



# **The Ready Graduate and Accountability Measures**

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# Today's Session

- Discuss equitable access.
- Evaluate growth opportunities for Early Postsecondary Opportunities (EPSOs).
- Determine methods of expansion and implementation.

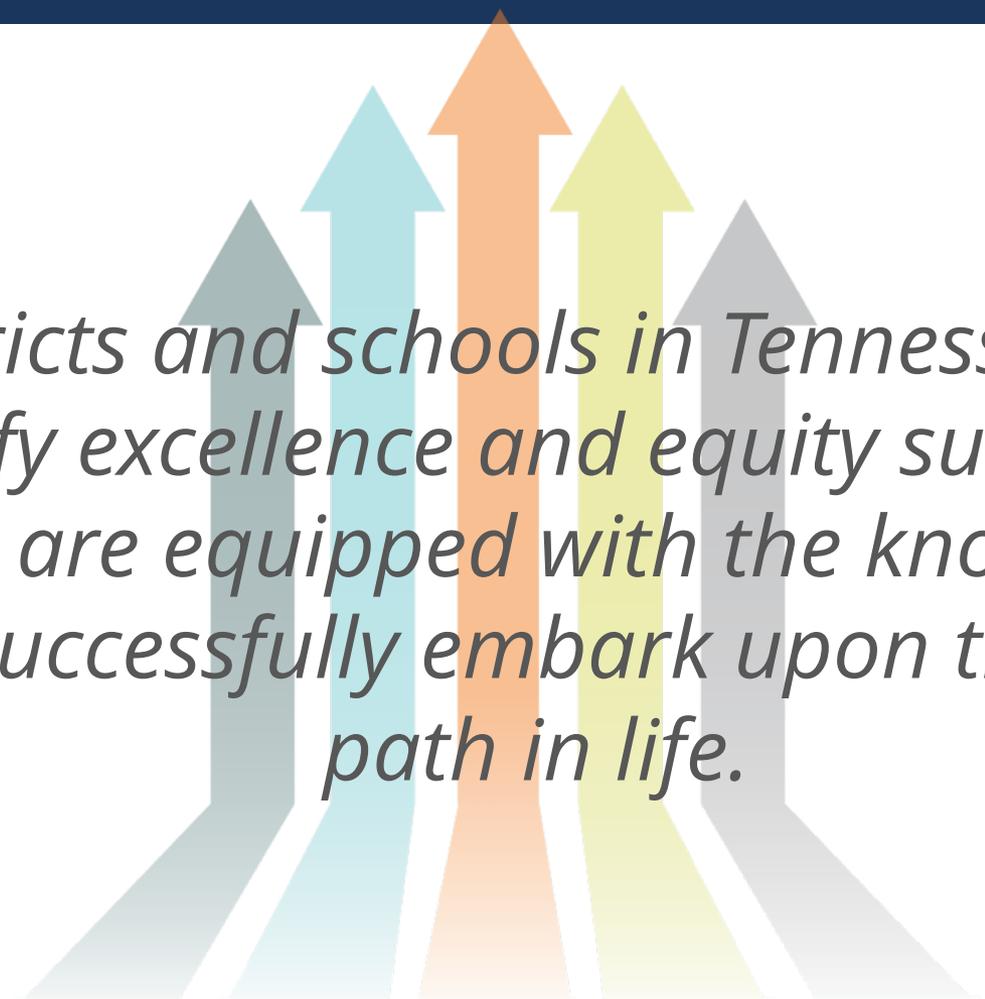
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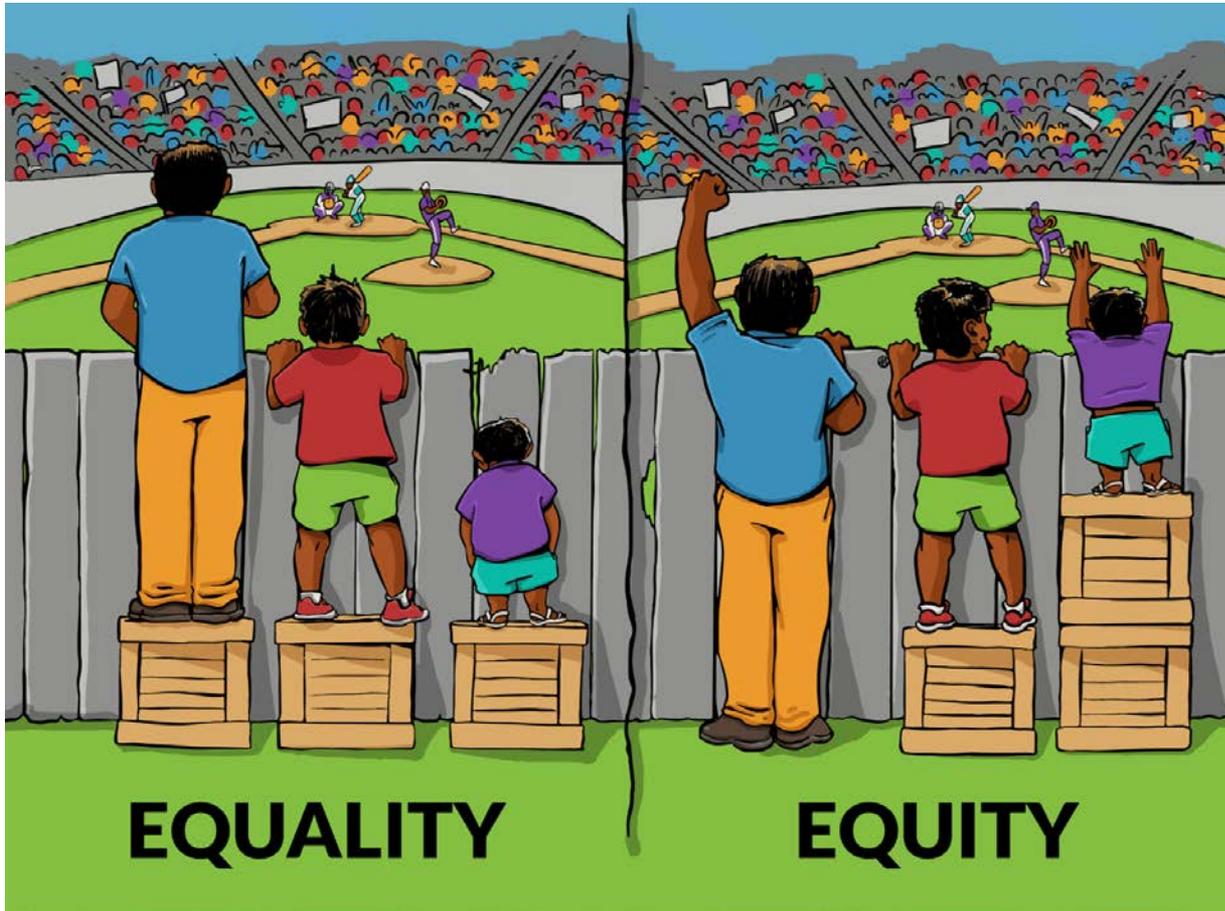
**Equitable Access**

# Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

**“Excellence without equity is privilege. Equity without excellence is tokenism.” –Linda Darling-Hammond**





# Measure of Student Readiness and Success

- The readiness indicators are diverse in order to give students choice. The student does not need to “fit the system,” but rather the indicators are such that a student may choose his/her path to readiness.

## Ready Graduate Accountability Indicator

1. scoring **21 or higher on ACT** or
2. completing **4 EPSOs** or
3. completing **2 EPSOs + earning industry certification** (on a CTE pathway leading to a credential) or
4. completing **2 EPSO + designated score TBD on ASVAB AFQT**

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# **Early Postsecondary Opportunities (EPSOs)**

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# Activity: EPSO Planning Worksheet

- Find the EPSO planning worksheet in your materials.
- Take a few minutes to independently reflect and list what your district is currently offering under each opportunity.



# Discussion: Talk and Turn

- What EPSOs do you currently offer? Why?
- How are students and parents made aware of available EPSO offerings? How can you improve your current process?
- Do you have individuals responsible for annually reviewing and improving your school/district's EPSO offerings and postsecondary articulation agreements?

**Instructions:** Compare your answers with those of your partner. Use the questions above to guide your discussion.



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# Expansion & Implementation

# Activity: Think & Discuss

- What EPSOs have you considered but not implemented? Why?
- How do you plan to increase your portfolio to include other types of EPSO offerings in the future? Identify any potential barriers to offering other types of EPSOs.
- Is there specific policy that limits enrollment in EPSOs? If so, what are the limits?
- Are these limits impacting the student subgroup who may be enrolling?
- What are the processes involved with student advising? What information are you using to identify students who may benefit from these opportunities?

# Activity: Think & Discuss Cont.

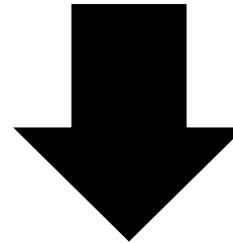
- On your worksheet, list these in the boxes next to each opportunity.

Industry Certification

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# **Resources and Action Steps**

# Resources

## 2018-19 Programs of Study Guide

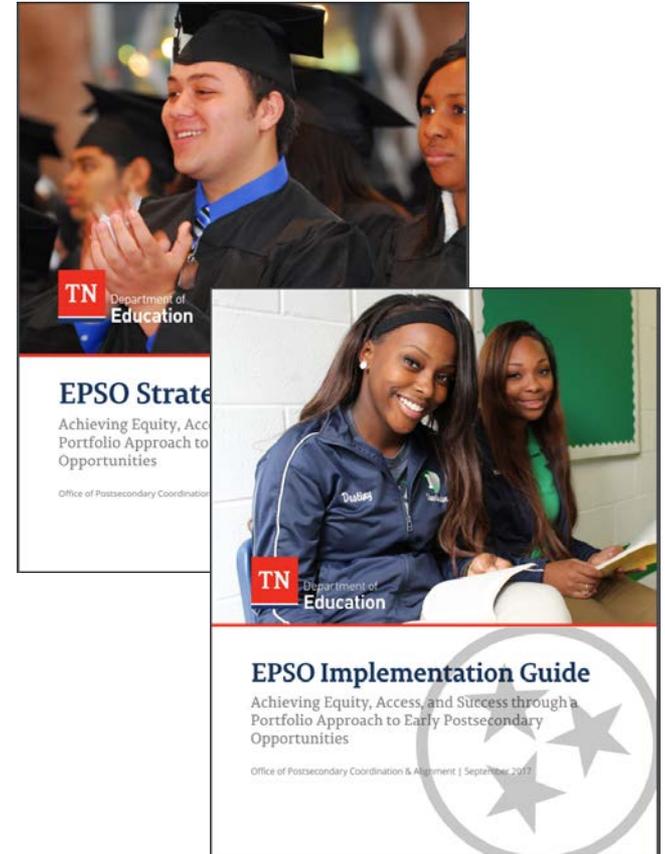
- Now includes Cambridge courses available for concentration

## EPSO Implementation Guide

- Guiding questions and diagnostic tools to assist in identifying and selecting the right mix of EPSOs
- Information on funding, pilot opportunities, technical assistance resources, and links to materials and professional development
- Answers to frequently asked questions about how EPSOs can best serve students.

## Industry Certification

- Frequently Asked Questions document



# Closing Thoughts and Action Steps

- Use data to customize early postsecondary opportunities.
- Work to identify and eliminate barriers.
- Ensure all stakeholders are involved and informed.
- Work with school, district, and postsecondary partners to expand access and develop new opportunities. Be creative.
- Provide students accurate information about early postsecondary and postsecondary opportunities to help them navigate their options.



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