

Postsecondary and Workforce Readiness Reports

Random District

April 12, 2017

Cover page

Random District

List of School Names

This page will contain a series of figures that in a clean way display for the most recent cohort. It will act as an introduction for the lay viewer. What are the key pieces of data that the state is monitoring and how does your school/district perform.

- Percent of most recent graduates who enrolled in any postsecondary institution
- Percent of most recent graduates who enrolled in any postsecondary institution, by type of PS institution
- Percent of most recent graduates concentrating in CTE
- Average ACT scores

Most Common Insitutions

Institution Name	Number of Enrollees
Jackson State Community College	63
Tennessee Technology Center at Whiteville	17
University of Memphis	15
Middle Tennessee State University	12
University of Tennessee, Martin	7

Overview of what we want to show.

Definitions

Graduation Year: This report uses the term Graduation Year to monitor a cohort of students. This set of graduates would align with the On-Time Graduates with a regular diploma, based on when the group of students entered high school. For example, this report provides data on the 2011 freshman cohort, which is a group of students who entered high school in the fall of 2011. The vast majority of these students graduated in the spring of 2015. The most recent postsecondary enrollment data available is for the 2015 graduates from the 2011 freshman cohort.

Postsecondary Enrollment: A student is identified as having enrolled in a postsecondary institution if they enroll within 12 months of expected graduation year for students in the 2011 ninth grade cohort. Eligible institutions include Tennessee Board of Regents' schools, UT System, Tennessee Colleges of Applied Technology, TICUA institutions, and any non-Tennessee institution that shares enrollment information with the National Student Clearinghouse.

Postsecondary Remediation: A student is identified as being assigned to a remedial course if they are designated as having non-zero remedial hours by their postsecondary institution. This information is only available from Tennessee public postsecondary institutions. At this time, the data are not able to be disaggregated at the subject level (e.g. we are unable to see whether a student took a remedial course in English or Math).

Postsecondary Completion: Postsecondary completion documentation is shown for students in the 2007 and 2008 ninth grade graduating cohorts, the earliest group of students that the Tennessee Longitudinal Data System can track from secondary into postsecondary. Any degree-granting public institution that submits completion information to THEC is included in this set of data points. For students in the 2007 ninth grade cohort, we display a 5 year completion rate and for students in the 2008 ninth grade cohort, we show a 4 year completion rate. As of April 12, 2017, the most recent term with completion information available is Summer 2016. A student's most advanced degree is shown.

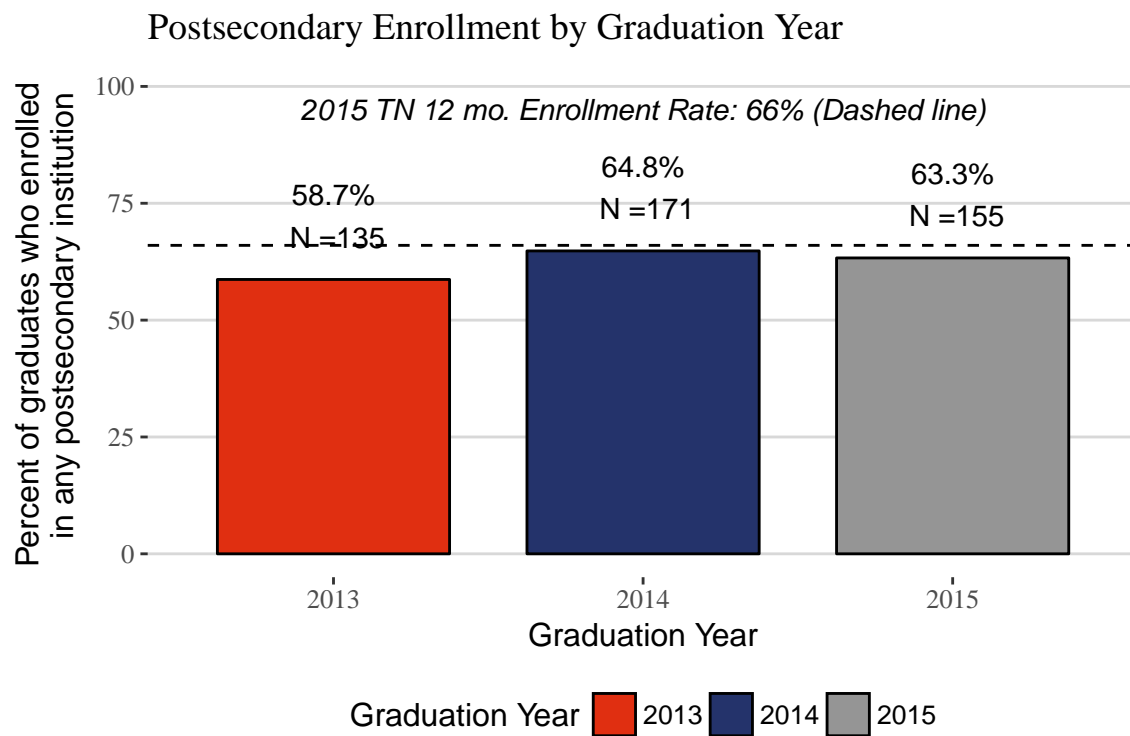
District comparisons

For some topics, comparing a school district's data to statewide trends is not illuminating because the characteristics of the district's student population are very different from the characteristics of the student population across Tennessee. For ACT and postsecondary enrollment data, this report provides comparisons to Tennessee school districts whose populations share similar demographic characteristics. Be respectful in your use of other school districts' information; do not share this information publicly.

