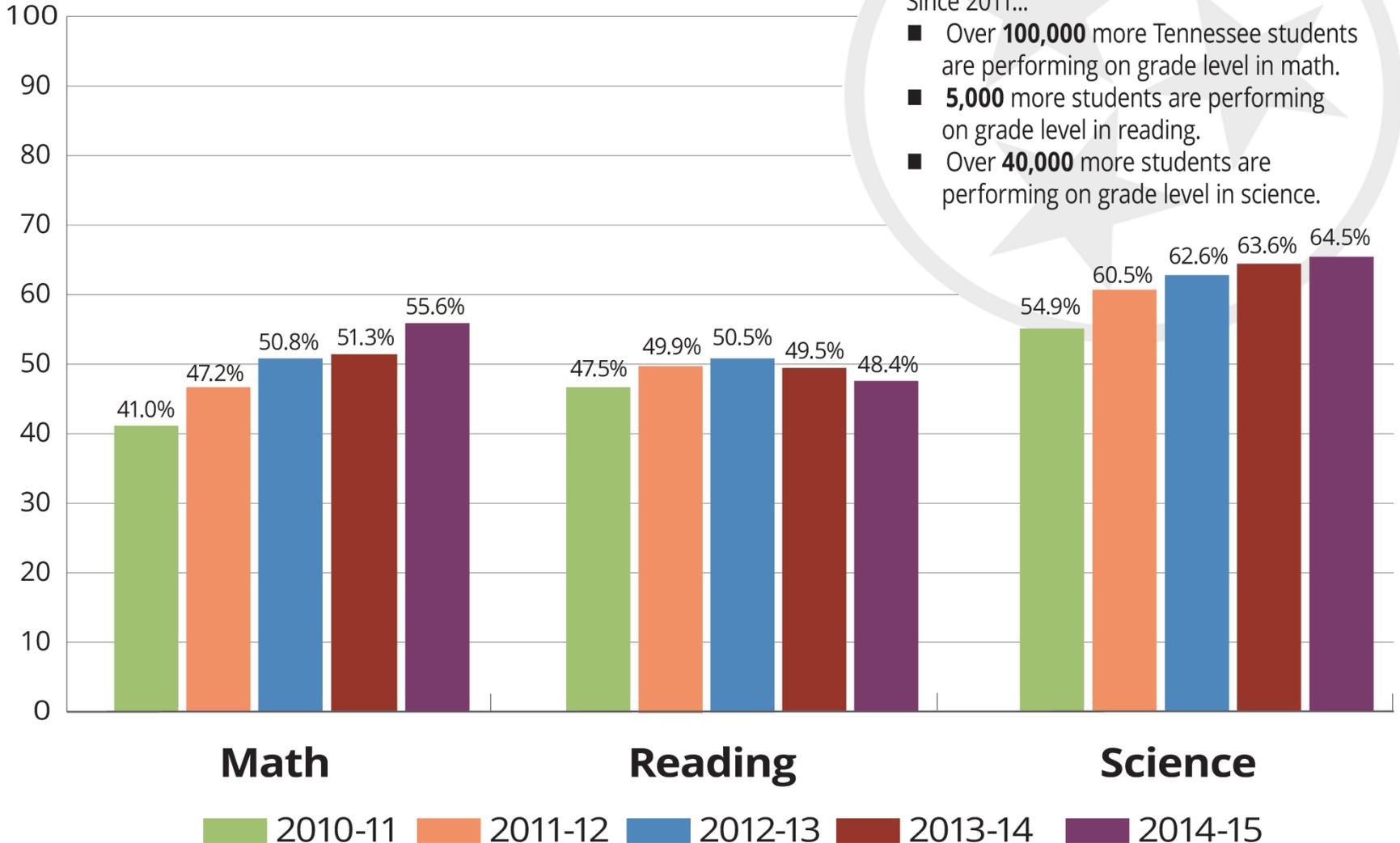
GRADES 3-8 TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject



