

Master Plan for Tennessee's Schools



Gary Nixon
Executive Director
State Board of Education

Prepare All Tennessee Children for Successful Post-Secondary Work, Education and Citizenship



GOALS

Successful transitions

Rigorous, relevant high school

Relevant middle grade experiences

Dynamic elementary grade education

High quality Pre-K availability

MEASURES

Developmental studies rate

College-going rate

Graduation rate

ACT benchmarks

ACT PLAN (10th Grade)

ACT EXPLORE (8th Grade)

NAEP (8th Grade)

NAEP (4th Grade)

Effective school leaders
Effective teachers

Rigorous, relevant curriculum
Sufficient resources

Tennessee's Student Pipeline 2004

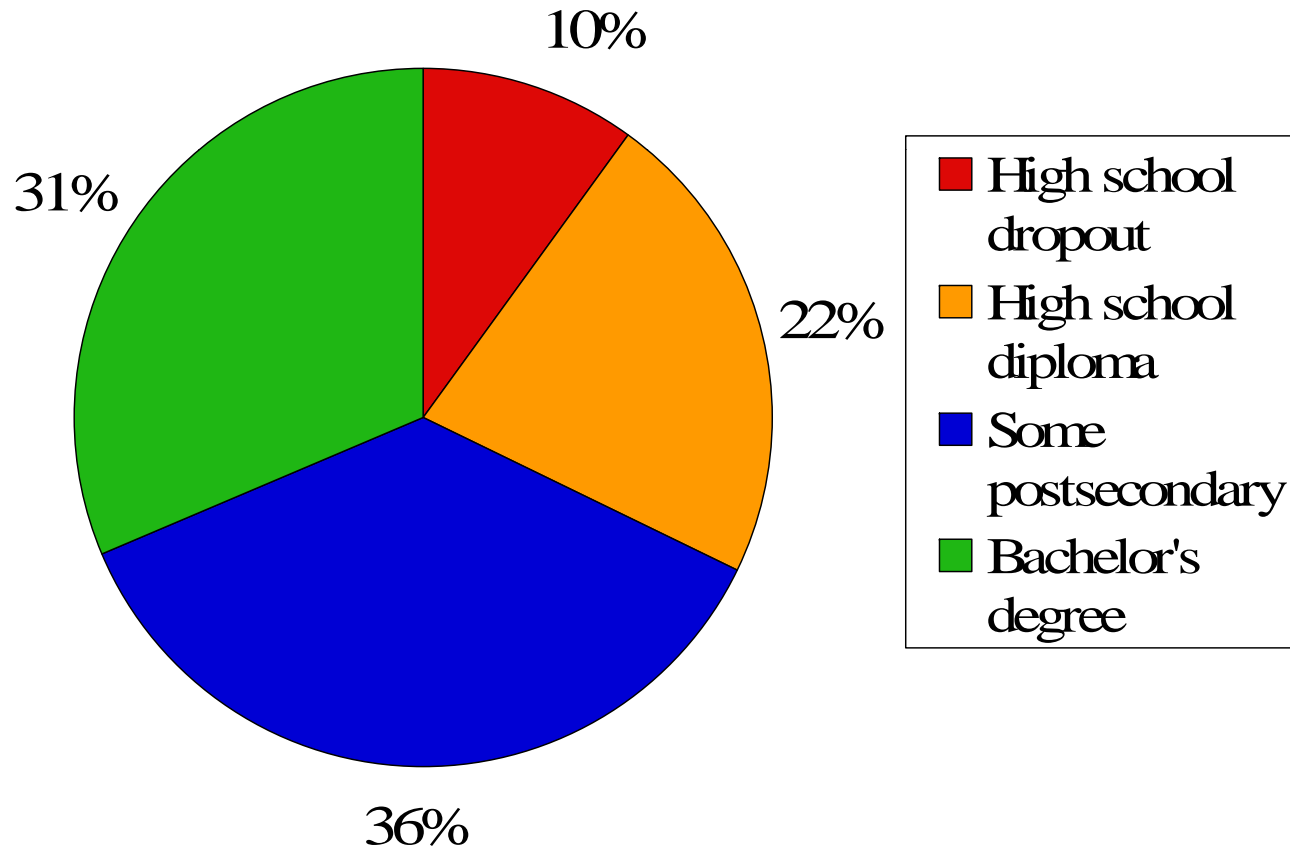
100 ninth graders:

- 63 graduated high school on time
- 39 entered community college or university
- 27 were enrolled the sophomore year
- 17 graduated within 150% of time



