



Tennessee Succeeds: ESSA in Tennessee

Early Postsecondary Opportunities

Agenda

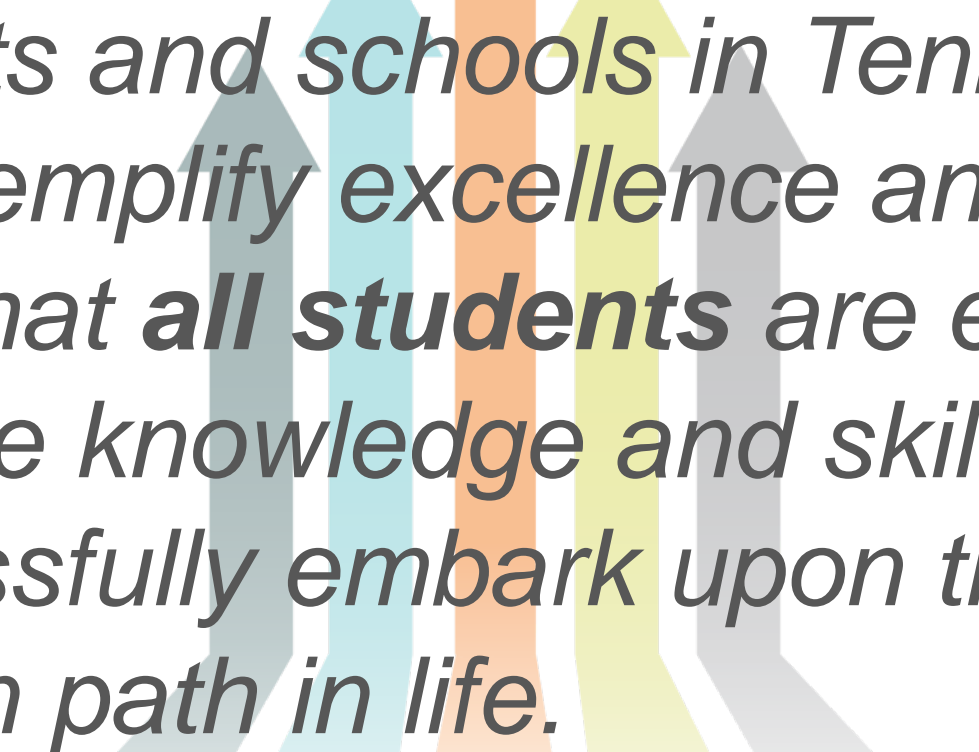
- ESSA Overview
- Ready Graduate indicator
- EPSOs
- Industry Certification
- Military Readiness
- Implementation



Tenn**ESSA⁺**ee Succeeds



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.*

Stakeholder Engagement

- Six working groups with 67 members across the state
- 3,000+ stakeholders provided input over the summer
- Dozens of listening sessions and informational meetings with teachers, parents, community members, advocates, and legislators
- Six town hall meetings over December and January
 - 1,000+ stakeholders attended town halls
- 2,000+ comments received through online and written feedback

Notable Changes in the Final Plan

- The department responded to stakeholder feedback with changes in several places, including the following:
 - **District accountability**
 - **School accountability**
 - School improvement
 - English learner support and accountability metrics
 - Other key areas, including earned autonomy, clarity on educator support, and transparency metrics



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District Accountability

Stakeholder Feedback

- Align district accountability to the new school accountability framework
- Add the new measures of school quality and student success
- Maintain “best of” options for districts
- Include science assessments within the achievement and growth indicators
- Continue focus on ACT
- Participation rate matters

District accountability in TN ESSA plan

Six Areas

3-5 Success Rate*

6-8 Success
Rate*

9-12 Success Rate*

Chronically Out of
School

Graduation Rate
+ Ready Graduate

K-12 English
Language Proficiency
Assessment (ELPA)

Area: Graduation Rate pathways

- **Absolute Performance:** Measures percent of students in a graduation cohort who graduated within four years and one summer in the district.

OR

- **AMO Targets:** Target to increase the percent of students who graduate within four years and a summer in the district.

AND

- **Value-Added:** student-level comparison that measures the percent of students who graduate “ready” as defined by the percent of students meeting the **Ready Graduate** criteria within the school accountability framework. The growth expectation will be set based on the state-level performance.



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School Accountability

School Accountability: Requirements

- Under ESSA, states must **meaningfully differentiate** schools on an annual basis.
- Last year, the Tennessee General Assembly passed a law requiring all schools be awarded a **summative letter grade (A - F)**.

School Accountability: Guiding Principles

- **All schools should have opportunity to achieve an “A”**
 - Poverty is not destiny
- **All means all**
 - Each indicator should be reported for historically underserved student groups
- **All growth should be rewarded**
 - Schools with low achievement but high growth will be recognized
- **Reporting should be transparent**
 - Public should be able to access and review multiple indicators

School Accountability: Intended Outcomes

- The department proposes that school-level accountability using A - F grades for reporting should reward the following:
 - Performance and progress
 - Positive school culture
 - Readiness for postsecondary and workforce
 - Improved life trajectory for students

Stakeholder Feedback

- **ELPA indicator** should be included for All Students
- ***Chronically Out of School*** indicator should be weighted appropriately as encompassing chronic absenteeism and out-of-school suspensions
- **Achievement** indicator should be weighted more heavily
- **Focus on growth** across the indicators is critical
- The ***Ready Graduate*** indicator should reflect a significant weight for high school students
- The ***Ready Graduate*** indicator should include a check for military readiness
- The weighting of ***All Students*** and ***All Subgroups*** should reflect statewide demographic trends

High School Example

Indicator	All Students		Subgroup	
	Grade	Weight	Grade	Weight
Achievement Absolute proficiency <u>or</u> AMO Targets	A	30%	B	30%
Growth	A	25%	C	25%
Ready Graduate	D	25%	B	25%
Chronically Out of School	D	10%	B	10%
ELPA*	B	10%	B	10%
Weighted Average	B	100%	B	100%
All Students Grade	B	60%		
Subgroup Grade	B	40%		
Overall School Grade	B	100%		

*For schools that do not meet the n-size of 10 for ELPA, no weighting will be applied to ELPA. Thus, the weighting for Achievement and Growth will increase equally to 35 percent and 30 percent, respectively.