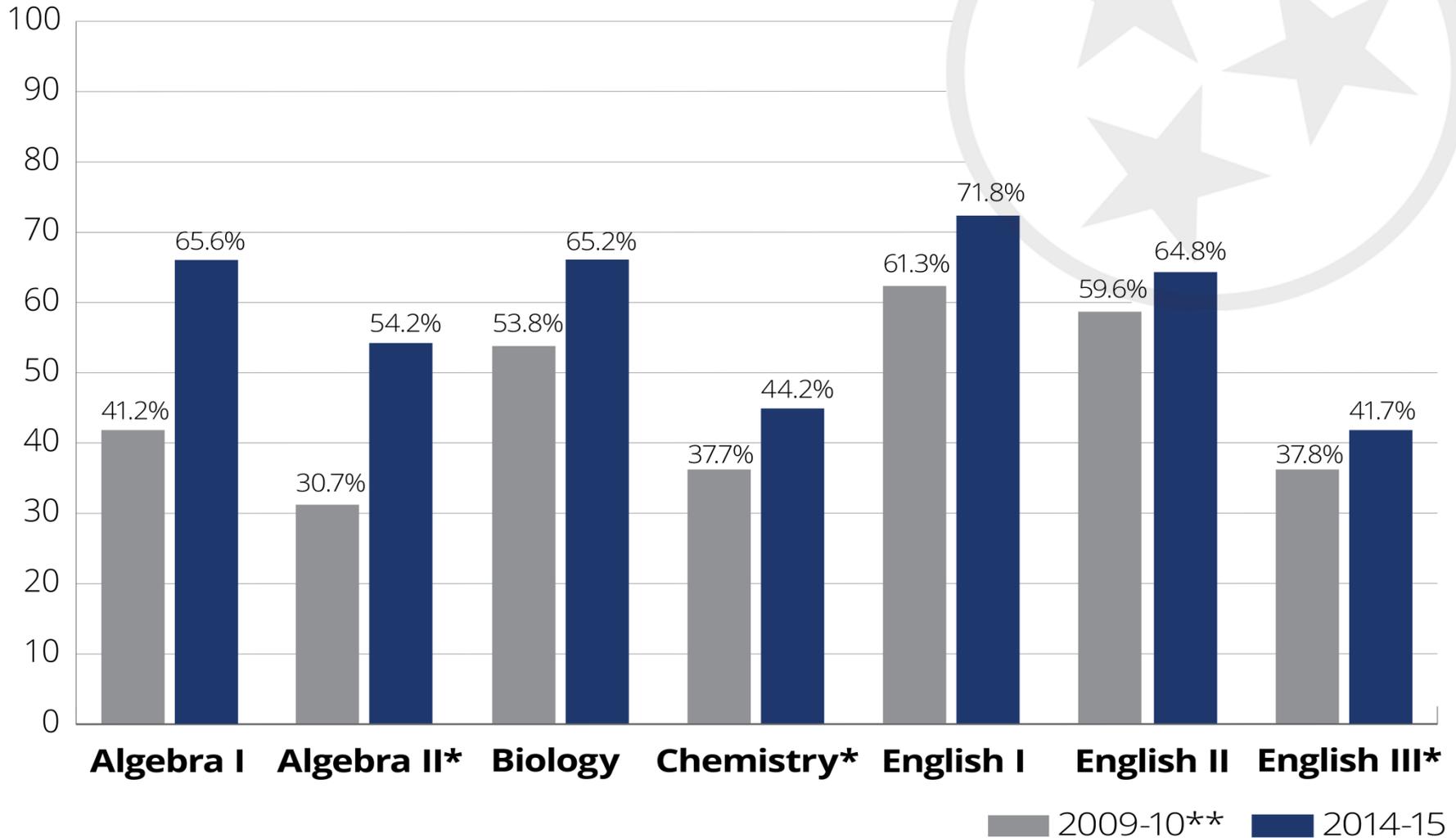
GRADES 3-8 TCAP PERFORMANCE

Percentage of Students Proficient and Advanced by Subject



HIGH SCHOOL TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject



**The state began implementing higher standards through the Tennessee Diploma Project in 2009-10.

*The initial comparison year is different for Algebra II (2011), English III (2012), and Chemistry (2014).

BUT, WE STILL HAVE ROOM TO IMPROVE.

- **Less than half** of all 3rd and 8th grade students are **proficient or above in reading**.
- Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP.
- In fall 2014, 43% of high schools **graduates did not enroll in postsecondary**.
- Almost 60% of first-time freshmen in TN community colleges took at least **one remedial or developmental course**.
- Tennessee's **six-year graduation rate** is 28% for community colleges and 58% for universities.

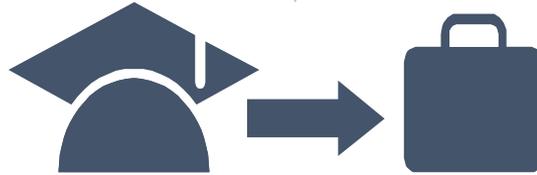
SUCCESS AFTER GRADUATION.

71,403 Students

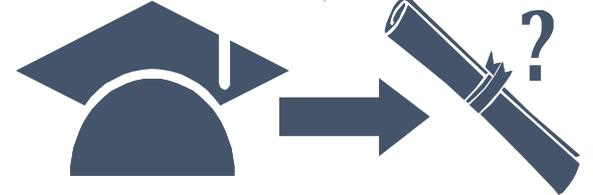
2008 Cohort of High School Freshmen



9,089 students did not graduate from high school.



22,444 students graduated from high school and entered the workforce and earn an average salary of **\$9,161 annually.**

