



**The State of Education
in Tennessee - 2010**

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March 24, 2011
Dear Fellow Tennesseans,

2010 was an exciting year for education reform in the Volunteer State. After realizing that far too few of our students are graduating with the skills they need to be successful in life, Tennesseans rose to the challenge and began to lay the foundation to dramatically improve our schools. The state has attracted millions of dollars in federal and philanthropic funds to support innovative K-12 education reforms and has passed the most significant education legislation since 1992. Over a year ago, I wrote that our state had a once-in-a-lifetime opportunity to improve education for our students. In 2010, Tennesseans proved they were up to the challenge.

In 2009, the Tennessee State Collaborative on Reforming Education (SCORE) issued its "Roadmap to Success" report outlining a plan to make Tennessee schools number one in the Southeast within five years. Our plan, which is based on the consensus of education, political, business, and community leaders across the state, is composed of more than 60 detailed policy recommendations around embracing high standards, cultivating strong leaders, ensuring excellent teachers, and using data to enhance student learning. Many of the key recommendations regarding raising the state's standards for receiving a high school diploma, using value-added data to make decisions about hiring, tenure, and compensation, and surveying teachers on their working conditions have already been implemented. But while significant progress has been made, more work remains.

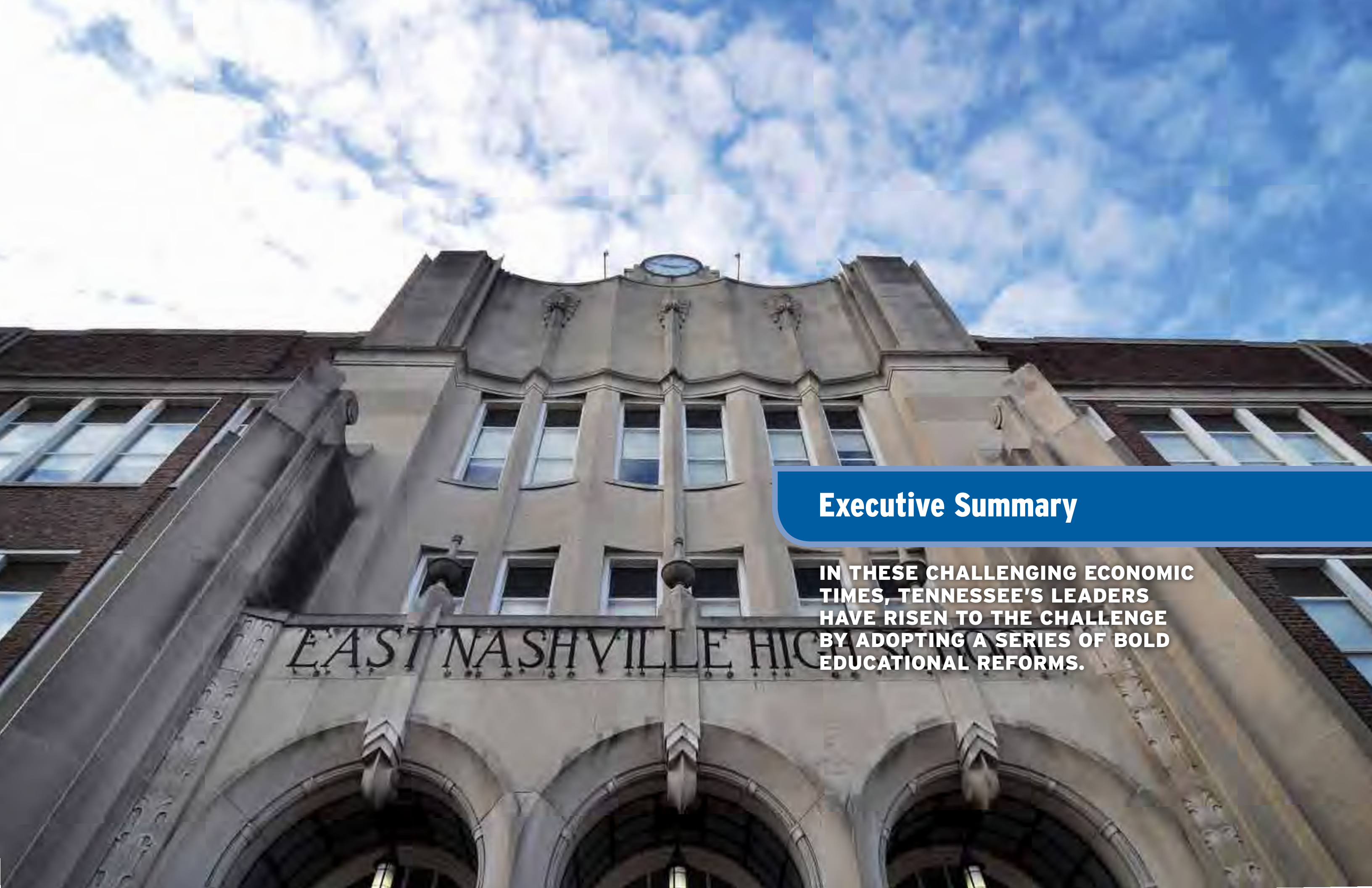
As you will see, SCORE's priorities for 2011 highlight the actions that we believe must be taken to ensure that the state can maintain the historic momentum we have experienced. These priorities are based on the notion that effectively implementing the reforms that have been passed is critical to ensuring there are real improvements in student achievement. All of us - educators, parents, students, policy experts, and state and local officials - have a role to play in implementing these reforms. SCORE will continue to work with all stakeholders to ensure we stay on a pathway to success.

We hope that you read through this annual update and are both inspired by the tremendous progress that has been made, and motivated to continue in this important work. As the link between producing an educated workforce and creating jobs becomes clearer, there is no better time for our continued commitment to education reform. Tennessee's children deserve nothing less.

With warmest regards,

Rick Frist





Executive Summary

IN THESE CHALLENGING ECONOMIC TIMES, TENNESSEE'S LEADERS HAVE RISEN TO THE CHALLENGE BY ADOPTING A SERIES OF BOLD EDUCATIONAL REFORMS.

Since the release of SCORE's "Roadmap to Success" report in October 2009, Tennessee has transformed into a national leader for education reform. State and local leaders from both parties have repeatedly emphasized their commitment to ensuring that every Tennessean graduates from high school prepared for the global economy. The state has passed its most significant piece of education legislation in more than two decades. The state has received more than \$710 million in philanthropic and competitive federal grants to support the implementation of its ambitious reforms. Although Tennessee's student achievement levels remain in the bottom quarter nationally, recent reforms have begun to create the political, policy, and funding conditions to ensure that Tennessee's schools become number one in the Southeast by 2015.

The growing link between a quality education and economic opportunity has been a critical motivator for these reforms. A study released by the Tennessee Department of Labor and Workforce Development found that seven of the ten fastest growing jobs in the state require some type of postsecondary degree. Nowhere is this clearer than at some of the state's newest employers, including Hemlock Semiconductor in Clarksville and Volkswagen in Chattanooga, where the vast majority of workers are required to possess at least an associate's degree.

In the face of this growing economic imperative, Tennessee's leaders have risen to the challenge by adopting a series of bold educational reforms. One of the most important reforms was the Tennessee Diploma Project, which raised the bar for what Tennessee students must learn in order to graduate from high school. In Fall 2009, the state began implementing more rigorous academic standards as part of the Diploma Project. These new standards require many skills be taught in earlier grades and that students develop more analytical thinking and problem solving skills.

In January 2010, the momentum for education reform continued during a special legislative session in which the General Assembly passed the First to the Top Act, the largest piece of education reform legislation in Tennessee since 1992. This legislation made significant changes to how the state evaluates educators by requiring

that evaluations for all teachers and principals be based at least 50 percent on student achievement data. In addition, the legislation allows school systems to create new, innovative salary schedules for teachers and principals, and created an Achievement School District that allows the state Commissioner of Education to intervene in consistently failing schools.

Soon after this historic legislation passed, Tennessee was one of 41 states to submit an application in the first round of the federal Race to the Top competition, a grant created to encourage and reward states that were implementing ambitious statewide education reforms. In March 2010, Tennessee was chosen as one of only two winners in the first round of the competition, which will result in more than \$501 million in federal funding coming to the state over the next four years. Half of these funds will be directly distributed to local school districts to support local reform efforts, while the other half will be used by the state to support specific reforms including the adoption of higher academic standards, the creation of a new teacher and principal evaluation system, additional professional development for teachers on how to use data to improve instruction, and turnaround efforts in the state's lowest performing schools.

There have also been many successes at the local level since the release of SCORE's "Roadmap to Success" report. For example, in November 2009, the Bill & Melinda Gates Foundation announced that Memphis City Schools was one of only four sites in the country chosen to participate in the foundation's Teacher Effectiveness Initiative. Over the next seven years, this initiative will bring more than \$110 million in philanthropic funding to Memphis to help improve the effectiveness of the city's teaching force. Additionally, in August 2010, the Niswonger Foundation in Greeneville secured a \$21 million grant from the U.S. Department of Education to implement rigorous coursework in 15 rural districts in northeast Tennessee through a combination of distance learning, online learning, Advanced Placement, and dual enrollment courses.

2010 was a historic year for education reform in Tennessee. However, the real work of implementing the state's recent reforms is

just beginning. SCORE believes there are four priorities Tennessee must focus on in the coming year to ensure that its schools remain on the path to becoming number one in the Southeast by 2015.

First, there must be **sustained policy leadership** from a wide array of stakeholders, including education, political, business, and community leaders. These leaders, especially Governor Haslam, must keep education reform at the top of the public agenda by highlighting the clear connection between education and jobs. These leaders must continue to support the key reforms that have been put into place, especially the Tennessee Diploma Project and the First to the Top Act. In addition, these leaders must continue to push forward with other reforms recommended in SCORE's "Roadmap to Success" report, including ensuring that the state's new teacher evaluation system is connected to professional development, tenure, promotion, and compensation decisions.

Second, Tennessee must focus on developing a **comprehensive strategy for improving the state's pipeline of district and school leaders**. Research has shown that the quality of the leader in a district or school has a significant impact on how much students learn. While Tennessee has many outstanding district and school leaders, the state has yet to launch a comprehensive strategy for developing a pipeline of strong district and school leaders and for helping its existing district and school leaders improve. Although the state set aside \$10.4 million in Race to the Top funds for this purpose, the state has yet to launch a comprehensive leadership initiative. With a new Commissioner of Education now in place, it's time to launch this initiative.

Third, it is critical that the state place a **relentless focus on improving instruction**. With debates occurring in the General Assembly over collective bargaining and tenure reform and a new teacher evaluation system about to be rolled out, it is easy to forget that the purpose of all these reforms is to improve the quality of instruction in the classroom. The state has a responsibility to ensure quality instruction remains at the core of all its actions. For example, the state must ensure that its new

evaluation system is connected with professional development opportunities that provide teachers with constructive feedback. In addition, the state and districts must continue to encourage the development of mentoring programs and professional learning communities, two strategies that research has consistently shown help teachers improve their instructional practices.

Finally, the state must focus on **increasing the capacity of the Tennessee Department of Education**. Historically, the Department has been focused on ensuring district- and school-level compliance with federal education mandates. Under the leadership of new Commissioner of Education Kevin Huffman, the Department must transform itself from a compliance-oriented to a service-oriented organization. It will be especially critical for the Department to transform its regional field service centers into service organizations that can support districts as they work to implement the many reforms the state has laid out.

Maintaining momentum for education reform will not be easy. However, as Tennesseans have seen firsthand over the past few years, anything is possible when all stakeholders work together. In that spirit, and by focusing on the four priorities outlined above, Tennessee has the potential to make 2011 the best year yet for education reform in state history.

SCORE's 2011 Priorities

- **Sustained Policy Leadership**
- **A Comprehensive Strategy for Improving the Pipeline of District and School Leaders**
- **A Relentless Focus on Instructional Quality**
- **Increasing the Capacity of the Tennessee Department of Education**



Section 1: Year In Review

**OVER THE LAST TWO YEARS,
THE VOLUNTEER STATE HAS
BECOME A NATIONAL LEADER
IN EDUCATION REFORM.**

Section 1: Year In Review

2010 was a banner year for education reform. Nationally, the federal Race to the Top grant spurred innovation and competition among states. Governors and state legislatures passed groundbreaking reform legislation, and non-profit and philanthropic organizations invested hundreds of millions of dollars in education reform projects across the country. Reforming America's public education system to improve achievement and student growth has become a common policy goal at the local, state, and federal level.

Nowhere has this reform spirit been more evident than in Tennessee. Over the last two years, the Volunteer State has become a national leader for education reform. Political leadership has rallied around the cause of improving Tennessee's schools. Competitive grants from the federal government and private organizations have resulted in Tennessee receiving more than \$700 million in funding to support recent reforms. Parents, teachers, and communities have been engaged around the implementation of new, higher academic standards. Tennessee, once known for having unacceptably low scores in public education, is now nationally recognized as being an innovator that is devoted to driving meaningful improvements in the achievement and growth of the state's 933,000 preK-12 public school students. The State Collaborative on Reforming Education (SCORE) has played a crucial role in this effort by working with the state and local governments to encourage sound policy decisions in public education and advancing innovative reform throughout the state.

