Dual Enrollment
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

Examples of Eligible Programs

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

AY 2020-21

6,800 Work-Based Learning Students

2,666 Industry certifications

2,648 Industry Aligned DE Courses
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

![Dual Enrollment Grant Use Chart]

- **2011-12**: 16,995
- **2012-13**: 17,759
- **2013-14**: 20,594
- **2014-15**: 21,745
- **2015-16**: 24,671
- **2016-17**: 26,512
- **2017-18**: 28,761
- **2018-19**: 30,937
- **2019-20**: 33,417
- **2020-21**: 31,210

*Source: THEC TSAC*
DE Grant by Institution Type

AY 2020-21
31,210 Students
$24.4 million

- Independent 4-Year: 15%
- Public 4-Year: 20%
- Public 2-Year: 53%
- TCATs: 12%
# Dual Enrollment Participation

## 2017-18 Academic Year*

<table>
<thead>
<tr>
<th>US Overall</th>
<th>9.8%</th>
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<td>Male</td>
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<tr>
<td>Black</td>
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<tr>
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<td>Asian</td>
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<table>
<thead>
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<td>Male</td>
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<td>Hispanic</td>
<td>5.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

| White Female | 13.9% |
| Black Male   | 4.6%  |

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

*Community College Research Center, Teachers College, Columbia University
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**
  o Institution and Curriculum

• **Transcribed Credit**
  o 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

*Troutman, Hendrix-Soto, Creusere, Mayer, University of Texas, 2018*
Impact: DE Grant on College Enrollment

- High School Grad: 77.8% Base, 12.8% Benefit of DE
- Enroll, Any Inst: 47.5% Base, 24.0% Benefit of DE
- Enroll, Tech College: 5.2% Base, 1.2% Benefit of DE
- Enroll, 4-Year Inst: 24.7% Base, 25.1% Benefit of DE
- Enroll FT, 2-Year Inst: 65.5% Base, 6.0% Benefit of DE
- Enroll FT, 4-Year Inst: 88.1% Base, 2.5% Benefit of DE
10th grade class of 2010 through 2017

Non-DE Grant Recipients
n= 484,715

DE Grant Recipients
n= 105,070
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

<table>
<thead>
<tr>
<th>College Completion</th>
<th>Percentage Point Increase</th>
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<tbody>
<tr>
<td>Begin at Technical College, graduate on-time</td>
<td>14.4</td>
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<tr>
<td>Begin at 2-Year Institution, graduate on-time</td>
<td>11.1</td>
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<tr>
<td><strong>Begin at 2-Year Institution, graduate 150% time</strong></td>
<td><strong>22.1</strong></td>
</tr>
<tr>
<td>Begin at 4-Year Institution, graduate on-time</td>
<td>19.5</td>
</tr>
<tr>
<td><strong>Begin at 4-Year Institution, graduate 150% time</strong></td>
<td><strong>23.1</strong></td>
</tr>
</tbody>
</table>
Applications due

November 1

@TNHigherEd
@TNPromise
State Board Quarterly Workshop

Tennessee Department of Education
October 28, 2021
STUDENT READINESS

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

ACADEMICS

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

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**
- Smooth full TCAP administration.
- Smooth online administration of high school End of Course (EOC) and science exams.

**FALL 2019**
- Successful paper-based EOC administration with new assessment vendor.

**FALL 2020**
- Successful high school EOC administration, despite COVID challenges.
- Spring 2020 testing was suspended for all grades.

**SPRING 2021**
- Successful full TCAP administration.
- Strong 95% statewide student participation rate due to testing flexibilities and the efforts of schools and districts.
• 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: 95%

100% of DISTRICTS met the 80% “hold harmless” target

*Breakdown of data in Appendix
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
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.
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.

**2020-21 PROFICIENCY BY OPERATING MODEL**

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>MIDDLE</th>
<th>HIGH</th>
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<tbody>
<tr>
<td>In Person</td>
<td>Hybrid</td>
<td>Remote</td>
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<tr>
<td>11%</td>
<td>8%</td>
<td>4%</td>
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<tr>
<td>34%</td>
<td>30%</td>
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<tr>
<td>0%</td>
<td>20%</td>
<td>28%</td>
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**SOURCE:** Tennessee Department of Education, 2021
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
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.

OVERVIEW

SOURCE: Tennessee Department of Education, 2021
1 in 7 economically disadvantaged students is meeting grade level expectations in English Language Arts.

