

BRIDGE TO COMPLETION

The First Year of Nashville's Campaign for College Success



Nashville
Public Education
FOUNDATION



TENNESSEE COLLEGE
Access & Success
NETWORK

REFLECTIONS

Last year's Bridge to Completion report provided a glimpse into the reality of far too many of our Metro Nashville Public Schools' graduates: that despite 80 percent of our students taking concrete steps to enroll in college, just one in four MNPS graduates ultimately earned a degree from a postsecondary institution. Those findings led to several actions that will have a real impact on our graduates, including a citywide College Success Collaborative, the launch of the Nashville Goes to College family resource portal and the Mayor's Nashville GRAD (Getting Results by Advancing Degrees) initiative to support low-income college-goers.

Yet despite these successes, this sequel to last year's report, which explores the pipeline to a college degree by race and ethnicity and examines what early postsecondary experiences are available to high school students, shows that much work remains.

We need to collectively examine why gaps in college-going and persistence rates – sometimes as wide as 30 percentage points – exist and take immediate action to eliminate them. We need to engage in robust and urgent conversations around why some students have significant opportunities to garner postsecondary credits while in high school, and other students do not. And as Nashvillians, we need to insist that one in four MNPS graduates obtaining a college degree is not OK.

We can do better! As an organization, NPEF pledges to continue a laser focus on what is happening to our students long after they leave MNPS and generate momentum for decreasing inequities we see in our college-going and persistence rates. We invite you to join us to ensure that each of our students, regardless of which high school they graduate from, can be successful in college and beyond.



Katie Cour
President and CEO
Nashville Public Education Foundation

ACKNOWLEDGMENTS

We are deeply grateful to Metropolitan Nashville Public Schools (MNPS) for the many hours of interviews and data gathering they provided for this report, without which it would not exist. So many different professionals in both central office and particular schools were extremely generous with their time and information for this project. It takes great courage to give an outside entity your data and let them reflect it back to you. We hope this report helps illuminate how hard MNPS employees work every day to create greater access and success for Nashville's public school students.

This report would not have been possible without the contributions of Ashton Morin, a graduate student in Higher Education Administration at Vanderbilt University's Peabody College. Ashton's research into student access and success in Early Postsecondary Opportunities (EPSOs) and how they follow students into postsecondary is incredibly insightful and student-focused. She has served as a primary author of this work in partnership with the TCASN team.

This work builds on the work in 2018's Bridge to Completion, a report that would not have been possible without the dozens of professionals across K-12, higher education, community organizations, local government, business and philanthropy who lent their expertise. We extend our thanks to the previous report's interview subjects, without whom this report would not be possible. If readers are interested in viewing Bridge to Completion, they can do so at www.nashvillepef.org/collegeaccess.

We are deeply grateful to the people at the following schools and organizations who generously gave their time to be interviewed for this report. We appreciate your passion for helping more students complete college.

Deloitte
John Overton High School
Lipscomb University
McGavock High School
Metropolitan Nashville Public Schools
My Toolbox Consulting
Nashville Area Chamber of Commerce
Nashville State Community College
Saint Thomas Health
The University of Tennessee–Knoxville

ABOUT THE AUTHOR



The Tennessee College Access and Success Network (TCASN) is a nationally recognized, statewide nonprofit organization whose mission is to increase the number of Tennesseans with a postsecondary credential and foster a culture of college-going across the state. TCASN's team of Bob Obrohta, Wendy Blackmore, Jenny McFerron and Kate Watts have decades of collective expertise that span state government, federal college access programs, urban and rural initiatives, curriculum design, and the nonprofit sector.

The Nashville Public Education Foundation funded this research and partnered with TCASN to create this report.

Learn more at www.tncollegeaccess.org.

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NOTE TO READER

Good Data, Not Perfect Data

The current climate in education is rightfully one of data-driven decision-making; data helps us look at information in measurable ways and reduces the effect of personal biases on decisions that affect, in some cases, thousands of young people and their families. At the same time, the use of data can create blind spots, particularly in the pursuit of perfect data. In college access and success, a field in which data use at a school, district or state level is relatively new, practitioners and decision-makers can struggle to understand exactly what the data is telling them. This effort is complicated by the variance within the data sources themselves.

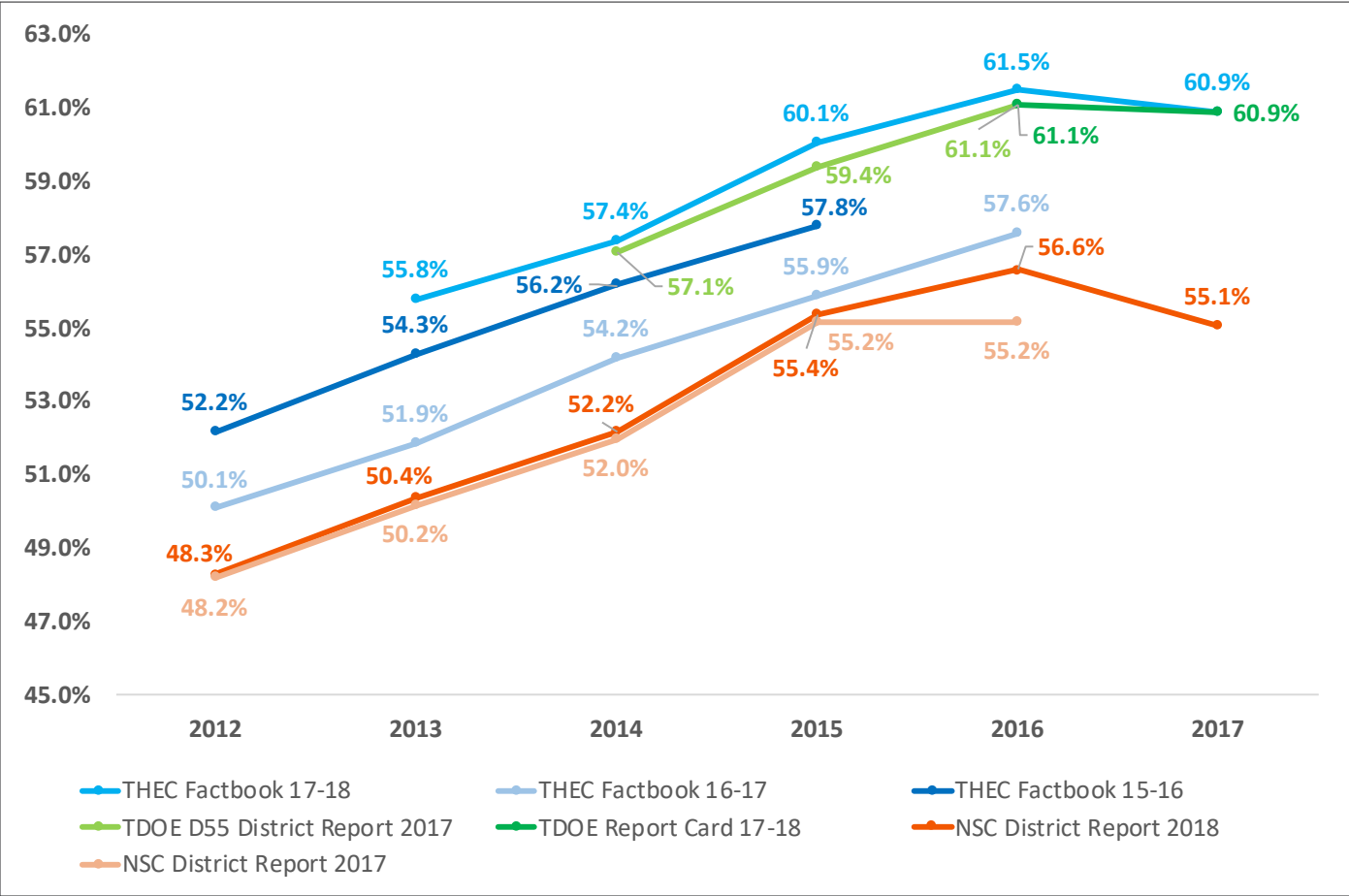
A case in point is pictured in Figure 1, which captures the immediate college enrollment rate from multiple state and district data sources. The blue lines in the

graph show data from the Tennessee Higher Education Commission (THEC), while green lines show data from the Tennessee Department of Education (TDOE). Orange lines show the district's National Student Clearinghouse (NSC) data. The purpose in showing this comparison is to underscore the complexity and confusion school leaders may have in understanding just how many students went to college.

Data Sources in this Report

Quantitative data presented here comes from sources including the National Center for Education Statistics, National Student Clearinghouse, Tennessee Higher Education Commission, Tennessee Department of Education and Metro Nashville Public Schools. Qualitative data comes from interviews with stakeholders and professionals spanning K-12, higher education,

Figure 1: MNPS College-Going Rate Across Multiple Data Sources 2012-2017



business and philanthropy. In this report, we focus on the overall trend of the data across multiple sources wherever possible. Specific information on data sources for particular charts and statistics are captured using endnotes.

As illustrated in Figure 1, different data sources report the same metric somewhat differently. This report uses data from TDOE for college-going and college enrollment because this data is publicly available through the department's Report Card. When it is not possible to use data from TDOE, as for data on college enrollment by race and ethnicity and data on college persistence or completion, data from the National Student Clearinghouse was used.

In every instance, we tried to use the same sources for this year's report as our 2018 Bridge to Completion report to allow for easy comparison. However, we have chosen to make a couple of changes to the data on the high school profiles accompanying this report. Each change is described in more detail in the references section for the profiles.

Foundations of this Work

This report is guided by some foundational assumptions that inform word choices and the orientation of this work.

College Means Postsecondary

We believe that any formal training after high school counts as college, whether it is a six-month technical certificate or a four-year bachelor's degree. While the term college can connote a specific postsecondary experience, we use it in this report to encompass a broad vision for how postsecondary can look.

College Completion Creates Opportunity

A postsecondary credential or degree is a reliable pathway to economic mobility and increased opportunity. The potential of higher education to transform individual lives and reshape the future of communities is why we engage in this work every day. Since many of the benefits of postsecondary come only with a credential or degree, this report is oriented toward completion as the ultimate outcome of success.

College Is for Everyone

Every public school student, regardless of income, race, ethnicity, national origin, immigration status or family background, should be prepared to access college and succeed once they get there. Not every student reaches their potential in high school, yet every student should have the opportunity to pursue the degree or credential of their choice.

EXECUTIVE SUMMARY

Our 2018 Bridge to Completion report shared baseline data on college access and success for MNPS graduates for the first time. We are proud of the conversations and actions spurred by that work, which include:

- MNPS' successful application for a GEAR UP grant that will bring over \$13 million to the district for college access and success at high-poverty, high-minority schools;
- New leadership at Nashville State Community College is committed to student support and success, especially for low-income students and students of color;
- Mayor David Briley's proposal of the Nashville GRAD scholarship to address the affordability barriers highlighted in Bridge to Completion that prevent students at Nashville State from completing a degree.
- The creation of Nashville Goes to College, an online resource about the college-going process for families and MNPS students in middle and high school.

Like the 2018 report, this report looks at college access and success for MNPS graduates and also **shares new data on college access and success outcomes by race and ethnicity**. However, we also look deeper inside students' high school experiences with Early Postsecondary Opportunities (EPSOs), a new focus for Tennessee districts under our state's Every Student Succeeds Act (ESSA) plan. EPSOs are designed to increase college success for Tennessee's students. This report shares critical baseline data on how EPSOs are currently implemented, including how postsecondary institutions attended by MNPS graduates view these opportunities. We answer the following questions:

- Are students enrolling in college? Where did they enroll?
- Once enrolled in college, did students persist from year to year? Did students complete a degree?
- How does the pipeline to a degree look different for MNPS graduates of different races and ethnicities?
- Are students accessing and succeeding in EPSOs? How does this vary by EPSO?
- What is the value of each EPSO in the transition to

NASHVILLE GOES TO COLLEGE

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college? How does the process of articulating earned credit vary by EPSO?

Capturing a six-year college completion rate covers an enormous swath of Nashville's education history. To fully appreciate it, consider that the 2012 high school graduating class is the most recent class for which completion data is available. These students are now young adults (age 24), and many are members of Nashville's workforce—some with school-age children of their own. But most of our report focuses on the recent graduate. By looking at trends in access, retention, interventions to improve and college completion, we hope to provide insight into students' trajectory and help design strategies and interventions to improve outcomes. The following statements summarize what we discovered.

Our Findings

College Access and Success for MNPS Graduates

- MNPS' college-going rate (CGR) declined slightly after steadily increasing over the last three years. The current MNPS college-going rate for the class of 2017 is 60.9%, down .3% from the previous year.
- MNPS graduates' persistence rates at two-year institutions continue to lag behind rates of graduates from similar schools, a major concern given that more than one out of three college-goers attends a two-year institution.
- Six-year college completion rates remain low for the class of 2012 (24%) when compared to the class of 2011 (25%).¹
- Black and Latino students lag significantly behind

White and Asian peers on college completion but for different reasons:

- Despite similar rates of college persistence, Latino students enroll in college at rates almost 30 percentage points below White and Asian peers.
- Black students' rates of college enrollment, persistence and degree completion are lower than rates of White and Asian peers.

EPSOs in MNPS High Schools

- 34% of MNPS high school students participated in EPSOs during the 2017-2018 school year, but participation varied greatly across zoned high schools from 12% to 44%.
- EPSO participation is not yet equitably realized across all student populations, with Black and economically disadvantaged students underrepresented in EPSOs districtwide.
- MNPS' decision to eliminate EPSO exam fees is rapidly increasing access, with an additional 1,481 AP exams completed in 2017-2018 – a near tenfold increase over previous growth periods.

EPSOs in Postsecondary

- High EPSO pass rates do not necessarily equal high postsecondary value.
- The value of EPSOs varies greatly during the college admission process, with AP and IB viewed as most valuable, while industry certifications do not factor into the admissions process.
- While AP, statewide dual credit and dual enrollment have standardized articulation processes, credit for all other EPSOs is awarded on a case-by-case basis, with no institution interviewed consistently awarding Cambridge credit.

Outlook

At the end of the day, too few MNPS graduates complete a degree in the six years after high school. As depicted in Figure 2, the college completion rate for the class of 2012 is 24%: 3% at two-year institutions and 21% at four-year institutions.

Figure 2: Class of 2012 Completion by Institution Type



¹ While 2018's Bridge to Completion report showed a six-year completion rate for the class of 2011 at 24%, more recent data from the National Student Clearinghouse shows a 25% completion rate. Small fluctuations like this are typical in Clearinghouse data.

College Access & Completion

DATA FOR GRADUATES OF METRO SCHOOLS

College Access and Success for MNPS Graduates: A Year Later

This section provides key highlights and updates of data that has changed since 2018's Bridge to Completion report and presents newly available data that explores college access and success for MNPS graduates by race and ethnicity. The overall data at key points in the college completion pipeline are captured in Figure 3 below.

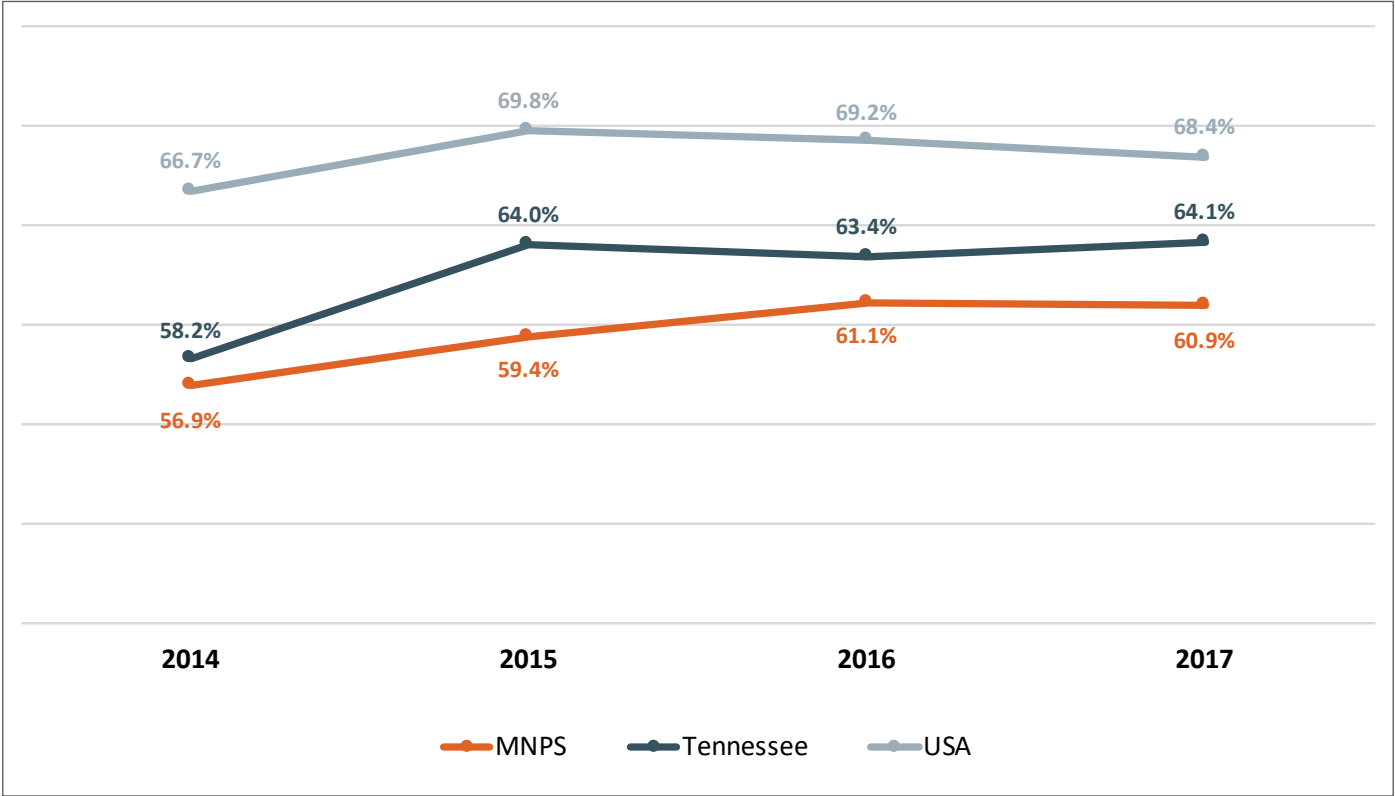
Figure 3: MNPS Bridge to Completion Data Comparedⁱ

2018 REPORT		2019 REPORT
About 80%	High School Seniors Taking Steps Toward College Enrollment (Class of 2016 / Class of 2017)	About 80%
61.2%	High School Graduates Enrolling in College in the Fall (Class of 2016 / Class of 2017)	60.9%
74%	College Students Persisting to Second Year (Class of 2015 / Class of 2016)	73%
25%	College Degree Within 6 Years (Class of 2011 / Class of 2012)	24%

College Enrollment

After three consecutive years of growth in college enrollment from 2014-2016, college enrollment for MNPS graduates has started to level off and decline for the class of 2017 (Figure 4). While this decline mirrors national trends, it may also signal that additional supports are needed to help more MNPS students successfully enroll in postsecondary in order for rates to increase.

Figure 4: MNPS, Tennessee and National College Enrollment 2014-2017 ⁱⁱ



College Enrollment by High School

The relatively incremental changes in college enrollment at the district level mask stark differences in postsecondary enrollment by high school, with some high schools matriculating almost every graduate to postsecondary, while others matriculate fewer than half their graduates.

When comparing the class of 2017 and class of 2016 data sets, we see significant year-to-year swings in college enrollment at some high schools, captured in Figure 5. For example, Whites Creek saw college enrollment fall over 16 percentage points from the previous year.ⁱⁱⁱ Discounting schools with small graduating classes in which different outcomes for a handful of graduates can have a large result (denoted with asterisks in Figure 5), these swings were unexpected and warrant further study. Some possible causes to explore include key personnel leaving the school, changes in priorities and emphasis on college-going, and the role that geographic proximity to higher education institutions plays for some high schools.^{iv}

Figure 5: College Enrollment by School, 2016-2017 ^v

High School	2017 College Enrollment	Percentage Point Change 2016-2017
Martin Luther King Jr.	93.6%	-2.2
Hume-Fogg	91.2%	+2.1
Big Picture*	81.3%	+17.4
Middle College*	80.9%	+10.3
Hillsboro	79%	+2.9
LEAD Academy*	77.5%	-9.4
East Nashville	74.7%	-10
Nashville School of the Arts	72.5%	0
Hillwood	66.2%	-1.1
Antioch	61.7%	+3.9
Cane Ridge	61%	-1
MNPS (district)	60.9%	-0.2
Overton	60.5%	+2.7
Stratford	59.6%	0
McGavock	59.2%	+0.6
Maplewood	50.2%	+2.4
Glenciff	44.1%	-3.9
Whites Creek	43.5%	-16.1
Pearl-Cohn	43%	-8.2
Hunters Lane	42.1%	-3.2

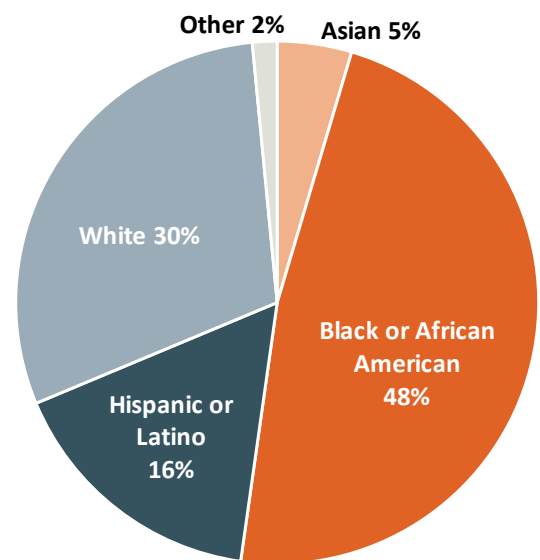
* High school with fewer than 100 graduates in 2016.

College Enrollment by Race and Ethnicity

This year's Bridge to Completion report shares college enrollment, persistence and completion data by race and ethnicity for the first time. To ground this data, the racial and ethnic breakdown of 2017 MNPS graduates is presented below in Figure 6.^{vi} MNPS is a majority minority district; students of color make up roughly 70% of the district.

While data by race and ethnicity is critical in illuminating equity gaps, this data has limitations for a district as diverse as MNPS. Nashville is a city with a large international community with more than 120 languages spoken that are mapped against seven federal race and ethnicity categories and, in particular,

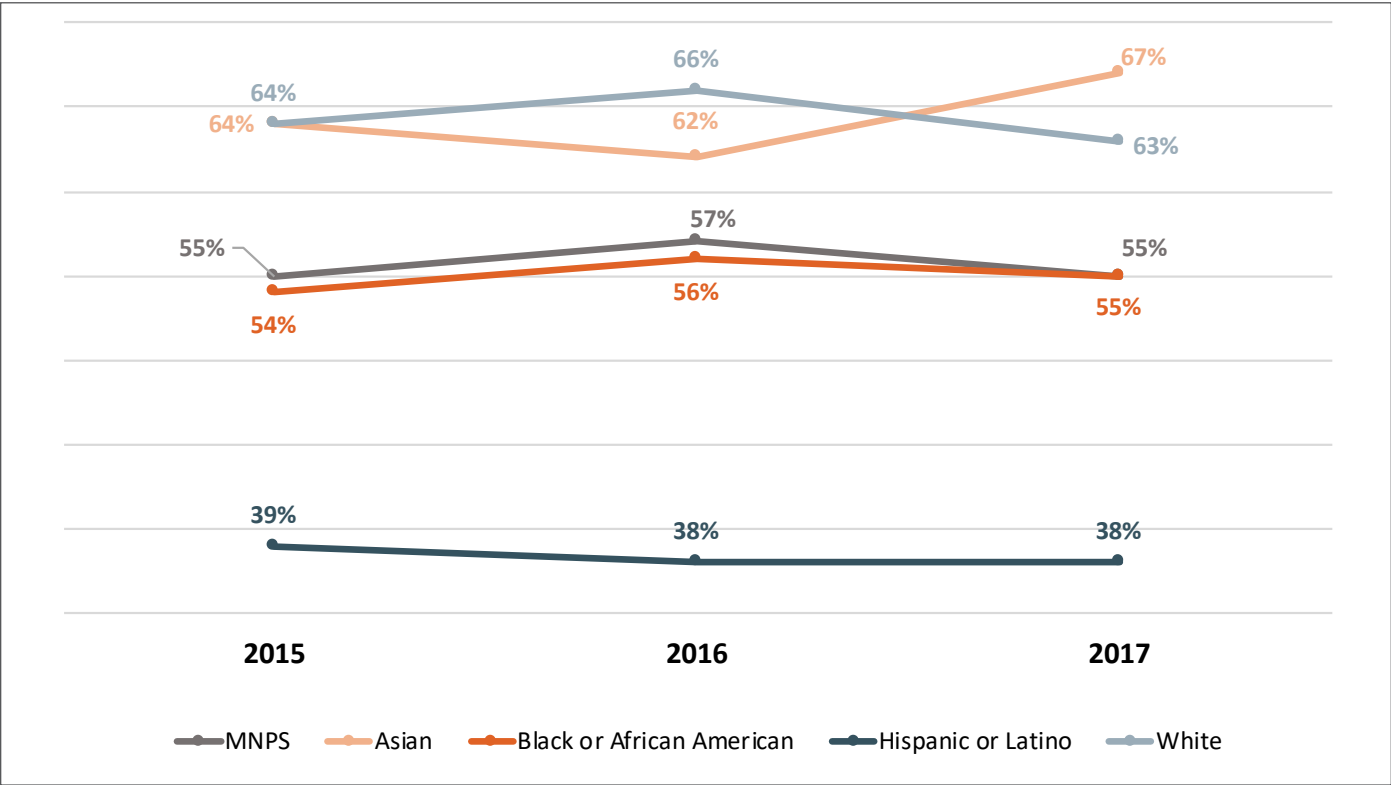
Figure 6: Class of 2017 Graduates by Race and Ethnicity



home to a large Middle Eastern community, including the largest Kurdish community in the United States.^{vii} This group is likely identifying as White when selecting a race or ethnicity from the federal categories depicted in Figure 7. In addition, Black students from Middle Eastern and North African countries are categorized with African Americans, yet we know the experience of these students in our schools is uniquely different from that of African American students.

Data from the National Student Clearinghouse (NSC) shows differences in college enrollment by race and ethnicity for MNPS graduates.²

Figure 7: College Enrollment by Race or Ethnicity 2015-2017^{viii}

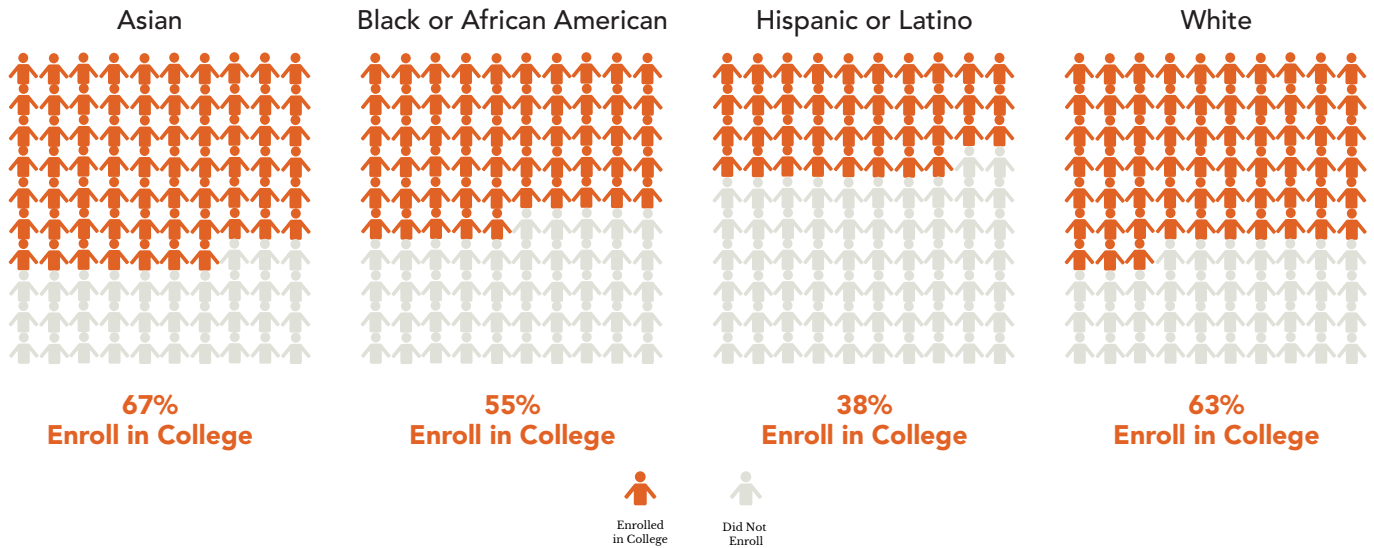


Significantly, this data highlights that, while both Black and Latino students lag behind their Asian and White peers when it comes to college enrollment, the gap is far greater for Latino students. This gap is especially concerning given the growth in Latino enrollment in the district over the last several years. Black and African American students make up the largest racial or ethnic group for the class of 2017 and therefore most closely align to the district's overall rate, but college enrollment rates for Black students are lower than those of lag behind those of White and Asian students. Closing these gaps in enrollment by race and ethnicity is critical for MNPS and for Nashville more broadly.

We examine college pipeline activities by race or ethnicity for the high school class of 2017, projecting forward their chances of college persistence and completion based on past graduating classes' data later in this section. The proportion of graduates who enroll in college immediately following high school graduation is presented in Figure 9.