Despite the unprecedented reform during the last year, Tennessee still has a long way to go to ensure that every Tennessee student graduates high school prepared for college or the workforce. The state's student achievement levels remain in the bottom quarter nationally, and only 16 percent of 11th grade students in Tennessee are prepared to enter college without taking remedial coursework.ⁱ Improving education for Tennessee's public school students will require a continued concerted effort by education stakeholders - parents, educators, and policymakers - to demand better results, higher achievement, and a better-educated population. The good news is that Tennessee's recent reforms have begun to create the political,

policy, and funding conditions to dramatically improve our public schools.

Using the initial "Roadmap to Success" report that that SCORE issued in October 2009 as a guide, the report that follows analyzes both the important progress that occurred in 2010 and points the way forward for sustained action and lasting change in 2011.

For many Tennesseans, the most significant topic in 2010 was not education reform, but rather the difficult and challenging economic environment. Tennessee counties were faced with dramatically high unemployment, many large manufacturing plants in the state were shuttered, and state government faced difficult decisions in balancing the state's budget. Unemployment in Tennessee, which had nearly doubled since the beginning of the recession, reached 10.7 percent in January of 2010, with more than 322,000 Tennesseans unemployed.ⁱⁱ A few Tennessee counties, particularly in rural areas of the state, saw unemployment rise to almost 20 percent during the year. As 2011 begins, signs point to economic recovery, but economic growth and job creation remain a critical concern for Tennesseans. A statewide poll taken in late January 2011 found that almost 57 percent of Tennesseans believed the economy and jobs should be the top priority for state government.ⁱⁱⁱ

Recent research, however, has shown that a better-educated workforce is a key driver in economic development and job creation. Particularly in the last year, the link between a quality education and new economic opportunities has become clearer as state and district leaders have consistently cited making the state more economically competitive as a main reason for education reform. The statistics correlating educational improvement with job growth are abundantly clear - recent research by the Tennessee Department of Workforce Development found that seven of the ten fastest growing occupations in Tennessee require some type of postsecondary education.^{iv} In addition, unemployment rates decline sharply with educational attainment. Currently, unemployment stands at 14.6 percent for those without a high school diploma and 9.7 percent for those with only a high school diploma.

Recent economic investment in Tennessee has anecdotally proven the vital connection between education and jobs. The new Hemlock Semiconductor plant in Clarksville - which plans to hire 500 full-time workers in 2011 - requires its employees to pass six WorkKeys job skills assessment tests, including tests in applied math, applied technology, and reading for information. Tennesseans applying for a manufacturing job at the Volkswagen plant in Chattanooga, which begins production this year, must earn at least a 19 on the ACT or at least a "C" in college-level classes that require reading and math.^{vii} To be competitive in Tennessee's 21st century workforce, significant educational attainment is a prerequisite.

JOB REQUIREMENTS

Hemlock Semiconductor (Clarksville, TN)

- High school diploma or GED
- Pass six WorkKeys tests, including applied math, applied technology, and reading for information
- Complete the Hemlock-approved chemical operation program at Austin Peay State University or have 4 years relevant military experience or 2 years of relevant manufacturing experience

Volkswagen (Chattanooga, TN)

- High school diploma or GED
- 19 on the ACT or at least a "C" in college-level classes that require reading and math
- Complete a 3-year program in automotive mechatronics at Chattanooga State Community College

Unfortunately, there is evidence that Tennessee's education system is performing poorly relative to education systems in other states and countries,

Recent economic investment in Tennessee has proven the vital connection between education and jobs.

making it difficult for Tennesseans to be adequately prepared for the new jobs of the global economy. By almost every education metric, Tennessee ranks in the bottom quarter nationally, consistently behind all other Southeastern states except Alabama, Louisiana, and Mississippi. Tennessee ranks 39th on national assessment tests in math and reading and 42nd in the percentage of individuals 25 years old or older who possess a bachelor's degree.^{viii} Additionally, Tennessee ranks behind many other countries in academic success. If these rankings do not improve, it will become increasingly difficult for Tennessee to create and recruit new, good-paying jobs.

Luckily, there is clear evidence that states can significantly improve their education systems over time. For example, Florida went from ranking 34th on national assessment tests in 1992 to ranking 25th in 2009.^{ix} If Tennessee can make the same types of gains Florida has made, tens of thousands more Tennesseans will graduate high school, enroll in postsecondary education, and have a much better chance of obtaining a job that pays well. An effective state education system is crucial to creating more jobs in Tennessee and giving Tennesseans the skills they need to enter the 21st century workforce.

With the important task of producing a better-educated workforce as a clear impetus for improving Tennessee's public education system, 2010 was marked with significant state, local, and philanthropic-based education reform. The first clear

Section 1: Year In Review

reform was the implementation of new, higher academic standards, an effort which actually began three years earlier.

In 2007, the U.S. Chamber of Commerce published a report card outlining the rigor of each state's academic standards based on the knowledge students were expected to know in each grade and subject. Tennessee received an "F" on this report card for truth in advertising, ranking behind every other state in the nation.^x The report clearly showed that Tennessee students were not learning enough compared to students in other states, and that Tennessee's standards were significantly lower than those in other states. Motivated by this poor performance, and with significant support from the business community, former Governor Phil Bredesen announced that Tennessee would launch the Tennessee Diploma Project (TDP), an effort to raise the state's academic standards to ensure Tennessee students would be more competitive nationally.

Throughout the summer and fall of 2007, the Governor's office worked with the Tennessee

Department of Education, the State Board of Education, and other key stakeholders to draft new, higher academic standards for the state in reading, language arts, math, and science, in addition to more rigorous high school graduation requirements. The group ultimately developed new academic standards that required many skills be taught in earlier grades, and that students develop more analytical thinking and problem-solving skills. The group also developed new high school graduation requirements that expanded the number of credits required for graduation, and required additional math and science courses. On January 25, 2008, the State Board of Education officially approved these new standards and graduation requirements.^{xi}

Teachers began teaching the state's higher academic standards to students for the first time in the 2009-10 school year. To measure whether students were learning the new standards, the state made changes to the Tennessee Comprehensive Assessment Program (TCAP). The new version of the TCAP was administered for the first time in Spring of 2010.

To educate Tennesseans and raise awareness about the state's new academic standards, SCORE created a coalition of 30 statewide business and education organizations to lead the "Expect More, Achieve More" campaign, SCORE's largest advocacy effort of 2010. To launch the campaign, SCORE organized five press conferences across the state with former Governor Bredesen and Senator Frist as well as a parent summit, legislator summit, and reporter summit. In addition, SCORE launched a campaign website (www.expectmoretn.org), distributed 336,000 brochures targeting parents across the state, and aired a series of radio and TV public service announcements featuring Food Network stars Pat and Gina Neely.

In January 2011, the state's AYP data and State Report Card were released, which reflected the first year of student, school, and district achievement and growth based on the new standards. TCAP proficiency levels generally dropped, reflecting not that Tennessee students were performing any worse, but that they were being measured against a higher standard. While approximately 90 percent of students scored "proficient" on the old TCAP test, in 2010 only 51 percent of Tennessee students scored "proficient" in reading and less than 35 percent of students scored "proficient" in math.^{xii}

Although student achievement levels generally dropped on the TCAP assessment, many schools and districts nonetheless showed improvement and met the challenge of higher expectations. State and local stakeholders hailed these results as a clear first step in improving the quality of Tennessee's schools. Despite these positive steps, there is clearly much work to be done as too many students did not meet the new standards in the first year of implementation. As Senator Bill Frist wrote in *The Tennessean* the week that the new data was released, "In Tennessee we are now asking more from our principals, teachers, and most importantly, our students...while we now know where

Fourth-Grade Math Standards

Old Standard

(Prior to 2009-10 School Year)

New Standard

(2009-10 School Year and Beyond)

Add and subtract fractions with like denominators	Add and subtract fractions with like and unlike denominators and simplify the answer
Determine the median of a data set	Given a set of data or a graph, describe the distribution of the data using median, range, or mode
Divide efficiently and accurately with single-digit whole numbers	Solve problems using whole number division with one or two-digit divisors

Promising Practices:

Niswonger Foundation Investing in Innovation Grant

In economic development, regional cooperation can often lead to the landing of a major manufacturing plant or corporation. In northeast Tennessee, regional cooperation in education landed a five-year, \$21.1 million Investing in Innovation grant from the U.S. Department of Education as well as philanthropic funding from the Bill & Melinda Gates Foundation, J.P. Morgan Foundation, Rural School and Community Trust, and Niswonger Foundation.

Specifically, the Niswonger Foundation is partnering with 15 school districts in Northeast Tennessee to form the Northeast Tennessee College and Career-Ready Consortium. The Consortium's goal is to provide more rigorous courses to 26,910 high school students in 28 high schools across the region. By the 2014-15 school year, each participating high school will add eight new online learning courses and eight distance learning courses, which will allow students to take classes not otherwise offered in their schools; four new Advanced Placement courses, which are college-level classes taught by specially trained teachers within each high school; and expanded dual enrollment courses where high school students can take courses at East Tennessee State University, Northeast State Community College, Tusculum College, and Walter State Community College.

The grant builds on educational opportunities that the Niswonger Foundation has been working on for years. As Linda Irwin, Director of School Partnerships for the Niswonger Foundation said when the grant was awarded, "For more than nine years, the Niswonger Foundation has worked diligently to provide quality educational opportunities for students in Northeast Tennessee. It is gratifying to know that our efforts merit being awarded this grant. The infusion of this money will allow us to accelerate our existing 10 year plan for school partnerships into four years."

The school systems that are partnering with the Foundation are Carter County, Elizabethton City, Cocke County, Greene County, Greeneville City, Hamblen County, Hancock County, Hawkins County, Johnson County, Sullivan County, Kingsport City, Bristol City, Unicoi County, Washington County, and Johnson City.

The impact on local schools and school systems will be dramatic, especially given the difficult budget constraints that the state and local school districts have experienced. "We changed the standards last year and so those have certainly been ramped up," said Dr. Richard Bales, superintendent of Johnson City Schools, in an interview with WJHL in August. "And I think...we're going to see the need to increase our performance level, not just in Johnson City, but in all the districts. So this will really be a shot in the arm, and we're really pleased."

Promising Practices: Memphis Teacher Effectiveness Initiative

Before Tennessee won Race to the Top and leapt into the national education reform spotlight, Memphis City Schools was already well on its way to tackling perhaps one of the toughest reforms in education – ensuring every classroom is taught by an effective teacher.

In November 2009, Memphis was awarded a \$90 million grant from the Bill & Melinda Gates Foundation to fund the Teacher Effectiveness Initiative (TEI), a four-pronged plan to make teachers both more effective and more accountable. The goal of the intensive seven-year project, said TEI executive director Tequilla Banks, “is to have a highly effective teacher in every class.”

To win the funding, Memphis had to show that its teachers’ union, the Memphis Education Association, was at the table from day one, an enormous political accomplishment.

“Our teachers, the ones that we’ve reached, they’re very supportive,” said Tomeka Hart, a Memphis City Schools commissioner and CEO of the Memphis Urban League. “They’ve been there from the beginning. They’re realizing that this is something we’re doing for them and with them, but not to them. That’s been key for us.”

Stephanie Fitzgerald, MEA president at the time the grant was accepted, promised member “buy-in” early on. “The Memphis Education Association is committed to supporting the Memphis City Schools’ plan to improve teacher effectiveness throughout our district.”

In fact, in a district-wide survey, 85 percent of the system’s teachers – or about 5,800 of them – responded positively. “They, by and large, said that the exact things we are proposing for the teacher effectiveness measure is what they think teachers should be evaluated on,” said Banks.

The initiative is focused on four substantial goals: defining and measuring teacher effectiveness; making smarter decisions about who teaches; better supporting, utilizing, and compensating teachers; and improving the surrounding context to foster effective teaching.

A key question that the initiative hopes to answer is how to recruit, retain, and ultimately reward the most effective teachers, an effort which starts with tying student performance to teacher evaluation. The initiative is committed to using a cadre of measures, including student achievement, stakeholder perception, and teacher observation, to give a more well-rounded picture of teachers’ strengths and areas for improvement. A new state law requires that 35 percent of a teacher’s evaluation be based on student growth data.

But the approach doesn’t end with evaluation. Other parts of the initiative include improving support and training, expanding programs like Teach for America and The New Teacher Project, and creating better conditions to foster high-level instruction and learning. Increasing the retention rate of effective teachers, while also increasing the turnover of ineffective ones, is crucial to the effort.