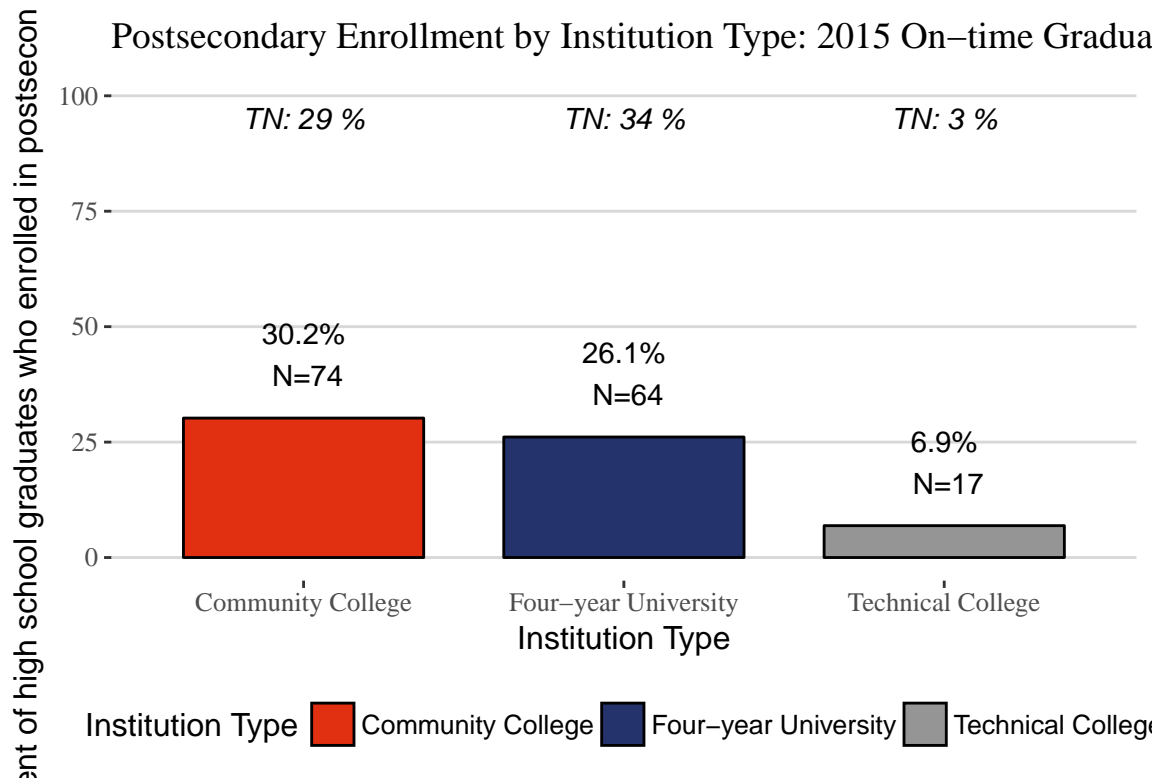
Your District	Comparison 1	Comparison 2	Comparison 3	Comparison 4	Comparison 5
Random District	Fayette County	Lauderdale County	Haywood County	Dyersburg City	Jackson- Madison County

Key questions

- What are the general enrollment trends in my district?



- What type of institutions are my students enrolling in?
- Percent of graduates who enrolled, by type of institution

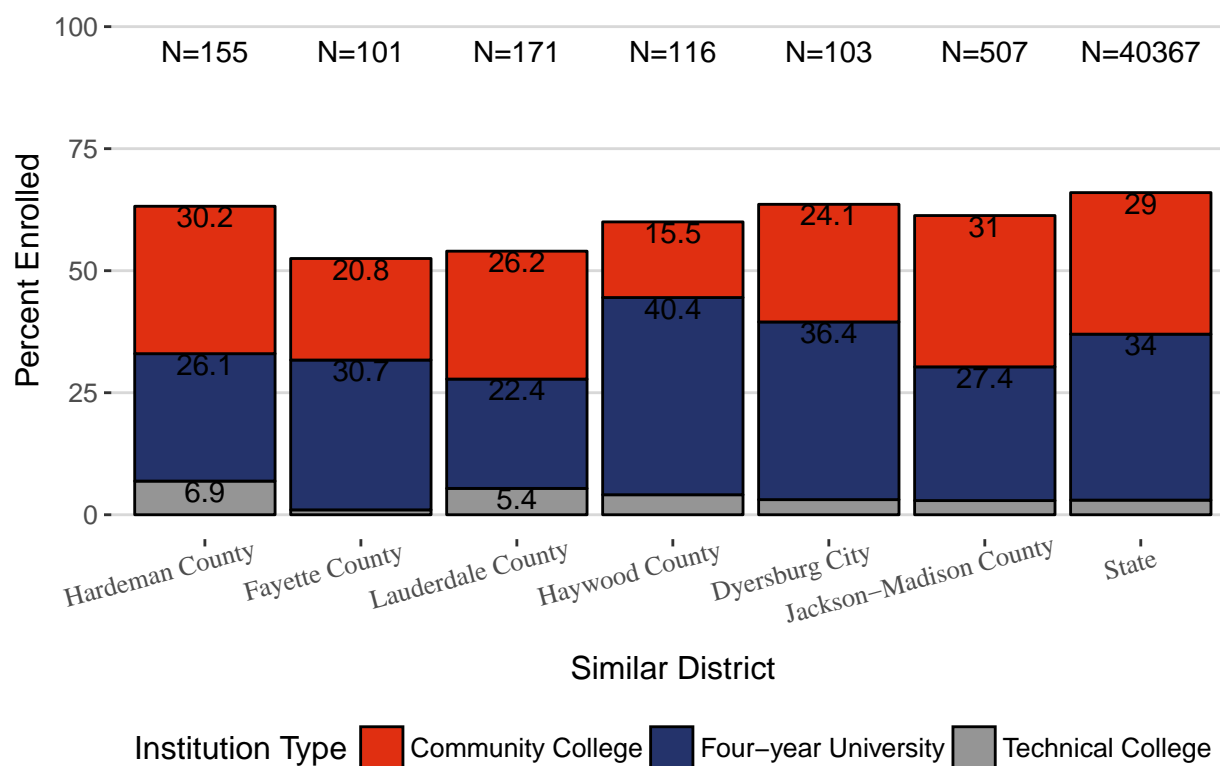


District Comparisons

Key Questions

- How does the overall enrollment compare to similar districts in terms of overall postsecondary enrollment?
- How does the overall enrollment compare to the state overall enrollment?
- How does the enrollment into different institution types compare to similar districts in terms of overall postsecondary enrollment?
- How does the enrollment into different institution types compare to the state distribution of enrollment into institution types?

