



Beginning the Journey
to
*College and Career
Ready Graduates*

Dorothy once said,

“Toto, I don’t think we’re in Kansas anymore!”





In the new economy...

...workers must **expect change** in the pursuit of careers that require **more and more education beyond high school.**

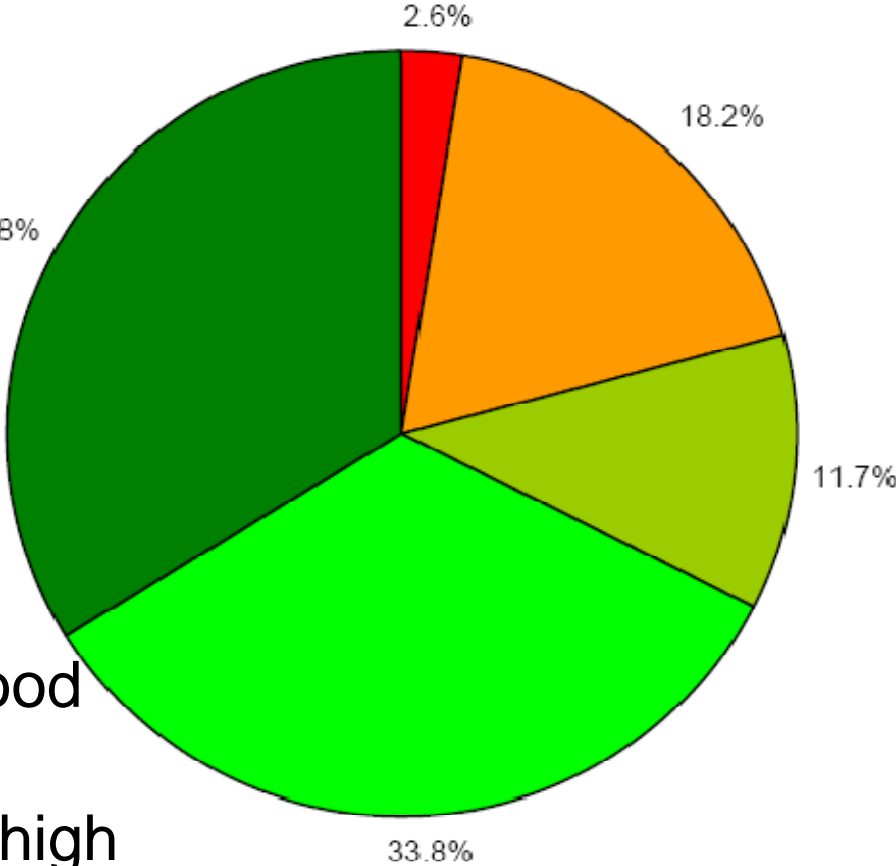


**What's the
outlook for
the new
economy's
fastest growing
and best paying
jobs?**

Professions with Above Average Growth and Above Average Wages, Projections for 2016

% of jobs by level of education attainment

My definition of a “good job” is one that provides the resources to sustain a family of four.



“97.4% of these good jobs will require education beyond high school.”

■ High School ■ HS / Some College ■ High School / Some College / College ■ Some College / College ■ College

