

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

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January 31, 2013

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Tennessee State Board of Education  
Tennessee Higher Education Commission

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## **MISSION STATEMENTS**

### **THE MISSION OF THE TENNESSEE HIGHER EDUCATION COMMISSION**

The Tennessee Higher Education Commission is the state's coordinating agency for higher education. Guided by the Public Agenda for Tennessee Higher Education, THEC oversees an array of finance, academic, research and consumer protection initiatives that promote student success and support the State's completion agenda for postsecondary education. THEC actively seeks to develop policy recommendations, programmatic initiatives, and partnerships that increase educational attainment in the state while improving higher education access and success for all Tennesseans.

### **THE STATE BOARD OF EDUCATION**

The State Board of Education is the governing and policy making body for the Tennessee system of public elementary and secondary education. Its work touches all facets of education from accountability and evaluation to curriculum and teacher education. The State Board of Education's vision is to prepare all Tennessee children for successful post-secondary work, education and citizenship.

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## OVERVIEW

The *Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee* complies with the requirements established in T.C.A. §49-1-302(a)(10). The act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and General Assembly, all public schools, and institutions of higher learning and their respective boards. This report is to include, but is not limited to, a discussion of the following **four areas**:

1. **Minimizing Duplication** - The extent of duplication in elementary, secondary and postsecondary education;
2. **Compatibility** - The extent of compatibility between high school graduation requirements and admission requirements of postsecondary institutions;
3. **Master Plan Fulfillment** - The extent to which respective master plans of the board and the higher education commission are being fulfilled; and
4. **State Needs in Public Education** - The extent to which state needs in public education are being met as determined by such board and commission.

This year's joint report marks the continuation of a new era for education in Tennessee, which began during the special session of the 106th General Assembly (2010) and included passage of the First to the Top and the Complete College Tennessee Acts. Both Acts focus on raising the level of statewide accountability and support in K-12 schools and institutions of higher education.

Legislation from the 106<sup>th</sup> General Assembly provides the framework for collaboration between all state systems of education, addressing the overarching need to produce a higher proportion of college- and career-ready graduates. Tennessee will use this framework to make significant progress toward increasing postsecondary educational attainment to the national average by 2025.<sup>1</sup>

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<sup>1</sup> This goal, which aims to increase the number of Tennessee adults with an associate's degree or higher to the national average, requires that cumulative degree production is increased by 26,000 new degrees by 2015 and 210,000 by 2025.

## 1. MINIMIZING DUPLICATION

Both the Board and the Commission have developed master plans<sup>2,3</sup> to guide policy development and resource allocation in public education. The plans, while comprehensive, have sharpened the focus of standards requiring progressive student achievement from pre-kindergarten through higher education. The plans have also addressed the need for minimization of duplication. The following programs highlight progress in these areas.

Public Chapter 967 (P.C. 967), effective July 1, 2012, established the Consortium of Cooperative Innovative Education, which is charged with increasing and expanding opportunities for high school students. This legislation also established the Office of Postsecondary Coordination and Alignment, which is designed to expand and promote early postsecondary credit opportunities for high school students through dual credit, dual enrollment, Advanced Placement, International Baccalaureate, College Level Examination Program (CLEP), and other relevant course offerings and initiatives. Specifically, this legislation calls for the development and pilot implementation of dual credit assessments that are recognized and accepted for credit by postsecondary institutions statewide. The 2013-14 dual credit pilot will include College Algebra, Agribusiness, and Greenhouse Management. Five additional dual credit assessments are under development for pilot during the 2014-15 academic year. By providing high school students with postsecondary credit options, Tennessee is able to reduce the content redundancies between each level of education while increasing educational attainment.

Through the development of the Tennessee Longitudinal Data System (TLDS), Tennessee will be able to expand its use of data to provide an information-rich view of student influencers and achievements; multiple data sources will be linked to provide views that will inform stakeholders, guide policymakers, and support data-driven decision making. The data will allow for identification of areas where duplication may be present and subsequently minimized.