State officials, and those in other school districts across the state and nation, are watching Memphis as they work to develop their own teacher effectiveness measures. “It’s a very holistic and comprehensive approach,” added Hart, who is also a member of SCORE’s steering committee. “It’s certainly not saying that only teachers have to change. The system has to change the way it does business for this to work.”

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Tennessee students stand, the data released this week also show how much work we have left to do.”^{xiii} Data from year two of implementation will be released in September of 2011.

While continuing to implement the new standards of the Tennessee Diploma Project, Tennessee has also agreed to participate in the Common Core State Standards Initiative. Launched in 2009 by the National Governors Association and the Council of Chief State School Officers, the Common Core Standards Initiative is an effort to have states voluntarily adopt a common set of high academic standards. In July 2010, the Tennessee State Board of Education chose to participate in the Common Core Standards, requiring that these new standards be fully implemented by the 2013-14 school year. Initial analysis suggests that Tennessee’s current standards are about 50 percent aligned with the Common Core Standards in math, and about 85 percent aligned with the Common Core Standards in reading.^{xv}

To support these standards, Tennessee is also participating as one of twelve governing members in the Partnership for Assessment of Readiness for College and Careers (PARCC), one of two groups of states that are being funded by the federal government to develop new assessments aligned with the Common Core Standards. Over the next four years, Tennessee and other states in the PARCC consortium will work together to develop new assessments aligned with the Common Core.^{xvi} These new assessments will be piloted in 2012-13 and fully rolled out by 2014-15. The assessments are unique as they will be administered online and will include not only end-of-year assessments, but also several mid-year assessments, allowing teachers to better monitor their students’ progress throughout the year and adapt their teaching methods accordingly.

While Tennessee was beginning the transition to higher academic standards in 2009, the federal Department of Education was exploring ideas to broadly drive education reform in the states. In February 2009, U.S. Secretary of Education Arne Duncan announced the creation of the \$4.35

billion Race to the Top Fund, a competitive grant designed to encourage and reward states that were implementing ambitious statewide education reforms. The competition judged states on their reform plans in four areas: (1) adopting rigorous standards and assessments that prepare students to succeed in college or the workforce; (2) building data systems to measure student growth and success over time; (3) recruiting, developing, rewarding, and retaining effective teachers and principals; and (4) turning around the lowest-performing schools.^{xvii}

The fund was intended to reward states that had demonstrated success in raising student achievement and had the best plans to accelerate reforms in the future. Winners would be selected based on a review of applications that were submitted by the states. The review was done through a system that rewarded points based on selection areas that included standards, data systems, and turning around low-achieving schools. In addition, six priorities were identified for states that entered, including a comprehensive approach to education reform and an emphasis on Science, Technology, Engineering, and Mathematics (STEM).

As soon as the grant was announced, Tennessee was immediately viewed as a frontrunner in the competition because of the Tennessee Diploma Project, as well as the Tennessee Value-Added Assessment System (TVAAS), the state’s database for tracking student growth. Established in 1992, TVAAS is widely viewed as one of the best data systems in the country for identifying the state’s most effective districts, schools, and teachers by measuring how much students in each district, school, and classroom learn in a given year. Both high standards as well as robust educational data were critical components of the competition.

Seeing a chance to make significant education reforms, improve Tennessee’s education laws, and position Tennessee to be even more competitive in the Race to the Top grant process, former Governor Bredesen called a special session of the Tennessee General Assembly in January 2010 focused entirely on education reform. On January

Promising Practices: The Knoxville Leadership Academy at the University of Tennessee's Center for Educational Leadership

There's the realm of academia, where a large and ever-growing body of research analyzes instructional leadership practices and data. And then there's the real work of leading schools, which can be demanding, political, and rife with challenges.

Connecting leadership theory with the day-to-day practice of leaders is a complex and resource-intensive endeavor. A unique solution is the Knoxville Leadership Academy, a component of the University of Tennessee's Center for Educational Leadership and a collaborative effort with Knox County Schools. The Academy is already making a difference in Knox County Schools, equipping aspiring school leaders with cutting-edge training. And in the long run, the program could be scaled up to improve school management throughout Tennessee.

"I passionately believe that this is the kind of thing that can change the face of education in this state," said Autumn Tooms, the program's executive director. "It's about bridging the gap between authentic leadership research and practice."

The Academy is a full-time, 15-month experience for aspiring Knox County Schools leaders. The first cohort of 12 students - chosen through a rigorous selection process - spent three months as full-time UT students before working this academic year under the mentorship of Knox County principals. Cohort members are in schools four days each week, and attend courses and seminars one day each week. School-based personnel act as co-instructors with university faculty, and learning is

interdisciplinary and rooted in the knowledge required to be a school leader.

When the program is concluded, graduates are prepared to take on school leadership roles. They are also awarded a Tennessee principal license and either a Master's degree or education specialist degree from UT.

Cohort member Ryan Siebe said the Academy strikes the right balance between practical training and research. "We get to sit down and talk about theory with a practitioner who's an expert and in a school," Siebe said.

The Center for Educational Leadership is part of UT's College of Education, Health and Human Sciences, and is funded by a private donor and the Cornerstone Foundation. Race to the Top federal funding is also expected to help support the Center. Cohort members attend UT courses free of charge, and continue to receive Knox County Schools salaries while participating in the program.

"Great principals create great schools," Knox County Schools Superintendent Jim McIntyre said. "While we are fortunate to have strong principal leadership in our schools, the Leadership Academy allows us to continue to develop an exceptional pipeline of talent that will ultimately serve as the next generation of effective school leaders in Knox County Schools."

16, 2010, the Tennessee General Assembly passed the First to the Top Act, the largest piece of education legislation in Tennessee since 1992. This legislation received tremendous bipartisan support, passing by a vote of 29-3 in the Senate and 83-10 in the House. Additionally, the legislature passed and the Governor signed the Complete College Tennessee Act. Both bills were targeted at improving student performance and graduation rates at both the high school and college levels and many of the reforms that were discussed in the special session had been on the table in previous sessions of the legislature but had not passed.

The First to the Top Act focused specifically on K-12 education, and the bill made significant changes to how the state evaluates principals and teachers as well as how the state intervenes in low-performing schools.

The legislation:

- Removed limitations on the use of student achievement data in making decisions about teacher tenure
- Required annual evaluations of teachers and principals
- Created a 15-member teacher evaluation advisory committee to recommend guidelines and criteria to the State Board of Education on a new teacher evaluation system, which is based at least 50 percent on student achievement data
- Allowed local school systems to create new, innovative salary schedules, giving local districts more flexibility to reward highly effective teachers
- Created an Achievement School District that allows the state Commissioner of Education to intervene in consistently failing schools

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One of the most significant pieces of the legislation was requiring annual evaluations of all teachers and principals with a new evaluation system based at least 50 percent on student achievement data, including 35 percent on TVAAS data when available.^{xviii} When completed, this new evaluation system will be the first time in Tennessee history that every teacher is evaluated based on the achievement results of his or her students. In addition, the law requires that this new evaluation system be a factor in recruiting, hiring, professional development, tenure, and compensation decisions in local school districts.

The First to the Top Act was supported by a wide array of stakeholders, including the statewide teachers association. As Governor Bredesen remarked after the bills were passed, "To all our teachers and principals across Tennessee, and to the Tennessee Education Association: you have my personal thank you and gratitude for coming to the table and working with us to achieve this milestone."^{xix} SCORE was widely credited as having been a driving force in building collaborative stakeholder support around the legislation.

In January 2010, 40 states, including Tennessee, and the District of Columbia submitted applications in the first round of the Race to the Top competition. On March 29, U.S. Secretary of Education Duncan announced that Delaware and Tennessee were the only round one winners. As a result, Tennessee will receive more than \$501 million in federal funding over a four year period. In September 2010, an additional 10 winners were awarded funding in the second round of the Race to the Top competition. Senator Bill Frist wrote in *USA Today* that in a matter of months, Race to the Top had "engineered the kind of wholesale reform that ordinarily would take a generation to pull off."^{xx}

One of the most significant pieces of the First to the Top Act was requiring annual evaluations of all teachers and principals with a new evaluation system based at least 50 percent on student achievement.

Section 1: Year In Review

Half of Tennessee's \$501 million in Race to the Top funding will be used to support various state projects including providing professional development to teachers across the state, expanding STEM education programs, and pursuing aggressive strategies to turn around persistently failing schools. The other half of Tennessee's Race to the Top funding was allocated directly to the state's 136 school districts according to the federal Title I formula, which is based on the number of economically disadvantaged students in each district. Districts' four-year awards ranged from \$44,709 in Richard City Special School District to \$68,670,722 in Memphis City Schools, with a median award of \$684,719. Each district was required to submit a Scope of Work to the U.S. Department of Education by June 28, 2010, outlining how it would spend its share of Race to the Top funding. Details of these Scopes of Work are included in the tables to the right.

While winning Race to the Top was a clear success, the difficult work came in the implementation phase. At a SCORE Institute event in May 2010, Sir Michael Barber, Founder of the U.S. Education Delivery Institute

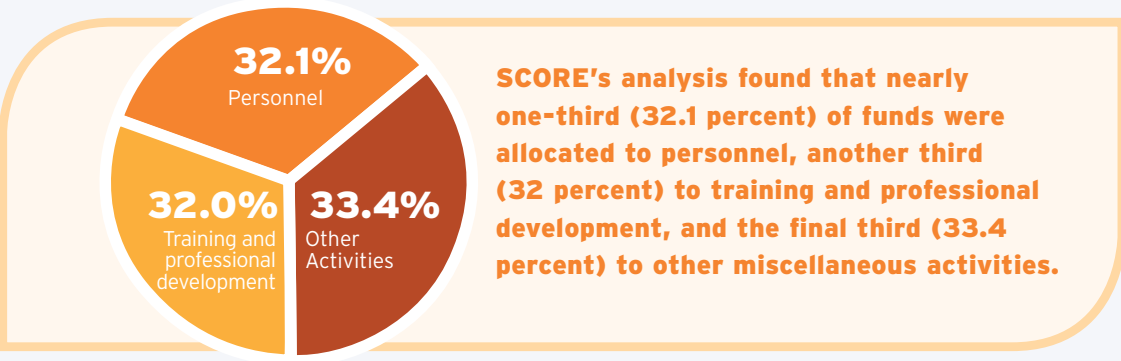
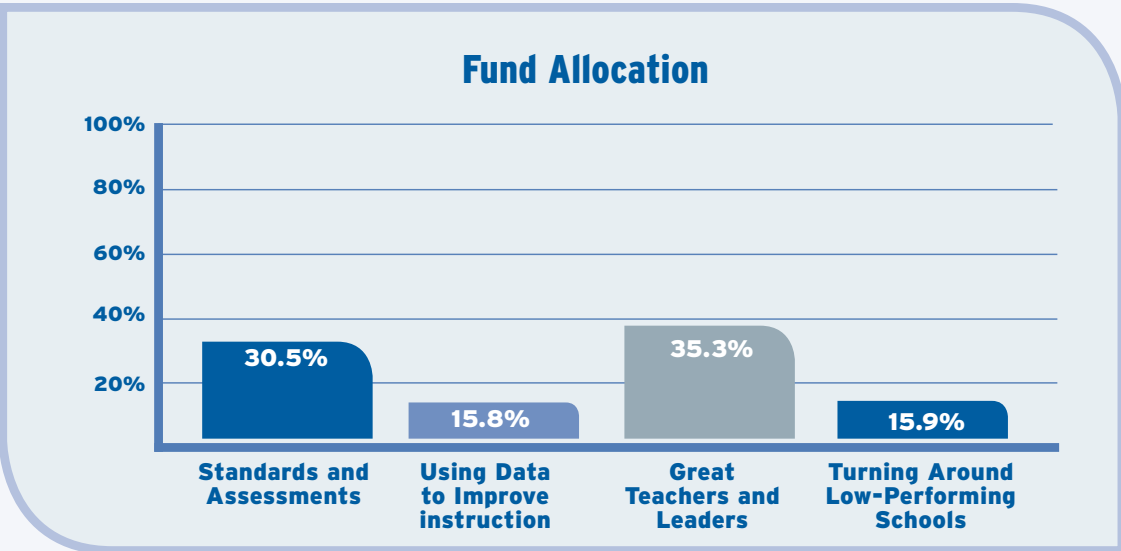
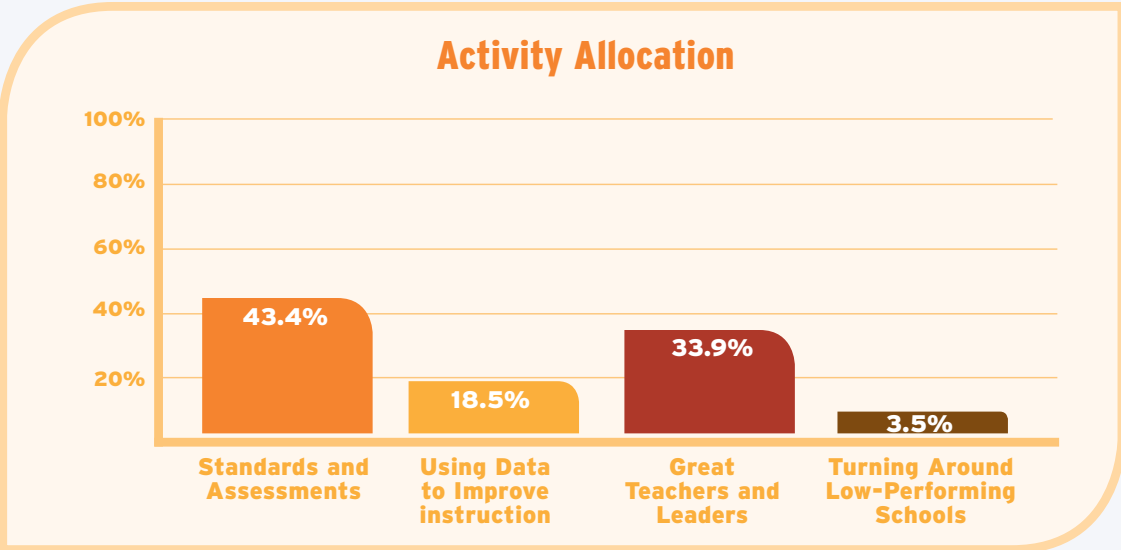
and head of McKinsey's Global Education Practice, said that "winning Race to the Top is at best only 10 percent of transforming a state's education system, the remaining 90 percent is implementation, implementation, implementation."

