



# Tennessee Succeeds

**Strategic Plan 2015-18**

# History of TN Education Reform

## RAISE STANDARDS

- 2008: TN adopts higher standards through the Tennessee Diploma Project
- 2010: State Board unanimously adopts the Common Core State Standards in ELA and math
- 2013-15: TN completes overhaul of Career and Technical Education (CTE) courses.
- 2014: Review process for new math and ELA standards begins.

## INCREASE ACCOUNTABILITY

- 2011–12: Tennessee earns approval for first ESEA waiver and led nation in implementing statewide teacher evaluation model
- 2012–15: Evaluation model modified each year based on feedback from the field
- 2015: USED approves Tennessee's application for four-year waiver renewal

## ALIGN ASSESSMENTS

- 2011–12: Tennessee students begin completing CRA in math, applying multiple skills to solve a problem
- 2014–15: All students in grades 3-11 took writing assessment and social studies field test online
- 2015–16: First year of TNReady!

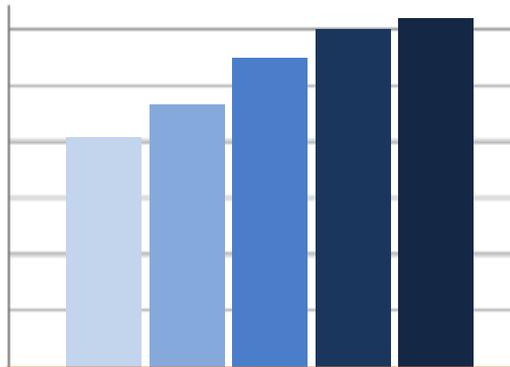
# SUCCESSSES TO DATE.



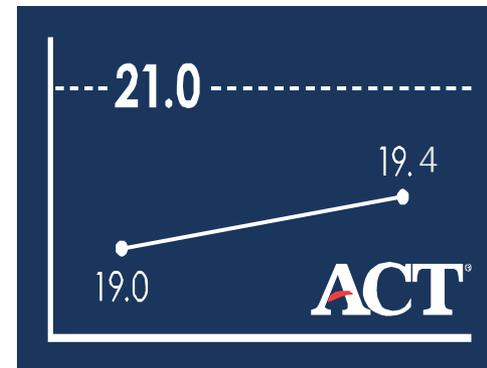
Fastest improving state  
in the nation on 4<sup>th</sup> and  
8<sup>th</sup> grade NAEP