Background

Share of new jobs, 2000–10



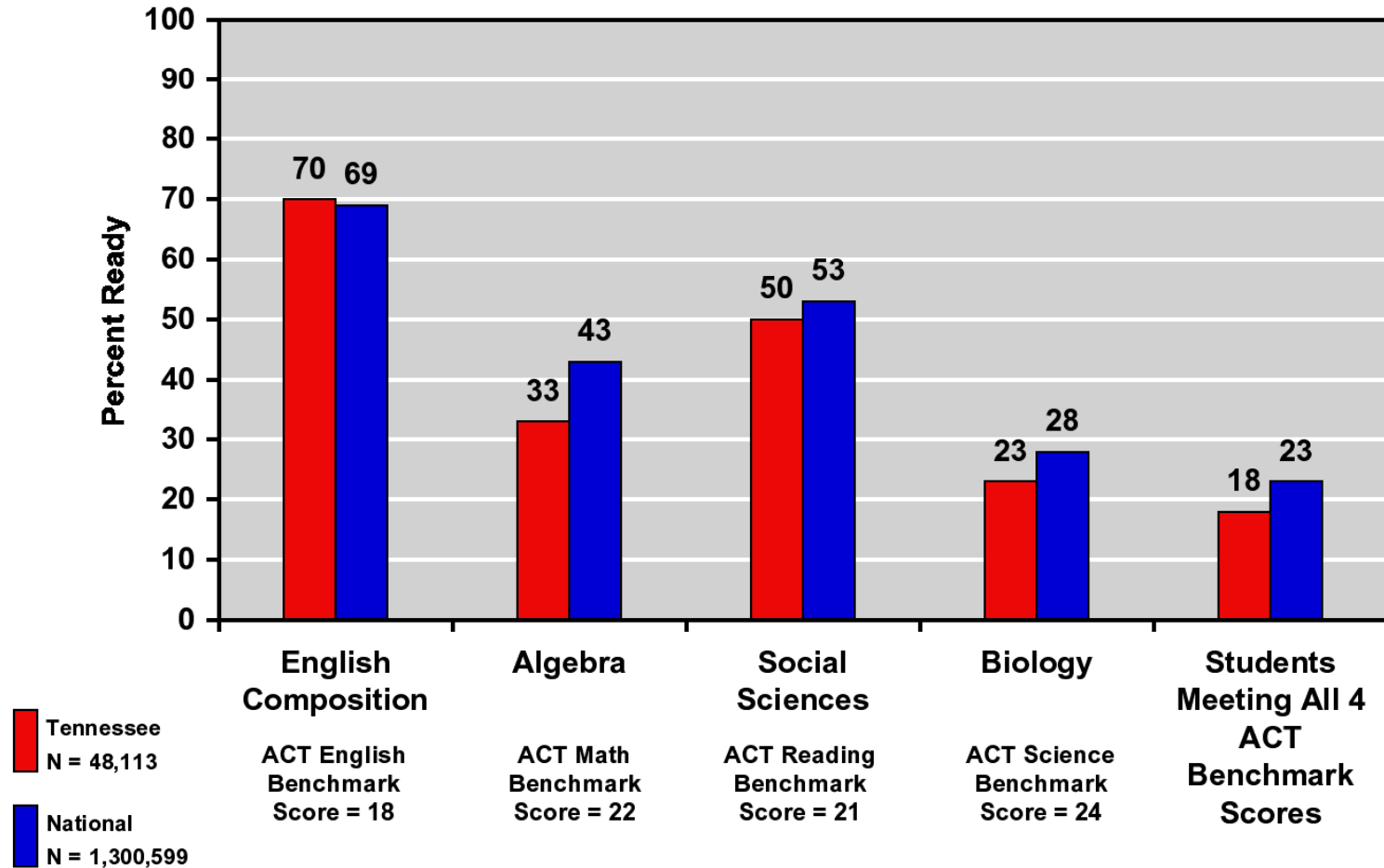
- **Jobs that require post-secondary education or training will make up more than two-thirds of new jobs.**

Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K-16 Reform*, Educational Testing Service, 2003.

College Readiness

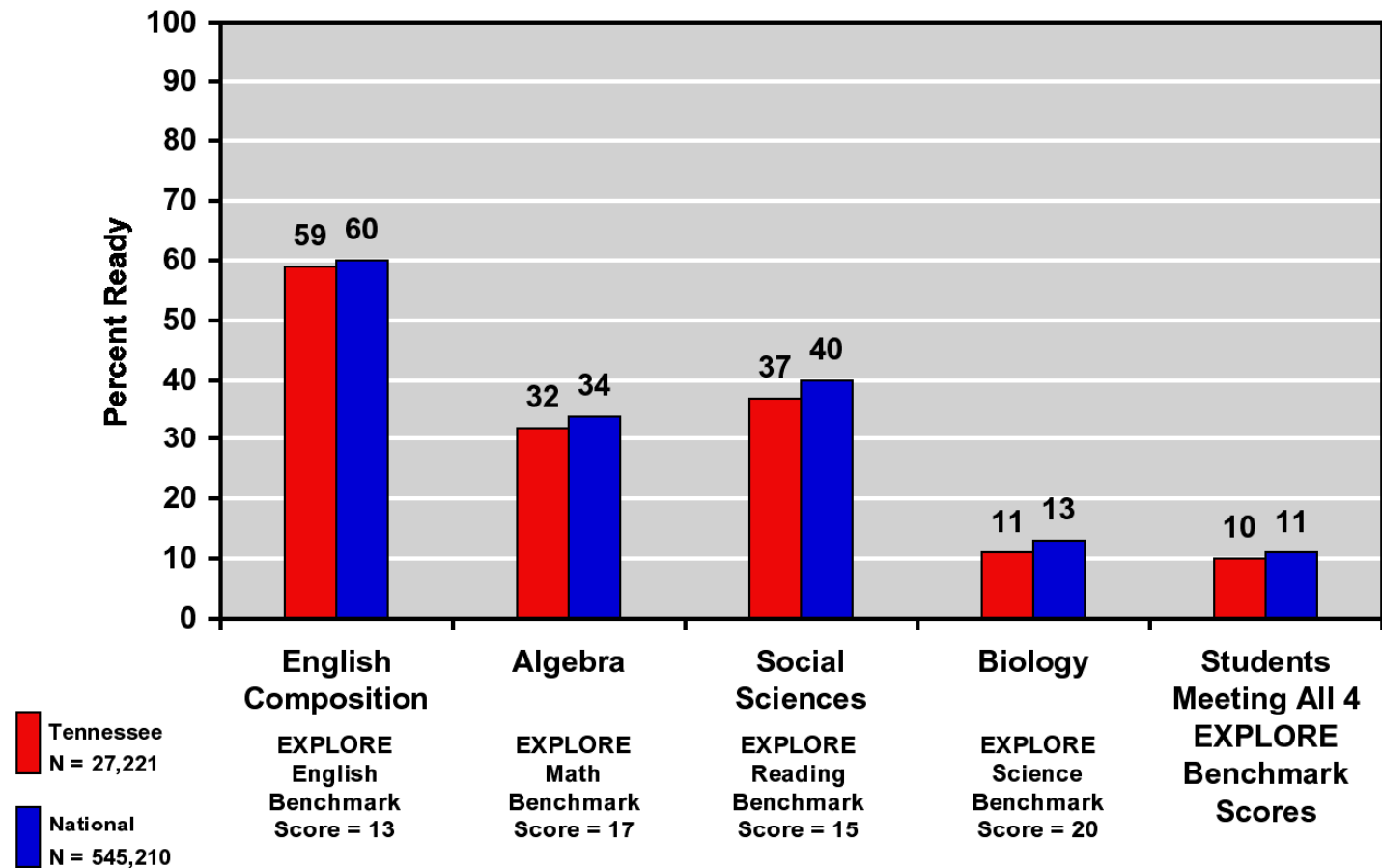
36 states produce HS graduates better prepared for college than Tennessee.

