
Technical College Readiness Courses

Spring 2017 Pilot Evaluation



Martha Ann Todd

Governor's Office of Student Achievement

State Board of Education Meeting

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Presentation Outline

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Overview

- In fall 2016, Hall County Schools proposed new courses to help students who lack the skills required for postsecondary institutions or Move on When Ready courses through technical colleges.
- The State Board of Education (SBOE) approved the courses in December 2016.
- Hall County piloted Technical College Readiness (TCR) English and Mathematics during spring 2017.
- TCR courses focus on ensuring students attain basic skills required to enroll in technical college and prepare for careers.

Overview (continued)

- 56 students in 3 high schools participated in the pilot.
 - East Hall High School
 - Johnson High School
 - Lanier Career Academy
- Hall County and additional districts across Georgia will offer the TCR courses in 2017-2018.
- The SBOE requested that GOSA monitor TCR course implementation and evaluate outcomes.

Eligibility Criteria

TCR reading and math are third or fourth course options for 11th and/or 12th grade students who meet all of the following:

- Have earned credit in Ninth Grade Literature and Composition or Coordinate Algebra/Algebra I,
- Have earned credit or are concurrently enrolled in American Literature and Composition or Analytic Geometry/Geometry, and
- Scored less than 55 on Reading Comprehension or 34 on Arithmetic ACCUPLACER Placement Test (minimum score required to enroll in TCSG diploma-level courses).

Evaluation Questions for the Pilot

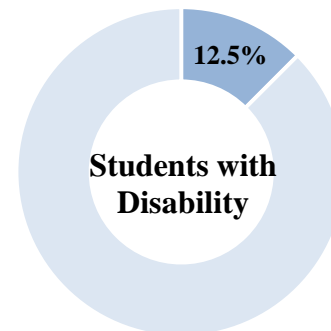
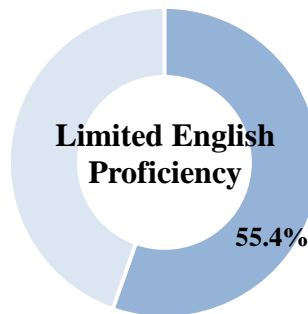
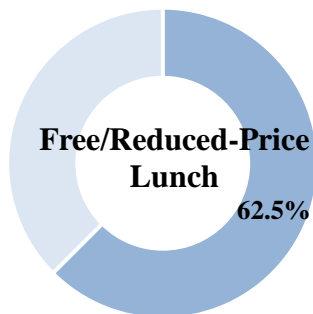
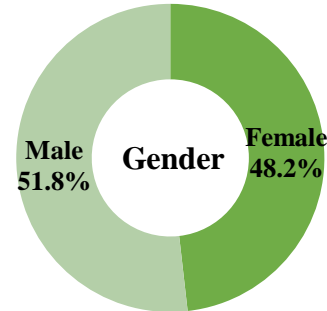
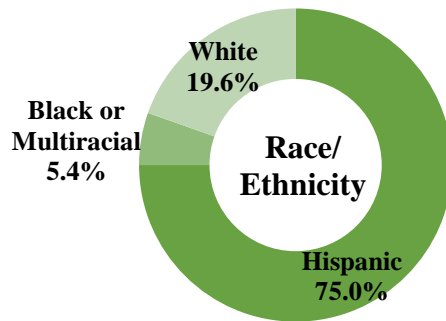
1. Are schools adhering to the eligibility criteria?
2. Do ACCUPLACER scores increase for students who enroll in TCR English and/or Mathematics? What percentage of students become eligible for postsecondary coursework at the end of the courses?
3. Are there any patterns in performance between school systems, student subgroups, prior math performance, or grade level?

Course Standards and Curricula

- Hall County developed standards and curricula with the Department of Education and Northwest Georgia RESA.
- Hall County provided teachers with instructional support (training, observations, weekly webinars) and a blended learning platform.
- Students took the ACCUPLACER before, in the middle, and at the end of the courses.