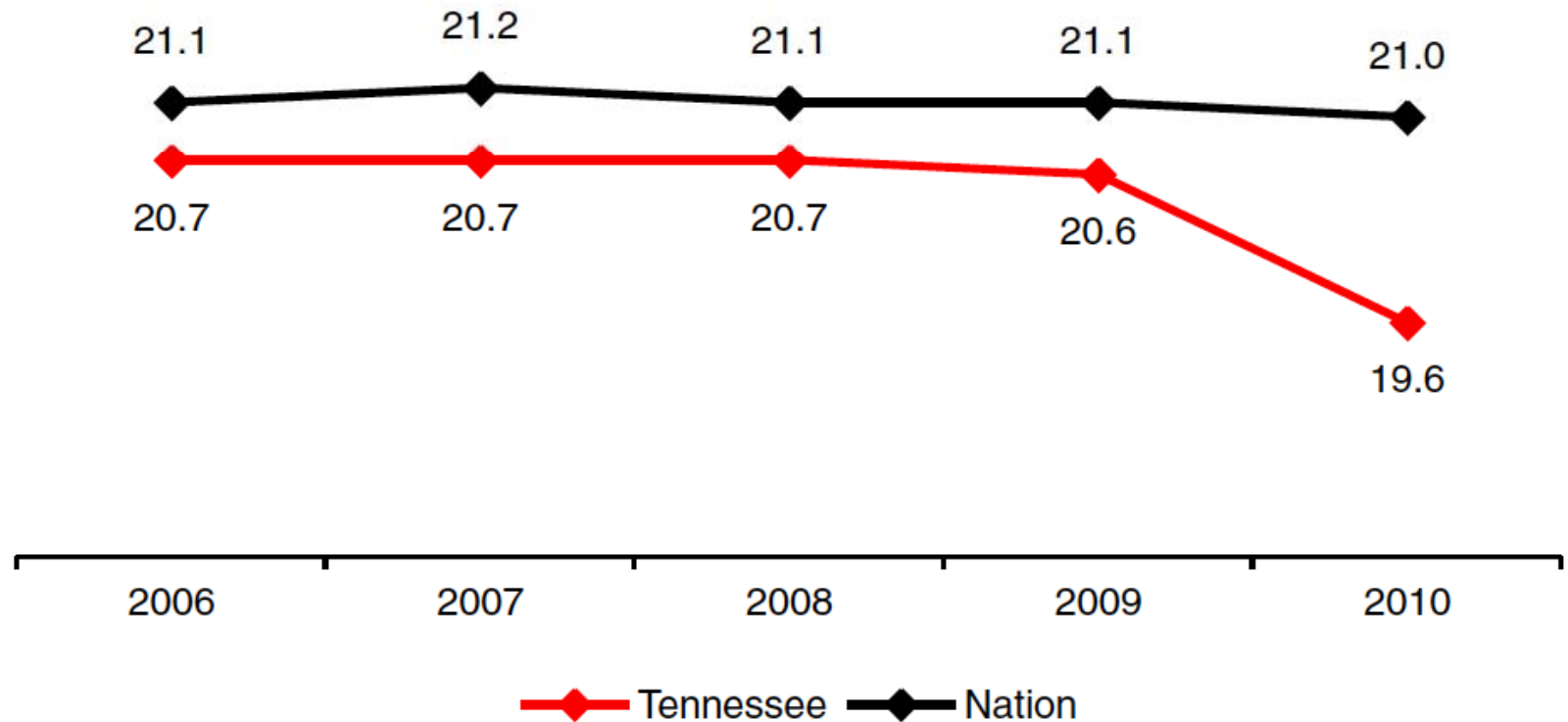


**How
are we doing in preparing
our students for the new
economy?**

ACT – 2010 Graduating Class

Trends in student performance in Tennessee

ACT Composite scores, 2006–10





ACT – 2010 Graduating Class

- 14,606 more students tested
- 3,350 more students ready for English Composition
- 792 more students ready for College Algebra
- 2,591 more students ready for college social studies
- 818 more students ready for College Biology
- 1,279 more students ready for all four college courses