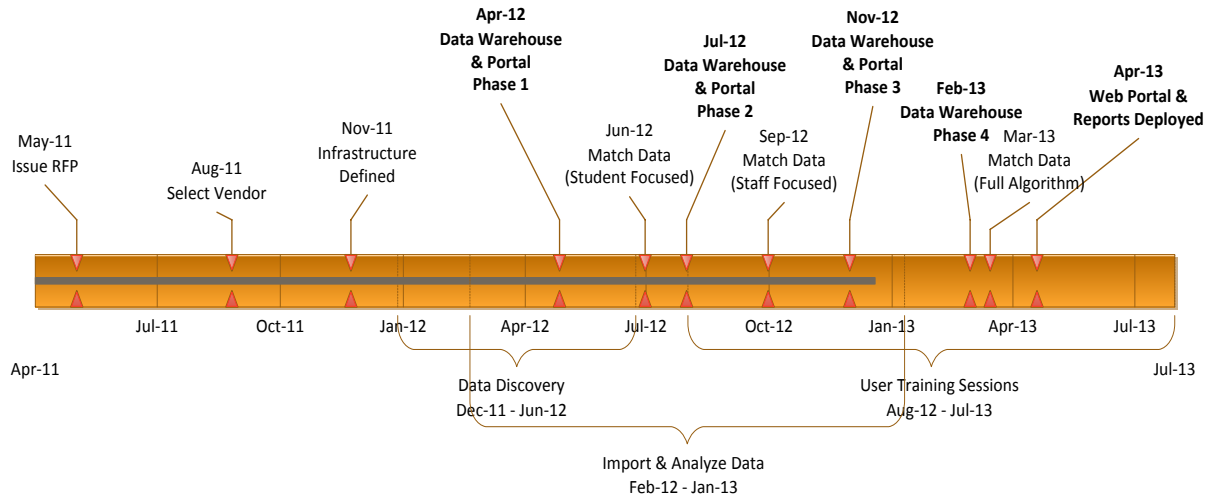
**Figure 1** illustrates the progress made toward completion of TLDS from 2011- 2013. Production of the data warehouse is in its final stages and full use of the web portal and data system will be operational in July of 2013.

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<sup>2</sup> State Board of Education Master Plan, FY 2012-2020, <http://tn.gov/sbe/masterplan.shtml>

<sup>3</sup> The Public Agenda for Tennessee Higher Education 2010-2015, <http://www.tn.gov/thec/Divisions/Commission/commissionmeetings/Archives/2010/summer/I.A.1.%20Attachment%20-%20Master%20Plan.pdf>

**Figure 1: TLDS completion timeline.**



The TLDS will give a view of individual lifetime learning progression and workforce participation by:

- Providing a longitudinal look at education performance from early childhood to K-12, through postsecondary, and into the workforce,
- Giving visibility to the full set of supports and challenges that affect lifetime learning and working, and
- Providing integrated data “dashboards” with current and useful data for state agency personnel and other approved users.



## 2. COMPATIBILITY

The requirements for high school graduation are compatible with the admission requirements at Tennessee public universities. In 2007, Tennessee joined the American Diploma Project network resulting in the implementation of the Tennessee Diploma Project (TDP). The ADP's four key priorities are to:

- Align high school standards with the demands of college and work;
- Require students to complete a college- and career-ready curriculum so that earning a diploma ensures that a student is ready for postsecondary opportunities;
- Build college- and career-ready measures into statewide high school assessment systems; and
- Hold high schools and postsecondary institutions accountable for student preparation and success.

Implementing these priorities resulted in revised high school graduation requirements beginning with the graduating class of 2013 and revised university admission requirements beginning in the fall of 2013.

Last year, the State Board of Education clarified high school end of course examination requirements. Students that have successfully completed college courses, earning both college and high school credit are eligible for exemption, except in the testing areas required to meet the goals of federal No Child Left Behind legislation.

To meet Tennessee college university admission requirements, students must have high school diplomas or pass the GED test with scores that meet institutional requirements. Institutions determine admissions criteria, including required GPAs and ACT or SAT scores. The Tennessee Board of Regents requires degree-seeking students who have ACT subject scores below 19 in the areas of English, reading, and math to be placed into "Learning Support" for diagnostic assessment and appropriate interventions to address specific competencies needed for their chosen field of study. Challenge tests are also available. Institutions within the University of Tennessee System may establish specific placement requirements and placement exam threshold scores.