2007 Tennessee and National ACT-Tested Graduates Likely to Be Ready for College-Level Work (in percent)



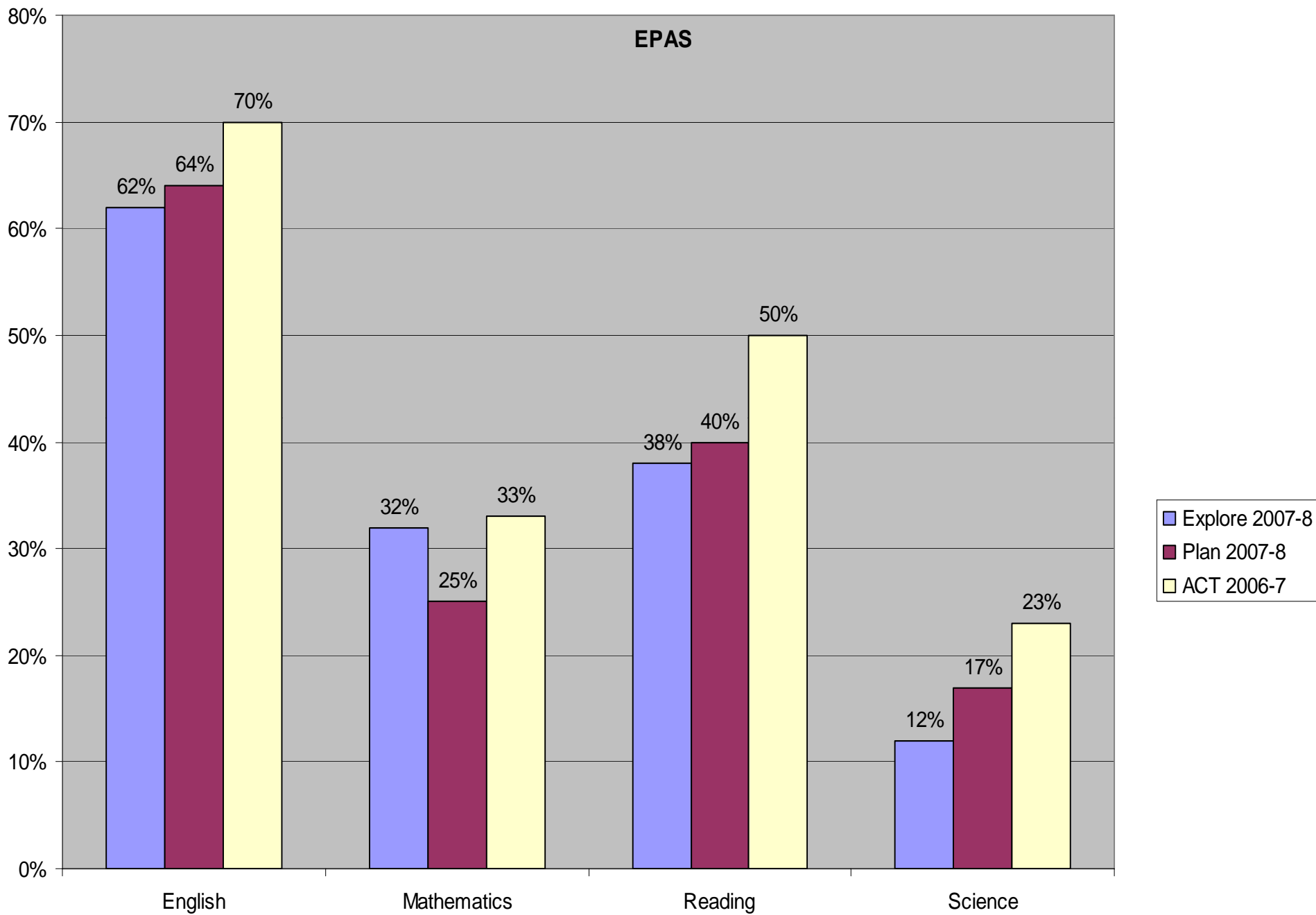
EXPLORE

2006 - 2007 Tennessee and National EXPLORE-Tested Students Likely to Be Ready for College-Level Work (in percent)



Note: Missing bars mean an insufficient number of students in Tennessee took EXPLORE.

EPAS



Developmental Studies

First-time Freshmen 2007-2008:

- Community Colleges 74%
- Universities 40%
- Overall 60%
- 2014 Target 10%

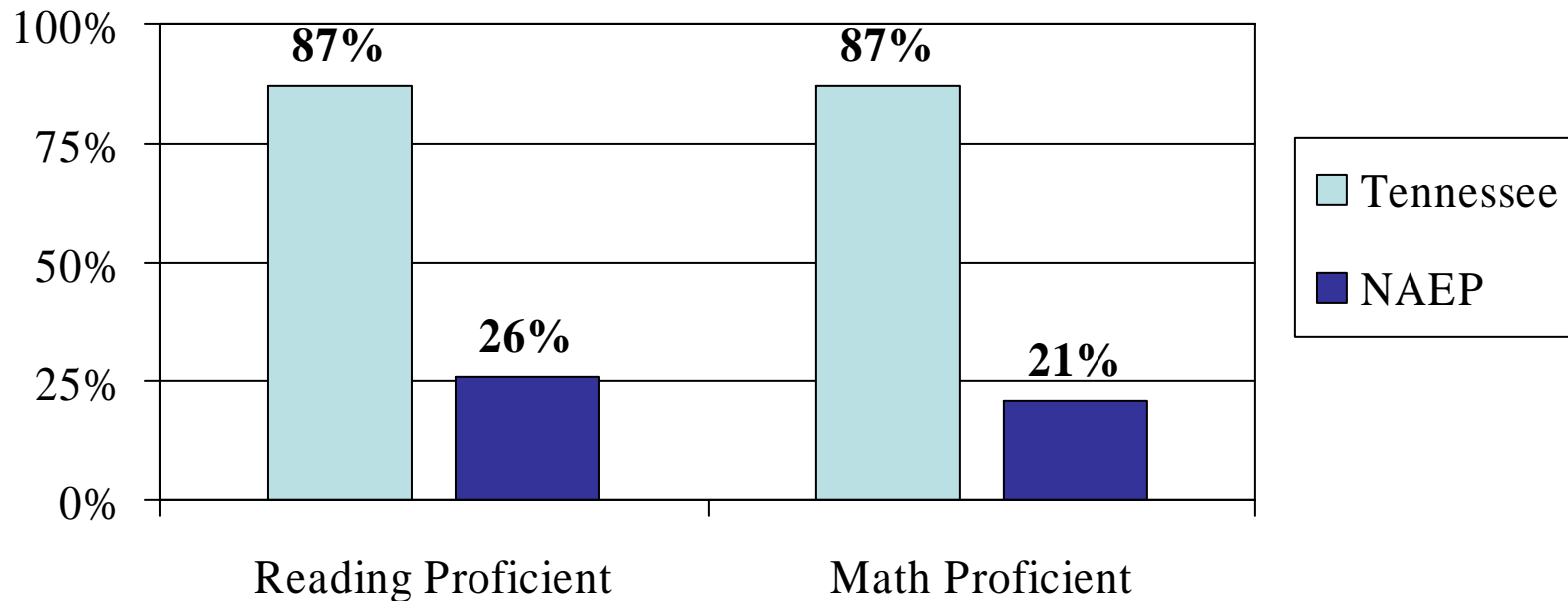
Are Tennessee Students Proficient?

Spring 2007... National Chamber of Commerce comparison report card of key education factors in all states:

Tennessee made an “F” in the category of Truth in Advertising...comparing Tennessee proficiency (our state assessments) to National proficiency (NAEP)

Is there a gap between achievement on state assessments and NAEP?

8th Grade Achievement on State Assessment v. NAEP (2005)



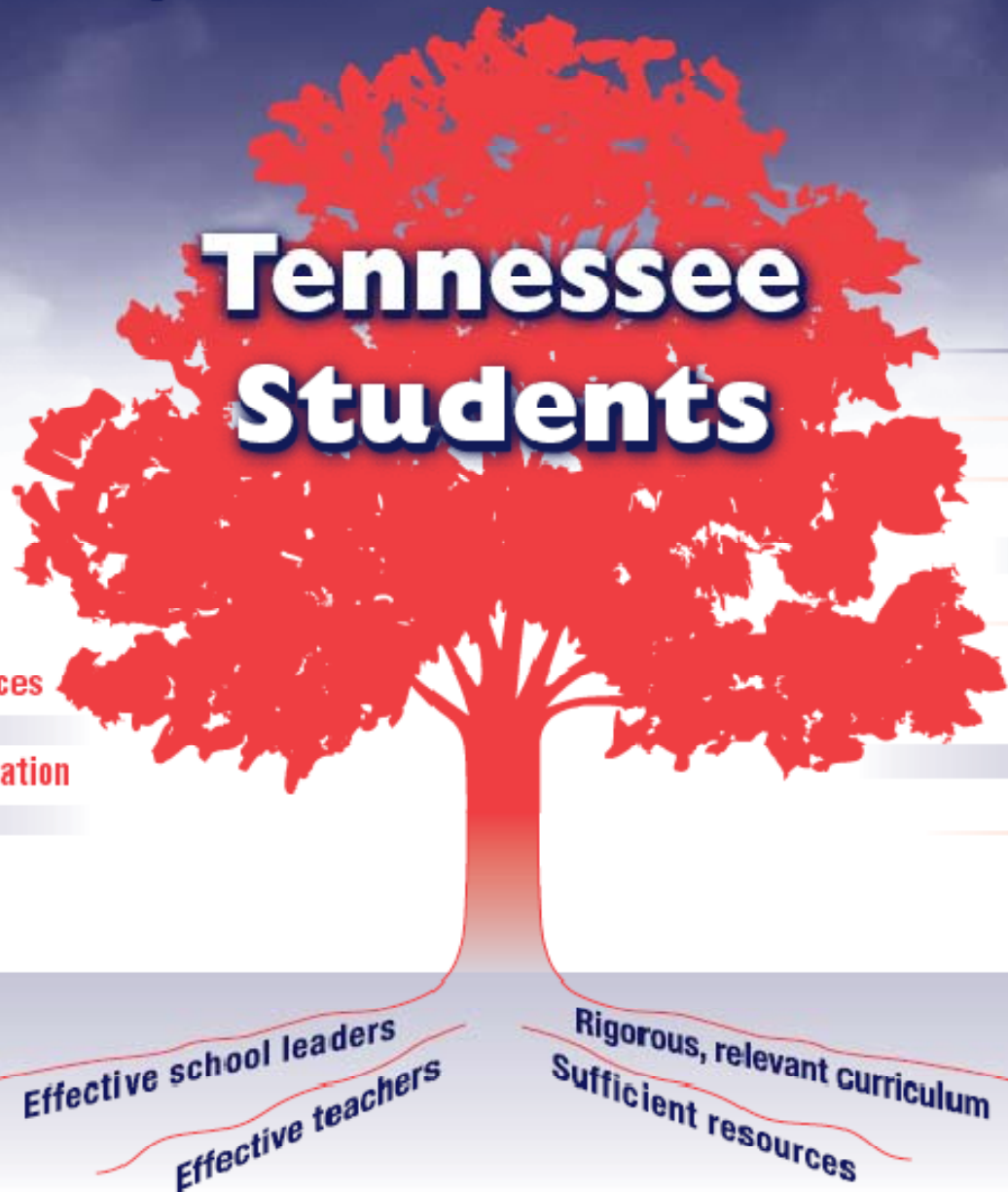
Change...



