



The Tennessee Diploma Project

Aligned Expectations

Tennessee's Student Pipeline

In 2002 for each 100 students in the 9th grade:

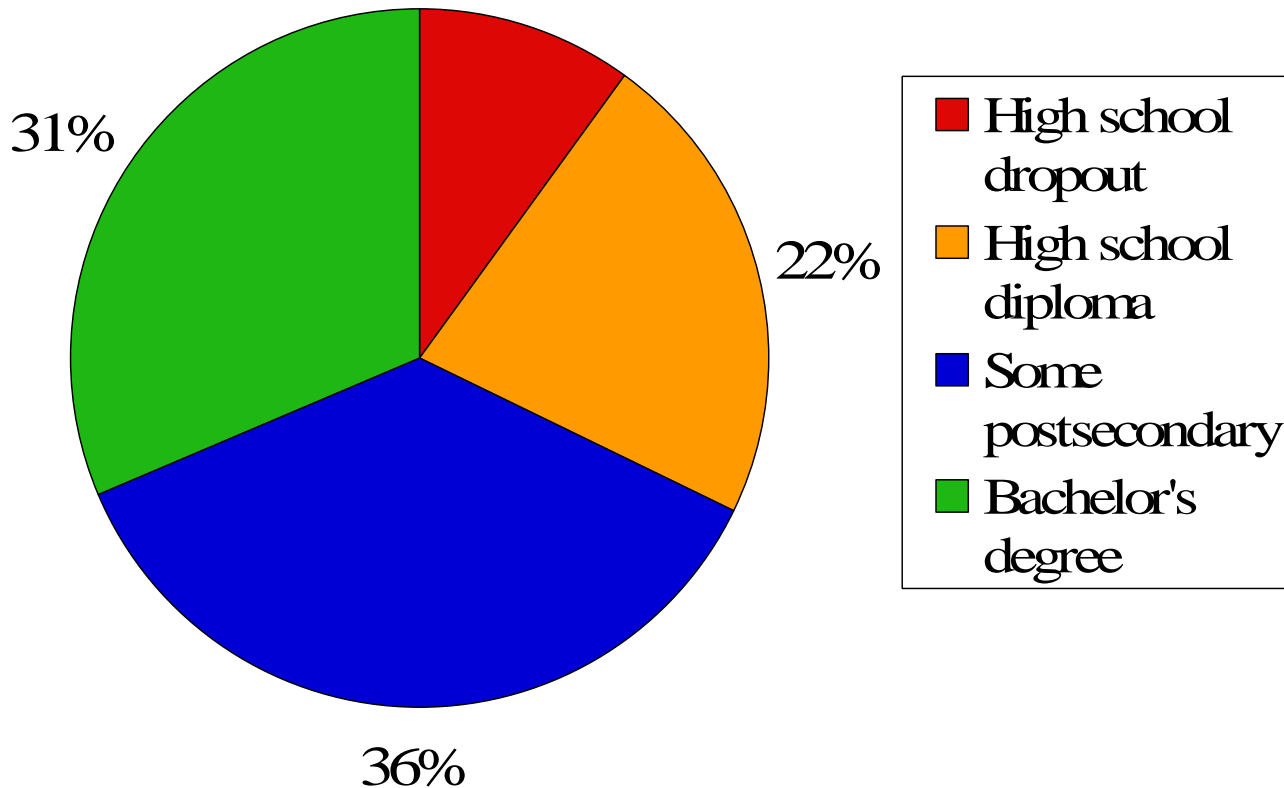
- 59 graduated high school on time
- 36 entered community college or university
- 25 were enrolled the sophomore year
- 15 graduated within 150% of time



