
Tennessee College and Career Ready Goals and Indicators

The Background:

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 draft 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. This draft reflects the work of the CCRPI Leadership Team and the input from a diverse set of stakeholders.

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 Governor's Office of State Planning and Policy and Department of Education recommend acceptance of the goals and indicators on first reading. The SBE staff concurs with this recommendation.



College- and Career-Readiness Goals July 2009

BACKGROUND

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. Subindicators are measures that break up an indicator into parts, such as by academic subject. Indirect indicators are measures that contribute to the attainment of a goal but are not directly reflected in the indicator. All indicators, subindicators, and indirect indicators will include measures for all students and for student subgroups when available.

TARGETS: The targets reflect the outcome that the state intends to achieve for each indicator, subindicator, and indirect indicator by 2017-18. The state will set lofty, but not unattainable, targets and the target will be the same for all student subgroups. If national comparison data are available, the state target will be set at approximately 125% of the national average.

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

INDICATOR

High school graduation rate – percentage of students who graduate on-time with a regular diploma (longitudinal cohort method, 2009-10 baseline)

Target: TBD November 2010

INDIRECT INDICATORS

- Completion rate – percentage of students who graduate from high school with a regular diploma, certificate of attendance, or special education diploma (longitudinal cohort method, 2009-10 baseline)
Target: TBD November 2010
- Dropout recovery rate – percentage of students who have dropped out of high school, returned to school, and graduated with a regular diploma (2009-10 baseline)
Target: TBD November 2010
- 9th grade on-track rate – percentage of 9th grade students who complete the first year with 1) the number of credits needed to be promoted to the 10th grade *and* 2) no more



than one semester "F" grade in a core academic subject (English, math, science, or social studies). (Consortium for Chicago School Research definition, 2009-10 baseline.)
Target: TBD November 2010

GOAL 2: Improve rates of college and career readiness

INDICATOR 1

High school graduates who are college- and career ready – the percentage of high school graduates who score "proficient" or "advanced" on both the English III and Algebra II end-of-course assessments (2011-12 baseline)

Target: TBD November 2012

SUBINDICATORS

- High school graduates who score "proficient" or "advanced" on the English III EOC assessment (2011-12 baseline).
Target: TBD November 2012
- High school graduates who score "proficient" or "advanced" on the Algebra II EOC assessment (2010-11 baseline)
Target: TBD November 2011

INDICATOR 2

8th grade students on track to college- and career-readiness – The percentage of 8th grade students who score "proficient" or "advanced" on the TCAP Reading/language arts and Mathematics end-of-grade assessments (2009-10 baseline).

Target: TBD November 2010

SUBINDICATORS

- 8th grade students who score "proficient" or "advanced" on the TCAP Reading/language arts end-of-grade assessment (2009-10 baseline)
Target: TBD November 2010
- 8th grade students who score "proficient" or "advanced" on the TCAP Mathematics end-of-grade assessment (2009-10 baseline)
Target: TBD November 2010
- 8th grade students who score "proficient" or "advanced" on the TCAP Science end-of-grade assessment (2009-10 baseline)
Target: TBD November 2010

INDIRECT INDICATORS

- 8th grade students who score "proficient" or "advanced" on NAEP Reading (see attachment)
- 8th grade students who score "proficient" or "advanced" on NAEP Math (see attachment)
- 8th grade students projected to meet the ACT Reading college benchmark – The percentage of students who have at least a 50% probability of reaching the ACT Reading college benchmark score based on their TVAAS projections (see attachment).



- 8th grade students projected to meet the ACT Math college benchmark – The percentage of students who have at least a 50% probability of reaching the ACT Math college benchmark score based on their TVAAS projections (see attachment).
- 8th grade students projected to meet the ACT Science college benchmark – The percentage of students who have at least a 50% probability of reaching the ACT Science college benchmark score based on their TVAAS projections (see attachment).
- 8th grade students who have met the EXPLORE Reading college benchmark (see attachment).
- 8th grade students who have met the EXLORE Math college benchmark (see attachment).
- 8th grade students who have met the EXPLORE Science college benchmark (see attachment).