Workforce Readiness Benchmarks

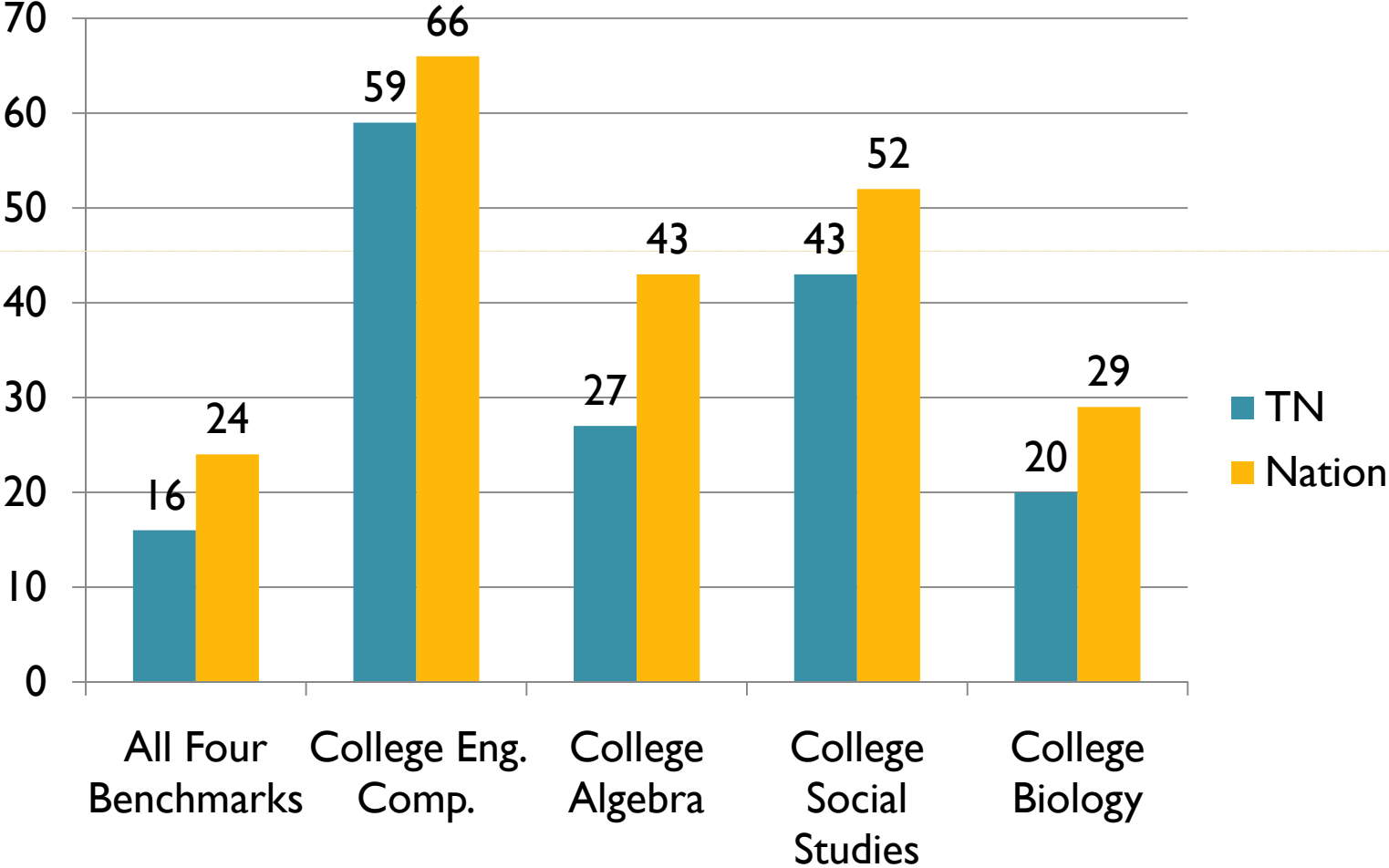
- ACT's research has found that the skills required to be ready for college are about the *SAME SKILLS* required to succeed and advance in the career and technical workforce.

[http://www.act.org/path/policy/pdf/
ReadinessBrief.pdf](http://www.act.org/path/policy/pdf/ReadinessBrief.pdf)

ACT Readiness Benchmarks

	ACT		
SUBJECT	ACT (Grade 11-12)	PLAN (Grade 10)	EXPLORE (Grade 8-9)
English	18	15	13
Algebra	22	19	17
Social Science	21	17	15
Biology	24	21	20