“We won’t create change until there is more pressure *for* change than resistance *to* change.”

William Daggett

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Tennessee Students

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Rigorous, Relevant Curriculum

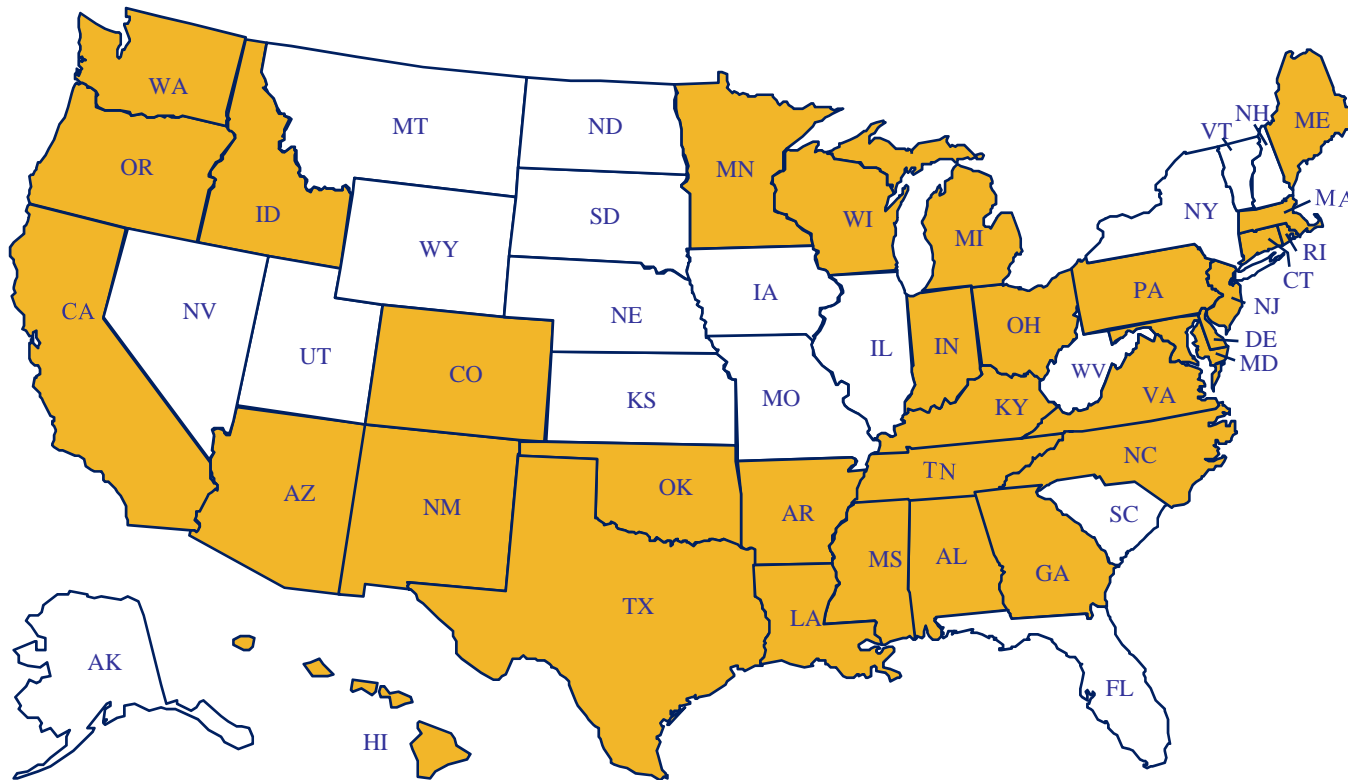
Achieve and the American Diploma Project



- Created by the NGA and business leaders in 1996
- A bipartisan Not-For-Profit that helps states raise academic standards
- Assessments and accountability driven
- Prepare all young people for postsecondary education, work and citizenship

The ADP Network

TN was the most recent SE state to join the network in 2007.



American Diploma Project

32 States – 4 Specific Actions

1. **Align standards and assessments** with the knowledge and skills required beyond high school
2. Require all high school students to **take challenging courses** that actually prepare them for life after high school
3. **Build college and work-ready measures** into statewide accountability systems
4. **Hold schools accountable** for graduating students who are college and/or workforce ready, **and hold postsecondary accountable** for students' success once enrolled



H S Graduation Requirements

Changes approved to begin with the graduating class of 2013, this year's 7th graders, include:

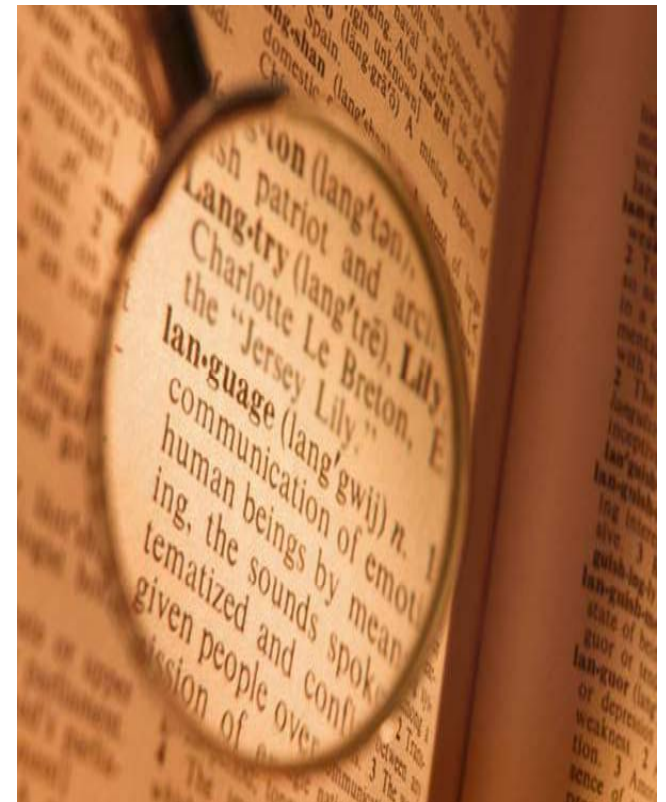
- transition from Gateway to EOC as percentage of yearly grade
 - measure disparity between mean of teacher assigned grades and mean of end of course test scores
 - attack disparities greater than 10 to 15 points through the school improvement planning process
- increasing the credit requirements to 22
- developing one diploma for all students