² NSC data has a lower college enrollment rate for the district overall than the data from TDOE; for more about this discrepancy, see our data note on Page 5. Numbers of students enrolled in college in each of the groups making up the "Other" category in Figure 6 were too small to be reported by NSC so are not included in Figure 8.

Figure 9: Immediate College Enrollment by Race and Ethnicity Class of 2017



College Enrollment by Institution Type

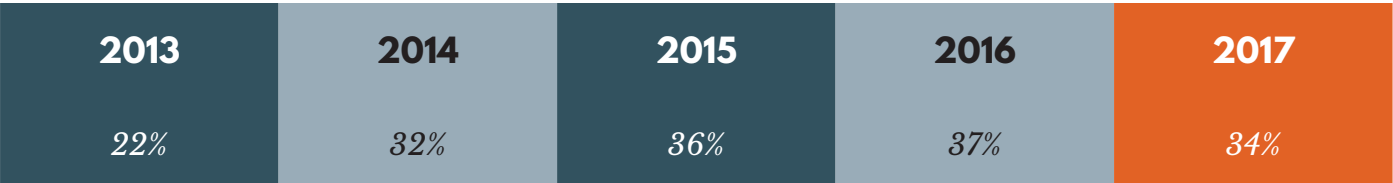
As was noted in the 2018 Bridge to Completion report, Nashville State Community College remains a key higher-education destination for graduates, with more students attending it than the next top two institutions combined. The majority of MNPS graduates stay in the Middle Tennessee area for college. It is notable that the proportion of college-goers attending institutions other than these top 10 is growing; this is a possible indication that students are considering a wider array of college options and may indicate a higher level of college advising for the class of 2017.

Figure 10: Top 10 Institutions Attended by MNPS College-Goers 2016-2017^{ix}

CLASS OF 2016		CLASS OF 2017	
Institutions (# Attending)	% Attending	Institutions (# Attending)	% Attending
1. Nashville State (674)	25%	1. Nashville State (605)	23%
2. MTSU (314)	12%	2. MTSU (320)	12%
3. TSU (240)	9%	3. TSU (226)	8%
4. Vol State (216)	8%	4. Vol State (197)	7%
5. UT Knoxville (161)	6%	5. UT Knoxville (151)	6%
6. Austin Peay (96)	4%	6. UT Chattanooga (106)	4%
7. UT Chattanooga (83)	3%	7. Austin Peay (93)	3%
8. Belmont (78)	3%	8. Trevecca (78)	3%
9. Trevecca (65)	2%	9. Belmont (73)	3%
10. Lipscomb (60)	2%	10. Lipscomb (63)	2%
Other (698)	26%	Other (775)	29%

Last year's report highlighted that MNPS college-goers are choosing to attend two-year institutions in great numbers, and that two-year enrollment share has grown since 2014. The change in two-year enrollment share over the last five years is likely due to local and state policies related to the Tennessee Promise scholarship program. While MNPS college-goers continue to choose two-year institutions frequently, two-year enrollment share declined for the class of 2017 as detailed in Figure 11 below, indicating that more college-goers are choosing four-year institutions.

Figure 11: MNPS Two-Year College Enrollment Share 2013-2017^x

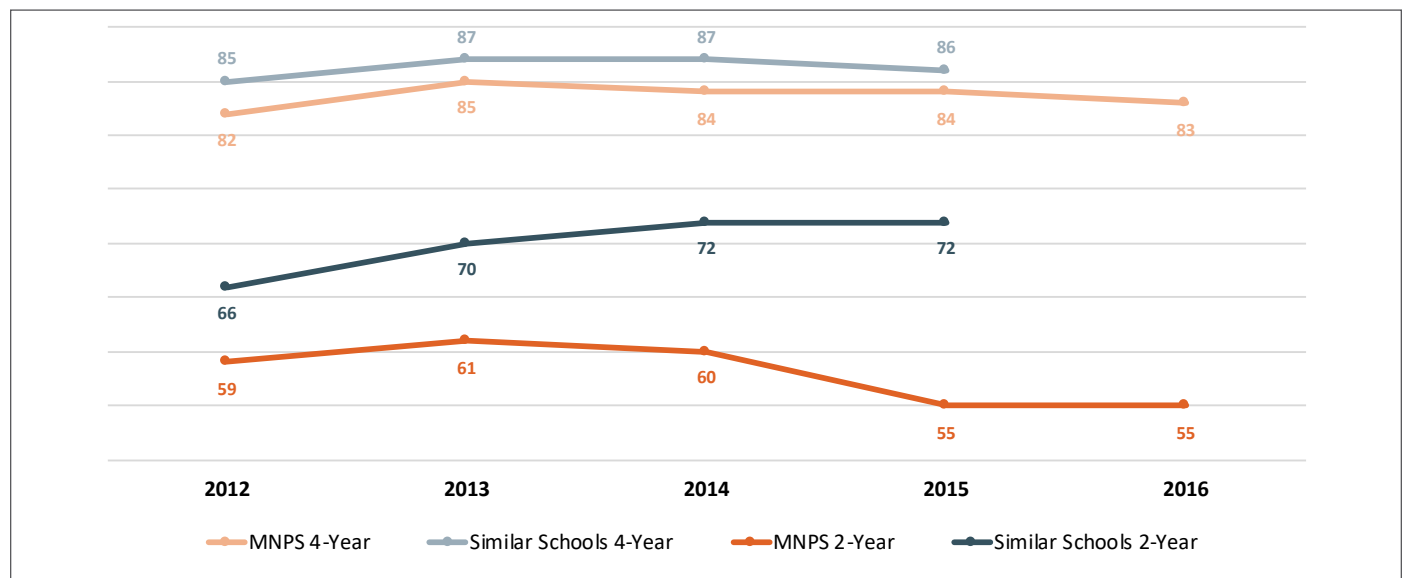


MNPS continues to have low matriculation to technical colleges, including the Tennessee College of Applied Technology – typically about 1% of all MNPS graduates each year.^{xi} This issue deserves further exploration for Nashville, given the local focus on industry certifications.

College Persistence

Persistence rates, the percent of college students returning for their second year, have dropped slightly yet overall remain fairly stable for the class of 2016 as compared to the class of 2015. As noted in the 2018 Bridge to Completion report, MNPS graduates continue to have low persistence rates at two-year institutions compared with peers nationally, while four-year persistence rates are more similar to those of peers nationwide, as depicted in Figure 12 below.

Figure 12: College Persistence Rates for MNPS and Similar Schools by Institution Type 2013-2016



Advancing Success: Nashville GRAD

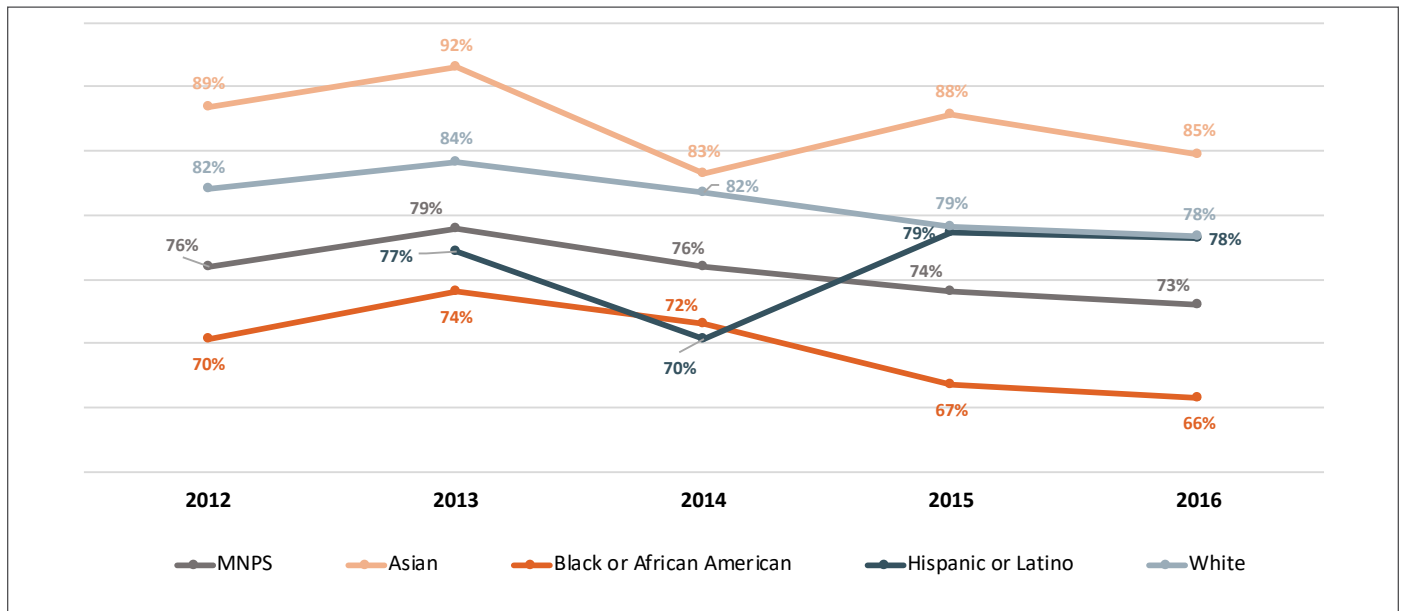
An initiative that holds great promise for addressing low persistence numbers at two-year institutions is Nashville GRAD, a financial assistance program for expenses other than tuition and fees proposed by Mayor David Briley. Last year's Bridge to Completion report highlighted the college affordability challenges MNPS graduates at Nashville State face that are causing students to stop or drop out of school. Mayor Briley proposed Nashville GRAD to help more students meet these financial challenges in order to complete degree programs. Modeled in part on the ASAP program at the City University of New York (CUNY), Nashville GRAD aims to double completion rates for low-income students at Nashville State.

Two things are happening simultaneously that give us cause for concern about completion: 1) while more students are enrolling at two-year institutions, 2) fewer two-year students are persisting to the second year. Because more students are enrolling, yet not persisting, it indicates that six-year completion rates for the classes of 2014-2017 could drop below the current completion rate of 24%. College persistence is one of the strongest indicators of college completion. The low persistence rates for MNPS graduates at two-year colleges are a canary in a coal mine indicating a likely drop in college completion below the current rate of 24%.

Persistence by Race and Ethnicity

Like college enrollment, there are significant differences in student persistence from the first to second year by race and ethnicity, presented in Figure 13 below. Data on Latino students for the class of 2012 is not included in the National Student Clearinghouse data, so Latino student persistence data begins with the class of 2013.

Figure 13: First to Second Year Persistence by Race and Ethnicity 2012-2016^{xiii}



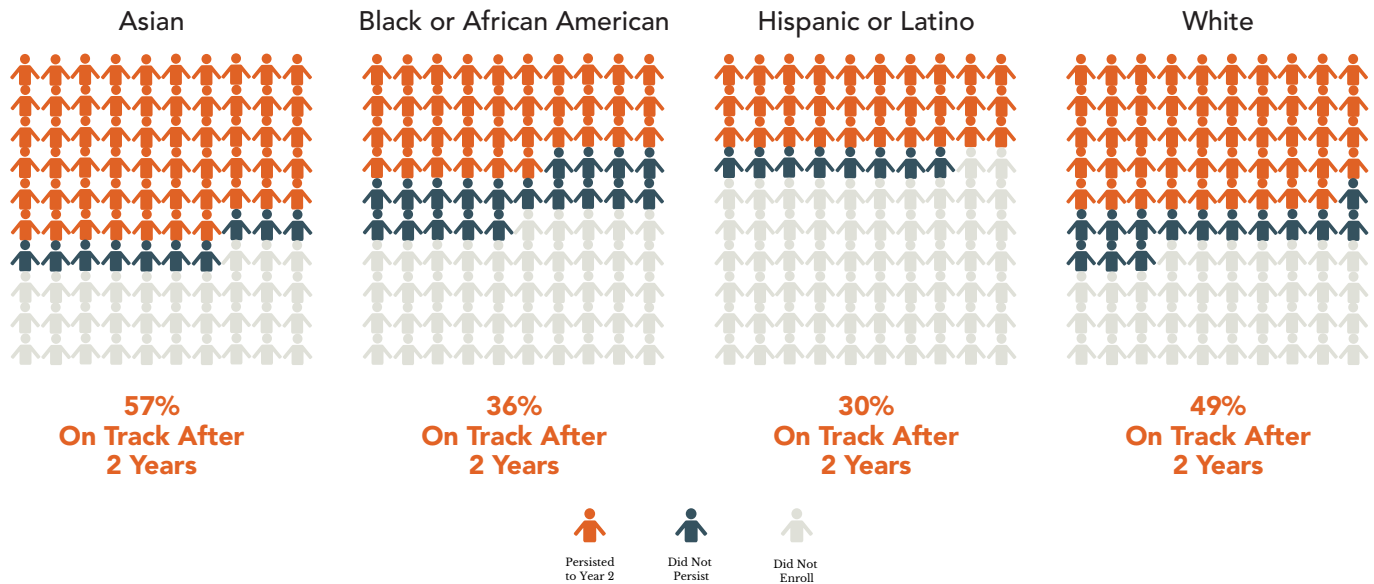
This data highlights that Black and Latino students have different challenges related to college persistence. **While in the early years of persistence data, Latino students lagged behind White and Asian peers, in the two most recent years for which data is available, Latino students' persistence has risen and now matches that of White students.** This recent increase deserves further study. Similarly, Black students have seen declines in persistence over the last two years that are far greater than the decline seen in the district's persistence overall. **The effect of this is a widening persistence gap for Black students when compared with Asian, Latino and White peers.**

Key Questions

While racial gaps in college persistence are complex issues deserving of further study, a few key questions jump to mind. One is if there are significant differences in where students enroll by race and ethnicity. Recall that the district's persistence overall is much lower at two-year institutions than at four-year institutions. Do lower rates of persistence for Black students indicate that these students are attending two-year institutions at a greater rate than peers of other racial and ethnic groups? Recent scholarly research has documented the challenges students of color face when attending Predominantly White Institutions, or PWIs. Are similar challenges affecting MNPS graduates? Which institutions are doing a good job of attracting, enrolling and graduating students of color, especially Black students.

When we consider cumulative effects of the proportion of students who enroll in college and then persist to a second year by race and ethnicity, we can determine the proportion of students who are on track to earn a degree within two years of the end of high school. For the district overall, 45% of students are on track at this point. However, there is great variance by race and ethnicity, as shown in Figure 14 below.

Figure 14: Projected Students on Track to Degree After Two Years by Race and Ethnicity for Class of 2017^{xiv}



It is critical to note that, even though Latino students had the same persistence rate as that of White students, low college-going rates mean that far fewer Latino MNPS graduates are on track to earn a degree than White peers. It is also important to note that, while at the two-year mark Latino and Black students have a somewhat similar proportion of students on track to complete a degree, these numbers are due to different underlying causes. **For Latino students, low college enrollment is a major hurdle. For Black students, it is a combination of low enrollment and low persistence.**

College Completion

National Student Clearinghouse data calculates college completion using a six-year time period. For this reason, the most recent completion rate accessible is for the class of 2012 – 24%.^{xv} While similar to the 2011 completion rate, the 2012 rate follows a trend of slow decline for the district over the last four years. Of the class of 2012, 21% of high school graduates earned degrees at four-year colleges and 3% earned degrees from two-year colleges in this six-year period. Figure 15 below shows the overall college completion rate for the last four classes for which data is available and also shows completion rates at four-year and two-year institutions for those same classes.

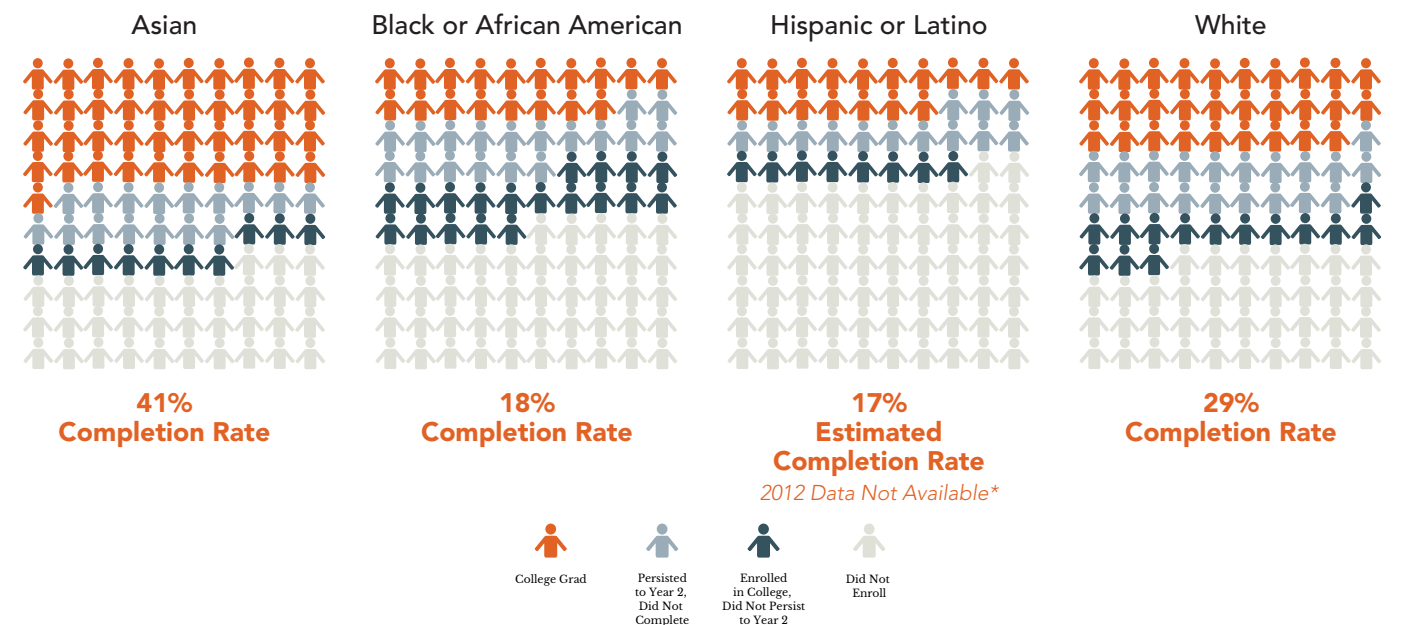
Figure 15: College Completion for MNPS Graduates and Completion by Institution Type, 2009-2012^{xvi}

	2009	2010	2011	2012
Overall Completion	26%	25%	25%	24%
Four-Year Completion	22%	22%	21%	21%
Two-Year Completion	4%	3%	4%	3%

College Completion by Race and Ethnicity

Unsurprisingly, given the gaps in college enrollment and persistence by race and ethnicity, there are also differences in college completion by race and ethnicity. This is an urgent issue for Nashville to address, particularly given that Black and Latino students make up almost two of every three of the district's graduates. Based on the most recent data available on persistence and completion for MNPS graduates by race and ethnicity, we project completion outcomes for the class of 2017 in Figure 16.

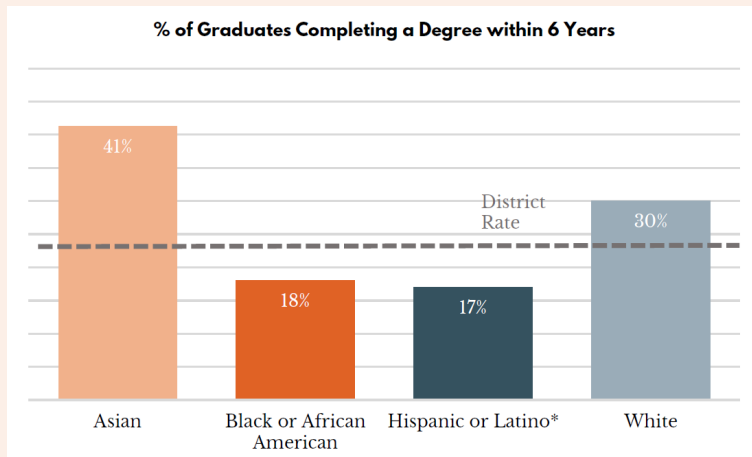
Figure 16: Projected College Completion Pipeline by Race and Ethnicity Class of 2017^{xvii}



* Completion rate for Hispanic or Latino students for the class of 2012 is not part of National Student Clearinghouse data as provided by MNPS. Estimated completion in graphic is based on completion rate for White students, given their similar persistence rates.

Equity gaps in college completion by race and ethnicity occur when students face barriers to completion, and the barriers faced by Black and Latino students differ significantly as depicted in Figure 17.

Figure 17: Opportunity for Excellence ^{xviii}



Equity Gaps in Completion

There are significant gaps in college completion rates within six years by race and ethnicity for MNPS graduates as depicted in the chart to the left; rates for Hispanic and Latino students are projected based on available data.

Black and Latino students, who make up almost two out of every three MNPS graduates, complete at rates significantly lower than White and Asian peers who make up about one out of every three graduates.

Black and Hispanic Students Face Different Challenges

Although they are often grouped together, Black and Latino students face different challenges in terms of the college completion pipeline. For example, while they lag behind White and Asian peers, Black MNPS graduates enroll in college at rates almost 20 percentage points higher than the rate at which Latino graduates enroll. The barriers these student groups face in the postsecondary completion pipeline are captured in the table to the right.

These differences across the pipeline point to the need to explore these issues further in order to take action to address them. The questions provided in the table at right are a starting point for this exploration and analysis.

Barriers to Completion by Race and Ethnicity

Black or African American Students

Black students experience gaps in every part of the college completion pipeline; they matriculate to college, persist to a second year, and ultimately complete at rates lower than White and Asian peers

- How can we **boost college enrollment** for Black students?
- How does **college fit** play a role in persistence and completion rates, including at Predominantly White Institutions (PWIs)?
- What are the **effects of non-completion** on future economic opportunity, including effects of student debt?

Hispanic or Latino Students

Latino students have remarkably low rates of college enrollment but for students who successfully enroll, persistence rates are similar to those of White and Asian peers.

- What are the **underlying causes of low college enrollment** for Latino students?
- What are the **characteristics of students who successfully enroll**? For example, are they academic high achievers?
- How can we **ensure persistence and completion rates remain high** once more Latino students enroll in college?

Opportunity for Excellence

Immediate action to better understand and address the barriers to completion for populations comprising almost 2 out of every 3 MNPS graduates is an economic imperative. For more, see the Recommendation section at the end of this report.

Early Postsecondary Opportunities

Early Postsecondary Opportunities (EPSOs)

Early Postsecondary Opportunities (EPSOs) are a new policy focus for Tennessee and districts across the state. In order to help inform local dialogue about the policy, designed to increase access and success in postsecondary, we examined the history and current structure of EPSOs in MNPS.

Why are EPSOs a Focus for Tennessee?

In 2015, the Every Student Succeeds Act (ESSA) was signed into federal law, replacing No Child Left Behind.^{xix} At the federal level, ESSA "requires states to help ensure that all students have access to excellent teachers and positive, safe learning environments with necessary supports to prepare them for success in college, and career, and life."^{xx} Each state creates an individualized state plan, aligned with federal guidelines.

Tennessee's ESSA plan is implemented in conjunction with the state's priorities that are strengthening Tennessee's college-going culture. ESSA builds on the Drive to 55 policies, which are designed to increase the number of Tennesseans with a postsecondary credential or certificate.^{xxi} Tennessee transitioned to the state ESSA plan in the 2017-18 school year,^{xii} with some components of the plan scaling up in subsequent years. Central to Tennessee's

Figure 19: Types of EPSO Courses (Source: Tennessee Department of Education) ^{xxvii}

TN Department of Education	AP Advanced Placement	CIE Cambridge	CLEP College Level Exam Program	DE Dual Enrollment	IB International Baccalaureate	LDC Local Dual Credit	SDC Statewide Dual Credit	IC Industry Certification
Description	<ul style="list-style-type: none"> College-level high school courses offered in multiple subjects Nationally recognized exams 	<ul style="list-style-type: none"> High school academic programs Internationally recognized exams 	<ul style="list-style-type: none"> Nationally recognized exams used to assess college-level knowledge Exams offered in multiple subjects 	<ul style="list-style-type: none"> Postsecondary (PS) course taught at the PS institution, high school, or online Student enrolled in the PS institution 	<ul style="list-style-type: none"> Academically challenging course of study offered at the high school level Internationally recognized exams 	<ul style="list-style-type: none"> High school course aligned to standards at local postsecondary (PS) institution Optional exam for credit at local PS institution 	<ul style="list-style-type: none"> High school course aligned to statewide postsecondary (PS) standards Required challenge exam for PS credit at TN institutions 	<ul style="list-style-type: none"> Assessment by an independent certifying entity based on standards for knowledge, skills, and competencies
Structure	Course and Exam	Course and Exam	Exam	Course	Course and Exam	Course and Exam	Course and Exam	Exam
Provider	The College Board	Cambridge International Examinations	The College Board	Individual TN PS Institutions	International Baccalaureate Organization	Individual TN PS Institutions	Tennessee Department of Education	Industry
Student Fees and Assistance	<ul style="list-style-type: none"> Exam fees College Board and state assistance for low-income students 	<ul style="list-style-type: none"> Exam fees State assistance for low-income students 	<ul style="list-style-type: none"> Exam fees 	<ul style="list-style-type: none"> Course tuition, fees, books Dual Enrollment Grant (a lottery scholarship) 	<ul style="list-style-type: none"> Exam fees State assistance for low-income students 	<ul style="list-style-type: none"> Exam fees 	<ul style="list-style-type: none"> No cost to students 	<ul style="list-style-type: none"> Exam fees
High School Credit and Graduation Requirements	<ul style="list-style-type: none"> AP courses meet graduation requirements and/or elective 	<ul style="list-style-type: none"> Cambridge courses meet graduation requirements and/or elective credit 	<ul style="list-style-type: none"> CLEP is not a course and does not meet high school graduation requirements 	<ul style="list-style-type: none"> District sets policy on awarding high school credit and graduation requirements 	<ul style="list-style-type: none"> IB courses meet graduation requirements and/or elective 	<ul style="list-style-type: none"> LDC course fulfills the same requirements as aligned high school course 	<ul style="list-style-type: none"> SDC course fulfills the same requirements as aligned high school course 	<ul style="list-style-type: none"> IC is a program of study and does not meet graduation requirements
High School Recognition State Policies	<ul style="list-style-type: none"> Qualifies for graduation with state distinction Qualifies for GPA weighting 	<ul style="list-style-type: none"> Qualifies for graduation with state distinction Qualifies for GPA weighting 	<ul style="list-style-type: none"> CLEP is not a course and does not meet high school graduation requirements 	<ul style="list-style-type: none"> Qualifies for graduation with state distinction 	<ul style="list-style-type: none"> Qualifies for graduation with state distinction Qualifies for GPA weighting 		<ul style="list-style-type: none"> Qualifies for GPA weighting 	<ul style="list-style-type: none"> Qualifies for graduation with state distinction
Postsecondary Credit Determinant	<ul style="list-style-type: none"> Score on AP exam 	<ul style="list-style-type: none"> Grade in Cambridge AS or A level subject 	<ul style="list-style-type: none"> Score on CLEP exam 	<ul style="list-style-type: none"> Dual enrollment course completion Passing grade as assigned by PS instructor 	<ul style="list-style-type: none"> Score on IB SL or HL exam 	<ul style="list-style-type: none"> Score on challenge exam at or above the established cut score 	<ul style="list-style-type: none"> Score on challenge exam at or above the established cut score 	<ul style="list-style-type: none"> Score on industry certification exam
Postsecondary Credit Awarded	<ul style="list-style-type: none"> Determined by postsecondary institutions Awarded upon matriculation 	<ul style="list-style-type: none"> Determined by postsecondary institutions Awarded upon matriculation 	<ul style="list-style-type: none"> Determined by postsecondary institutions Awarded upon matriculation 	<ul style="list-style-type: none"> Credit awarded on PS transcript upon course completion Credit can be transferred to other PS institutions 	<ul style="list-style-type: none"> Determined by postsecondary institutions Awarded upon matriculation 	<ul style="list-style-type: none"> Credit accepted at the partnering PS institution Students should notify registrar upon matriculation 	<ul style="list-style-type: none"> Credit accepted at all TN PS institutions Students should notify registrar upon matriculation 	<ul style="list-style-type: none"> Determined by postsecondary institutions

EARLY POSTSECONDARY OPPORTUNITIES IN TENNESSEE

state ESSA plan are efforts “to prepare all students to be successful on their chosen path in life,” with an increased focus on “equity and expanding opportunities for every student in Tennessee.”^{xxiii}

EPSOs are one component of Tennessee’s ESSA plan. Offered through a high school or a postsecondary institution, EPSOs enable students to gain early exposure to postsecondary education and build foundational career skills, while potentially earning postsecondary credit in the process. The Tennessee Department of Education (TDOE) recognizes a variety of EPSOs that provide these experiences (Figure 19). Detail on the EPSOs offered in MNPS can be found starting on Page 28.

By focusing on EPSOs, Tennessee aims to support students in the transition to postsecondary education or a career and address postsecondary affordability. According to TDOE, “students who participate in early postsecondary courses are more likely to enroll and persist in college.”^{xxiv} Expanding participation in EPSOs has the potential to “reduce educational inequalities in college access and completion,”^{xxv} particularly for students from groups who enroll in and complete

postsecondary education at lower rates than their peers. These groups include Black and Latino students, along with students with disabilities, students who are English learners and students from economically disadvantaged backgrounds. Though EPSO exams can have affiliated fees, these fees are lower than paying for a course at a postsecondary institution, thus allowing students to earn postsecondary credit at a lower cost. Depending on the amount of EPSO credit students earn, they can reduce their time to a degree, further addressing affordability barriers. This is of particular interest for MNPS graduates, for whom affordability barriers contribute to low rates of degree completion.