Measure of School Quality and Student Success

- **Ready Graduate indicator** (for high schools)

Graduation Rate multiplied by the percentage of students who are **Ready Graduates**. A Ready Graduate meets one of the following criteria (students can only be “counted” once):

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**

*This metric defines four “checks” for evidence that graduates have **demonstrated** postsecondary and workforce readiness.*



Questions?

Please use comment box



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Early Postsecondary Opportunities (EPSOs)

Our Vision

- We believe all high schools should offer a diverse **portfolio** of early postsecondary opportunities (EPSO) for students.
- We believe **all students** should have an opportunity to earn postsecondary credits/hours and transferable industry certifications while in high school.

Early Postsecondary Opportunities Help Students Achieve Success After High School

Early postsecondary opportunities allow students to:

- Earn postsecondary credits in high school.
- Become familiar with postsecondary learning expectations and requirements.
- Develop confidence and study skills necessary for success in postsecondary coursework.
- Make more informed decisions about postsecondary plans and career goals.
- Decrease the time and cost of completing a certificate or degree.

Students who participate in early postsecondary courses are more likely to enroll and persist in college.

TN Early Postsecondary Opportunities



EPSOs reduce educational inequities in college access and college completion.

- EPSOs provide students the opportunity to gain:
 - A “head start” with credits already available
 - Familiarity and comfort with the postsecondary experience
 - Increased academic preparedness for postsecondary and career

All students who are on track to graduate high school on time should have the opportunity to earn the early postsecondary credits that best fit their interests as well as their college and career goals.

EPSO Student Pipeline

Access: Have access to, and awareness of, early postsecondary opportunities



Enrollment: Participate in an aligned course or activity



Examination: Sit for appropriate end-of-course exam (if required)

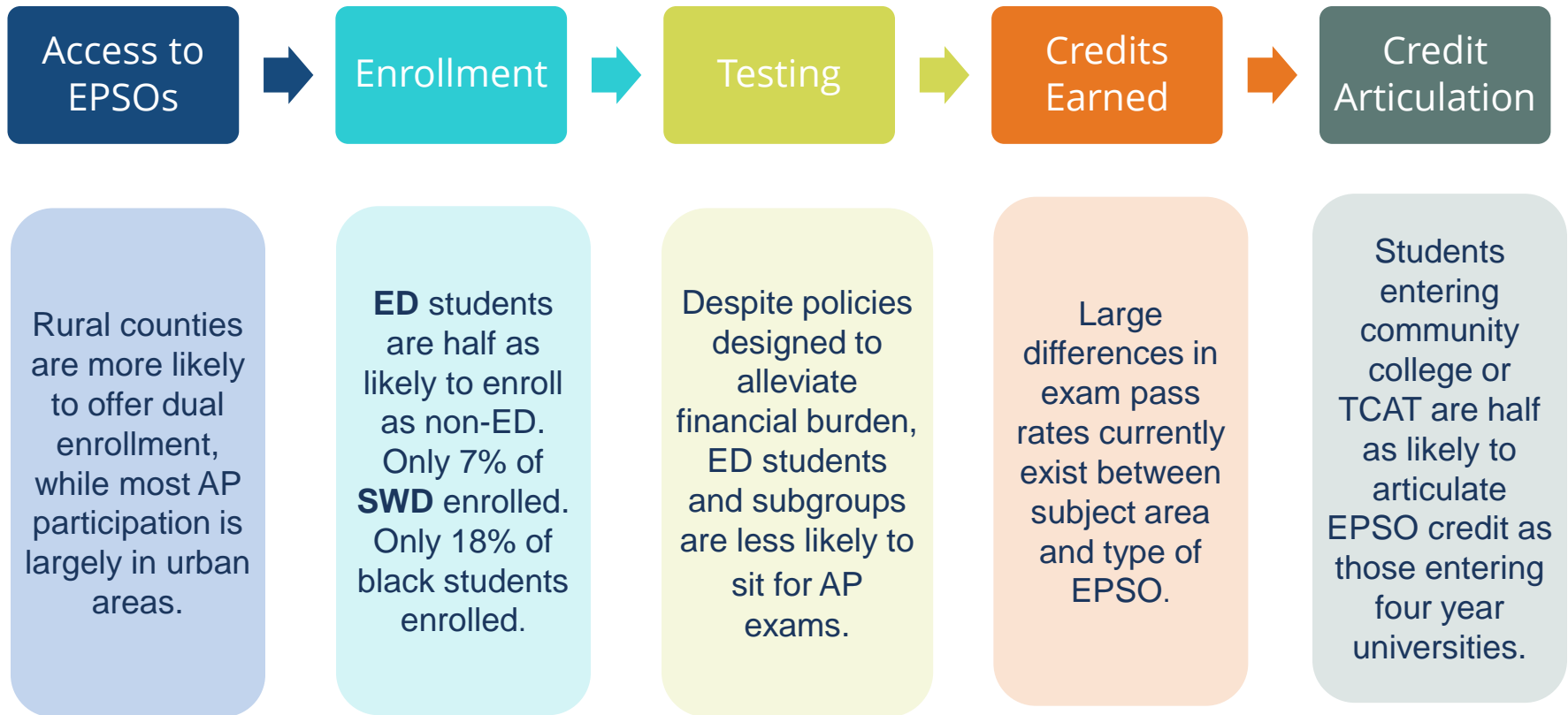


Credit Attainment: Earn a passing score for course/exam



Credit Articulation: Apply credit at a postsecondary institutions upon student matriculation

