

STATE BOARD OF EDUCATION QUARTERLY WORKSHOP

OCTOBER 28, 2021



Dual Enrollment

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**Relentlessly focused on increasing the
number of Tennesseans with a
postsecondary credential**

Presentation Outline

Definitions – What is dual enrollment (DE)?

Participants – Who participates in DE?

Outcomes – What happens to DE students?

Impacts – What are the long-term effects of DE?

Dual enrollment grant use has grown considerably over the past decade. From fall 2011 to fall 2021, dual enrollment grant use has increased by **84%**.

What is Dual Enrollment?

SACSCOC Dual Enrollment Policy Statement

- **Student:** enrolled in high school & postsecondary with access to learning resources and academic support services
- **Faculty:** Masters with 18 hours in the content area
- **Location:** college, k-12 school, or online
- **Curriculum:** comparable content and rigor to the same course taught to other students at the college

Dual Enrollment Grant

- **Dual Enrollment Grant (DEG)** college courses taken by high school students in which some portion is paid for through the lottery scholarship program
 - Began in 2005 with 2 free courses
 - Beginning in Jan 2022, 4 free courses
- **Eligibility**
 - High School Junior or Senior
 - Satisfy admission criteria for individual college
 - 2.75 DE GPA to maintain eligibility

GIVE Dual Enrollment

4 courses in high need programs at Community Colleges or TCATs



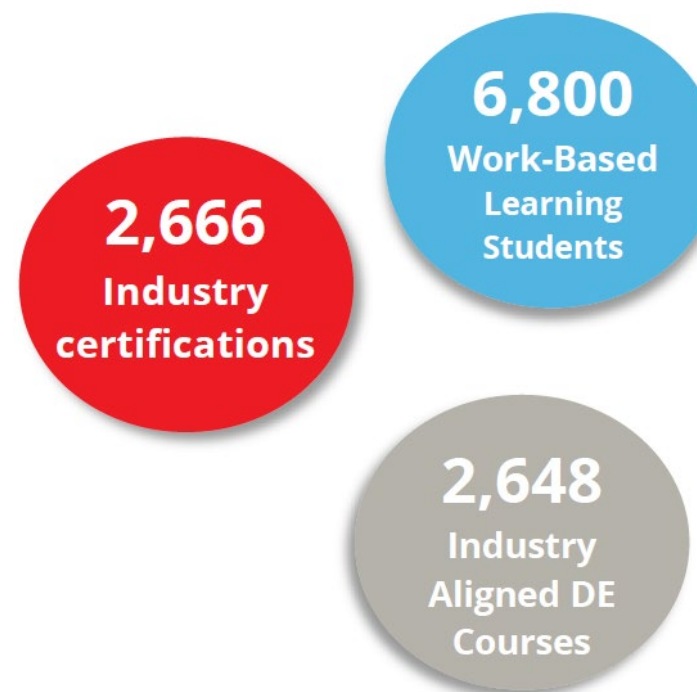
GIVE

Governor's Investment in Vocational Education

AY 2020-21

Examples of Eligible Programs

- Certified Nursing Assistant
- Computer Support Technician
- Farming Operations Technology
- Industrial Electricity
- Machine Tool Technology
- Pharmacy Technology
- Principles of Accounting

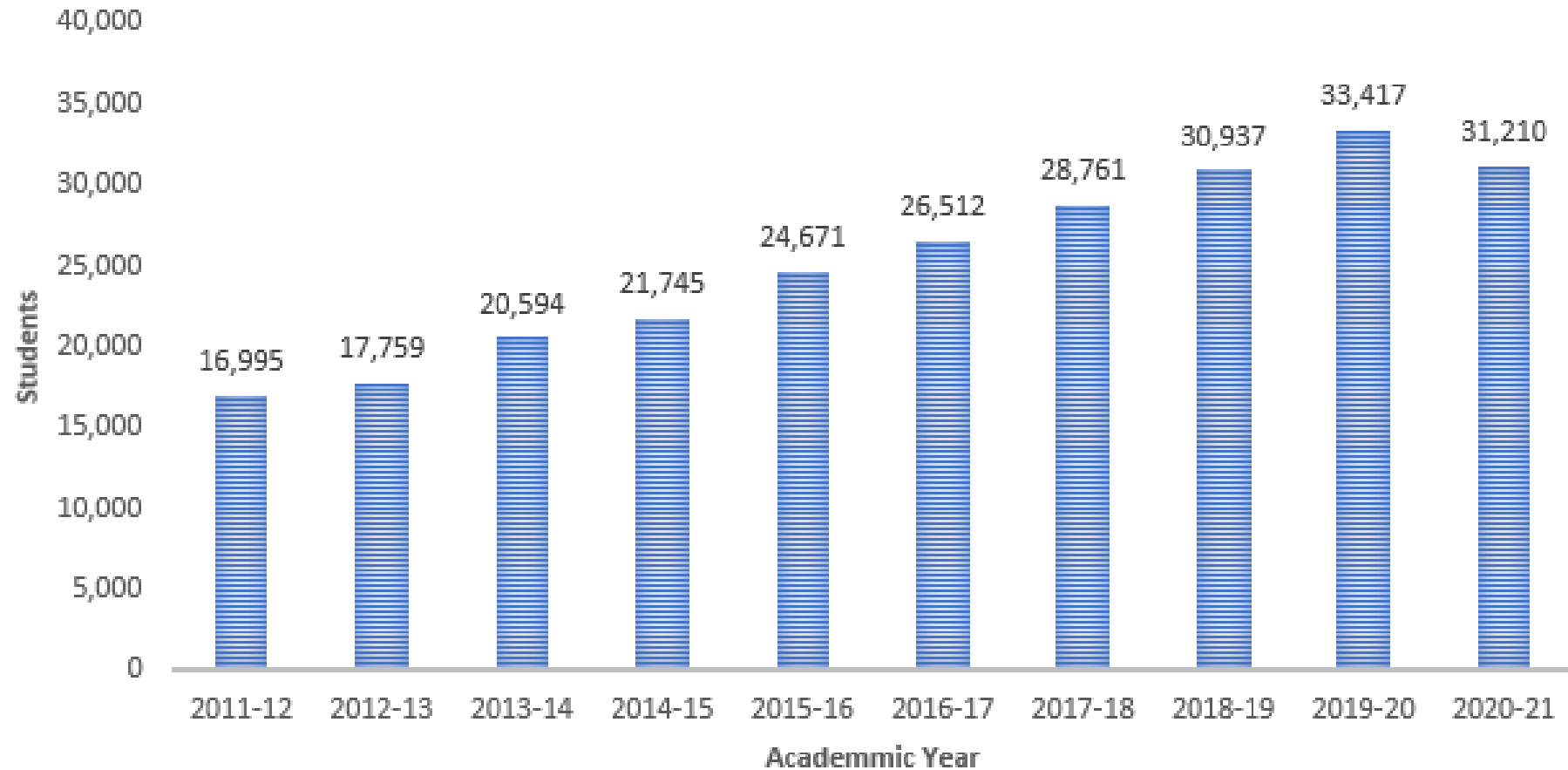


DE Grant use by Discipline

Most Common DE Disciplines:

- **English** *Composition I & II*
- **Mathematics** *Statistics, College Algebra, Calculus*
- **History** *World History, American History*
- **Psychology** *Introduction to Psychology*
- **Natural Science** – *Biology, Anatomy & Physiology*
- **Speech** *Fundamentals of Communication*

Dual Enrollment Grant Use



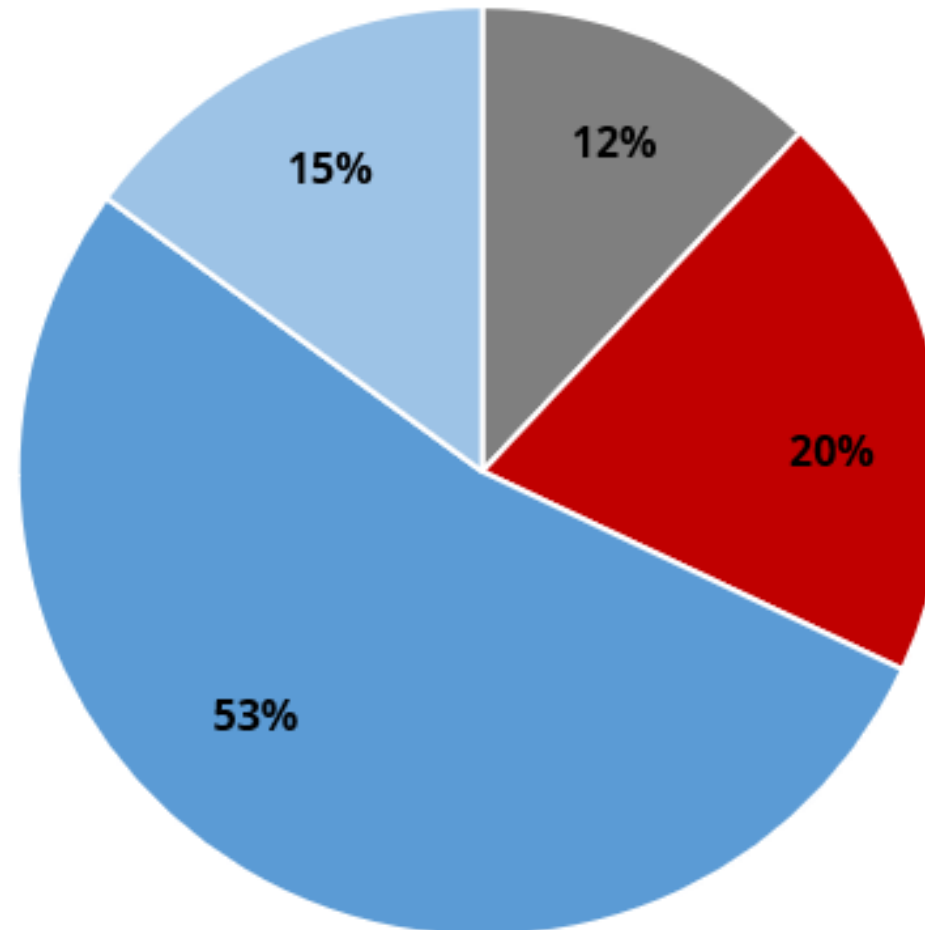
DE Grant by Institution Type

AY 2020-21

31,210 Students

\$24.4 million

- Independent 4-Year
- Public 4-Year
- Public 2-Year
- TCATs



Dual Enrollment Participation

2017-18 Academic Year*

US Overall	9.8%
Male	8.6%
Female	11%
White	12.5%
Black	5.8%
Hispanic	7.1%
Asian	9.4%
White Female	13.9%
Black Male	4.6%

Tennessee	9.5%
Male	8.2%
Female	10.9%
White	11.5%
Black	5.3%
Hispanic	5.4%
Asian	10.7%
White Female	13.3%
Black Male	4.4%

Both nationally and in TN, White females are nearly **three times more likely** to participate in dual enrollment than Black males.

TN Students in Dual Enrollment

More likely to take DE:

- White students
- Female students
- Rural students
- Students with higher academic achievement
 - Average ACT over 24
 - Average GPA over 3.5

Less likely to take DE:

- Black & Hispanic students
- Male students
- Suburban students
- English Language Learners
- Students with disabilities
- Students in foster care

Dual Enrollment in Action

“Dual enrollment affords an opportunity to earn higher wages through real, college-level courses.

It leverages our students’ desires to work in high demand career fields as soon as possible, beyond low-paying service industry jobs.”

-MNPS EPSO Coordinator



GIVE Dual Enrollment in Action

"To lead in agriculture, we have to lead in technology. It is exciting to see what TCAT Crump is doing. To see you can get diplomas in precision technology, crop production, and livestock management."

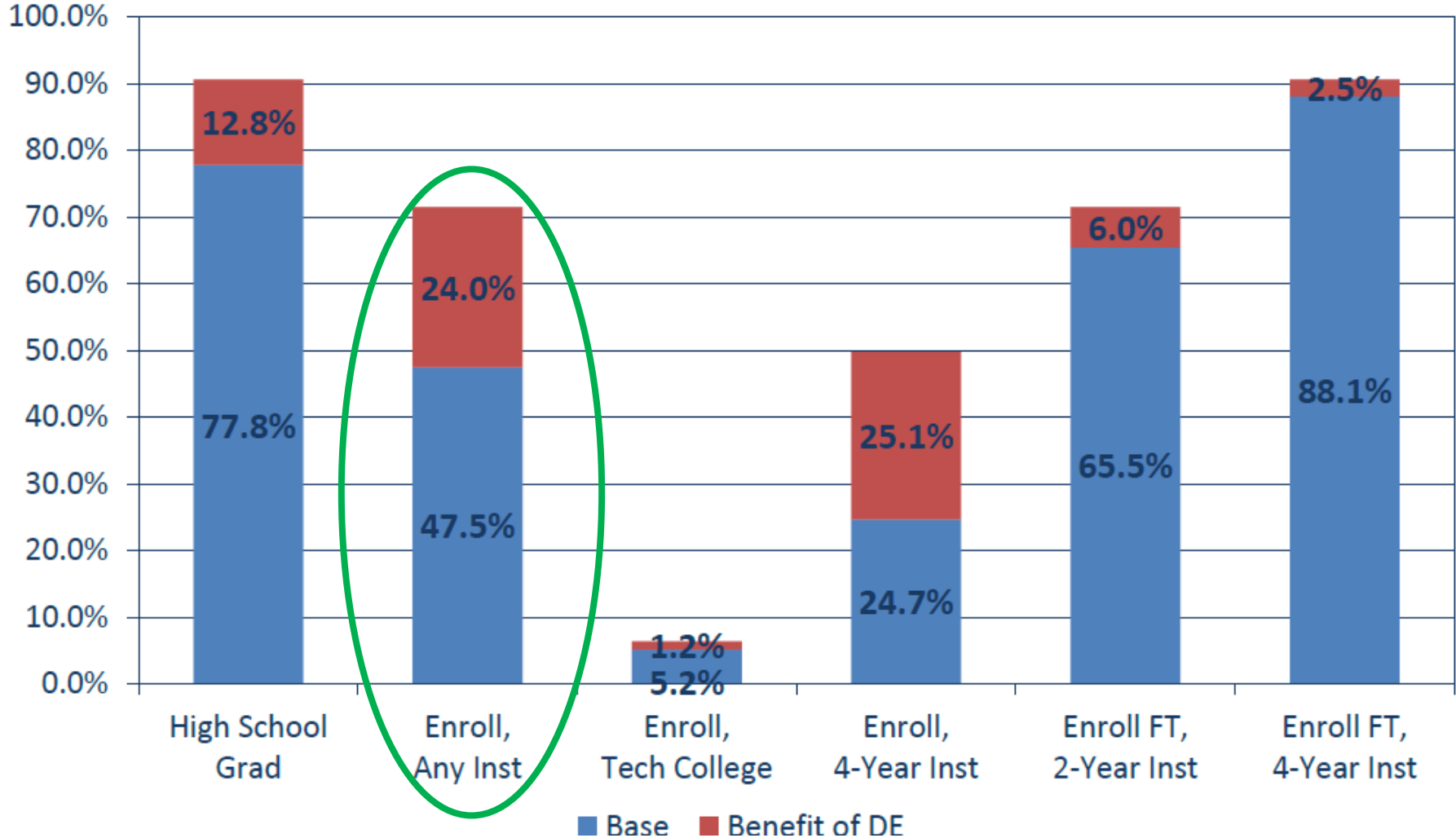
-TN Commissioner of Agriculture



Dual Enrollment Outcomes

- **Postsecondary Exposure**
 - Institution and Curriculum
- **Transcribed Credit**
 - TBR over 90% earned C or higher
- **Soft skills*** - time management, study skills & communication skills
- **Self efficacy*** – students believe they can do college-level work