Under ESSA, the *Ready Graduate* indicator will hold Tennessee high schools accountable for EPSO participation. *Ready Graduate* indicator data will be released each fall, based on the previous year’s graduating cohort. TDOE is phasing in criteria for *Ready Graduate* over a three-year period as detailed in Figure 20. EPSO data will be a component of *Ready Graduate* data beginning in fall 2019.^{xxvi}

Figure 20: Ready Graduate Implementation Timeline (Source: Tennessee Department of Education) ^{xxviii}

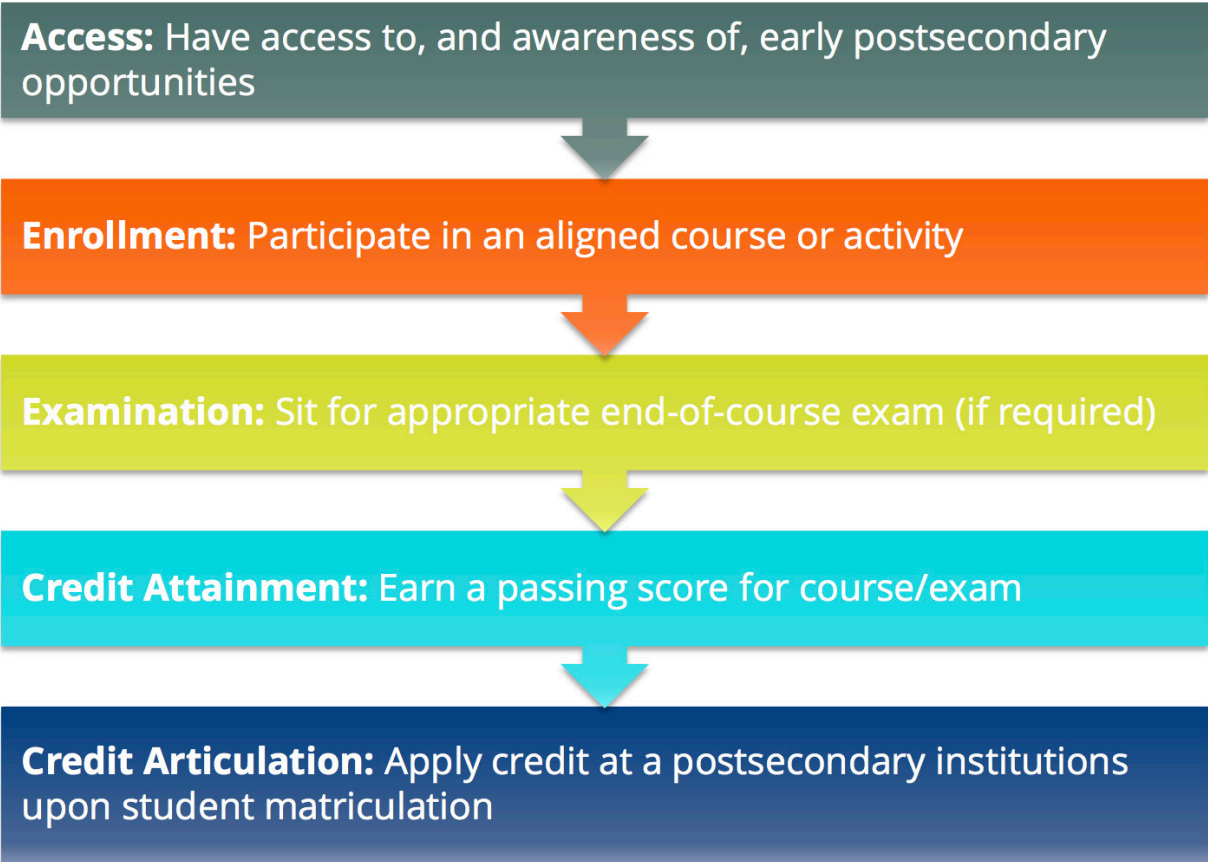
Accountability Release Date	Graduation Cohort	Ready Graduate Indicator Implementation Snapshot	Specific Ready Graduate Indicator Requirements by Year
Fall 2018	2016-17 Graduates	✓ ACT/SAT only	<ul style="list-style-type: none"> • earn a composite score of 21 or higher on the ACT or a 1060 or higher on the SAT
Fall 2019	2017-18 Graduates	<ul style="list-style-type: none"> ✓ ACT/SAT ✓ 4 EPSOs ✓ 2 EPSO + earn an industry certification ✓ 2 EPSOs + earn an ASVAB AFQT score of military readiness 	<ul style="list-style-type: none"> • earn a composite score of 21 or higher on the ACT or a 1060 or higher on the SAT; or • complete four early postsecondary opportunities (EPSOs); or • complete two EPSOs + earn an industry certification; or • complete two EPSOs + earn a score of 31* on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).
Fall 2020	2018-19 Graduates	<ul style="list-style-type: none"> ✓ ACT/SAT ✓ 4 EPSOs ✓ 2 EPSO + earn an industry certification ✓ 2 EPSOs + earn an ASVAB AFQT score of military readiness ✓ 2 EPSOs + earn a WorkKeys NCRC level TBD 	<ul style="list-style-type: none"> • earn a composite score of 21 or higher on the ACT or a 1060 or higher on the SAT; or • complete four early postsecondary opportunities (EPSOs); or • complete two EPSOs + earn an industry certification; or • complete two EPSOs + earn a score of 31* on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT); or • complete two EPSOs + earn a WorkKeys National Career Readiness Certificate (level TBD)

Industry Certifications: EPSO?

Industry certifications occupy a unique position as an opportunity more linked to career than college. Sometimes TDOE includes them as a possible EPSO, as in Figure 19, and other times separates them out from other EPSO opportunities, as for the purposes of *Ready Graduate* in Figure 20.

As the state prepares for an increased focus on EPSOs, TDOE has created an EPSO pipeline, detailed in Figure 21. To meet the new *Ready Graduate* indicators, EPSO access and enrollment are particular points of concern, as schools are evaluated on EPSO participation. For students to participate in EPSO courses, a high school must have robust offerings of different EPSOs, and students must be able to enroll in them. The *Ready Graduate* indicator does not currently evaluate schools based on EPSO success, only enrollment.

Figure 21: EPSO Student Pipeline (Source: Tennessee Department of Education) ^{xxix}



Throughout the rest of this section, we'll use this pipeline as a framework to examine how MNPS students currently experience EPSOs in order to present a baseline for how they currently function.

Access to EPSOs in MNPS

Students have access to and awareness of Early Postsecondary Opportunities

Each district across the state can decide which EPSOs they offer at which schools, and not every school (even within the same district) has the same mix of EPSO opportunities. For this reason, students seeking to take EPSOs are highly dependent on the courses available at their high school and the counseling they receive in order to become aware of these options.

Figure 22: EPSO Offerings in MNPS for 2017-2018 Year All Grade Levels^{xxx}

	AP	Dual Credit	Industry Certifications	Dual Enrollment	Cambridge	IB
Schools Offering	17	13	13	10	3	3
Students Participating	3,965	2,117	1,162		431	216
# of Courses	169	140	127	19	42	1

Advanced Placement (AP)

Within MNPS, Advanced Placement (AP) is the most established EPSO pathway. Seventeen of the 19 MNPS high schools profiled in this report offer at least one AP course.³ AP offers one of the most seamless transitions to postsecondary for students who earn AP credit in high school. During the postsecondary application process, AP participation is a well-established indicator of academic rigor, and can position students as more competitive applicants.

Dual Credit and Industry Certifications

Dual credit is divided into **statewide dual credit** and **local dual credit**, and the differences between the two result in different processes of crediting at the postsecondary level. Statewide dual credit courses are taught in the high schools, by certified instructors, while local dual credit courses can be taught by licensed high school teachers or college instructors approved by both the high school and the postsecondary institution offering the course.^{xxxi} From interviews conducted, **MNPS students tend to be more successful on local dual credit exams.** Some interview participants discussed how statewide dual credit exams are not always aligned with the curriculum, resulting in lower pass rates.

However, speaking to higher education professionals, **statewide dual credit offers a more seamless transition to postsecondary** since it is accepted by every public Tennessee postsecondary institution.^{xxxi} Local dual credit is articulated on a case-by-case basis, and does not always translate to postsecondary credit.^{xxxi} In other words, whether or not local dual credit is accepted depends on the institution.

Industry certifications, offered at the 12 zoned high schools⁴ and Martin Luther King Jr. Magnet, are in a unique position, and the *Ready Graduate* indicator standards consider industry certifications separate from other EPSOs, as detailed in Figure 20. These courses, which in MNPS are aligned to high school career academies, culminate in an exam. If students pass the exam, they receive an industry-recognized certification. Examples of some of the industry certifications offered include Certified Pharmacy Technician, ABC Server and Adobe-Certified Associate. These industry certificates are not the same as technical certifications awarded by colleges. **TCATs and community colleges like Nashville State accept industry certification for credit only in specific, aligned technical programs.**

³ Due to its focus on college access and success, this report profiles only high schools with graduates in the class of 2017.

Dual Enrollment (DE)

Dual enrollment is an intervention that meets the U.S. Department of Education's What Works Clearinghouse standards of evidence for improving student outcomes, including outcomes for low-income students.^{xxxiv} Dual enrollment courses can either be taken through a postsecondary institution, in person or online, or on a high school campus, taught by a postsecondary faculty member or credentialed adjunct faculty.^{xxxv} Ten MNPS high schools offer dual enrollment courses, though dual enrollment has the lowest number of courses offered districtwide. Interviews revealed past challenges with MNPS teachers becoming certified dual enrollment instructors, particularly through Nashville State; MNPS and Nashville State Community College are currently

working together to address this challenge. Expanded access to dual enrollment will be a focus of MNPS's GEAR UP Partnership grant, awarded in fall 2018 and currently serving 6th and 7th graders at 10 middle schools. Additionally, MNPS offers a high school option focused on dual enrollment through the Early College High School established in the 2018-2019 school year. Early College High School students attend class on the main campus of Nashville State Community College and earn an associate degree while in high school. This expands the grade range served by Middle College High School, profiled in the high school profiles accompanying this report.

Since dual enrollment requires students to be admitted to a postsecondary institution and take classes there,

Figure 23: EPSO Offering Type & Number of Courses of Type by High School 2017-2018^{xl}*

	EPSO Total	AP	Dual Credit	Industry Cert	Dual Enrollment	Cambridge	IB
Antioch	47	11	16	13	1		6
Cane Ridge	37	6	14	16	1		
East Nashville	7	7					
Glencliff	44	11	18	13	2		
Hillsboro	39	4	4	6	2		23
Hillwood	45	24	7	11	3		
Hume-Fogg	28	28					
Hunters Lane	41	3	11	13	2		12
John Overton	58	7	15	15	2	19	
Maplewood	18	4	6	7	1		
MLK	30	26	4				
McGavock	53	7	19	18	4	12	
Nashville School of the Arts	13	13					
Pearl-Cohn	15	7	6	2			
Stratford	25	9	11	5			
Whites Creek	32	2	9	9	1	11	

* Data on EPSO offerings is incomplete for LEAD Academy, KIPP, Big Picture, and Middle College high schools.

if students are not successful the implications can be further-reaching than for other EPSOs. All students who receive federal financial aid are required to pass a certain proportion of classes attempted in order to continue to receive aid. **If students take dual enrollment and are unsuccessful, they could jeopardize their aid and college grade point average as the courses become part of the student's academic transcript.** Strong preparation in middle school and early high school will be critical in order for students to realize the full benefit of dual enrollment options.

Cambridge and International Baccalaureate (IB)

Cambridge and IB are similar to AP courses, in that they are advanced academic EPSOs with end-of-course exams, taught by teachers within high schools. All three are international, but AP is most well-established in the U.S. and Canada, while Cambridge and IB have more international recognition. Students can take individual Cambridge and IB courses, but also have the option to participate in diploma programs, which AP does not offer. There are over 300 Cambridge and 1,815 IB elementary, middle and high schools in the United States. Cambridge is MNPS' newest EPSO addition and MNPS students first took Cambridge exams in 2014-15. The program rapidly grew in the first three years, and course enrollment leveled out from 2016-17 to 2017-18. Currently, Cambridge is offered at only one Tennessee school outside of MNPS. Locally, IB is more widely recognized as a rigorous program of study than Cambridge in college admissions and credit articulation and is currently available at three MNPS high schools.

also build career skills through industry certifications. MNPS high school leaders interviewed discussed how they are using high school counselors to increase EPSO awareness. At Overton, counselors encourage students to take at least one class per year that challenges them. EPSO awareness should grow as more students become involved in these courses and they become more accessible at MNPS high schools. To realize the full potential of these opportunities in high school, students need to not only be aware of the EPSO courses offered at their high schools, but also become knowledgeable of how different EPSOs can bolster their resumes when applying to college, or potentially result in postsecondary credit.

Variety of EPSO Offerings by High School

The mix of EPSO offerings varies greatly by high school, as captured in Figure 23. Hume-Fogg and Martin Luther King, two academic magnet high schools, are unique in the sense that they offer limited variety in type of EPSO but offer a large number of courses. For example, the only EPSO offered at Hume-Fogg is AP, yet students have access to 28 courses. These magnet schools may not have a breadth of EPSOs, but the depth of courses offered within those EPSOs provides multiple opportunities for participation. At schools like McGavock and Overton, with approximately 60 different EPSO courses available, students have opportunities to take multiple courses within different types. By offering several different EPSO types, students can gain exposure to different types of coursework and

Enrollment in MNPS

Students participate in an aligned course or activity

Tennessee's EPSO strategy has two foci: increasing the number of EPSOs in which students participate and addressing equity gaps in EPSO enrollment. Historically, White students are overrepresented in EPSOs like Advanced Placement while students of color are underrepresented. In addition to focusing on enrollment by race and ethnicity, Tennessee is also looking at equity gaps for students with disabilities, economically disadvantaged students and English learners. MNPS school and district leaders are also focused on increased enrollment and equity in EPSOs. The district has introduced enrollment strategies to support this work. This section will examine the percentage of students enrolling in EPSOs at each high school and suggests next steps for understanding equity gaps in enrollment.

Unique Students Enrolling in EPSOs

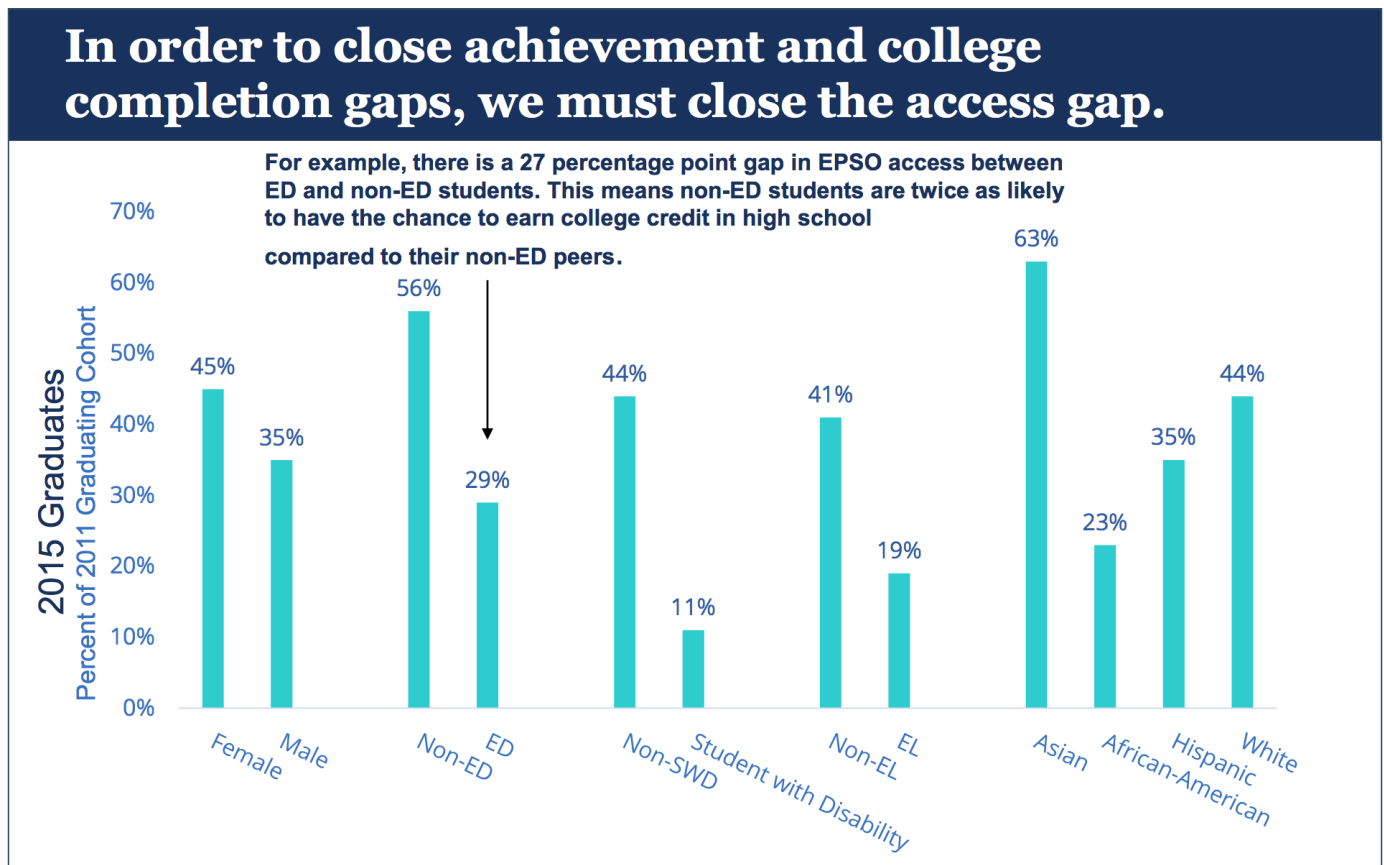
In 2017-2018, 33.9% of MNPS high school students (grades 9-12) participated in one or more EPSO, as detailed in Figure 24; note that the data does not include industry certifications. Hume-Fogg, Martin Luther King and KIPP Nashville Collegiate high schools had the highest percentages of unique students participating in EPSOs. Hume-Fogg and MLK are academic magnet high schools, and KIPP is a charter school. As noted above, these schools offer only one or two types of EPSOs, but those EPSOs are serving a high percentage of the student body. MNPS' zoned high schools range from 12% to 44% EPSO participation in 2017-2018.

Currently, guidelines or benchmarks for ideal EPSO participation rates do not exist. Structurally, opportunities tend to be more concentrated in the junior and senior years of high school, with limited opportunities for freshmen and sophomores to participate. Therefore, we would not expect any high school to be at 100% participation. The participation percentages include only students who participated during the 2017-2018 school year – this is not an indication of how many students are or will be "ready graduates." The fall 2019 *Ready Graduate* indicator data will offer a more complete baseline for evaluating EPSO participation rates and will indicate which high schools need to work to expand and improve EPSO participation.

Figure 24: Proportion of Students Participating in EPSOs by High School 2017-2018 ^{xli}

Hume-Fogg	75%
Martin Luther King Jr.	57%
KIPP	51%
Hillsboro	44%
Cane Ridge	42%
Pearl-Cohn	42%
Hillwood	38%
LEAD Academy	38%
MNPS (district)	34%
John Overton	33%
Whites Creek	33%
Nashville School of the Arts	31%
McGavock	30%
Antioch	29%
Middle College	28%
Stratford	23%
East Nashville	19%
Hunters Lane	17%
Glenclyff	12%
Maplewood	12%

Figure 25: 2015 Graduate EPSO Participation by Subgroup (Source: Tennessee Department of Education)^{xliii}



This data raises interesting questions of breadth versus depth in EPSO offerings and how schools can balance the number and variety of courses they offer with access for greater proportions of students.

Equity Gaps in EPSO Enrollment

TDOE's historical data highlight subgroups of students who are underrepresented in EPSO opportunities, as depicted in Figure 25 below. An initial analysis of school-by-school data indicates that similar equity gaps occur in MNPS, although the extent of underrepresentation varies considerably from school to school. Two populations that are consistently underrepresented in EPSOs both within MNPS and across Tennessee are economically disadvantaged students and Black students.

Next Steps: Examining Underrepresentation by EPSO and by High School in MNPS

MNPS' data shows that underrepresentation exists primarily in two forms. There are high schools where students from certain groups are underrepresented in all EPSOs offered. At other high schools,

underrepresentation varies by EPSO type – a group might be proportionally represented (or even overrepresented) in AP courses, but underrepresented in dual credit. More information on underrepresentation for student subgroups and students by race and ethnicity at each high school can be found in the high school profiles accompanying this report.

In schools where underrepresentation trends are greatest, there is cause for concern. These trends could indicate that some racial and ethnic groups of students are consistently offered opportunities for postsecondary and career exposure, while other groups are consistently locked out of those opportunities. At schools where underrepresentation varies by EPSO type, it is worth noting where it occurs and for which groups. Are White students consistently being told they are four-year college material and thus tapped for advanced academics like AP, IB and Cambridge? Are students of color engaging with EPSOs, but in a way that might limit their college choices or divert them to a career-focused path?

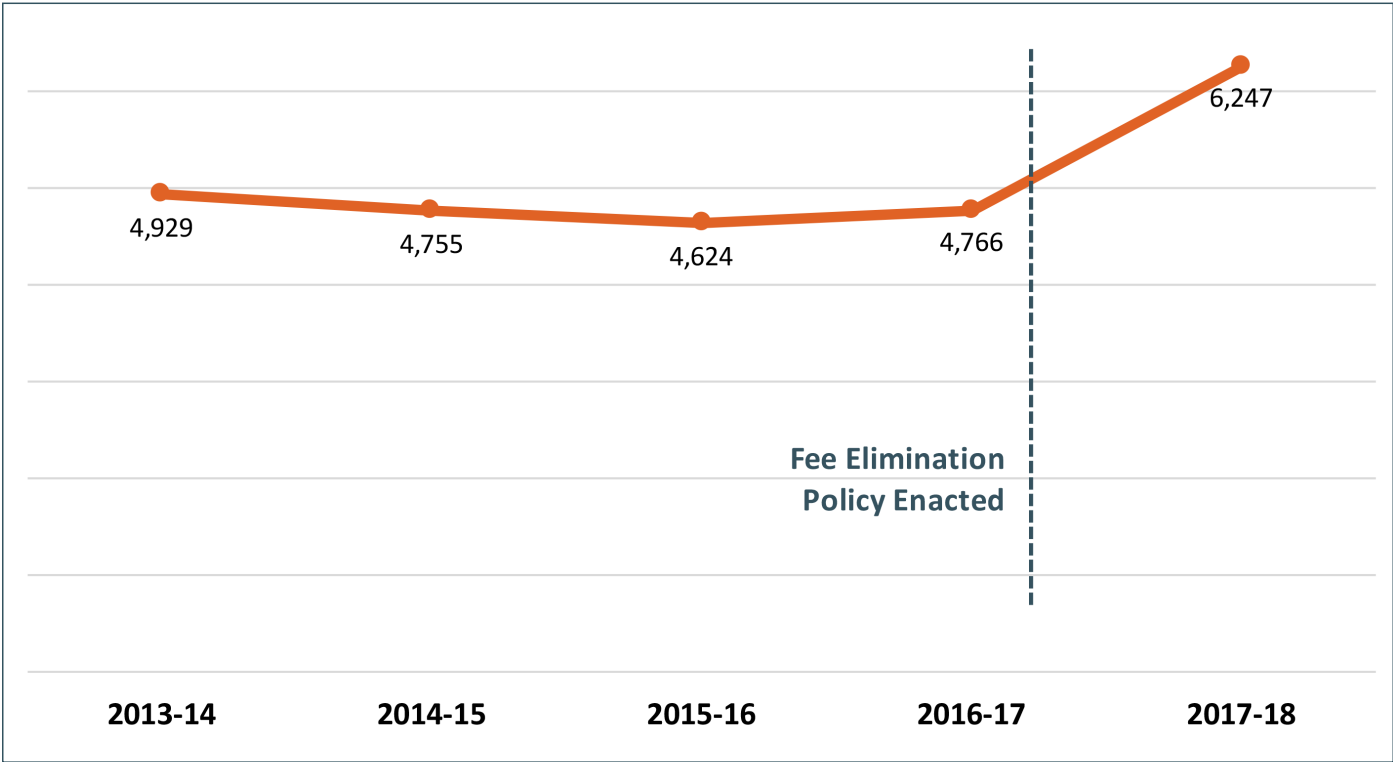
Examination in MNPS

Students sit for an appropriate end-of-course exam (if required)

For EPSOs that offer an end-of-course exam, a passing exam score is required for a student to earn college credit. Each AP, IB or Cambridge exam costs approximately \$100. One interview participant discussed how students were paying anywhere from \$100 to thousands of dollars for EPSO exams throughout their four years in high school. Knowledge of the exam fees can prevent some students from enrolling in EPSOs altogether, or may limit the number of EPSOs a student enrolls in if they cannot afford to take multiple tests.

In the 2017-2018 school year, Nashville introduced a new policy that pays for students' EPSO testing fees. Both qualitative and quantitative data show that the policy's effect on EPSO enrollment and examination numbers was immediate and dramatic, as depicted in Figure 26. From the 2013-14 school year through the 2016-17 school year, the number of AP exams taken in MNPS fluctuated only slightly. Between 2016-17 and 2017-18, when the new exam fee policy was put into place, the number of AP tests taken in MNPS increased by 1,481 tests. From 2017 to 2018, Hillwood's examination numbers alone increased by 300 exams. Antioch's examination numbers increased by 206 exams; Stratford and Hunters Lane tripled their examination totals.

Figure 26: Effect of Testing Fee Elimination on AP Exam Participation in MNPS ^{xliii}



At some high schools, the examination total increase is also associated with an increase in the number of unique AP students. **Providing funding to pay for the test not only increased the number of exams taken, but also expanded the school's total AP population.** At other high schools, the number of exams increased more rapidly than the number of students, indicating that there were more students taking multiple AP exams. Both gains are positive indicators for increasing EPSO participation and are ones we would like to see continue.

The effects of the new testing policy are more pronounced in AP than in IB and Cambridge, due to AP's fluid enrollment structure. Any eligible student may enroll in a Cambridge or IB course, though high schools also offer specific Cambridge and IB "programs." Students must apply to participate in these programs, typically between 8th and 10th grades, with exams primarily taken in 11th and 12th grades. The majority of Cambridge's growth over the last four years appears to be the result of a new program scaling up. The first Cambridge testing data available is from 2014-15. Between 2014-15 and 2017-18, students took 823 more exams before leveling off in 2017-2018. Five-year IB exam numbers peaked in 2016-17, with a decrease of 143 exams between 2016-17 and 2017-18.

While the effects of the funding policy may not be visible in IB and Cambridge data yet, over the coming years there is the potential for significant increases in the number of Cambridge and IB exams taken. If the increased enrollment is occurring for eighth- to 10th-graders, it will take time for those results to become apparent in the examination data. In interviews, MNPS administrators were optimistic about the positive effects of the examination policy, and that Cambridge and IB results will follow. As Cambridge and IB are in only three schools each, examination data trends are more susceptible to changes at individual schools, compared to AP, which is in nearly every MNPS high school.

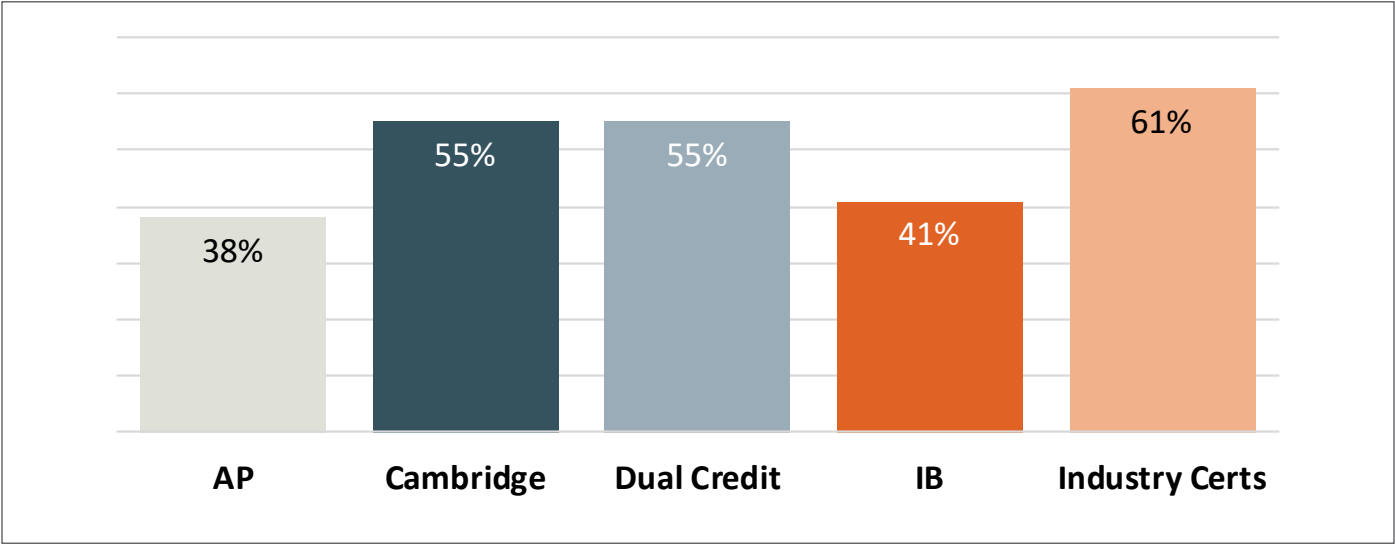
Attainment and Articulation in MNPS

Students earn a passing score on the course or exam and apply credit at a postsecondary institution upon matriculation.