H S Graduation Requirements

English - 4 Credits:

- English I - 1 Credit
- English II - 1 Credit
- English III - 1 Credit
 - AP Language and Composition
- English IV - 1 Credit
 - AP English Literature or Composition
 - IB Language I
 - Communications for Life



H S Graduation Requirements

Math - **4 Credits:** (Students must take a math class each year)

- Algebra I - 1 Credit
- Geometry - 1 Credit
- Algebra II - 1 Credit
- Upper level Math: - 1 Credit
 - Bridge Math Students who have not earned a 19 on the mathematics component of the ACT by the beginning of the senior year are recommended to complete the Bridge Math course.
 - Capstone Math
 - Adv. Algebra and Trigonometry.
 - STEM Math (Pre-Calculus, Calculus, or Statistics)

H S Graduation Requirements

Science - 3 Credits:

- Biology I - 1 Credit
- Chemistry or Physics - 1 Credit
 - AP Physics (B or C)
 - Principles of Technology I and II
- Another Lab. Science - 1 Credit



H S Graduation Requirements

Social Studies – 3.0 Credits:

- W. History or W. Geography – 1 Credit
- U.S. History – 1 Credit
 - AP U.S. History, IB History of the Americas HL (2 Years)
- Economics – .5 Credit
- Government – .5 Credit
 - AP U.S. Government, IB History of the Americas HL (2 Years), JROTC (3 Years), ABLS

H S Graduation Requirements

P. E. and Wellness – 1.5 Credits:

- Wellness – 1 Credit
- Physical Education – .5 Credit
 - The physical education requirement may be met by substituting an equivalent time of physical activity in other areas including but not limited to marching band, JROTC, cheerleading, interscholastic athletics, and school sponsored intramural athletics.

Personal Finance – .5 Credit



H S Graduation Requirements

Fine Art, Foreign Lang., and **Elective Focus – 6 Credits:**

- Fine Art – 1 Credit
- Foreign Language – 2 Credits (Same)
- **Elective Focus – 3 Credits**
 - Students completing a CTE elective focus must complete three units in the same CTE program area or state approved program of study.
 - science and math, humanities, fine arts, or AP/IB
 - other area approved by local Board of Education
- The Fine Art and Foreign Language requirements may be waived for students who are sure they are not going to attend a University and be replaced with courses designed to enhance and expand the elective focus.

Students with Disabilities

- Provide alternative performance based assessments of identified core academic skills contained within a course for students whose disability adversely effects performance on the end-of-course examination. Add additional points to the end-of-course score when the alternative performance based assessment is positive.

Students with Disabilities

- Require a math class each year achieving at least Algebra I and Geometry.
- Require three credits in science with Biology I and two additional lab science credits.

Graduate with Honors

Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.



Graduate with Distinction

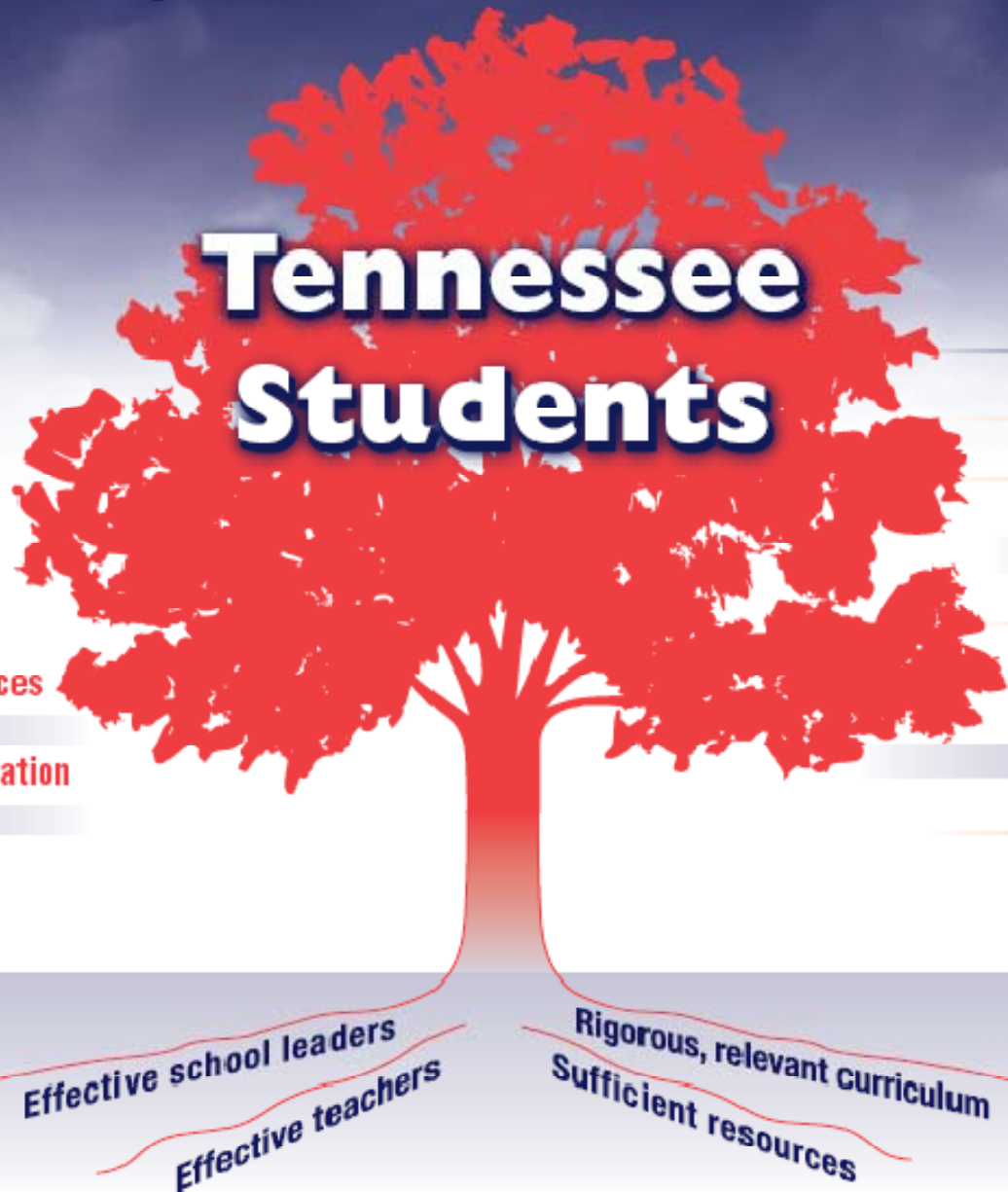
Students will be recognized as graduating with “distinction” by attaining a B average and completing at least one of the following:

- earn a nationally recognized industry certification
- participate in at least one of the Governor’s Schools
- participate in one of the state’s All State musical organizations
- be selected as a National Merit Finalist or Semi-Finalist
- attain a score of 31 or higher composite score on the ACT
- attain a score of 3 or higher on at least two advanced placement exams
- successfully complete the International Baccalaureate Diploma Programme
- earn 12 or more semester hours of transcribed postsecondary credit

Middle Grades Reform

- Staff attended SREB Middle Grades Summit
- SBE and SDE established Taskforce to upgrade Middle School Policy
 - First meeting April 23, 2008
 - What do effective Middle Schools look like?
 - Next meeting June 11, 2008
 - What are the teeth that can be put into policy to drive improvements? For Example:
 - Literacy and numeracy requirements for transitions
 - Interventions for students below grade level
 - PD for principals and teachers

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Effective School Leaders

**Tennessee Learning-Centered
School Leadership System**

Why??

Every School Needs:

A leader who has the necessary knowledge, dispositions and skills to lead schools competently and effectively to improve student achievement.

FACT

In 2006-2007:

8 Tennessee Public Universities
produced **1,363** advanced leadership
program graduates

Tennessee has **1,700** public schools

Directors of Schools

Have difficulty finding a pool of qualified, licensed candidates.

Learning Centered Leadership

Leadership programs that prepare aspiring principals and school leadership teams to aggressively lead improvement in curriculum, instruction and student achievement.

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

LEA

Prep

Preparation

Licensure

Evaluation

Partnership Agreement

- Selection
- Resources
- Customization

ILL-A

ILL-A

Student Learning

Performance Contract

Performance Goals
(Rewards/Sanctions)

Completer

- Record of Demonstrated Competencies
- Professional Development Plan
- Pass SLLA