Background

Share of new jobs, 2000–10

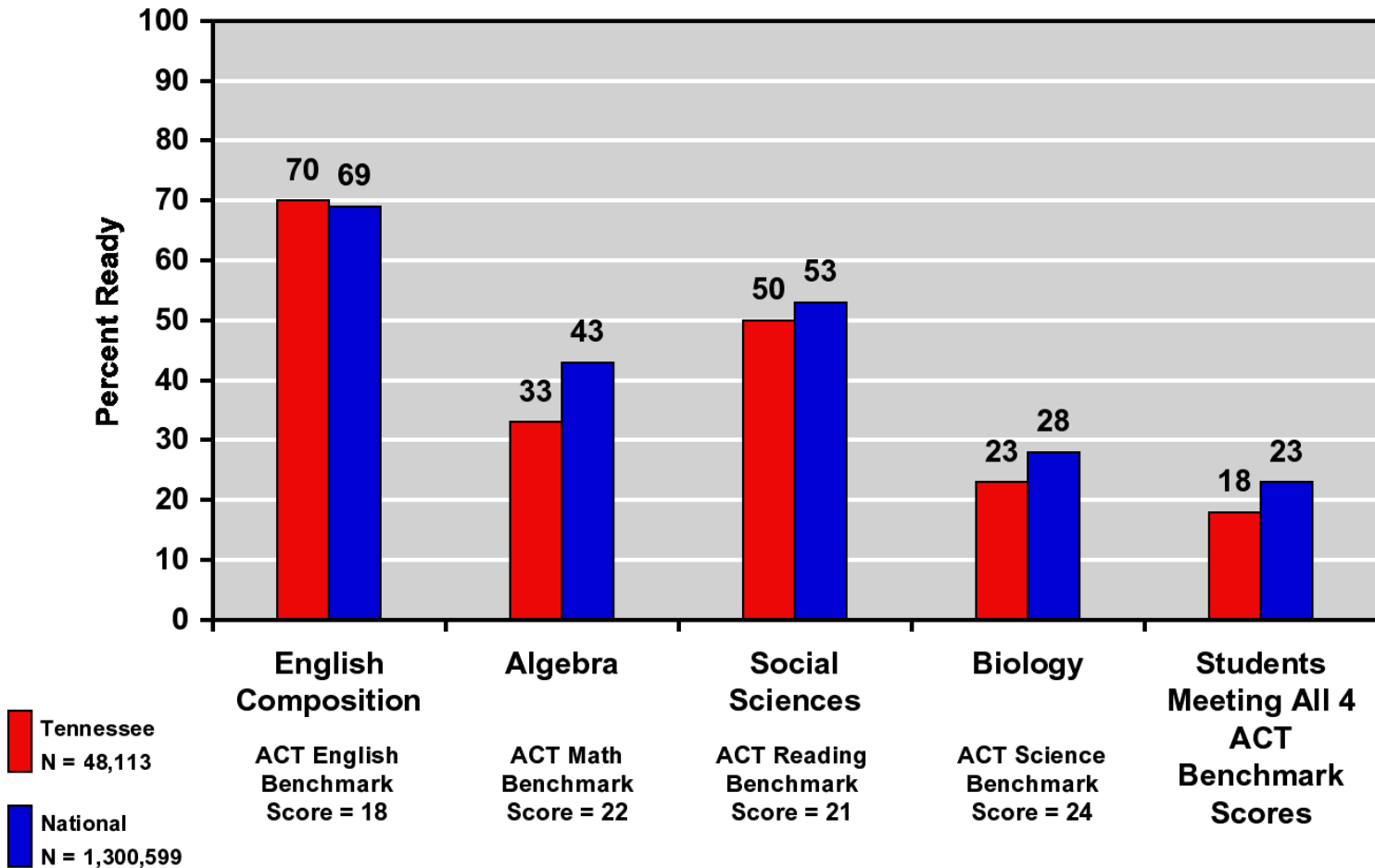
10%



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

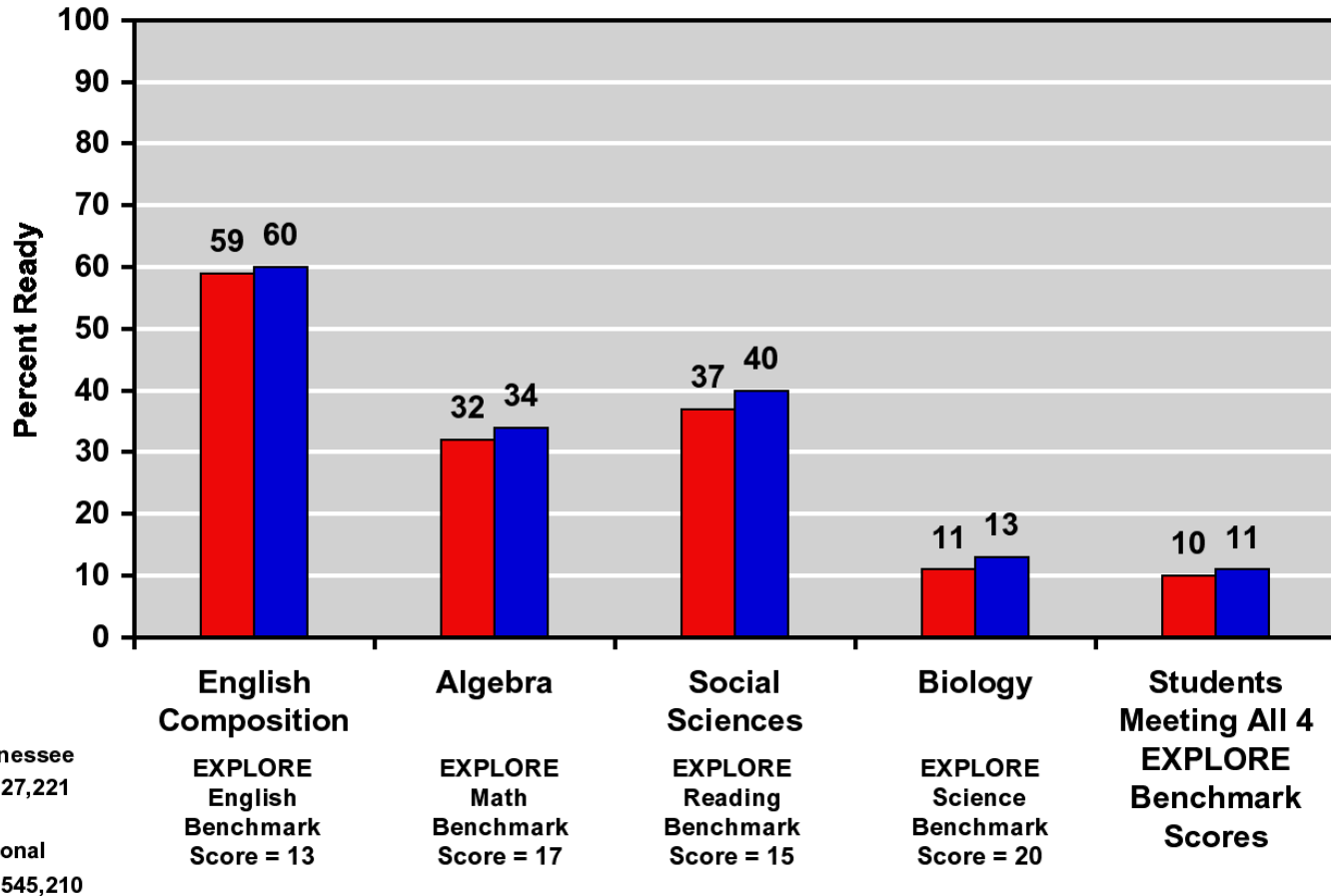
Source: Carnevale, Anthony P. and Donna