Pilot Student Characteristics

- 56 students enrolled in TCR English or Mathematics
 - 24 students in TCR English
 - 33 students in TCR Mathematics



Adherence to Eligibility Criteria

TCR Enrollment by Grade Level			
Grade	TCR English Enrollment Percentage	TCR Mathematics Enrollment Percentage	Overall Enrollment Percentage
10 th	37.5%	45.4%	42.9%
11 th	41.7%	6.1%	21.4%
12 th	20.8%	48.5%	35.7%
Total	100.0%	100.0%	100.0%

- 43% of TCR students were in 10th grade; courses were intended for 11th and/or 12th grade students.
- Some students had been in high school for more than two years but were 10th graders in terms of credits, and others were 11th graders after fall 2016 credits were counted.
- GOSA and GaDOE are considering removing this criterion since student grade levels do not necessarily correspond to whether students have completed prerequisite courses for MOWR.

Adherence to Eligibility Criteria

- Three students had not earned prerequisite credits or were not concurrently enrolled in American Lit. or Analytic Geometry/Geometry.
- In a couple instances students had ACCUPLACER pre-test scores above the eligibility cutoff score.
- In the future, Hall County plans to double check all requirements after the course drop deadline to
 - Verify students received credit for prerequisite courses, and
 - Validate that ACCUPLACER pre-test scores are below the eligibility threshold.
- Hall County also plans to conduct more staff training on course eligibility criteria.

ACCUPLACER Information

- ACCUPLACER is a computer-adaptive placement test developed by College Board.
- Possible scores range from 20 to 120.
- Technical colleges in Georgia use the ACCUPLACER to place students in courses and set performance thresholds for diploma-level and degree-level coursework.