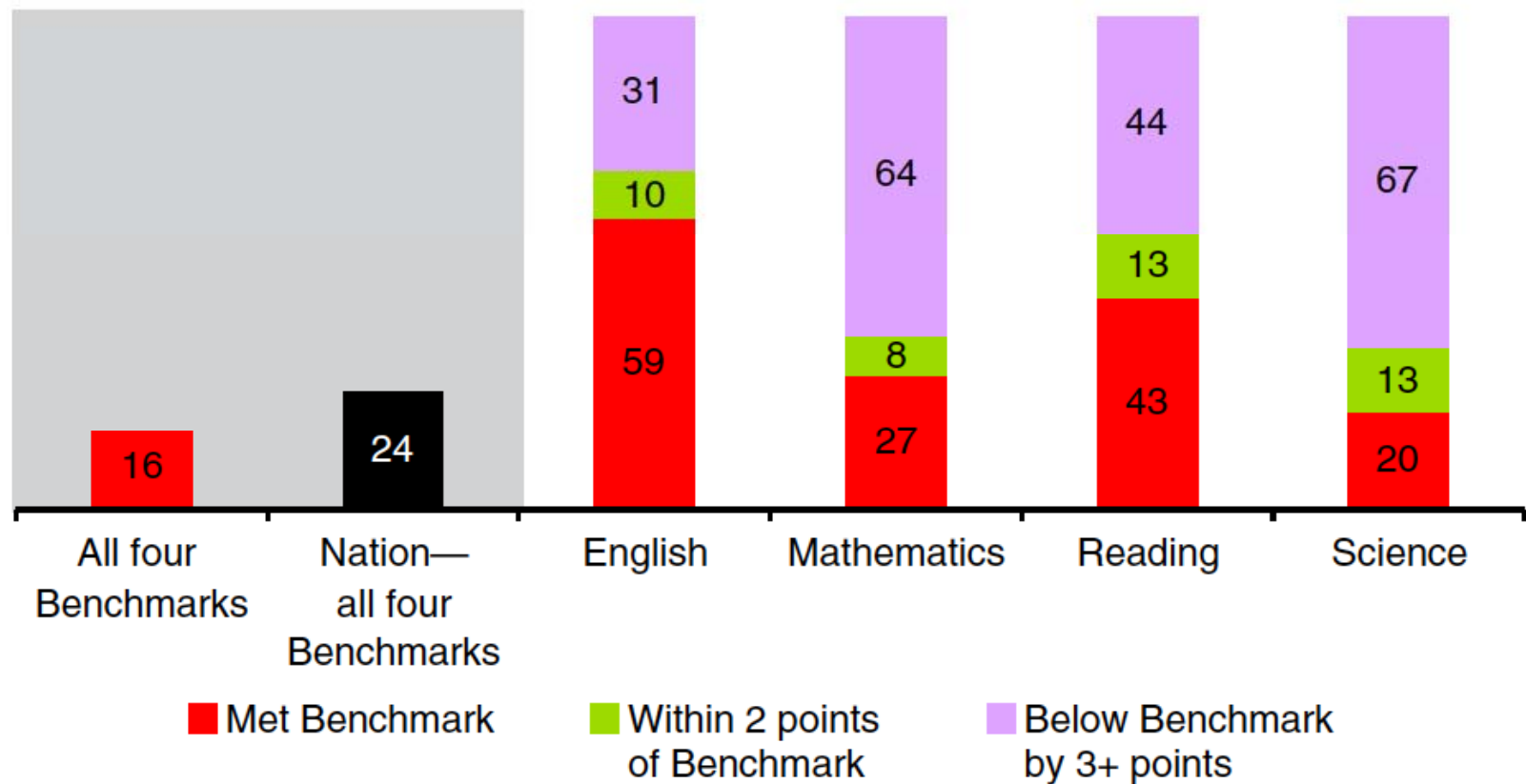
ACT – 2010 Graduating Class



ACT – 2010 Graduating Class

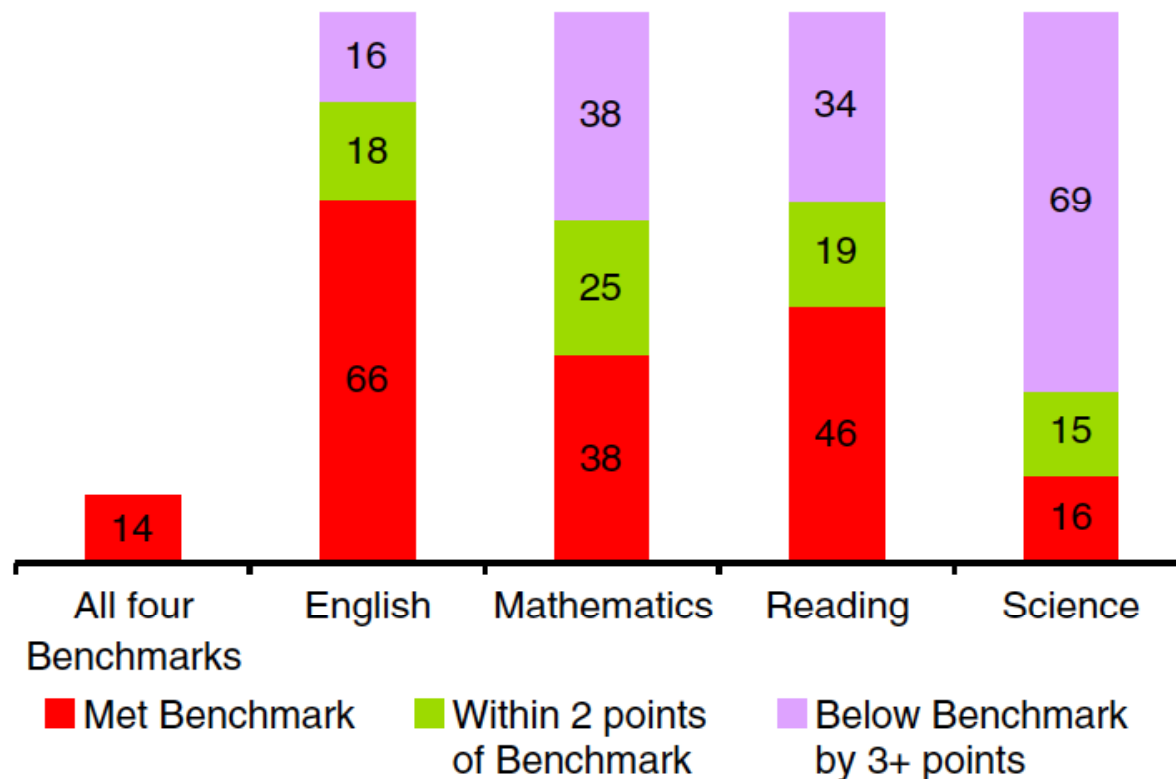
State of college readiness in Tennessee

Percent of ACT-tested high school graduates meeting College Readiness Benchmarks, 2010



ACT – 2010 Graduating Class

Early preparation is essential to college and career readiness and success



Percent of your 8th graders on target to meet College Readiness Benchmarks, 2009-10



Data Dashboard

New report by SAS:

“College Readiness Dashboard”

College Readiness Dashboard

9th Grade Projected to ACT Math (22)

9th Grade Projected to ACT Sci (24)

Probability

Percentage

Percentage

Advanced:

Greater than or
equal to 70%

2%

1%

Accelerate II:

Between 50% and
70%

5%

1%

Accelerate I-B:

Between 25% and
50%

5%

6%

Accelerate I-A:

Less than or equal
to 25%

86%

90%

Students who lack
sufficient data

2%

2%

College Readiness Dashboard

9th Grade Projected to ACT Math (22)

9th Grade Projected to ACT Sci (24)

Probability

Percentage

Percentage

Advanced:

Greater than or
equal to 70%

3%

1%

Accelerate II:

Between 50% and
70%

3%

2%

Accelerate I-B:

Between 25% and
50%

6%

3%

Accelerate I-A:

Less than or equal
to 25%

87%

92%

Students who lack
sufficient data

1%

1%

College Readiness Dashboard

9th Grade Projected to ACT Math (22)

9th Grade Projected to ACT Sci (24)