The first year of Race to the Top implementation focused on three areas: building project management capacity, designing the state's new teacher and principal evaluation system, and launching projects such as additional teacher professional development and district grant competitions.

As soon as Tennessee won Race to the Top, the state began working to build the right team to implement the grant. Specifically, the state created a Race to the Top oversight team, examined the Department of Education's staffing structure, recruited and reassigned staff, and consulted with state and national experts to assist with specific Race to the Top projects. SCORE assisted with these efforts by funding outside consultants to conduct a strategic planning retreat for the Race to the Top oversight team and to assist the Tennessee Department

In a matter of months, Race to the Top had "engineered the kind of wholesale reform that ordinarily would take a generation to pull off."

Race to the Top - Local Project Activities and Fund Allocation



of Education with the design of its Race to the Top implementation workplan. SCORE also hired eight consultants to work with the state Department's nine field service centers to provide support to individual school districts as they worked to draft their local scope of work proposals outlining how each district would spend its share of Race to the Top funding. During Spring 2010, these consultants held 12 regional meetings, 55 in-person meetings, and 165 one-on-one phone calls with district leaders as they designed their scopes of work.

To monitor long-term Race to the Top implementation, Tennessee also established the Education Delivery Unit (EDU) within the Department of Education. EDU staff work closely with the U.S. Education Delivery Institute, a national non-profit, to develop systems for monitoring performance data and with the Commissioner of Education to intervene when performance is off track. In addition to the EDU, the state established an external oversight mechanism, the First to the Top Advisory Council, tasked with monitoring Race to the Top implementation. The Advisory Council, which meets regularly, is composed of 14 education leaders from across the state including four elected or appointed officials, six foundation or business representatives, and four educators.

A second focus of Race to the Top implementation in 2010 was the design of the state's new teacher and principal evaluation system. The First to the Top Act created a 15-member Teacher Evaluation Advisory Committee (TEAC) to develop and submit recommendations on the new evaluation system to the State Board of Education. The TEAC submitted its initial recommendations to the Board in October 2010 and will be submitting its final recommendations in Spring 2011. The state has made significant progress on developing a new teacher observation rubric, with both the state and several school districts field-testing rubrics in the 2010-11 school year. However, the development of student achievement

data - especially student growth measures in untested subjects and grades - has proven very challenging. To date, the Department has established 12 educator-led development teams to propose alternative growth measures for specific groups of teachers. However, these recommendations must still be approved by the Technical Advisory Group, a group of national experts who are charged with ensuring the various growth measures are reliable and valid, a very challenging task. Until growth measures are approved, the TEAC has recommended using school-level value-added data as the student growth component of evaluations for teachers without TVAAS data.

The state's final Race to the Top implementation focus in 2010 was providing professional development to districts, schools, and teachers on the Common Core Standards and how to use TVAAS data to guide instructional decisions as well as completing two competitive district grant competitions. In the Innovation Acceleration competition, Knox County Schools, Lexington City Schools, Putnam County Schools and Trousdale County Schools received grants to develop alternative salary and compensation systems for teachers. In the Teacher-Leaders Residency competition, Memphis City Schools, Hamilton County Schools, and Metro Nashville Public Schools received grants to develop or expand existing programs for aspiring teacher-leaders and principals.

In addition to the statewide successes of the Tennessee Diploma Project and Race to the Top, there were several noteworthy local successes in 2010. In November 2009, the Bill & Melinda Gates Foundation announced that Memphis City Schools had been selected as one of only four sites in the country to be part of the foundation's Teacher Effectiveness Initiative. The initiative brings more than \$110 million to Memphis over a seven-year period. Memphis City Schools will work with the Gates Foundation and other partners to fundamentally redesign the teaching profession in Memphis City Schools by

Promising Practices: DeKalb County High School Turnaround

In 2003, DeKalb County's lone high school was reporting a disappointing 67 percent graduation rate and was placed on the state's "targeted assistance school" list, a distinction reserved for schools that are failing to meet minimum benchmarks in achievement and graduation.

To make matters worse, the school's recordkeeping had fallen into disarray, which meant that in addition to subpar academic performance, it had lost track of students who were being counted as dropouts.

"As a faculty and staff, we saw that we were in trouble," said DeKalb County High School (DCHS) principal Kathy Hendrix, herself a graduate of DCHS who rose through the ranks (she taught for 20 years) to become principal right around the time that the state identified the school as problematic. "We knew we were in a hole and had to get ourselves out of it."

Tired of underperforming, DCHS launched a focused turnaround effort that has paid dividends and cut the dropout rate. The fix: a combination of common-sense strategies and aggressive interventions that address DCHS's unique problems, but that any school or school system can emulate. But it wasn't easy.

The rural setting of the 850-student DCHS, in a county whose economy is dominated by relatively low-wage manufacturing jobs, has posed special problems for motivating students, as many were dropping out to earn money or saw limited post-graduation opportunity.

To address these issues, DCHS's turnaround included earning a grant to help institute distance learning classes at the school while expanding course offerings generally. The school now also offers dual enrollment courses that allow students to earn both college and high school credits for certain course work, giving college-bound seniors a leg up.

In addition to offering more rigorous courses, the school took a thorough inventory of its less successful students, began formal processes for communicating with parents about their child's performance and attendance, and cleaned up record-keeping data so that the school could identify - early and accurately - the students who were at risk for dropping out or failing.

Administrators and teachers now call parents of students who have received incomplete or failing grades to ensure that their children begin before- and/or after-school remediation.

Teresa Johnson, who graduated from the school in 1979 and whose son is a DCHS senior this year, said the school's communication with parents has been helpful. "I'm a single mom, and I do it all, so I want them to call me with anything that happens," she says.

Other programs include an adult high school offering flexible hours for students who have dropped out to work or raise a family, and intercessions during summer and fall breaks for students to bridge whatever gaps may exist in their coursework.

The results over the last seven years have been striking. The graduation rate increased to 91 percent in 2009, and the average ACT score rose from 19.4 in 2003-04 to 20.8 as of 2009. Perhaps most notably, DCHS fell off the state's target list in 2009 and was recognized on the Tennessee Department of Education's 2009 "Celebration List" for attaining good standing for the first time.

"A lot of this is ownership," Hendrix said. "It's our high school. We all know each other. A lot of us grew up here. And so we wanted to get our high school back where it needed to be."

Section 1: Year In Review

implementing a new evaluation system. The district will then use that evaluation system to recruit and reward high-performing teachers, provide additional support and growth opportunities to all teachers, and remove the lowest-performing teachers.

In August 2010, the U.S. Department of Education announced that the Niswonger Foundation in Greeneville was one of only 49 winners of the Department's Investing in Innovation competition (from a total of 1,698 applicants). As a result, 15 districts in Northeast Tennessee will receive \$21 million over the next five years to implement rigorous coursework through a combination of distance learning, online learning, Advanced Placement, and dual enrollment courses. The grant will provide a model for how rural districts in the state can provide all students with access to rigorous courses.

In addition to Race to the Top, three different grantees in Tennessee won a total of \$72 million in the U.S. Department of Education's Teacher Incentive Fund competition in September 2010 to develop new, comprehensive plans for rewarding highly effective teachers and principals. Knox County Schools will use its \$26.5 million grant to

expand the Teacher Advancement Program to 14 new schools while Memphis City Schools will use its \$9.5 million grant to reward high-performing teachers and principals in the district's lowest-performing schools. In addition, the Tennessee Department of Education will use the final \$36 million grant to help more than 100 schools across the state develop comprehensive teacher compensation plans.

Together, these local initiatives, in addition to the state's Race to the Top effort, have brought over \$710 million in federal and competitive philanthropic funding to the state over the past two years. These grants, along with the significant political will that exists for education reform and the large number of policy changes the state has made, make it clear that 2010 was a historic year for education reform in Tennessee. Now, with these positive political, policy, and funding conditions in place, it is time for Tennessee to begin aggressively implementing its recent reforms. It is to this topic this report now turns.

Federal and Philanthropic Grants

Program	Location	Amount
Race to the Top	Statewide	\$501 Million
Gates Foundation Teacher Effectiveness Initiative	Memphis	\$ 110 Million
Teacher Incentive Fund	Statewide, Knoxville, Memphis	\$ 72 Million
Investing In Innovation Fund	Northeast Tennessee	\$ 21 Million

Endnotes

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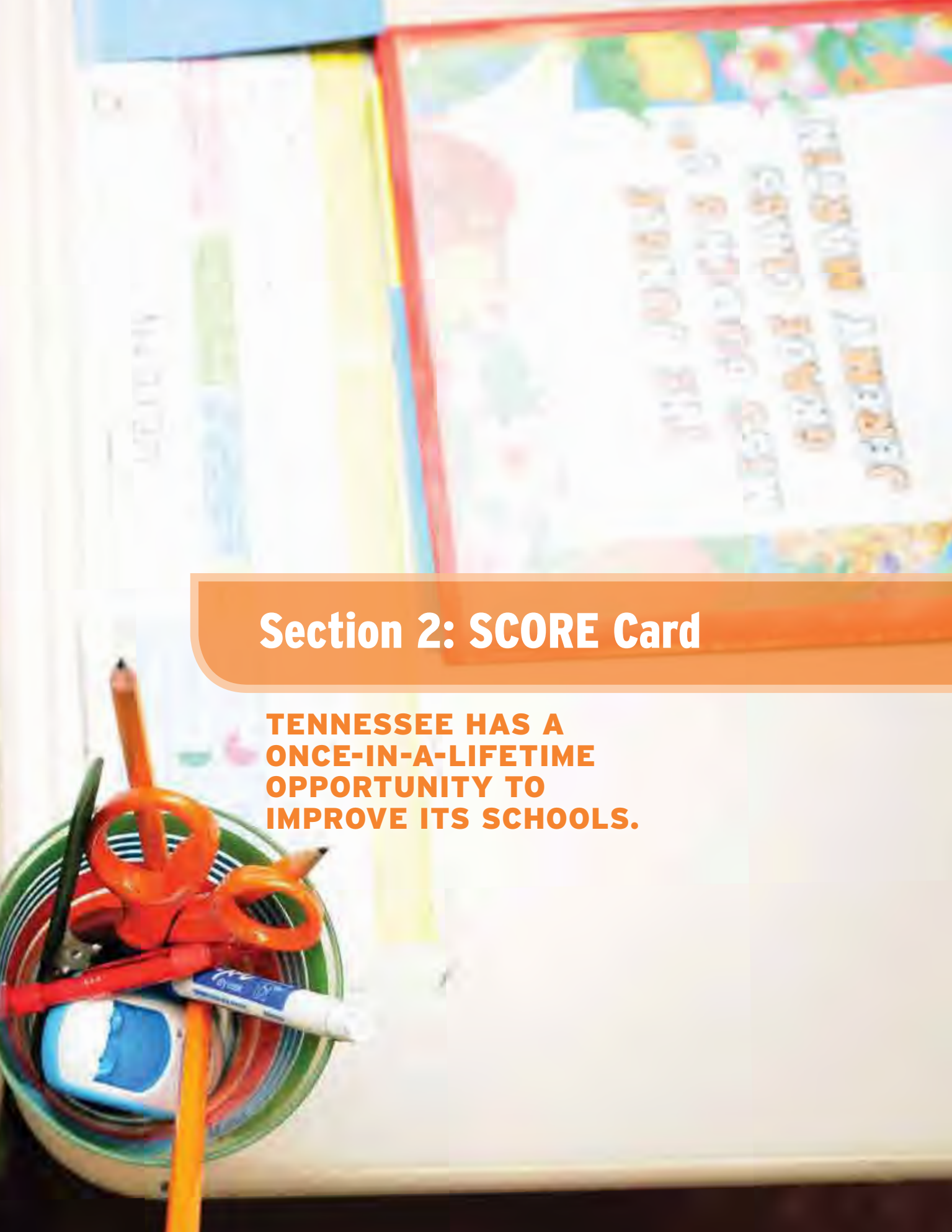
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Section 2: SCORE Card

**TENNESSEE HAS A
ONCE-IN-A-LIFETIME
OPPORTUNITY TO
IMPROVE ITS SCHOOLS.**

2011 Priorities

2010 was a year of unprecedented education reform in Tennessee. In 2009, SCORE's "Roadmap to Success" report included more than 60 detailed policy recommendations that fell into four categories: embracing high standards, cultivating strong leaders, ensuring excellent teachers, and utilizing data to enhance student learning. To date, more than one-third of those recommendations have been completely implemented. This includes a large number of high-priority recommendations related to embracing high standards, allowing TVAAS data to legally be used in various human capital decisions, and surveying teachers on their working conditions. Additionally, significant progress has been made on 10 of SCORE's other recommendations, including the creation of new statewide principal and teacher evaluation systems and the launching of new professional development for teachers on how to use TVAAS data to improve student achievement. As "Roadmap to Success" emphasized, "Tennessee has a once-in-a-lifetime opportunity to improve our schools." As the above progress makes clear, Tennesseans have proven they are up to this challenge.