Diploma-Level Thresholds

Reading	55 or higher
Arithmetic	34 or higher

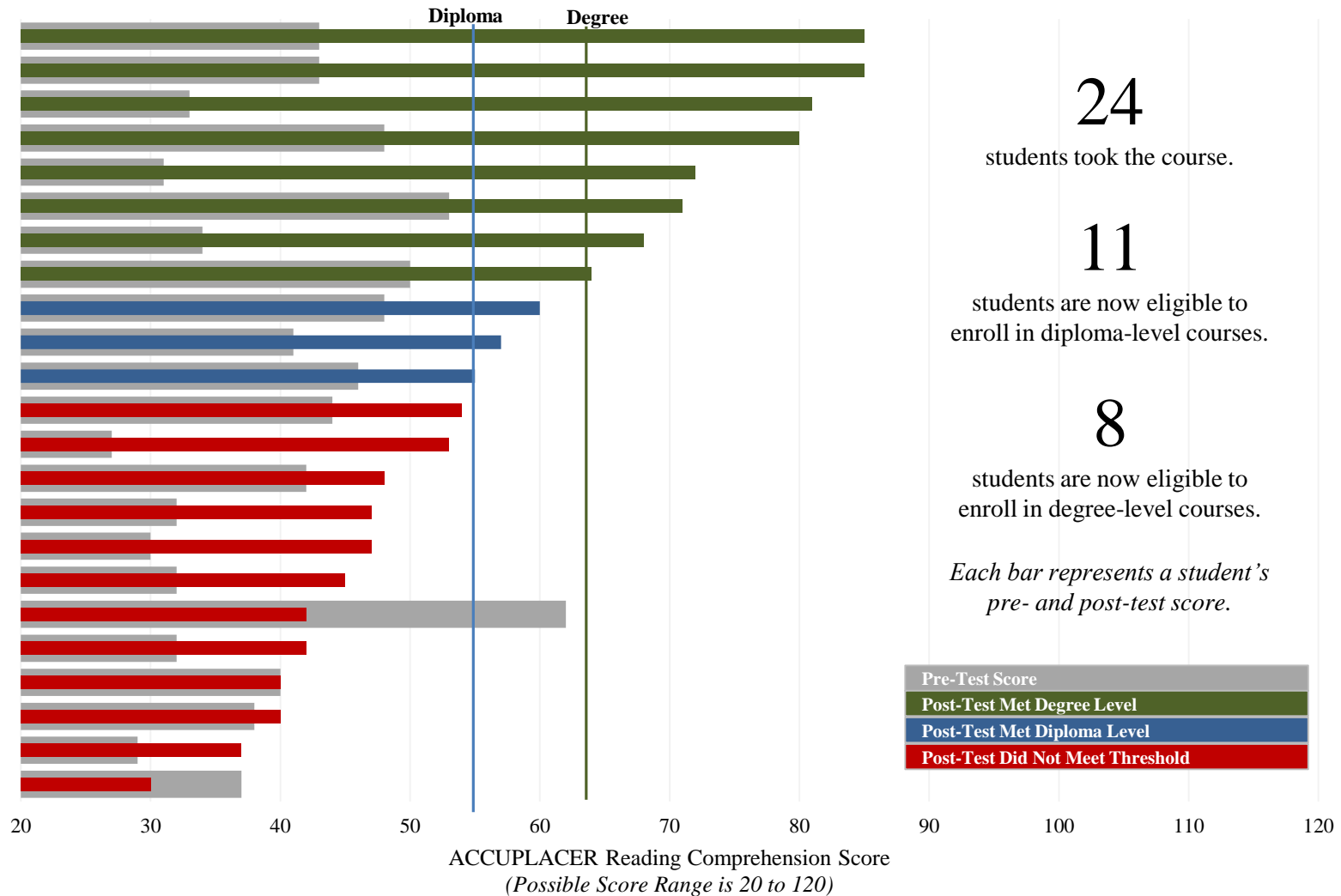
Degree-Level Thresholds

Reading	64 or higher
Arithmetic	34 or higher
Elementary Algebra	57 or higher

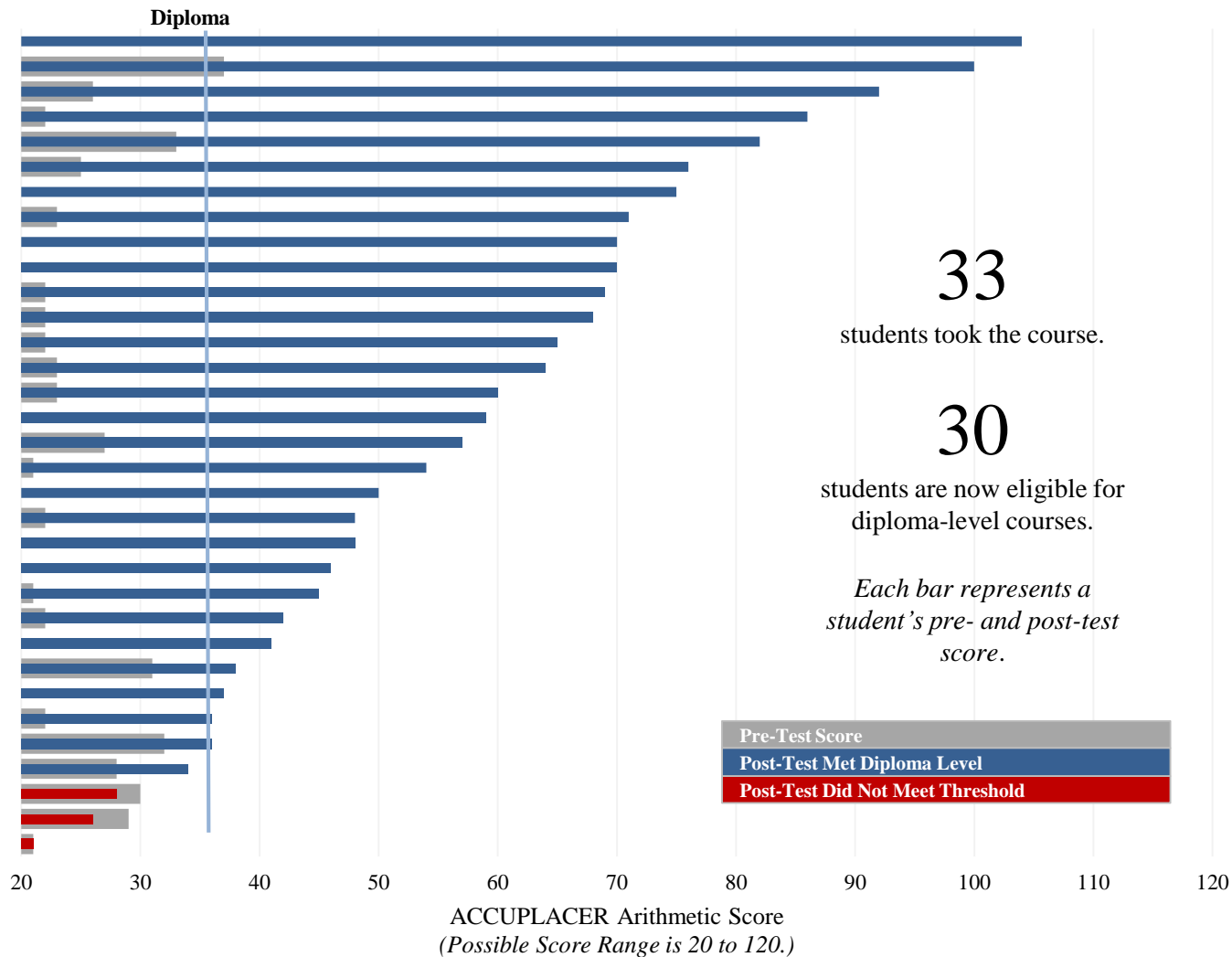
ACCUPLACER Performance

- 87.5% of students increased ACCUPLACER score after taking TCR.
