



TENNESSEE



Tennessee has addressed seven of the 10 Blueprint policies to improve college readiness in the state. It has developed programs for two of four high school anchor policies by putting rigorous Common Core standards in place. It is one of three states that will require students to take either the ACT or SAT as part of the assessment system.

The state has addressed three of four college policies through its programs. It is one of 18 states that has developed a systemwide, uniform policy on the use of remedial education and testing. Tennessee also has set college attainment goals, and its higher education funding system appropriates 100 percent of state funding based on institutional performance. In addition, the state has adopted both of the bridge anchor policies. Tennessee also uses the data to provide high schools with feedback reports on how well their graduates are succeeding in college.

POLICY REVIEW	TENNESSEE	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , ACT; SAT; End-of-course; Other	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	NO	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	YES Yes Yes Yes Yes	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	YES Yes Yes Yes, Remedial course completion; Persistence; Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	7 out of 10	

STRENGTHS

Tennessee is a model state in developing a clear definition of what constitutes college and career readiness for its students. The state defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education.” The state puts this definition to use through cut scores for both the ACT and other assessments to help determine college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the readiness definition to align the K-12 Common Core standards to credit-bearing, entry-level courses in English and math. They also use the definition to create common course profiles and supplementary curriculum materials for Common Core-aligned college algebra and expository writing courses.

Tennessee is one of 19 states that has developed a comprehensive system by setting attainment goals in its master plan and adopting a performance-based funding model that incorporates measures of student and institutional success.

CONSIDERATIONS

Tennessee should consider joining the states that have statutorily set measures of college and career readiness for calculating school performance. While Tennessee does report on college readiness benchmarks, scholarship eligibility, ACT scores and graduation rates, additional measures to consider might include college-going rates, college remediation rates, dual enrollment course credits earned, Advanced Placement (AP) scores or the number of industry certifications earned.

The state also should look at developing statewide minimum requirements for admission to four-year colleges. Twenty-eight states have either statewide or higher education systemwide requirements. Nearly all of the states require certain high school coursework as part of their admissions criteria. However, states also are adding other metrics such as GPA, assessments, class rank and an index score created by combining some or all of the indicators into a single number.

RESOURCES AND STATE EXAMPLES

Utah – Differentiated admissions

The Utah System of Higher Education policy [R461-3](#) outlines admission, access and articulation requirements. The minimum admission requirements include high school coursework, assessments such as ACT or SAT and high school GPA. Utah’s policy is unique in separating public institutions into metropolitan/regional universities and teaching/research universities.

Metropolitan/regional universities are expected to provide access consistent with the minimum admission requirements. Teaching/research universities are expected to require more rigorous preparation to meet classroom standards in the institutions.

Kentucky – School performance rooted in college and career readiness

In 2009, the commonwealth passed Senate Bill 1, creating the [Unbridled Learning: College/Career-Ready for All](#) program emphasizing accountability with an emphasis on the end goal, college completion. It details what students should learn, what will be tested, when tests are given and lays out the elements for public school accountability. Rooting an accountability system in college and career readiness sends a strong message to students, schools and communities.