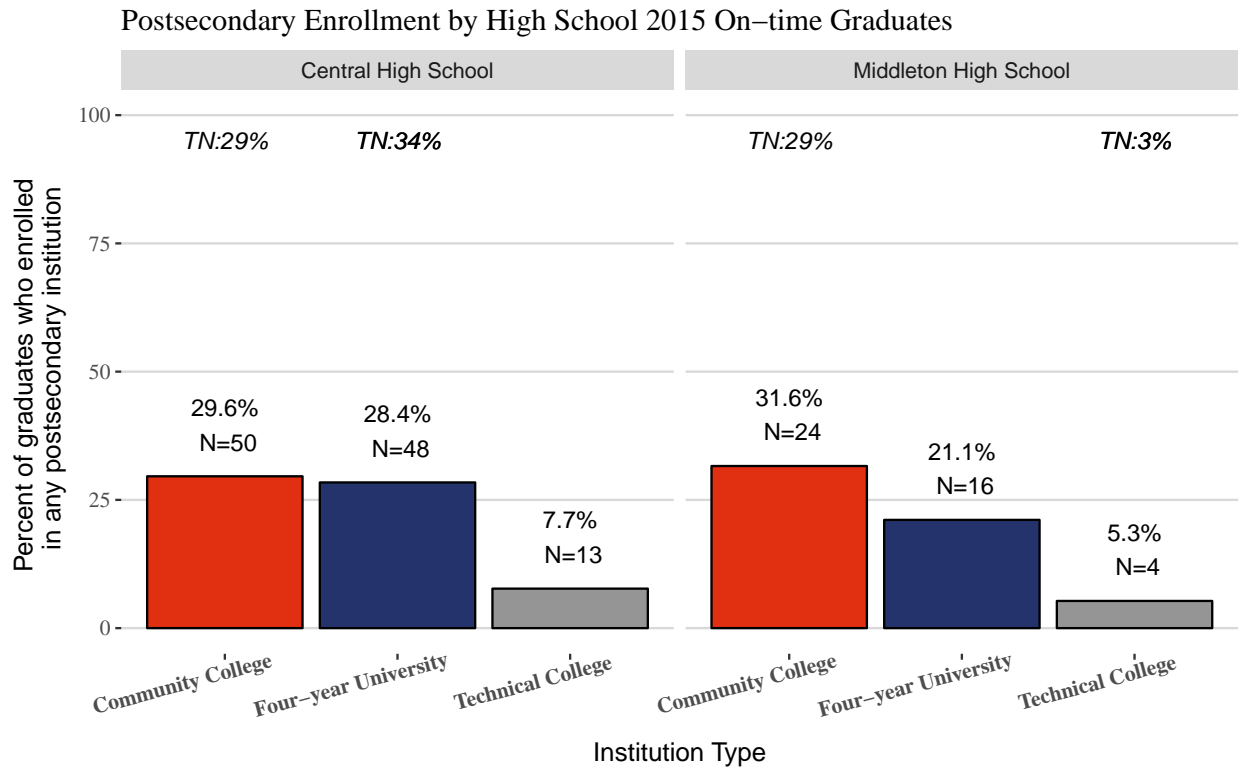
Comparison of Random District to Similar Districts



Similar District	Community College	Four-year University	Technical College
Hardeman County	30.2	26.1	6.9
Fayette County	20.8	30.7	1.0
Lauderdale County	26.2	22.4	5.4
Haywood County	15.5	40.4	4.1
Dyersburg City	24.1	36.4	3.1
Jackson-Madison County	31.0	27.4	2.9
State	29.0	34.0	3.0

- How does the overall enrollment differ across schools in my district?

- How does the distribution of students to different institution types compare across schools in my district?



Most Common Institutions

The following table shows the most common institutions that students from the 2015 graduating class enrolled in within 12 months of graduation.

Consider opportunities for an external partnership with the institution and where students have been successful. Some questions that you may want to consider:

- Are students enrolling in institutions that are nearest to your school?
- Have students taken dual enrollment courses or attended summer programs at these institutions while in high school?
- Are students in your school aware of the majors offered at these institutions?
- Do your programs of study align with opportunities at these institutions?

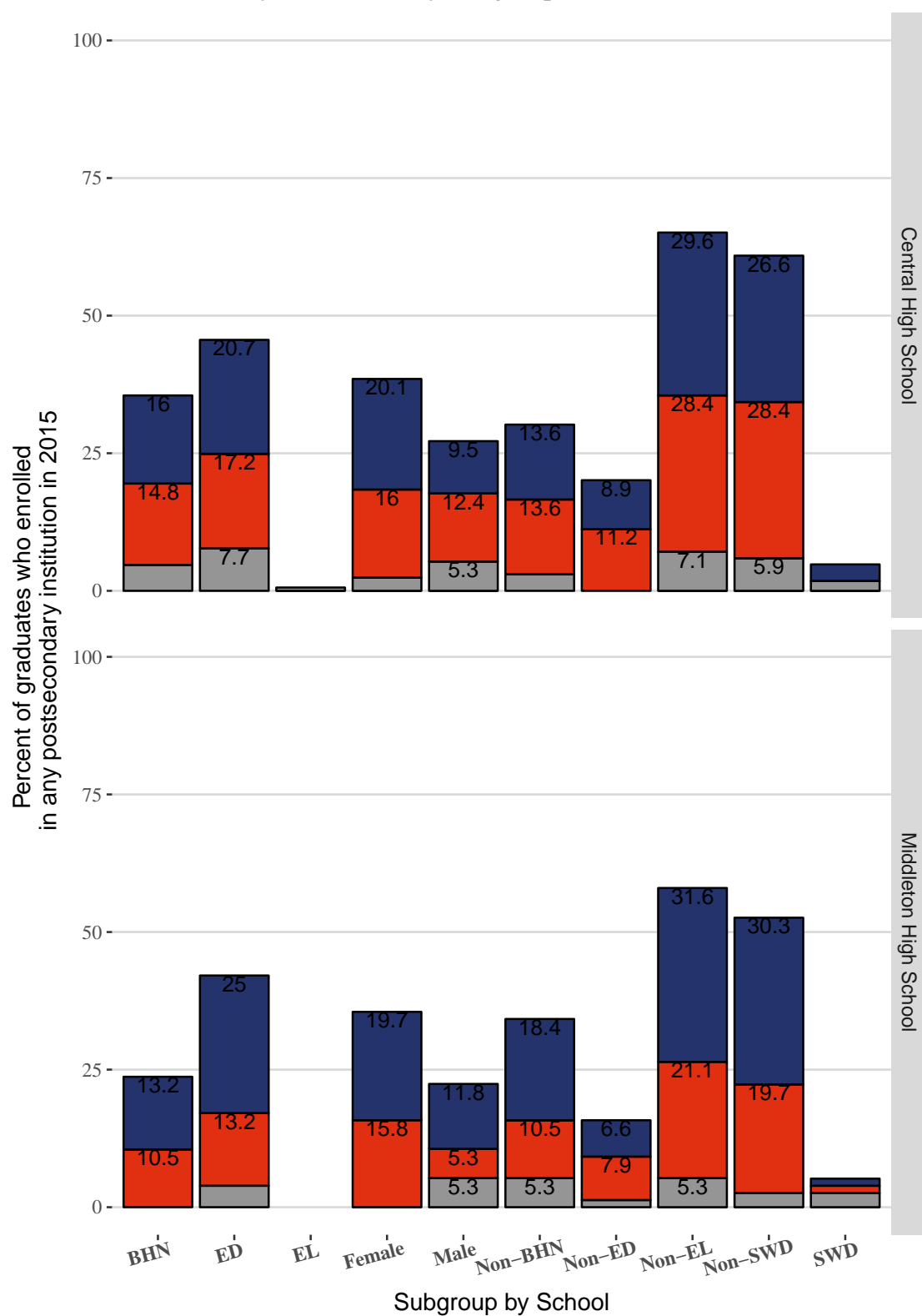
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Mississippi State University	6