However, while significant progress has been made, half of the recommendations issued in "Roadmap to Success" have been barely, if at all, implemented. These recommendations, which overwhelmingly fall under the categories of cultivating strong leaders and ensuring excellent teachers, will require significant work in the coming year. Some of these recommendations include strengthening the way teachers are trained, enhancing professional development opportunities for district and school leaders, and helping teachers find ways to collaborate together to improve their instructional strategies. Based on the state's progress to date, SCORE has four priorities for 2011.

Sustained Policy Leadership

As outlined earlier in this report, the link between a quality education and a high-paying job has never been clearer. In order for Tennessee to be economically vibrant, education reform must remain a top priority for state leaders, including legislators, educators, and business and community leaders. These leaders must continue to support the specific reforms that have been implemented

in the past few years, especially the Tennessee Diploma Project and the First to the Top Act. No one will be more important in sustaining support for these reforms than Governor Bill Haslam and Commissioner of Education Kevin Huffman.

In addition, state leaders must continue to push forward with other reforms recommended in SCORE's 2009 report, especially reforms related to more directly connecting the state's new educator evaluation systems to hiring, tenure, and compensation decisions. For example, the various districts in the state that received funding through the U.S. Department of Education's Teacher Incentive Fund or Race to the Top's Innovation Acceleration Fund should work with teachers to design plans for recognizing and rewarding highly effective teachers and providing teachers with targeted professional development opportunities based on the results of an individual teacher's evaluation. Additionally, tenure decisions should be directly linked to the new teacher effectiveness measure at the local level. To support these practices, the Tennessee Department of Education and professional associations should annually recognize the top-performing principals and teachers in the state based - at least in large part - on educators' performance on the state's new evaluation systems.

A Comprehensive Strategy for Improving the Pipeline of District and School Leaders

One of the key recommendations in "Roadmap to Success" was to create a statewide initiative focused on strengthening the pipeline of district and school leaders. There should be significant optimism on this front as Governor Haslam made developing a pipeline of strong school leaders a top priority during his campaign, SCORE laid out detailed ways to create such an initiative in its "Roadmap to Success" report, and Race to the Top set aside more than \$10 million for funding of school leadership efforts. However, to date no statewide leadership effort has been launched. With a new Commissioner of Education in place, it's time to design and implement such an initiative.

As SCORE recommended in "Roadmap to Success," this leadership initiative should focus on creating a network of regional high-quality school leadership

programs that recruit, train, and support highly effective school leaders. These programs should work to identify best practices in implementing the State Board of Education's Learning Centered Leadership Policy by creating a pool of shared resources (such as a common curriculum and online professional development tools) and providing opportunities for school leadership programs from across the state to share best practices with one another. These programs should be held accountable by creating a report card similar to the one the State Board of Education has for teacher preparation programs. In addition, the initiative should ensure that the Tennessee Academy for School Leaders and other state-approved professional development programs are aligned with the state's recent reforms.

The state should also work with the Tennessee Organization of School Superintendents and the Association of Independent and Municipal School Districts to ensure professional development opportunities for superintendents are sufficiently focused on increasing student achievement rather than operational issues. For example, the state should ensure superintendents in districts with high achievement gains have the opportunity to share best practices with their colleagues and that all superintendents receive professional development around how to effectively conduct principal evaluations and connect them to performance contracts.

A Relentless Focus on Instructional Quality

Another key recommendation in "Roadmap to Success" was ensuring that there is an effective teacher at the front of every classroom. This requires that the state have a relentless focus on the quality of instruction. With debates occurring in the General Assembly over collective bargaining and tenure reform and a new teacher evaluation system about to be rolled out, it is easy to forget that the purpose of all these reforms is to improve the quality of instruction. The state must therefore ensure quality instruction remains at the core of all its activities. For example, the state must ensure that its new evaluation system is connected with professional development opportunities that provide teachers an opportunity to improve their skills. A critical part of this effort is that principals are trained on how to provide helpful and

meaningful feedback to teachers. The state should also consider creating a single online portal where teachers can view results of their evaluation and find online and in-person professional development opportunities aligned with their individual needs.

In addition, as SCORE wrote in "Roadmap to Success," research has shown that teacher collaboration is one of the best ways to help teachers improve their instructional methods. Therefore, individual districts and schools should look for ways to use Race to the Top and other funds to develop and expand mentoring programs and professional learning communities, two strategies that research has conclusively shown can help teachers improve their instructional strategies when effectively implemented.

SCORE 2011 Priorities

Sustained Policy Leadership

- Keep education reform a top state priority
- Maintain support for recent reforms
- More directly connect educator evaluations to hiring, tenure, and compensation decisions

A Comprehensive Strategy for Improving the Pipeline of District and School Leaders

- Launch a statewide initiative focused on creating a strong pipeline of district and school leaders
- Include support for existing district and school leaders as part of this initiative

A Relentless Focus on Instructional Quality

- Connect the state's new teacher evaluation system to high-quality feedback and professional development opportunities
- Create and expand mentoring programs for new and low-performing teachers
- Create and expand professional learning communities

Increasing the Capacity of the Tennessee Department of Education

- Aggressively recruit high-quality staff to the department
- Strengthen the department's regional offices

Increasing the Capacity of the Tennessee Department of Education

To ensure the state can carry out all of its recent reforms, the state must ensure it has a highly effective Department of Education. Historically, the Department has been focused on maintaining district and school-level compliance with federal education mandates. Now, under the leadership of new Commissioner of Education Kevin Huffman, the Department must transform itself from a compliance-oriented to a service-oriented organization.

Specifically, Commissioner Huffman must focus on recruiting top-caliber staff to the department to carry out various reforms, including a top-notch Achievement School District Superintendent to help turnaround the state's lowest performing schools. Additionally, the department should continue to leverage outside partners, including those from the non-profit, foundation, and business community, to provide additional resources and expertise as necessary. The Department must also ensure these external partners are well-coordinated and accountable for delivering effective services.

In addition, the Department must focus on providing districts with support to implement the state's many reforms. Specifically, the Department should consider significantly increasing the capacity of its regional field service centers so that they can meaningfully support individual districts in implementing reforms. For example, the Department's regional offices should be responsible for ensuring that district and school leaders understand the state's various reform efforts, convening district and school leaders to share best practices, and facilitating professional development opportunities on key topics such as how to use data to improve instruction.



Roadmap to Success Recommendation Progress

Recommendation

Progress To Date

Reconfigure existing TVAAS teacher effect and other student achievement data reports to ensure they are transmitted electronically and easy for teachers to understand	Reformatted reports were distributed electronically to all teachers in Fall 2010
Ensure the Tennessee Department of Education (TDOE) directly provides all principals and teachers log in information to the appropriate portions of the TVAAS database	TDOE has provided log in information to all educators
Create an easy to understand printout of each student's achievement data that includes projections of how the student is likely to perform in the future	Student projections are now available on the TVAAS website for teachers to print out for parents
Ensure all 2010 gubernatorial candidates have strong background on education reform; hold one-on-one briefings	SCORE co-hosted both primary and general election gubernatorial debates at which all candidates committed to supporting the key components of SCORE's Roadmap to Success
Hold charter schools accountable by ensuring all existing charters are high-quality; Create a statewide charter school incubator	The Tennessee Center for Charter Excellence was launched on December 8, 2009, to help create and replicate high-quality charter schools
Work with House and Senate Education Committee chairs to provide non-partisan policy briefings on education topics	SCORE hosted a briefing for all Education Committee members about the state's new standards on September 9, 2010; SCORE co-hosted an additional briefing on January 18, 2011
Launch statewide communications campaign to emphasize importance of the Tennessee Diploma Project	SCORE, in collaboration with 30 statewide business and education organizations, launched the "Expect More, Achieve More" campaign which distributed 336,000 brochures to schools and organizations state-wide and aired a series of radio and TV public service announcements
Require all principals to receive an annual evaluation	This policy was put into law as part of the First to the Top Act in January 2010
Expand programs for recruiting high-quality candidates into teaching	Teach for America, The New Teacher Project, UTeach, and Teach Tennessee have all received funds through Race to the Top to expand their recruitment efforts in the state
Provide additional online and in-person training to superintendents, principals, and other school leaders about how TVAAS works and how other assessments can improve classroom instruction	The state has contracted with Battelle for Kids to provide professional development on TVAAS and how educators can use data to improve instruction

Recommendation

Progress To Date

Enhance Tennessee's College & Career-Ready Policy Institute metrics	The state board adopted these revised metrics in November 2009
Apply for federal Teacher Incentive Fund (TIF) grant	The state won \$36 million, Knox County Public Schools won \$26.5 million, and Memphis City Schools won \$9.5 million in TIF grants, totaling \$72 million
Encourage all elected officials and other educational stakeholders to hold steadfastly to higher academic standards, even when student outcomes seem to suffer	Support for the state's higher academic standards has remained strong among political, education, and business leaders across the state
Monitor the progress of the Common Core Standards Initiative	The state board adopted the Common Core standards in July of 2010
Define TCAP proficiency to be aligned with ACT college-ready benchmarks	The state board adopted new proficiency and cut scores in July 2010; these proficiency cut scores are now some of the most rigorous in the nation
Launch task force to revise State Board of Education (SBE) teacher training Report Card	Multiple partners convened a task force on this topic and released a revised Report Card based on these discussions in December 2010
Allow districts to use administrative law judges to settle tenure teacher dismissal proceedings	This policy was put into law as part of the First to the Top Act in January 2010
Create a process by which alternative providers can be granted authority to issue principal certification	The State Board of Education adopted this policy on December 15, 2008
Provide information on education reform efforts in Tennessee at Tennessee County Commissioners Association (TCCA) meetings	SCORE has partnered with TCCA to present at their regional meetings
Identify and widely distribute best practices from across the state of the ways individual schools are successfully increasing parental involvement	The Tennessee Education Association held a statewide conference in April 2010 to bring together and disseminate these best practices
Launch a three-month task force on online education opportunities	SCORE convened meetings with the Niswonger Foundation and E4TN to discuss potential collaborations
Administer a Teacher Working Conditions Survey	The state contracted with the New Teacher Center to administer a Teacher Working Conditions Survey using Race to the Top funds
Support the recently launched superintendent mentorship program spearheaded by Tennessee Organization of School Superintendents (TOSS)	The state continues to fund a mentorship program for superintendents through TOSS
TDOE should focus professional development efforts on helping all educators implement the Tennessee Diploma Project	The state has made the new academic standards a primary part of its professional development

Recommendation

Progress To Date

Ensure current extended contract funding is continued on a recurring basis; expand this funding for Middle Grades Policy over time

Extended contract funding was continued in the 2010 legislative session but there were no changes in how that funding could be used

Work with TOSS, TDOE, Association of Independent and Municipal Schools, and the Tennessee School Boards Association (TSBA) to create a superintendent evaluation

These groups have convened and are currently working on developing a model for superintendent evaluation that will be taken to the state board in Spring 2011

Identify options for reducing the turnaround time for grading assessment tests to enable TCAP end-of-course exams to be given during the last four weeks of school

SCORE has convened a task force on this topic, and the Teacher Evaluation Advisory Committee is now studying those recommendations as well as looking for other potential solutions

Create a statewide principal evaluation tool

This work is being completed as part of the Teacher Evaluation Advisory Committee that was created by the First to the Top Act

Develop, pilot, and roll out statewide teacher effectiveness measure

This work is being completed as part of the Teacher Evaluation Advisory Committee that was created by the First to the Top Act