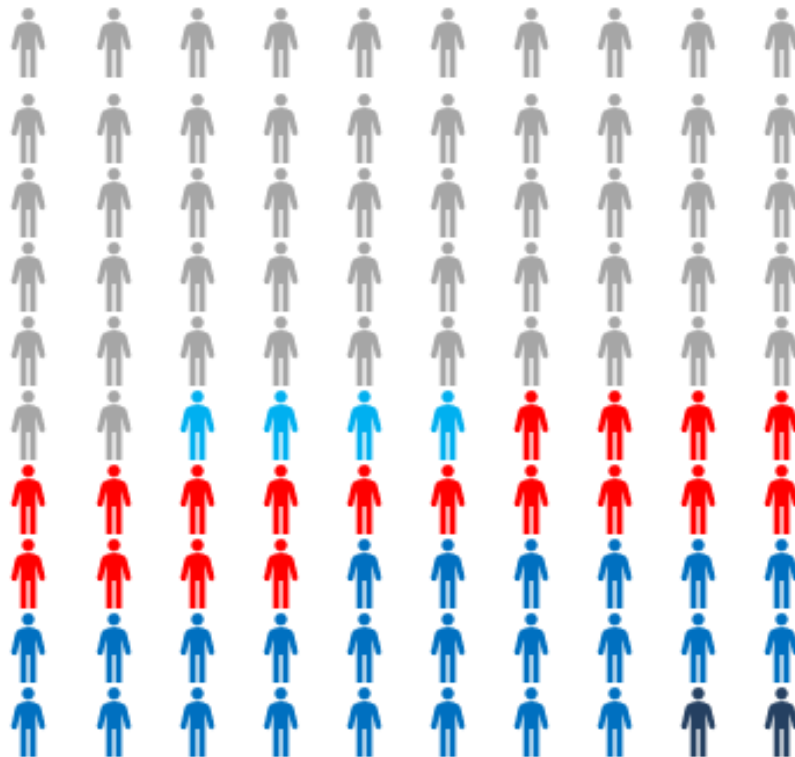
Impact: DE Grant on College Enrollment



10th grade class of 2010 through 2017

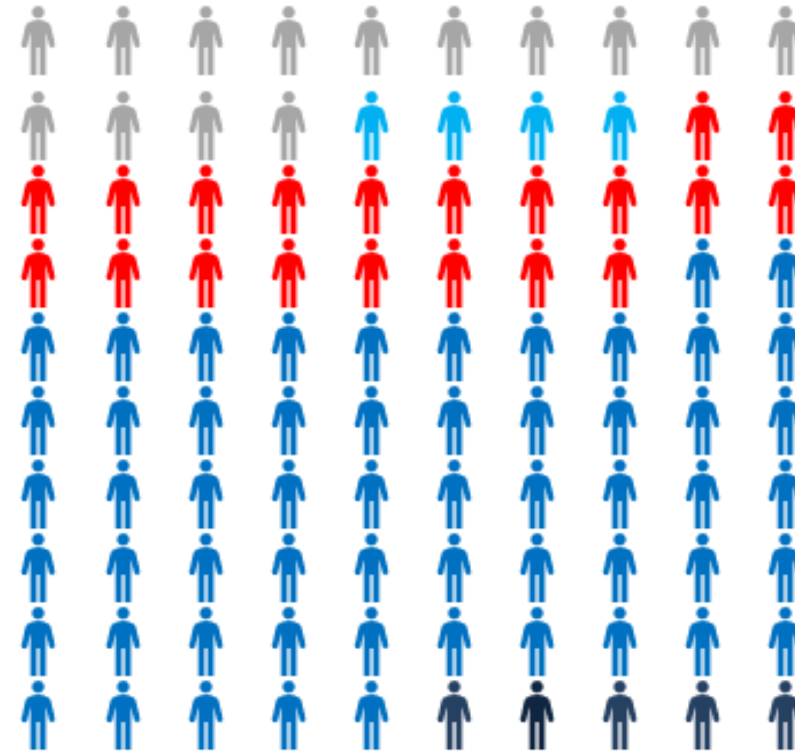
Non-DE Grant Recipients

n= 484,715



DE Grant Recipients

n= 105,070



Did not enroll



Enrolled, technical college



Enrolled, 2-year institution



Enrolled, 4-Year institution



Enrolled, multiple institutions

Impact of Dual Enrollment

- Higher College-going Rates
- Higher College GPAs
- Higher Retention Rates than non-DE peers
- Significantly higher attainment rates than peers

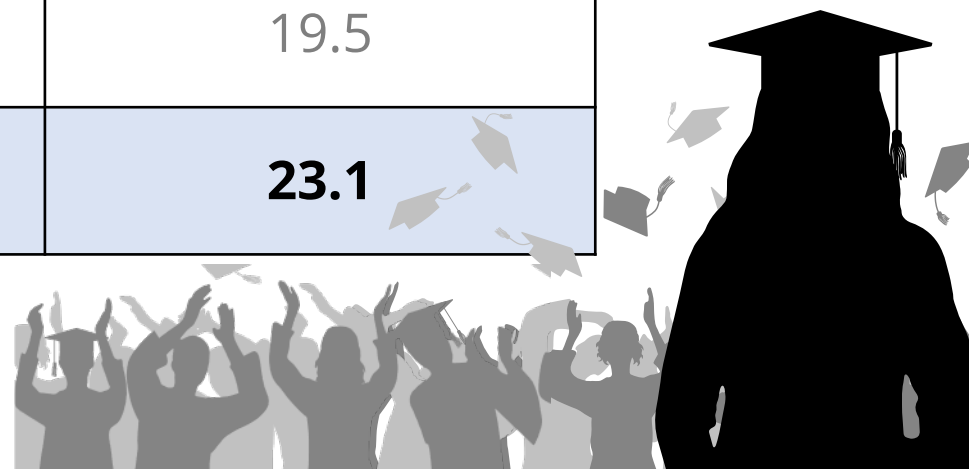


Differential Impacts

- **Low-Income Students:** Dual enrollment has a significant, positive effect on degree attainment
- **Academically Mid-Range:** Students in this group are the most likely to benefit; improved persistence, enrollment intensity, and higher GPAs
- **First Generation:** Dual Enrollment has positive effects on bachelor's degree attainment, especially for first generation students and those whose parents have some college but no degree

DE Grant Impact on Completion

College Completion	Percentage Point Increase
Begin at Technical College, graduate on-time	14.4
Begin at 2-Year Institution, graduate on-time	11.1
Begin at 2-Year Institution, graduate 150% time	22.1
Begin at 4-Year Institution, graduate on-time	19.5
Begin at 4-Year Institution, graduate 150% time	23.1





Applications due
November 1



tnhighered



@TNHigherEd
@TNPromise



State Board Quarterly Workshop

Tennessee Department of Education
October 28, 2021



BEST FOR
ALL

We will set all students on a path to success.

ACADEMICS

**ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE**

STUDENT READINESS

**TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS**

EDUCATORS

**TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE TO BECOME AND REMAIN
A TEACHER AND LEADER FOR ALL**



Agenda

- 2021 TCAP Data Discussion
- Tennessee's Summer Programming 2021





Special Recognition

Thank you to Governor Bill Lee, state legislators, districts, schools, teachers, partners, families and communities for being proactive in making education a priority in Tennessee.

Tennessee has led the nation and already put strategic measures in motion to combat predicted negative impacts resulting from the COVID-19 pandemic.

Together, educators and families have made tremendous efforts to support children and keep on pace. While it will take time to see the full payoffs of these efforts, Tennesseans have demonstrated their commitment to accelerating student achievement.

Now is the time for all Tennesseans to keep focused on doing what it takes to support our students and set them on a path to success.



Spring 2021 TCAP Results

TCAP Results Demonstrate Urgent Need



- Districts and schools across Tennessee worked incredibly hard during the pandemic to provide services to our students.
- Both **schools and families demonstrated a shared commitment** to finding out how our students are performing by achieving a 95% student participation rate on the statewide Spring 2021 TCAP.
- Disruptions to education as a result of the pandemic have led to expected declines in academic proficiency in the state, across all subjects and grade bands. **These declines were mitigated as a direct result of the hard work of our educators and families.**
- While declines in proficiency were expected, families, school systems, and the public need **access to information that will help drive strategic decision-making** to support accelerating student achievement in the years to come.

Tennessee is well-prepared and will continue to focus on doing what's best for our kids.

TCAP Administration Successes



**SPRING
2019**

**FALL
2019**

**FALL
2020**

**SPRING
2021**

Smooth full TCAP
administration.

Smooth online
administration
of high school End
of Course (EOC)
and science
exams.

Successful
paper-based EOC
administration
with new
assessment
vendor.

Successful
high school EOC
administration,
despite COVID
challenges.

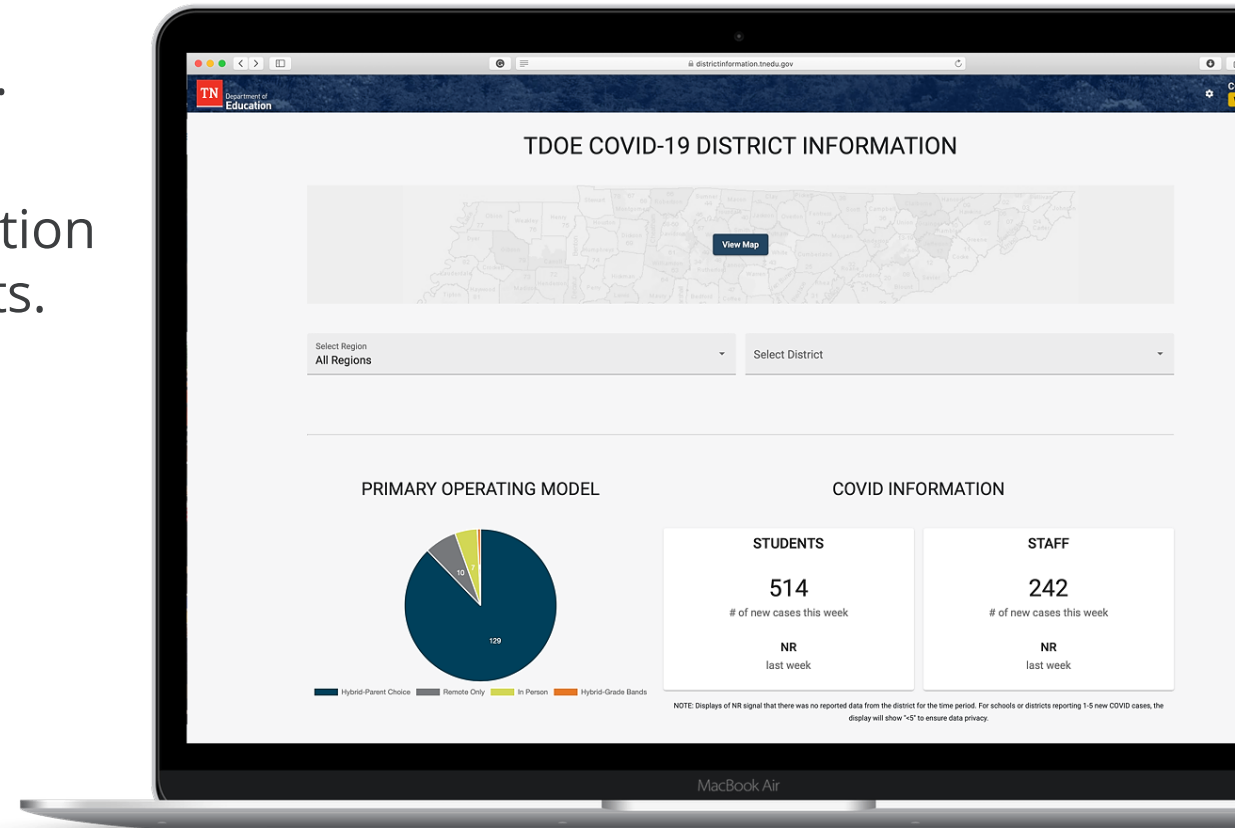
Spring 2020
testing was
suspended for
all grades.

Successful full TCAP
administration.

Strong 95%
statewide student
participation rate
due to testing
flexibilities and the
efforts of schools
and districts.

Context for 2020-21 Spring TCAP

- The models “In person”, “Hybrid”, and “Remote” represent the primary **district operating models** for the 2020-21 school year, as reported to the Tennessee Department of Education via the COVID-19 District Information Dashboard.
- Not all districts had proportionate representation of student groups participating in assessments.
- These analyses do not include the results of TCAP-Alt assessments (for students with the most significant learning disabilities.)