- 71.4% of students became eligible for postsecondary coursework (scored higher than cutoff score).
- More mathematics students (90.9%) became eligible for postsecondary coursework than English students (45.8%).

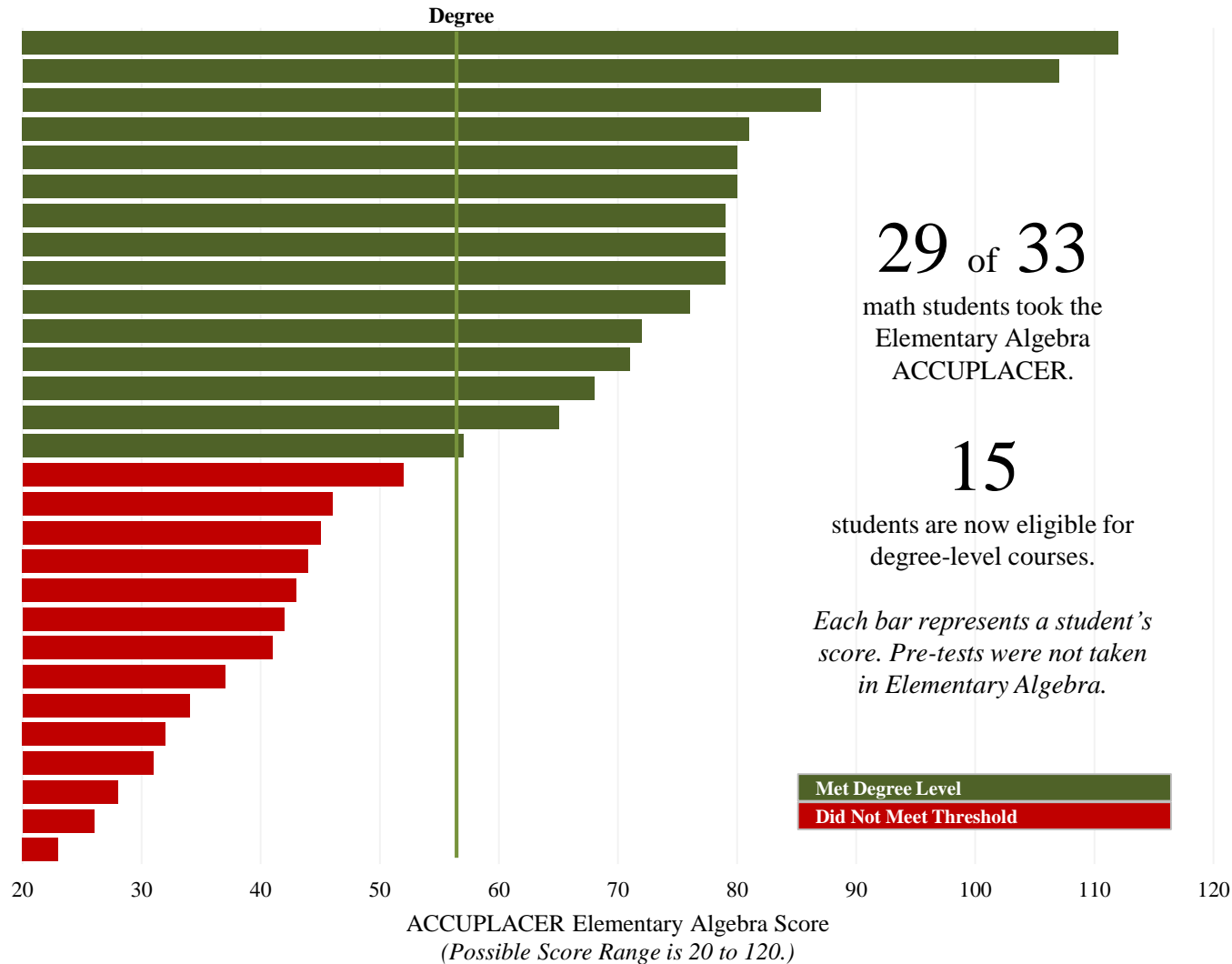
Reading Comprehension ACCUPLACER Performance