Fastest growing graduation  
rate of any state



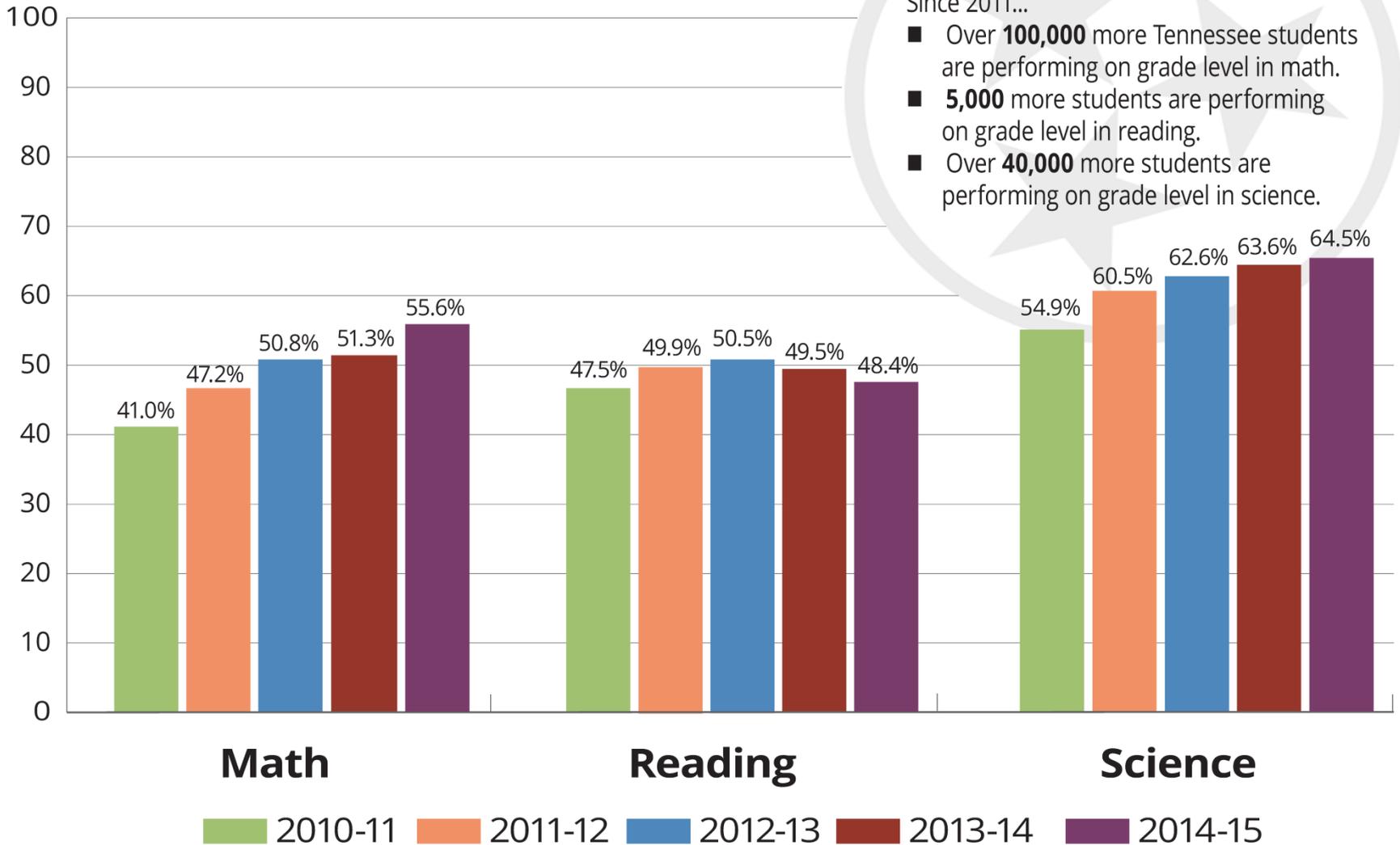
Consistent gains on TCAP  
every year since new  
assessments in 2010



