

Agenda Item: I.F.

DATE: November 19, 2009

SUBJECT: College- and Career-Ready Policy Institute Goals

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: Tennessee is one of eight states selected to participate in the College- and Career-Ready Policy Institute (CCRPI), a project funded through the Bill and Melinda Gates Foundation. Partner organizations include Achieve, Inc., Education Counsel, Jobs for the Future, the Data Quality Campaign, and the National Governors Association.

Under CCRPI, states are required to complete action plans to address 10 policy areas critical to development of an integrated state policy system aligned to college- and career-readiness for all high school graduates. The first policy area that must be addressed is a set of clearly defined numerical goals and benchmarks that establish college- and career-readiness as the central driver of the state’s assessment and accountability system.

The attached documents reflect a set of goals and indicators to catalyze and monitor progress for all Tennessee students. Targets and trajectories have been included at this time only for a subset of indicators that have complete 2007-08 baseline data and comparable national data. These documents reflect the work of the CCRPI Leadership Team and the input from a diverse set of stakeholders.

Staff recommends Tennessee Higher Education Commission endorsement of these goals as they represent collaboration between K-12 and higher education in increasing the number of students who are on track for postsecondary education; enroll in colleges, universities and technology centers; and complete degree and certificate programs. Goal Three, in particular, is consonant with THEC’s Making Opportunity Affordable initiative. The State Board of Education endorsed the CCRPI goals at its November 6, 2009 meeting.



College- and Career-Readiness Goals August 2009

Tennessee aspires to see dramatic improvement in the preparation of its high school graduates for college, work, and better lives.

As a part of its work under the College- and Career-Ready Policy Institute, Tennessee has developed clear goals, indicators, targets, and trajectories to focus both public attention and policy action to meet this aspiration by 2017-18.

GOALS: The goals describe the major student outcomes on which the state will focus.

INDICATORS: The indicators are specific measures of each goal. All indicators will include measures for all students and for student subgroups as available. Several of the indicators have baseline data for 2007-08; however, in many cases, imminent changes in assessments and calculations mean that baseline data will begin in 2009-10.

TARGETS: The targets reflect the outcome that the state intends to achieve for each indicator by 2017-18. The state will set lofty but attainable targets that will be the same for all student subgroups.

TRAJECTORIES: The trajectories detail the progress expected to be achieved each year from the baseline to the target year. Where possible, the state will develop trajectories based on the expected impact from policy changes each year or on another evidence-based methodology.

GOAL 1: Increase the high school graduation rate

1. The percentage of first-time 9th grade students who graduate on-time with a regular diploma (longitudinal cohort method).

GOAL 2: Improve rates of college and career readiness

4th and 8th grade students on track to college- and career-readiness

2. The percentage of 4th and 8th grade students (spring) who score at or above proficient on the TCAP reading/language arts and mathematics end-of-grade assessments and the corresponding gaps with Tennessee NAEP results.
3. The percentage of 8th grade students (fall) who meet all college-readiness benchmarks of the ACT EXPLORE assessment in English, reading, mathematics, and science.

High school graduates who are college- and career ready

4. The percentage of high school graduates who score at or above proficient on both the English III and Algebra II end-of-course assessments.
5. The percentage of high school graduates who meet all ACT college-readiness benchmarks in English, reading, mathematics, and science.
6. The percentage of first-time college and university freshmen enrolled in only credit-bearing courses (no remedial or developmental courses).

High school graduates accelerated to college and careers

7. 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.

GOAL 3: Increase rates of postsecondary enrollment and completion

8. The percentage of recent public high school graduates enrolled in postsecondary education.
9. 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)