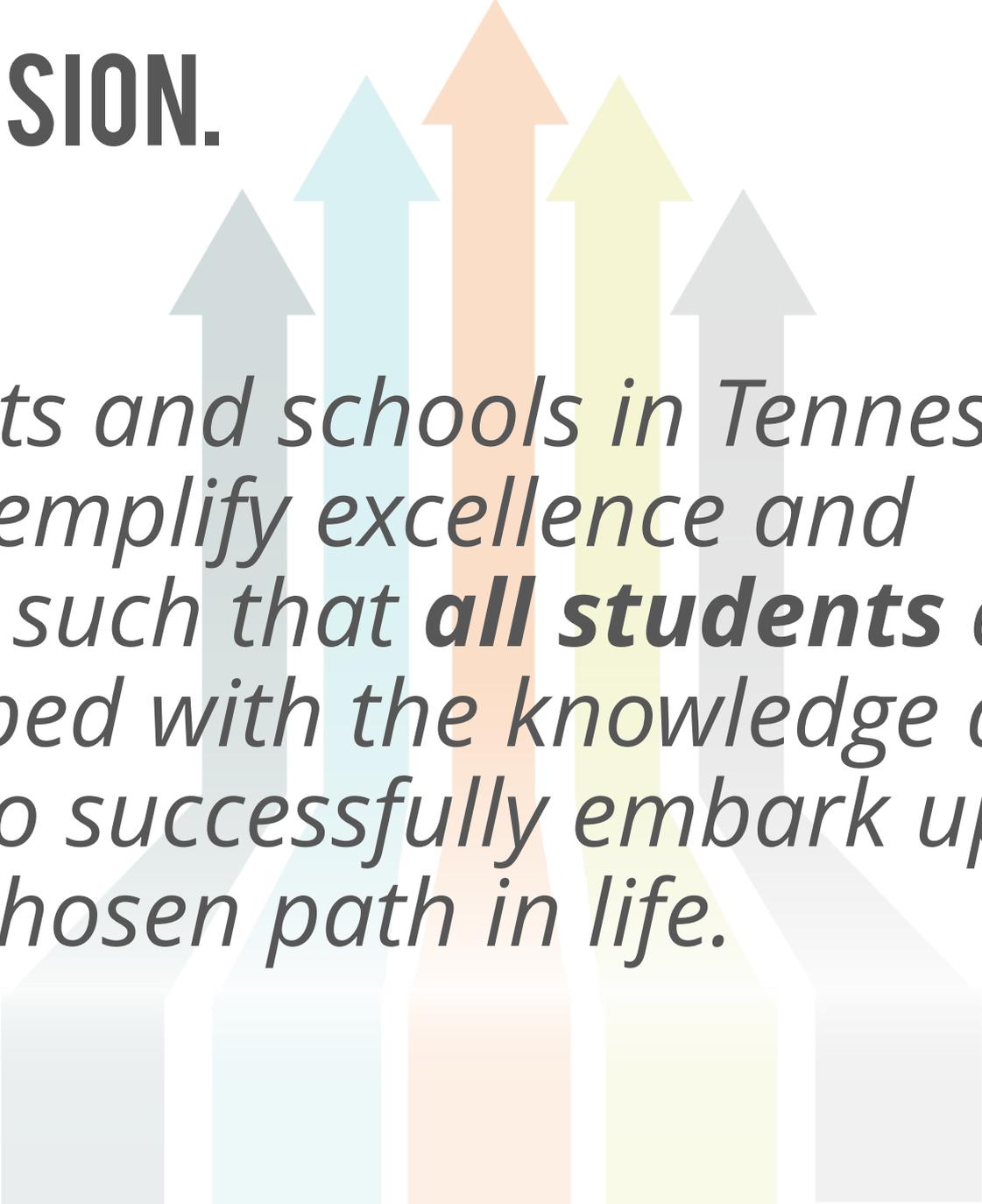


39,748 students enrolled in postsecondary.

75 percent were still enrolled in one year (or 26,149 of the 34,691 who enrolled immediately after graduation).

1,811 completed a certificate or degree within two years.

OUR VISION.



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

OUR GOALS.

1

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

MEASUREMENT

Tennessee will rank in top half of states on 4th and 8th grade NAEP in 2019.

2

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

MEASUREMENT

Tennessee will have an average public ACT composite score of 21 by 2020.