ACT statewide average  
has increased to 19.4

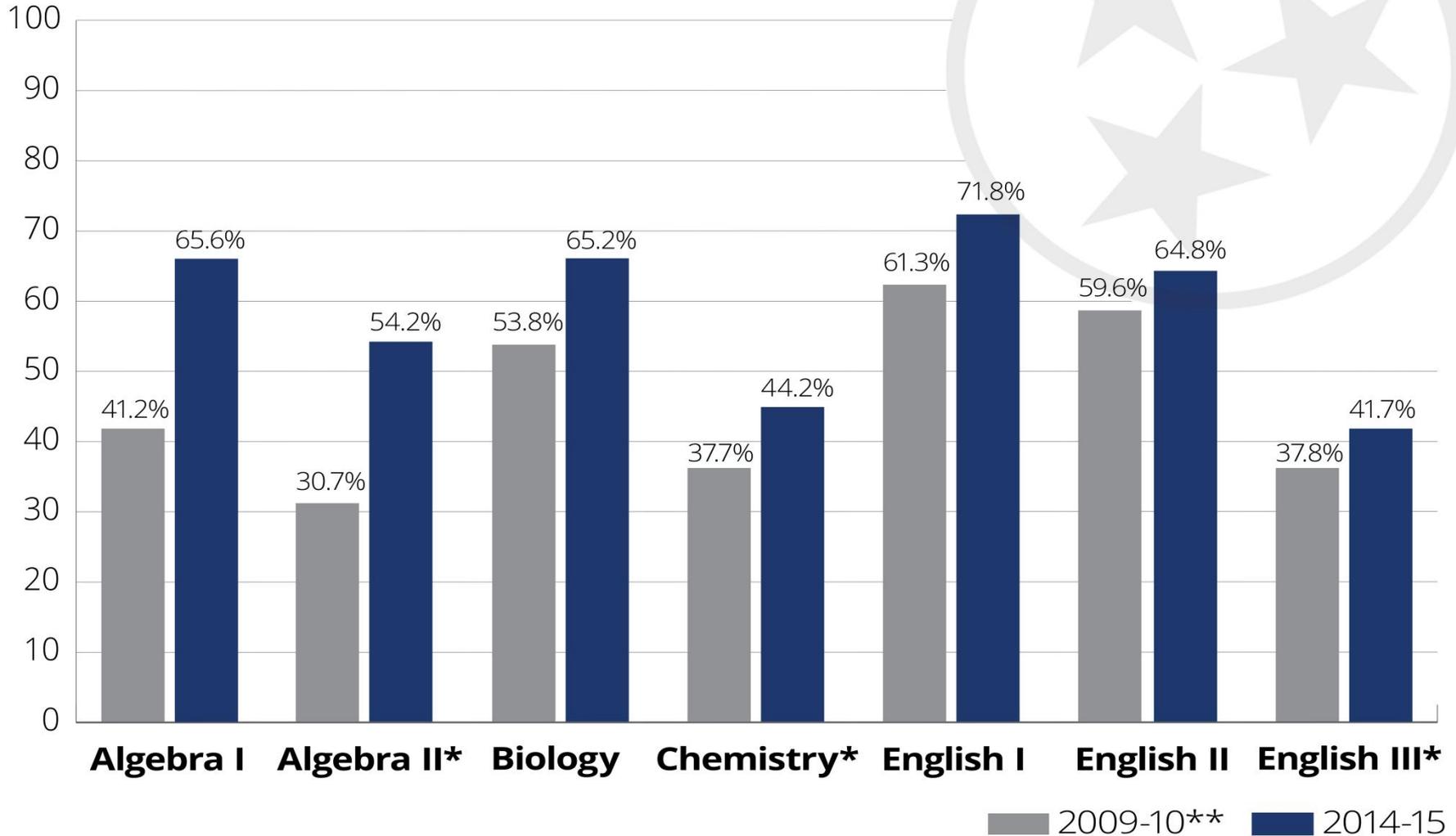
# GRADES 3-8 TCAP PERFORMANCE

Percentage of Students Proficient and Advanced by Subject



# HIGH SCHOOL TCAP PERFORMANCE

Recent Growth in Percentage of Students Proficient and Advanced by Subject



\*\*The state began implementing higher standards through the Tennessee Diploma Project in 2009-10.

\*The initial comparison year is different for Algebra II (2011), English III (2012), and Chemistry (2014).