Tennessee high school graduation requirements are listed in **Appendix A**. Current high school course requirements for regular undergraduate admission in Tennessee public universities through fall 2012 are listed in **Appendix B**.

### 3. MASTER PLAN FULFILLMENT

#### STATE BOARD OF EDUCATION [Master Plan: 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 these goals, the State Board of Education (SBE) 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:

- 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

#### **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:

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

- turn around the lowest-performing schools in the state through the Achievement School District;
- help districts and schools that are not meeting goals create plans that lead to improvement;
- support improvements to the SBE budget to allow for additional staff to hold the increasing number of charter school appeals;
- support and incent districts to build strong schools;
- increase families' access to high-quality school options including but not limited to traditional schools, charter schools and virtual schools; and
- 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 better professional development materials and resources 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:

- clarify the path forward on implementing Common Core standards and provide aligned resources and best practices to educators;
- expand districts' access to strong formative and summative assessments in tested and non-tested subjects;
- 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;
- 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;
- support programs and initiatives that foster creativity and innovation such as STEM, fine arts, and other creative endeavors;
- support teachers through meaningful induction experiences and professional learning communities as defined in the Standards for Professional Learning Policy; and
- support the recommendations of the Basic Education Program (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:

- build transparent data and communication structures that consistently communicate results to districts, families and the public with common terminology;
- drive higher volume of research through internal studies, build open-source data capacity, and encourage outside researchers to analyze our work; and
- 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.

**Appendix C** lists Tennessee College and Career Ready Goals and Indicators.

## TENNESSEE HIGHER EDUCATION COMMISSION [2010-15 Public Agenda]

In January 2010, the General Assembly passed the Complete College Tennessee Act (CCTA), a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional level. At the center of these reforms is the need for more Tennesseans to be better educated and trained, while also acknowledging the state's diminished fiscal capacity to support higher education.

Among other charges, the CCTA directed the Commission to develop a master plan that holds higher education accountable for increasing the educational attainment level of Tennesseans. As instructed by T.C.A. §49-7-202(c)(1) this plan must: (A) address the state's economic development, workforce development and research needs; (B) ensure increased degree production within the state's capacity to support higher education; and (C) use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations and competitive research. The *Public Agenda* (see table 1) was substituted for the traditional *Master Plan* in order to reflect the collaborative process that was required to develop this shared policy agenda. As a result, the 2010-15 higher education public agenda targets full implementation of the letter and spirit of the CCTA.

The overarching goal of the *Public Agenda* is to have Tennessee meet the projected national average in educational attainment by 2025. The primary state policy levers for addressing the state's educational needs include promoting: (1) productivity and efficiency through an outcomes-based funding formula, (2) quality assurance through revised performance funding standards, (3) economic and workforce development through responses to a study of labor market supply and demand, (4) efficiency and effectiveness through purposeful reporting; (5) efficiencies through mission and sector differentiation, (6) efficiencies through inter-institutional collaboration and reduced duplication, and (7) efficiencies through incentives for extramural support.

<b>Table 1: 2010-15 Public Agenda Policy</b>	<b>Status</b>
<b>Outcomes Based Funding Formula</b>	Implemented AY2011-12
<b>Performance Funding Standards</b>	Completed April 2011 as the quality assurance counterpart to the productivity-based Funding Formula
<b>Study of Labor Market Supply &amp; Demand</b>	Joint report by THEC & CBER published in April 2011 to help target the State's increased degree production
<b>Purposeful Reporting</b>	The <i>Public Agenda</i> progress report is on schedule to be presented at the April THEC meeting.
<b>Institutional Mission Differentiation</b>	Mission profiles were approved November 2010 and incorporated into Funding Formula; profiles also serve as a tool for program approval
<b>Collaboration and Reduced Duplication</b>	On-going: Remedial and developmental course delivery reform; General Education core complete and integrated into transfer pathways in Fall 2011; Productivity monitoring continues annually and reported to the Commission at its January meeting.
<b>Incentives for Research Enhancement</b>	On-going: UT-K/Oak Ridge National Laboratory collaboration and Memphis Research Consortium

## 4. STATE NEEDS IN PUBLIC EDUCATION

### State Board of Education

In 2009, the State Board of Education and the Tennessee Higher Education Commission identified objectives for the state's education system that were critical to the future of all Tennesseans. These measures align with the College and Career Ready Policy Institute (CCRPI) benchmarks as adopted by the Board and the Commission.