Barriers to Student EPSO Success

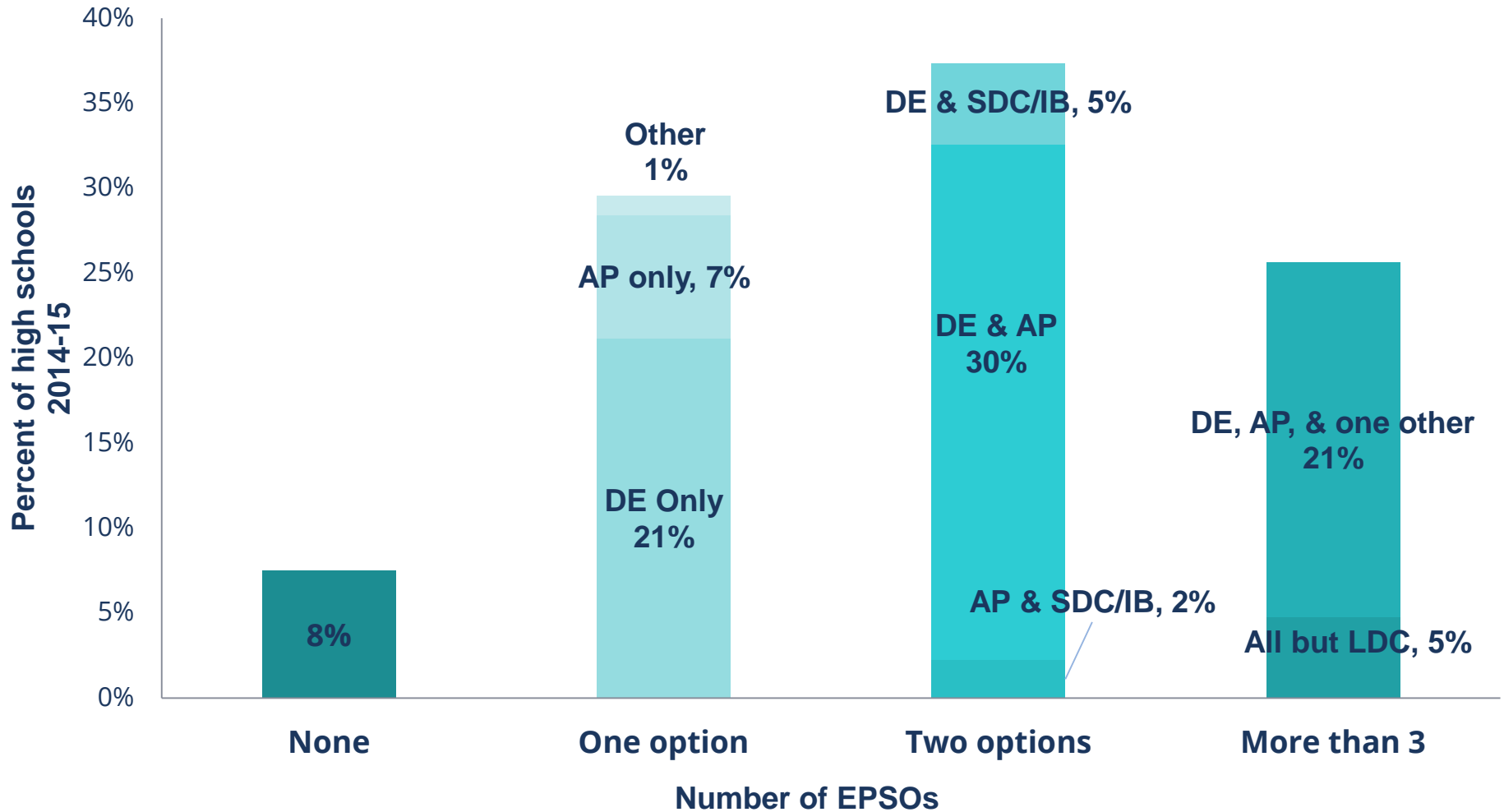




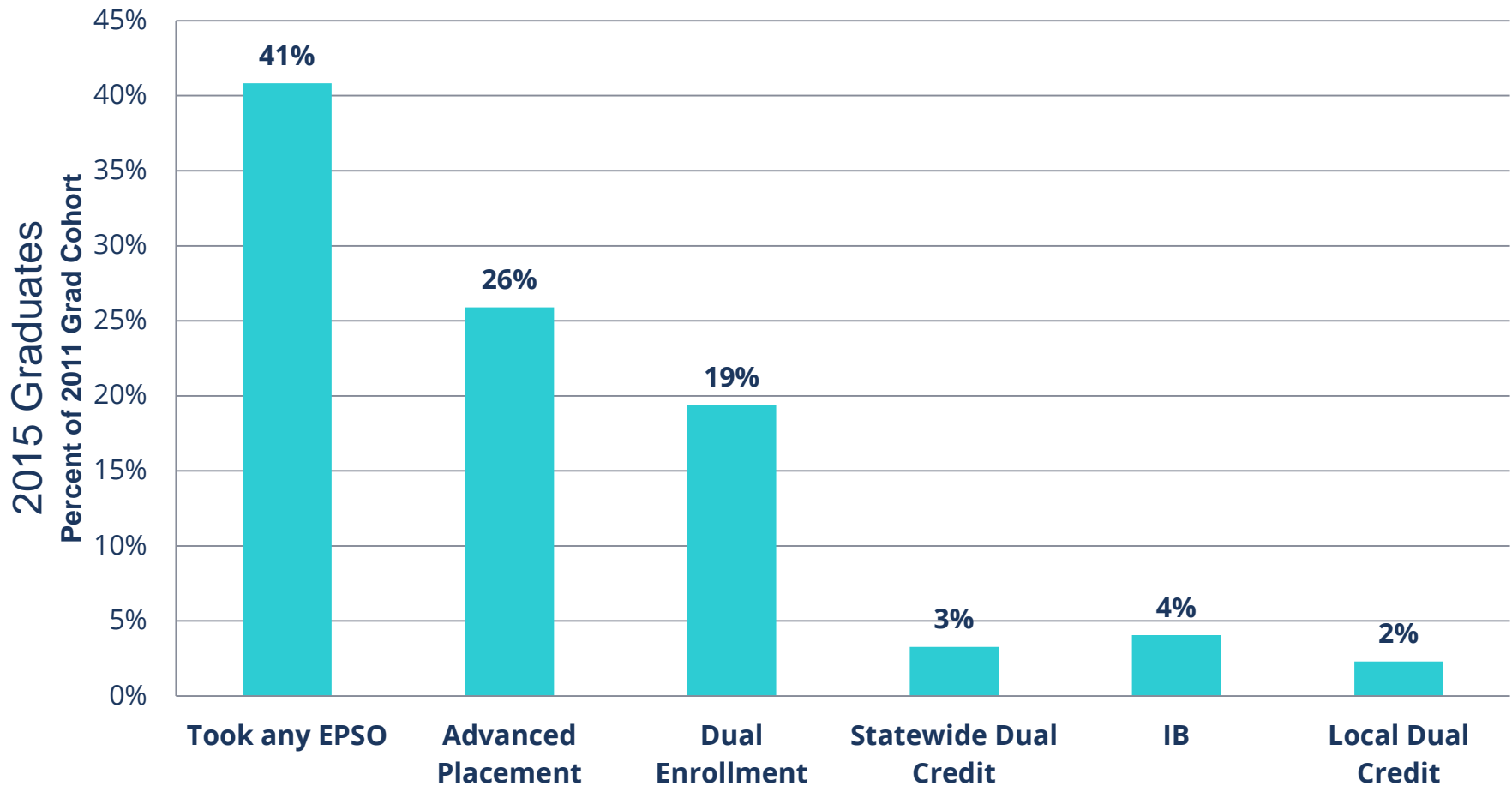
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EPSO Landscape