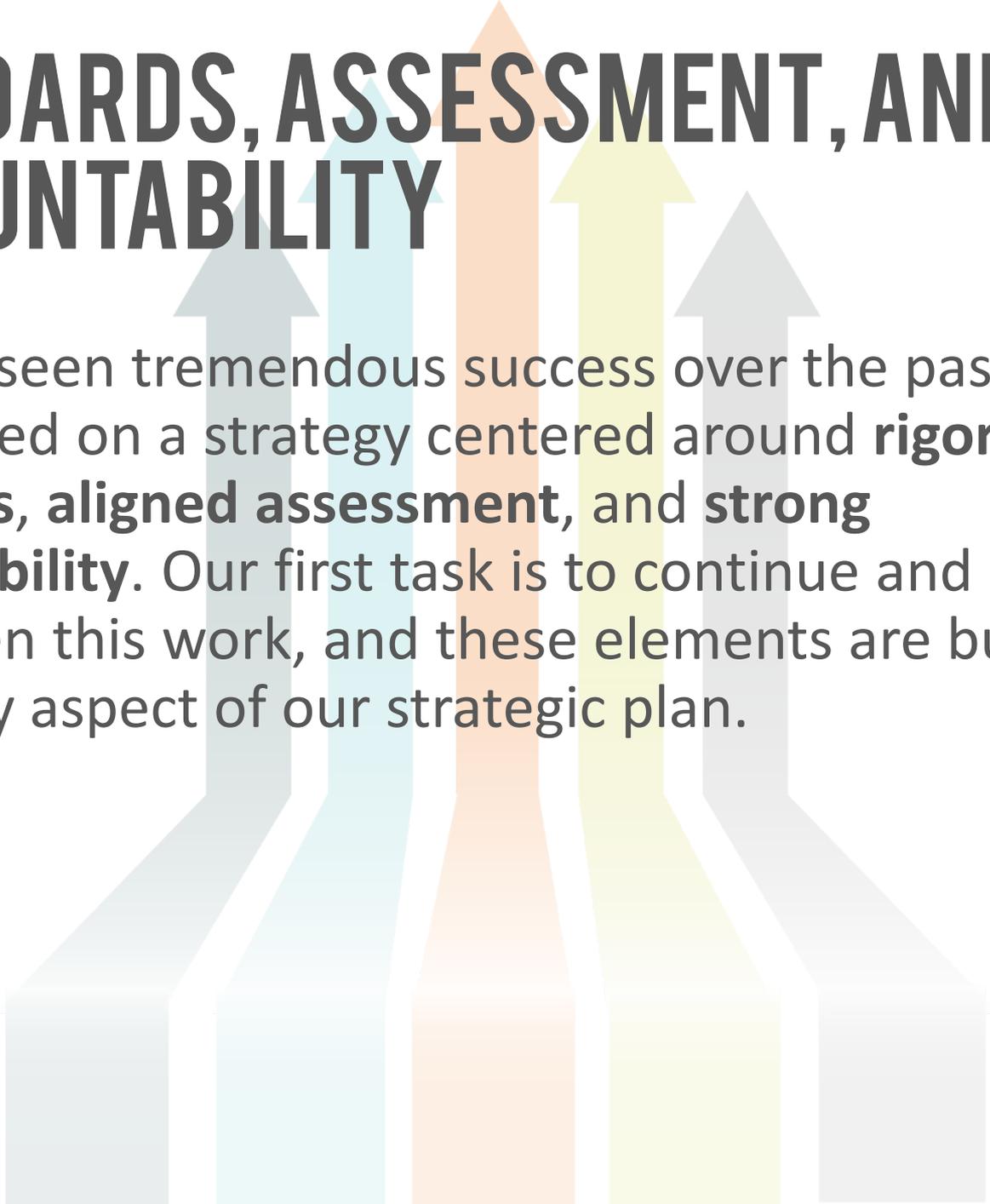
3

The majority of Tennessee high school graduates will earn a certificate, diploma, or degree.

MEASUREMENT

The class of 2020 will be on track to achieve 55% postsecondary completion in six years.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY



We have seen tremendous success over the past few years based on a strategy centered around **rigorous standards, aligned assessment, and strong accountability**. Our first task is to continue and strengthen this work, and these elements are built into every aspect of our strategic plan.

OUR PRIORITIES

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

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EARLY FOUNDATIONS & LITERACY

Rather than focusing on short-cycle improvements, we have a long-term plan to confront lack of progress in early grades reading and writing across the state.

- Two specific initiatives: ***Ready to Read*** and ***Read to be Ready***
- Implementing effective **screening** and high-quality **interventions** in **early grades**
- Continued **trainings** to target teacher knowledge of best practices
- Developing an **academic coach network** across the state to share effective strategies and provide on-the-job teacher training



SHOWING WHAT IS POSSIBLE: POLK COUNTY

- The goal of **Benton Elementary School's pre-K** program in Polk County is to reduce the number of struggling readers.
- The school has two pre-K classrooms that serve **40 children**.
- The program is sensitive to the social growth of four-year olds while immersing them in a **literacy-rich environment**.
- BES pre-K has set **seven specific literacy goals** for each child to meet and integrates literacy in all learning centers.



Results to date: Data on the impact of BES pre-K is powerful: 87 percent of BES pre-K students scored 70 or higher on a early literacy exam, while less than 25 percent of non-BES pre-K students scored 70 or higher.

SHOWING WHAT IS POSSIBLE: DAVIDSON COUNTY



Casa Azafran Early Learning Center is a **preschool serving 80** four-year-olds in Davidson County which opened its doors in 2014-15. More than half of Casa's students are **non-native English speakers**, and 85 percent are economically-disadvantaged.

- Focused on both **serving families** and providing a high-quality early learning experience for students
- Located with a **community center** housing 10 local non-profits
- Focused small group **literacy work**, centers, music and movement, gardening and daily routines and rituals

Results to date: After nine months in pre-K, 70 percent of non-native English speaking students at Casa required no English-learner services in kindergarten.

SHOWING WHAT IS POSSIBLE: LEBANON SPECIAL SCHOOL DISTRICT



Lebanon Special School District (LSSD) has crafted a literacy initiative that is already going the distance.

- Early literacy focus in **pre-K to second grade**
- **Reading teacher specialists** in each school in grades 2-3
- In K-8: (1) **instructional coaches** in every school, (2) **intervention/enrichment** every day on skill or standard weaknesses, (3) **software** to support literacy practice, (4) **literacy task lessons** weekly

Results to date:

- Literacy growth score of 5 district-wide
- Four schools scored a 5, and two schools scored a 4 in school-wide literacy growth.
- LSSD ranked 15 out of 145 districts in literacy growth

SHOWING WHAT IS POSSIBLE: LAUDERDALE COUNTY

In **Lauderdale County**, 78 percent of students are economically disadvantaged, and the district has struggled to meet postsecondary and workforce readiness benchmarks.