# **BUT, WE STILL HAVE ROOM TO IMPROVE.**

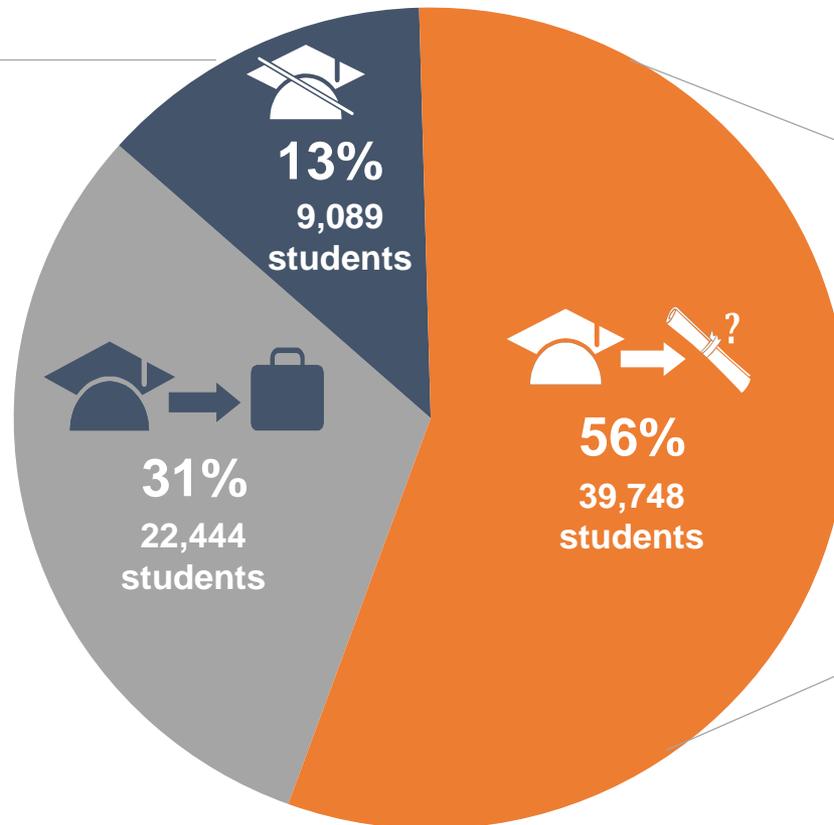
- **Less than half** of all 3<sup>rd</sup> thru 8<sup>th</sup> grade students are **proficient or above in reading.**
- Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP.
- In fall 2014, 43% of high school **graduates did not enroll in postsecondary.**
- Almost 60% of first-time freshmen in TN community colleges took at least **one remedial or developmental course.**
- Tennessee's **six-year graduation rate** is 28% for community colleges and 58% for universities.