INDICATOR 3

High school graduates who have met all ACT college-readiness benchmarks – The percentage of high school graduates who meet the ACT college-readiness benchmarks in English, reading, mathematics, and science (see attachment).

SUBINDICATORS

- High school graduates who have met the ACT Reading college-readiness benchmark (see attachment).
- High school graduates who have met the ACT Math college-readiness benchmark (see attachment).
- High school graduates who have met the ACT Science college-readiness benchmark (see attachment).

INDIRECT INDICATORS

- 10th grade students who have met the PLAN Reading college-readiness benchmark.
- 10th grade students who have met the PLAN Math college-readiness benchmark.
- 10th grade students who have met the PLAN Science college-readiness benchmark.

INDICATOR 4

High school graduates accelerated to college – The percentage of high school graduates who have attained postsecondary credit through dual enrollment, Advanced Placement exams, or College Level Examination Program (CLEP) exams or have attained industry certification (2007-08 baseline currently being calculated).

Target: TBD by October 2009

SUBINDICATORS

- Public high school graduates with 6 or more credits from dual enrollment.
- High school graduates who receive a 3 or higher on at least one Advanced Placement exam (see attachment).
- High school graduates who receive College Level Examination Program credit (2007-08 baseline currently being calculated).



- High school graduates who receive industry certification (2009-10 baseline).

INDICATOR 5

Disparity between HS course grades and scores on EOC assessments – The percentage of students who attain a course grade of “A” yet score below “proficient” on the EOC assessment (2009-10 baseline).

Target: TBD November 2010

GOAL 3: Increase rates of postsecondary enrollment

INDICATOR 1

Recent public high school graduates enrolled in postsecondary education (2007-08 baseline only includes *public* colleges, universities, tech centers, see attachment)

TRACKING INDICATORS

- Graduates enrolled in TN public 4-year universities
- Graduates enrolled in TN public community colleges
- Graduates enrolled in TN public technology centers
- Graduates enrolled in out-of-state or private colleges or universities

INDICATOR 2

First-time freshmen enrolled in remedial or developmental classes (2007-08 baseline, see attachment).

SUBINDICATORS

- Community college first-time freshmen enrolled in remedial or developmental classes (2007-08 baseline, see attachment).
- Public university first-time freshmen enrolled in remedial or developmental classes (2007-08 baseline, see attachment).

INDICATOR 3

Working-age population (25-64) with an associate’s degree or higher (2007-08 baseline, see attachment).

SUBINDICATORS

- Young working-age population (25-34) with an associate’s degree or higher (2007-08 baseline, see attachment).
- Young working-age population (25-34) with a bachelor’s degree or higher (2007-08 baseline, see attachment).