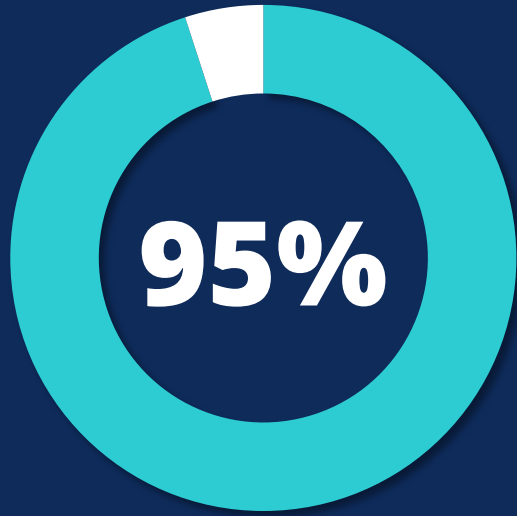


Efforts to Maximize Student Participation in TCAP

- ✓ **Offered flexibility in test administration** as a result of the disruptions due to COVID-19
 - Expanded available use of off-site testing locations
 - Increased flexibility for local testing schedules
 - Provided guidance to support a larger number of assessment proctors
 - Enhanced guidance on Medical Exemptions for COVID-impacted students
- ✓ Dramatically increased choice within **expanded test administration** windows
 - Expanded TCAP window options, with three times more calendar days to work with than any prior year
 - Provided for student make-ups across testing windows, for greater flexibility and access
 - Allowed extensions and provided additional testing options for all state tests, including WIDA and ACT
- ✓ **Maintained robust customer service**, including guides and resources to support districts
 - Supported maximizing participation through toolkits and checklists documents
 - Provided peer support and highlighted profiles of real-time district solutions
 - Developed sample communications and social media tools
 - Hosted daily webinars, office hours, weekly updates, virtual trainings to support districts
- ✓ Worked with many **districts to set and meet clear participation rate goals**
 - Increased communications with parents
 - Set clear goals and tactics, customized by school and community
 - Co-created ways to incorporate positivity, joy, and celebrations surrounding testing activities



Student Participation



**State TCAP
PARTICIPATION RATE**



**100% of DISTRICTS
MET THE 80%
“hold harmless” target**

*Breakdown of data in Appendix

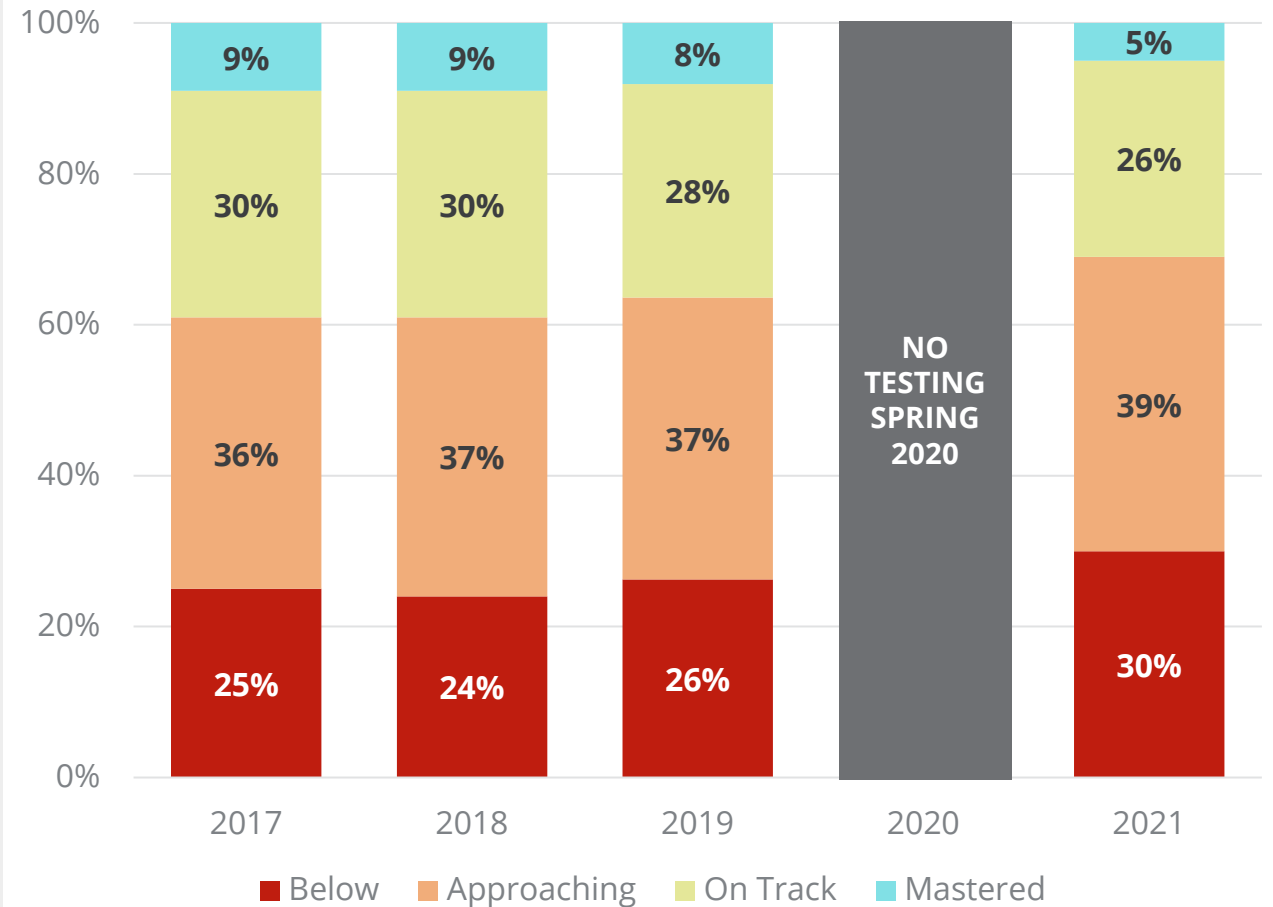


COMBINED PROFICIENCY

OVERVIEW: ALL STUDENTS, GRADES & SUBJECTS

KEY TAKE-AWAYS

- 2020-21 TCAP data shows **decreases** in students scoring **Mastered** and **On Track** and **increases** in students scoring **Approaching** and **Below**.
- While this year's results track with state projections, Tennessee prevented the severe proficiency drops that some states have experienced due to the pandemic due to the extraordinary efforts of our school systems and families.
- Students whose scores were most negatively impacted were **economically disadvantaged** students, **urban/suburban** students, **English learners**, and **students of color**.
- **Proactive State Solutions:**
2021 Special Legislative Session legislation; Strategic investments in summer programming; Reading 360 initiative; TN ALL Corps; Innovative High Schools; Student Support Grants; Grow Your Own; Family Resources

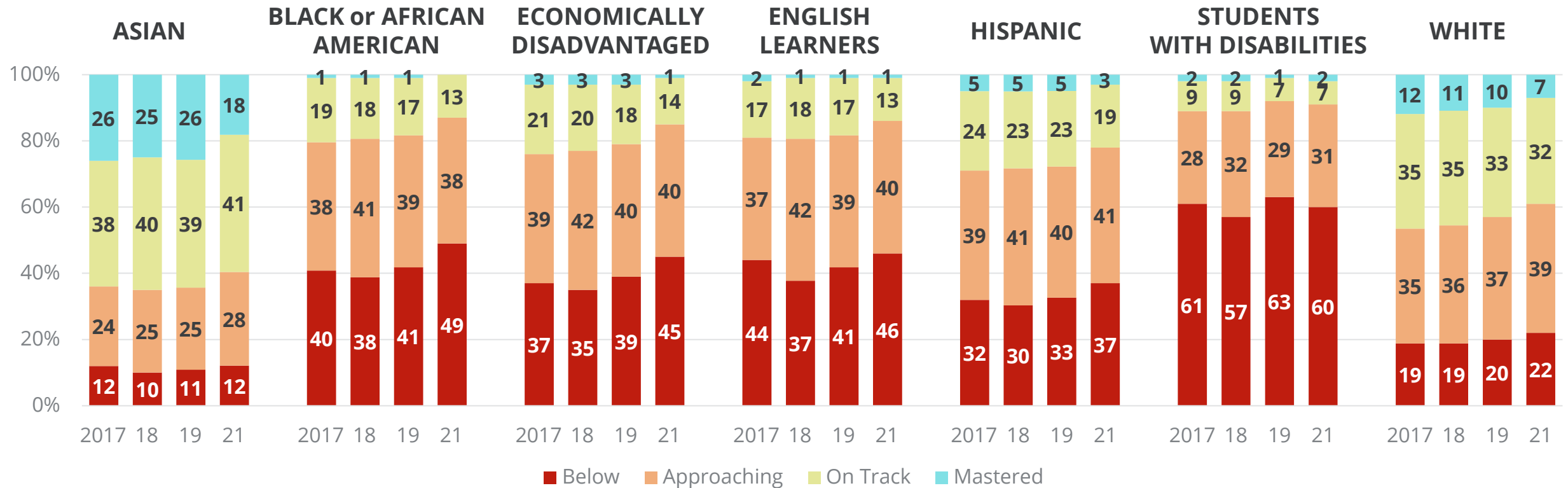


SOURCE: Tennessee Department of Education, 2021



COMBINED PROFICIENCY

RESULTS BY STUDENT GROUP

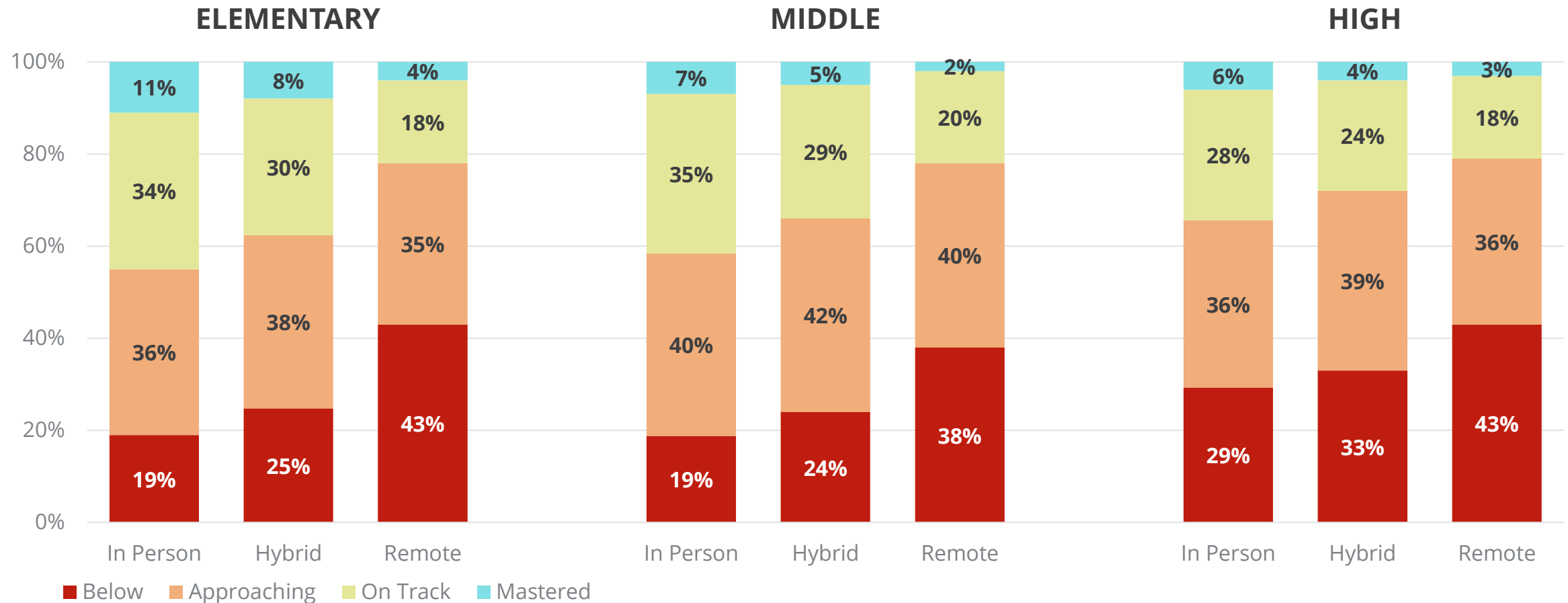


Declining proficiency rates over the past five years have been a challenge across most student groups. Because children across the state experienced the pandemic differently, learning supports should be tailored and targeted to individual student needs.

2020-21 PROFICIENCY BY OPERATING MODEL

Students learning in person were more likely to score **On Track** or **Mastered**.

Tennessee districts did exceptional work to keep school buildings open; however, even students attending in person may have missed classroom learning time due to quarantine, demonstrating the widespread impact of the pandemic.

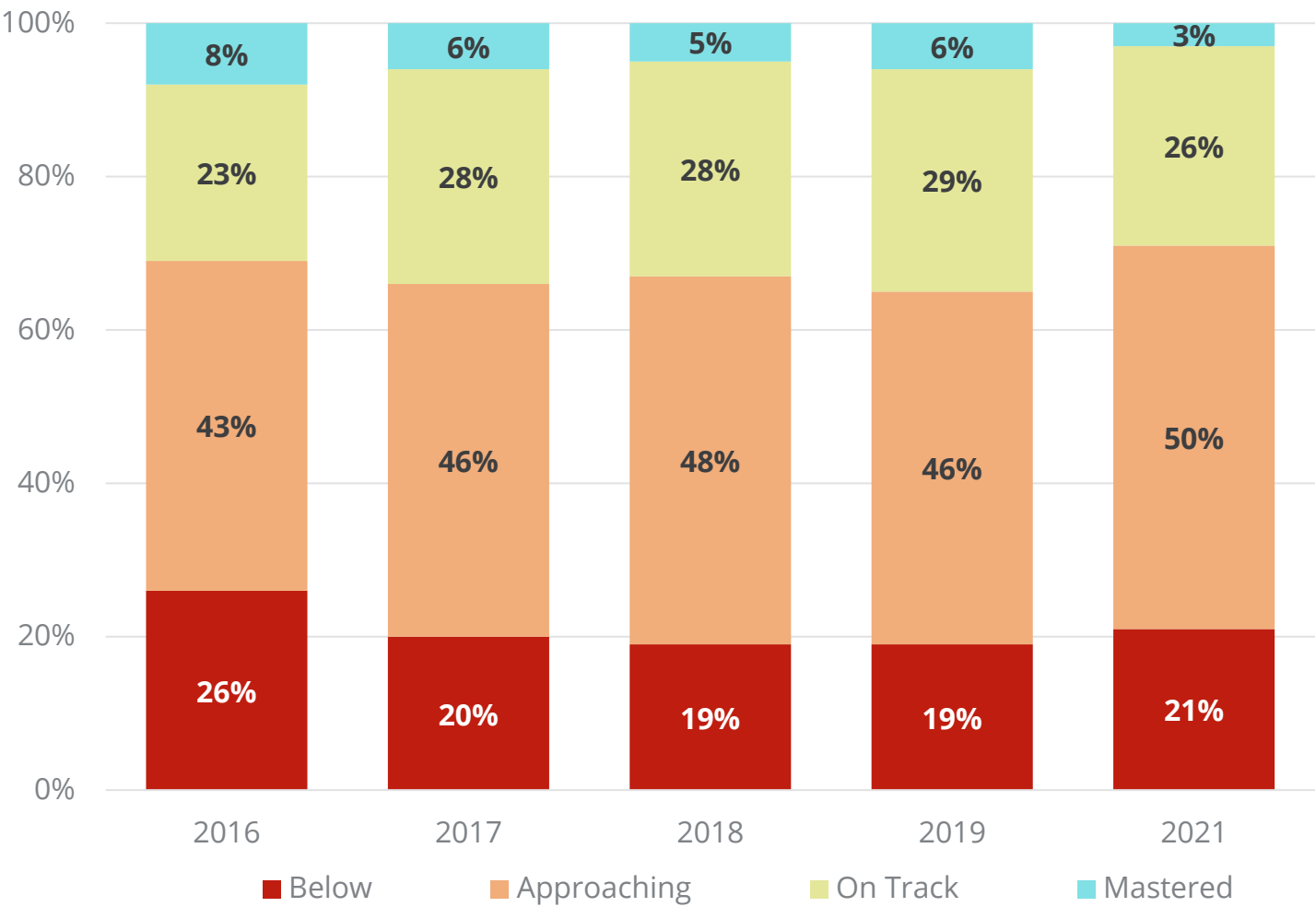


SOURCE: Tennessee Department of Education, 2021

ALL STUDENTS OVERVIEW

KEY TAKE-AWAYS

- 3 in 10 Tennessee students are meeting grade level expectations in English Language Arts (ELA).
- Overall proficiency in ELA dropped 5 points from 2019.
- **Proactive State Solutions:** Summer Programming; TN Literacy Success Act and Reading360; TN ALL Corps; personalized reading supports with district networks