As a participant in the CCRPI, Tennessee was one of eight states funded by the Gates Foundation, Achieve, and Education Trust to develop a P-16 policy framework to ensure that standards and student learning assessments meet state goals. The CCRPI helps states put elementary and secondary assessment and accountability systems in place that will ensure that all students graduate from high school college- and career-ready. These benchmarks outline skill levels necessary for student progression in elementary and secondary education and demonstrate the skill attainment necessary for entry into college or a career upon graduation from secondary education. Improved assessment and accountability ensure curriculum is not duplicated and students obtain the necessary skills before progressing. The following 15 indicators are categorized to follow a student's progression through K-12 and higher education and serve as a viable reporting framework for this joint report. Analysis of each indicator can be found in **Appendix C**.

- **School Readiness (2):** Designed to monitor and evaluate student preparation for academic success through elementary school testing.
- **Career- and College-Readiness (9):** Designed to monitor and evaluate middle and high school standardized assessments, high school graduation rates and academic preparation for postsecondary coursework.
- **Postsecondary Access and Success (4):** Designed to monitor and evaluate postsecondary student enrollment, retention and graduation rates.

### Tennessee Higher Education Commission

THEC is overseeing the implementation of several programs that will insure academic preparation for postsecondary coursework and provide greater support for monitoring and evaluating postsecondary student enrollment, retention, and graduation rates.

### **Race to the Top**

The Tennessee Higher Education Commission has worked closely with the Department of Education and State Board of Education on the many initiatives in the Race to the Top program. Along with serving on the overall implementation team, THEC has primary responsibility for nine of the projects outlined in Tennessee's Race to the Top proposal. The projects focus on the following key areas: (1) improving teacher training programs, (2)

increasing Tennessee's competitiveness in STEM fields, (3) providing accountability in teacher preparation, and (4) expanding P-20 data systems.

Teacher Training Programs are improving through the integration of standards based curriculum, alignment with K-12 standards and assessments, and improvement of pre-service teachers' knowledge of state data systems and their use in the classroom. Tennessee's competitiveness in STEM fields will improve through the expansion of the UTeach program and utilization of the expertise of higher education institutions to provide high-quality professional development to K-12 educators. Improvement of Tennessee's groundbreaking Report Card on the Effectiveness of Teacher Training Programs and the creation of the School Leader Study will provide accountability in teacher preparation. P-20 data systems will expand so that student information can be tracked through all grades, post-secondary education, and careers with the State Longitudinal Data System. The data system will provide valuable research related to student outcomes that predict workforce success.

### **PARCC Assessment**

In January 2011, the Tennessee Higher Education Commission began a statewide campaign to engage faculty from public institutions of higher education regarding the implementation of the Common Core Standards and ultimately, the Partnership for Assessment of Readiness for College and Careers (PARCC) college readiness assessment. At the center of these efforts is a focus on not only introducing faculty to the Common Core Standards, but directly informing and preparing them for implementation of the PARCC assessment by encouraging their feedback regarding which competencies best define college readiness in Mathematics and English/Language Arts.

To achieve these goals, THEC established a Tennessee PARCC Steering Committee consisting of English and Math faculty, as well as institution administrators, who were nominated and approved by their institution. The Steering Committee convenes via conference call regularly, and all PARCC related updates are transmitted to the Committee for review and comment.

In October 2012, the design parameters for the PARCC math assessment were adopted by the national Governing Board. A statewide meeting was held with representatives from all public institutions of higher education in which the proposed design models were presented. Faculty members in attendance voted on the preferred model, allowing Tennessee higher education to play a direct role in shaping the next generation of assessment.