Nearly all Tennessee high schools offer EPSOs



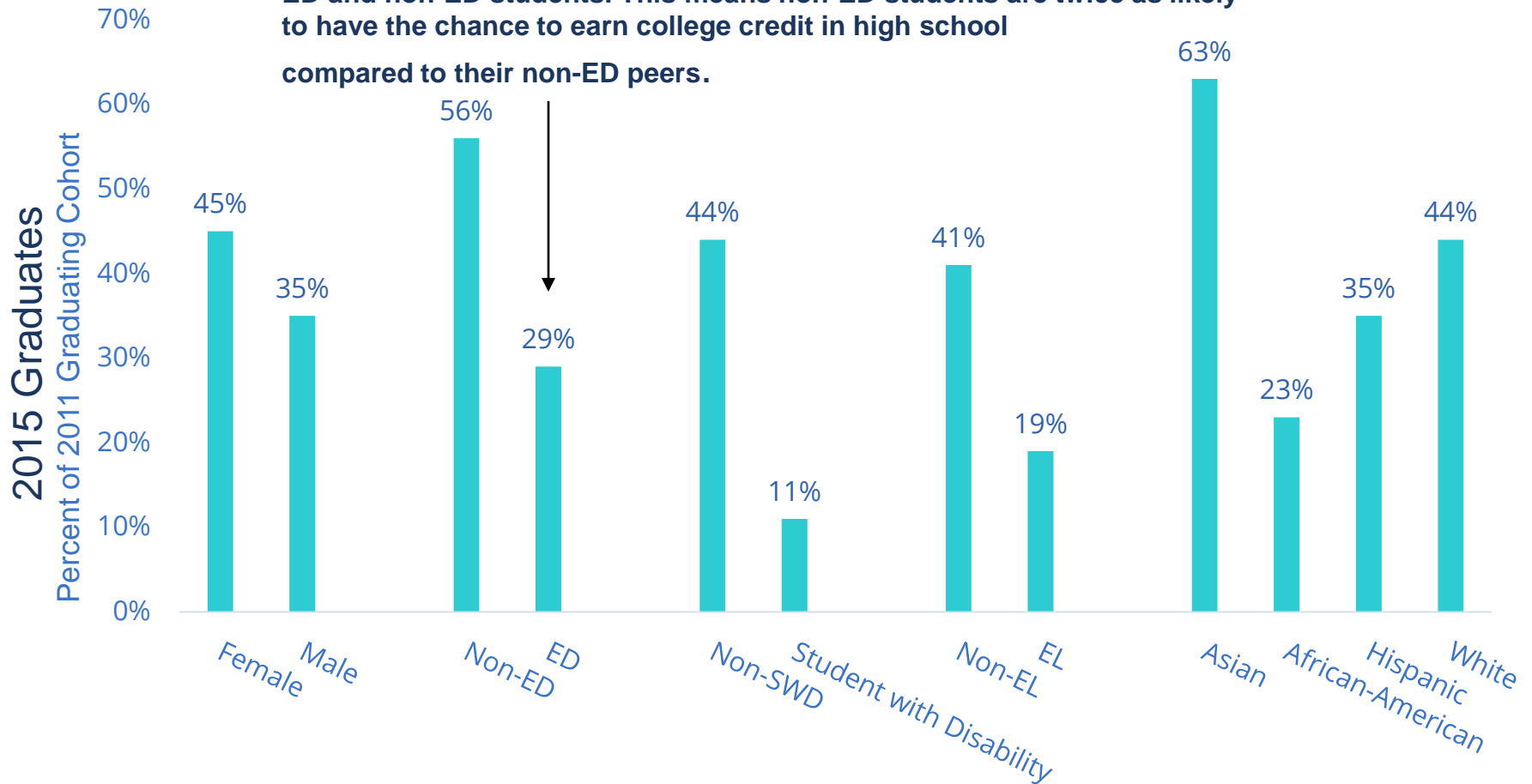
Still, just over 40 percent of the 2011 graduating cohort (2015 graduates) attempted an EPSO