# SUCCESS AFTER GRADUATION

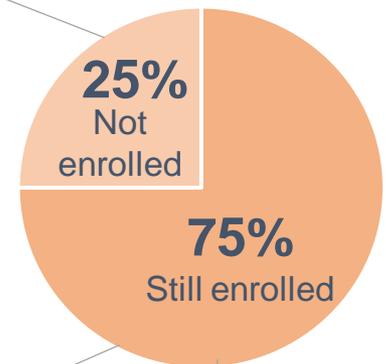
## 71,403 Students 2008 Cohort of High School Freshmen

Students who graduated from high school and entered the workforce and earn an average salary of **\$9,161 annually**, far below the poverty line.

- Did not graduate from high school
- Graduated from high school only
- Enrolled in postsecondary

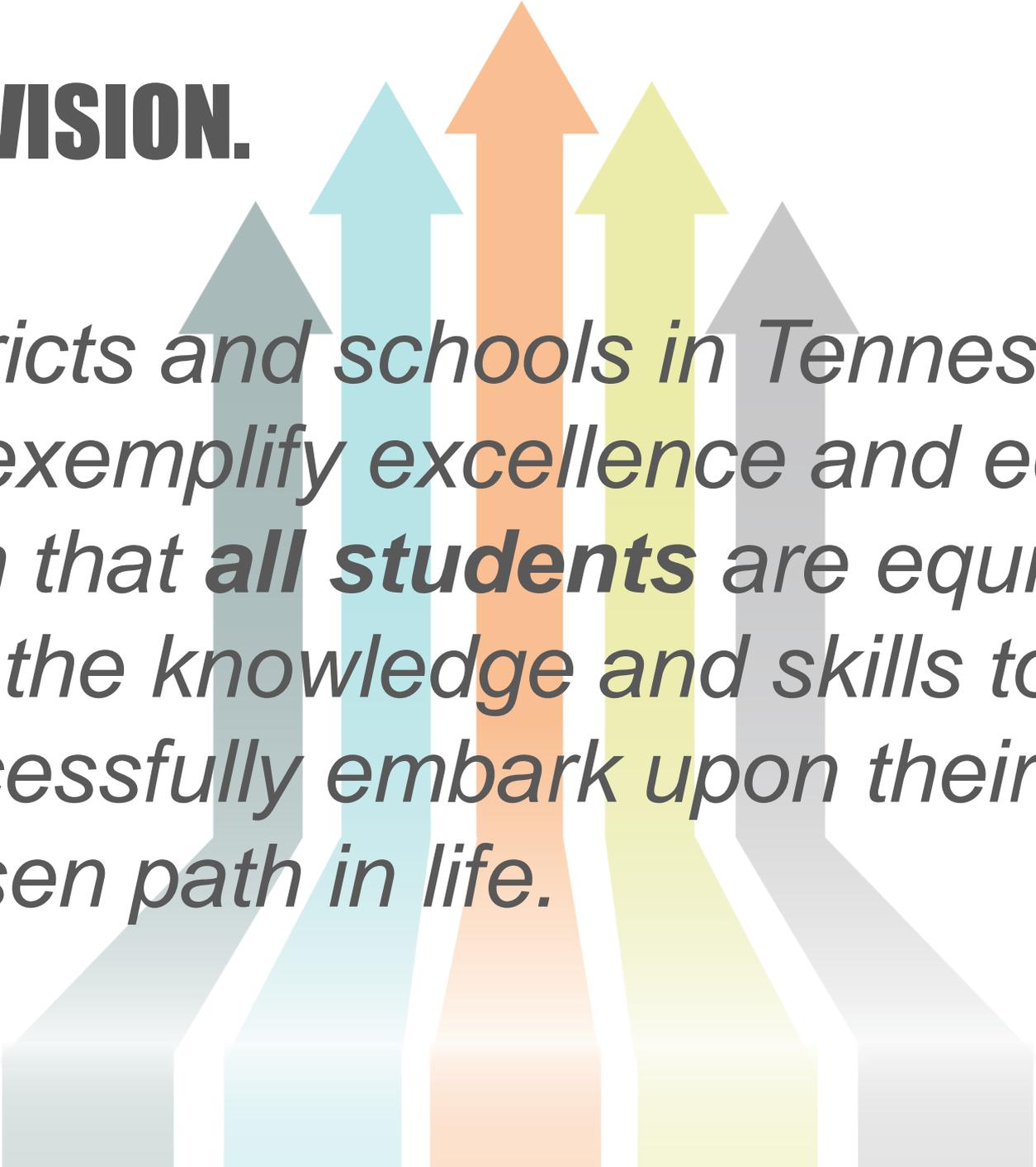


### After one year



Only 6 percent of students who were enrolled after one year completed a degree or certificate within two years.

# OUR VISION.



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

# OUR GOALS.

**1**

Tennessee will continue rapid improvement and rank in the top half of states on the Report Card.

**MEASUREMENT**

Tennessee will rank in top half of states on 4<sup>th</sup> and 8<sup>th</sup> grade NAEP in 2019.

**2**

The average ACT score in Tennessee will be a 21, allowing more students to earn HOPE scholarships.

**MEASUREMENT**

Tennessee will have an average public ACT composite score of 21 by 2020.

**3**

The majority of Tennessee high school graduates will earn a certificate, diploma, or degree.

**MEASUREMENT**

The class of 2020 will be on track to achieve 55% postsecondary completion in six years.

# OUR PRIORITIES

## **Early Foundations & Literacy**

Building skills in early grades to contribute to future success

## **High School & Bridge to Postsecondary**

Preparing significantly more students for postsecondary completion

## **All Means All**

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

## **Educator Support**

Supporting the preparation and development of an exceptional educator workforce

## **District Empowerment**

Providing districts with the tools and autonomy they need to make the best decisions for students

# EARLY FOUNDATIONS & LITERACY

## WHY THIS MATTERS

- Over the past several years, we have seen **steady gains in math** performance in grades 3-5; however, **English language arts** performance has remained **stagnant or declined**.
- Statewide assessments to measure student learning do not begin until **grade 3**.
- Of over 6,000 Tennessee students rated *below basic* in third grade English language arts, **less than 3 percent** reach *proficiency* by fifth grade.

**For many students, early intervention is a key element of later outcomes.**

National data shows that children who are not reading proficiently by third grade are four times less likely than their peers to graduate high school by age 19.

# EARLY FOUNDATIONS & LITERACY

Rather than focusing on short-cycle improvements, we have a long-term plan to confront lack of progress in early grades reading and writing across the state.

- Two specific initiatives: *Ready to Read* and *Read to be Ready*
- Implementing effective **screening** and high-quality **interventions** in **early grades**
- Continued **trainings** to target teacher knowledge of best practices
- Developing an **academic coach network** across the state to share effective strategies and provide on-the-job teacher training