M. Desrochers, *Standards for What? The Economic Roots of K–16 Reform*, Educational Testing Service, 2003.

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.

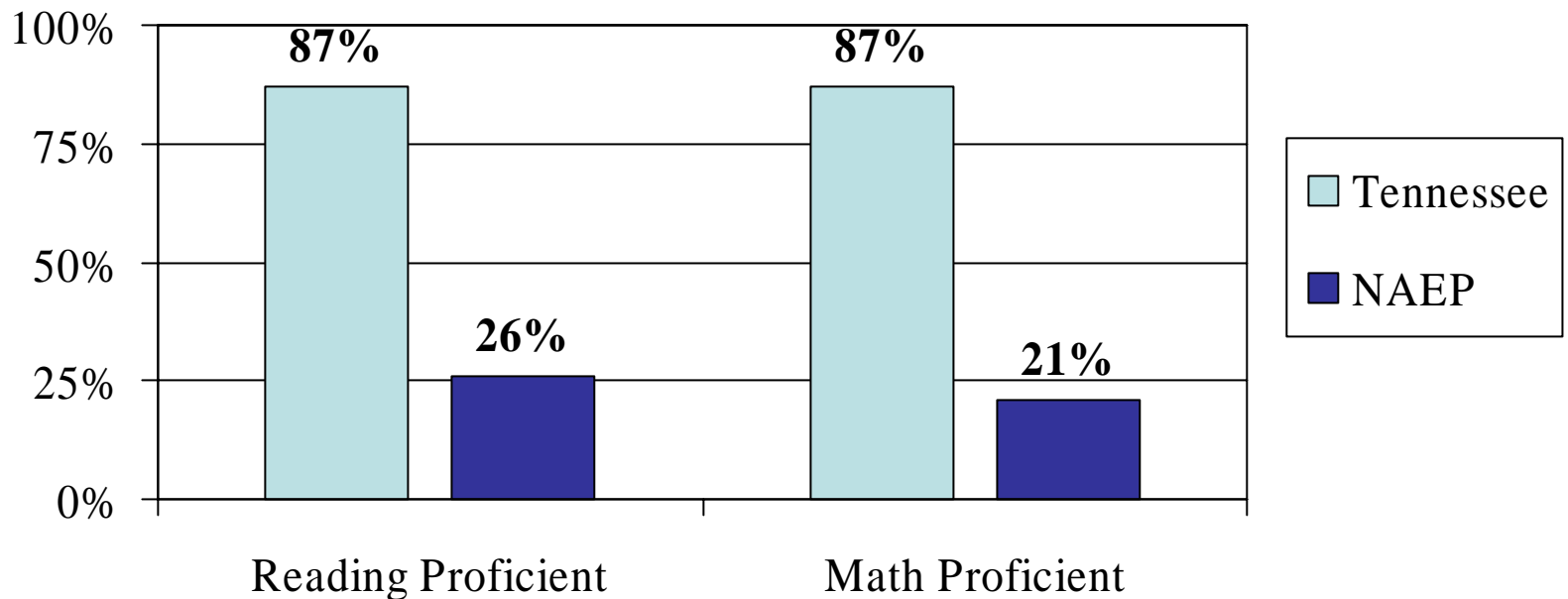
Are Tennessee Students Proficient?