Ready Graduate indicator measures are based on EPSO participation, not success (other than in the case of industry certifications). Yet success must occur in order for students to access the affordability and credit articulation benefits identified by the state. Although a student would need to complete a large number of EPSOs to reduce their time to a degree by a term or a year, even small amounts of earned EPSO credit can help students begin major-related courses more quickly, or take more elective courses. These small amounts of credit could also enable a student to take a lighter schedule for one or two semesters, freeing up additional time for students to work more hours or fulfill family obligations – and likely increasing retention. EPSO participation can contribute to building Tennessee’s college-going culture and can make students more competitive applicants when applying to college.

Students earn credit in AP, Cambridge, dual credit, industry certifications and IB through passing an affiliated exam. Dual enrollment credit is earned through passing the class. One of the state-identified barriers with credit attainment is that “large differences in exam pass rates currently exist between subject area and type of EPSO.”^{xlv} In MNPS, the variance in overall pass rates by type of EPSO is depicted in Figure 27. The majority of zoned high schools have an AP pass rate between 0% and 25%, while the range for dual credit is between 6% and 70%. Along with variance in success in passing exams, MNPS students also experience variance by EPSO when they transition to postsecondary.

Figure 27: MNPS EPSO Exam Pass Rates for Most Recent Year Available^{xlv}



Balancing Access and Success in EPSOs

Before students can get college credit, they need to succeed in the high school course and, in most cases, pass the exam. While allowing more students to participate in EPSOs is an important first step, support for teachers is also critical. Teachers must be able to align curricula to EPSO assessments. They need to be provided with opportunities to understand and teach the testing skills necessary for success on the EPSO exam. EPSO success cannot be expected simply by increasing enrollment. Having properly trained teachers is an equally important piece.

Expanding access to EPSOs, as the district has done over the last two years through eliminating test fees, has resulted in drops in pass rates for exams like AP. Ideally, the district can increase both access and success in lock step; however, doing so may require difficult conversations and choices between breadth and depth.

EPSOs in Postsecondary: Not All EPSOs Are Created Equal

Not every EPSO is treated the same in the college admissions process or when articulated for college credit. The information in Figure 28 and this section was gleaned from interviews with higher-education professionals at some of the top institutions attended by MNPS graduates, and may not be inclusive of higher education generally. This section will examine AP, Cambridge, dual credit and dual enrollment, and IB and explores industry certifications in more depth, given how they are uniquely situated.

Figure 28: MNPS EPSO Value in Postsecondary Interview Findings^{xlvi}

	AP	Cambridge	Dual Credit	Dual Enrollment	IB	Industry Certs
Benefit in College Admissions	Yes Marker of rigor, weighted GPA	Limited Not yet widely accepted as marker of rigor, weighted GPA	Yes Marker of rigor, no GPA weight for local dual credit	Yes Marker of rigor, weighted GPA	Yes Marker of rigor, weighted GPA	No Not a marker of rigor, no GPA weight
Eligible for College Credit	Yes Different colleges and departments may have minimum score requirements for credit	Limited Colleges currently studying whether to award; if so done on a case-by-case basis	Limited Statewide dual credit widely accepted / local dual credit may not be widely accepted	Yes Different colleges and departments may require different numbers of courses to award credit	Yes Different colleges and departments may have minimum score requirements for credit	Limited Only in specific, aligned technical programs. Not credited in academic programs.

Advanced Placement (AP)

Though AP has some of the lowest pass rates, within the current system, AP has the most potential postsecondary value. AP is a well-established EPSO that is widespread throughout the United States, with national standardized exams. From the admissions recruiters interviewed, AP's academic rigor and weighted GPA can make students more competitive applicants when applying to college – **regardless of whether or not they pass the exam for college credit**. Because AP is such a well-established, longstanding EPSO, the AP credit articulation process runs smoothly and is well-known. Employees at both high schools and colleges are familiar with the policies, and can help guide students through the process. In the current ecosystem, **AP participation and success is the surest way to aid students in the college application process and articulate postsecondary credit**.

Cambridge

Cambridge passing rates vary significantly by school; Overton had a 67% pass rate for Cambridge in 2018, while Whites Creek had a 17% pass rate. Cambridge is a newer, smaller EPSO that is growing within the district, state and country. At the postsecondary level, professionals interviewed expressed a lack of familiarity with, and skepticism of, Cambridge. They were not certain if Cambridge carries the same level of academic rigor as programs like AP and IB, even though it is a course that can be weighted in a student's grade point average in the same way as these other courses. Many institutions are examining this issue on a case-by-case basis or are still exploring whether to award credit or not, meaning **students are far from assured they will be awarded college credit for Cambridge**.

Dual Credit

Dual credit has a higher passing range and district average passing rate than AP, but can have more limited postsecondary value depending on the type of dual credit earned; statewide dual credit is universally accepted at public postsecondary institutions, while local dual credit is articulated on a case-by-case basis. Local dual credit is designed for local institutions to provide students with early postsecondary opportunities, and college credit is guaranteed to be articulated only if students enroll at that same postsecondary institution.

As a result, local dual credit's higher pass rate comes with less of a guarantee that students can articulate earned credit.

Dual Enrollment

Dual enrollment courses were considered markers of academic rigor and widely viewed as indicators that students would be successful in college, giving students a boost in the admissions process. The extent to which dual enrollment courses neatly align to postsecondary credit is dependent on each institution's policies. For example, one institution we interviewed awards incoming students credit for an introductory English classes only if they have completed two dual enrollment courses in the English series; if students completed only one of the two courses, they needed to take the class as a college student. **To be awarded credit, students themselves must request the institution they completed their dual enrollment course through to send their transcript to the institution at which they plan to enroll.**

International Baccalaureate (IB)

IB's passing percentages for zoned high schools are higher than AP, and of the advanced academics, IB falls between AP and Cambridge in terms of postsecondary value. IB is not as well-established as AP, but colleges are more familiar with IB than with Cambridge. Because of this familiarity, there is currently more trust in IB's academic rigor than for Cambridge. In terms of articulating credit, though, both Cambridge and IB require more specialized knowledge. Familiarity with these credit articulation processes is not nearly as widespread as for AP. **IB might benefit students in the college application process, but they could still face barriers articulating this credit once they enroll.**

Industry Certifications

Given MNPS' decade-plus focus on career academies, which include industry certification opportunities, this EPSO occupies a unique position within the local educational landscape. Unlike other EPSO opportunities, the career academies and associated industry certifications are an area of deep investment from the local business community, providing employers with greater insight into the local educational system and students with greater exposure to an array of career options. There are benefits to this model on both sides that go beyond whether or not students ultimately pass the certification exam. For a look at a model industry certification program, see Figure 29.

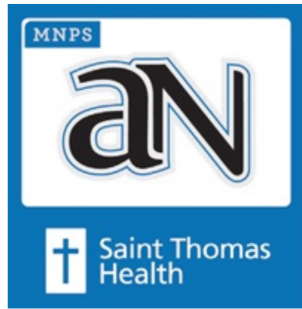
Unlike the other types of EPSOs, industry certifications have a much more direct effect on post-college outcomes than an option like AP or IB. These certifications can directly affect employment, and interview subjects noted that there is a direct correlation between labor demand and postsecondary enrollment in these technical areas. For example, students can enter the high-demand service industry with a ServSafe Food Handler certification, which has caused enrollment in the Culinary Arts program at Nashville State to drop. Simply put, these certifications can have greater implications for employment and wages for MNPS graduates directly entering the workforce than other courses taken in high school.

Industry certifications have the highest pass rates of any EPSO, but the pass rate varies greatly by the type of certification. Certifications with very high pass rates may not pay well or offer students opportunities for career advancement without earning additional credentials. Industry certification passing data did not indicate which certifications MNPS students passed, so it is unknown if the high pass rates are bolstered by credentials with limited value. Even for higher-value credentials, not all graduates may be developmentally ready to begin a career immediately after high school. For example, graduates of the Saint Thomas Health Scholars program, profiled in Figure 29, expressed that they were not yet ready to begin a career in health care, and felt more comfortable working "jobs" until they were ready to start on a career path.

Unlike other EPSO opportunities, which can provide general benefits in the college admissions process and articulate as college credit for a range of postsecondary programs and majors, industry certifications are highly specialized and have limited value outside a

Figure 29: Industry Certification Case Study – Saint Thomas Health Scholars ^{xlvi}

About the Industry Partnership



Saint Thomas Health Scholars works with students from the nine health science academies who are selected by their peers in the program to participate.

The year-long experience culminates in students taking the Clinical Certified Medical Technician (CCMT) certification, an industry certification EPSO.

By serving annual cohorts of students since 2016, Saint Thomas Health Scholars has served 355 students to date.

Best Practices at Work

The Saint Thomas Health Scholars program is implementing multiple best practices that can serve as a model for other business partnerships around industry certifications.

In particular, the orientation of the certification to a **broad range of possible employment opportunities that pay a living-wage** represents important goals to strive for with industry certification EPSOs.

High-value credentials

Saint Thomas Health Scholars prepare for and take the Clinical Certified Medical Technician (CCMT) certification, which is aligned to living wage jobs. This was a conscious decision even though a higher pass rate would result from other, less well-paying certifications.

Developmentally appropriate

Knowing that high school students may try on different careers throughout K-12 and postsecondary, the CCMT certification positions students for a variety of health care roles including serving as a provider or working in hospital administration. CCMT was chosen in part due to a desire not to pigeonhole students so early in their educational trajectories.

Relational

Saint Thomas invested considerable human resources in the form of a dedicated staff member who works closely with students. The relationships she develops over time facilitate student reflection on what they are learning and their future career plans with this trusted adult.

Fostering long-term connection

Saint Thomas is both interested in immediate employment that scholars can pursue at the end of high school (including working while they attend college) and in longer-term employment connections. Students view Saint Thomas as an option that is always available to them when they are ready whether that is immediately or a few years down the line.

Underlying Partnerships

Saint Thomas works in partnership with the PENCIL Foundation, Nashville Chamber of Commerce, and Academies of Nashville (situated within MNPS) in order to implement Saint Thomas Health Scholars.

Saint Thomas Health Scholars works with students from nine high schools: Cane Ridge, Glencliff, Hillsboro, Hillwood, Hunters Lane, Maplewood, McGavock, Overton, and Whites Creek.

highly specific career field. Interview participants at four-year institutions said industry certifications are not a factor in the application process, and that industry certifications credit cannot be articulated at those institutions. Students can articulate industry certification at Nashville State for some technical programs, but not in academic programs. Although industry certifications may not be directly applicable to college for students, anecdotes suggest they help working college students secure higher-paying jobs to help pay for college while in school.

Barriers in Transitioning EPSOs to Postsecondary

With the exception of AP, dual enrollment and statewide dual credit, EPSO credit has been awarded on a case-by-case basis at each postsecondary institution. As the statewide focus on EPSOs increases, colleges will likely begin to see an influx in the number of students trying to articulate this credit. These case-by-case policies may have worked for higher education in the past, but this could become less efficient as requests become more commonplace.

At the high school level, some educators overestimate the value of EPSOs in terms of helping students start their careers, get into college or earn early college credit. For anything beyond the most standardized EPSOs, the onus is on the students to advocate for themselves and navigate college bureaucracies to find the correct person to help them articulate their earned credit. In interviews, college experts discussed how students struggle to prove they’ve received credit, and end up taking classes they’ve already completed. Sometimes students start a class they’ve already passed out of but do not realize it until the deadline to change courses has passed, resulting in the class appearing as a withdrawal on their transcript and possibly endangering their financial aid. These barriers are detailed in Figure 30.

As both the state and district focus on expanding EPSOs, these problems need to be addressed so that students can reap the full benefits of EPSO participation and success. Given MNPS’ role as one of the first districts to offer Cambridge and the extensive industry certification offerings in place, both state and district leaders should seek to address these challenges head-on. Along with the need to address these barriers, additional recommendations are provided in the next section.

Figure 30: Bureaucratic Barriers to EPSO Articulation Students Face

BARRIER	EFFECTS
Some EPSOs are viewed more highly than others in the college admissions process.	School leaders and counselors may unintentionally give students incorrect information about how their EPSOs are viewed in admissions. Students may take courses that do not benefit them in admissions where they plan to apply.
Some EPSOs are credited through transparent, standard processes, while others are credited on a case-by-case basis.	Students may assume all their EPSOs are credited through the same process, not realizing they are required to negotiate different processes for different EPSOs. Students may face uncertainty in the course registration process or multiple bureaucratic hurdles to having credit awarded for past courses.
Students may not realize they have already taken a particular course until they are enrolled in the course.	Students may face adverse effects to their financial aid if they do not realize they have already taken the course before the course drop deadline. Students may pay for a course that was already paid for by MNPS or the state of Tennessee.

Recommendations

A Year Later: Reflecting Back

In 2018's Bridge to Completion report, we recommended that Nashville pursue a communitywide initiative centered around ambitious goals to increase college completion for public school graduates. This remains the primary focus of our strategy to boost Nashville's college completion rate, which the NPEF's Project Reset report identified as the "single indicator to use as a measure of educational success."

Since the release of the Bridge to Completion report, several meaningful investments have created a strong foundation for the pursuit of Nashville's ambitious completion initiative.

- **NEW PARTNERSHIPS** through the forming of a college success collaborative from across the college access ecosystem to collectively address college access and success in Nashville.
- **NEW INFORMATION** thanks to the launch of Nashville Goes to College, a resource for middle and high school students and their families on the college-going process, which the collaborative surfaced as a need.
- **MORE RESOURCES** to support college access and success in MNPS due to the district's new GEAR UP grant, which will bring over \$13 million in resources to 10 middle and six high schools to support college enrollment and completion.
- **NEW LEADERSHIP** at Nashville State Community College, the leading higher-education destination for MNPS college-goers, focused on increasing success for all students, especially low-income students and students of color.
- **MUCH-NEEDED FINANCIAL AND STUDENT SUPPORT ASSISTANCE** for low-income students at Nashville State for whom affordability barriers are preventing degree completion through Mayor David Briley's Nashville GRAD proposal.

Due to the lag between when change occurs and when we can measure it in college access and success data, the data in this report does not yet reflect the result of these investments.

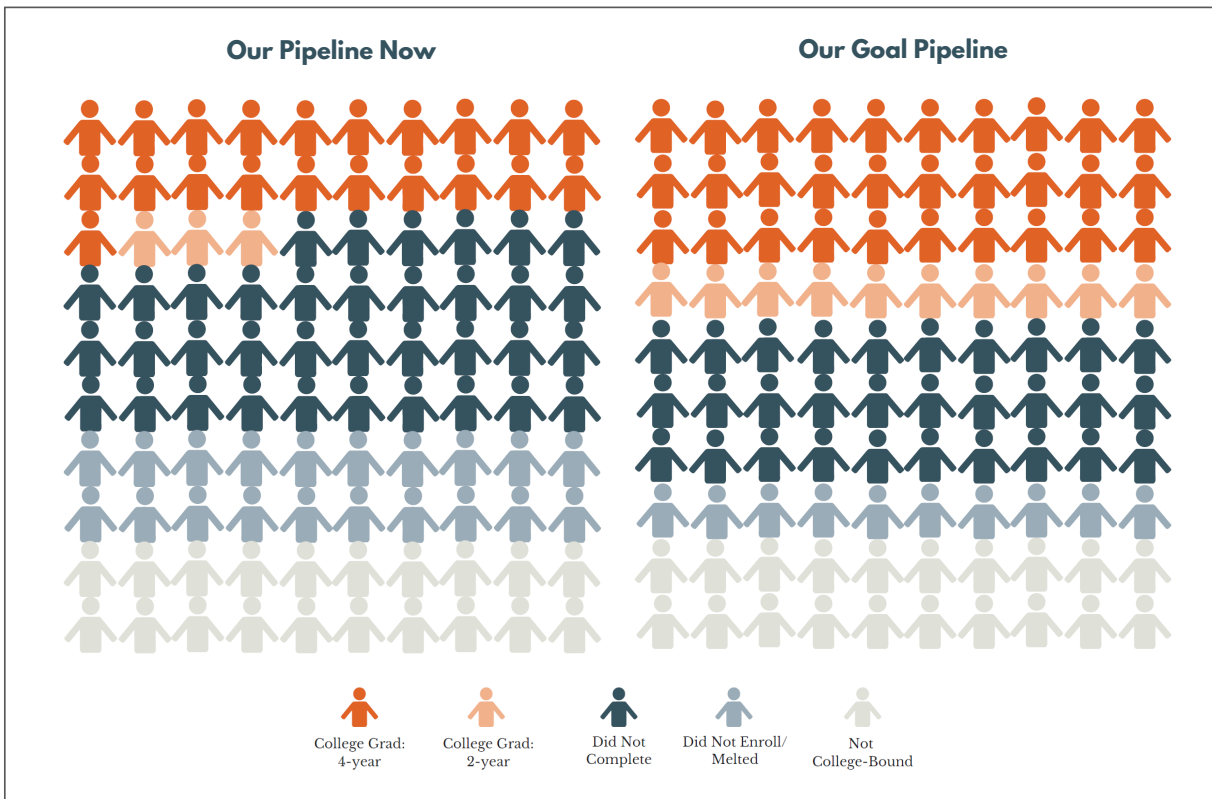
Our Continued Focus

In addition to the new information shared here, we urge a continued focus in two critical areas highlighted in the 2018 report: an ambitious completion goal and affordability.

Dramatically Increasing Degree Completion

We remain steadfast in our belief that increasing the college completion rate to 40% by 2025 is not only ambitious, but attainable. A focus on increasing college completion for Black and Latino students and addressing EPSO access and success strategically will help us reach this ambitious completion goal. Figure 31 shows our current degree pipeline compared to our goal of 40% degree completion.

Figure 31: Current and Goal Degree Pipelines^{xlviii}

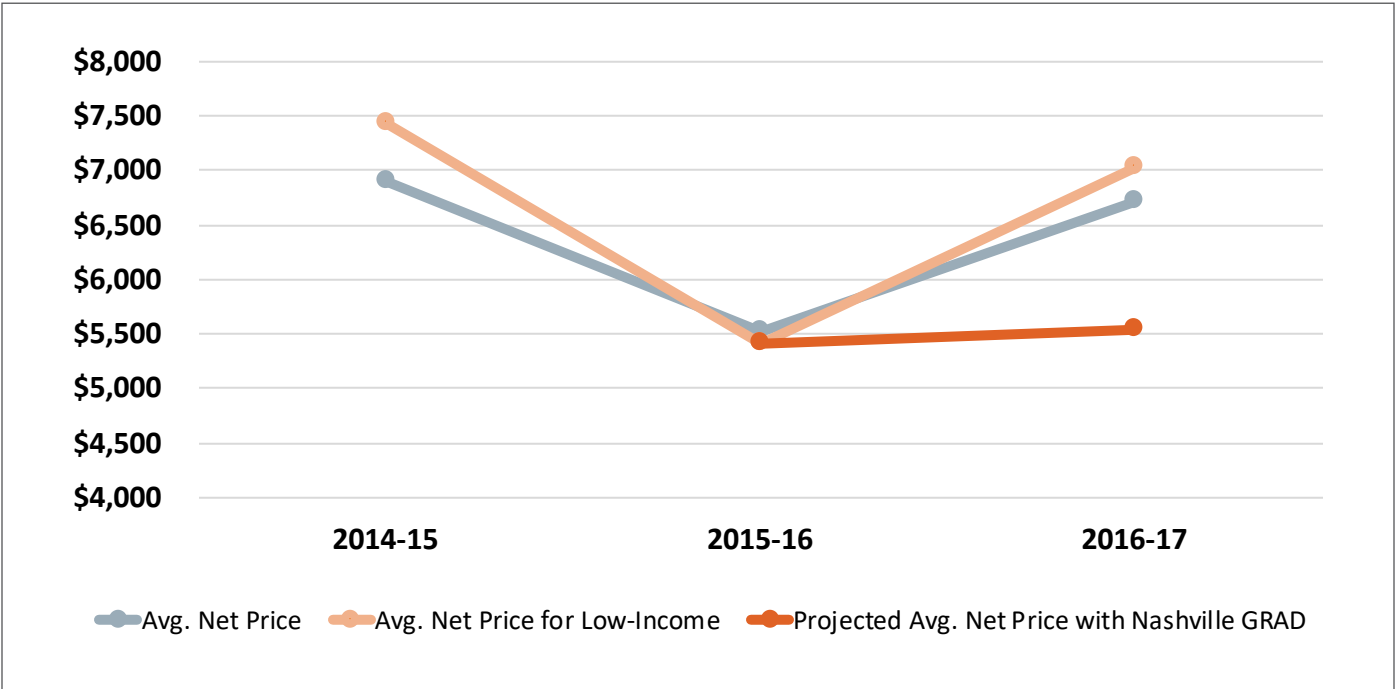


College Affordability

Last year's report identified college affordability issues as a critical barrier that prevents MNPS graduates from completing college. While it has not been discussed in this report update, college affordability remains a barrier for the 75% of MNPS graduates who are low-income. Data from the U.S. Department of Education shows out-of-pocket costs for students continue to rise. These cost increases amplify affordability challenges, especially for low-income students. While we are extremely optimistic about Mayor Briley's proposed Nashville GRAD program for community college students, it has yet to be implemented and funding has yet to be secured. **Until GRAD and other strategies identified in the 2018 Bridge to Completion report are activated, the issue of affordability will be constantly lurking behind any success data and limiting the effectiveness of student success initiatives.**

The net price cost of college for NSCC low-income students rose by over \$1,600 during the past two reported years. By the time 2018 data is released, we expect costs to be even higher. Since Nashville GRAD is a first-dollar scholarship, it will have a direct effect on reducing these costs dollar for dollar. Below is an example of how the scholarship would have affected the cost for students had it existed for the 2016-17 class. Instead of an additional \$1,628, low-income students would have had to find only another \$128.

Figure 32: Costs and Projected Costs for Low-Income Students at Nashville State 2015-16 to 2016-17 ^{xlix}



	2014-15	2015-16	2016-17
Average Net Price for All Students	\$6,906	\$5,530	\$6,711
Average Net Price for Low-Income Students	\$7,432	\$5,404	\$7,032
Projected Net Price for Low-Income Students With Nashville GRAD		\$5,404	\$5,532

Areas of Focus and Recommendations

In light of the data shared in this report, we recommend the following areas of focus and recommendations:

Focus 1: Equitable College Outcomes

Low six-year rates of college completion for Black (18%) and Latino students (projected 17%) in comparison to rates for Asian (41%) and White (29%) students are unacceptable and must be addressed.

1.1 Black and Latino students have unique needs

Grouping Black and Latino students together under an umbrella of students of color (or the Black, Hispanic and Native American subgroup used by TDOE) **masks important differences in college enrollment, persistence and completion between these groups of students**. A more nuanced understanding of the students' unique needs will aid practitioners and leaders in making informed decisions to increase completion rates. We recommend engaging Black and Latino students and families to better understand barriers to completion that prevent equitable college outcomes.

1.2 Advocate for policy and systems change

Current policies and systems from the local to the state level are producing unacceptable inequity in Nashville's education system for Black and Latino students. The entire college access ecosystem, including community organizations, business and philanthropy, should identify inequitable policies and advocate for change. Specifically, advocating for tuition equity, a policy that would increase completion for MNPS graduates according to our 2018 report.

1.3 Identify and scale practices that increase completion

Although overall college outcomes for Black and Latino students are unacceptably low, we continue to see pockets of excellence – schools and organizations that are producing great, equitable outcomes for Nashville's students. For example, Cane Ridge has high rates of college enrollment and EPSO participation for Black students. Identifying effective organizations and practices and scaling these rapidly can help to jump-start efforts toward equitable outcomes.

Focus 2: A Strategic Plan for EPSOs

Throughout the research process, we were reminded that schools are unequal and curriculum is political. What we choose to offer, what we fund and why we choose to do so are reflections of, not only our values, but stressors of different systems, pulling against one another. Educational theorist Michael Apple argues that, even with all the best intentions, students are provided unequal opportunity because they get caught up in the “nexus,” between institutions that are inherently unequal. Some groups of students are helped, while others run into barriers which for a variety of reasons are reproducing – often unintentionally – structures of inequity.

Current EPSO offerings, participation and success rates vary widely from school to school. These variances result in some students all but guaranteed participation in at least one EPSO in a given school year, while others have almost no chance of participating in these opportunities. While important gains in access are cause for celebration, MNPS will not realize the full potential that EPSOs offer until the district develops and implements a strategic plan around these offerings. A districtwide plan for EPSOs should include:

2.1 Focus on maximizing early college credit to reduce college affordability barriers

The 2018 Bridge to Completion report highlighted the affordability challenges MNPS students face in college, which include indirect costs of attendance, such as access to food and transportation. That report recommended bringing more opportunities for students to earn college credit into the high schools, so that students can begin the process of credit accumulation in an environment where they have additional supports. Given the continued affordability challenges students face, college credit accumulation should be a focus of an EPSO strategy, which may include deemphasizing some EPSOs without a clear path to articulated credit until there is greater policy alignment between K-12 and higher education around those offerings.

2.2 EPSOs offered in MNPS should have a clear, standardized articulation process to postsecondary

The current system is difficult for schools, students and families to understand and navigate. Students lose out when they participate in EPSOs that do not have a clear path to credit articulation. A collaborative effort among local K-12 and higher-education leaders is needed to ensure articulation is seamless at the institutions MNPS graduates most commonly attend. Additionally, Nashville should advocate for better policy around credit articulation at the state level.

2.3 Underrepresentation of economically disadvantaged and Black students in EPSOs must end

Underrepresentation of economically disadvantaged and Black students in EPSOs occurs at almost every MNPS high school – for more information, see the high school profiles accompanying this report. This unacceptable underrepresentation means that the full potential of EPSOs has yet to be realized and must be systematically addressed in order to ensure equitable access to credit-producing early postsecondary opportunities.

2.4 Equip families as advocates

Families are powerful, yet often under-utilized advocates for equitable student outcomes. To fully leverage family support, we recommend that MNPS include information on EPSO types, benefits and access in middle school and high school family engagement efforts. Family-facing community organizations, such as nonprofits and faith communities, should be engaged as a way to amplify these efforts and reach a broader community.

NEXT STEPS

We believe there are three steps that must be taken to sustain and grow our successes over the last year:

- 1** Unite Nashville's leaders around 40% college completion by 2025;
- 2** Secure sustained funding to remove EPSO exam fees, so that the EPSO access gains realized under this policy can continue to benefit MNPS students;
- 3** Pass and fully fund Nashville GRAD as a first step to addressing the urgent affordability challenges that prevent MNPS graduates from earning degrees.

Endnotes

ⁱ This graphic presents data from multiple sources. College-going intention was estimated by calculating the proportion of 12th-graders who completed a FAFSA (Free Application for Federal Student Aid) using both headcount data from the Tennessee Department of Education and FAFSA completion data from Federal Student Aid at the U.S. Department of Education. College enrollment rate data is from the Tennessee Department of Education 2017-2018 Report Card. College persistence and completion data are from National Student Clearinghouse data provided by MNPS.

ⁱⁱ College enrollment data for MNPS and Tennessee are from the Tennessee Department of Education. Data for the classes of 2016 and 2017 are from the 2017-2018 Report Card and data for the classes of 2014 and 2015 are from a Drive to 55 district report prepared by the department and shared with us by MNPS. National college enrollment data is from the National Center for Education Statistics at the U.S. Department of Education.

ⁱⁱⁱ Data on college enrollment rates and percentage point change from 2016 are from the Tennessee Department of Education 2017-2018 Report Card. Data on the number of 2016 graduates used to assign asterisks to schools with fewer than 100 graduates in 2016 is from a Drive to 55 report prepared by the Tennessee Department of Education and provided by MNPS.

^{iv} College enrollment data for Whites Creek from the Tennessee Department of Education 2017-2018 Report Card.

^v Recent research has highlighted the role that geographic proximity to higher-education institutions plays on degree completion and has coined the term "higher-education desert" to refer to communities without a higher-education option within a given distance. A census-tract level analysis of Davidson County may reveal proximity-related access challenges for some Nashvillians.

^{vi} Data on race and ethnicity for class of 2017 graduates is from the National Student Clearinghouse data provided by MNPS. Data on race and ethnicity for the district overall is from the Tennessee Department of Education 2017-2018 Report Card.

^{vii} Harper, J. (2013) "Nashville's New Nickname: Little Kurdistan." The Washington Times. February 23, 2013.

^{viii} Data on college enrollment overall and by race and ethnicity is from the National Student Clearinghouse and provided by MNPS.

^{ix} Top 10 institutions by enrollment for the district is from the Tennessee Department of Education and provided by MNPS. Percent of college-goers attending each institution calculated by TCASN.

^x Data on college enrollment by institution type is from the National Student Clearinghouse and provided by MNPS. Calculations to determine the share of college-goers attending two-year institutions done by TCASN.

^{xi} Due to data suppression rules, the Tennessee Department of Education 2017-2018 Report Card suppressed and did not report rates of technical college enrollment for MNPS or for any individual MNPS high school. Based on past data from a Drive to 55 District Report from the Tennessee Department of Education provided by MNPS, we estimate that 1% or

fewer graduates attend technical colleges.

^{xii} College persistence by institution type data for MNPS is from the National Student Clearinghouse provided by MNPS. Data for similar schools is from National Student Clearinghouse High School Benchmarks reports from 2018, 2017, 2016, 2015 and 2014. TCASN identified low-income high schools nationally as the best match for MNPS' similar schools. Low-income high schools are defined by the National Student Clearinghouse as having a student population that is 50% or more free and reduced lunch eligible.