SECTION II: Postsecondary Enrollment by Subgroup (Most recent year only)

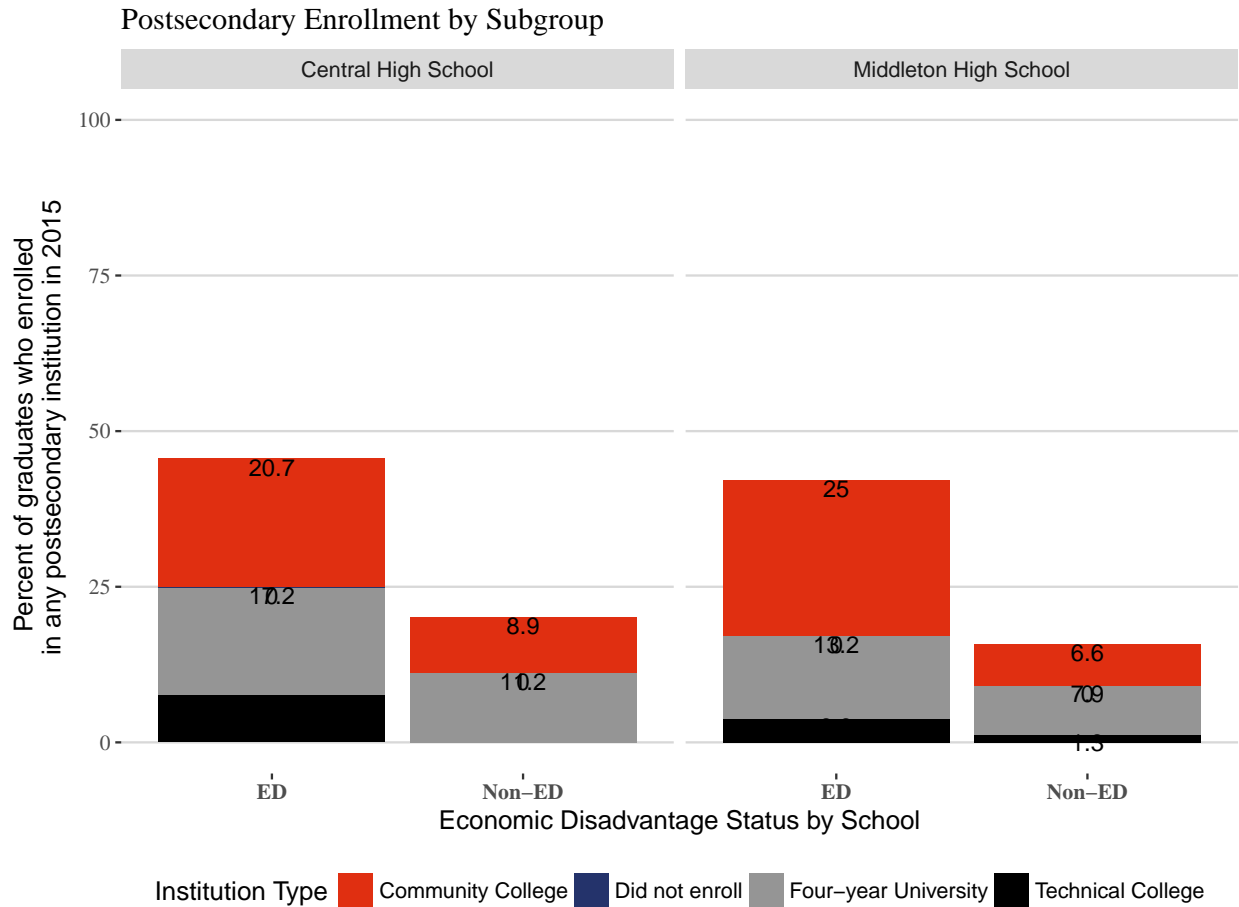
Key Questions

- To what extent do we see overall equitable access by race in the same school to postsecondary institutions?
- Within each school, to what extent are students of different racial backgrounds enrolling in different types of postsecondary institutions (e.g. a higher distribution of one group is enrolling in four-year universities than two year institutions)?
- If your district has more than one school, to what extent do the overall enrollment rates differ across schools in your districts for racial and ethnic groups?
- If your district has more than one school, to what extent do enrollment rates for racial and ethnic subgroups into different types of postsecondary institutions differ across schools?
- Given this information, do you feel that all students are receiving the same opportunities in your district?