LCSD leaders made a commitment to improve literacy rates and future outcomes of students by initiating the **Extending Literacy Initiative** (ELI) in pre-K to third grade.



- Driven by a variety of formative and summative **student data**
- Students receive **90–240 minutes** of intensive literacy instruction per day
- **Innovative scheduling** allows for explicitly prescriptive instruction
- Daily rotation through **extension labs** and **literacy stations** utilizing leveled text to optimize student learning

Results to date: Significant increases in mean NCEs for all grade levels on SAT-10 and growth in 99th percentile on 3rd grade TCAP ELA.

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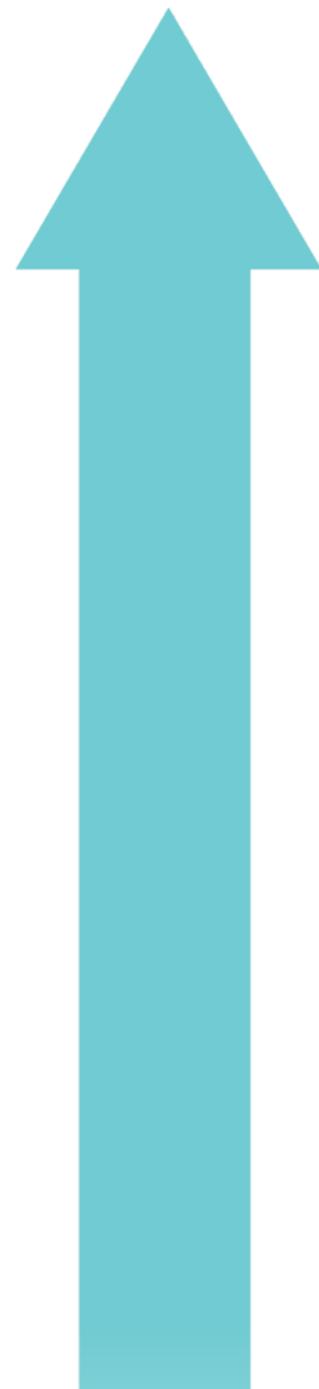
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HIGH SCHOOL & BRIDGE TO POSTSECONDARY

As a state, we recognize that high school graduation cannot be the end goal and that students need experiences in high school that directly translate into postsecondary options.

- Greater student access to quality **early postsecondary** opportunities and **industry certifications**
- Develop a **common definition of postsecondary and workforce readiness** for students, parents, and schools
- **Focus on counselors** to ensure that students receive meaningful information about the steps needed to set and achieve postsecondary goals



SHOWING WHAT IS POSSIBLE: TULLAHOMA CITY

Results to date: This year, Tullahoma City Schools posted the largest ACT gains in the state, raising their average composite by two points to a 22.4.

- **Increased access to Chrome books** so students who did not have easy access to the internet had greater opportunity for ACT prep
- **Increased focus on AP enrollment**
 - In the 2010 cohort, Tullahoma had 33 percent of its students take an AP exam, while the average district has about 9 percent take an AP exam.
- **Increased rigor** across all courses so students are receiving instruction that prepares them to meet the ACT benchmarks



SHOWING WHAT IS POSSIBLE: HAWKINS COUNTY



- **Clinch School** in Hawkins County is a small, rural school that has a history of high drop-out rates, but they are quickly turning around that statistic.
- The college-going **culture begins in 6th grade** with yearly college tours.
- Thanks to the work of the **school counselors**, every student fills out the FAFSA and stays on top of application deadlines.
- Because of how isolated Clinch is, the school has opened up doors to **online classes and distance learning**, so students are not limited in access to quality classes because of location.

Results to date: Principal George Barton, in partnership with both the school and college counselor, have made sure that in the last five years, at least 90 percent of graduating seniors have gone on to postsecondary.

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ALL MEANS ALL

As a state, we are committed to the success of **all** students. Our work in this area involves providing individualized support and opportunities for all students, with a specific focus on those who are furthest behind.

- Enhanced support with sharing best practices for **RTI²** in specific grade levels
- Pilot programs for **personalized learning** opportunities that support both students who are behind needing **remediation** and students who are advanced needing **acceleration**
- Address systemic gaps in different student groups' access to **highly-effective teachers**



SHOWING WHAT IS POSSIBLE: RUTHERFORD COUNTY

Rutherford County has placed an impressive focus on the implementation of RTI² and the results for students show the power of intervention. Below are a few of the strategies Rutherford has utilized:

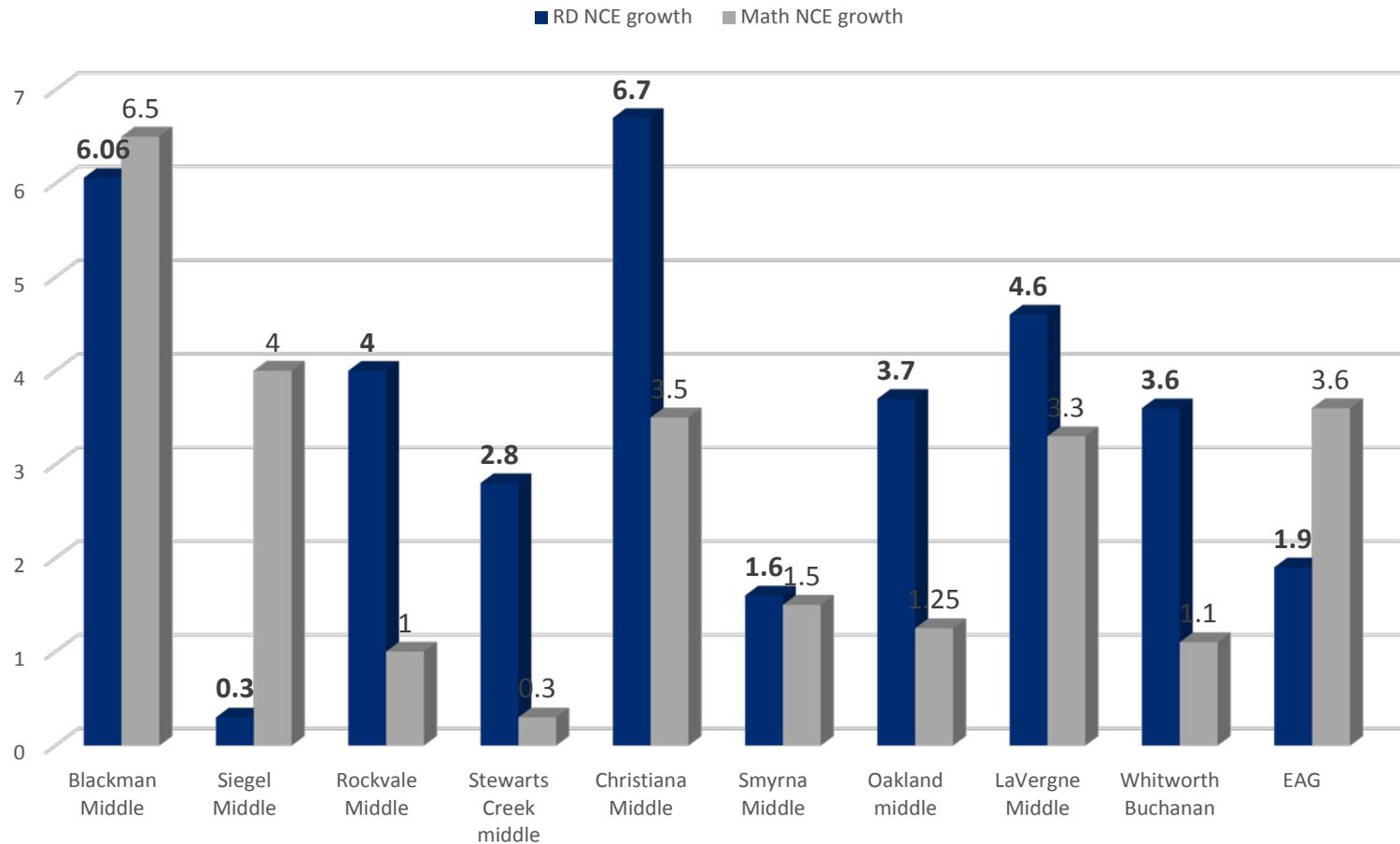
- Built district plan around the work of the PLC and providing the **right** targeted intervention to **all** students in need
- Accountability so all schools have **intervention times** built into schedules
- Strong focus on **training school teams** to ensure clarity of roles and responsibilities in implementation of RTI²
- **On-going support** to schools by the district's RTI² team around planning, data analysis, and effective interventions



Results to date: Strong growth in reading and math on TCAP for both elementary and middle school students who received tiered intervention.

SHOWING WHAT IS POSSIBLE: RUTHERFORD COUNTY

Average NCE Growth – Middle Schools
Tier II and III Students Only



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EDUCATOR SUPPORT: TEACHER PREPARATION

Achieving our goals will require a tremendous amount from our teachers. Roughly one-fifth of teachers in the state are in their first through third-year in the classroom. We believe we can do more to ensure that the candidates you receive from our teacher prep institutions are classroom-ready.

- **Rigorous accreditation process** for educator preparation programs that focus on outputs
- **Feedback from employers** about the strength of candidates that will figure directly into the program accreditation process
- **New sources of public data** about the strengths and weaknesses of educator preparation programs in order to drive their improvement and to help candidates make informed decisions about the program they choose



SHOWING WHAT IS POSSIBLE: MEMPHIS TEACHER RESIDENCY



- In 2009, Memphis Teacher Residency and Union University began **partnering** to design coursework that aligned theory and practice in order to meet the needs of Memphis students and teachers.
- Program participants complete a one-year **internship** in a high-need school in Memphis with a mentor teacher and receive instructional coaching by many of the same professors who teach the graduate coursework.
- MTR has **236 educators** in 31 Memphis schools, 69 of whom are current residents in the program

Results to date: Analysis of effect scores the Report Card indicates that MTR is one of the top five preparation programs, consistently producing teachers who are outperforming other teachers in the state.