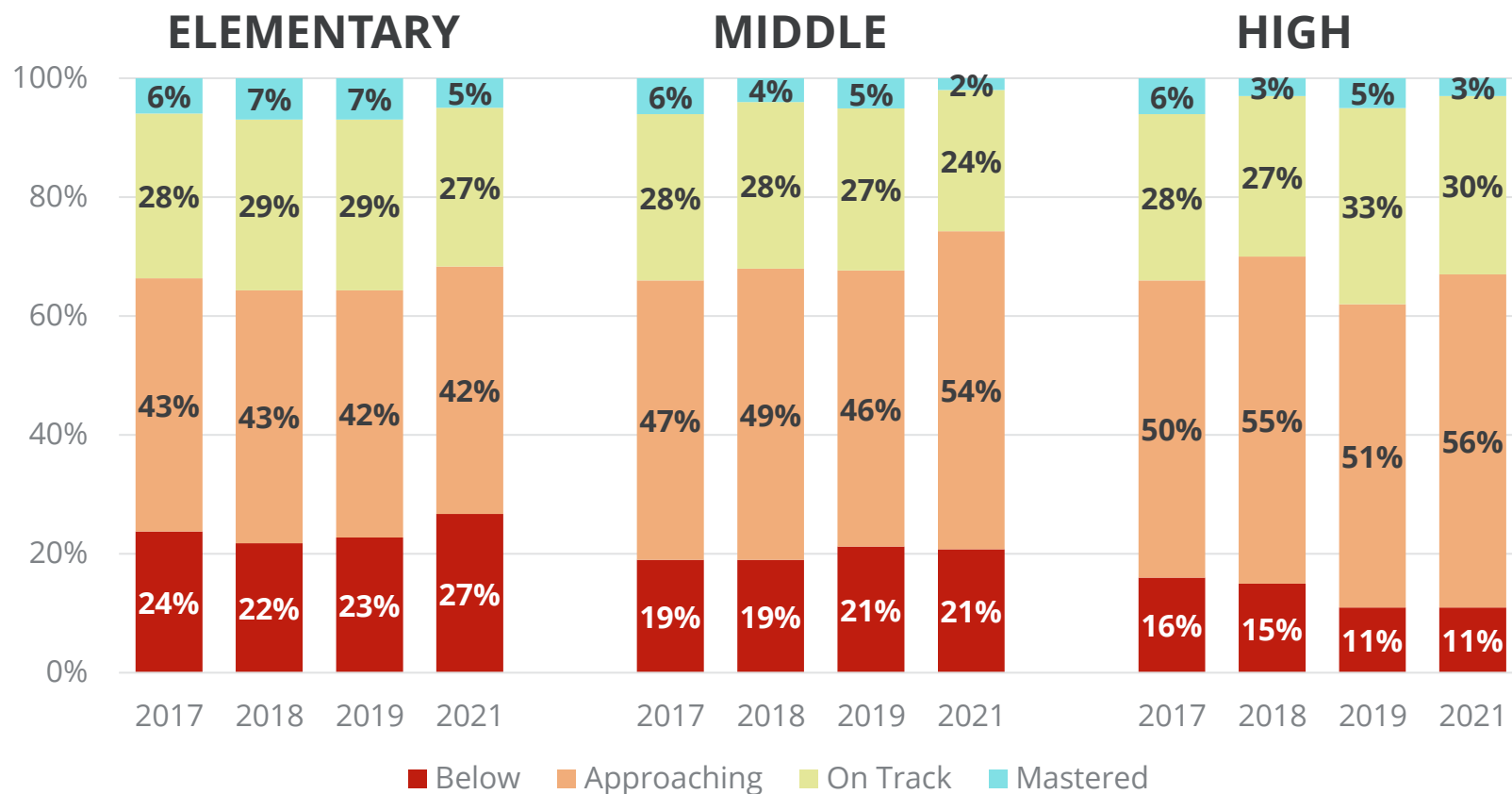


SOURCE: Tennessee Department of Education, 2021

OVERVIEW

KEY TAKE-AWAYS

- In ELA, 2nd & 3rd grades scores show **large increases in students scoring Below**.
 - The rate of 2nd graders scoring **Below** increased 68%
 - The rate of 3rd graders scoring **Below** increased 47%
- Students scoring **Below** in 2nd and 3rd grades are typically those who are **not able to read proficiently**.
- The largest categorical drops in ELA across each test were in **writing and conventions of writing**.

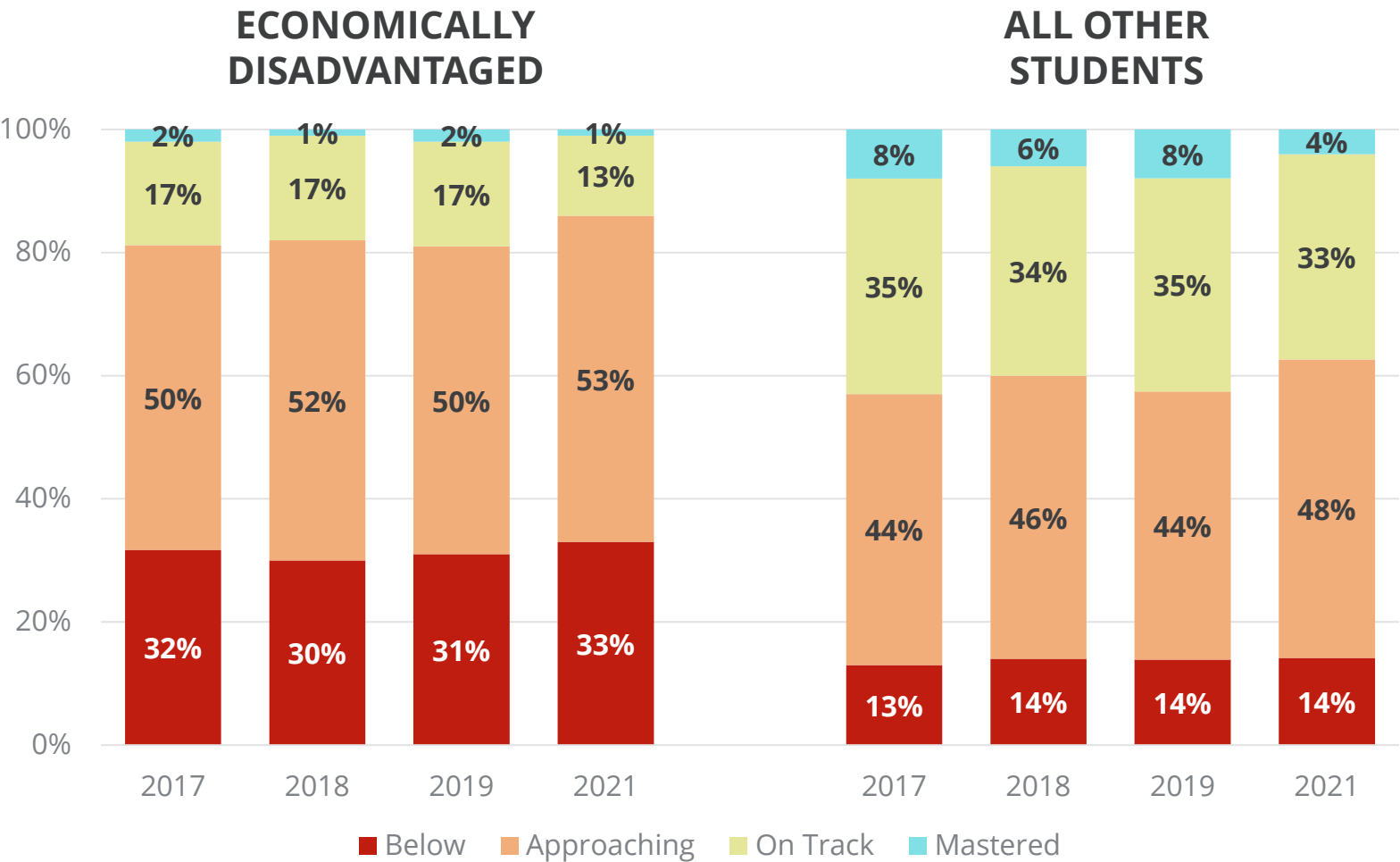


RESULTS BY INCOME

KEY TAKE-AWAYS

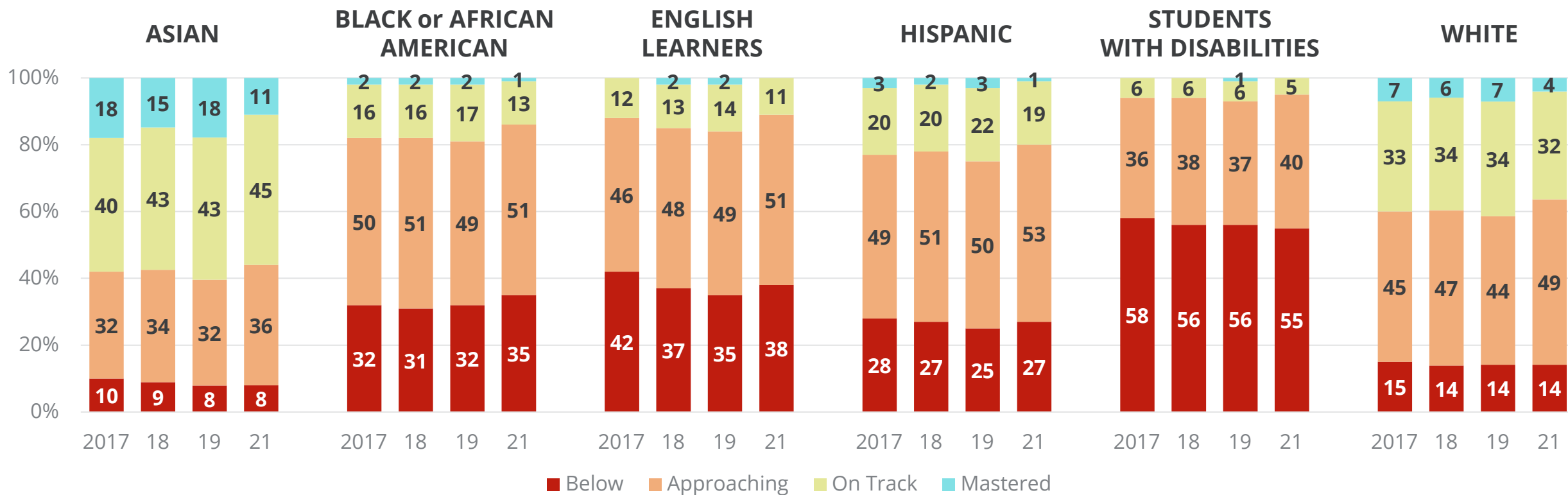


1 in 7
economically disadvantaged students
is meeting grade level expectations in English Language Arts.



SOURCE: Tennessee Department of Education, 2021

RESULTS BY STUDENT GROUPS



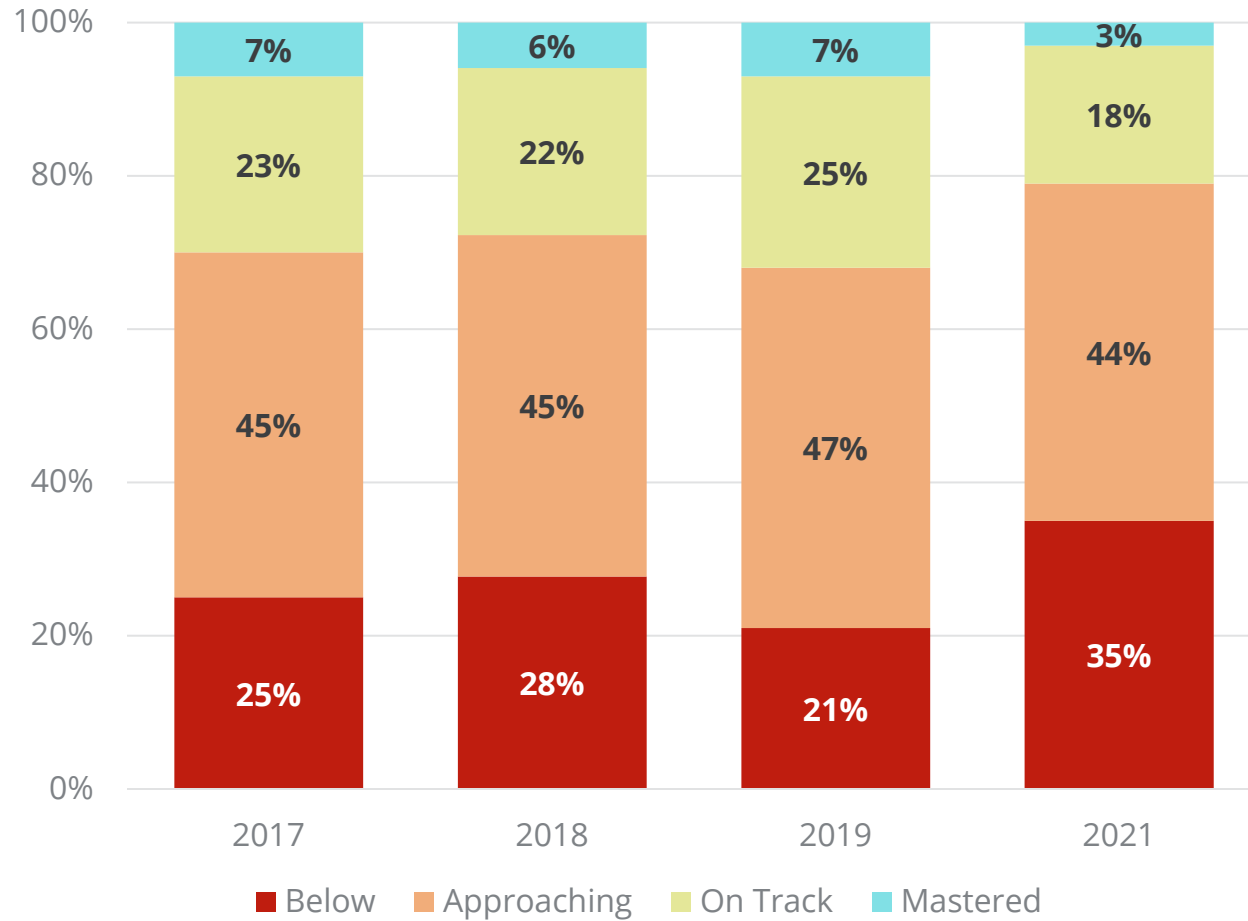
KEY TAKE-AWAYS

ELA proficiency rates dropped 4 - 6 points across racial and ethnic lines.

Achievement gaps present before the pandemic have persisted or widened.



SPOTLIGHT: GRADE 2 ELA



****Grade 2 ELA TCAP is an optional test and data represents about half of all TN 2nd grade students.***

KEY TAKE-AWAYS

- Districts report that the ***youngest students struggled the most with remote learning.***
- While all grade levels' performance in ELA decreased, the **drop was most significant in 2nd grade TCAP***.
- These declines suggest that the state-required **universal screening data for reading**, to begin being reported in Fall 2021, will be critical for educators to screen and diagnose gaps for our youngest learners.
- **Proactive State Solutions:** Strong investments in summer programming; Reading 360 initiative with family resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students; district support networks.