Postsecondary Enrollment by Subgroup



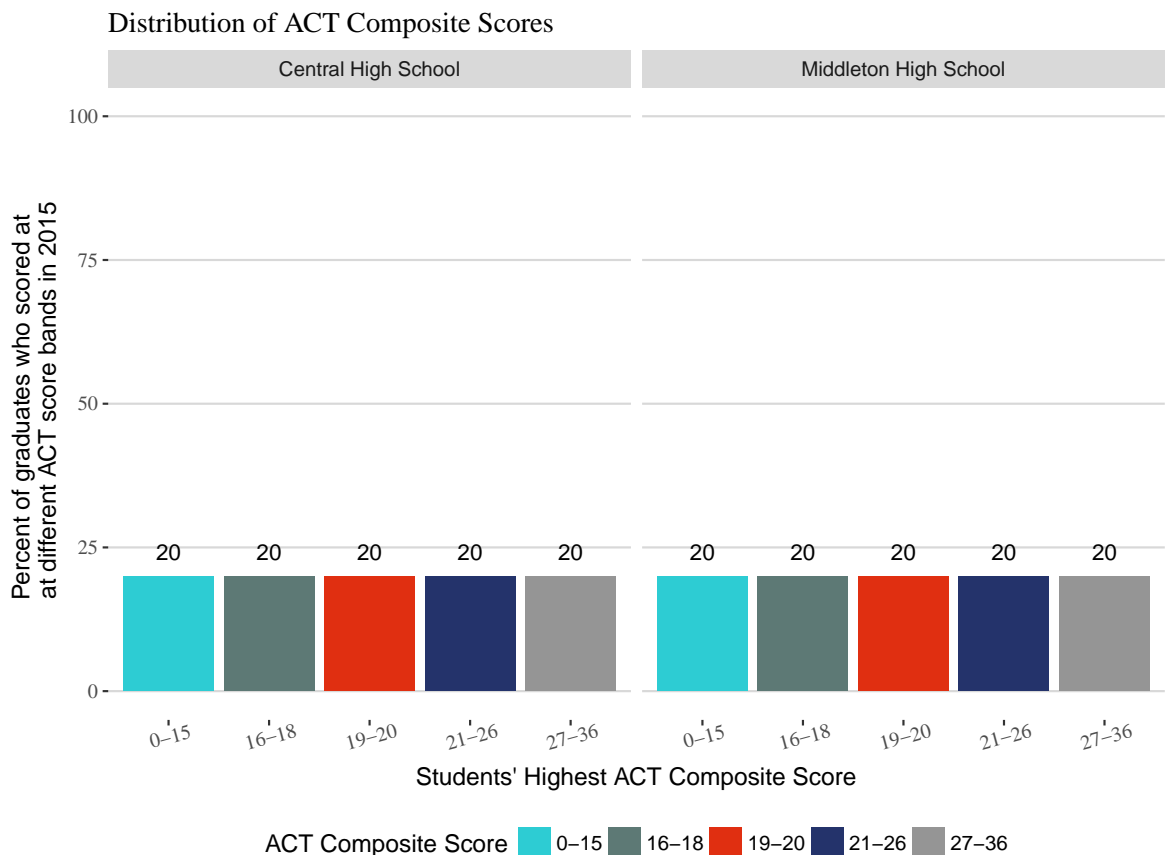
- Economic Disadvantage (School level)
 - To what extent do we see equitable access by level of economic disadvantage in my district to postsecondary institutions? Given this information, do you feel that all students are receiving the same opportunities in your district?



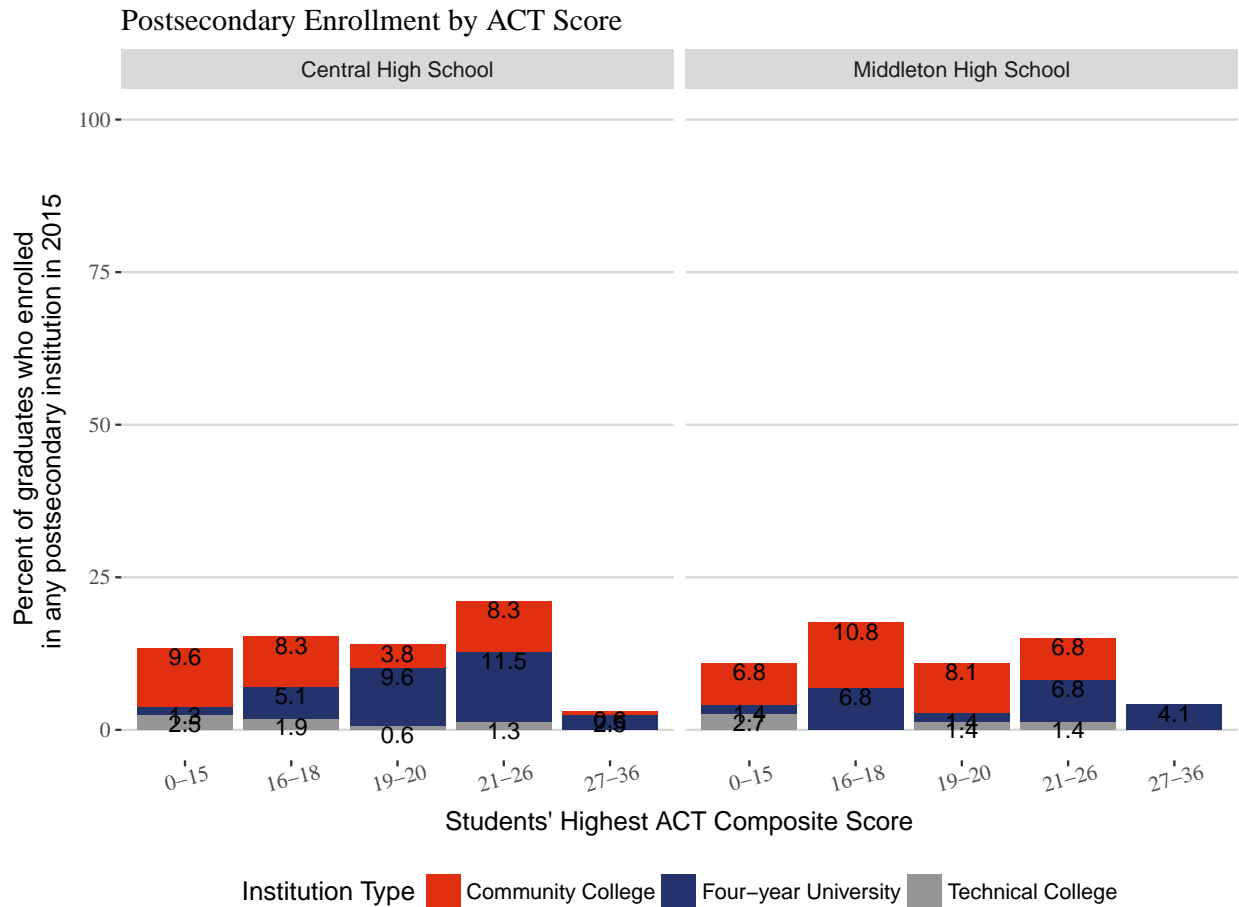
Postsecondary Enrollment By Academic Achievement (Most recent year only)

Key Questions

- Consider the distribution of ACT composite scores for the students in your district.



- Overall Enrollment By ACT Scores (State Comparison, District, and school level) The above figure displays the distribution of ACT scores. That group of students becomes the denominator for the next figure that shows postsecondary enrollment rates at each ACT score band. Thus, if a school had 50 students score between a 19-20, and 40 of those students enrolled in a postsecondary institution, the overall enrollment for that score band would be 80%.
 - To what extent do ACT Scores relate to the postsecondary enrollment of the students in my district?