	Core Goal Description	Subindicators and Indirect Indicators	Baseline 2007-08	2009-2010	2011-2012	2013-2014	2015-2016	2017-2018 Target
High School	Core Goal #2 Improve rates of college- and career-readiness	8th grade students who score at or above proficient on NAEP Reading* (%)	26	28	31	35	37	38
		African-American	8	12	21	30	36	38
		Hispanic	18	21	26	33	36	38
		White	32	33	35	36	38	38
		Economically Disadvantaged	14	17	24	32	36	38
		8th grade students who score at or above proficient on NAEP Math* (%)	23	25	30	37	43	48
		African-American	7	9	18	34	44	48
		Hispanic	13	17	28	39	45	48
		White	30	32	38	43	47	48
		Economically Disadvantaged	12	17	27	38	45	48
		8th grade students projected to meet ACT Reading college benchmark (%)	41	46	51	56	61	66
		African-American	18	28	37	47	56	66
		Asian/Pacific Islander	57	59	61	62	64	66
		Hispanic	26	34	42	50	58	66
		Native American	40	45	50	56	61	66
		White	50	53	56	60	63	66
		Economically Disadvantaged	23	32	40	49	57	66
		Limited English Proficient	3	16	28	41	53	66
		Special Education	5	17	29	42	54	66
		8th grade students projected to meet ACT Math college benchmark (%)	22	28	35	41	48	54
		African-American	7	16	26	35	45	54
		Asian/Pacific Islander	46	48	49	51	52	54
		Hispanic	12	20	29	37	46	54
		Native American	17	24	32	39	47	54
		White	27	32	38	43	49	54
		Economically Disadvantaged	10	19	28	36	45	54
		Limited English Proficient	3	13	23	34	44	54
		Special Education	2	12	23	33	44	54
		8th grade students projected to meet ACT Science college benchmark (%)	11	16	21	25	30	35
		African-American	2	9	15	22	28	35
		Asian/Pacific Islander	31	32	33	33	34	35
		Hispanic	5	11	17	23	29	35
		Native American	9	14	19	25	30	35
		White	15	19	23	27	31	35
		Economically Disadvantaged	4	10	16	23	29	35
		Limited English Proficient	1	8	15	21	28	35
		Special Education	1	8	15	21	28	35
		HS graduates who have met the ACT Reading college benchmark (%)	51	53	57	61	64	66
		African-American	20	26	37	50	60	66
		Asian/Pacific Islander	57	58	60	63	65	66
		Hispanic	43	46	51	58	63	66
		Native American	51	53	57	61	64	66
		White	59	60	62	64	65	66
		HS graduates who have met the ACT Math college benchmark (%)	33	35	40	46	51	54
		African-American	9	13	23	37	48	54
		Asian/Pacific Islander	55	55	55	54	54	54
		Hispanic	25	28	34	43	50	54
		Native American	28	30	36	44	51	54
		White	38	40	43	48	52	54
		HS graduates who have met the ACT Science college benchmark (%)	23	24	27	31	33	35
African-American	5	8	15	24	31	35		
Asian/Pacific Islander	34	34	34	35	35	35		
Hispanic	17	19	23	28	32	35		
Native American	19	20	24	29	33	35		
White	28	29	30	32	34	35		
Graduates who receive a 3 or higher on at least one AP exam (%)	9	11	13	15	17	19		
African-American	3	6	9	13	16	19		
Asian/Pacific Islander	29	29	29	29	29	29		
Hispanic	10	12	14	15	17	19		
Native American	14	15	16	17	18	19		
White	9	11	13	15	17	19		
CC first-time freshmen enrolled in remedial or developmental (%)	66	64	59	52	47	44		
African-American	92	88	77	61	51	44		
Asian/Pacific Islander	71	69	62	54	48	44		
Hispanic	73	70	64	55	48	44		

DRAFT - TENNESSEE GOALS AND INDICATORS

Core Goal Description		Baseline 2007-08	2009-2010	2011-2012	2013-2014	2015-2016	2017-2018 Target
College	Subindicators and Indirect Indicators						
	Native American	68	66	60	53	47	44
	White	60	59	55	50	46	44
	Public univ first-time freshmen enrolled in remedial or developmental (%)	15	15	14	12	11	10
	African-American	31	31	27	18	14	10
	Asian/Pacific Islander	11	11	11	10	10	10
	Hispanic	11	11	11	10	10	10
	Native American	14	14	13	12	11	10
	White	12	12	12	11	10	10
	Young working-age population (25-34) with associate's degree or higher (%)*	30	31	33	36	40	45
	African-American	22	24	27	31	37	45
	Asian/Pacific Islander	64	63	60	56	51	45
	Hispanic	10	12	17	24	33	45
	Native American	8	10	15	23	33	45
	White	33	34	35	38	41	45
	Young working-age population (25-34) with bachelor's degree or higher (%)*	24	25	26	29	33	36
	African-American	15	17	19	24	31	36
	Asian/Pacific Islander	59	57	55	49	42	36
	Hispanic	6	9	11	19	29	36
	Native American	8	10	13	20	29	36
White	27	28	29	31	34	36	

* Indicates one-year lag (e.g., 2007-08 NAEP data is from 2007 NAEP administration).