EDUCATOR SUPPORT: SCHOOL LEADER PREPARATION

Research shows that strong leadership impacts student performance. There are virtually no documented instances of low-performing schools being turned around without the intervention of a powerful leader. Knowing that roughly a quarter of principals in Tennessee turnover each year, we must address our issues around leadership pipeline.

- Develop a **transformational leadership advisory council**
- Support and develop **regional transformational school leadership hubs**
- Launch a **statewide** Governor's Leadership Fellowship Program



SHOWING WHAT IS POSSIBLE: LEADERSHIP PREPARATION PROGRAMS

**Governor's
Leadership
Fellows Program**

**UT-Knoxville
Leadership
Academy**

**Ayers
Leadership
Fellows Program**



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DISTRICT EMPOWERMENT

Ideas worth replicating and spreading have started in our schools and classrooms—not at the state. We are committed to providing districts with the autonomy they need to best serve their students.

- Increased delivery of **actionable data** to our districts and schools
- **Simplified technology platforms** that support and automate district work
- Greater access to **innovative tools** that will allow educators to deliver compelling adaptive instruction
- **Networked improvement communities** to promote district innovation and idea-sharing



SHOWING WHAT IS POSSIBLE: FIRST TENNESSEE

The First Tennessee CORE region has been a leader in **innovation and networking**. The 17 districts that make up First TN have focused on collaboration in an effort to expose their students to strong instruction and content. The following are two notable strategies from First TN:

- **Aligned professional learning days** so teachers across the region can come together to collaborate on their content areas. This allows teachers, who are often the only teacher of a certain content area in their district, to have access to collaboration and resources.
- Provided **virtual courses** so that students could take a course in another district even if their school did not provide it.
 - For example, students in Johnson City had the opportunity to take German from a teacher in Unicoi County without leaving their school. Sullivan County offered a French class that was full of Greene County students.

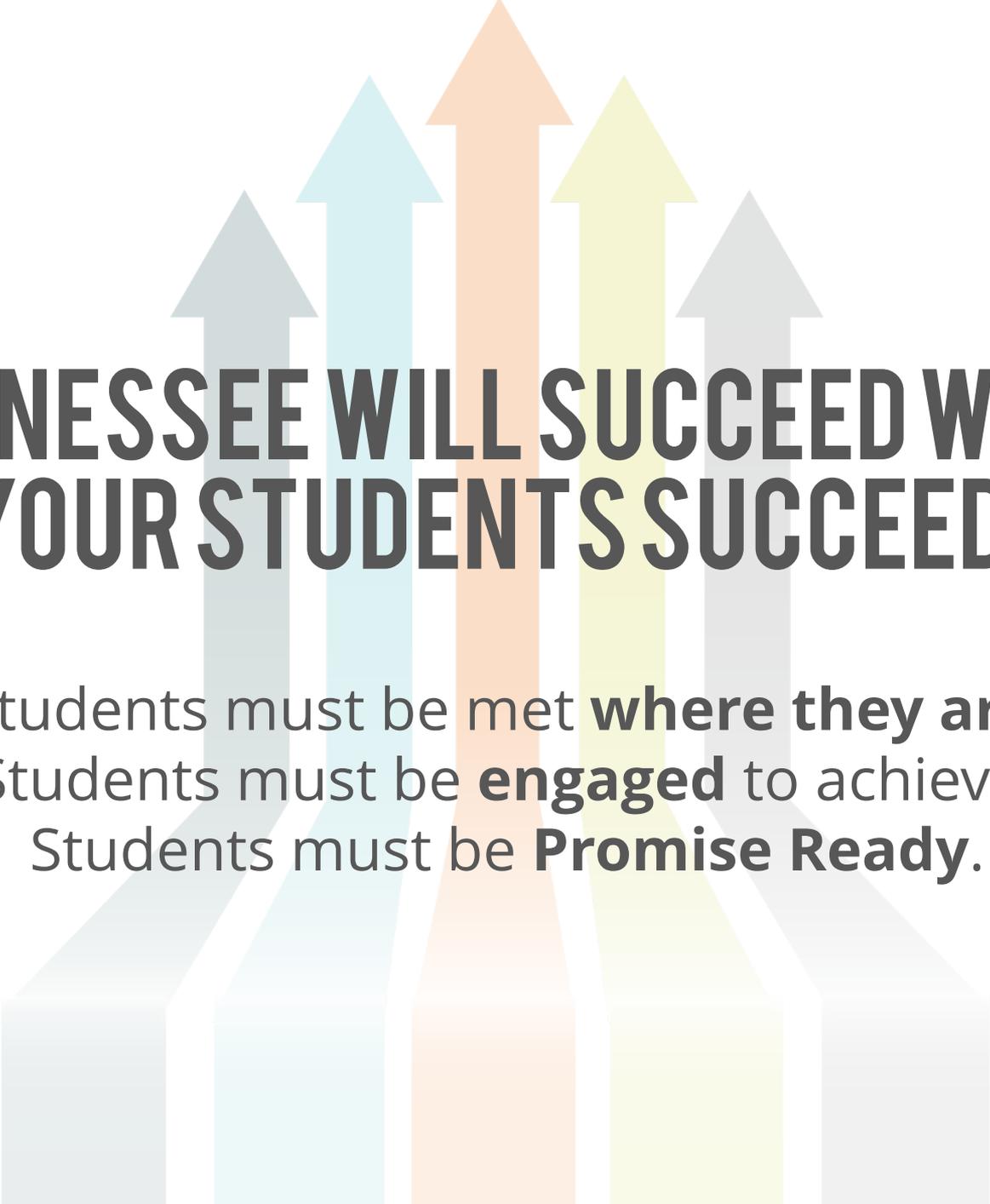


HOW WILL TENNESSEE SUCCEED?