^{xiii} Persistence for MNPS overall and by race and ethnicity is from the National Student Clearinghouse provided by MNPS.

^{xiv} Projected students on-track to degree calculated by TCASN using National Student Clearinghouse data provided by MNPS. This metric depicts the proportion of graduates who enroll in college immediately after high school and return to college for a second year.

^{xv} Six-year completion data is from the National Student Clearinghouse provided by MNPS.

^{xvi} Completion data overall and by institution type is from the National Student Clearinghouse provided by MNPS.

^{xvii} Data on college enrollment, persistence to a second year, and completions is from the National Student Clearinghouse provided by MNPS.

^{xviii} Data on completion rate by race and ethnicity from the National Student Clearinghouse provided by MNPS. The data provided does not include completion data for Hispanic or Latino students; this is probably due to variance over time in terms of whether or not students who are of Hispanic or Latino ethnicity can also identify as members of other racial groups. To estimate completion for Hispanic or Latino students, we used historical enrollment and persistence data to estimate the rate of completion, matching it to completion rates for White students who have similar persistence patterns to Hispanic students.

^{xix} U.S. Department of Education. "Every Student Succeeds Act (ESSA)." <https://www.ed.gov/essa>

^{xx} U.S. Department of Education. "U.S. Secretary of Education Betsy DeVos Announces Release of Updated ESSA Consolidated State Plan Template." <https://www.ed.gov/news/press-releases/us-secretary-education-betsy-devos-announces-release-updated-essa-consolidated-state-plan-template>

^{xxi} Drive to 55. <http://driveto55.org/>

^{xxii} Tennessee Department of Education. "Tennessee's ESSA Plan." <https://www.tn.gov/content/tn/education/essa.html>

^{xxiii} Tennessee Department of Education. "Tennessee's ESSA Plan." <https://www.tn.gov/content/tn/education/essa.html>

^{xxiv} Tennessee Department of Education. "Tennessee Succeeds: ESSA in Tennessee Early Postsecondary Opportunities." https://www.tn.gov/content/dam/tn/education/documents/co_ESSA_Webinar_EPSOs_4-26-17.pdf

^{xxiv} Tennessee Department of Education. "Tennessee Succeeds: ESSA in Tennessee Early Postsecondary Opportunities." https://www.tn.gov/content/dam/tn/education/documents/co_ESSA_Webinar_EPSOs_4-26-17.pdf

^{xxv} Tennessee Department of Education "Ready Graduate Indicator Overview." https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf

^{xxvi} Tennessee Department of Education. "Early Postsecondary Opportunities in Tennessee." https://www.tn.gov/content/dam/tn/education/ccte/eps/epso_opportunities_poster_web.pdf

^{xxvii} Tennessee Department of Education. "Ready Graduate Indicator Overview." https://www.tn.gov/content/dam/tn/education/ccte/ccte_ready_graduate_overview_2018-19.pdf

^{xxviii} Tennessee Department of Education. "Tennessee Succeeds: ESSA in Tennessee Early Postsecondary Opportunities." Slide 24. https://www.tn.gov/content/dam/tn/education/documents/co_ESSA_Webinar_EPSOs_4-26-17.pdf

^{xxix} Information on the number of high schools offering each course type, participating students and number of courses offered provided by MNPS. Data on dual enrollment participation was limited. Information on relevancy to college admissions and college credit gleaned from interviews with professionals at institutions including a public community college, selective public four-year and private four-year college, all of which are among the top 10 institutions attended by MNPS graduates.

^{xxx} Information on instructors taken from Tennessee Department of Education resources on Statewide Dual Credit and Local Dual Credit (referenced below). In some cases local dual credit instructors can be high school instructors.

^{xxxi} Tennessee Department of Education. "Statewide Dual Credit." <https://www.tn.gov/education/early-postsecondary/dual-credit.html>

^{xxxii} Tennessee Department of Education. "Local Dual Credit." <https://www.tn.gov/education/early-postsecondary/local-dual-credit.html>

^{xxxiii} U.S. Department of Education Institute of Education Sciences What Works Clearinghouse. "Dual Enrollment Programs: Transition to College." <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671>

^{xxxiv} Tennessee Department of Education. "Dual Enrollment." <https://www.tn.gov/education/early-postsecondary/dual-enrollment.html>

^{xxxv} Cambridge International. "Cambridge in the USA – Find a School." <https://www.cambridgeinternational.org/usa/find-a-school/>

^{xxxvi} International Baccalaureate. "United States" <https://www.ibo.org/country/US/>

^{xxxvii} This conclusion based on historical test data provided by MNPS.

^{xxxviii} Cambridge International. "Find a Cambridge School." <https://www.cambridgeinternational.org/why-choose-us/find-a-cambridge-school/>

^{xi} Data presented provided by MNPS.

^{xii} Data provided by MNPS on unique students enrolled in EPSOs by high school. Calculations of proportions of students participating in EPSOs done by TCASN using school enrollment data from the 2017-2018 Tennessee Department of Education Report Card.

^{xiii} Tennessee Department of Education. "Tennessee Succeeds: ESSA in Tennessee Early Postsecondary Opportunities." https://www.tn.gov/content/dam/tn/education/documents/co_ESSA_Webinar_EPSOs_4-26-17.pdf

^{xiv} Data on AP exam participation provided by MNPS and information on date of testing fee elimination provided in interviews with MNPS staff.

^{xv} Tennessee Department of Education. "Tennessee Succeeds: ESSA in Tennessee Early Postsecondary Opportunities." https://www.tn.gov/content/dam/tn/education/documents/co_ESSA_Webinar_EPSOs_4-26-17.pdf

^{xvi} Data on EPSO pass rates provided by MNPS; variance occurred in data labeling so TCASN assumes this data is most recently available for each exam type.

^{xvii} This chart summarizes what we heard when interviewing admissions recruiters at some of the most frequently attended postsecondary institutions attended by MNPS graduates; institutions interviewed reflected both two-year and four-year options and both public and private institutions. We share this data in the hopes of providing insights in the local Nashville context, but these findings should not be assumed to be representative of all the postsecondary institutions students can or could attend.

^{xviii} Information in the chart includes data provided by Saint Thomas Health as well as TCASN analysis of best practices implemented as conveyed to us in interview format.

^{xix} Data on the current completion pipeline reflects National Student Clearinghouse data provided by MNPS, including TCASN projections for class of 2017 outcomes based on data for recent graduating classes (2016 for persistence, 2012 for completion). More information on the pipeline graphic with the 40% completion goal can be found in the 2018 Bridge to Completion Report.

^{xx} For this analysis, we used the U.S. Department of Education Integrated Postsecondary Education Database System (IPEDS) data on net price. Net price is a metric that reflects the amount of money a student must pay in order to attend college for one year after grants and scholarships are taken into account and is inclusive of both direct costs like tuition and indirect costs like textbooks and transportation. We used the average net price data for students with a family income of \$30,001-\$48,000 per year as representative of average out-of-pocket costs for low-income students. By subtracting the average net price for \$30,001-\$48,000 per year annual income from 2016-2017 from the same data point for 2015-2016, we can tell how much average out-of-pocket costs increased in one year. To calculate how Nashville GRAD would have changed the cost increase, we used publicly available information on the criteria and award amount from the office of the Mayor of Metropolitan Nashville and Davidson County.

High School Profiles

Antioch High School

By the numbers:

2,046

Students '17-'18 School Year

63%

Estimated Free and Reduced Lunch Eligible

17.5%

English Learners

35.8%

Black or African American

36.6%

Hispanic or Latino

17.9

Average ACT Composite

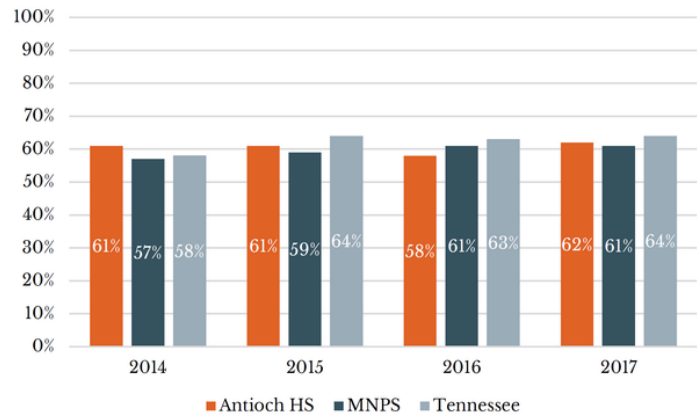
71.9%

Estimated FAFSA Completion Rate

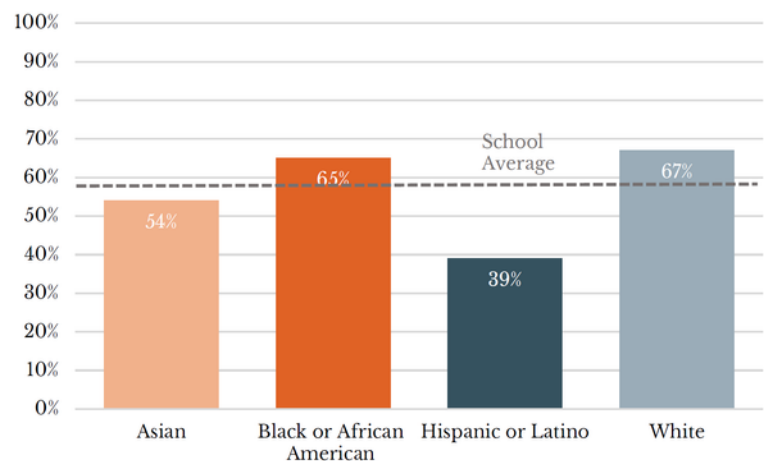
20%

6-year Degree Completion Rate (Class of 2012)

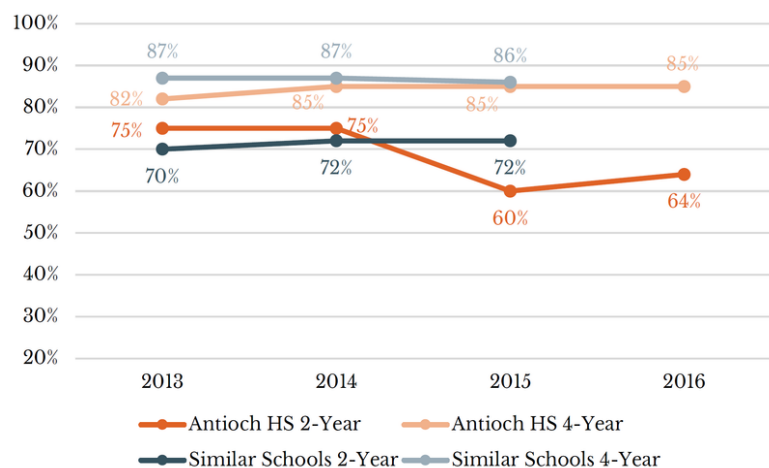
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

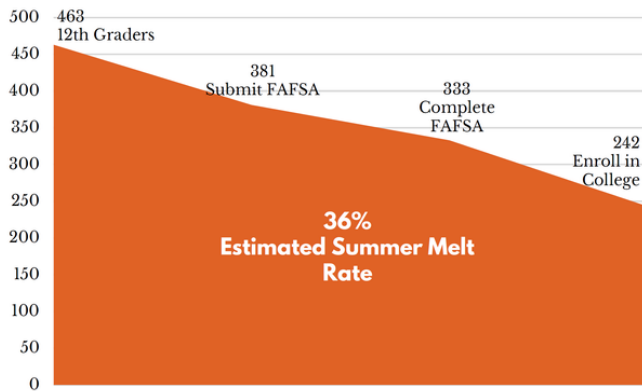


First to Second Year College Persistence

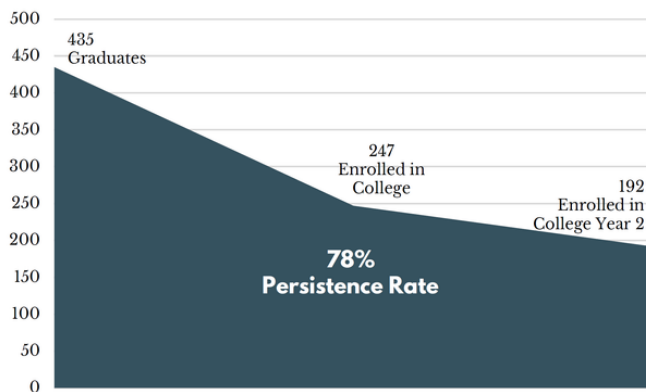


Antioch High School

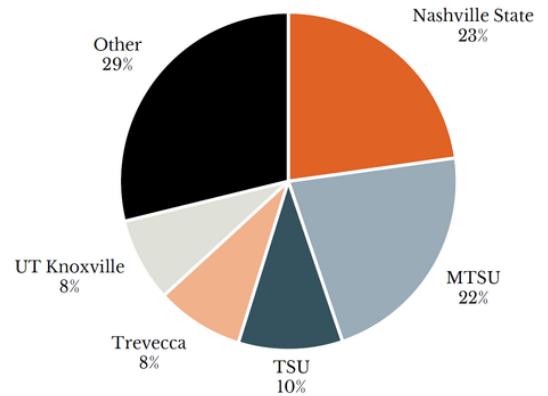
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (57)
2. MTSU (55)
3. TSU (25)
4. Trevecca (21)
5. UT Knoxville (20)
6. Motlow State (15)
7. Austin Peay (9)
8. Lipscomb (8)
9. TCAT Nashville (5)
10. Memphis (4)

Other (31)

EPSO Enrollment

	Antioch Total	AP	Dual Credit	IB	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	11.3%	0.7%	6.1%	0.0%	6.0%
English Learners	17.5%	5.9%	14.6%	0.0%	11.3%
Economically Disadvantaged Students	39.4%	29.4%	25.6%	33.3%	29.8%
<i>Race and Ethnicity</i>					
Asian	3.6%	7.5%	2.4%	0.0%	2.6%
Black or African American	35.8%	27.8%	26.8%	29.2%	19.9%
Hispanic/ Latino	36.6%	35.3%	36.6%	25.0%	40.4%
White	23.9%	29.4%	34.1%	37.1%	45.8%

Observations

- Antioch saw gains in college enrollment as well as persistence at 2-year institutions
- Latino students enroll in college at low rates
- Antioch offers high numbers of EPSO courses; Black students are underrepresented across all EPSOs

Recommendations and Next Steps

- Continue practices that result in increased college enrollment and share best practices with other district high schools
- Seek to understand and address low rates of college enrollment for Latino students
- Seek to understand and address underrepresentation of Black students in EPSOs

Cane Ridge High School

By the numbers:

1,839

Students '17-'18 School Year

65%

Estimated Free and Reduced Lunch Eligible

17.8%

English Learners

39.7%

Black or African American

34.1%

Hispanic or Latino

17.3

Average ACT Composite

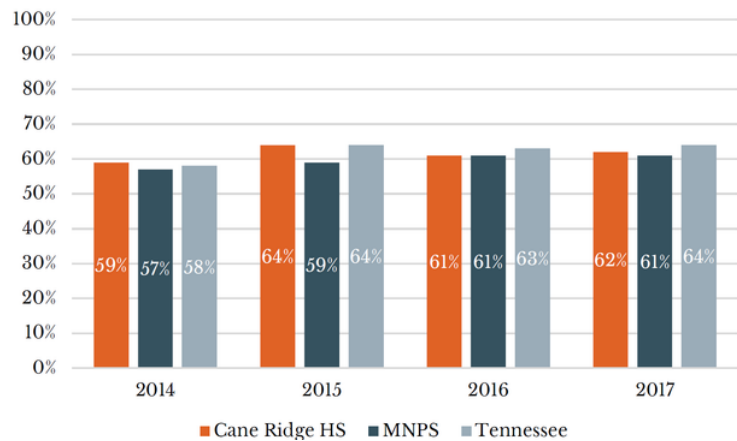
65.3%

Estimated FAFSA Completion Rate

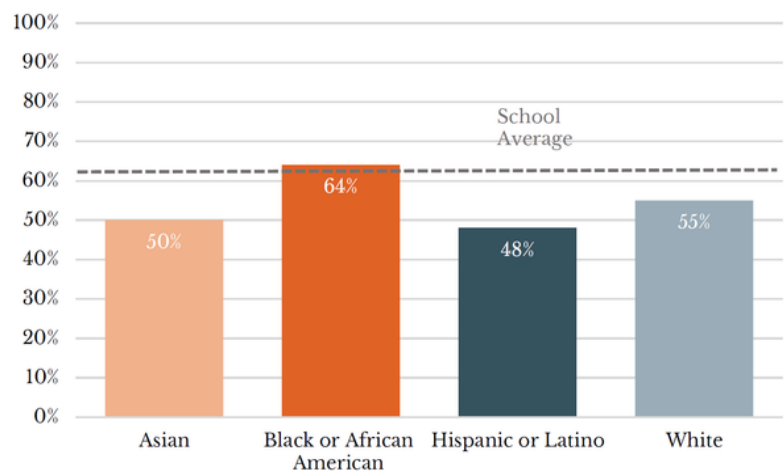
20%

6-year Degree Completion Rate (Class of 2012)

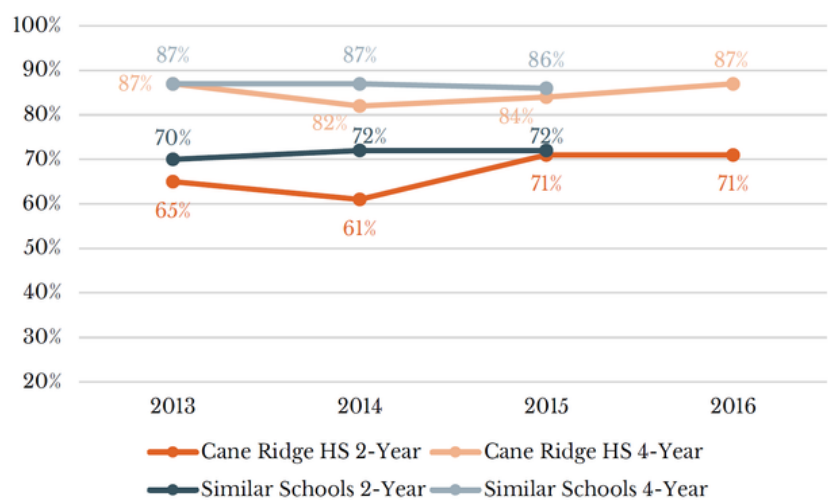
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

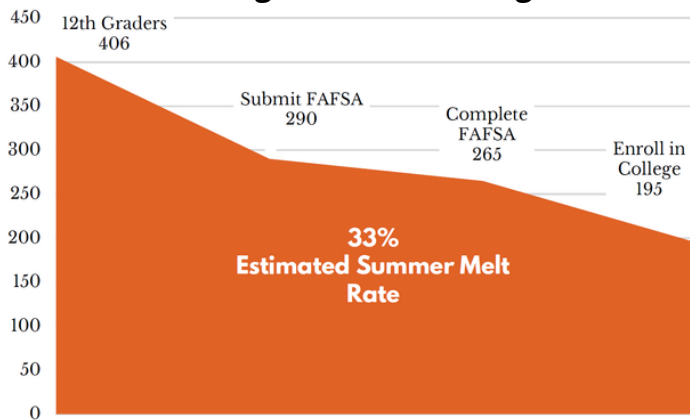


First to Second Year College Persistence

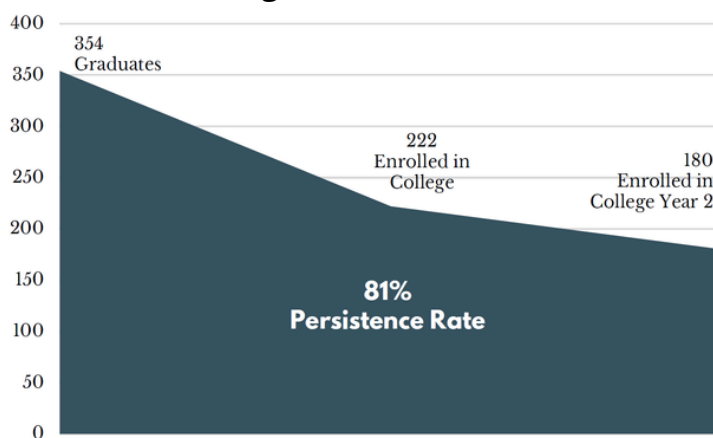


Cane Ridge High School

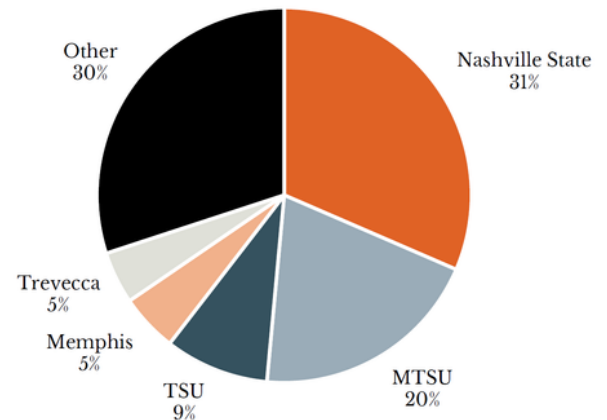
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (63)
2. MTSU (40)
3. TSU (18)
4. Memphis (10)
5. Trevecca (9)
6. Lipscomb (6)
7. Austin Peay (5)
7. UT Knoxville (5)
9. Vol State (4)
10. Bethel (4)

Other (37)

EPSO Enrollment

	Cane Ridge Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	10.3%	1.9%	4%	7.1%
English Learners	17.8%	6.8%	16.4%	17.9%
Economically Disadvantaged Students	40.4%	27.5%	36.2%	34.8%
<i>Race and Ethnicity</i>				
Asian	7.8%	7.7%	12.3%	8%
Black or African American	39.7%	43%	39.4%	38.4%
Hispanic/ Latino	34.1%	24.2%	27.1%	33.9%
White	18.4%	24.6%	21.2%	19.6%

Observations

- Cane Ridge students persist in college at relatively high rates, especially at 2-years
- Although EPSO participation at Cane Ridge is high, economically disadvantaged & Latino students are underrepresented in AP
- College-going and EPSO participation are strong for Black students

Recommendations and Next Steps

- Continue practices that result in strong EPSO participation and college-going for Black students
- Seek to understand and address low rates of college enrollment for Latino students
- Seek to understand and address patterns of underrepresentation in AP

East Nashville Magnet High School

By the numbers:

748

Students '17-'18 School Year

65%

Estimated Free and
Reduced Lunch Eligible

0.4%

English Learners

91%

Black or African American

2.4%

Hispanic or Latino

17.8

Average ACT Composite

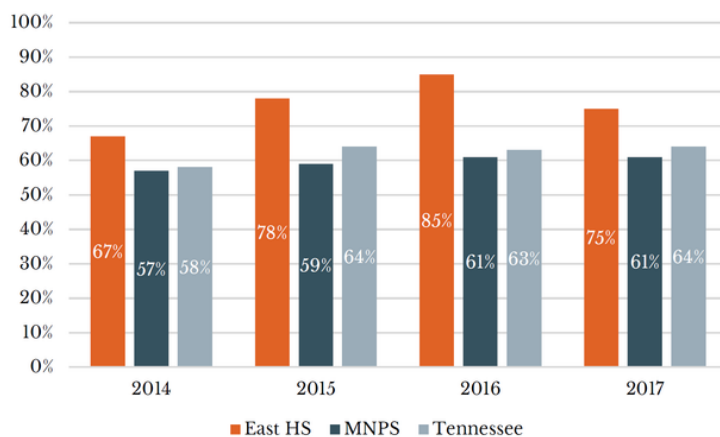
90.3%

Estimated FAFSA Completion Rate

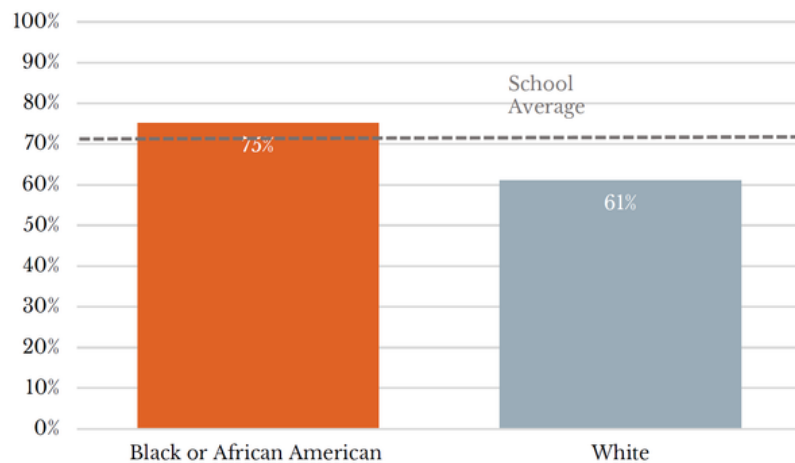
29%

6-year Degree Completion
Rate (Class of 2012)

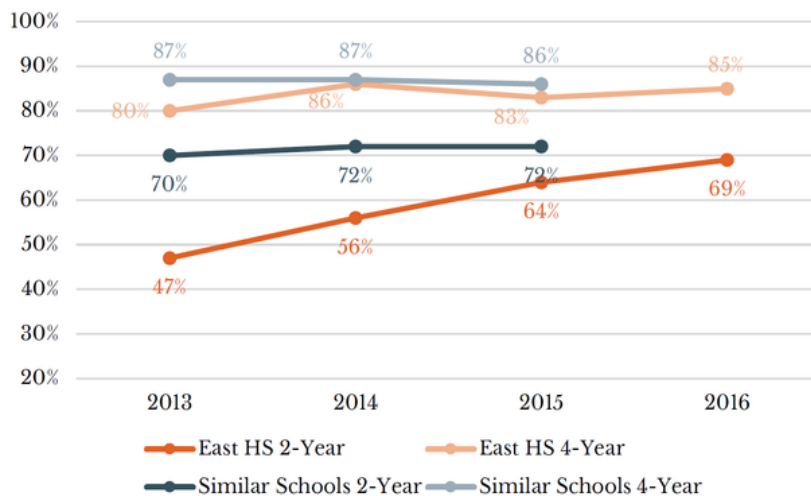
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

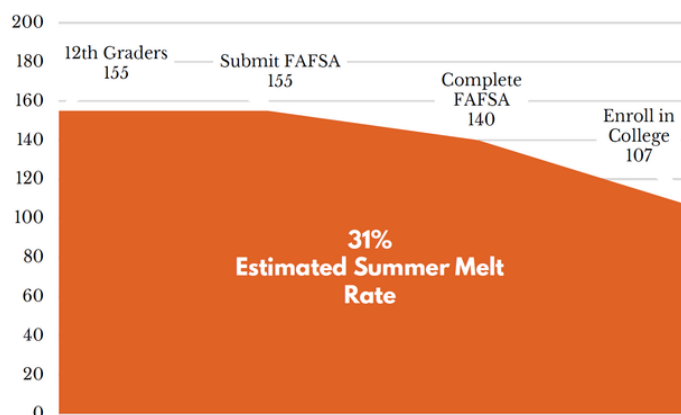


First to Second Year College Persistence

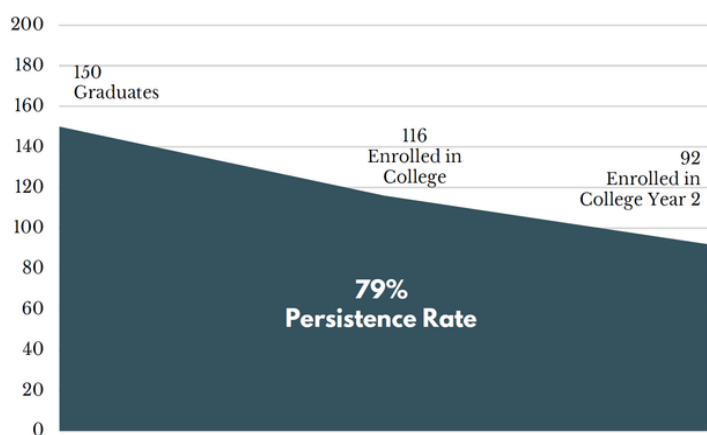


East Nashville Magnet High School

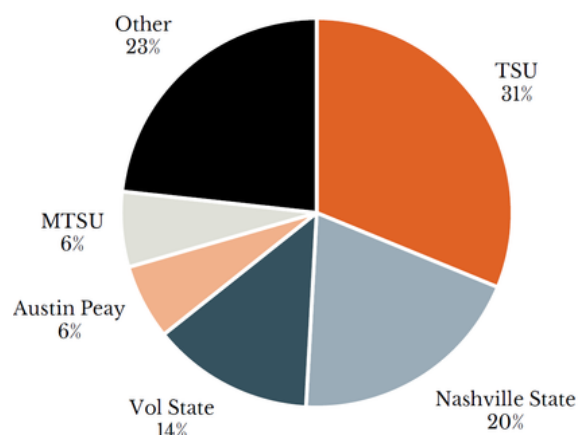
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. TSU (35)
2. Nashville State (22)
3. Vol State (15)
4. Austin Peay (7)
4. MTSU (7)
6. ETSU (4)
7. UT Chattanooga (3)
8. Memphis (2)
8. Western Kentucky (2)
10. Alabama State (1)

Other (14)

EPSO Enrollment

	East Total	AP
<i>Subgroup</i>		
Students with Disabilities	7.6%	1%
English Learners	0.4%	1%
Economically Disadvantaged Students	40.9%	34.3%
<i>Race and Ethnicity</i>		
Asian	0.8%	1%
Black or African American	91%	79.8%
Hispanic/ Latino	2.4%	5.1%
White	5.7%	14.5%