ILL - B

ILL - P

ILL - E

Mentor
Co-teach

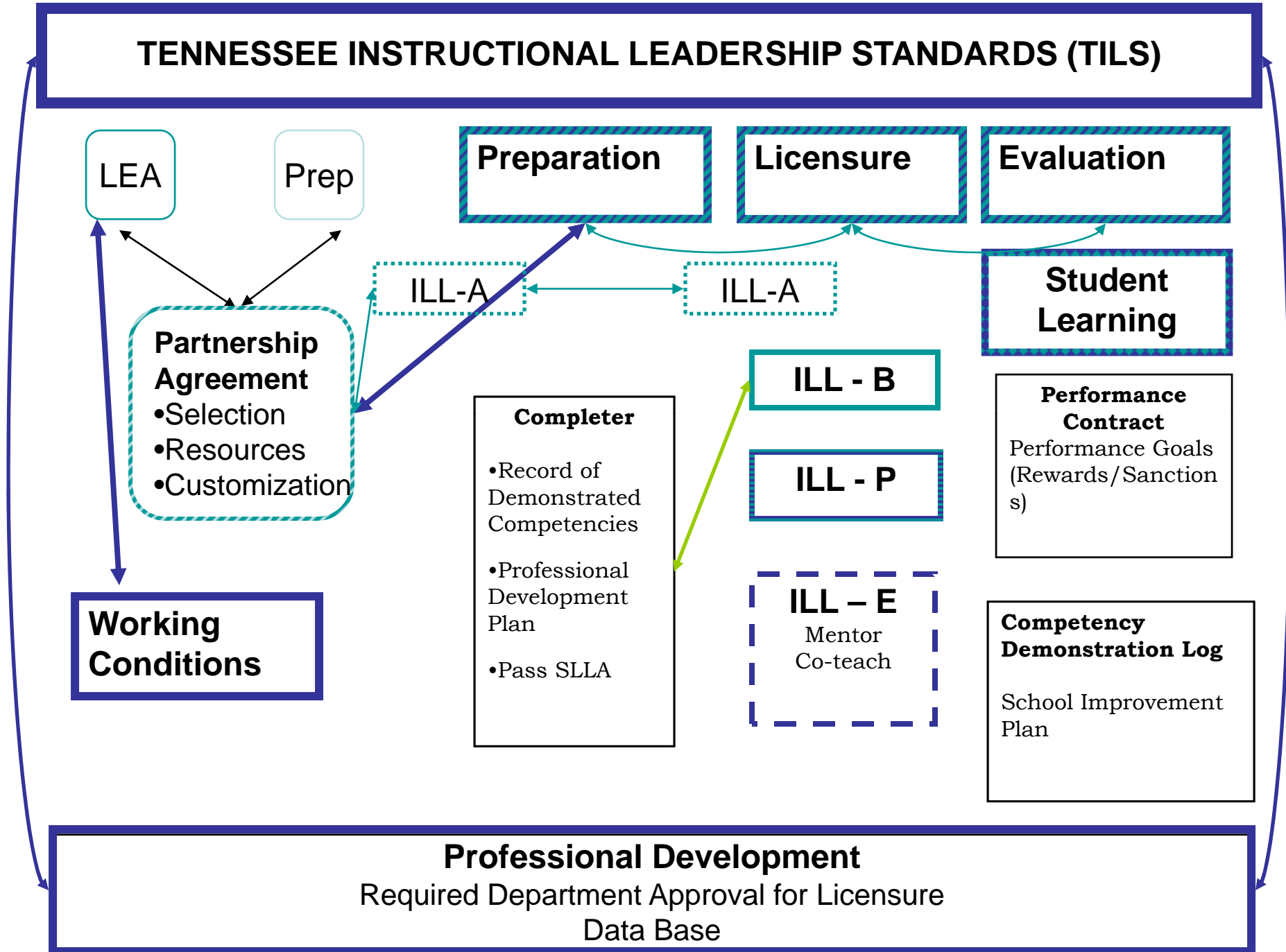
Competency Demonstration Log

School Improvement Plan

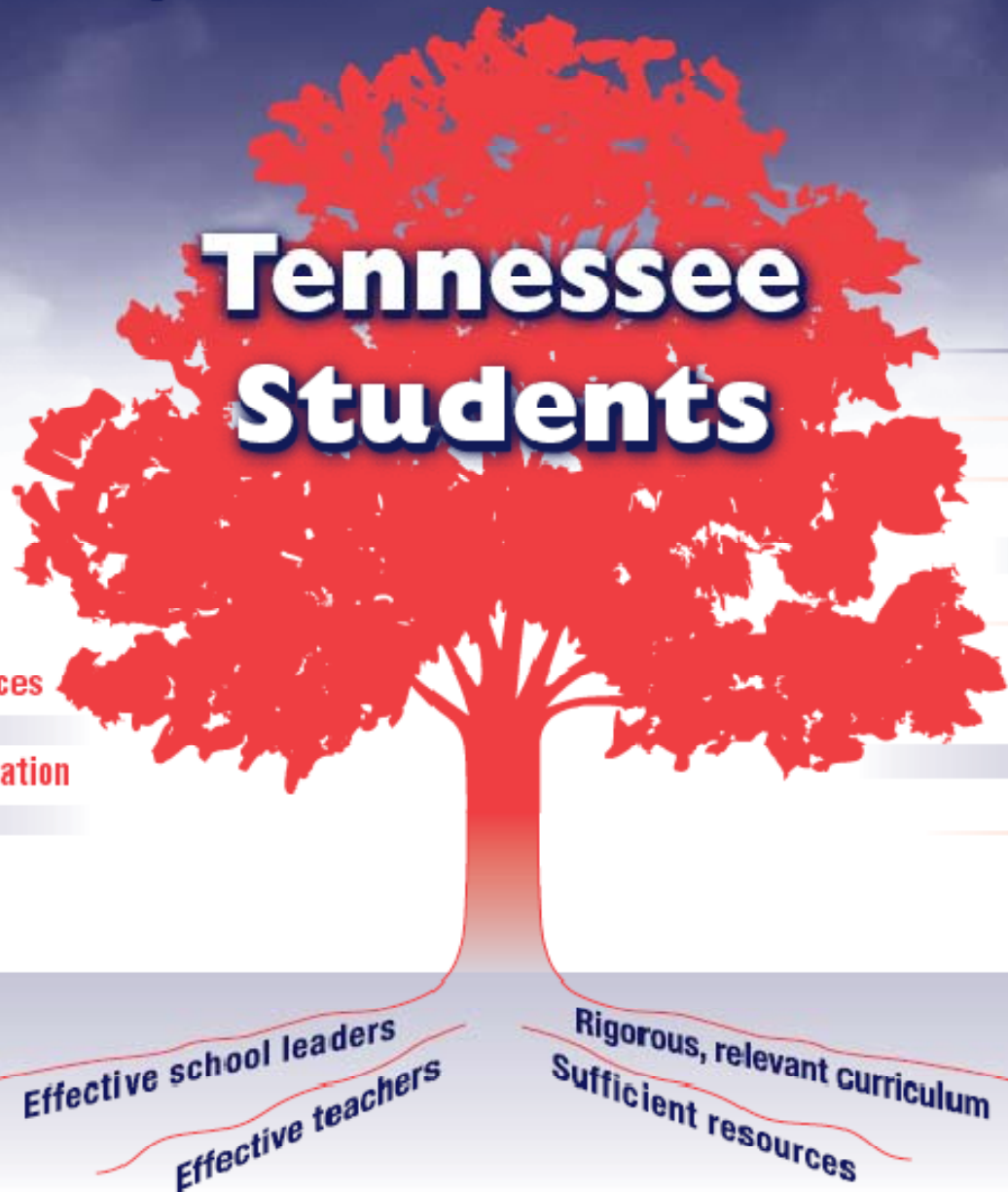
Working Conditions

Professional Development

Required Department Approval for Licensure
Data Base



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Effective Teachers

TENNESSEE

T **TEACHING**

Q **QUALITY**

I **INITIATIVE**



An Action Agenda for Change

Effective Teachers

TQI

Areas of Focus for Change

KNOWLEDGE BASE (content/pedagogy)

CHARACTERISTICS OF QUALITY TEACHERS

PROFESSIONALIZATION OF TEACHING

MODELING

MENTORING

Effective Teachers

Non-Traditional Programs

- Teach Tennessee
- Distinguished Professionals
- Other SBE Approved Programs

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Sufficient Resources

- BEP Review Committee
 - Annual prioritized recommendations
 - Measure of salary equity by state and region
- BEP 2.0 for 2007-2008
 - Total New BEP Funds \$ 347,754,000
 - 3% Raise \$ 56,538,000
 - Normal Growth \$ 89,278,000
 - Total Funds to Track \$ 206,053,000