Connect the above model to tenure and compensation

Although the state has not adopted a single model, the TIF grants and Race to the Top provide funding to develop potential models

Teacher preparation institutions should create quality measures that are aligned with the state's new teacher effectiveness measure

The Tennessee Board of Regents is working on developing the T-PAC evaluation system for measuring the quality of new teacher candidates

Develop a network of non-profits, institutions of higher education, school districts, and other programs that are assisting students in applying to college

The state is developing a statewide college counseling network with Race to the Top funds

Create minimum quality standards for dual credit and enrollment

While the state has not adopted a policy in this regard, the Niswonger Foundation's Investing in Innovation grant in Northeast Tennessee will be a model for how the quality of these courses can be measured

Identify best practices for school readiness assessments for students in grades K-2

This work is being completed as part of the Teacher Evaluation Advisory Committee that was created by the First to the Top Act

Embrace teacher collaboration and leadership

The state launched the Instructional Learning Network Working Group in February 2011 to develop recommendations by May 2011

Fund districts' differentiated pay plans and encourage districts to fund teacher mentoring and professional learning communities

While Race to the Top provides some funds districts can use for this purpose, no new state money has been allocated for this purpose

Recommendation

Progress To Date

Work with local civic organizations and business leaders to hold education policy information sessions for 2010 legislative and school board candidates

Although various groups across the state have held forums with local candidates, there has not been a coordinated effort in this regard

Identify ways for improving low-performing school intervention efficacy

The state will be identifying effective strategies for improving low-performing schools as part of its work with Focus, Renewal, and Achievement School District schools under Race to the Top

Ensure all students have access to career advising resources

The state is developing a statewide college counseling network with Race to the Top funds

Develop a single statewide P-20 data warehouse

The state is working to develop a statewide P-20 data warehouse as part of Race to the Top

Track remediation rates and costs back to secondary institutions on a report card

The Tennessee Higher Education Commission and TDOE are working on tracking remediation rates, but this work is not yet complete

Expand and strengthen both online and in-person professional development opportunities for school board members in partnership with TSBA

This work will be part of the Leadership Action Tank, a program for which the state has solicited Requests for Information but has not yet acted on

Provide models on how career and technical education classes can meet new high school graduation requirements

These models have not yet been identified

Assist leadership programs and districts in effectively implementing the State Board of Education's Learning Centered Leadership Policy

This will be part of the work of the state's new Leadership Action Tank

Develop initiative to recruit an adequate number of evaluators to monitor the implementation of the Learning Centered Leadership Policy

This will be part of the work of the state's new Leadership Action Tank

Ensure Tennessee Academy for School Leaders academies are connected to ongoing professional development opportunities

This will be part of the work of the state's new Leadership Action Tank

Enhance and expand the Tennessee Prospective Superintendents Academy

This will be part of the work of the state's new Leadership Action Tank

Work with TOSS to ensure professional development for superintendents is focused on student achievement

This will be part of the work of the state's new Leadership Action Tank

Work with TOSS and the Association of Independent and Municipal School Districts to enhance online professional development opportunities

This will be part of the work of the state's new Leadership Action Tank

Recommendation

Progress To Date

Create a report card for leadership programs	This will be completed under Race to the Top and informed by the work of the state's new Leadership Action Tank
Promote the exchange of effective institutional practices	This is part of SCORE's action plan for the 2011 calendar year
Remove Praxis I or raise requirements on Praxis I as a requirement for teacher certification	The State Board of Education is investigating this recommendation but has taken no action to date
Negotiate a statewide contract for K-12 formative assessments that districts can purchase at a reduced price	The state has not yet purchased a formative assessment system for grades K-12
Require students score at least "basic" on select end-of-course tests in order to graduate high school	This policy has not yet been passed by the State Board of Education
Ensure the state's annual joint report on education tracks the CCRPI metrics	The report is not yet tracking the CCRPI metrics
Raise the career and technical education class size cap for classes in which there is no physical safety risk	This provision has not been passed into legislation
TDOE and professional associations should annually recognize top teachers based on value-added and student achievement	This is part of SCORE's action plan for the 2011 calendar year
Launch a task force aimed at helping higher education institutions recruit high quality candidates into teaching	This task force has not yet been launched
Ensure teacher prep programs approval is linked to the State Board's teacher training program report card	The approval process for teacher training programs has not yet been altered
Professionalize the accreditation process for teacher training programs by using a smaller and better trained group of evaluators	Accreditation process has not yet been altered
Provide case studies of the best ways higher education institutions are partnering with local districts to train teachers	These case studies have not yet been produced

VERY LIMITED OR NO PROGRESS



State Data

In "Roadmap to Success", SCORE said it would track the state's progress by examining the College & Career-Ready Policy Institute metrics developed by the Governor's office. Looking at Tennessee's progress on these metrics over the past year, both successes and challenges are evident.

After steady gains over the last decade, Tennessee's high school graduation rate reached an all-time high of 86.1 percent in 2010, increasing from 83.2 percent in 2009. Over the past five years, the graduation rate has increased more than 8 percentage points, from 77.9 percent in 2005 to 86.1 percent in 2010. Although no one has conducted a formal study to understand the causes of this increase, a 2010 report by America's Promise Alliance suggests that the causes might include the state's significant education reform activity over the past few years, including the Tennessee Diploma Project, a focus on using data to improve teaching and learning, and targeting technical assistance to struggling schools.¹ In the coming year, SCORE will monitor the state's high school graduation rate to see if this trend continues and, if it does, to understand its causes.

While there was good news on the high school graduation front, the majority of other statewide performance indicators declined during the 2009-10 school year. This was in large part due to changes in state requirements. For example, as mentioned earlier in this report, the 2009-10 TCAP test was the first time that Tennessee students were tested on the state's new academic standards. As a result, while 90 percent of students scored "proficient" or "advanced" on the TCAP math exam in 2009, only 34 percent fared as well in 2010. Similarly, while 91 percent of students scored "proficient" or "advanced" on the TCAP reading exam in 2009, only 51 percent fared as well in 2010. While declines

in both reading and math show how much work the state has to do to ensure students are measuring up to the state's new academic standards, the size of the decline in math is particularly concerning. A closer look reveals that TCAP math scores decrease rapidly as students move into higher grade levels, with 47.9 percent of 3rd graders, 35.6 percent of 5th graders, and 26.0 percent of 8th grades proficient or advanced in math. This data strongly suggests that the state may need to have a focused strategy for improving math instruction, especially in middle school where the declines were the largest. SCORE will continue to closely monitor this topic in future years.

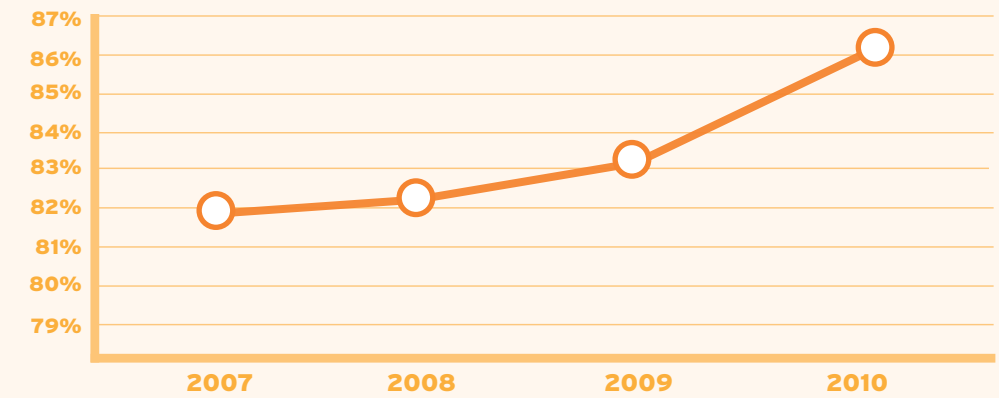
In addition, the state's value-added scores were relatively low this year in all subjects except for social studies. This was largely because the state used 2009-10 as the school year in which to re-norm its value-added data in all subjects except for social studies. As a result, the state's average value-added score dropped to a "D" in all subjects except for social studies, which was a "C." With a new baseline for value-added scores having now been established, SCORE expects value-added scores to improve in future years.

Finally, the state's ACT composite score dropped a full point from 20.6 to 19.6. This drop primarily occurred because, for the first time, Tennessee required all high school juniors to take the ACT. By comparison, in 2009 only 92 percent of Tennessee high school juniors participated, meaning that 11,500 additional students took the exam in 2010. It is likely that requiring this larger student population to take the exam accounts for at least some, if not all, of the drop in ACT scores. However, now that all high school juniors are required to annually take the ACT, SCORE expects that ACT scores will increase in future years, especially as students begin to benefit from the more rigorous requirements of the Tennessee Diploma Project.

While student achievement data for 2010 provides a startling picture of the state of education in Tennessee, Tennessee's students are now being taught and measured against higher standards, ensuring graduates will be more competitive in today's global economy.

¹Balfanz, R., et al (2010). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic.

High School Graduation Rate



TCAP Reading Proficiency (Grades 3-8)



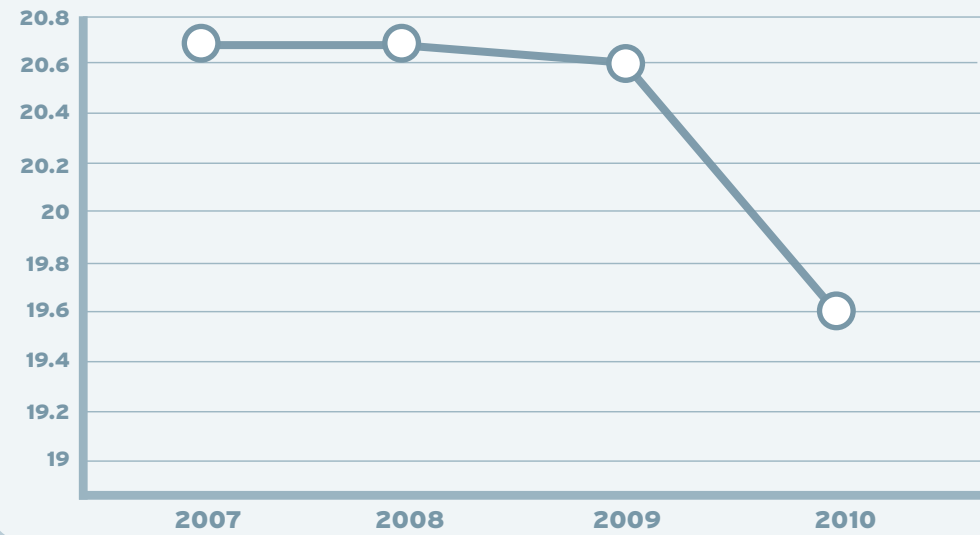
TCAP Math Proficiency (Grades 3-8)



ACT Scores (3 Year Composite)

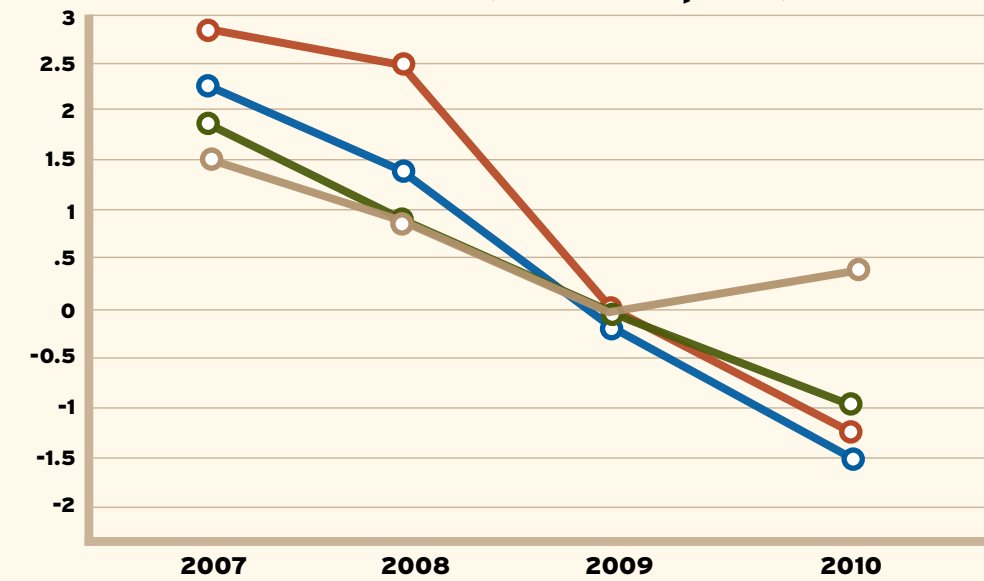


ACT Scores (1 Year Composite)



Social Studies Math Reading Science

TVAAS Scores (3 Year Composite)



As Tennesseans adjust to the state's new academic standards, student achievement levels will rebound and, for the first time, accurately reflect how our students are doing compared to their peers in the nation and the world.