Probability

Percentage

Percentage

Advanced: Greater than or equal to 70%

18%

9%

Accelerate II: Between 50% and 70%

9%

8%

Accelerate I-B: Between 25% and 50%

11%

15%

Accelerate I-A: Less than or equal to 25%

60%

67%

Students who lack sufficient data

1%

1%

College Readiness Dashboard

9th Grade Projected to ACT Math (22)

9th Grade Projected to ACT Sci (24)

Probability

Percentage

Percentage

Advanced:

Greater than or
equal to 70%

6%

3%

Accelerate II:

Between 50% and
70%

4%

4%

Accelerate I-B:

Between 25% and
50%

9%

8%

Accelerate I-A:

Less than or equal
to 25%

79%

84%

Students who lack
sufficient data

1%

1%

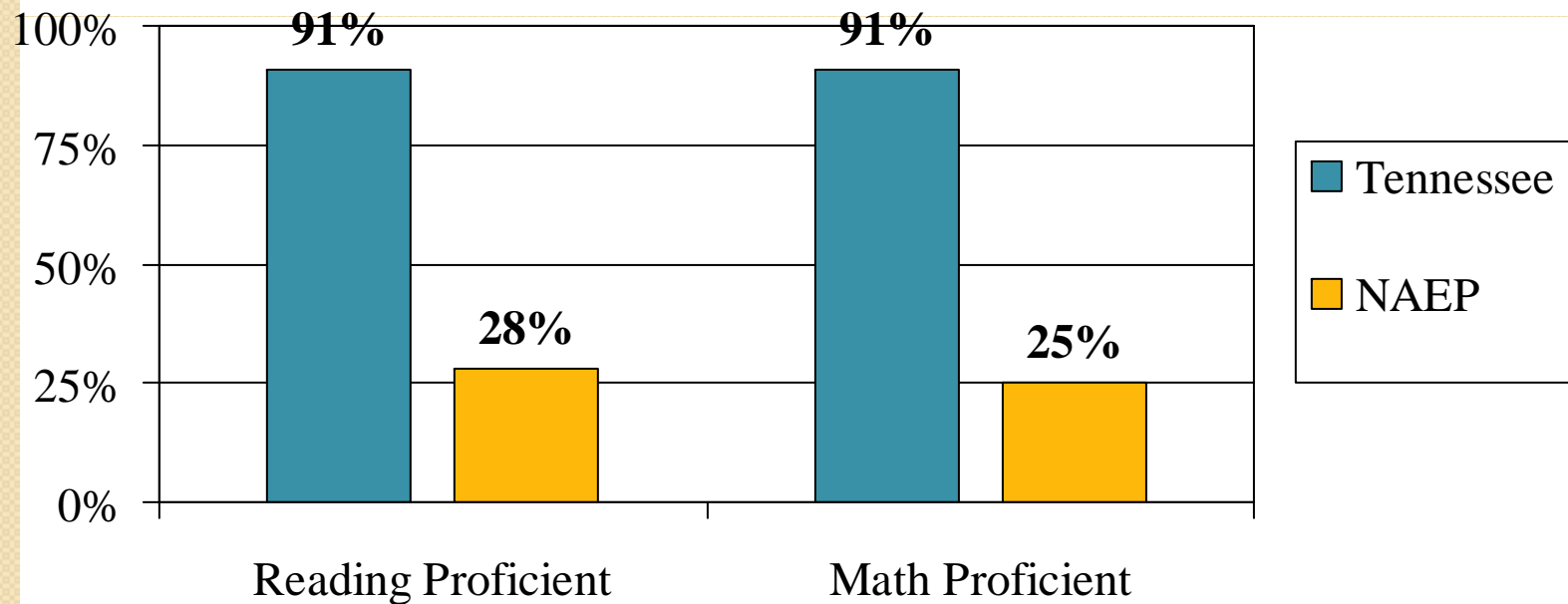


Are Tennessee Students Proficient?

- Spring 2007... National Chamber of Commerce comparison report card of key education factors in all states:
- Tennessee made an “F” in the category of Truth in Advertising...comparing Tennessee proficiency (our state assessments) to National proficiency (NAEP)

The gap between achievement on state assessments and NAEP?

