

**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 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:**

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%	66%	73%
4 <sup>th</sup> grade NAEP	28%	39%	56%

Source: Tennessee Department of Education

- 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%	64%	77%
4 <sup>th</sup> grade NAEP	29%	42%	60%

Source: Tennessee Department of Education

### **College and Career Readiness**

- 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%	56%	64%
8 <sup>th</sup> grade NAEP	28%	38%	55%

Source: Tennessee Department of Education

- 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%	49%	69%

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%	45%	67%

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	16%	25%	50%

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	86%	90%	92%

Source: Tennessee Department of Education

11. *The percentage of recent public high school graduates 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>
No remedial-developmental	61%	70%	80%

Source: Tennessee Higher Education Commission

### **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%	20%	25%

Source: Tennessee Higher Education Commission

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	57%	60%	65%

Source: Tennessee Higher Education Commission

---

<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.