District Data

As the state data reflects, most of Tennessee's school districts experienced lower proficiency rates on the TCAP and the ACT, as well as lowered value-added scores. Despite this overall decline, some districts were able to rise to the challenge of the state's higher expectations. For example, there were nine school districts that received "A" or "B" rankings on their value-added scores this year, suggesting that students in those schools made a tremendous amount of progress in the past year. In addition, while the average drop in proficiency scores on the TCAP elementary math was 57 percent, there were 22 districts whose score declined by 50 percent or less. In 2010 some districts were better able to rise to the state's new high expectations, and as districts become more accustomed to teaching the state's new academic standards, SCORE expects that TCAP, ACT, and value-added scores will improve.

The following pages contain performance data on each of the state's 136 school districts for the 2009-2010 school year.

From Mountain City to Memphis, school districts statewide dove headfirst into implementing the state's new, more rigorous academic standards. In time, this dedication will result in improved student achievement and Tennessee's schools becoming a model for the nation.

District	Graduation Rate	ACT Score (3 Yr. Avg)	TVAAS Math (3 Yr. Avg)	TVAAS Reading (3 Yr. Avg)	TVAAS Science (3 Yr. Avg)	TVAAS Social Studies (3 Yr. Avg)	% White Students	% Black Students	% Hispanic Students	% Asian Students	Low Income Students	Math % Prof + Adv 09	Math % Prof + Adv 10	Reading % Prof + Adv 09	Reading % Prof + Adv 10
Alamo	90.0	N/A	-2.5	-2	-3.2	-1.2	76	10	14	0	62.4	89.0	48.0	94.0	56.0
Alcoa	95.7	21.5	-2.5	-2.8	0.1	-2	72.9	20.4	6.1	5	52.5	95.0	36.0	95.0	57.0
Alvin C. York Institute	N/A	N/A	N/A	N/A	N/A	N/A	99.3	0.3	0.4	0	68.8	N/A	N/A	N/A	N/A
Anderson County	89.3	19.8	-3.1	0.2	-0.4	1.4	96.9	2.1	0.4	0.4	58.7	89.0	28.0	91.0	46.0
Athens	N/A	N/A	0.8	1.7	-0.9	-3.4	76.9	13.5	8.3	1.1	59.8	95.0	38.0	94.0	57.0
Bedford County	79.3	20	-2.2	-2.3	-2	0.3	73.1	9.9	16.1	0.8	64.3	91.0	35.0	90.0	47.0
Bells	N/A	N/A	8.2	5.7	7.3	12.8	57.2	17.4	23.3	1.5	79.9	86.0	39.0	91.0	48.0
Benton County	90.8	20.1	-2.3	-0.4	-0.4	1.7	93.7	3.3	1.9	0.6	71.3	91.0	34.0	92.0	49.0
Bledsoe County	84.0	19.1	-7.7	-1.9	-2.1	-3.2	94	1.1	4.5	0.1	77.7	91.0	33.0	92.0	47.0
Blount County	90.5	20.1	-1.6	-0.9	-1.7	-1.2	95	1.8	2.4	0.6	53.6	91.0	36.0	92.0	51.0
Bradford	96.3	18	0.1	-0.1	0.3	0.1	93.4	6.1	0.2	0.2	68.2	94.0	39.0	93.0	53.0
Bradley County	85.6	20.1	-1.6	-0.3	-0.5	1.5	93.4	2.8	3.2	0.4	61.6	91.0	36.0	91.0	55.0
Bristol	94.4	21.4	-4.4	-0.5	-2.1	0.5	91.2	5.7	2.9	0.9	51.6	94.0	39.0	94.0	59.0
Campbell County	86.6	18.8	-1	-0.9	-4	-3	98.7	0.5	0.5	0.2	77.2	87.0	30.0	88.0	45.0
Cannon County	87.0	19.4	1.6	0	-0.2	1.6	96.1	1.5	1.9	0.4	65.9	87.0	25.0	91.0	45.0
Carroll County	N/A	N/A	N/A	N/A	N/A	N/A	100	0	0	0	0	N/A	N/A	N/A	N/A
Carter County	89.2	18.9	-0.6	-1	-0.8	1.5	97.2	0.8	1.3	0.2	76	89.0	25.0	93.0	46.0
Cheatham County	88.1	20.3	-2.4	-0.1	-1.9	-1.3	95.6	1.8	2.1	0.3	49.3	93.0	38.0	92.0	53.0
Chester County	86.2	20	0.7	2.3	2.5	2.4	84	13.4	2	0.3	57.2	90.0	30.0	90.0	53.0
Claiborne County	88.7	18.9	-5.5	-3.7	-4.3	-4.5	97.9	1	0.7	0.2	79.9	89.0	30.0	89.0	48.0
Clay County	91.7	20.3	-5.1	-1	-0.7	1.4	96.3	2.1	1.3	0	75.8	90.0	21.0	91.0	40.0
Cleveland	88.1	20.9	-0.2	0.6	-0.4	1.1	72.5	15.1	9.9	2.4	64.2	93.0	44.0	93.0	56.0
Clinton	N/A	N/A	2.3	-2.1	-0.6	-0.1	92.7	4.6	1.9	0.7	59.7	93.0	42.0	92.0	55.0
Cocke County	92.4	19.4	-2.5	-0.6	2.2	0.8	94.9	2.8	1.8	0.3	83.7	91.0	31.0	93.0	47.0
Coffee County	83.6	19.8	-3.2	-1.8	-3.4	-0.7	94.1	1.8	3.6	0.4	63.6	92.0	30.0	91.0	45.0
Crockett County	93.1	19.5	-2.6	-3.3	-3.6	-5.2	72.8	15.1	12	0.1	67	88.0	30.0	90.0	52.0
Cumberland County	91.1	20.2	-1.8	-0.7	-1.5	-0.6	94.8	0.7	3.4	0.9	67.6	93.0	37.0	93.0	53.0

Section 2: SCORE Card

District	Graduation Rate	ACT Score (3 Yr. Avg)	TVAAS Math (3 Yr. Avg)	TVAAS Reading (3 Yr. Avg)	TVAAS Science (3 Yr. Avg)	TVAAS Social Studies (3 Yr. Avg)	% White Students	% Black Students	% Hispanic Students	% Asian Students	Low Income Students	Math % Prof + Adv 09	Math % Prof + Adv 10	Reading % Prof + Adv 09	Reading % Prof + Adv 10
Davidson County	82.9	18.7	-1.4	-2	-1.1	-0.1	32.7	47.5	15.8	3.8	72.1	86.0	27.0	86.0	41.0
Dayton	N/A	N/A	1	-2	-0.5	1.4	82.5	5.9	9.8	1.5	64.2	95.0	36.0	95.0	52.0
Decatur County	82.2	19	-3.2	-1.4	0	1.7	92.3	4.2	3.1	0.2	60.1	90.0	27.0	91.0	53.0
DeKalb County	91.2	18.5	-3.3	1.4	0.8	-0.3	90.2	1.4	7.8	0.5	65.9	91.0	53.0	91.0	51.0
Dickson County	83.7	19.9	2.1	0.5	3.7	4.2	88.9	7.1	3.1	0.5	55.2	95.0	46.0	96.0	58.0
Dyer County	93.8	20.2	1.7	-0.1	2.5	2.9	90.5	7.1	2.2	0.1	65.9	95.0	45.0	94.0	51.0
Dyersburg	90.0	21.3	-3.8	-1.9	-3.2	-3	57.9	38.22	2.7	1.2	73.5	89.0	39.0	89.0	47.0
Elizabethton	91.0	20.6	1	-0.6	-1.2	0.8	93.4	3.9	1.5	0.7	51	94.0	40.0	96.0	60.0
Etowah	N/A	N/A	-5.8	-2.3	0	-5.9	90.4	5	3.3	0.8	74.1	91.0	18.0	93.0	50.0
Fayette County	83.5	16.1	-1.5	-3.3	-3.5	-2.2	36.9	58.7	3.9	0.4	81.2	88.0	21.0	88.0	38.0
Fayetteville	90.0	N/A	-3.4	-3.4	0.9	-1.2	68	26.9	3.9	0.9	52.3	94.0	47.0	93.0	64.0
Fentress County	92.9	19.1	-8.3	-2.2	-1.7	-5.2	98.7	0.4	0.5	0.2	84	89.0	17.0	92.0	44.0
Franklin	N/A	N/A	0	-1	-1.8	-1.8	63.2	15	17.7	3.9	39	97.0	57.0	95.0	70.0
Franklin County	91.7	19.5	1.8	-0.2	0	1.7	90.1	5.9	3	0.7	64.8	90.0	34.0	93.0	51.0
Gibson Co Special Dist	91.7	19.8	-1.6	-2.9	0.6	0.5	89.6	8.5	1.5	0.3	49	95.0	46.0	94.0	59.0
Giles County	89.7	19.3	-1	1.3	-0.5	2.2	82.8	15.3	1	0.7	61.3	89.0	22.0	89.0	42.0
Grainger County	89.4	18.2	0.6	-1	-1.4	-0.7	95.9	0.5	3.3	0	69.7	92.0	27.0	90.0	43.0
Greene County	94.9	19.9	-2.7	-2.5	-1.6	-1.6	96.5	1	2	0.3	69.8	93.0	34.0	90.0	47.0
Greeneville	96.7	22.4	-2.8	0.6	-3.2	-1.1	86.8	7.6	4.3	1.1	44.3	95.0	37.0	96.0	64.0
Grundy County	86.5	18.7	-2.3	-0.7	-2	-1.9	99.2	0.1	0.4	0.2	82.6	87.0	24.0	88.0	40.0
H Rock Bruceton	100.0	19.2	-2.6	-2.9	-4.3	-5.9	89.5	9	1.5	0	71.6	96.0	39.0	93.0	47.0
Hamblen County	93.2	20.5	-1.8	-2.7	-1.1	-0.6	78.3	6	13.9	1.1	63.5	90.0	34.0	91.0	52.0
Hamilton County	80.2	19.1	2.3	-0.3	1.1	1.2	59.6	32.5	5	2.1	60.7	89.0	38.0	90.0	48.0
Hancock County	96.9	18.3	-1.5	-2.2	-0.5	-1.6	99	0.7	0.1	0.2	90.9	84.0	18.0	85.0	36.0
Hardeman County	87.0	18.2	0.3	1.4	0	2.2	43.7	53.9	1.2	1.1	84.4	88.0	23.0	89.0	42.0
Hardin County	85.5	20.3	0.5	-1	0.1	0.1	91.7	5.6	2.1	0.5	68.9	92.0	30.0	91.0	49.0
Hawkins County	89.5	19.4	0.6	1.2	-1.1	0.6	96.7	1.6	1.4	0.2	69.2	92.0	28.0	90.0	47.0
Haywood County	76.2	18.2	-1.3	-1.9	-0.4	1.7	31.3	63.3	5.2	0.2	82.2	86.0	24.0	88.0	37.0
Henderson County	93.5	19.7	-1.4	-0.1	-0.8	-0.4	89.5	7.9	2.2	0.2	64.5	95.0	35.0	95.0	53.0
Henry County	87.8	19.9	-3.4	0.3	-0.8	-0.9	90.5	7.4	1.9	0.2	71.2	94.0	31.0	94.0	51.0
Hickman County	90.8	19.4	-2.9	-1.3	0.6	-2.4	95.5	2.2	1.3	0.5	68.4	93.0	24.0	92.0	48.0
Houston County	98.4	18.8	0.2	0.7	0.9	4.6	92.6	3.8	2.2	0.7	65.4	94.0	33.0	95.0	53.0
Humboldt	84.7	17.8	4.5	0	0.2	1	23.2	74.7	1.9	0.1	87	82.0	23.0	80.0	35.0
Humphreys County	93.5	20.1	2.1	-0.9	0.3	1.8	94.6	3.4	1.4	0.5	65.2	94.0	33.0	93.0	50.0
Huntingdon	93.1	20.3	0.6	-3.4	1.2	1.4	81.4	17.3	1.2	0.1	55.5	93.0	40.0	91.0	69.0
Jackson County	87.4	18.7	3.4	-3.1	1.6	1.7	97.9	0.3	1.7	0.1	74.7	93.0	27.0	93.0	45.0
Jefferson County	95.7	19.5	-2.2	-2	-2.6	-0.1	92.8	2.6	3.9	0.6	62.7	91.0	28.0	91.0	45.0
Johnson City	93.5	22.6	-0.2	-1	-0.4	2	80.5	11.4	5.7	2.3	50.1	96.0	59.0	95.0	65.0