**RESULTS BY INCOME**

**ECONOMICALLY DISADVANTAGED**
- 2017: 17% below, 50% approaching, 32% on track, 1% mastered
- 2018: 17% below, 52% approaching, 30% on track, 1% mastered
- 2019: 17% below, 50% approaching, 31% on track, 1% mastered
- 2021: 13% below, 53% approaching, 33% on track, 1% mastered

**ALL OTHER STUDENTS**
- 2017: 8% below, 35% approaching, 44% on track, 13% mastered
- 2018: 6% below, 34% approaching, 46% on track, 14% mastered
- 2019: 8% below, 35% approaching, 44% on track, 14% mastered
- 2021: 4% below, 33% approaching, 48% on track, 14% mastered

**SOURCE:** Tennessee Department of Education, 2021
# ELA RESULTS BY STUDENT GROUPS

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</tbody>
</table>

**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.

*SOURCE: Tennessee Department of Education, 2021*
SPOTLIGHT: GRADE 2 ELA

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.

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

SOURCE: Tennessee Department of Education, 2021
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.
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.

SOURCE: Tennessee Department of Education, 2021
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
### RESULTS BY STUDENT GROUPS

#### ASIAN
- 2017: 27%
- 2018: 29%
- 2019: 33%
- 2021: 23%

#### BLACK or AFRICAN AMERICAN
- 2017: 14%
- 2018: 14%
- 2019: 17%
- 2021: 8%

#### ENGLISH LEARNERS
- 2017: 16%
- 2018: 16%
- 2019: 19%
- 2021: 10%

#### HISPANIC
- 2017: 4%
- 2018: 5%
- 2019: 6%
- 2021: 3%

#### STUDENTS WITH DISABILITIES
- 2017: 1%
- 2018: 2%
- 2019: 1%
- 2021: 1%

#### WHITE
- 2017: 9%
- 2018: 11%
- 2019: 12%
- 2021: 8%

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### 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.

*SOURCE: Tennessee Department of Education, 2021*
**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

SCIENCE

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
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
**ALL STUDENTS OVERVIEW**

**SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Below</th>
<th>Approaching</th>
<th>On Track</th>
<th>Mastered</th>
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<tbody>
<tr>
<td>2017</td>
<td>34%</td>
<td>6%</td>
<td>35%</td>
<td>6%</td>
</tr>
<tr>
<td>2018</td>
<td>20%</td>
<td>43%</td>
<td>32%</td>
<td>3%</td>
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<td>2019</td>
<td>31%</td>
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<td>10%</td>
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<tr>
<td>2021</td>
<td>28%</td>
<td>35%</td>
<td>30%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**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
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.*
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.

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* [Tennessee Releases Data Showing Significant Learning Loss Among K-12 Students](https://www.warnereducation.org/article/tennessee-releases-data-showing-significant-learning-loss-among-k-12-students)


**** [Introduction (harvard.edu)](https://www.harvard.edu)

SOURCE: Tennessee Department of Education, 2021
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
- Weekly communication with district leaders
- School closure and reopening guidance documents
- Statewide investments, resources & partnerships

200+

Reading 360
- A comprehensive vision for Tennessee literacy
- Best for All Central
- PBS Partnership
- Teaching Tennessee
- 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

**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

*Received approval on ARP ESSER State Plan from U.S. Ed on 7/15/21
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
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.
More than 120,000 students enrolled in first-ever statewide summer camps

Engaging families for student attendance was a district priority

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

### Summer Camps: Attendance & Enrollment

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<th>Non-ED</th>
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<td>Summer Learning &amp; STREAM Camps</td>
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<td><strong>51,910</strong></td>
<td><strong>68,433</strong></td>
<td><strong>120,343</strong></td>
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## 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

- Overall, data showed an improvement of **5.97** percentage points
- Elementary grades saw a **7.34** percentage point improvement
- Middle school grades saw a **0.66** percentage point improvement
- No discernable difference in improvements between economically disadvantaged and non-economically disadvantaged students
- Improving ELA, compared to math, typically takes longer.

### Math

- Overall, data showed an improvement of **10.49** percentage points
- Elementary grades saw an improvement of **11.66** percentage points
- Middle school grades saw an improvement of **6** percentage points
- Compared 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.

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<td>After School STREAM Mini Camps</td>
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<td><strong>Grand Total</strong></td>
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<td><strong>$44,740,033.50</strong></td>
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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