### **GEAR UP TN**

In spring 2012, the United States Department of Education awarded a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to the Tennessee Higher Education Commission in the amount of \$29,590,281. GEAR UP, a seven-year discretionary grant program, aims to increase the number of low-income, first generation students enrolling and succeeding in college. THEC's successful GEAR UP TN proposal provides direct services to a cohort of 7,500 students, the Class of 2018, beginning in the 7<sup>th</sup> grade and continuing through



the cohort's first year of postsecondary education. GEAR UP TN also provides services to students in the senior class of participating high schools each grant year.

THEC implements GEAR UP services through competitive matching subcontracts to GEAR UP TN Collaboratives that include a lead high school and one feeder middle school with at least 50 percent of enrolled students eligible for free or reduced-priced lunch, a local board of education, a postsecondary institution and two community-based organizations.

Programming funded through the subcontract includes academic enrichment through tutoring, workshops, advising, college visits, job shadowing, and mentoring. Funding will also be provided for professional development for teachers, counselors, school administration and state office staff on best practices for creating and sustaining a college access culture.

### **College Access Challenge Grant**

Tennessee's College Access Challenge Grant Project (CACG) is designed to expand and enhance implementation of Tennessee's college access web portal [CollegeforTN.org](http://CollegeforTN.org) and create a statewide College Mentor Corps program.

[CollegeforTN.org](http://CollegeforTN.org) serves as a resource for high school students and administrators and includes career exploration and standardized test preparation tools for students and electronic transcript and online application services for higher education professionals. THEC's goal is to expand the use and implementation of [CollegeforTN.org](http://CollegeforTN.org) statewide, with the intention of improving access to higher education.

In 2010, THEC created the College Mentor Corps through subgrants to six college access nonprofit organizations. Tennessee's CACG program objectives for the College Mentor Corp are to make college accessible to more of Tennessee's high school graduates through college access and success focused mentoring. Subgrantees include Alliance for Business and Training in partnership with Northeast State Community College, Ayers Foundation, Oasis Center, the Public Education Foundation of Chattanooga, Southwest Tennessee Development District, and TN Achieves in partnership with the Knoxville Chamber.

### **Tennessee College Access and Success Network**

The Tennessee College Access and Success Network is a membership driven organization focused on expanding and creating college access and success programs, advocacy, and professional development. The Network was established through a Lumina Foundation grant and expanded through Race to the Top funding. With over 125 member organizations, the Network works to connect all college access and success organizations and programs with the purpose of increasing the number of Tennesseans participating and succeeding in postsecondary opportunities.

Since its inception, the Network has awarded more than \$1.1 million to local education agencies and nonprofit organizations. Additionally, the TCASN hosts various professional development opportunities focused on expanding the capacity of college access.

### **Latino Student Success Grant**

The Lumina Foundation awarded THEC a \$600,000 Latino Student Success Grant in fall 2011, focused on improving the number of Latinos accessing and completing higher education in Memphis. Memphis is home to the fastest growing Latino population in the state making Shelby County and the City of Memphis an important staging ground for addressing the challenges of Latino student success.

The Memphis Latino Student Success Collaborative emphasizes high school preparation for postsecondary education, enrollment in higher education, and degree completion. The Collaborative is creating a Latino student report card for the entire Memphis-Shelby County community. The Collaborative is also focused on developing and expanding college access and success programming such as the Abriendo Puertas (Opening Doors) program, modeled after the College Access Challenge Grant College Mentor Corps.

## CONCLUSION

The 2012 *Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee* discusses the following four areas, as mandated by T.C.A. §49-1-302(a)(10): 1) the extent of duplication in elementary, secondary, and postsecondary education, 2) compatibility between high school graduation requirements and college admission requirements, 3) fulfillment of the State Board of Education and Tennessee Higher Education Commission's master plans, and 4) the extent to which the state needs in public education have been met as determined by the board and commission. Tennessee has made significant progress in each of these areas and has set up a robust system of collaboration between different levels of public education in the state. This collaboration has impelled the State's goals of increasing the numbers of college-ready high school graduates and the numbers of college graduates.