Section 2: SCORE Card

District	Graduation Rate	ACT Score (3 Yr. Avg)	TVAAS Math (3 Yr. Avg)	TVAAS Reading (3 Yr. Avg)	TVAAS Science (3 Yr. Avg)	TVAAS Social Studies (3 Yr. Avg)	% White Students	% Black Students	% Hispanic Students	% Asian Students	Low Income Students	Math % Prof + Adv 09	Math % Prof + Adv 10	Reading % Prof + Adv 09	Reading % Prof + Adv 10
Johnson County	97.7	19.4	7.4	1.9	5.9	8.2	97.9	0.4	1.2	0.3	72.3	95.0	43.0	94.0	53.0
Kingsport	94.8	22.1	1.9	0.8	-0.3	1.7	-0.5	3.6	0.8	0	-0.8	93.0	52.0	94.0	62.0
Knox County	86.6	21.4	1.1	1.6	1.4	1.6	2.9	0.1	1.6	0	-0.8	91.0	42.0	91.0	59.0
Lake County	72.1	17.7	-2.3	1.7	-0.8	0.5	0	-5.5	-1.7	0	-0.8	88.0	21.0	88.0	32.0
Lauderdale County	86.5	18.8	-3.5	-2.6	-5	-3	55.6	42	1.7	0.5	82.7	90.0	19.0	89.0	41.0
Lawrence County	89.9	19.9	-0.9	1.1	-2.3	-2.7	95.1	2.7	1.6	0.4	62.2	96.0	44.0	96.0	58.0
Lebanon	N/A	N/A	-2.1	-1.1	-0.5	1.2	69.7	17.5	11	1.5	66.6	94.0	39.0	94.0	54.0
Lenoir City	95.3	20.5	0.9	-3.9	3.5	1.9	80.9	1.6	17.1	0.4	62.1	93.0	35.0	92.0	46.0
Lewis County	87.2	19.5	1.1	3.6	0.3	2.2	94.1	3.1	2.1	0.5	67.8	94.0	32.0	95.0	52.0
Lexington	N/A	N/A	1.2	2.4	2.2	6.7	71.5	24.1	3.1	1.1	57.4	97.0	48.0	96.0	60.0
Lincoln County	88.9	19.8	-0.4	0.1	0.2	3	91.9	5	2.6	0.3	59.6	94.0	35.0	95.0	58.0
Loudon County	89.0	20.3	2.3	2.2	1.6	5.6	88.4	1.9	8.7	0.7	55.9	91.0	34.0	93.0	55.0
Macon County	87.9	20	-1.6	0.9	-0.1	1.1	94.8	0.5	4	0.4	76.6	91.0	32.0	90.0	50.0
Madison County	91.5	18.8	0.5	-0.2	-0.3	-1.5	34.8	59.2	4.7	1.1	77.8	87.0	28.0	88.0	42.0
Manchester	0.0	N/A	-1.3	2.3	1.5	5	81.7	5.1	11	2.1	63.8	92.0	38.0	95.0	58.0
Marion County	82.8	19	-2.9	0.1	-3	-2.4	94	4.5	1	0.4	70	93.0	36.0	93.0	50.0
Marshall County	90.7	19.3	-3	-2.8	-2.8	-2.7	85.4	8.1	5.8	0.4	56	94.0	33.0	94.0	54.0
Maryville	90.5	23.8	1.3	1.9	-0.2	1.6	91	3.8	2.2	2.8	33.1	96.0	57.0	97.0	72.0
Mauzy County	83.8	20	-2.3	-1.1	-4	-1.9	73.8	18.9	6.2	0.9	54.3	90.0	27.0	91.0	48.0
McKenzie	96.2	19.8	-2.4	-1	-3.5	-3.4	83.7	12.4	3.3	0.3	59.3	95.0	48.0	93.0	60.0
McMinn County	88.8	19.4	-2.3	-0.6	-2.6	-0.2	91	5.4	2.9	0.6	66.3	89.0	30.0	90.0	50.0
McNairy County	93.0	19.9	-0.6	0	-2.5	-1.9	90.2	8.2	1.4	0.2	63.5	93.0	32.0	94.0	51.0
Meigs County	100.0	19.7	-0.4	2.8	0.4	2.5	97	1.5	0.9	0.1	71.4	93.0	32.0	94.0	50.0
Memphis	70.8	17.1	0.6	-2.2	-2.2	-0.8	7.1	85	6.5	1.3	87.2	85.0	19.0	82.0	33.0
Middle Tn Mental Health Institute	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Milan	97.1	20.5	9.9	5.6	8.6	8.9	74.3	21.4	3.1	0.9	61.1	94.0	52.0	93.0	58.0
Monroe County	89.7	19.1	-2.1	-1.3	-2.5	-2.4	93	2.5	3.7	0.4	80.5	90.0	32.0	90.0	49.0
Montgomery County	90.5	20.2	-0.7	-0.5	2.2	2.1	60.8	27.7	8	2.9	48.5	94.0	39.0	94.0	57.0
Moore County	92.2	18.5	3.9	3.4	3.7	4.7	96.1	3.1	0.8	0	50.3	92.0	32.0	91.0	46.0
Morgan County	96.2	18.6	-4.9	-2.8	-4.7	-1.3	99	0.3	0.3	0.3	65.2	88.0	22.0	90.0	43.0
Murfreesboro	N/A	N/A	-1.8	-1.6	-0.2	1.2	59.5	25.7	9.1	5.4	63.4	93.0	38.0	93.0	52.0
Newport	N/A	N/A	3.7	1.4	9.6	1.3	90.3	6.4	0.4	2	55.6	98.0	44.0	97.0	64.0
Oak Ridge	89.7	23.9	0.7	0.1	-1.2	0.7	74.2	15.7	5.9	4	47.7	94.0	51.0	96.0	62.0
Obion County	90.0	19.4	3.3	2.1	4.4	5.3	91.8	4.2	3.6	0.3	57.4	95.0	44.0	96.0	56.0
Oneida	80.2	19.5	-3.8	3.7	3.5	3.3	99	0.6	0	0.4	70.6	93.0	31.0	94.0	56.0
Overton County	91.8	19.2	-3.8	-1.7	-4.2	-3.2	98	0.8	0.6	0.3	71.1	90.0	27.0	91.0	50.0
Paris	N/A	N/A	1.7	-0.7	1.4	0.3	76.5	21.5	0.9	1	64.1	96.0	46.0	93.0	55.0
Perry County	94.1	19.3	-7.4	-5	-3.9	-5.4	93.1	4.3	1.7	0.3	74.5	86.0	16.0	90.0	42.0

Section 2: SCORE Card

District	Graduation Rate	ACT Score (3 Yr. Avg)	TVAAS Math (3 Yr. Avg)	TVAAS Reading (3 Yr. Avg)	TVAAS Science (3 Yr. Avg)	TVAAS Social Studies (3 Yr. Avg)	% White Students	% Black Students	% Hispanic Students	% Asian Students	Low Income Students	Math % Prof + Adv 09	Math % Prof + Adv 10	Reading % Prof + Adv 09	Reading % Prof + Adv 10
Pickett County	96.0	20.1	-3.7	1	-0.6	2.2	99	0	1	0	68.2	90.0	30.0	94.0	55.0
Polk County	87.0	18.8	2.6	3.1	-2.5	-0.5	97.5	0.6	1.6	0.2	72.8	88.0	18.0	89.0	47.0
Putnam County	91.0	21.5	-2	-0.2	0	1.4	86.9	3.2	8	1.6	56.9	93.0	35.0	95.0	56.0
Rhea County	82.5	19.6	-1.1	-2.2	-2.4	-1.3	92.7	2	4.7	0.4	72.7	93.0	36.0	94.0	48.0
Richard City	83.9	19.1	-0.7	-1.1	-2.8	2.1	96	2.8	0.3	0.6	60.5	93.0	30.0	91.0	48.0
Roane County	84.6	20.2	-0.5	-1.2	-0.5	1	94.1	4.3	0.9	0.4	56.4	92.0	34.0	94.0	50.0
Robertson County	91.3	19.5	-1.6	-1.4	-2.1	-0.2	81.9	10.4	6.9	0.6	49.7	93.0	30.0	93.0	51.0
Rogersville	N/A	N/A	-0.1	1.8	-2.4	3.4	93.8	3.2	1.3	1.7	45.7	95.0	43.0	97.0	65.0
Rutherford County	89.4	20.6	0.3	-1	-0.3	-0.1	70.4	16.7	8.5	4.2	43.6	95.0	44.0	95.0	63.0
Scott County	84.8	19.3	-0.4	0.2	-1.3	1.3	99.5	0.1	0.2	0.1	85.8	87.0	24.0	89.0	48.0
Sequatchie County	88.9	19.3	-0.1	-0.6	-2.1	1.6	96.4	0.2	2.7	0.4	69.3	91.0	35.0	88.0	49.0
Sevier County	75.1	20.9	-0.2	-0.4	-1.2	0.5	92.3	1.5	4.7	1.2	62.7	92.0	32.0	92.0	51.0
Shelby County	91.2	21.4	0.6	-0.7	1.3	2	52.3	37.8	4.6	4.9	15.8	95.0	44.0	95.0	61.0
Smith County	95.2	20.2	-0.3	-2.4	-2.4	-0.5	93.9	3.6	2.2	0.2	67.2	95.0	39.0	95.0	53.0
South Carroll	97.1	20.4	-11.3	-4.5	-8	-3.8	93.3	5.7	0.5	0.3	57.7	94.0	32.0	93.0	58.0
Stewart County	93.7	19.8	0.5	1	9.2	5	95.5	1.8	2	0.4	56	96.0	53.0	95.0	56.0
Sullivan County	87.0	20.6	-1.3	-1.5	-1	-0.6	98.2	0.6	0.7	0.4	53.6	92.0	36.0	94.0	53.0
Sumner County	90.3	20.8	-3.3	-2.4	-1.6	0.6	84.5	9.6	4.2	1.4	40.8	93.0	36.0	95.0	58.0
Sweetwater	N/A	N/A	-0.2	1	-1.4	-1.5	85.3	6.3	7.4	0.9	76.8	86.0	33.0	90.0	47.0
Tennessee School For Blind	N/A	N/A	N/A	N/A	N/A	N/A	75.5	17.1	5.4	0.7	65.7	N/A	N/A	N/A	N/A
Tennessee School For The Deaf	N/A	N/A	N/A	N/A	N/A	N/A	72.2	20.9	5.1	1.9	66.7	N/A	N/A	N/A	N/A
Tipton County	94.3	20.5	1.2	0.4	1.3	2.7	73	24.8	1.3	0.7	56.8	93.0	37.0	93.0	53.0
Trenton	94.1	19.3	4	0	3.4	-1.3	69	27.2	3.3	0.4	64.2	93.0	34.0	88.0	47.0
Trousdale County	93.0	19.1	1.8	-0.5	-1.4	1.3	85	12.8	2	0	55.3	90.0	34.0	95.0	49.0
Tullahoma	89.0	21.9	0.3	-0.3	-4.2	-1.5	86.2	8.7	3.1	8.7	45.4	91.0	37.0	94.0	55.0
Unicoi County	96.4	19.5	0.4	0.7	-2.6	0.1	92.4	0.4	7.1	0	65.6	91.0	30.0	90.0	51.0
Union City	89.2	20.1	-0.4	1.3	2	4.7	51.8	40.5	7.5	0.2	63.6	89.0	37.0	90.0	48.0
Union County	74.0	18.5	1.6	-1.4	-0.1	2	98.1	0.3	1.4	0.1	76.8	91.0	22.0	90.0	41.0
Van Buren County	90.9	19.2	-7.7	-4.6	6.4	2.7	99	0.3	0.6	0	63.4	87.0	15.0	94.0	49.0
Warren County	88.9	19.5	0.7	1.1	2.4	1.4	83.4	4.3	11.4	0.5	64.7	89.0	30.0	89.0	47.0
Washington County	82.5	20.3	0.5	1.6	1	1.1	95.3	1.5	2.3	0.6	50	94.0	42.0	94.0	59.0
Wayne County	94.1	19.3	1.3	1.5	-0.9	1.9	97.3	1	1	0.3	68.7	93.0	30.0	93.0	49.0
Weakley County	82.9	20.9	2.4	0.8	3.2	3.6	87.9	9.4	1.7	1	56	92.0	43.0	93.0	57.0
West Carroll Sp Dist	95.5	18.7	-3.5	-1.3	-1.8	-7.3	86.9	11.8	0.8	0.1	67.2	93.0	35.0	91.0	51.0
West Tennessee School For Deaf	N/A	N/A	N/A	N/A	N/A	N/A	41.7	52.8	2.8	2.8	85.4	N/A	N/A	N/A	N/A
White County	88.9	19.5	-1.8	-1	-1.8	0.2	95.2	2.7	1.5	0.4	65.1	92.0	32.0	94.0	52.0
Williamson County	93.9	22.7	-1.6	-1.1	-1.5	-0.3	88	4.5	3.2	4.2	11.9	98.0	59.0	98.0	76.0
Wilson County	89.6	20.4	-1.9	-0.8	1.6	-0.4	87.5	7.4	3.1	1.7	30.8	93.0	35.0	95.0	58.0

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