Arithmetic ACCUPLACER Performance



Elementary Algebra ACCUPLACER Performance



Patterns in Performance

- Due to the small sample of pilot students, GOSA did not examine performance by demographic subgroups.
- At least 95% of students in TCR English or Mathematics scored below proficient on prior Ninth Grade Literature or Coordinate Algebra EOCs/EOCTs.
- Students who were Beginning Learners on the Ninth Grade Literature EOC were less likely to increase their ACCUPLACER scores or qualify for diploma-level coursework than students who were Developing Learners.
- Students with lower Coordinate Algebra scores performed just as well or better than students with higher Coordinate Algebra scores.

Lessons Learned

- TCR courses provided students an opportunity to have a future beyond high school that otherwise would not have been possible.
- A supply of adaptable lesson plans and classroom-embedded coaching were key supports from district.
- Small class sizes enabled one-on-one, personalized instruction for students that was critical for success.
- Student engagement fell over the duration of the courses, particularly in TCR Mathematics after students met goal at mid-year.

Recommendations

- Identify students who are motivated and understand the purpose of TCR prior to enrollment.
- Select teachers who have taught in various classroom environments, had prior success with struggling students, and are willing to be flexible.
- Be prepared to focus on basic, discrete skills in both courses to build the foundational skills needed to master course standards.

Recommendations

- Encourage strong student-teacher relationships and small class sizes.
- Use a block/semester schedule for the courses to align with technical college schedules.
- Set higher goals at the beginning of the courses to help maintain student engagement.
- Provide and enforce more specific teacher grading criteria that place a strong focus and requirement on student ACCUPLACER growth during the courses.

Next Steps

- Schools implementing TCR in 2017-2018 have access, in GaDOE's Teacher Resource Link, to all lesson plans and teacher resource guides developed by Hall County.
- When additional data become available, GOSA will examine Move On When Ready postsecondary credit attainment and four-year graduation rate of the pilot students in an addendum to this evaluation.
- In future years, GOSA will monitor enrollment data and evaluate student outcomes for enrolled students across the state.

Questions?



Contact Information

Martha Ann Todd
Executive Director
mtodd@georgia.gov
404-463-1160



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