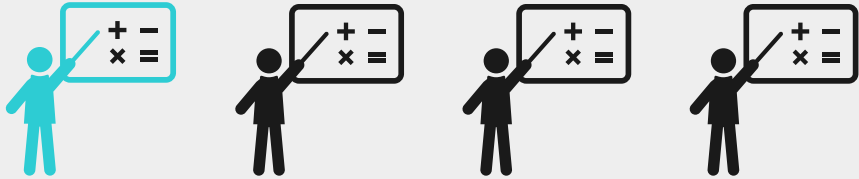
SOURCE: Tennessee Department of Education, 2021



MATH

ALL STUDENTS OVERVIEW

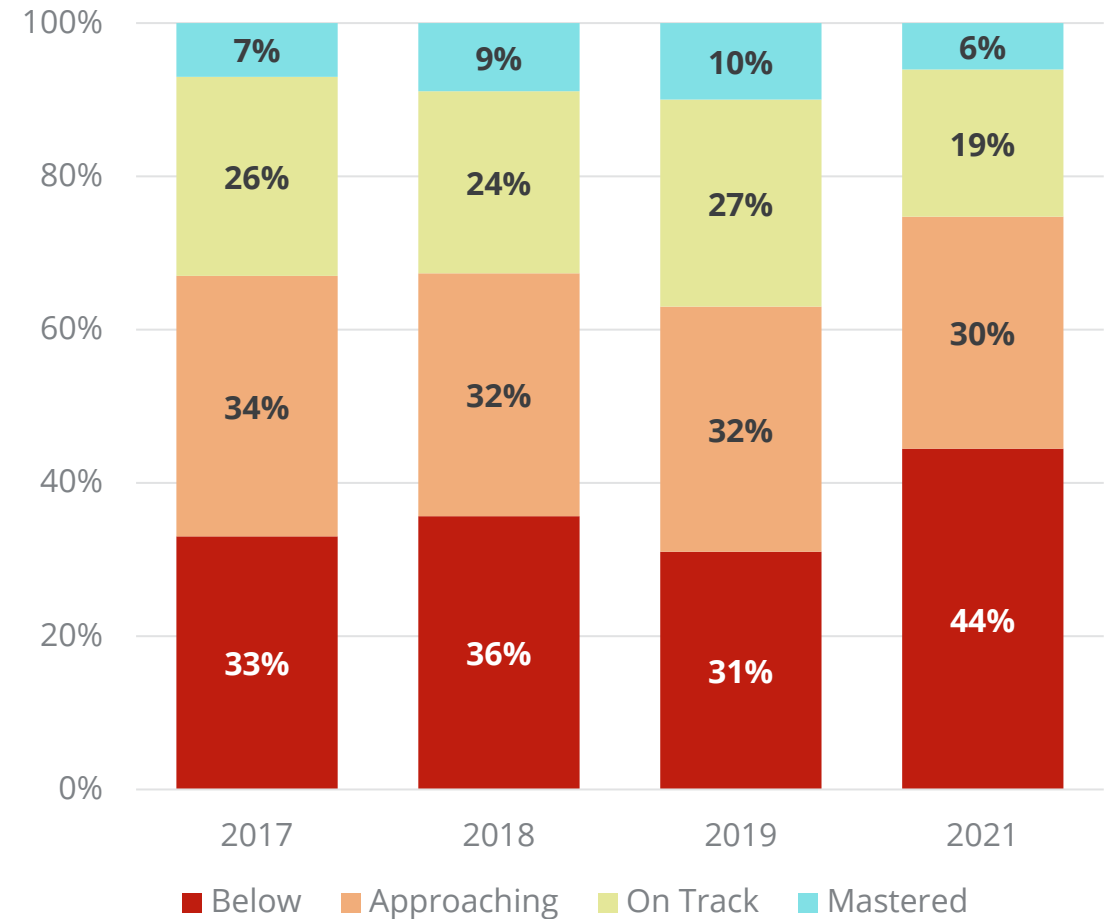
KEY TAKE-AWAYS



1 in 4 Tennessee students

is meeting grade level expectations in math.

- Consistent with national trends, **math saw the sharpest declines** of any subject area besides science, as projected. Overall proficiency dropped 12 points from 2019.
- The greatest drops across subject areas were **understanding and using mathematical notation** to describe quantitative relationships and situations.
- **Proactive State Solutions:**
Investments in math adoption and instructional resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students.



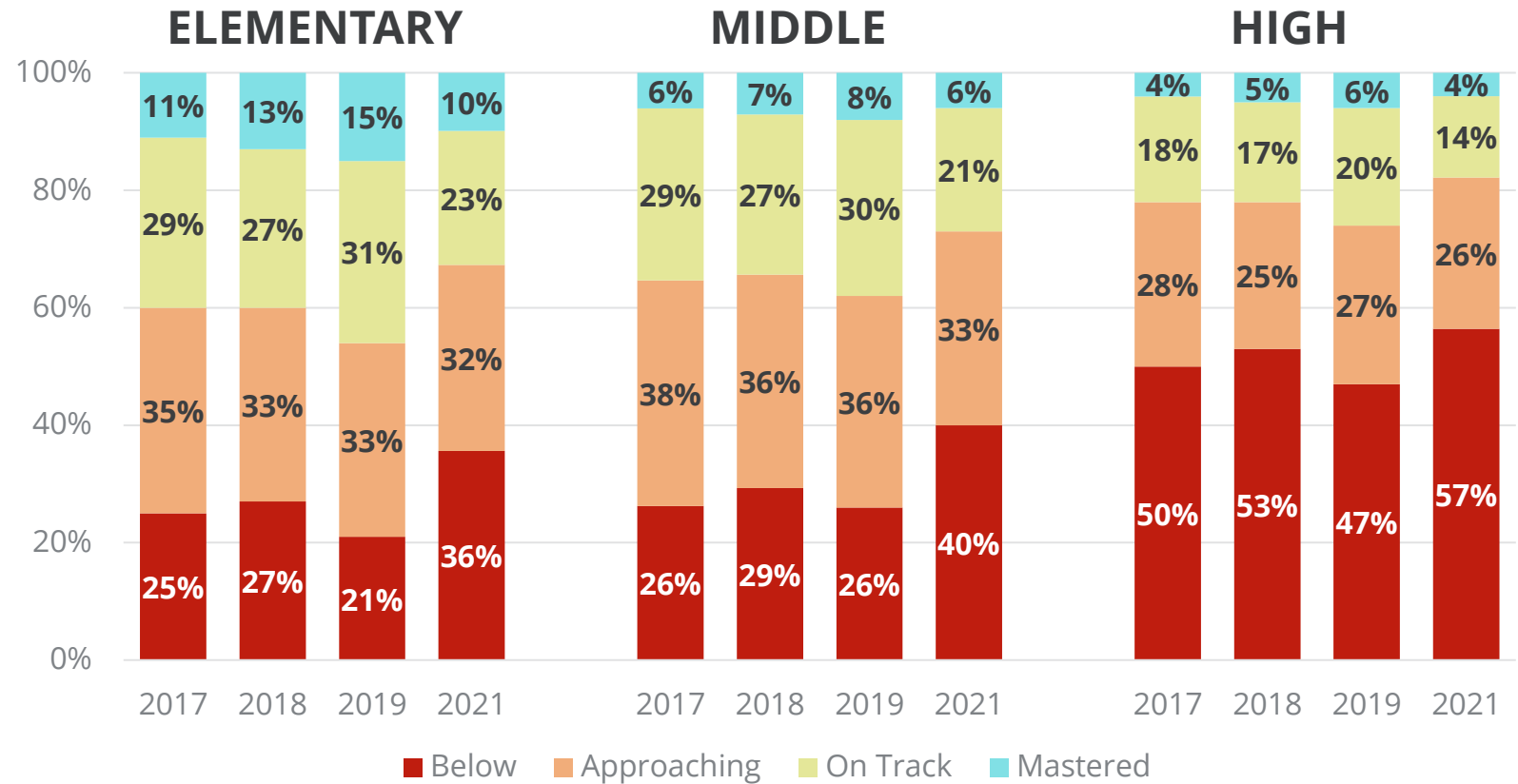
SOURCE: Tennessee Department of Education, 2021



OVERVIEW

KEY TAKE-AWAYS

- Overall 3rd grade proficiency declined from 44% in 2019 to 31% in 2021. Overall 4th grade proficiency declined from 46% in 2019 to 34% in 2021.
- In middle school, districts on average saw the number of students in the **Below** category increase by 50%. Students in remote instruction saw **proficiency rates decrease at twice the rate** of students in person.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.

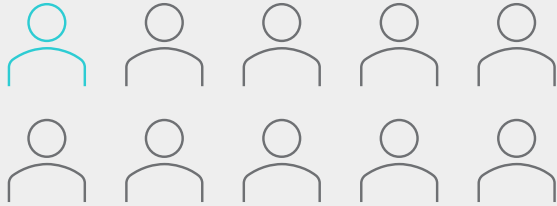




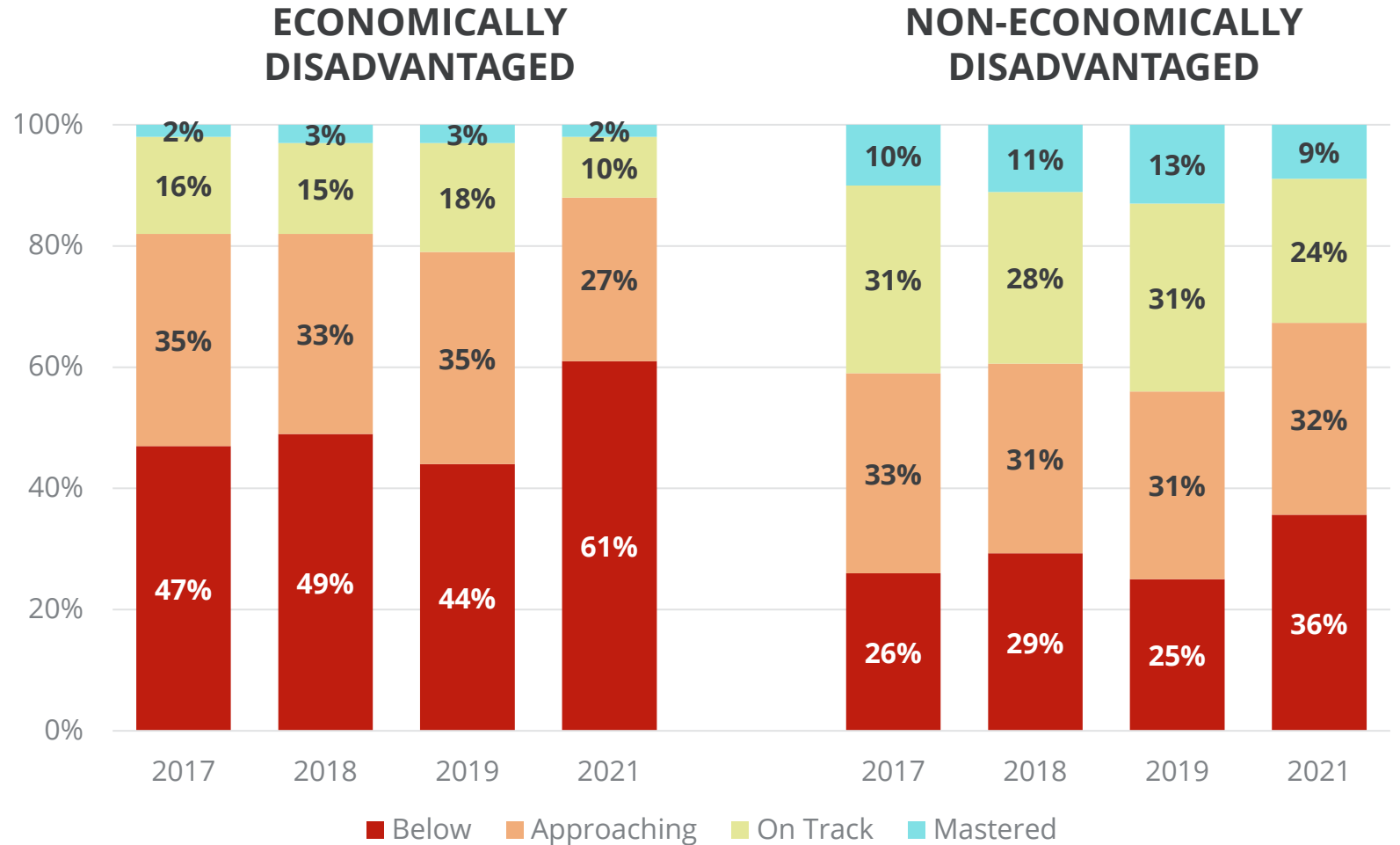
MATH

RESULTS BY INCOME

KEY TAKE-AWAYS



1 in 10
economically
disadvantaged students
is meeting grade level
expectations in math.

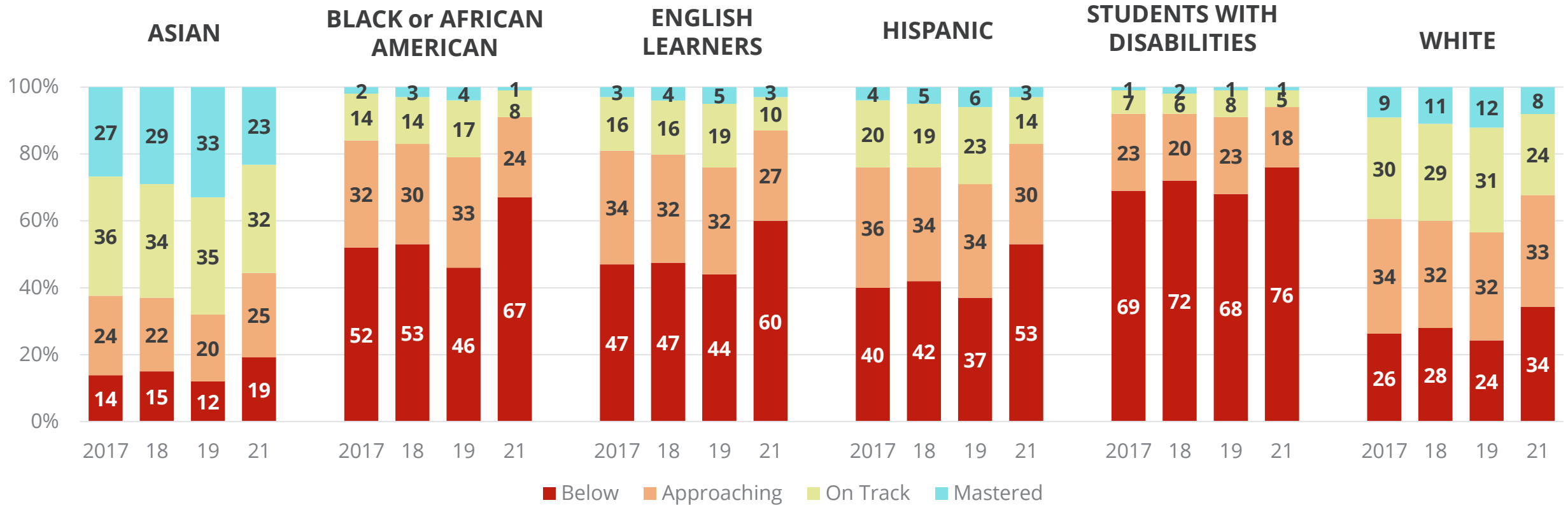


SOURCE: Tennessee Department of Education, 2021



MATH

RESULTS BY STUDENT GROUPS



KEY TAKE-AWAYS

Black students were most impacted in math, with 67% scoring **Below** and 9% meeting grade level expectations.