This report demonstrates that the goals set by the T.C.A. §49-1-302(a)(10) are being successfully met. The goal of aligning high school graduation requirements and admission requirements of higher education institutions has been fully attained. Robust data collection across the entire P-20 sector allows for identification of the areas of duplication that must be minimized. The Tennessee College and Career Ready Goals and Indicators show a steady progress toward the specific objectives as mandated for both secondary and postsecondary education and reflected in the Master Plans of the State Board of Education and Tennessee Higher Education Commission. A variety of programs, projects, and initiatives aim to serve the state needs in public education and achieve the specified goals.

Going forward, however, it is imperative to focus both on recent developments and already-achieved goals in elementary, secondary, and postsecondary education in Tennessee. The goal to produce greater numbers of college- and career-ready students may bring to light areas where duplication will be necessary in the future. For instance, given the current focus on preparing high school students for college-level work, duplication in some areas may be a requisite tool for ensuring content knowledge and retention. The new goals and challenges call for greater collaboration among all educational sectors to ensure that Tennessee continues to make strides toward increasing educational attainment, building social cohesion, and strengthening the economic vitality of the state.

## APPENDIX A

**Table 2: Tennessee High School Graduation Requirements**

Previous High School Graduation Requirements	High School Graduation Requirements for Students Beginning High School in Fall 2009
<b>TOTAL CREDITS REQUIRED: 20</b>	<b>TOTAL CREDITS REQUIRED: 22</b>
<b>MATH: 3 Credits</b> Including either Geometry or Algebra II	<b>MATH: 4 Credits</b> Including Algebra I, II, Geometry and a fourth higher level math course
<b>SCIENCE: 3 Credits</b> Including one physical science course and Biology	<b>SCIENCE: 3 Credits</b> Including Biology, Chemistry or Physics, and a third lab course
<b>ENGLISH: 4 Credits</b>	<b>ENGLISH: 4 Credits</b>
<b>SOCIAL STUDIES: 3 Credits</b>	<b>SOCIAL STUDIES: 3 Credits</b>
<b>WELLNESS: 1 Credit</b>	<b>PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits</b>
<b>ELECTIVE: 6 Credits</b>	<b>PERSONAL FINANCE: .5 Credits</b>
	<b>FOREIGN LANGUAGE: 2 Credits</b> <b>FINE ARTS: 1 Credit</b> May be waived for students not going to a University to expand the elective focus
	<b>ELECTIVE FOCUS: 3 Credits</b> Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)
	<b>CAPSTONE EXPERIENCE:</b> Requirements to be determined by local Board of Education

*Note: The graduating class of 2013 will be the first cohort to complete these requirements.*

## APPENDIX B

**Table 3: Minimum High School Course Requirements for Regular Undergraduate Admissions to Tennessee Public Higher Education Institutions**

Subject Area and Units High School Courses Fulfilling Requirements Fall 2010 through Fall 2012	
<p><b>English</b> <i>4 units required</i> English I, II, III, and IV Applied Communication substitutes for English III or IV</p>	<p><b>Algebra I and II</b> <i>2 units required</i> Algebra I and II Technical Algebra (Formerly known as Math for Technology II)</p>
<p><b>Visual/ Performing Arts</b> <i>1 unit required</i> Theatre Arts Visual Arts Music Theory Music History Vocal Music Instrumental Music Art History General Music</p>	<p><b>Advanced Mathematics</b> <i>1 unit of geometry or an advanced course with geometry as significant component required</i> Technical Geometry Pre-Calculus Calculus Probability and Statistics Math IV Trigonometry</p>
<p><b>Foreign Language</b> <i>2 units in same language required</i> Latin Spanish German Russian Japanese</p>	<p><b>Natural/ Physical Sciences</b> <i>2 units required one must be a laboratory course in biology, chemistry, or physics</i> 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</p>
<p><b>U.S. History</b> <i>1 unit required</i> U.S. History</p> <p><b>Social Studies</b> <i>1 unit required</i> World History Ancient History Modern History World Geography European History</p>	

*Note: Admission requirements will be revised for Fall 2013*

## APPENDIX C

### Tennessee College and Career Ready Goals and Indicators

#### 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.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
3 <sup>rd</sup> grade TCAP	42%	66%	73%
4 <sup>th</sup> grade NAEP	28%	39%	56%

Source: Tennessee Department of Education

NOTE: TCAP was revised in 09-10 and was operational during baseline years.

