
High School Transition Policy

The Background:

In 2005 a joint effort between the State Board of Education and the State Department of Education was initiated to examine Tennessee high schools and begin the process of evaluating what students graduating from high school should know and be able to do. The group met several times during the course of 2005 and 2006 and had the opportunity to hear from local, regional and national experts in various areas important to the group. Presentations were given on school counseling tools, service learning, career concentrations, diploma options, career-technical education, and college and workforce readiness.

The recommendations of the task force are broad-reaching and are designed to positively impact academic achievement for all students in the state. A crucial aspect of the policy is the Board's position on dual enrollment for high school students. The State Board of Education has continually worked to create conditions to move more students farther, faster. Successful completion of college coursework while in high school is an important part of this work.

Section 8 of the Board's High School Policy addresses Assessment of Learning, including end-of-course examinations. The policy is silent on how the exams will be treated for those substituting college courses for high school courses that have associated state examinations. A new paragraph added at the end of "section e" seeks to bring clarity to this issue.

The Master Plan Connection:

This item supports the SBE's *Master Plan* by providing recommendations for a quality curriculum for all students.

First to the Top Connection:

This item supports the FttT assurances by helping increase the number of students participating in rigorous and relevant curriculum experiences.

The Recommendation:

State Board of Education staff recommends the proposed amendment be adopted on final reading.

8. ASSESSMENT OF LEARNING

Assessment will reflect the concept of teaching and learning as collaboration between teachers and students. Assessment will be an integral part of instruction. In addition to paper and pencil examination, assessment may include portfolios of student's work, performances, and demonstrations, as well as online assessments. Schools are encouraged to develop graduation requirements that include demonstrations of competency.

Policy Implications:

- a. State and local assessments will measure higher order learning and accumulated complex accomplishments rather than testing samples of discrete skills.
- b. ACT's Education Planning Assessment System (EPAS) (or equivalent College Board assessments) will be administered annually.
 - The EXPLORE test will be given to all eighth grade students in the fall. Schools will develop interventions for students who are not performing to the level needed to be on track to reach the ACT Readiness Benchmark.
 - The PLAN test will be given to all tenth grade students in the fall as a mid-point assessment of progress toward meeting the ACT Readiness Benchmark scores. The intervention plans for students who have not progressed sufficiently will be adjusted to better assist students to reach the ACT Readiness Benchmark scores.
 - The ACT test will be provided to all eleventh grade students. Schools should use the % of students meeting or exceeding each ACT Readiness Benchmark score as a measure of progress in their academic program.
- c. Schools will develop and use multiple means of student assessment. Schools are encouraged to use portfolios of student work, interdisciplinary projects and other demonstrations to document student progress throughout the four-year high school program. Multiple assessments could be embedded in regular courses.
- d. Writing will be a part of local school assessment in all subject areas; teachers will be trained in holistic scoring. All eleventh grade students will participate in the state writing assessment.
- e. End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2).

- The yearly grade will be calculated by counting the teacher assigned grades for the course 75% and counting the end-of-course test grade 25%. Before the first administration of the end of course tests the State Board of Education will develop and approve a schedule to allow for phasing up to the 25% weight for the test grade.
- Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.
- Students successfully completing college courses may, by RULE 0520-01-03-.06(b), substitute earned college credits for high school credits. Students earning college credits and receiving dual high school credits are exempted from end-of-course tests in the corresponding courses. Tests required for the measurement of adequate yearly progress are not eligible for exemption.