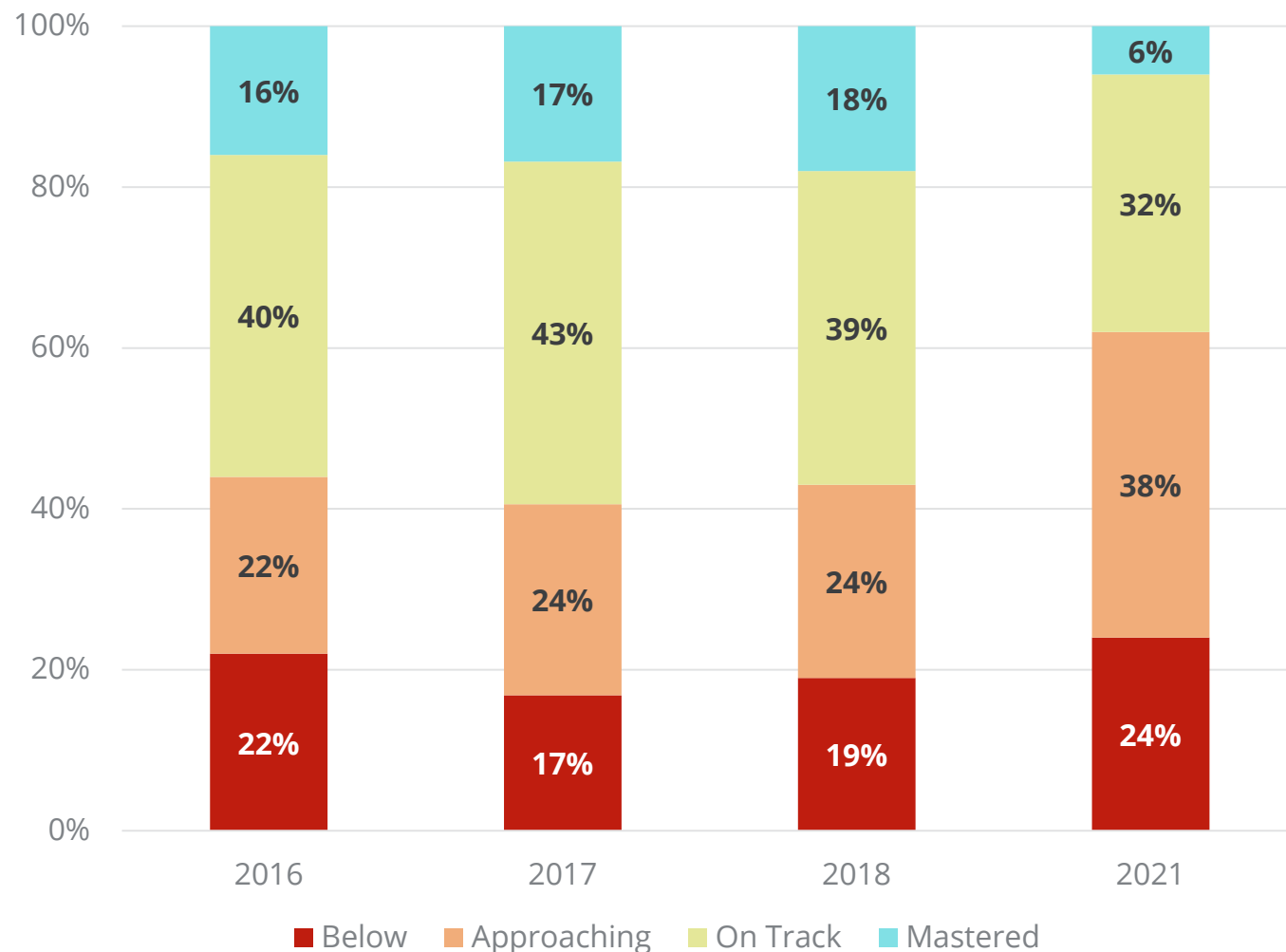
Hispanic and Asian students had 12 and 13 percentage point declines, respectively, from 2019.

White students experienced an 11-percentage point decline overall from 2019.

ALL STUDENTS OVERVIEW

KEY TAKE-AWAYS

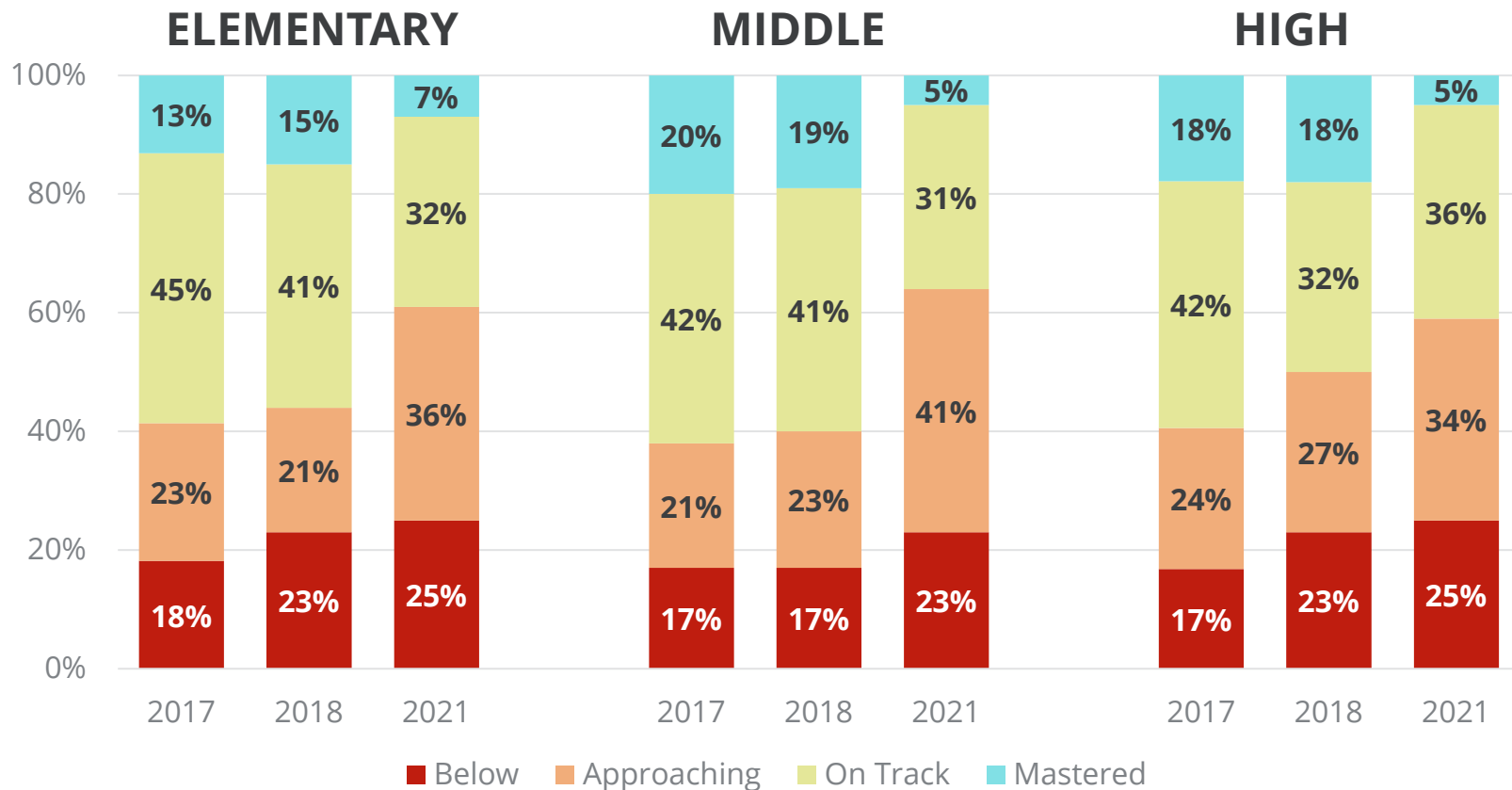
- **Proficiency rates dropped by a third** in science, with **38%** of TN students demonstrating proficiency.
- **Drops** in science were larger for students receiving remote instruction.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps



**There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

OVERVIEW



KEY TAKE-AWAYS

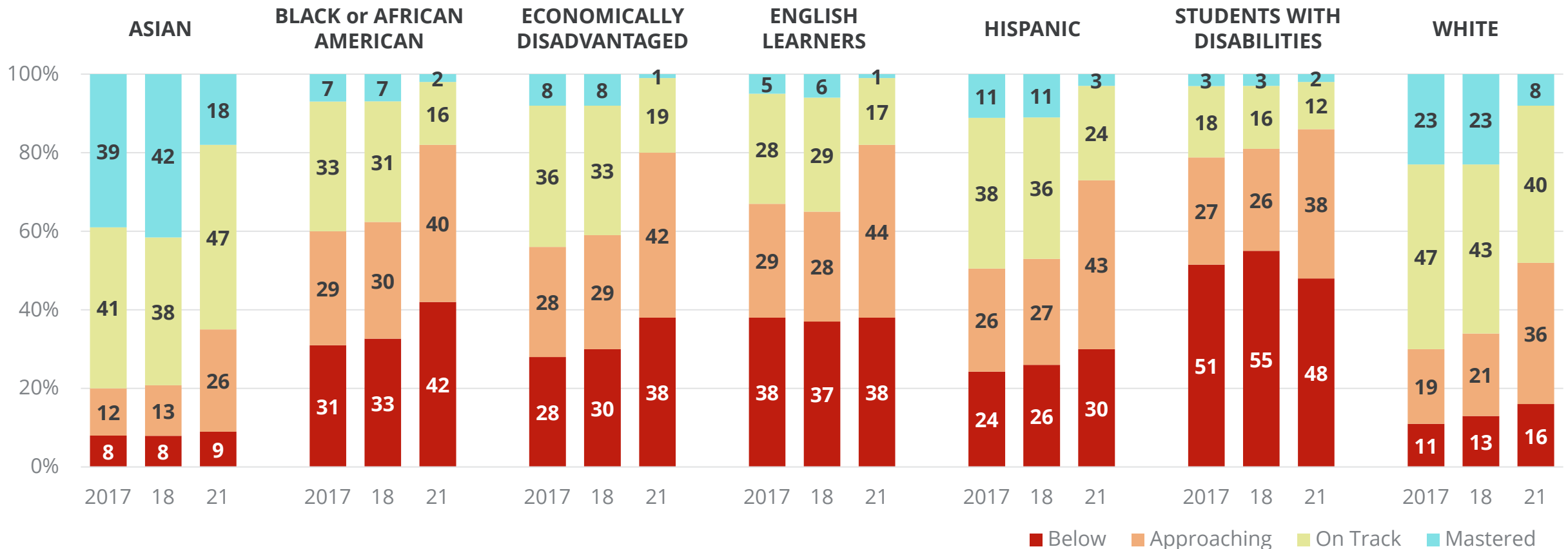
- Proficiency rates dropped by 30% in elementary, 40% in middle and 18% in high school.
- The largest decline was in middle school, which decreased from 62% to 36% of students performing at On Track or Mastered between 2017 and 2021.
- **Proactive State Solutions:** Ongoing partnership with TSIN to expand STEM designated schools; programming on PBS; expanded STREAM programming in Tennessee summer camps.

**There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021

RESULTS BY STUDENT GROUPS

Overall, every student group saw declines in science proficiency from 2019. Black, Hispanic, and economically disadvantaged students and English Learners saw large proficiency declines from 2017.



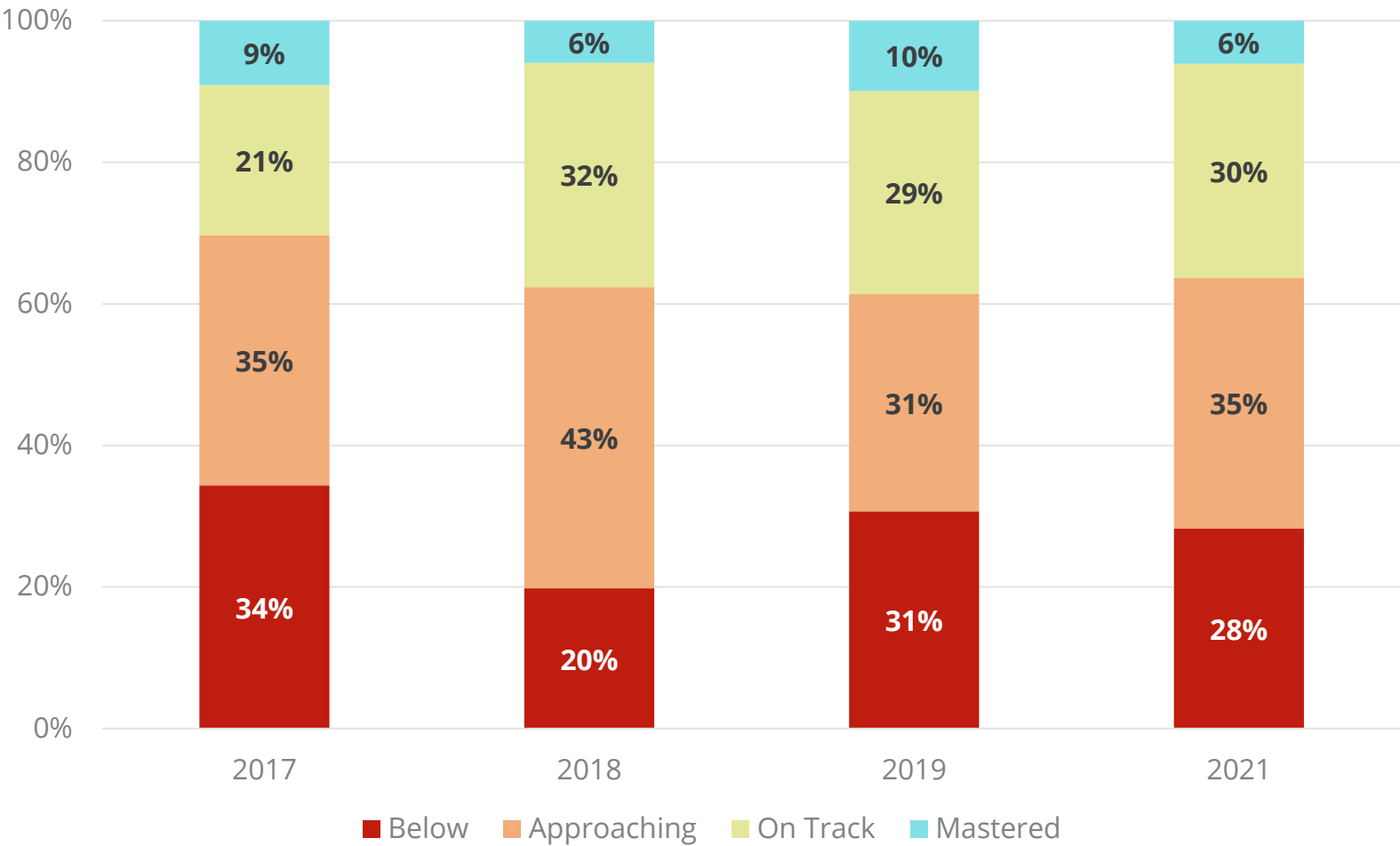
**There were no operational science tests administered in 2019.*

SOURCE: Tennessee Department of Education, 2021



SOCIAL STUDIES

ALL STUDENTS OVERVIEW



KEY TAKE-AWAYS

- Overall social studies proficiency has increased since 2017, from 30% to 36% in 2021.
- This data saw fewer declines (3 points) than other content areas and maintains performance from statewide increases that began in 2018, when standards were updated.
- **Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.

**Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

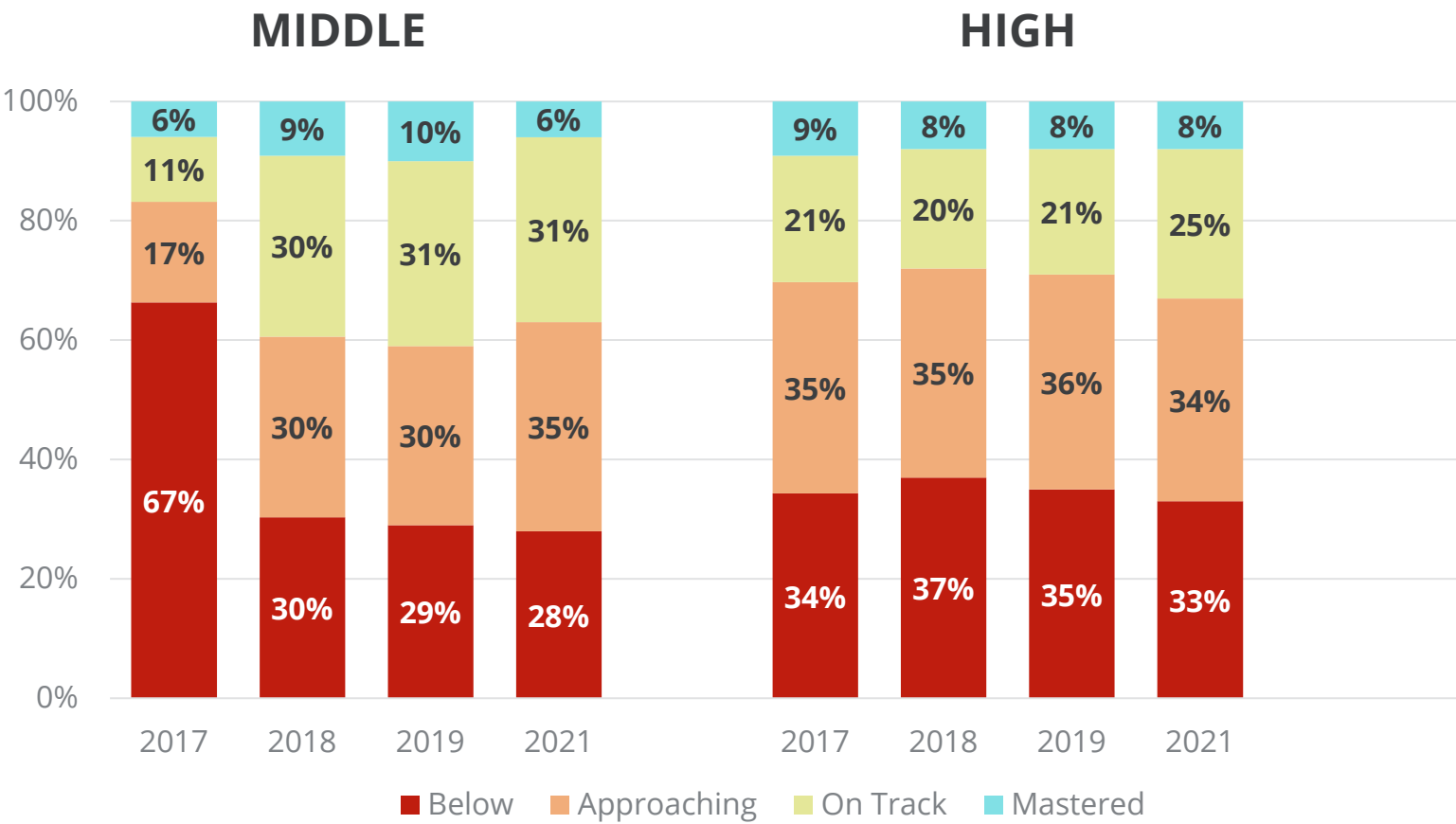


SOCIAL STUDIES

OVERVIEW

KEY TAKE-AWAYS

- Proficiency rates dropped by 4 percentage points in middle school social studies.
- Proficiency rates **increased** by 4 percentage points in high school.
- **Proactive State Solutions:** Expanded resources on Best for ALL Central; the Governor's Civic Seal program.



**Social Studies standards were updated and standard-setting redone in 2018.*

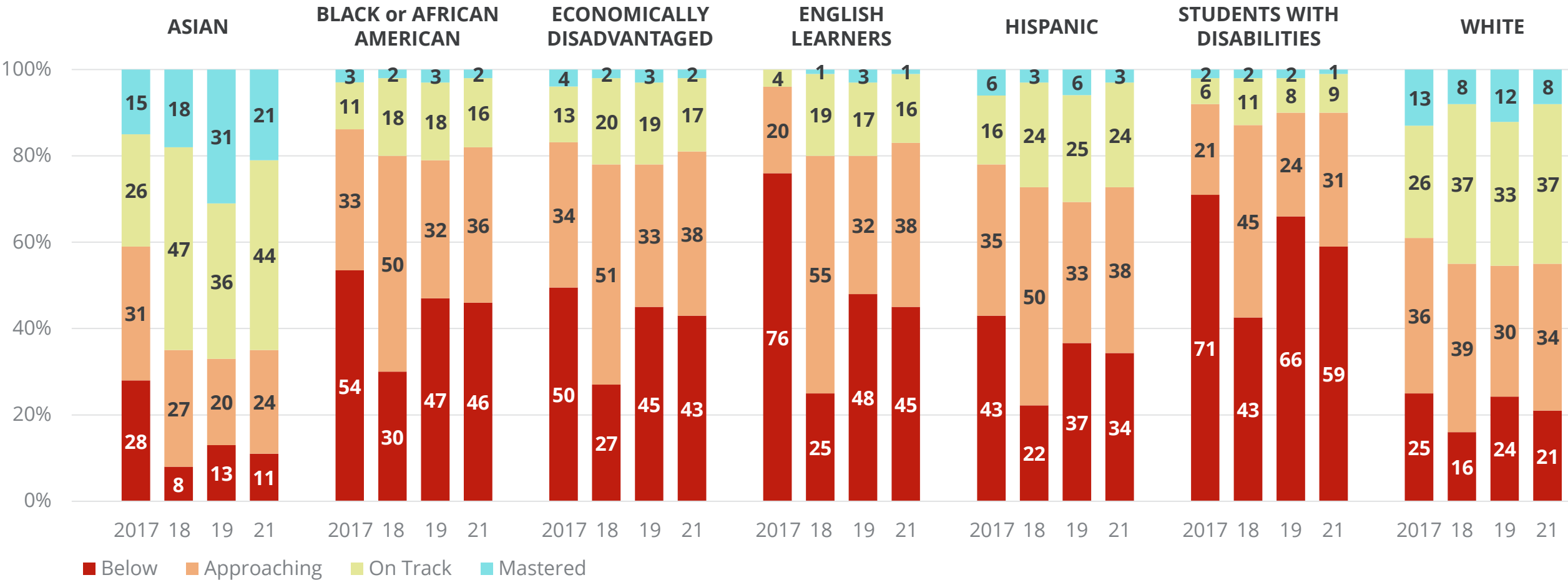
SOURCE: Tennessee Department of Education, 2021



SOCIAL STUDIES

RESULTS BY STUDENT GROUPS

Overall, most student group saw declines in social studies proficiency from 2019, but generally maintained the growth that began in 2018.

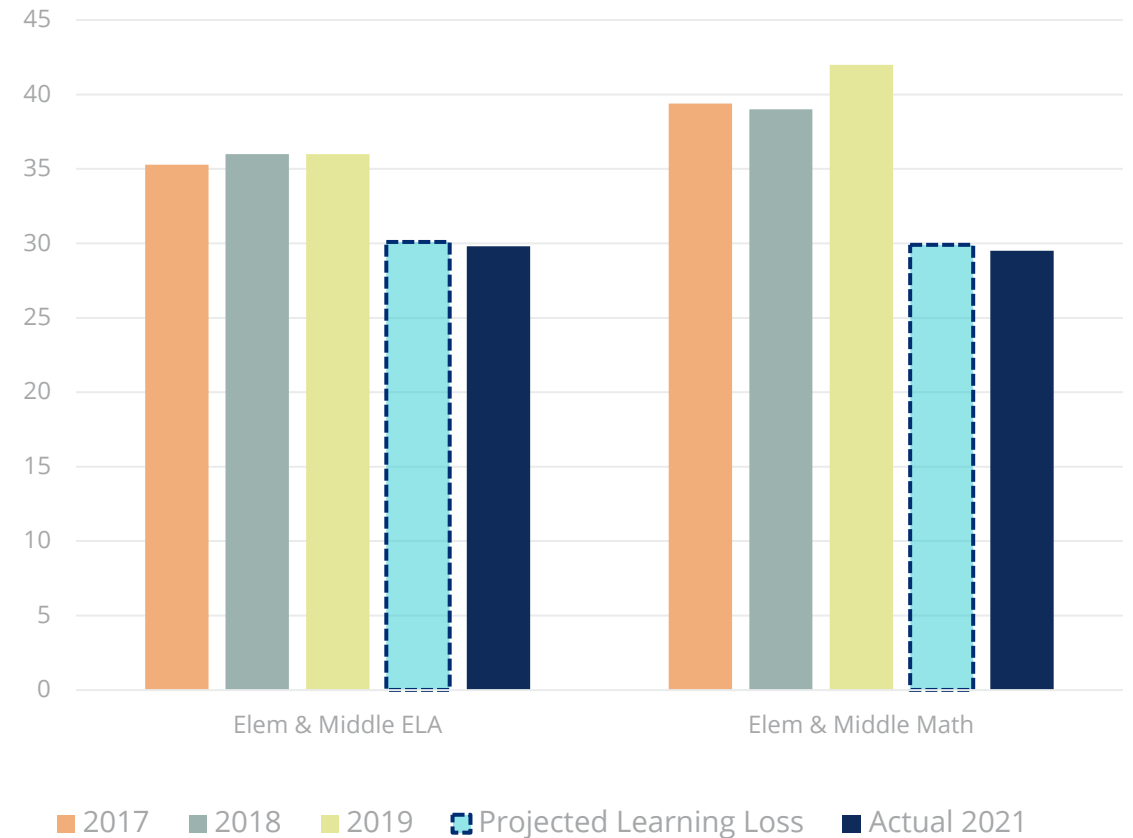


**Social Studies standards were updated and standard-setting redone in 2018.*

SOURCE: Tennessee Department of Education, 2021

Academic Projections & Recovery

- Original projections of the academic impact were provided in fall of 2020.* Those projections are generally reflected in the current data.
- 20-21 TCAP data show sharp declines in math, but typically, math proficiency results fall-- and climb-- faster than ELA.**
- The effects of falling behind are most pronounced in the youngest grades, especially in ELA.***
- Economically disadvantaged students feel the effects of learning loss more acutely.****
- Recovery and acceleration will take time, but collaborative, proactive solutions are already underway.



* [Tennessee Releases Data Showing Significant Learning Loss Among K-12 Students](#)

**[Collaborative-Brief_Covid19-Slide-APR20.pdf \(nwea.org\)](#); [The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review on JSTOR](#)

***[The Potential Impact of COVID-19 on Student Learning and How Schools Can Respond - Wyse - 2020 - Educational Measurement: Issues and Practice - Wiley Online Library](#)

****[Introduction \(harvard.edu\)](#)

SOURCE: Tennessee Department of Education, 2021

Priority Areas of Concern Statewide



Early Elementary Reading/ELA is an area of concern, especially in those grades that do not have assessments or where public data is not shared. Significant declines are likely in kindergarten, 1st and 2nd grade reading, which creates more urgency in providing these students with additional literacy supports to ensure they are on-track to reading proficiently by 3rd grade.



While math overall is a concern, **middle school math** is especially problematic. In 2020-21, fewer students demonstrated readiness for Algebra I (in addition to fewer students taking the Algebra I assessment), and these declines will potentially create long-term challenges with other high school courses that require a strong foundation in Algebra as well as ACT performance (therefore scholarship eligibility and post-secondary readiness).

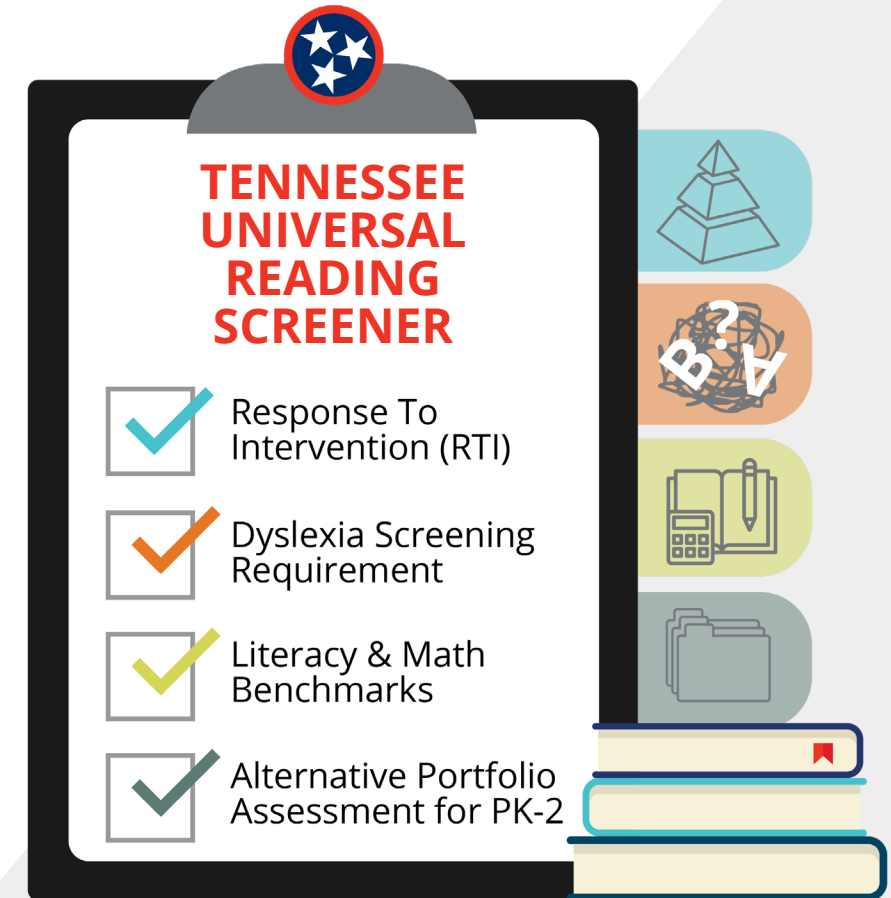


Widening achievement gaps between student groups are clear, exacerbating a historical gap that has not significantly closed even as the state had seen performance increases. Specifically, economically disadvantaged students saw significant declines in proficiency, which has traditionally been more difficult to recover from. Students with Disabilities and English learners also reflected increased challenges as a result of the pandemic disruptions.