Observations

- East students have high rates of FAFSA completion and college enrollment
- East graduates have seen gains in persistence at 2-year institutions over the last 4 years
- East offers AP as the only EPSO and has low numbers of AP courses available; economically disadvantaged students are underrepresented

Recommendations and Next Steps

- Continue practices that result in high rates of FAFSA completion and college enrollment and share best practices with other schools
- Seek to understand and address low AP availability and low rates of AP enrollment for economically disadvantaged students
- Examine which institutions are helping students persist and complete at high rates

Glenclyff High School

By the numbers:

1,252

Students '17-'18 School Year

82%

Estimated Free and
Reduced Lunch Eligible

32.8%

English Learners

21.4%

Black or African American

51.9%

Hispanic or Latino

17

Average ACT Composite

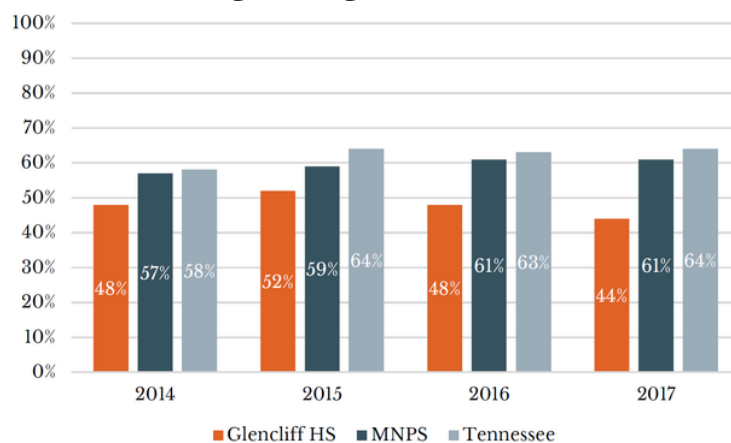
54.7%

Estimated FAFSA Completion Rate

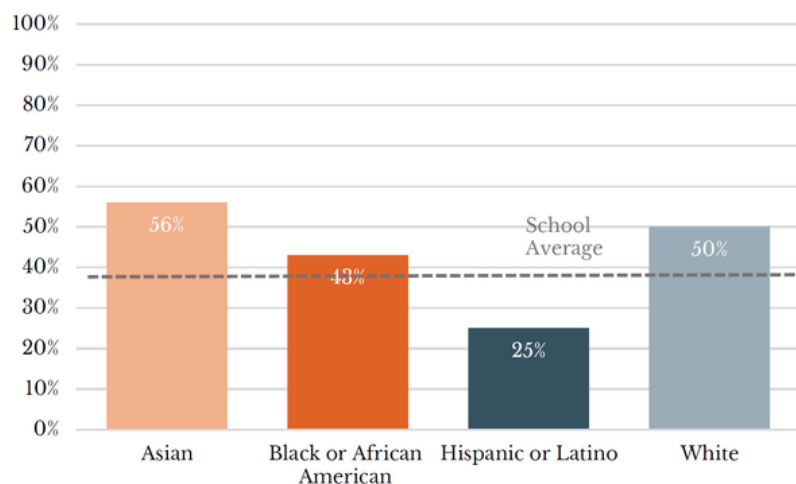
19%

6-year Degree Completion
Rate (Class of 2012)

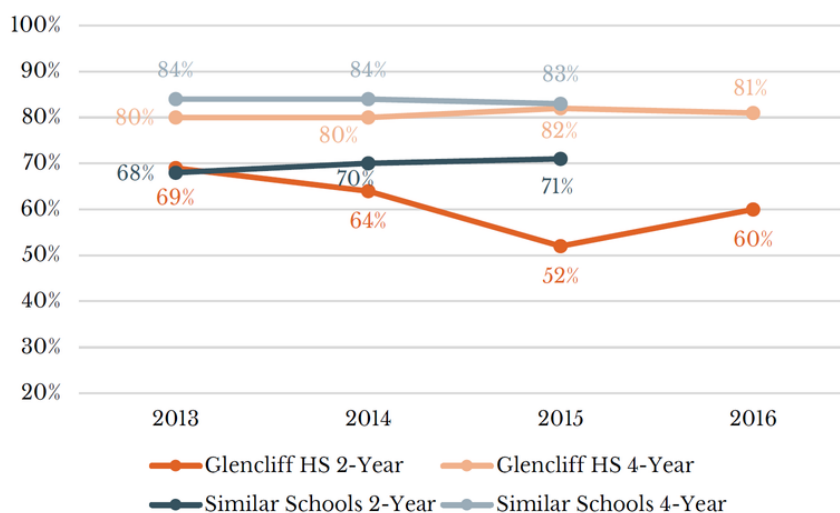
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

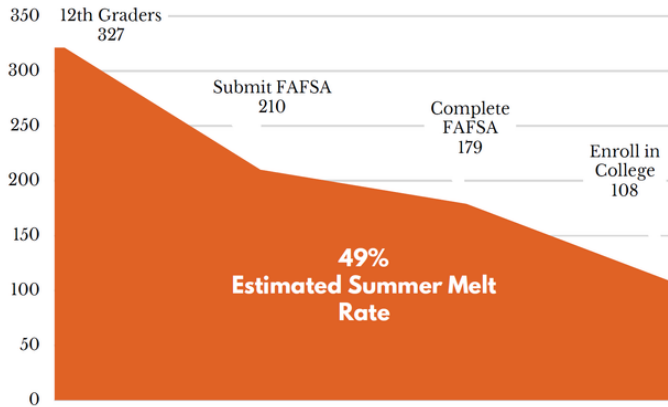


First to Second Year College Persistence

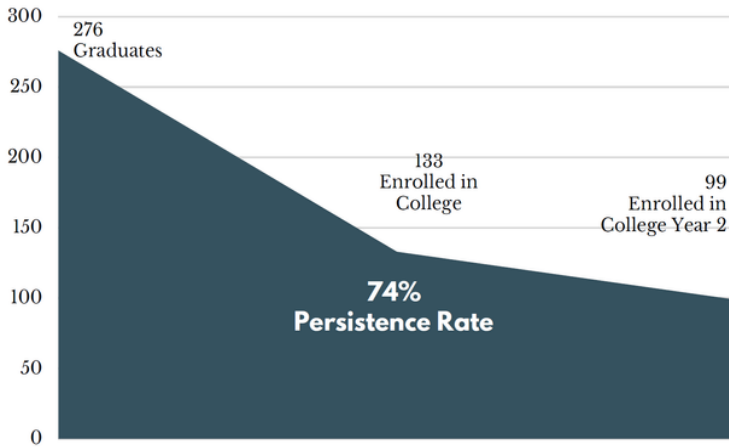


Glenclyff High School

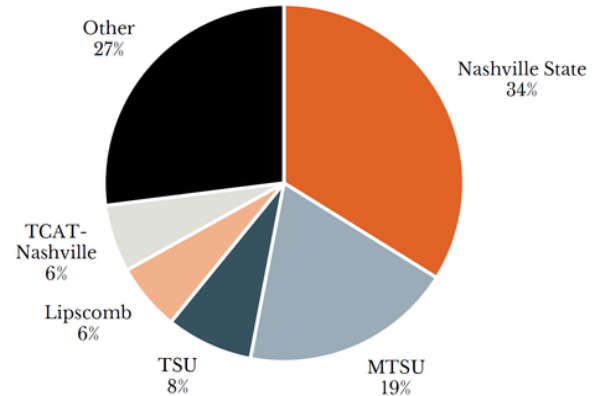
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (39)
2. MTSU (22)
3. TSU (9)
4. Lipscomb (7)
4. TCAT-Nashville (7)
6. Cumberland (6)
7. Trevecca (5)
8. Columbia State (3)
8. UT Knoxville (3)
8. Western Kentucky (3)

Other (11)

EPSO Enrollment

	Glenclyff Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	11%	1.6%	6.9%	7.8%
English Learners	32.8%	8.7%	17.8%	21.9%
Economically Disadvantaged Students	51.2%	41.7%	47.5%	35.9%
<i>Race and Ethnicity</i>				
Asian	6.3%	14.2%	12.9%	9.4%
Black or African American	21.4%	15%	14.9%	15.6%
Hispanic/ Latino	51.9%	48.8%	55.4%	45.3%
White	20.4%	22%	16.8%	29.7%

Observations

- Glenclyff has persistently low rates of college enrollment, including very low rates of college enrollment for Latino students
- Glenclyff has low EPSO participation overall; economically disadvantaged and Black students are underrepresented in EPSOs

Recommendations and Next Steps

- Seek to understand and address low rates of college enrollment for all students including Latino students
- Seek to increase EPSO participation including for economically disadvantaged and Black students

Hillsboro High School

By the numbers:

1,211

Students '17-'18 School Year

47%

Estimated Free and Reduced Lunch Eligible

1.2%

English Learners

51.4%

Black or African American

5.1%

Hispanic or Latino

XX.X

Average ACT Composite

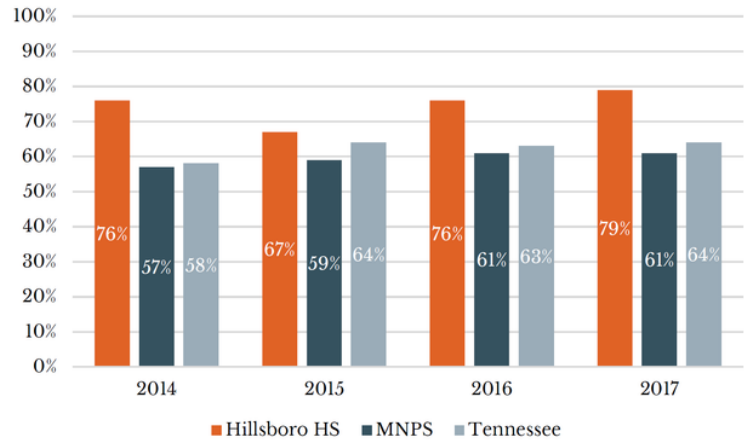
76.9%

Estimated FAFSA Completion Rate

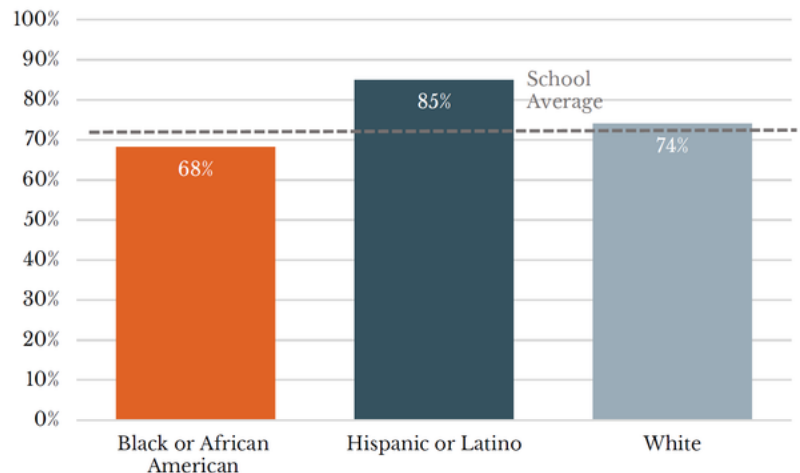
34%

6-year Degree Completion Rate (Class of 2012)

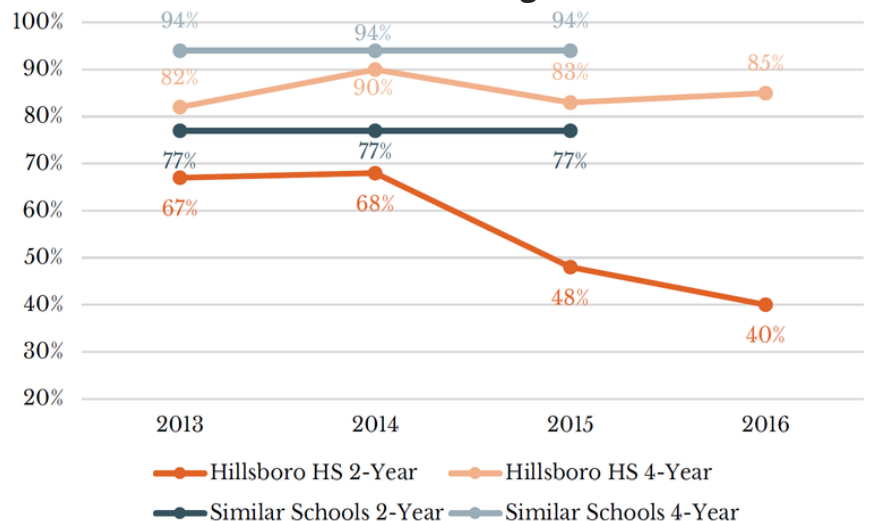
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

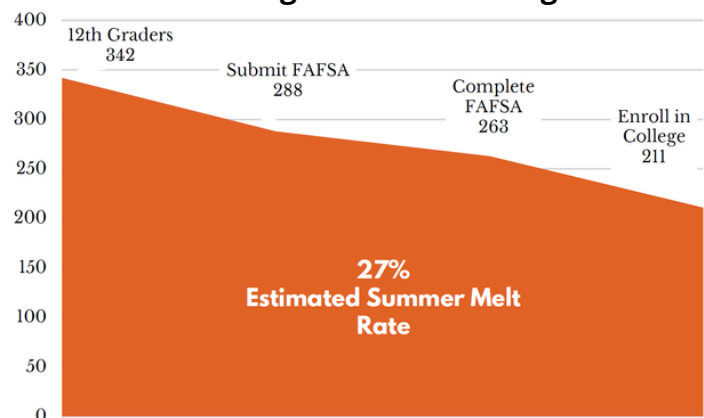


First to Second Year College Persistence

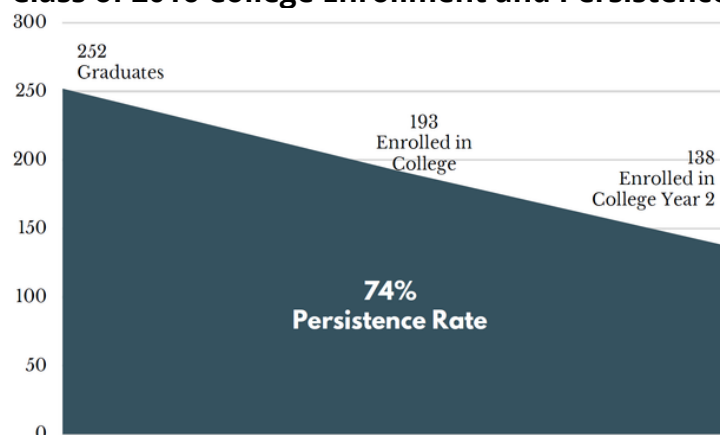


Hillsboro High School

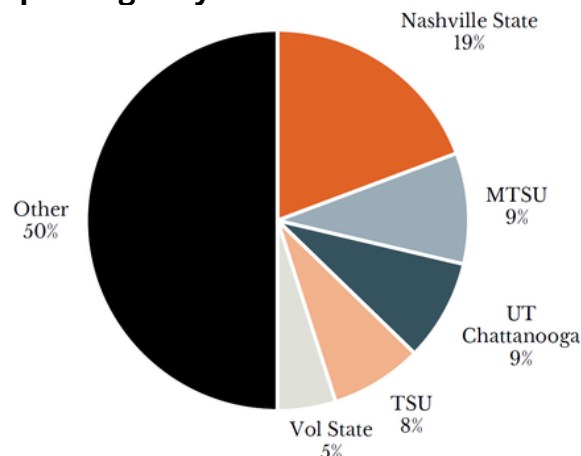
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (47)
2. MTSU (23)
3. UT Chattanooga (21)
4. TSU (19)
5. Vol State (12)
6. TN Tech (9)
7. UT Knoxville (8)
7. Western Kentucky (8)
9. Belmont (6)
10. Cumberland (4)

Other (69)

EPSO Enrollment

	Hillsboro Total	AP	Dual Credit	IB	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	14%	2.2%	8.5%	0.5%	7.1%
English Learners	1.2%	3%	4.9%	2.8%	3.6%
Economically Disadvantaged Students	29.4%	7.4%	22%	6.5%	39.3%
<i>Race and Ethnicity</i>					
Asian	3.5%	3.7%	3.7%	3.7%	0%
Black or African American	51.4%	25.9%	46.3%	23.1%	60.7%
Hispanic/ Latino	5.1%	11.9%	2.4%	6.5%	3.6%
White	39.8%	58.5%	47.6%	66.7%	35.7%

Observations

- While Hillsboro has relatively high college enrollment, persistence at 2-year institutions is extremely low
- Economically disadvantaged and Black students are dramatically underrepresented in AP and IB courses and overrepresented in industry certifications

Recommendations and Next Steps

- Continue practices that result in high college enrollment
- Seek to understand and address low rates of persistence at 2-year institutions
- Revise policies and systems that currently result in underrepresentation of economically disadvantaged and Black students in AP and IB

Hillwood High School

By the numbers:

1,103

Students '17-'18 School Year

54%

Estimated Free and Reduced Lunch Eligible

8.3%

English Learners

32.1%

Black or African American

15.4%

Hispanic or Latino

18.9

Average ACT Composite

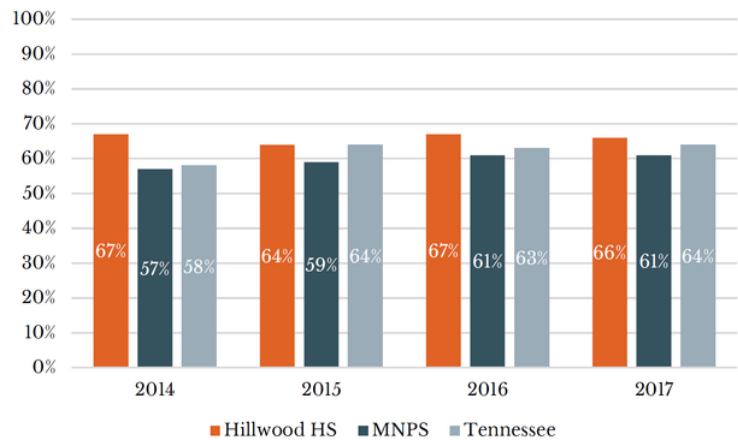
72.8%

Estimated FAFSA Completion Rate

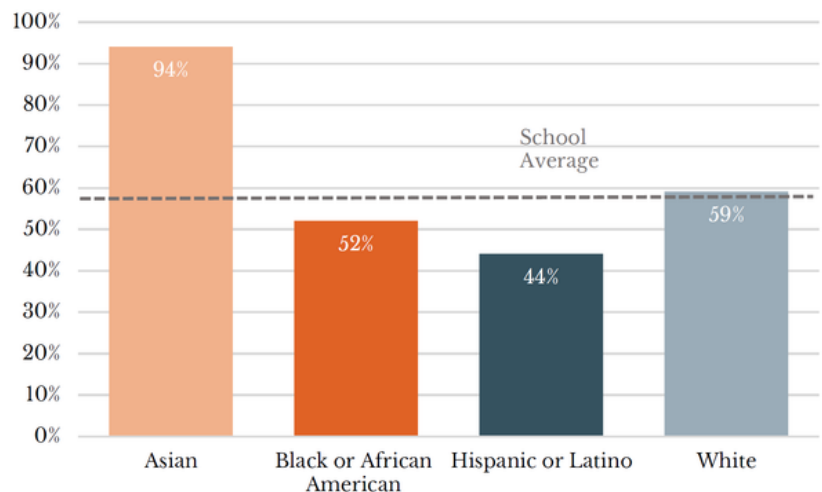
22%

6-year Degree Completion Rate (Class of 2012)

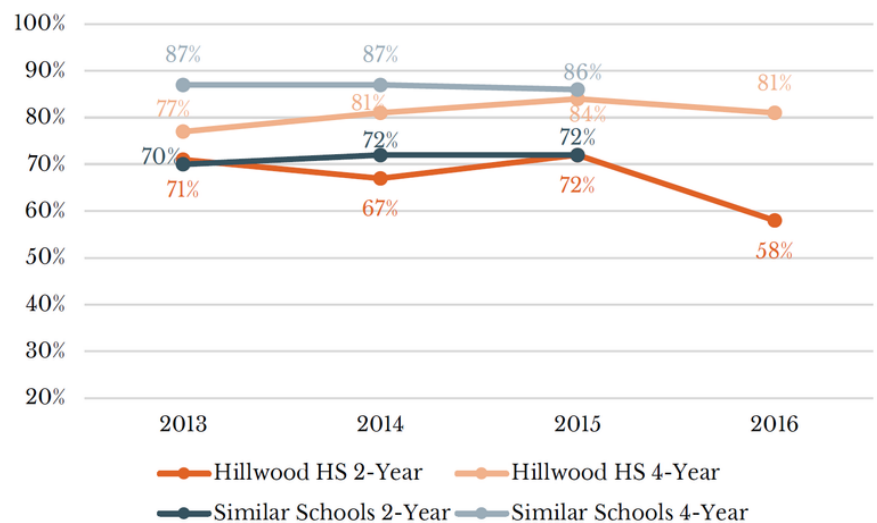
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

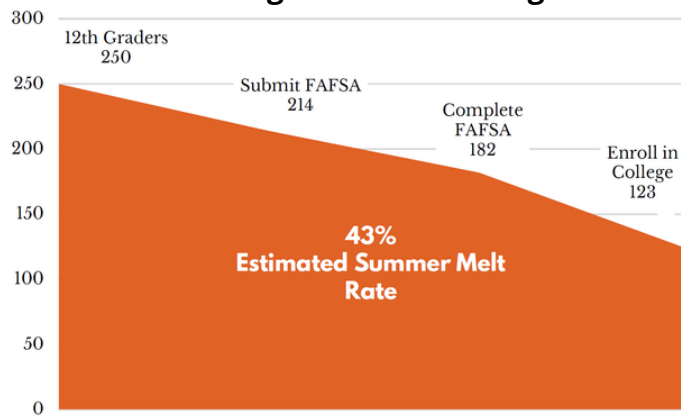


First to Second Year College Persistence

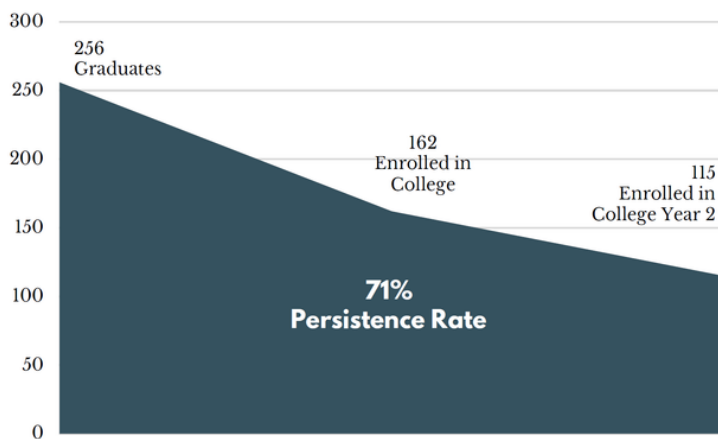


Hillwood High School

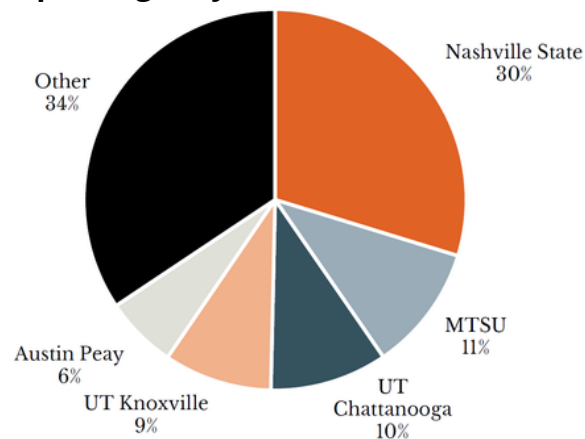
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (39)
2. MTSU (14)
3. UT Chattanooga (13)
4. UT Knoxville (12)
5. Austin Peay (8)
5. TSU (8)
5. Western Kentucky (8)
8. TCAT-Nashville (4)
9. Vol State (3)
10. ETSU (2)

Other (20)

EPSO Enrollment

	Hillwood Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	15.4%	2.1%	2.1%	10.1%
English Learners	8.3%	7.1%	5%	2.5%
Economically Disadvantaged Students	33.5%	22%	24.3%	27.8%
<i>Race and Ethnicity</i>				
Asian	7.8%	14.3%	17.1%	15.2%
Black or African American	32.1%	20.2%	17.9%	22.8%
Hispanic/ Latino	15.4%	14.9%	13.6%	10.1%
White	44.6%	50.3%	51.4%	50.6%

Observations

- Despite relatively high college enrollment Hillwood also has relatively high summer melt
- Persistence at 2-year institutions is declining
- Economically disadvantaged and Black students are underrepresented in all EPSOs while Asian and White students are overrepresented

Recommendations and Next Steps

- Seek to understand and address high rates of summer melt and low persistence at 2-year institutions
- Revise policies and systems to ensure more equitable representation by subgroup and race and ethnicity across each EPSO offered

Hume-Fogg High School

By the numbers:

894

Students '17-'18 School Year

14%

Estimated Free and Reduced Lunch Eligible

0%

English Learners

25.1%

Black or African American

7%

Hispanic or Latino

28.1

Average ACT Composite

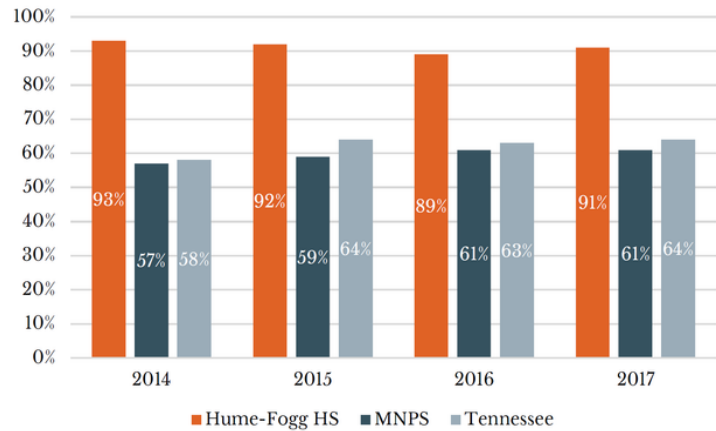
96%

Estimated FAFSA Completion Rate

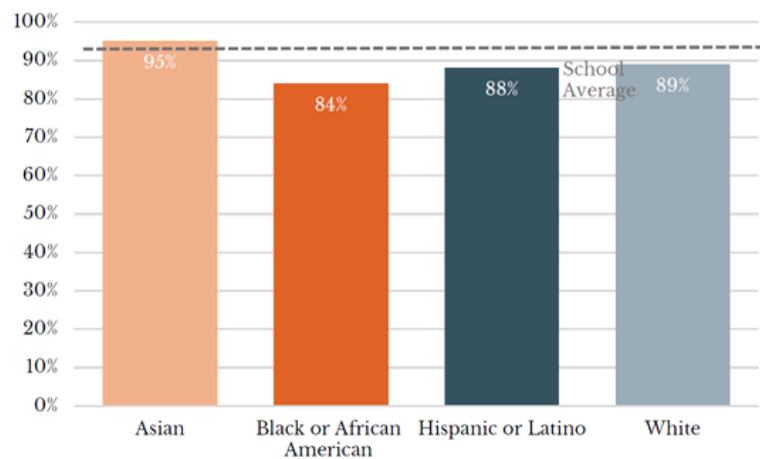
80%

6-year Degree Completion Rate (Class of 2012)

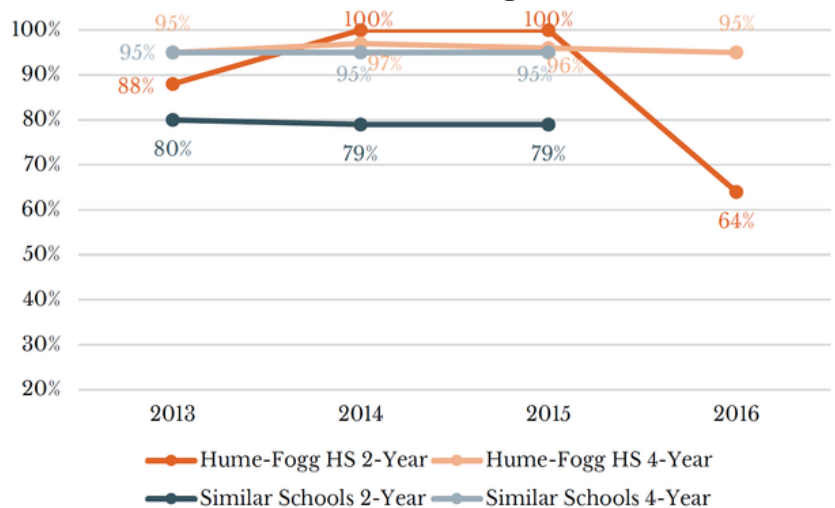
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