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.*

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

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.*

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
7 <sup>th</sup> grade TCAP	43%	56%	64%
8 <sup>th</sup> grade NAEP	28%	38%	55%

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%	55%	76%
8 <sup>th</sup> grade NAEP	25%	39%	58%

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%	71%	75%
EXPLORE Reading	45%	61%	75%
EXPLORE Math	37%	57%	75%
EXPLORE Science	15%	46%	75%

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%	74%	80%
PLAN Reading	41%	61%	80%
PLAN Math	26%	64%	80%
PLAN Science	16%	49%	80%

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	38%	53%	78%

Source: Tennessee Department of Education

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 2010-11</b>	<b>Interim Target 2014-15</b>	<b>Target 2019-20</b>
Algebra II	31%	46%	71%

Source: Tennessee Department of Education

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%	68%	80%
ACT Reading	40%	60%	80%
ACT Math	24%	52%	80%
ACT Science	18%	49%	80%
Meet all four	15%	25%	50%

Source: Tennessee Department of Education



10. The percentage of first-time 9th 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>Results Fall 2010</b>	<b>Results Fall 2011</b>	<b>Interim Target Fall 2015</b>	<b>Target Fall 2020</b>
Prior year public high school graduates	60,494	62,357	62,123		
<b>PUBLIC UNIVERSITIES</b>					
First-time freshman (Prior year public high school graduates)	13,281	14,810	13,737		
no remedial-developmental	10,817 (81.4%)	12,107 (88.1%)	12,280 (89.4%)	90%	92%
<b>COMMUNITY COLLEGES</b>					
First-time freshman (Prior year public high school graduates)	9,704	9,986	9,820		
no remedial-developmental	3,243 (33.4%)	3,162 (31.7%)	3,565 (36.3%)	37%	40%
<b>TOTAL</b>					
First-time freshman Prior year public high school graduates	22,985	24,796	23,557		
no remedial-developmental	14,060 (61.2%)	15,269 (61.6%)	15,845 (67.3%)	70%	80%

Source: THEC Student Information System

NOTE: High School students under the “baseline” or “results” category graduated during the spring of the specified year. The “first-time freshman” category reports the number of students who graduated during the spring and enrolled at a Tennessee public college or university during the fall of that same year.

### 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.*

Indicator	Baseline 2009-10	Results 2010-2011	Interim Target 2014- 15	Target 2019-20
Prior year public high school graduates	62,357	62,123		
AP subject exam score $\geq 3$	3,473 (5.6%)	5,239 (8.4%)	TBD	TBD
Any Dual Enrollment	8,728 (14.0%)	9,293 (15.0%)	TBD	TBD
Both AP and Dual Enrollment	1,215 (2.0%)	1,450 (2.3%)	5%	10%
Either AP or Dual Enrollment	9,771 (15.7%)	11,632 (18.7%)	20%	25%

Source: Tennessee Department of Education

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

Indicator	Baseline 2009-10	Results 2010-11	Interim Target 2014- 15	Target 2019-20
TN public high school graduates	62,357	62,123	TBD	TBD
Enrolling in Postsecondary	35,523 (57.0%)	35,471 (57.1%)	60%	65%

Source: THEC Student Information System

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

<b>Indicator</b>	<b>Baseline 2008-09</b>	<b>Results 2009-10</b>	<b>Results 2010-11 (School Year 2007-2008)</b>	<b>Interim Target 2014-15</b>	<b>Target 2019- 20</b>
TN public high school graduates	50,396	56,718	57,387	TBD	TBD
TN Community Colleges	6,031 (12.0%)	6,494 (11.5%)	9,091 (15.8%)	TBD	TBD
TN Public Universities	13,176 (26.1%)	14,905 (26.3%)	14,111 (24.6%)	TBD	TBD
<b>Total</b>	<b>19,207 (38.1%)</b>	<b>21,399 (37.7%)</b>	<b>23,202 (40.4%)</b>	<b>40%</b>	<b>45%</b>

Source: THEC Student Information System