What to Do about the Data

- Provide instruction using **grade-level-appropriate content**, rather than repeating material from the end of the prior grade. Build-in the pre-requisite skills and knowledge as is needed to understand the content of the school year.
- **Measure learning regularly and provide feedback to students often.** It is important that teachers have the tools and information to best meet the needs of their students, and the state has provided a free universal reading screener and other free diagnostic assessments to support teachers and districts.
- Use time and resources for high-impact supports for students most in need, such as **high-dosage/low-ratio tutoring or extra time** outside of regular class.
- Understand that the recovery period from the pandemic and prior declines in academic achievement is likely to take 3 – 5 years, and districts should **maximize federal relief spending on student academic acceleration.**



2020-21 TDOE Pandemic Response & Actions



Crisis management
& response

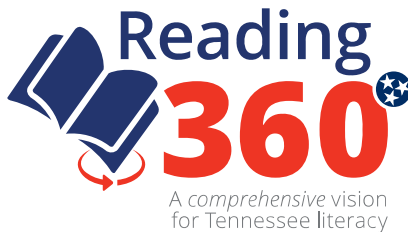
School closure and reopening
guidance documents

200+



Weekly communication
with district leaders

Statewide investments, resources &
partnerships



MANY
MORE

Historic Federal Funds for K-12 Education

Tennessee public schools will receive **over \$4.5 BILLION** in federal relief funding for use between spring 2020 & fall 2024.

- Over **\$150M in Coronavirus Relief Funds (CRF)**, including PPE
- Over **\$45M in competitive federal grants** for literacy, CCTE, and mental health resources
- Over **\$126M in GEER** (Governor's discretionary relief funding)
- Over **\$385M in ESSER** (SEA discretionary relief funding)
- ...in addition to over **\$3.58 billion passed directly to LEAs**



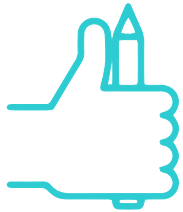
State ESSER Plan: Investments Aligned to Data



ACADEMICS: All TN students will have access to a high-quality education... **by learning to read and reading to learn with high-quality materials.**

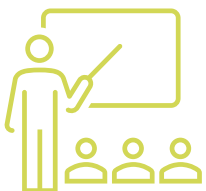
- \$120.7M for the Literacy Success Act & Reading360
- \$170.5M for the TN ALL Corps & summer programming*
- \$35M to support the 2022-23 math adoption
- \$32M for teaching & learning online resources & improvements for LEAs

Received approval on
ARP ESSER State Plan
from U.S. Ed on 7/15/21



STUDENT READINESS: TN schools will be equipped to serve the academic and non-academic needs of all students... **by developing robust career pathway opportunities and connecting students to real-time support.**

- \$32.6M for Innovative High Schools & Advanced Courses
- \$17.8M for Mental Health & Family Resource Centers
- \$56.5M for K-12 open-source readiness coursework & statewide professional development



EDUCATORS: TN will set a new path for the education profession... **by becoming a teacher for free.**

- \$21M in programs to support the educator pipeline, including department's Grow Your Own program





ACADEMICS

Investing to Address the Data

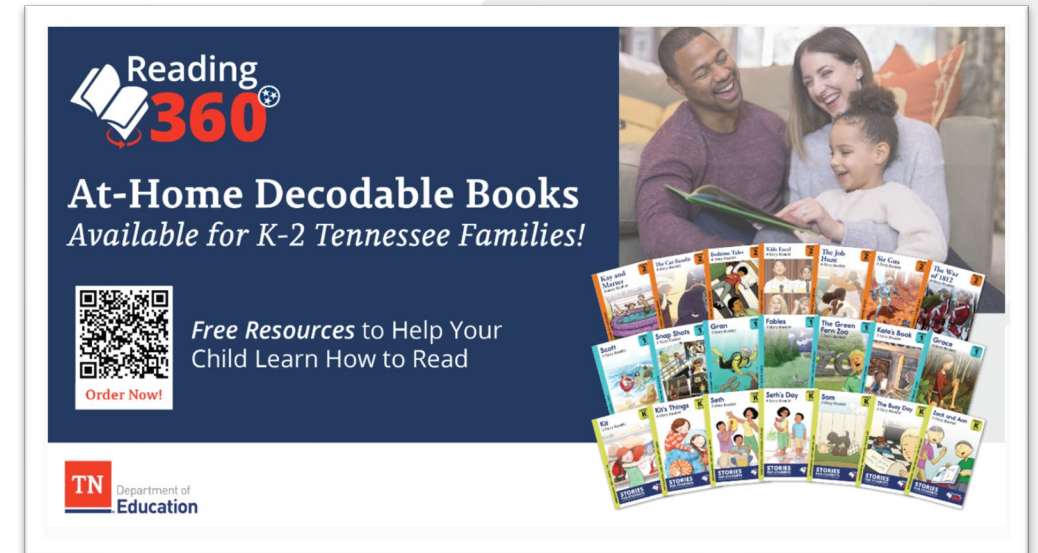
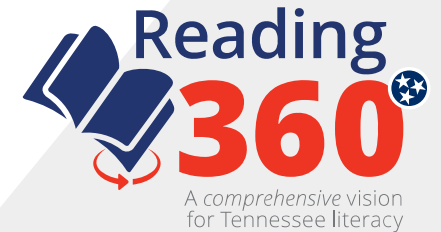
Strategy: TDOE will invest **more than \$358M** in academic supports focusing on early elementary reading, middle school math, closing achievement gaps, and supporting students not on grade level.

Focus: TDOE is focused on **literacy and early reading** and **high-dosage, low-ratio tutoring** as the most research-driven ways to support students who need more individualized supports to reach grade level mastery.

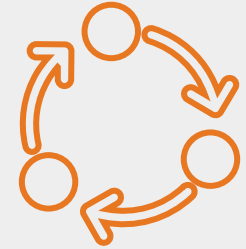
To address early literacy and the needs of students not yet on grade level, strategies include providing resources to teachers and parents, professional development to school systems, targeted instruction for students, and strong partnerships with families and communities across the state.

Programs and supports include:

- **Reading 360** supports for our youngest readers
- **TN ALL Corps** tutoring resources for K – 12th grade students
- **Best for All Central** website for all students, families and educators



Local Planning & Urgency



Understand

what is needed for students to access grade-level content over the next 3 years.

Ascertain

the academic and other needs to students and staff.

Design

a multi-year LEA recovery plan aligned to maximizing the funds to boost academic achievement.

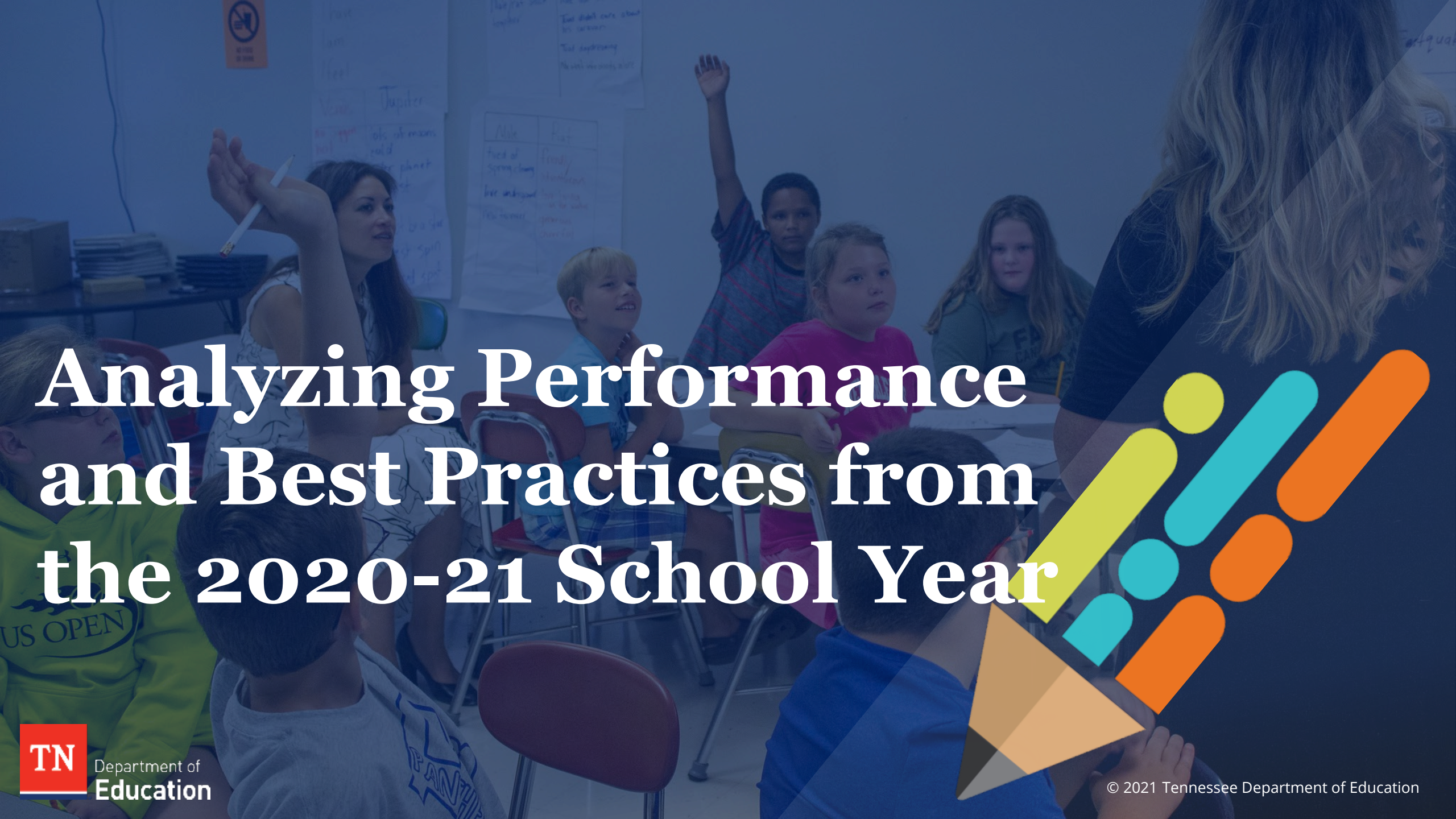
Implement

the plan with a strong focus on a few large, high-quality initiatives with clear processes for data collection.

Monitor, Evaluate

and Adjust

based on the results of data collection and feedback from students and staff.



Analyzing Performance and Best Practices from the 2020-21 School Year



Potential Data Sources

- 2020- 2021 TCAP Data
 - Student level vs statewide average analysis
 - [TDOE Data for Downloads page](#)
- Continuous Learning Plans (CLPs)
 - [Mid-year](#) and [end-of-year](#) report
- Elementary and Secondary School Emergency Relief (ESSER)
 - [Acceleration TN ESSER Steering Committee](#)
 - Best for All Districts
- District level anecdotes and interviews
 - Accelerating TN Tour 2021: [Bright Spots Guide](#)



Potential Next Steps

- TDOE Research Review Committee
 - Data request process via [Data Request Form](#)
- External Partnerships
 - Tennessee Education Research Alliance (TERA)
 - Other external research organizations



Tennessee's Summer Programming 2021



Department of
Education



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Accelerating TN Tour 2021: Summer Programming in Action



- The Tennessee Learning Loss Remediation and Student Acceleration Act set forward a path for students to receive **additional instructional time and supports through summer camps** beginning in summer 2021.
- In June 2021, Commissioner Schwinn, department staff, state and local elected officials, and community partners connected directly with students, educators, and stakeholders on the **Accelerating TN Tour 2021** to learn more about how schools are accelerating student achievement and where additional supports and resources could be helpful.

Summer Camps: Attendance & Enrollment

- **More than 120,000 students** enrolled in first-ever statewide summer camps

Attendance	ED	Non-ED	Total
Summer Learning & STREAM Camps	95.49%	96.96%	96.34%
Learning Loss Bridge Camps	94.39%	95.85%	95.19%
ALL	95.21%	96.70%	96.06%

- Engaging families for student attendance was a district priority

Enrollment	ED	Non-ED	Total
Summer Learning & STREAM Camps	38,535	52,302	90,837
Learning Loss Bridge Camps	13,375	16,131	29,506
ALL	51,910	68,433	120,343

- Districts saw higher attendance in elementary grades, compared to middle school grades

Summer Learning & STREAM Camps: 1st- 5th grades
Learning Loss Bridge Camps: 6th-8th grades



Summer Camps: Pre- & Post- Tests



Districts are required to give participating students a pre- and post-test to gauge student progress in English Language Arts and math. Districts must report the results to the department by September 1 of each year.

ELA	Math
<ul style="list-style-type: none">Overall, data showed an improvement of 5.97 percentage pointsElementary grades saw a 7.34 percentage point improvementMiddle school grades saw a 0.66 percentage point improvementNo discernable difference in improvements between economically disadvantaged and non-economically disadvantaged studentsImproving ELA, compared to math, typically takes longer.	<ul style="list-style-type: none">Overall, data showed an improvement of 10.49 percentage pointsElementary grades saw an improvement of 11.66 percentage pointsMiddle school grades saw an improvement of 6 percentage pointsCompared to elementary school students, economically disadvantaged students in middle school improved more than their non-economically disadvantaged peers



Summer Camps: Budgets

Summer Camps: \$116,820,000

Districts have drawn down a little over one-third of funds for summer camps. This is not unexpected, as the timing for many camps overlapped FY21 and FY22 and districts are still processing end of year close for FY21.

Camp	Pending	Total Spent	Grand Total
Summer Learning Camps	\$41,423,977.55	\$28,596,363.43	\$70,020,340.98
After School STREAM Mini Camps	\$14,079,527.62	\$5,317,328.36	\$19,396,855.98
Learning Loss Bridge Camps	\$16,576,461.34	\$10,826,341.71	\$27,402,803.05
Grand Total	\$72,079,966.51	\$44,740,033.50	\$116,820,000.01

Transportation: \$18,500,000

In total, 134 districts opted to participate in transportation grants, and approximately 35% of the funds have been requested for reimbursement. (*Note: 7 districts that opted to participate did not submit budgets in ePlan.*) Districts were clear that transportation funding helped ensure access to learning for students who otherwise would not have been able to attend the camps.

Data as of 9/15/21.

Thank you!

Questions?



PROPOSED LICENSURE ACTIONS

TODD MADISON, CANDACE CARTER, & ALEX ANDERSON
SBE STAFF ATTORNEYS