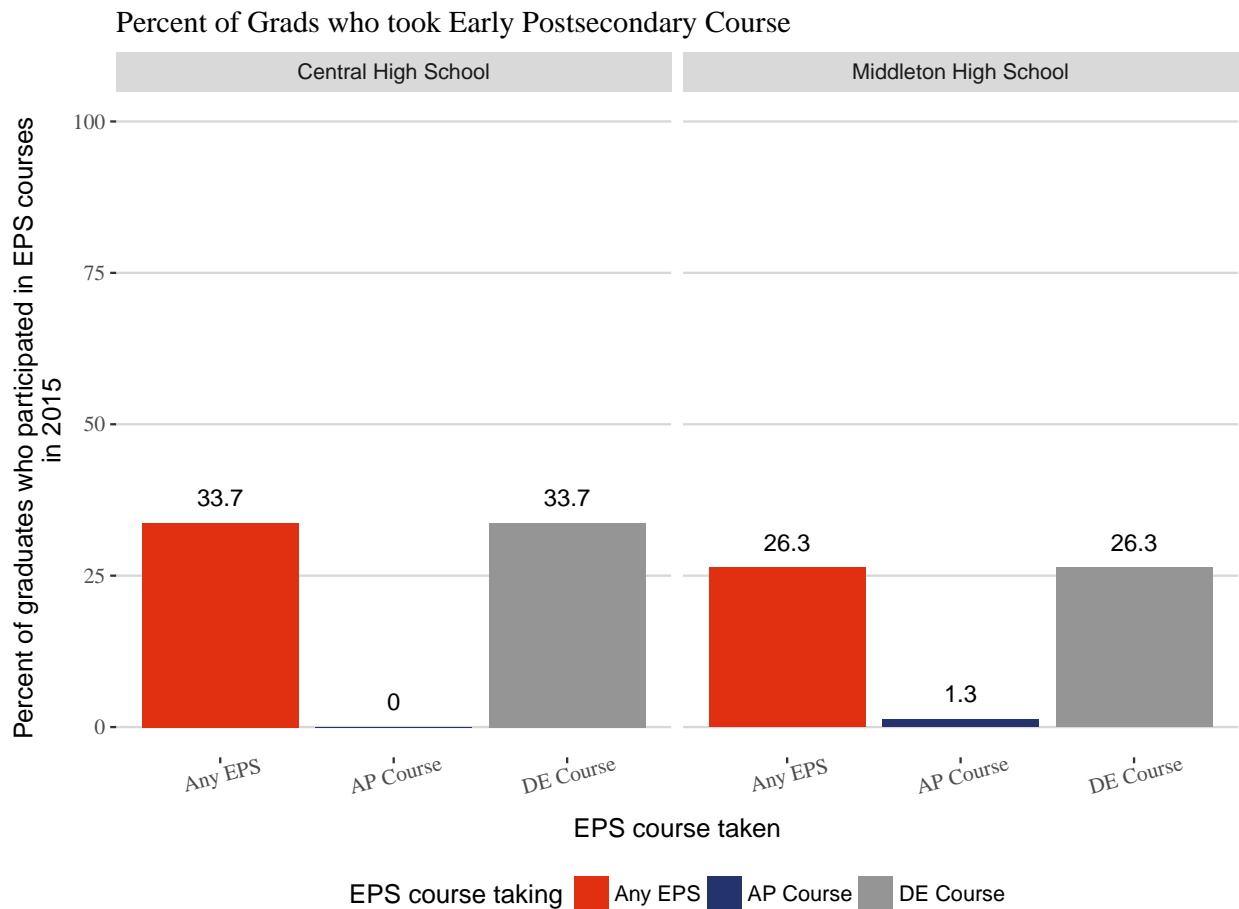


- Other possible questions
 - To what extent does the relationship between ACT scores and postsecondary enrollment in your district differ from the state average?
 - To what extent does the relationship between ACT scores and the type of postsecondary institution where students are enrolling in your district differ from the state average?

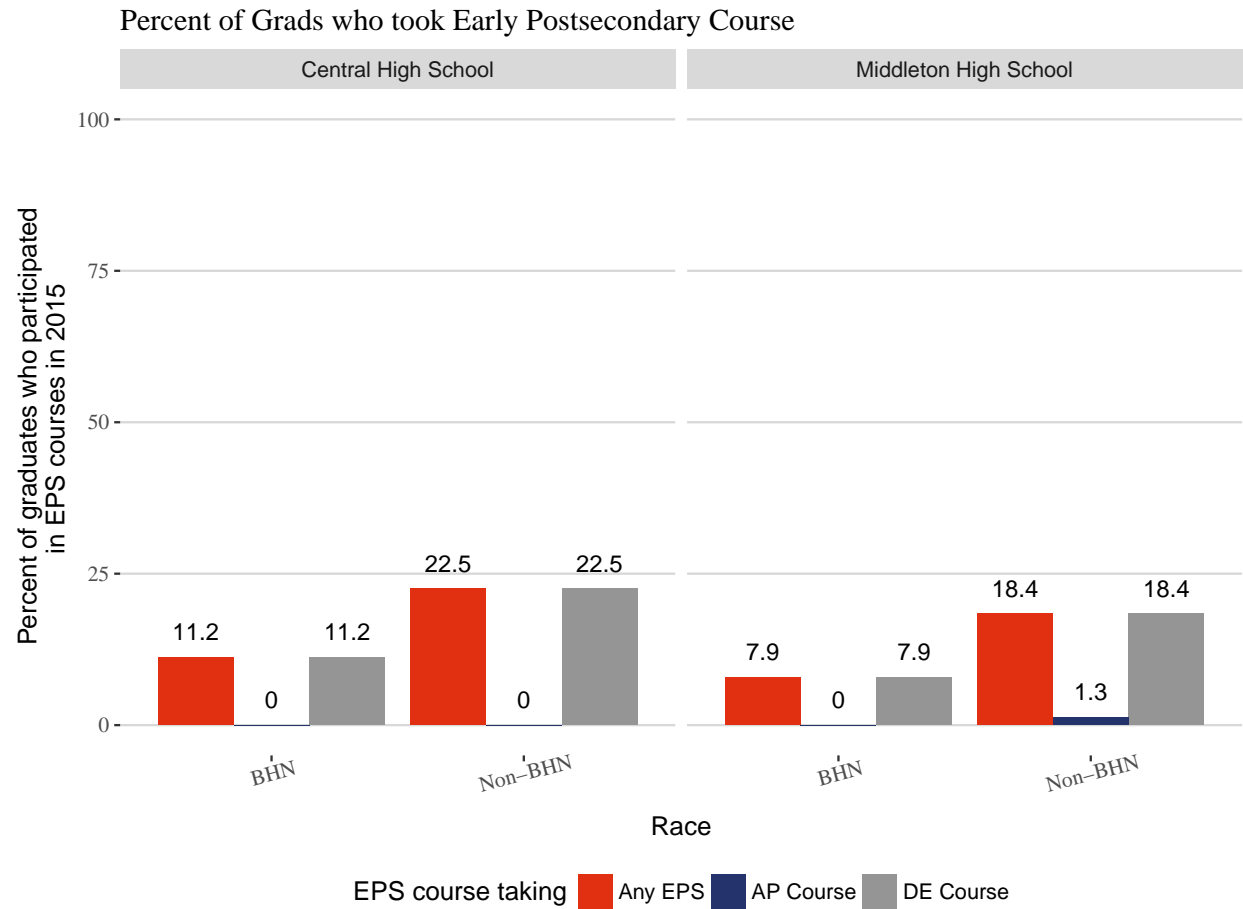
Postsecondary Enrollment By Coursework (Most recent year only)