# HIGH SCHOOL & BRIDGE TO POSTSECONDARY

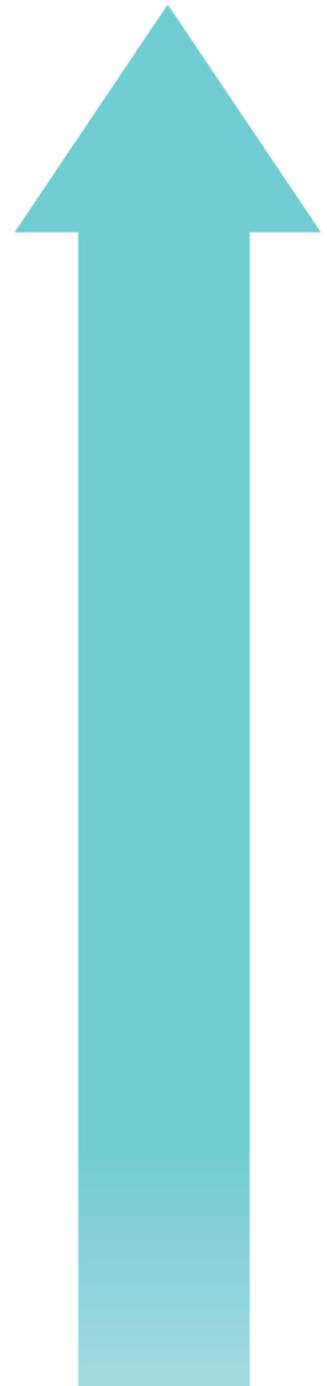
## WHY THIS MATTERS

- If we allow current trends to continue, only **24 percent** of high school graduates will earn a **postsecondary certificate** or degree **within six years** of their high school graduation.
- Among students from the graduating class of 2015, **only half** of the **12 percent** that took Advanced Placement tests for early postsecondary credit earned a passing score.
- **Less than half** of students who completed a **Tennessee Promise** application, which would qualify them for free attendance at any Tennessee community college, fulfilled all requirements to qualify for the scholarship.

# HIGH SCHOOL & BRIDGE TO POSTSECONDARY

As a state, we recognize that high school graduation cannot be the end goal and that students need experiences in high school that directly translate into postsecondary options.

- Greater student access to quality **early postsecondary** opportunities and **industry certifications**
- Develop a **common definition of postsecondary and workforce readiness** for students, parents, and schools
- **Focus on counselors** to ensure that students receive meaningful information about the steps needed to set and achieve postsecondary goals



# ALL MEANS ALL

## WHY THIS MATTERS

- We cannot improve outcomes overall without improving outcomes for our **historically underserved subgroups**: economically disadvantaged, Black-Hispanic-Native American, English learners, or students with disabilities.
- While average student performance has risen in past years, we continue to see substantial **achievement gaps** between students in historically underserved subgroups and their comparison groups.
- In grades 3-8, nearly 35,000 of the 450,000 students – **8 percent** – tested below basic in *both* math and English language arts. *All but 2,000* of these students fall into one of our four historically underserved subgroups.

# ALL MEANS ALL

As a state, we are committed to the success of all students. Our work in this area involves providing individualized support and opportunities for all students, with a specific focus on those who are furthest behind.

- Enhanced support with sharing best practices for **RTI<sup>2</sup>** in specific grade levels
- Pilot programs for **personalized learning** opportunities that support both students who are behind needing **remediation** and students who are advanced needing **acceleration**
- Address systemic gaps in different student groups' access to **highly effective teachers**