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)



Achieve and the American Diploma Project

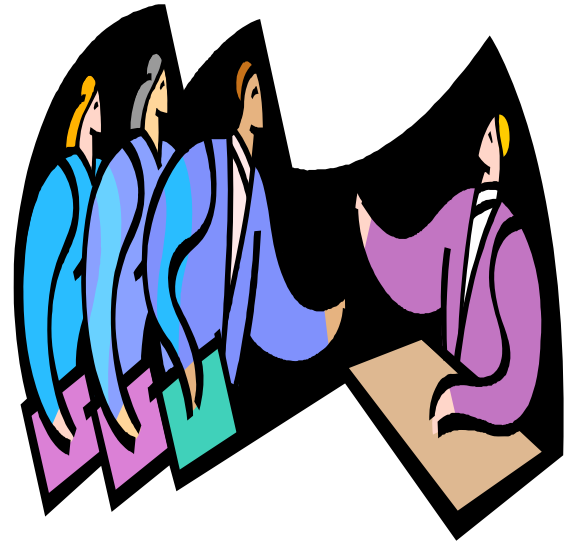


- Created by the NGA and business leaders in 1996
- A bipartisan Not-For-Profit that helps states raise academic standards
- Assessments and accountability driven
- Prepare all young people for postsecondary education, work and citizenship

American Diploma Project

30 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



American Diploma Project

The ADP network gives our state a blueprint for making our standards more rigorous and our graduation requirements more in line with the demands of college and work.



ADP Benchmarks

- Curriculum revisions in Math and English/Language Arts (K-12)
- “Side-by-Side” analysis by Achieve plus 2 Quality Reviews
- Keyed to NAEP, ACT, College Board/SAT



Other ADP States

- Georgia adopts one path for all students graduating in 2012:
 - 23 credits required
 - 4 English, 4 math, and 4 science
 - Math through Algebra II and beyond
- Ohio commissioned a study to establish International Academic Benchmarks
 - First state to ask how its students stack up against the world

Tennessee Diploma Project

Align our curriculum then make sure we give students, parents and teachers a pathway to reach those high standards. At the end of the day, make sure that our tests and graduation requirements reflect that our kids really are prepared for workforce training or college.



Tennessee Diploma Project

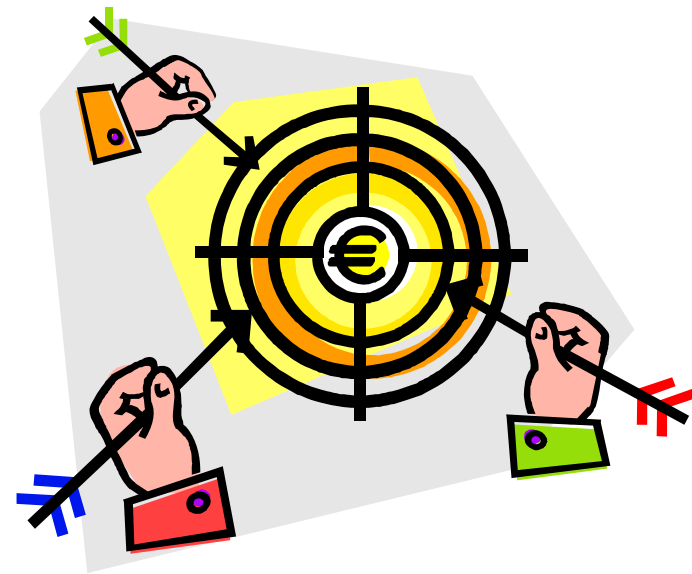


The project is led by the *Tennessee Alignment Committee*, a panel of state and local government officials, and business, postsecondary and K-12 leaders from across the state.