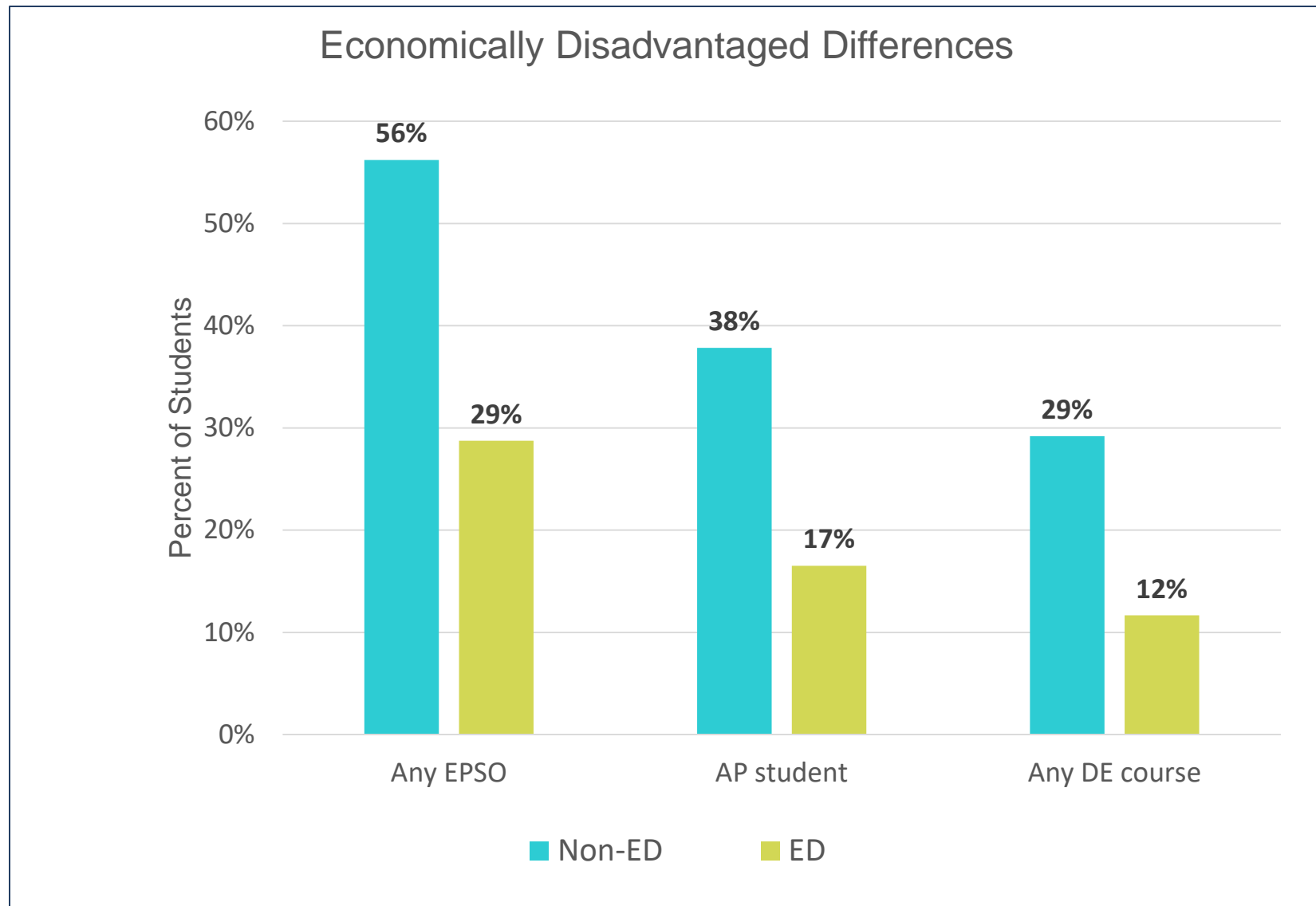
In order to close achievement and college completion gaps, we must close the access gap.