# EDUCATOR SUPPORT

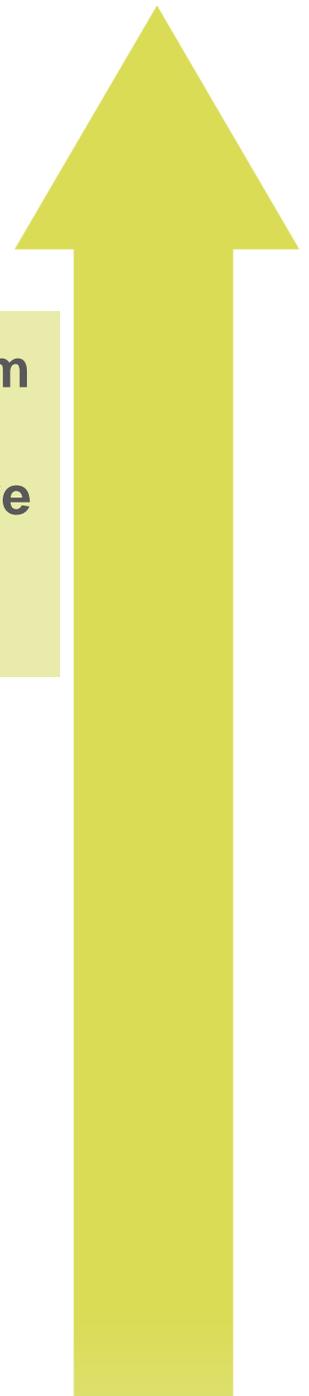
## WHY THIS MATTERS

- Since 2010, **15,000 educators** have entered Tennessee public schools through **40 state-approved preparation programs**. Improving teaching across the state will require improving teacher preparation.
- Nearly **one-third** of Tennessee teachers have less than five years of teaching experience, and **7 percent** are in their first year on the job.
- The percentage of teachers who say the process of teacher evaluation improves their teaching has risen steadily to **68 percent** of educators since the introduction of a new statewide evaluation system in 2012.

# EDUCATOR SUPPORT: TEACHER PREPARATION

Achieving our goals will require a tremendous amount from our teachers. Roughly one-fifth of teachers in the state are in their first through third-year in the classroom. We believe we can do more to ensure that the candidates you receive from our teacher prep institutions are classroom-ready.

- **Rigorous accreditation process** for educator preparation programs that focus on outputs
- **Feedback from employers** about the strength of candidates that will figure directly into the program accreditation process
- **New sources of public data** about the strengths and weaknesses of educator preparation programs in order to drive their improvement and to help candidates make informed decisions about the program they choose



# EDUCATOR SUPPORT: SCHOOL LEADER PREPARATION

Research shows that strong leadership impacts student performance. There are virtually no documented instances of low-performing schools being turned around without the intervention of a powerful leader. Knowing that roughly a quarter of principals in Tennessee turnover each year, we must address our issues around leadership pipeline.

- Develop a **transformational leadership advisory council**
- Support and develop **regional transformational school leadership hubs**
- Launch the **Governor's Academy for School Leadership (GASL)** which will impact districts **statewide**.



# DISTRICT EMPOWERMENT

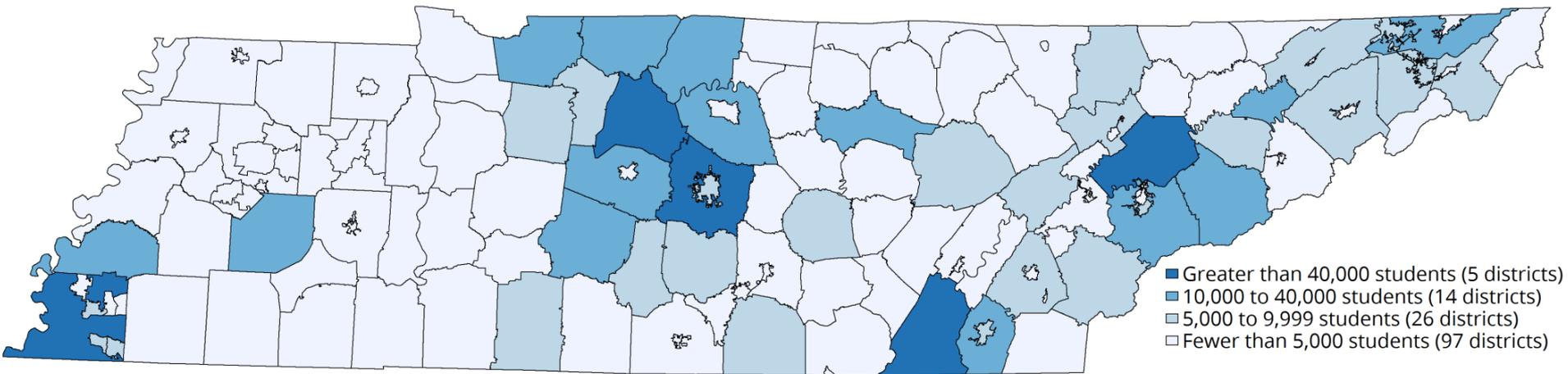
## WHY THIS MATTERS

- Serving the state means serving a diverse group of **142 districts**. We cannot achieve our collective goals without building **flexibility** and **district ownership** into all that we do. There is no one-size-fits-all model.
- The department actively measures ongoing progress to ensure a department orientation toward **empowerment rather than compliance**.
- Currently, **25 districts** are using an alternative, district-selected model for teacher evaluation, and **114 districts** are making use of state-provided evaluation support tools.
- Over a **hundred districts** have integrated with the state data system to allow real-time educator dashboards and fully-automated state reporting.

