
Tennessee College and Career Ready Goals and Indicators

The Background:

In November 2009 the State Board of Education was presented with an initial set of goals drafted through the College and Career Ready Policy Institute (CCRPI). In light of the results of the new assessments and the state's Race to the Top award, these goals have been refined. Indicators are divided into more specific statements and targets have been introduced. The targets include both ambitious but achievable interim targets in 2014-15 that will be used for planning and performance management for Race to the Top, and final targets in 2019-20 that reflect the state's strong aspirations for student performance.

The attached documents reflect a revised set of goals, indicators, and targets for all Tennessee students. This draft reflects the work of a diverse group of TDOE staff, THEC staff, SBE staff, Governor's Office of State Planning and Policy and feedback from other stakeholders including the FTTT Advisory Council.

The goals will be incorporated into the Tennessee Department of Education's annual report card as well as the State Board of Education's annual performance report.

The Master Plan Connection:

This item supports the Board's Master Plan as it seeks to focus curriculum, resources, leadership, and teaching from the state level to classrooms toward college- and career-readiness for all students.

The Recommendation:

The Department of Education recommends adoption of the goals, indicators, and targets on final reading. The SBE staff concurs with this recommendation.

Setting Targets for Tennessee's Goals for Student Performance

I. INTRODUCTION

This document proposes 15 student performance indicators that will be used to track Tennessee's progress toward meeting its educational aspirations for its students, along with ambitious targets for the level of student performance the state aims to attain by 2019-20 and 2014-15.

The primary targets are set for the academic year 2019-20 and reflect the state's highest aspirations. Should Tennessee meet these targets, for example, it will move from the bottom 10 of states in 8th grade math on the National Assessment of Educational Progress (NAEP) to a level of performance that exceeds the current performance of the nation's highest-performing state, Massachusetts. On the ACT assessment, these targets reflect a level of performance that far exceeds the current national performance of students who meet career-and college-ready benchmarks – by 14 percentage points in English, 37 percentage points in math, 28 percentage points in reading, and 51 percentage points in science.

In addition, interim targets are set for the academic year 2014-15 and will be used for planning and performance monitoring for Tennessee's First to the Top (FTTT) reforms. These targets are set to be very ambitious but also achievable and realistic, according to the business literature's "SMART" criteria (specific, measurable, achievable, realistic, and time-bound). When Tennessee meets these interim FTTT targets in 2014-15, it will have made unprecedented progress. Performance on the NAEP assessment in all grades and subjects will far exceed the current national averages, and the percent of students who meet ACT college- and career-ready benchmarks will also exceed current national averages. Finally, all student subgroups will have the same 2014-15 target – calling on much faster progress for students furthest from meeting college- and career-ready standards.

II. INDICATORS and TARGETS

School Readiness

Original language:

- The percentage of 4th 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.

Proposed revision:

- *1. The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 4th 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 rd grade TCAP	42% proficient	60% proficient	75% proficient
4 th grade NAEP	28% proficient	39% proficient	56% proficient

- *2. The percentage of 3rd grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 4th 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 rd grade TCAP	48% proficient	64% proficient	77% proficient
4 th grade NAEP	29% proficient	42% proficient	60% proficient

College and Career Readiness

Original language:

- The percentage of 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.

Proposed revision:

- *3. The percentage of 7th grade students (spring) who score at or above proficient on the TCAP reading/language arts assessment; and the percentage of 8th 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 th grade TCAP	43% proficient	57% proficient	75% proficient
8 th grade NAEP	28% proficient	38% proficient	55% proficient

- *4. The percentage of 7th grade students (spring) who score at or above proficient on the TCAP mathematics assessment; and the percentage of 8th 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
7 th grade TCAP	29% proficient	51% proficient	70% proficient
8 th grade NAEP	25% proficient	39% proficient	58% proficient

Original language (renumbered):

- **5. The percentage of 8th grade students (fall) who meet college-readiness benchmarks of the ACT EXPLORE assessment in English, reading, mathematics, and science.**

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
EXPLORE English	65% meeting CCR benchmark	71% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Reading	45% meeting CCR benchmark	61% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Math	37% meeting CCR benchmark	57% meeting CCR benchmark	75% meeting CCR benchmark
EXPLORE Science	15% meeting CCR benchmark	46% meeting CCR benchmark	75% meeting CCR benchmark

Proposed new indicator:

- **6. The percentage of 10th grade students (spring) who meet college-readiness benchmarks of the ACT PLAN assessment in English, reading, mathematics, and science.**

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
PLAN English	67% meeting CCR benchmark	74% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Reading	41% meeting CCR benchmark	61% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Math	26% meeting CCR benchmark	64% meeting CCR benchmark	80% meeting CCR benchmark
PLAN Science	16% meeting CCR benchmark	49% meeting CCR benchmark	80% meeting CCR benchmark

Original language:

- The percentage of high school graduates who score at or above proficient on both the English III and Algebra II end-of-course assessments.

Proposed revision:

- **7. The percentage of students who score at or above proficient on the TCAP end of course assessment in English III.**

Targets will be set after administration of the English III assessment.

- *8. The percentage of students who score at or above proficient on the TCAP end of course assessment in Algebra II.*

Targets will be set after administration of the Algebra II assessment.

Original language (renumbered):

- **9. The percentage of high school graduates who meet ACT college-readiness benchmarks in English, reading, mathematics, and science.**

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
ACT English	55% meeting CCR benchmark	68% meeting CCR benchmark	80% meeting CCR benchmark
ACT Reading	40% meeting CCR benchmark	60% meeting CCR benchmark	80% meeting CCR benchmark
ACT Math	24% meeting CCR benchmark	52% meeting CCR benchmark	80% meeting CCR benchmark
ACT Science	18% meeting CCR benchmark	49% meeting CCR benchmark	80% meeting CCR benchmark

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

Indicator	Baseline 2009-10	Interim Target 2014-15	Target 2019-20
Longitudinal cohort graduation rate	82% (estimate)	90%	92%

- 11. The percentage of first-time college and university freshmen enrolled in only credit-bearing courses (no remedial or developmental courses).

Postsecondary Access and Success

Original language (renumbered):

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

Proposed addition:

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

Original language, renumbered:

- 15. 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)