For example, there is a 27 percentage point gap in EPSO access between ED and non-ED students. This means non-ED students are twice as likely to have the chance to earn college credit in high school

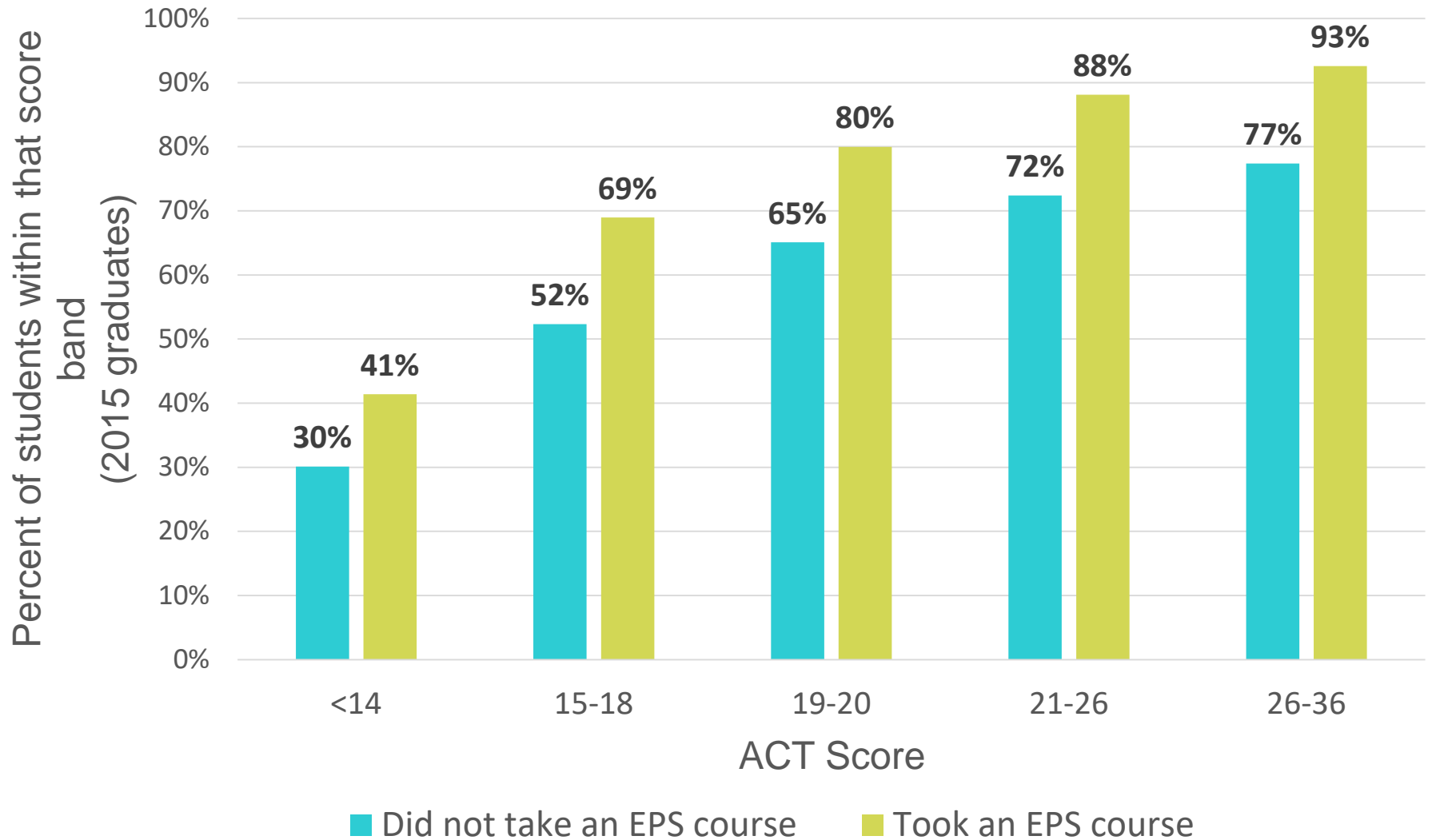
compared to their non-ED peers.