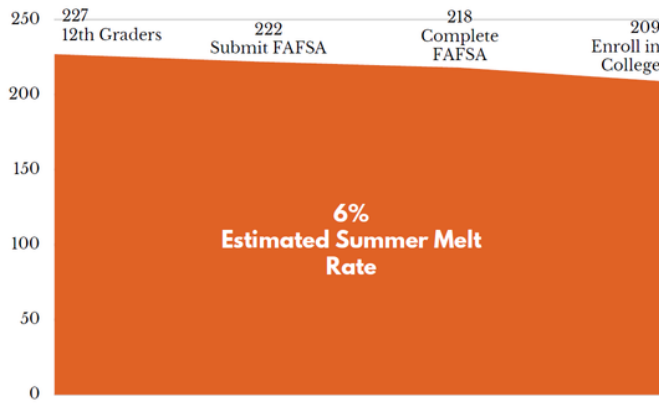


First to Second Year College Persistence

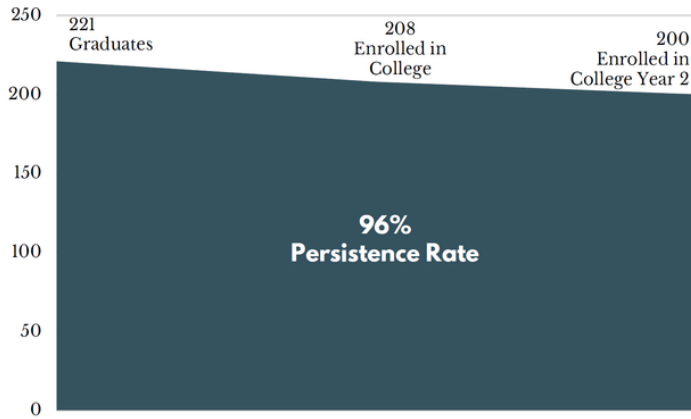


Hume-Fogg High School

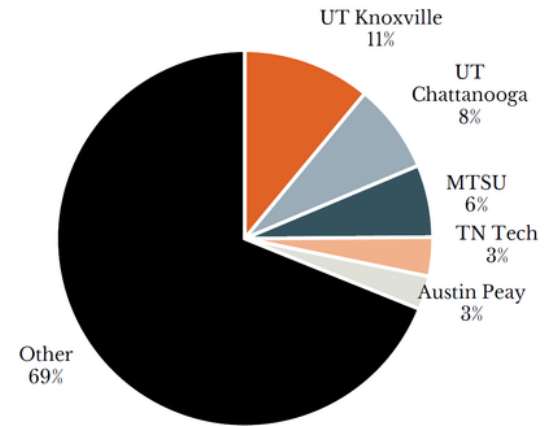
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. UT Knoxville (23)
2. UT Chattanooga (16)
3. MTSU (13)
4. TN Tech (7)
5. Austin Peay (6)
5. Belmont (6)
7. Rhodes (5)
8. Lipscomb (4)
8. Nashville State (4)
8. TSU (4)

Other (121)

EPSO Enrollment

	Hume-Fogg Total	AP
<i>Subgroup</i>		
Students with Disabilities	2.7%	2.7%
English Learners	0%	0%
Economically Disadvantaged Students	8.6%	7.3%
<i>Race and Ethnicity</i>		
Asian	9.9%	10.2%
Black or African American	25.1%	23.7%
Hispanic/ Latino	7%	7.1%
White	57.3%	58.6%

Observations

- Hume-Fogg's high rates of college enrollment and variety of institutions attended is impressive
- While Hume-Fogg has the highest EPSO participation rates in the district, economically disadvantaged and Black students are underrepresented
- Black students enroll in college at rates below peers

Recommendations and Next Steps

- Continue practices that result in high college access and success rates
- Seek to understand and address patterns of underrepresentation in AP
- Seek to understand why Black students do not enroll in college at higher rates and how this can be addressed

Hunters Lane High School

By the numbers:

1,413

Students '17-'18 School Year

86%

Estimated Free and Reduced Lunch Eligible

15.1%

English Learners

48%

Black or African American

34%

Hispanic or Latino

16.5

Average ACT Composite

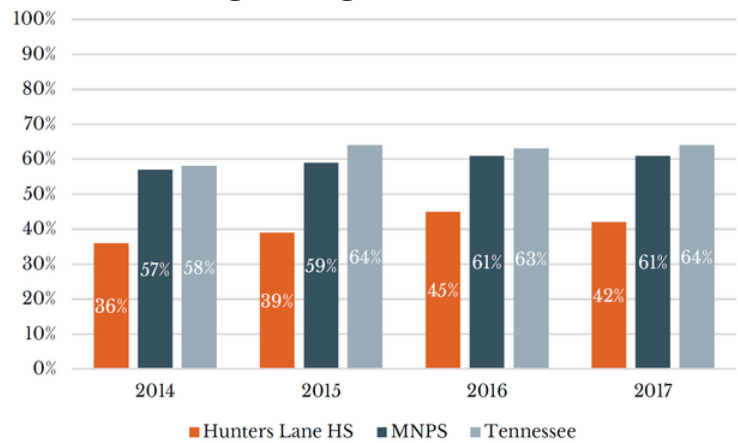
65.7%

Estimated FAFSA Completion Rate

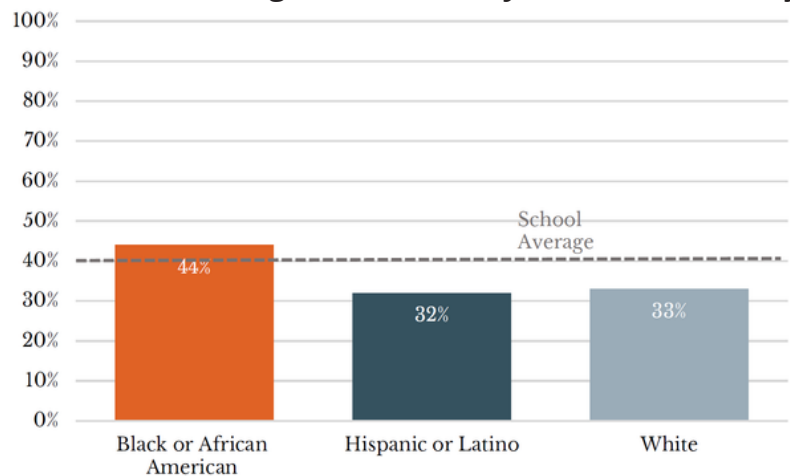
12%

6-year Degree Completion Rate (Class of 2012)

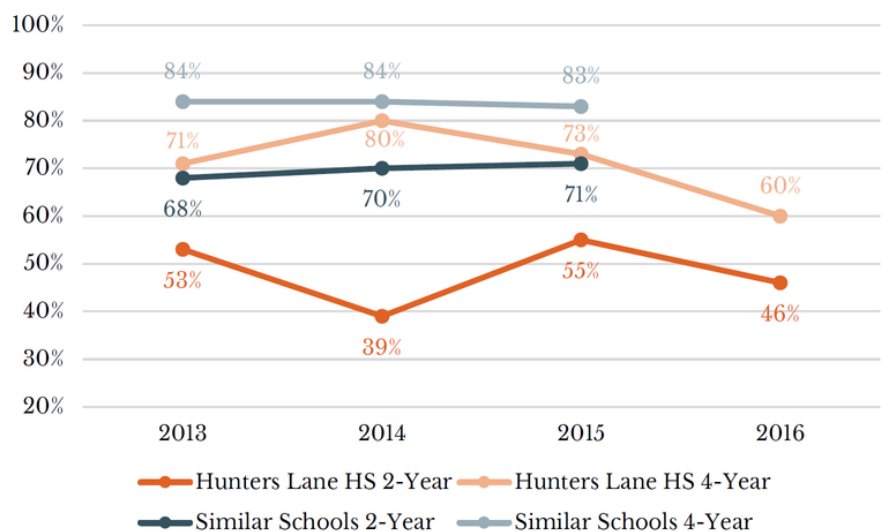
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

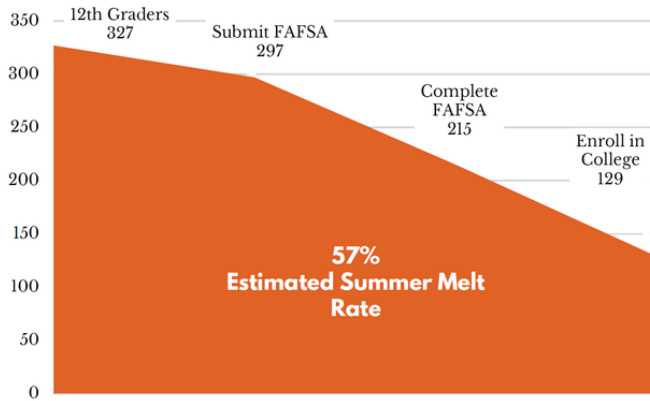


First to Second Year College Persistence

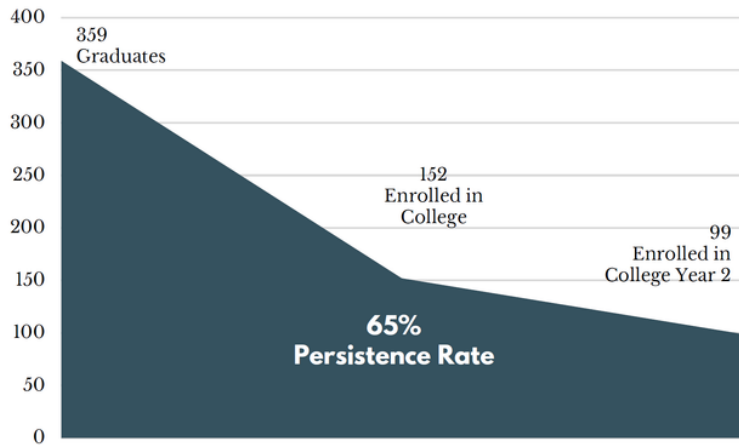


Hunters Lane High School

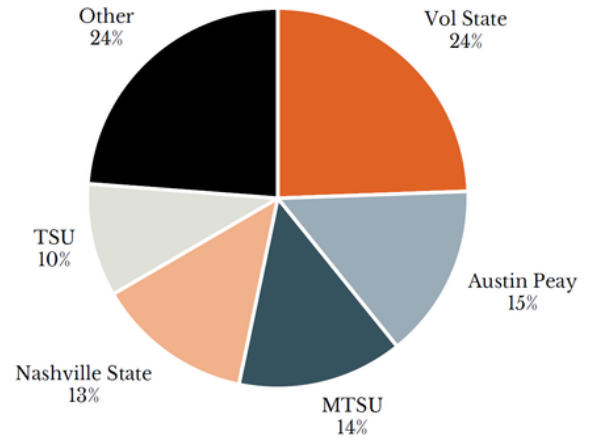
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Vol State (33)
2. Austin Peay (20)
3. MTSU (19)
4. Nashville State (18)
5. TSU (13)
6. TCAT-Nashville (4)
7. Belmont (3)
7. Lane (3)
7. Trevecca (3)

Other (20)

EPSO Enrollment

	Hunters Lane Total	AP	Dual Credit	IB	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	11.6%	1.1%	4.2%	0%	8.8%
English Learners	15.1%	3.4%	6.3%	4.8%	0%
Economically Disadvantaged Students	54%	38.2%	52.6%	40.5%	50%
<i>Race and Ethnicity</i>					
Asian	1.3%	2.2%	1.1%	3.6%	0%
Black or African American	48%	42.7%	56.8%	46.4%	70.6%
Hispanic/ Latino	34%	31.5%	26.3%	32.1%	17.6%
White	16.8%	23.6%	15.8%	17.9%	11.8%

Observations

- Hunters Lane has the lowest college enrollment rate of any high school profiled; a key contributor may be high summer melt
- Students persist in college at low rates
- Hunters Lane has low rates of EPSO participation but high numbers of EPSOs offered; economically disadvantaged and Black students are underrepresented in AP and IB courses

Recommendations and Next Steps

- Focus intensively on college-going; identify and pilot innovative practices to increase college enrollment and reduce melt
- Seek to understand and address low rates of college persistence
- Increase EPSO participation including for economically disadvantaged and Black students

John Overton High School

By the numbers:

2,030

Students '17-'18 School Year

72%

Estimated Free and Reduced Lunch Eligible

26%

English Learners

21%

Black or African American

34.1%

Hispanic or Latino

18.4

Average ACT Composite

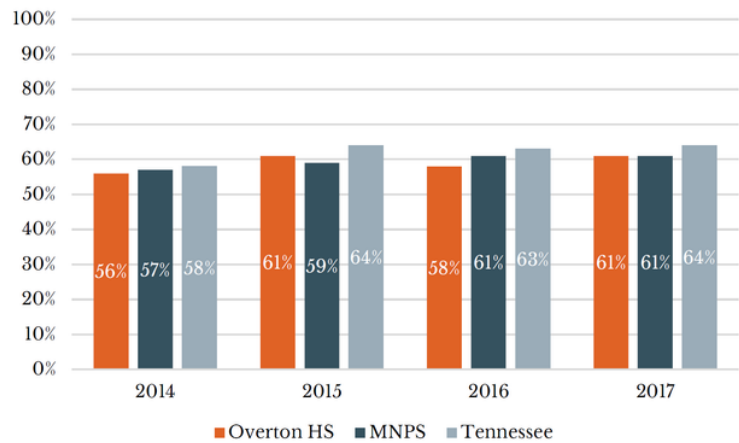
71.3%

Estimated FAFSA Completion Rate

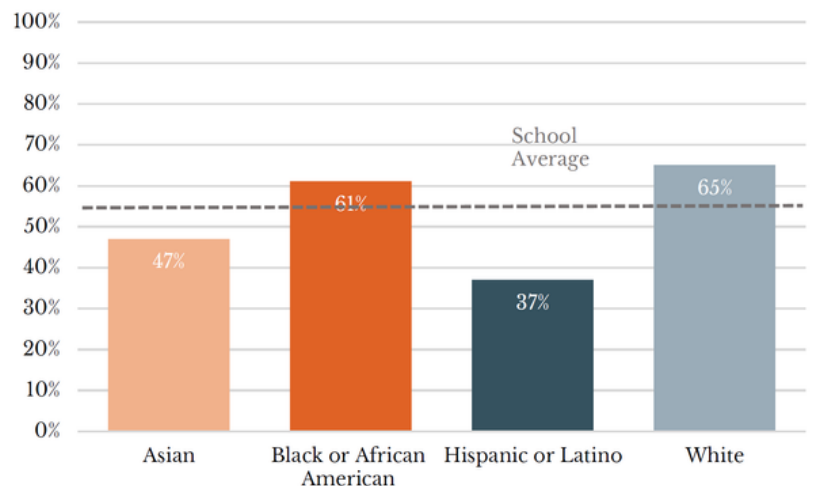
27%

6-year Degree Completion Rate (Class of 2012)

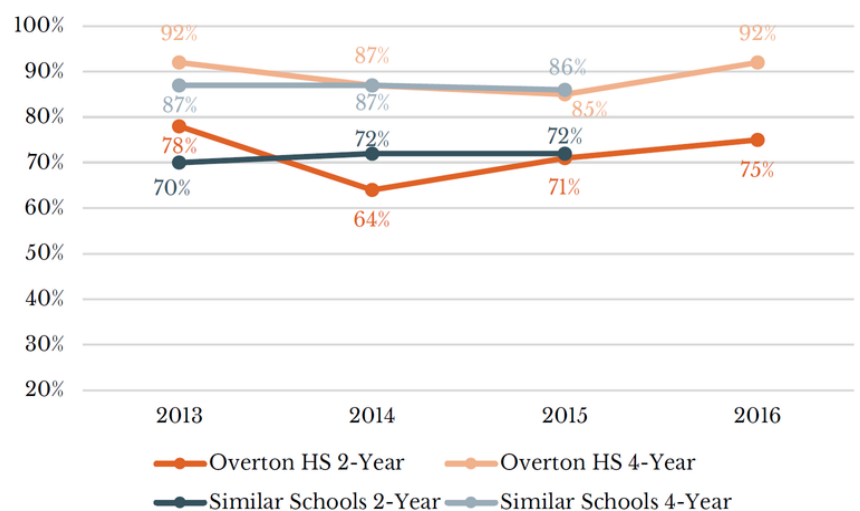
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

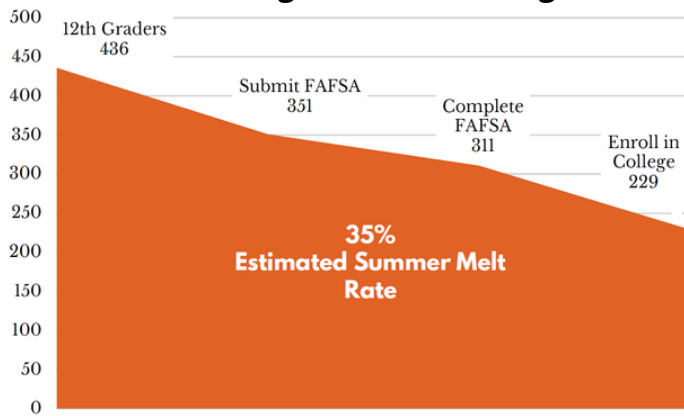


First to Second Year College Persistence

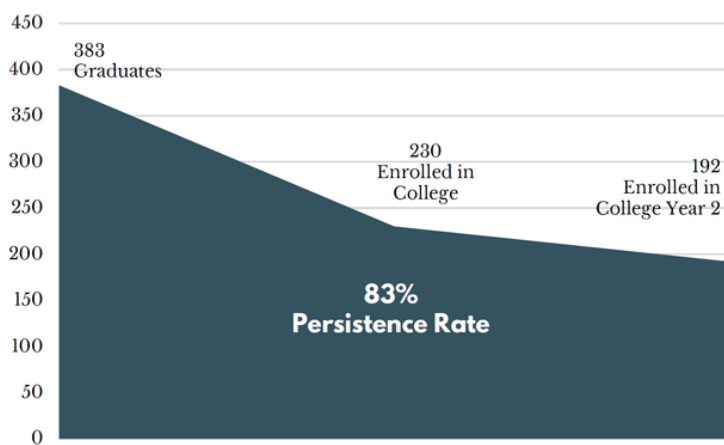


John Overton High School

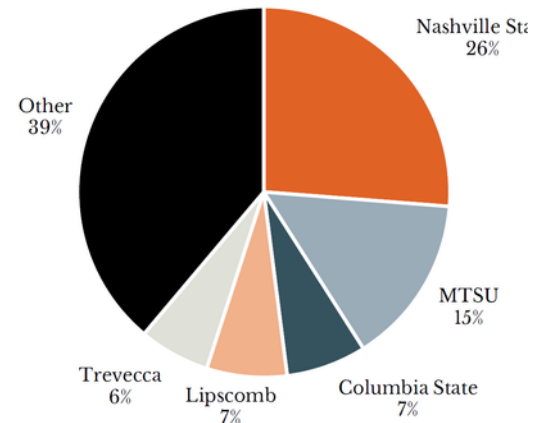
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (64)
2. MTSU (36)
3. Columbia State (17)
3. Lipscomb (17)
5. Trevecca (15)
6. TSU (14)
6. UT Knoxville (14)
8. TN Tech (9)
9. UT Chattanooga (8)
10. Western Kentucky (7)

Other (43)

EPSO Enrollment

	Overton Total	AP	Cambridge	Dual Credit	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	9%	1%	1.2%	4.9%	2.1%
English Learners	26%	11.1%	6%	18.5%	15.3%
Economically Disadvantaged Students	44.7%	30.3%	21%	34.6%	36%
<i>Race and Ethnicity</i>					
Asian	12.2%	14.1%	15.5%	12.3%	16.4%
Black or African American	21%	30.3%	21%	23.5%	36%
Hispanic/ Latino	34.1%	17.2%	22%	27.2%	25.4%
White	32.5%	43.4%	46.8%	35.2%	34.9%

Observations

- Asian and Latino students enroll in college at lower rates than Black and White peers
- High college persistence and mix of institutions suggests high-quality college advising with focus on college fit
- Overton has high rates of EPSO participation; economically disadvantaged and Latino students are underrepresented

Recommendations and Next Steps

- Seek to understand and address low rates of college enrollment for Asian and Latino students
- Continue college fit advising practices and share best practices with other high schools
- Seek to understand and address underrepresentation of economically disadvantaged and Latino students in EPSOs

LEAD Academy High School

By the numbers:

415

Students '17-'18 School Year

76%

Estimated Free and Reduced Lunch Eligible

16.4%

English Learners

48.4%

Black or African American

38.3%

Hispanic or Latino

19.5

Average ACT Composite

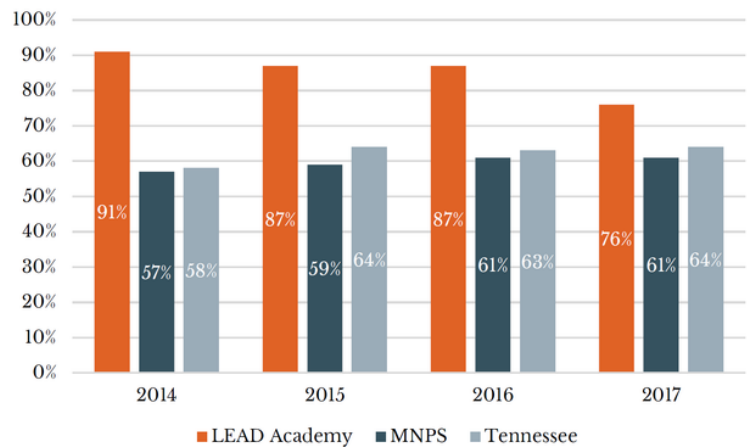
95.5%

Estimated FAFSA Completion Rate

n/a

6-year Degree Completion Rate (Class of 2012)

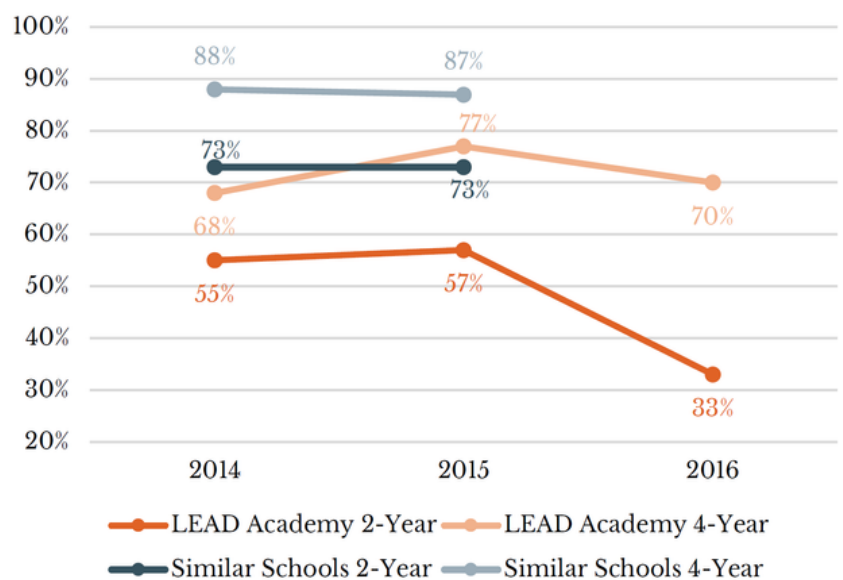
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

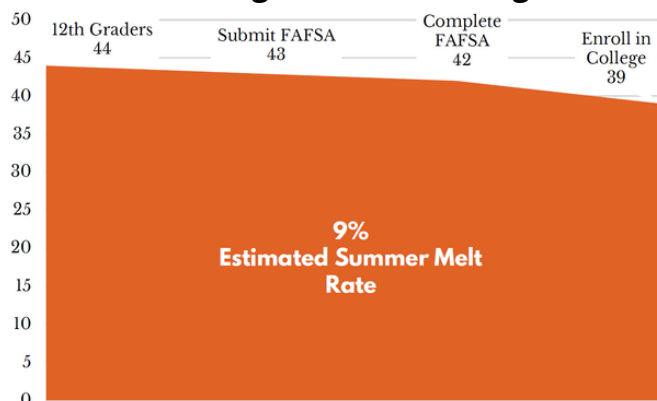
LEAD Academy's college enrollment data by race and ethnicity did not include multiple categories; racial and ethnic group data was suppressed by the National Student Clearinghouse due to low student counts

First to Second Year College Persistence

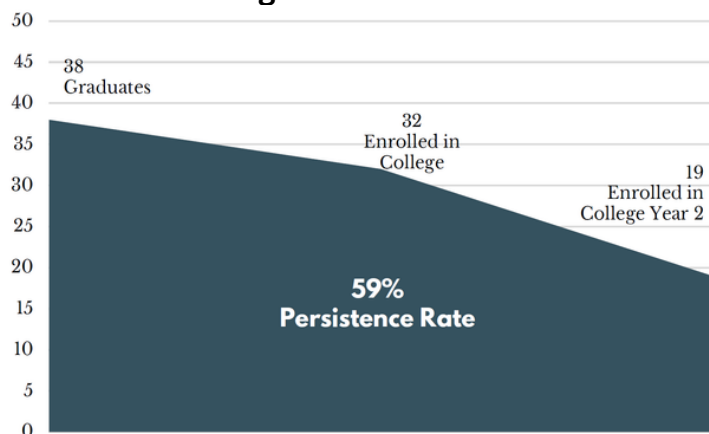


LEAD Academy High School

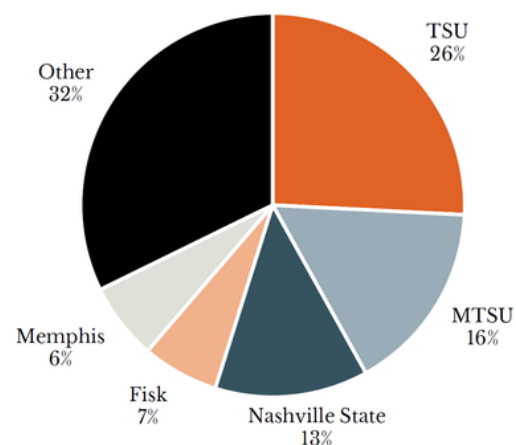
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. TSU (8)
2. MTSU (5)
3. Nashville State (4)
4. Fisk (2)
5. Memphis (2)
6. Austin Peay (1)
7. Belmont (1)
8. Centre (1)
9. Cumberland (1)
10. Lane (1)

Other (5)

EPSO Enrollment

	LEAD Academy Total	AP
<i>Subgroup</i>		
Students with Disabilities	12.5%	3.8%
English Learners	16.4%	10.7%
Economically Disadvantaged Students	47.2%	38.9%
<i>Race and Ethnicity</i>		
Asian	2.2%	3.8%
Black or African American	48.4%	50.4%
Hispanic/ Latino	38.3%	33.6%
White	11.1%	12.2%

Observations

- LEAD has high rates of FAFSA completion and college enrollment, and low rates of summer melt
- Variety of institutions attended indicates high degree of college advising
- College persistence rates are low

Recommendations and Next Steps

- Continue practices that result in high rates of college enrollment and share best practices for reducing summer melt with other high schools
- Seek to understand and address low rates of college persistence

Maplewood High School

By the numbers:

867

Students '17-'18 School Year

100%

Estimated Free and Reduced Lunch Eligible

12.1%

English Learners

73.8%

Black or African American

17%

Hispanic or Latino

16

Average ACT Composite

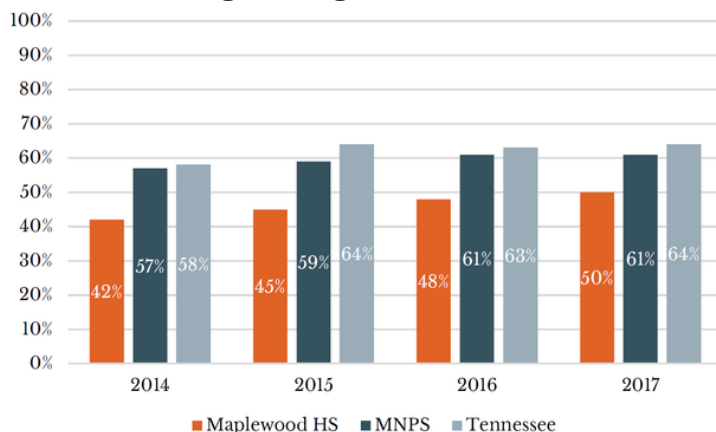
57.6%

Estimated FAFSA Completion Rate

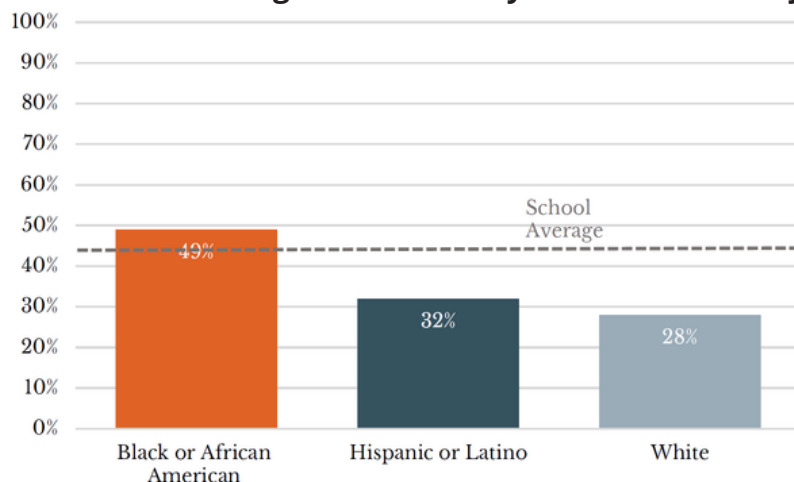
8%

6-year Degree Completion Rate (Class of 2012)