Tennessee Diploma Project

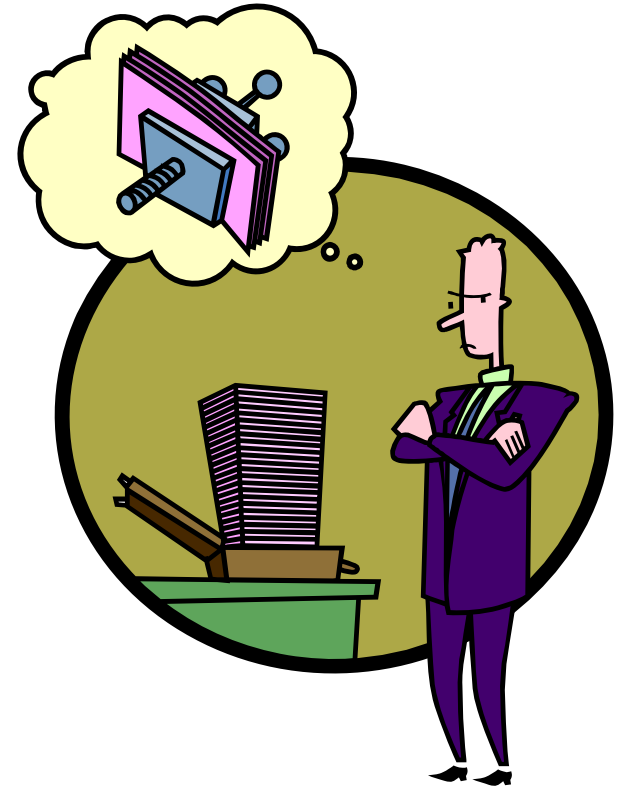
The goal is to build public and stakeholder support for raising education standards in a manner that rises above politics and partisanship.

Both higher education and the business community play key roles.



Tennessee Diploma Project

The Alignment Committee asked the Tennessee Business Roundtable, a statewide organization of CEOs to gather input from key business leaders across the state regarding their observations and expectations of high school graduates' skills and knowledge. The information is valuable in developing the overall plan for addressing ADP Network priorities.



Tennessee Diploma Project

The Business Roundtable, with financial support from the Hyde Family Foundation of Memphis, worked with major chambers of commerce to host regional roundtable discussions, or informal focus groups, in six local markets across the Volunteer State.



Roundtable discussions held between June 19 and August 7, 2007:

- Memphis
 - Jackson
 - Northeast Tennessee
 - Chattanooga
 - Knoxville
 - Nashville
- Meetings hosted by local chambers of commerce and led by Governor Bredesen
- Participants included more than 130 senior executives representing 112 companies and organizations from across Tennessee
- As a follow-up, surveys on essential college and work-force readiness skills (in math and English) were sent to both the CEOs and the HR directors of these 112 companies/organizations.



What They Told Us

Graduates need:

- stronger **math and science skills**, but especially have mastered basic math; in addition, post-secondary school or work requires that students be able to think critically toward a focused solution
- stronger **communication skills**, including both verbal skills and writing skills
- to be **able to work in teams** to solve real world problems
- to be **able to think, apply, and use** what they know
- to have a **strong work ethic**; be at work regularly and be on time

Timeline

- **November 2, 2007**
 - **SBE** approves curriculum standards on first reading in language arts, math, and science
 - **SBE** approves H S Transition policy and rule on first reading
- **January 25, 2008**
 - **SBE** approves curriculum standards on second reading in language arts, math, and science
 - **SBE** approves H S Transition policy and rule on second reading

Timeline

- **January, 2008 - SDE**
 - RFP for new assessments in grades 3 – 8
 - RFP for new HS end-of-course assessments
 - Begin training on new curriculum standards (format and content changes)
 - Professional Development on new curriculum standards (both in **content** and **teaching strategies**)
- **2008/2009 - SDE**
 - New curriculum standards integrated into current curriculum; Continue training and professional development
- **2009-2010 - SDE**
 - New standards in place; new assessments administered

H S Graduation Requirements

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

- transition from Gateway to EOC as percentage of yearly grade
- increasing the credit requirements to 22
- aligning the curriculum with ACHIEVE's standards
- developing new assessments
- 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
 - AP World History, Modern History, Ancient History, European History
- 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

Options being considered:

- 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

Options being considered:

- 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.



One Last Thought...



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

William Daggett