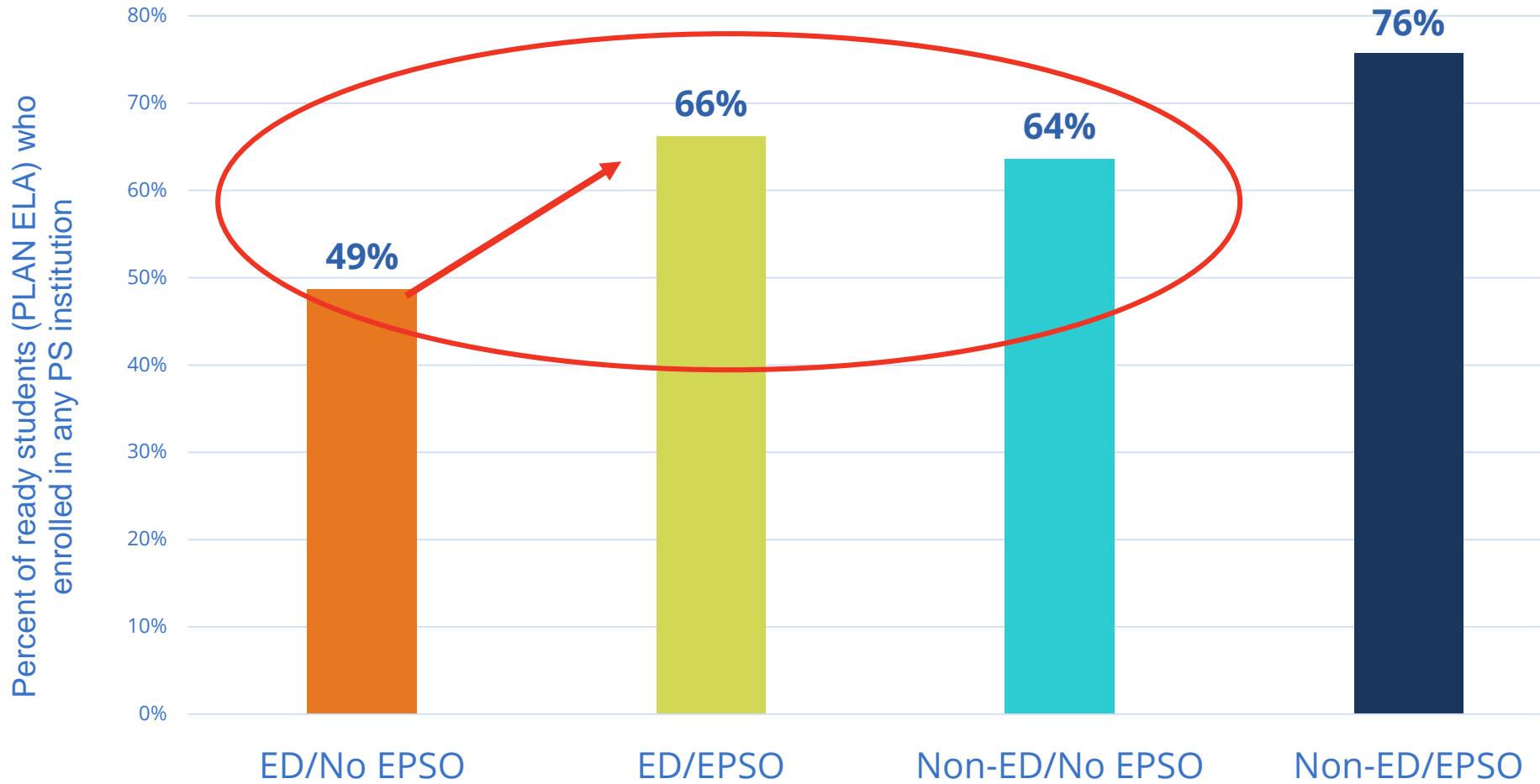
Gaps in ED student access exist across EPSOs. Many “ready” ED students are not taking EPSOs



Regardless of ACT score, students with EPSO experience are more likely to graduate.



Early Postsecondary Courses are key to increasing postsecondary enrollment and eliminating gaps between student sub-groups.



Key Research Findings

Access

- Despite access to EPSOs, too few students are taking advantage of these courses.
- Just over half of all students who were college-ready on PLAN took any EPSO.
- Despite policies designed to alleviate financial burdens, ED students are half as likely to have taken an EPSO as a non-ED student.

Success

- Many AP students do not take associated exam. Also, poor passing rates signify difficulty of exam.
- Only one in five students graduate with any EPSO credits.

Articulation

- Students enrolling in four-year public universities are twice as likely to have EPSO credits.
- Economically Disadvantaged students who take EPSO courses enroll in postsecondary institutions at similar rates to non-ED students who do not take EPSO courses.

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Industry Certifications

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What is available?

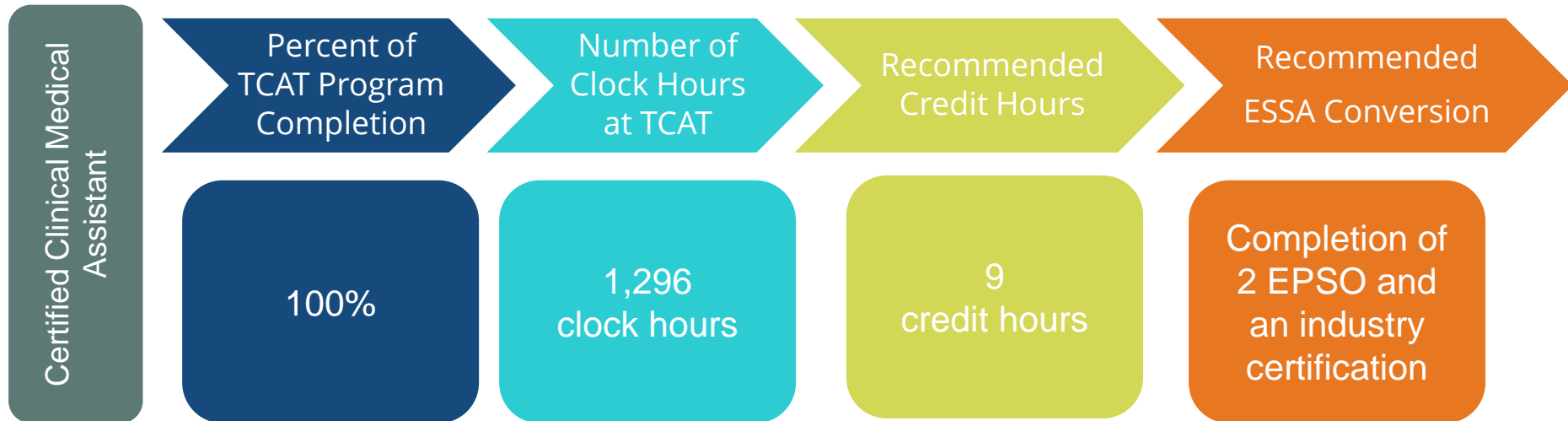
- Currently promote **42 industry certifications**
 - In addition, the department is developing and piloting four Tennessee Specific Industry Certifications Agriculture: Veterinary & Animal Science
 - Agriculture: Horticulture Science
 - Human Services: Dietetics & Nutrition
 - Human Services: Social Health Services
- **Total of 42 industry certifications in 27 different programs of study**