3rd - 8th Grade Achievement on State Assessment v. 8th grade NAEP (2009)



Performance Measures

Previously

Advanced
Proficient
Below Proficient

Currently

Advanced
Proficient
Basic
Below Basic



Proficient

- Students graduate, or are on track to graduate, ready for the next step.
 - University
 - Community College
 - Technology Center
 - Employer Training
-

Performance Results 2009 – 2010 Math

Grade	Below Basic	Basic	Proficient	Advanced
3	10%	42%	33%	15%
4	21%	45%	25%	10%
5	25%	39%	24%	12%
6	30%	39%	20%	11%
7	36%	35%	19%	9%
8	40%	34%	16%	10%

Performance Results

2009 – 2010 Reading/Language Arts

Grade	Below Basic	Basic	Proficient	Advanced
3	14%	44%	32%	10%
4	13%	45%	32%	10%
5	12%	41%	40%	8%
6	13%	36%	44%	7%
7	19%	39%	33%	10%
8	13%	45%	33%	9%

Performance Results 2009 – 2010 Science

Grade	Below Basic	Basic	Proficient	Advanced
3	17%	22%	48%	14%
4	21%	34%	33%	12%
5	23%	26%	41%	10%
6	27%	24%	40%	9%
7	22%	29%	36%	14%
8	17%	28%	39%	16%

Performance Results 2009 – 2010 HS EOC

Subject	Below Basic	Basic	Proficient	Advanced
Algebra I	21%	34%	26%	20%
English I	14%	25%	52%	10%
English II	13%	28%	47%	11%
Biology I	23%	24%	40%	13%



Annual Measurable Objectives “AMOs”



Annual Measureable Objectives (AMOs)

- Annual Measureable Objectives (AMOs)
 - AYP targets for LEAs, schools, and student subgroups as measured by the % of students required to meet the Proficient or above standard.
- Re-setting AMOs are required by ESEA (NCLB)
 - AMOs must be re-set at the point of significant change in the curriculum and assessment system used to measure student achievement under Title I regulations.



Annual Measureable Objective (AMOs)

Starting Point

- Every state must establish a starting point for measuring the percentage of students who meet or exceed the state's proficient level of academic achievement.
- Separate starting points must be developed for reading/language arts and math.



Annual Measureable Objectives (AMOs)

- Each starting point must, at a minimum, be based on the higher of the following two numbers, using data from the 2009-10 school year.

- The percentage of students who are at the “proficient” or above level in:
 - The state’s lowest-achieving subgroup of students OR
 - The school at the 20th percentile in the state, based on enrollment, among all schools ranked by the percentage of students at the proficient level

Annual Measureable Objectives (AMOs)

- New starting point using data from the 2009-10 school year based on the **school at 20th Percentile...**
 - Elementary/Middle School Reading/Language Arts –
 - **32%**
 - Elementary/ Middle School Math –
 - **20%**
 - High School Reading/Language Arts – (English II)
 - **49%**
 - High School Math – (Algebra I)
 - **25%**

Annual Measurable Objective “AMO” Elementary/Middle School Benchmarks

School Year	R/LA Target	Math Target	Attendance Target
2002-03/2003-04	77%	72%	93%
2004-05/2006-07	83%	79%	93%
2007-08/2008-09	89%	86%	93%
2009-10	32%	20%	93%
2010-11	49%	40%	93%
2011-12	66%	60%	93%
2012-13	83%	80%	93%
2013-14	100%	100%	93%

Annual Measurable Objective “AMO” High School Benchmarks

School Year	R/LA Target	Math Target	Graduation Rate
2002-03/2003-04	86%	65%	90%
2004-05/2006-07	90%	75%	90%
2007-08/2008-09	93%	83%	90%
2009-10	49%	25%	90%
2010-11	61%	44%	90%
2011-12	74%	63%	90%
2012-13	87%	81%	90%
2013-14	100%	100%	90%

A Parting Thought:

“Life’s not about waiting for the storm to pass...

It’s about learning to dance in the rain!