TENNESSEE WILL SUCCEED WHEN YOU SUCCEED.

Your **leadership** is key.
Your **teacher leadership** is key.
Your **community** is key.



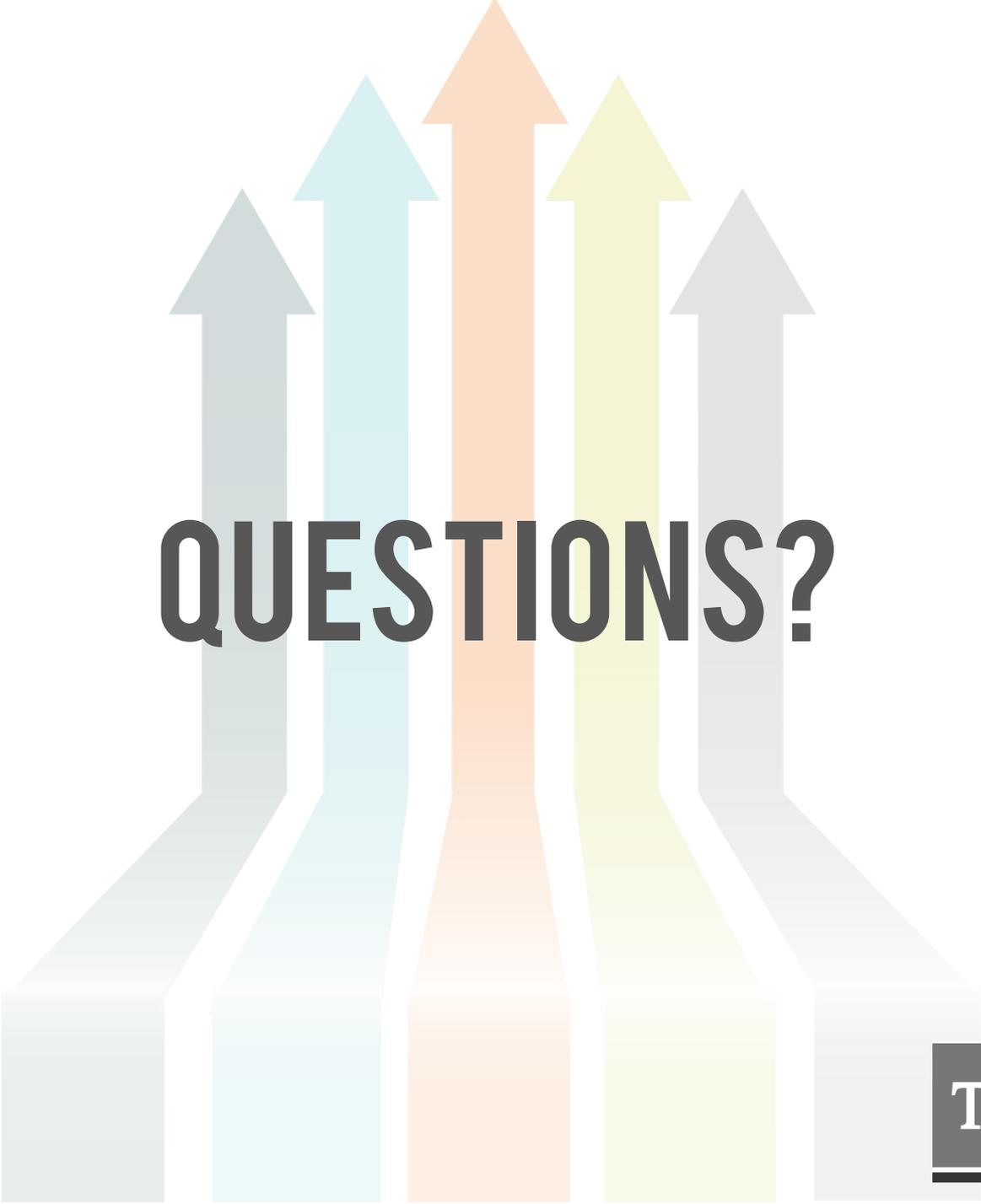
TENNESSEE WILL SUCCEED WHEN YOUR STUDENTS SUCCEED.

Students must be met **where they are**.
Students must be **engaged** to achieve.
Students must be **Promise Ready**.



HOW WILL YOU LEAD THIS VISION?

How will you **align**?
How will you **communicate**?
How will you **inspire**?



QUESTIONS?

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