Current Landscape: Underutilization of Resources

- Number of students (*reported by CTE teachers*) who earned an industry certification in 2015-16: **2,160**
 - **This represents only 7% of CTE concentrators.**
- **20 districts** participated in 2015-16 Perkins Reserve Grant for industry certifications. The department awarded **\$149,050** to pay for industry certifications
 - **None** of the participating districts utilized 100% of the grant funds
 - **At the end of the school year, only 41% of funds were utilized**
 - **1,145 students** sat for an industry certification exam
 - **59% of students** who sat for the exam **earned the industry certification**

What are we working on?

- Obtaining data directly from industry certification agencies
- Clock hours to credit hour conversions
- Credit for students who earn multiple industry certifications



*The hours reflected on this slide are an example and do not reflect final awarded clock or credit hours

Process for feedback

- **Can districts recommend industry certifications they want to be reviewed to be added to the promoted industry certification list?**
 - Yes, districts are encouraged to submit industry certifications they believe should be a part of the promoted industry certification list. The department will include these certifications in their annual review process and will review them to ensure they meet the required criteria:
 - Industry recognized and valued
 - Aligned to CTE course and/or program of study (technical skills)
 - Transference to postsecondary institution
 - Transference to high quality employment

Process for feedback

- Please send all **industry certification recommendations** to Candi.Norwood@tn.gov. Certification recommendations will need to be received by June 1, 2017 to be considered for the 2018-19 school year.
- Recommendations received after June 1, 2017 will be placed on a list to review for 2019-20.



Military Readiness

Concordance study

- The department is working with the Department of Defense to secure access to ASVAB data for all TN students who participate in the exam.
 - DoD recommended that Tennessee set a cut score criteria that reflects state goals, rather than relying solely upon military entrance requirements.
- The TDOE wants to ensure the ASVAB cut score used for the Ready graduate criteria is rigorous and aligned to the other three “checks”.
 - The department will conduct a concordance study using ASVAB and ACT data to establish the appropriate cut score.
 - More information will be forthcoming.



Funding

Early Postsecondary Opportunity	Typical Associated Costs	Available Funding Options
Advanced Placement (AP)	Required Costs: <ul style="list-style-type: none"> • Student exam fees Potential (not required): <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> ➤ State Exam Fee Assistance Pilot ➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I ➤ Perkins Basic (only when course is within a POS) ➤ College Board economically disadvantaged fee waivers ➤ Local Chamber of Commerce or industry partnership
Cambridge International Exams (CIE)	Required Costs: <ul style="list-style-type: none"> • Student exam fees Potential (not required): <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> ➤ State Exam Fee Assistance Pilot ➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I ➤ Perkins Basic (only when course is within a POS) ➤ College Board economically disadvantaged fee waivers ➤ Local Chamber of Commerce or industry partnership
CLEP Exam	Student exam fee	<ul style="list-style-type: none"> • Perkins Basic (only when course is within a POS)
International Baccalaureate (IB)	<ul style="list-style-type: none"> • Application and/or teacher training costs to become an IB World School • Student exam fees 	<ul style="list-style-type: none"> ➤ State Exam Fee Assistance Pilot ➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I ➤ Perkins Basic (only when course is within a POS) ➤ College Board economically disadvantaged fee waivers ➤ Local Chamber of Commerce or industry partnership

Early Postsecondary Opportunity	Typical Associated Costs	Available Funding Options
Dual Enrollment	Required Costs: <ul style="list-style-type: none"> • Tuition cost • Mandatory fees Potential Costs: <ul style="list-style-type: none"> • Course-specific fees • Textbooks or other materials 	<ul style="list-style-type: none"> • Dual Enrollment Grant • Perkins Basic (only when course is within a POS) • Scholarships/Gap costs covered by some institutions
Local Dual Credit	Standard fee of \$25 across all community colleges	
Statewide Dual Credit	<ul style="list-style-type: none"> • Required teacher training travel costs • Student exam fees (covered by department) 	Exam costs fully covered by TDOE
Industry Certification	<ul style="list-style-type: none"> • Student exam fee • Licensure application fee • Professional organization registration fee 	<ul style="list-style-type: none"> • Perkins Basic • Perkins Reserve Grant

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Plan for Implementation

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Suggested Next Steps

- LEA's review current EPSO course offerings and industry certifications, possible opportunities, and assess needs across schools in coming months
- LEA's establish goals for student access to EPSO's and industry certifications
- LEA's plan for implementation over multiple years
- TDOE works with TBR to determine dual credit scale-up options
- TDOE works with TBR to review textbook and fee structure for dual enrollment courses
- TDOE shares technical assistance/implementation guide

Statewide Dual Credit Scale Up

The recently released budget amendment includes:

- The development of 10 new statewide dual credit offerings, **expanding to a total of 18 offerings.**
- Funding includes:
 - Student **exam fee waivers** for 2017-18 school year
 - Ongoing **teacher professional development**
 - Annual **review and validation** of up to three courses

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Questions?

Please use comment box



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

Excellence | Optimism | Judgment | Courage | Teamwork