Key questions

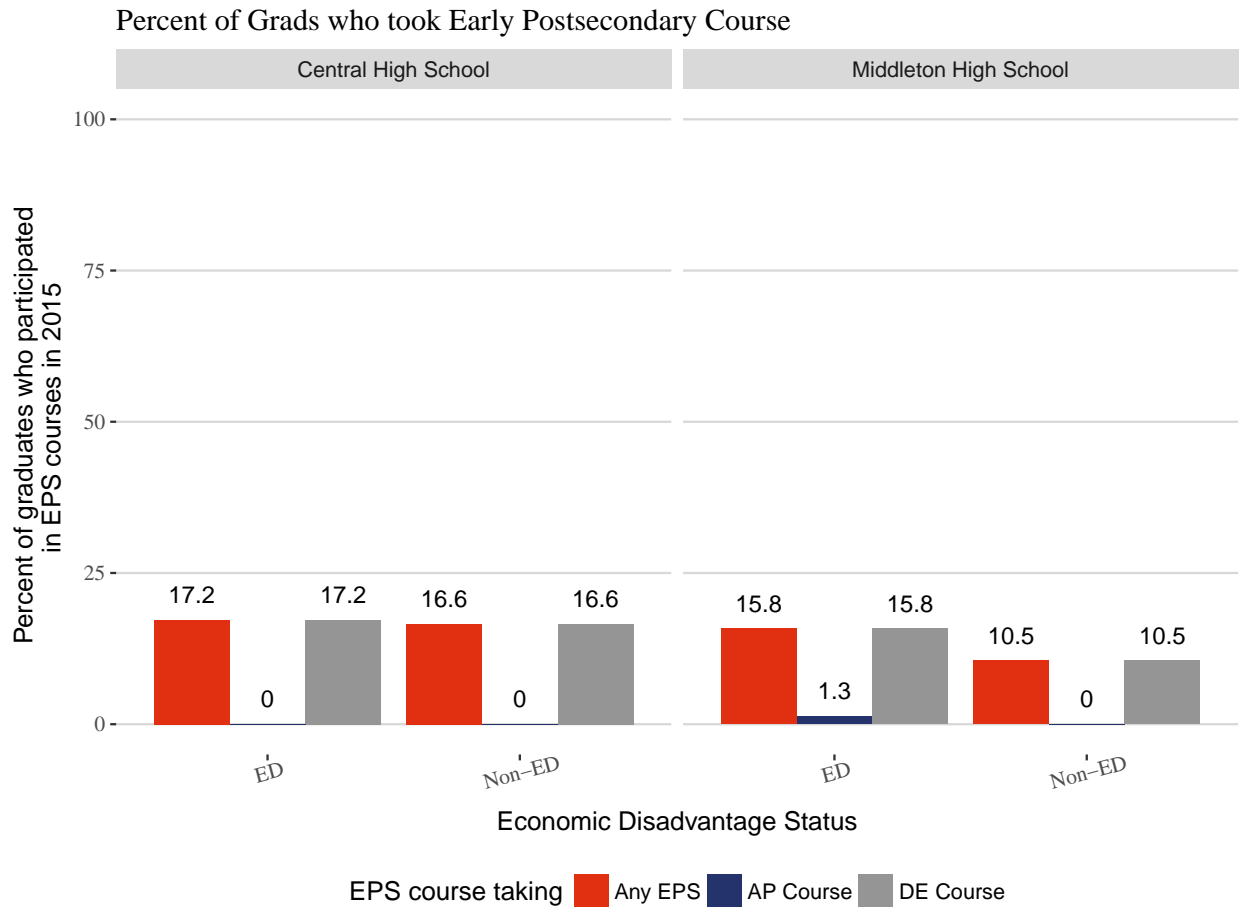
- To what extent do all students have access to rigorous coursework that can result in early postsecondary credit in the 2011 graduating cohort who graduated in spring 2015?