# DISTRICT EMPOWERMENT

## WHY THIS MATTERS

**Tennessee School Districts**  
*By Student Enrollment Numbers*



# DISTRICT EMPOWERMENT

Ideas worth replicating and spreading have started in our schools and classrooms - not at the state. We are committed to providing districts with the autonomy they need to best serve their students.

- Increased delivery of **actionable data** to our districts and schools
- **Simplified technology platforms** that support and automate district work
- Greater access to **innovative tools** that will allow educators to deliver compelling adaptive instruction
- **Networked improvement communities** to promote district innovation and idea-sharing





# HOW WILL YOU LEAD THIS VISION?

How will you align?

How will you communicate?

How will you inspire?



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# Legislative Updates

# Budget and BEP Legislation

- **\$260 million for K-12**
- **Record investment in the BEP = approximately \$220 million**
  - \$105 million for salaries
  - 12<sup>th</sup> month of insurance
  - Doubles state investment in technology
  - \$14 million for ELL
  - \$5 million for SPED
  - \$40 million for growth & inflation
- **\$9 million for current year enrollment growth**
  - Provides for a total current year growth fund of \$19 million
  - Projected to fund all growth above 1 percent

# Budget and BEP Legislation

- **\$9 million for statewide reading initiative**
- **\$15 million for insurance premium increase**
- **Codifies existing funding distribution – TACIR and CBER fiscal capacity models weighted at 50% each**
- **Revised special education funding options (10 options to 4)**
- **Revised at-risk definition for funding purposes (direct certification)**

# Tennessee Student Assessment Transparency Act

- **Eliminates the 8<sup>th</sup> grade EXPLORE and 10<sup>th</sup> grade PLAN assessments (or replacements);**
- **Provides students with the opportunity for one ACT or SAT re-take;**
- **Requires the department to annually release TCAP/TNReady test questions and student answers beginning in 2016-17;**
- **Requires LEAs to inform parents of how they can gain access to the individual results of their child;**
- **Requires the department to release assessment blueprints and assessment scoring methodology to all districts and post on the department's website.**

# Evaluation Flexibility

- **Provides teachers with the option to include or not include results from the 2015-16 TNReady and TCAP tests within the student growth component of their evaluation, depending on which scenario benefits them the most.**
- **If at any point in this three-year transition an educator's evaluation would not benefit by including the student growth data from the 2015-16 test, educators will have that data excluded.**

# Guns in K-12 Schools

- **Summary: (as amended in House)**
- **Allows school boards located in distressed rural counties to allow school employees to carry a concealed handgun on school grounds.**
- **School boards can authorize 1 employee per 100 students. Authorized employees must receive 40 hours of training prior to carrying and 16 hours of training a year after that.**
- **Latest House amendment limits to Wayne and Pickett Counties.**

# A-F School Grading Bill

- **Requires the department to develop a grading system that annually assigns schools a letter grade on the A-F scale.**
- **Starts in 2017-18 school year.**

# Pre-K Quality

- **Requires pre-k programs to meet criteria for "highly qualified"**
- **Adds new requirements to the pre-k application**
- **Requires districts that receive approval of a voluntary pre-k program to utilize the pre-k/k growth portfolio model.**

# Course Access

- Allows LEAs to provide courses on-line or through other means and offer such courses to students throughout the state.
- Courses must be courses not available in the student's school or through the student's home LEA.
- Cost of course will be determined by the LEA and the course provider.
- BEP funds will follow the student for course payments.

# Transgender Bathroom (failed)

- **Requires students to use restrooms and locker facilities that match the gender on their original birth certificate.**



**Questions?**

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