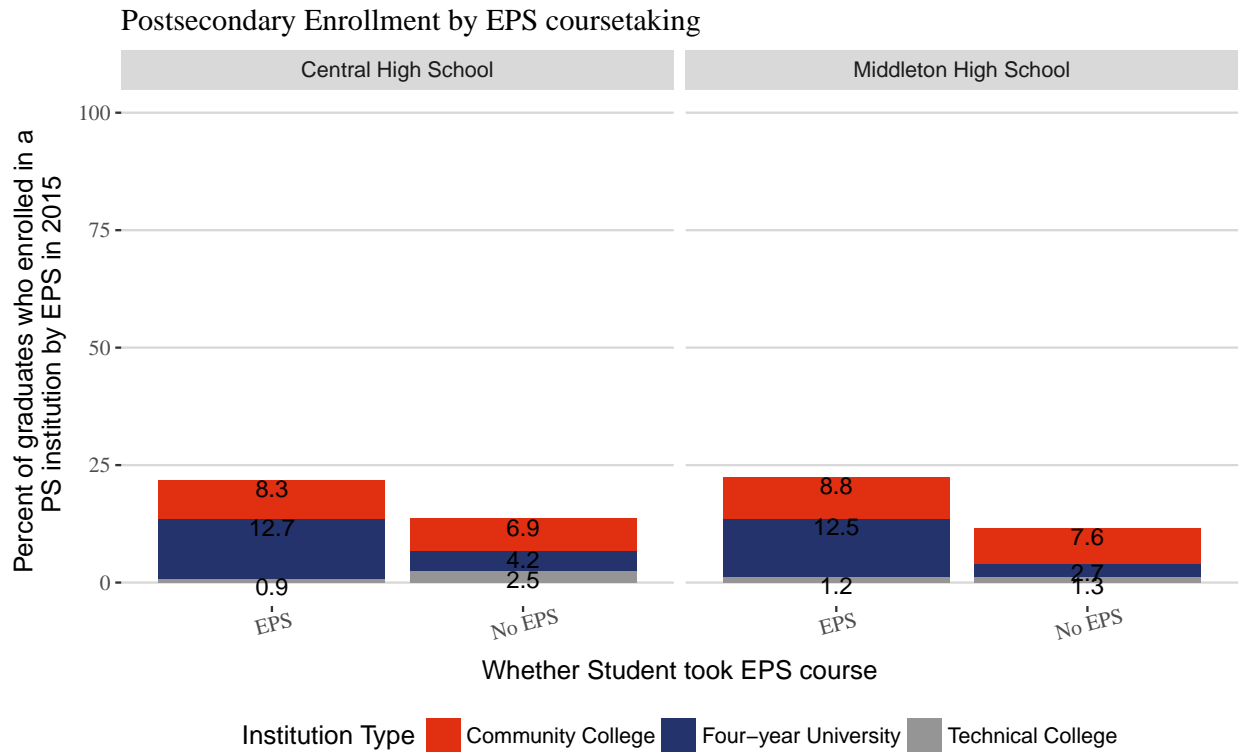
- To what extent does access to EPS courses differ by student race?



- To what extent does this differ by the economic disadvantage status of the students?

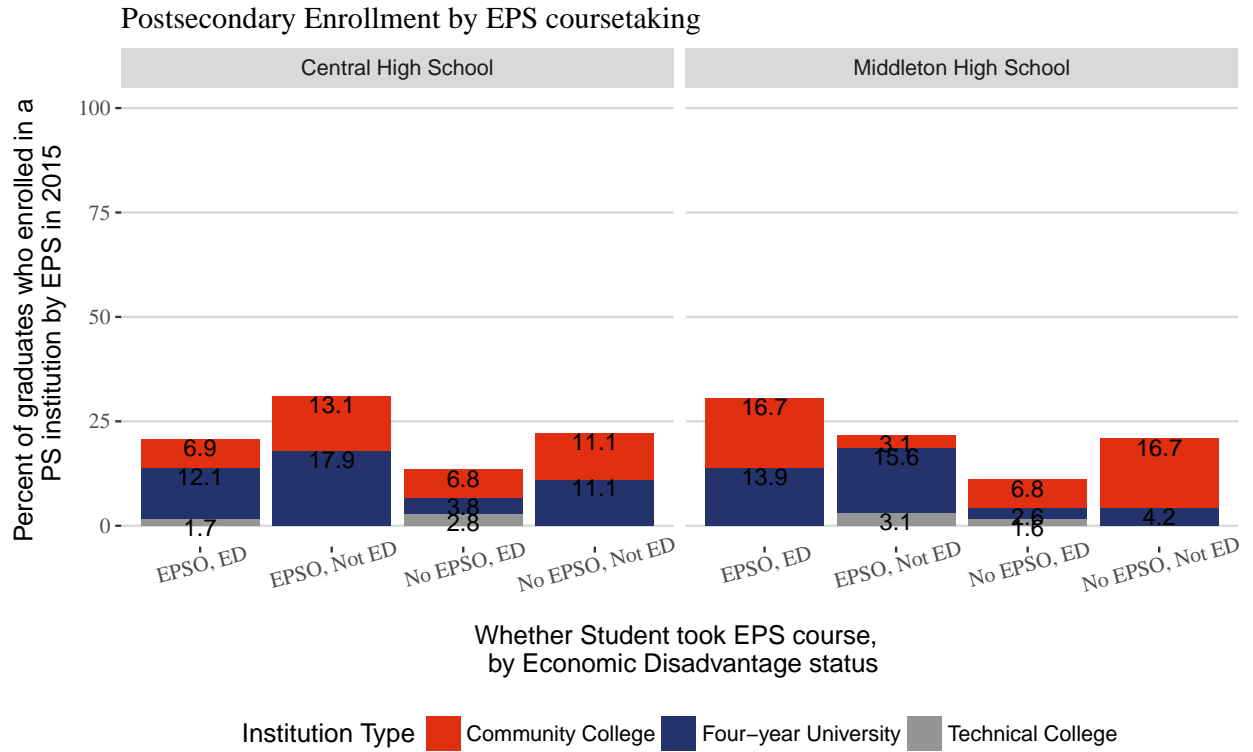


- To what extent do students who took EPS courses enroll in a postsecondary institution?
- To what extent do students who took EPS courses enroll in different types of postsecondary institutions?



Research by the department has seen increases in postsecondary enrollment for ED students who take early postsecondary courses.

- To what extent do Economically Disadvantaged students benefit from EPS courses?



Persistence of all students (Not included in initial release)

- Earning 1 year worth of credits in two years
- Remediation (by subject)
- WILL BE INCLUDED IN INITITAL REPORT

Completion Rates by Institution Type (5 year (2007 cohort), 4 year (2008 cohort))

APPENDICES

Appendix A: Strategies???

CCTE Team would develop a series of strategies that would target potential stories that would arise from the data

Appendix B: CTE Data

For the next set of figures, we would focus on the same data that was provided at the school and district level, but focus at the concentrator level. We will compare across program areas where applicable.

Appendix C: Business Rules/Data Sources

When we release data, we have to make sure that we clear set of business rules defined.

Preliminary timeline

April 20

Based on CORE feedback, we would put together the final mock-ups to share within the department, to THEC, TOSS, etc Bring in communications team for state level communication plans

May 1

Integration of strategies

May 15

Continuing TDOE feedback, CORE Feedback and maybe trusted partners Data Validated

June

To Directors for feedback, Validation period begins with CORE Data Analysts and CTE Consultants

June 30: Deadline for receiving 2016 enrollment data from P20 for SSC reports

June/July

CORE Data analysts set up meetings with district teams CTE trainings

August

Superintendent Study Council Preparation