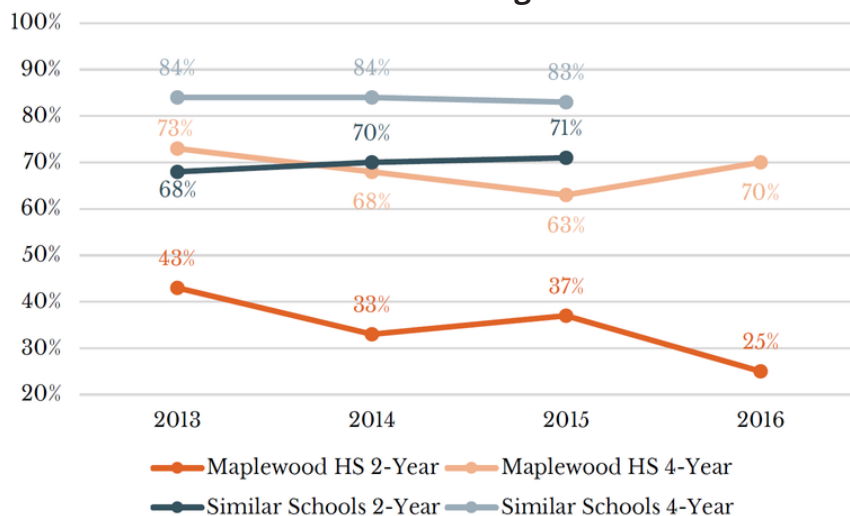
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

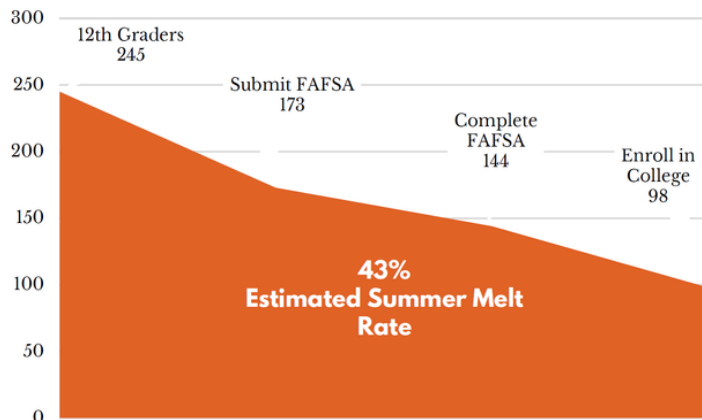


First to Second Year College Persistence

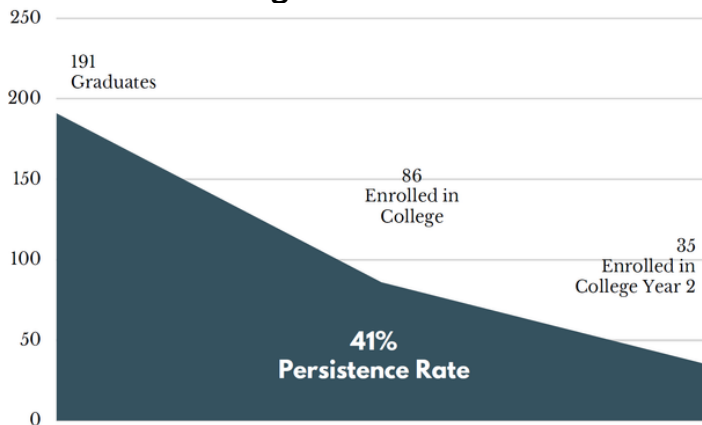


Maplewood High School

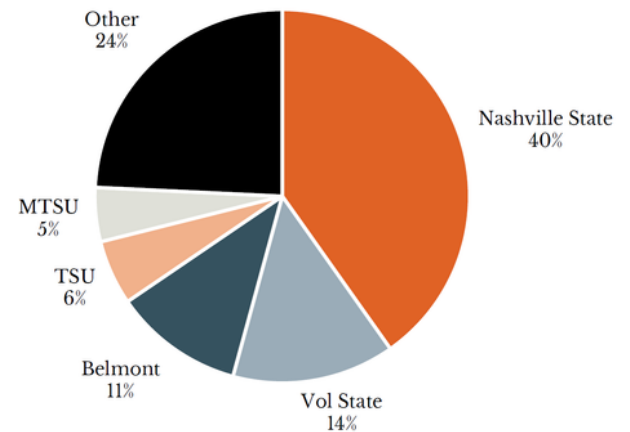
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (43)
2. Vol State (15)
3. Belmont (12)
4. TSU (6)
5. MTSU (5)
6. ETSU (4)
6. TCAT-Nashville (4)
8. Western Kentucky (3)
9. Austin Peay (2)
10. Lipscomb (2)

Other (11)

EPSO Enrollment

	Maplewood Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	16.8%	1.6%	0%	2.5%
English Learners	12.1%	3.2%	4.2%	2.5%
Economically Disadvantaged Students	66%	61.3%	58.3%	57.5%
<i>Race and Ethnicity</i>				
Asian	1.2%	3.2%	4.2%	2.5%
Black or African American	73.8%	71%	79.2%	72.5%
Hispanic/ Latino	17%	16.1%	12.5%	17.5%
White	8.1%	9.7%	6.3%	7.5%

Observations

- Maplewood has seen steady, sustained growth in college enrollment over time
- Persistence rates for Maplewood graduates are among the lowest in the district, exacerbated by the combination of a majority of college-goers attending 2-year institutions and very low persistence at those institutions
- EPSO participation rates are among the lowest in the district

Recommendations and Next Steps

- Continue practices that result in increased college enrollment
- Act urgently to understand and address low rates of college persistence
- Provide exposure and college advising that helps students explore a wide array of postsecondary institutions, especially 4-year institutions

Martin Luther King, Jr. School

By the numbers:

1,228

Students '17-'18 School Year

19%

Estimated Free and
Reduced Lunch Eligible

0%

English Learners

43.5%

Black or African American

6.3%

Hispanic or Latino

26.1

Average ACT Composite

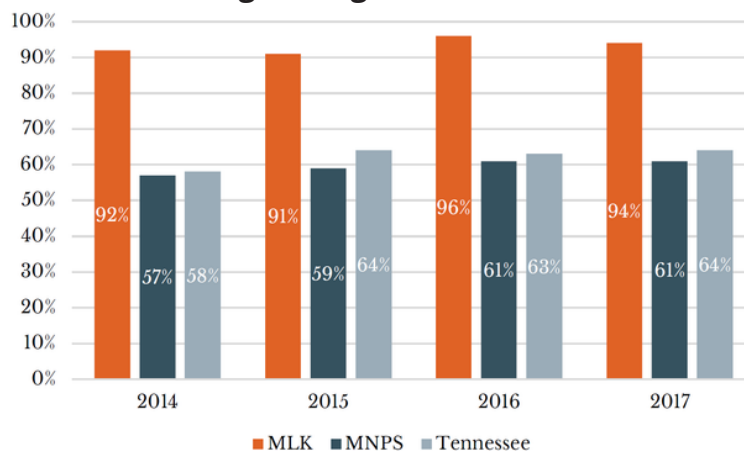
99.2%

Estimated FAFSA Completion Rate

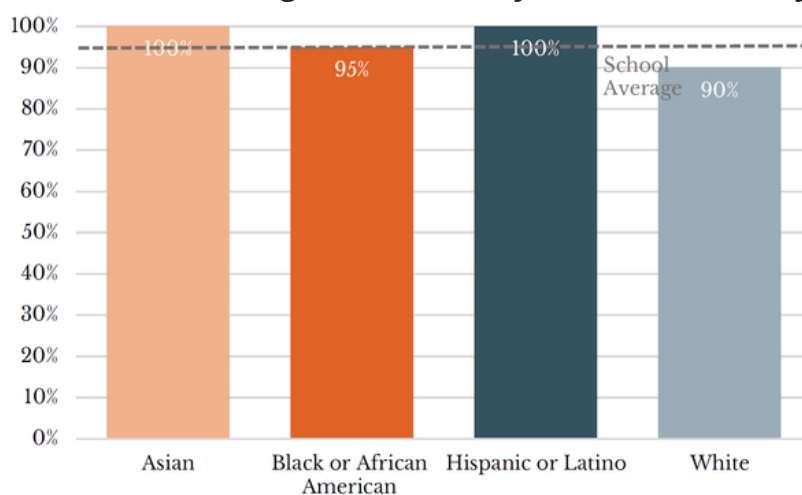
76%

6-year Degree Completion
Rate (Class of 2012)

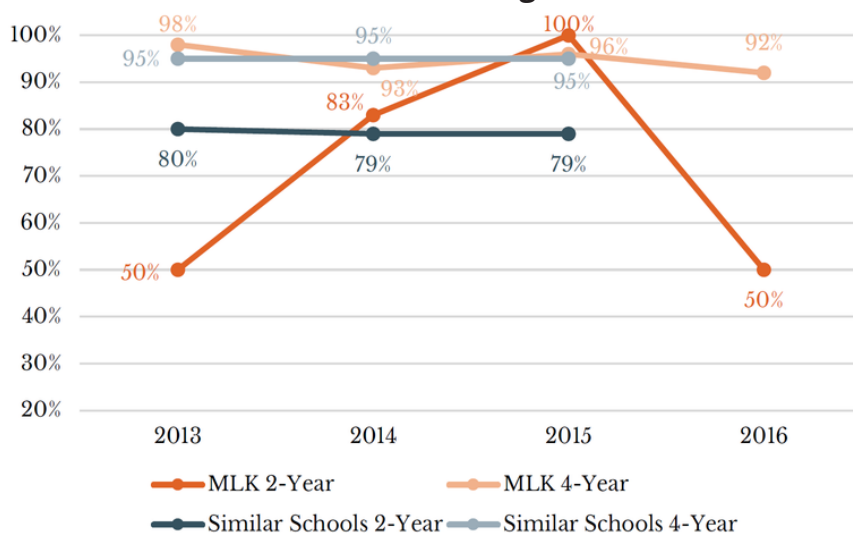
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

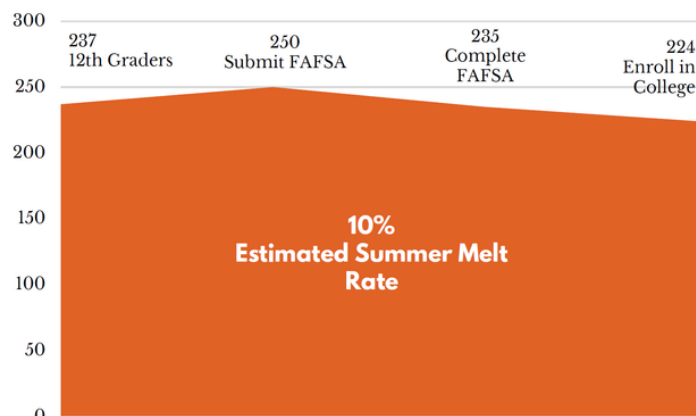


First to Second Year College Persistence

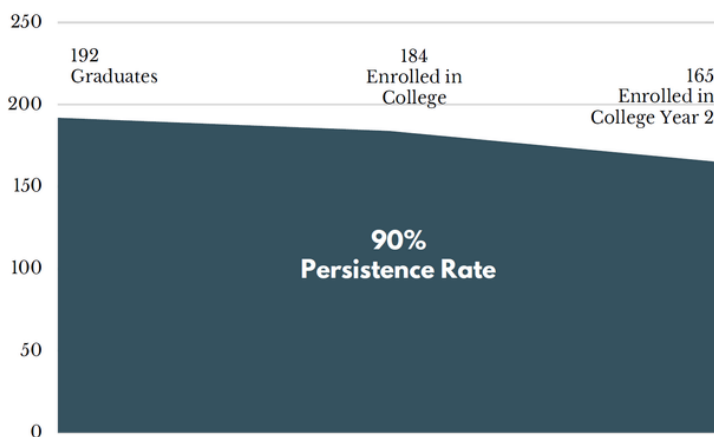


Martin Luther King, Jr. School

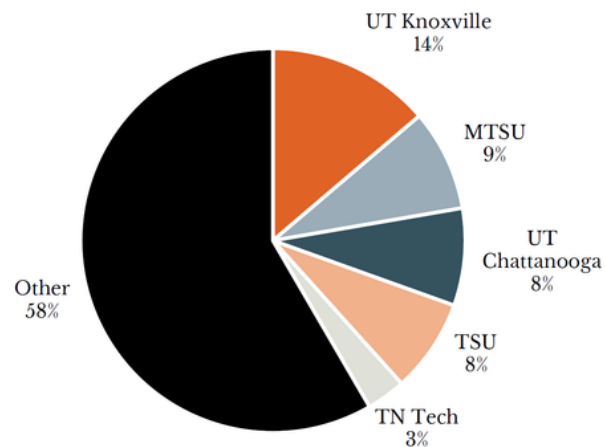
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. UT Knoxville (42)
2. MTSU (26)
3. UT Chattanooga (25)
4. TSU (24)
5. TN Tech (10)
6. Austin Peay (7)
7. Belmont (6)
7. Lipscomb (6)
7. Vanderbilt (6)
10. Vol State (4)

Other (149)

EPSO Enrollment

	MLK Total	AP	Dual Credit	Industry Certs
<i>Subgroup</i>				
Students with Disabilities	1.2%	1.3%	0.4%	2.1%
English Learners	0%	0.5%	1.3%	1%
Economically Disadvantaged Students	12%	11.1%	13.4%	10.3%
<i>Race and Ethnicity</i>				
Asian	10.3%	12.9%	8.8%	14.4%
Black or African American	43.5%	37.1%	48.7%	37.1%
Hispanic/ Latino	6.3%	5.9%	4.6%	14.4%
White	39.8%	43.8%	37.4%	44.3%

Observations

- MLK has high rates of college enrollment, persistence, and completion
- The mix of institutions attended indicates a high degree of college advising
- Rates of EPSO participation are high

Recommendations and Next Steps

- Continue practices that result in excellent student outcomes across the college completion pipeline and share best practices with other schools
- Continue practices that result in high EPSO participation and share best practices with other schools

McGavock High School

By the numbers:

2,423

Students '17-'18 School Year

68%

Estimated Free and Reduced Lunch Eligible

5.8%

English Learners

38.7%

Black or African American

17.5%

Hispanic or Latino

18.5

Average ACT Composite

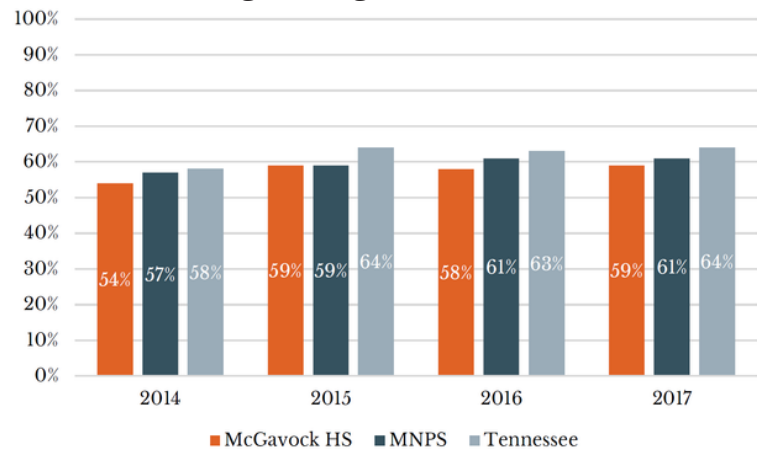
77.1%

Estimated FAFSA Completion Rate

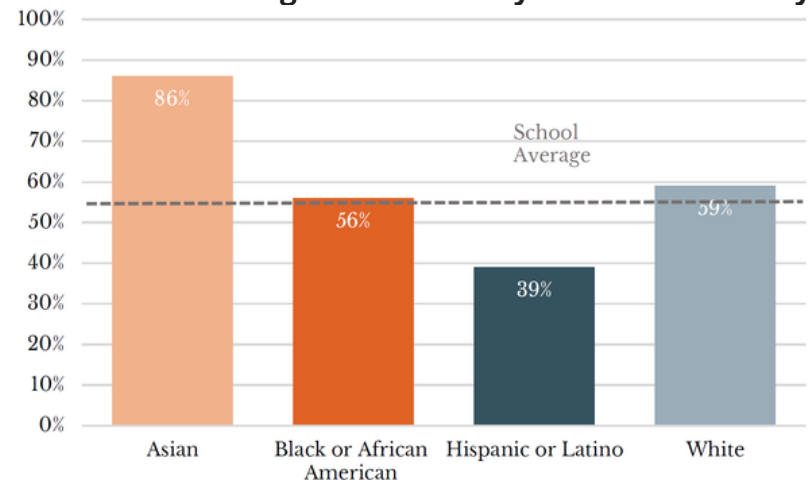
19%

6-year Degree Completion Rate (Class of 2012)

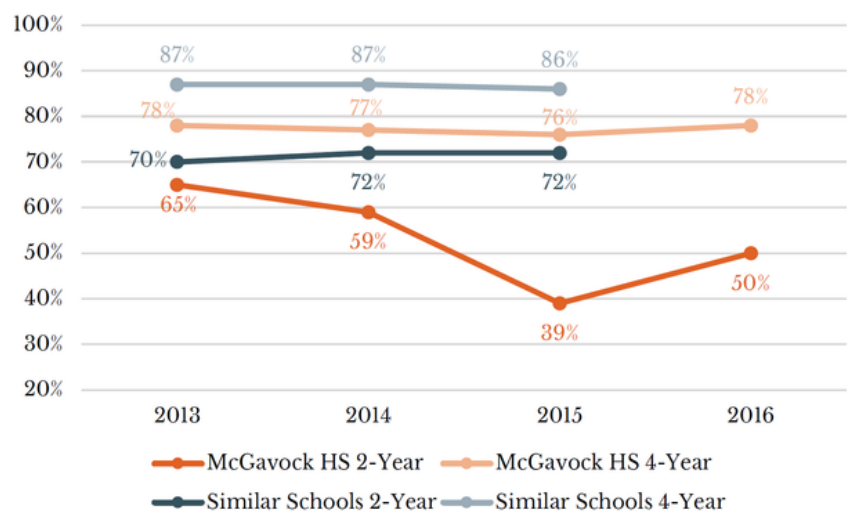
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

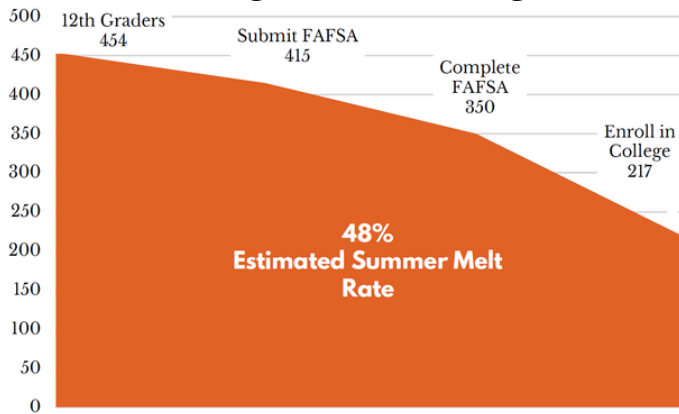


First to Second Year College Persistence

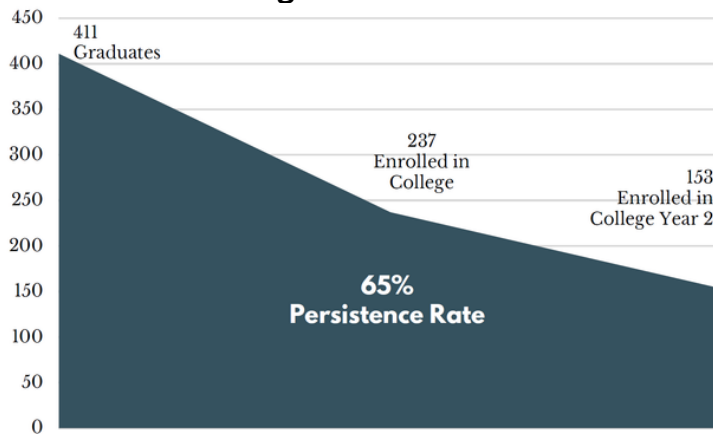


McGavock High School

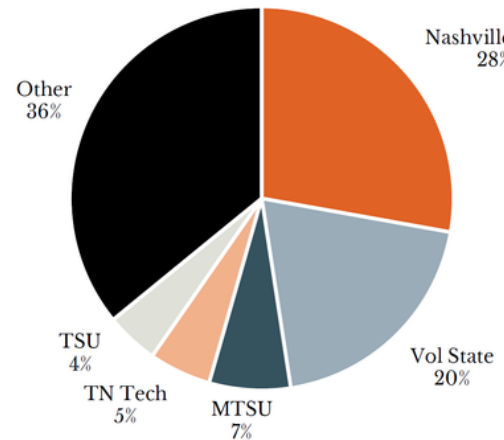
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (69)
2. Vol State (49)
3. MTSU (17)
4. TN Tech (13)
5. TSU (11)
6. TCAT-Nashville (9)
6. UT Chattanooga (9)
8. UT Knoxville (7)
9. Cumberland (6)
10. Lipscomb (6)

Other (52)

EPSO Enrollment

	McGavock Total	AP	Cambridge	Dual Credit	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	13.6%	1%	0%	4%	6.3%
English Learners	5.8%	1%	0.9%	4.6%	1.7%
Economically Disadvantaged Students	42.8%	21.2%	21.4%	34.4%	31.6%
<i>Race and Ethnicity</i>					
Asian	2.7%	5.8%	13.7%	4.8%	4.2%
Black or African American	38.7%	21.6%	20.5%	31%	36.7%
Hispanic/ Latino	17.5%	20.2%	9.4%	19.9%	11.4%
White	40.8%	52.4%	56.4%	44%	43.5%

Observations

- McGavock's college enrollment rate has risen over time, but Latino students attend college at rates below peers
- Persistence at 2-year colleges is low
- Economically disadvantaged and Black students are underrepresented in all EPSOs, dramatically so in AP and Cambridge

Recommendations and Next Steps

- Seek to understand and address low rates of college enrollment for Latino students
- Consider encouraging more students to attend 4-year colleges with higher persistence rates
- Seek to understand and address patterns of EPSO underrepresentation for economically disadvantaged and Black student

Middle College High School

By the numbers:

99

Students '17-'18 School Year

50%

Estimated Free and Reduced Lunch Eligible

2%

English Learners

41.4%

Black or African American

6.1%

Hispanic or Latino

22.3

Average ACT Composite

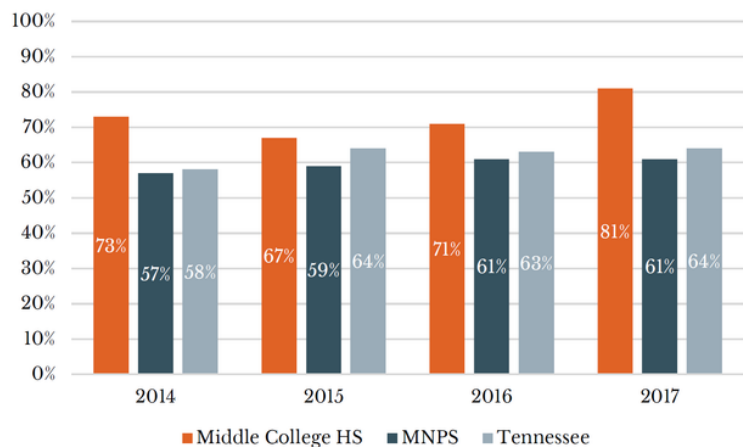
81.3%

Estimated FAFSA Completion Rate

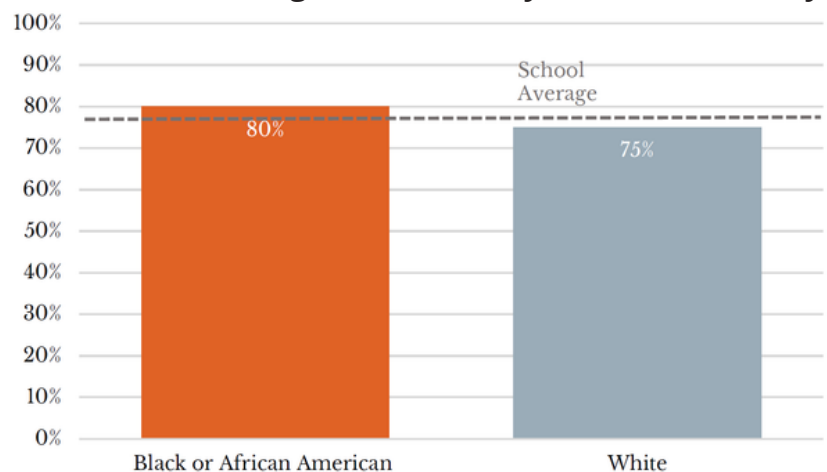
48%

6-year Degree Completion Rate (Class of 2012)

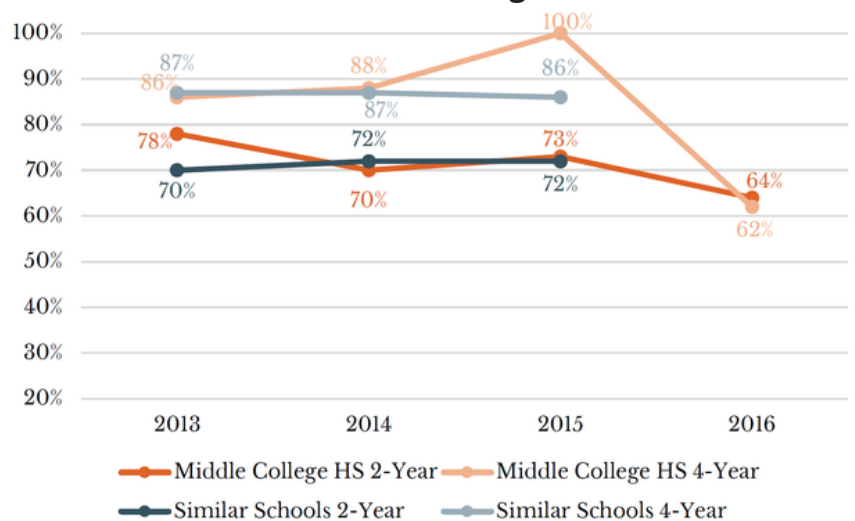
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

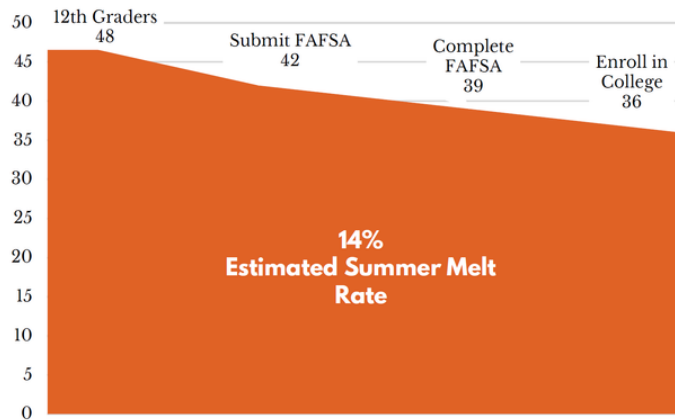


First to Second Year College Persistence

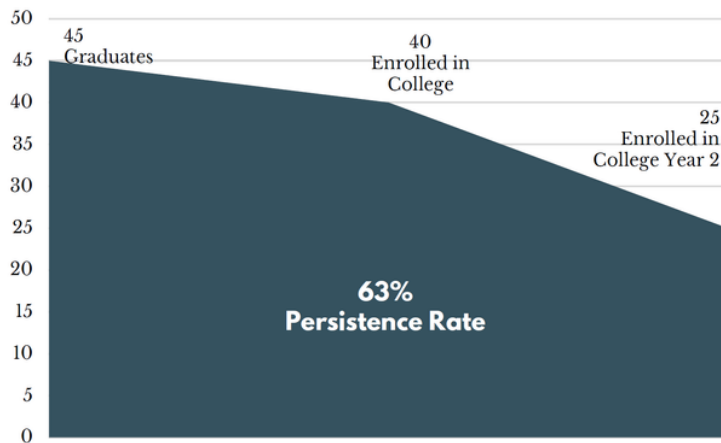


Middle College High School

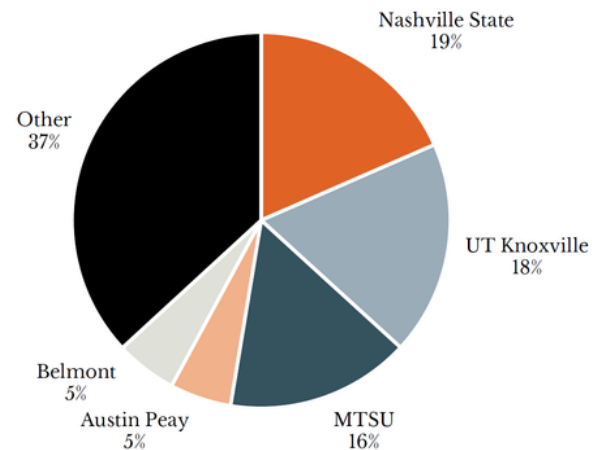
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (7)
1. UT Knoxville (7)
3. MTSU (6)
4. Austin Peay (2)
4. Belmont (2)
4. BYU Idaho Springs (2)
4. TSU (2)
8. Cumberland (1)
9. Harding (1)
10. Howard (1)

Other (7)

EPSO Enrollment

EPSO enrollment data was not available for Middle College High School

Observations

- Middle College graduates consistently file the FAFSA and enroll in college at high rates
- College persistence rates fell dramatically for the class of 2016, particularly at 4-year colleges

Recommendations and Next Steps

- Continue practices that result in high rates of FAFSA completion and college enrollment and share best practices with other schools
- Seek to understand low persistence rates, perhaps by examining how persistence rates vary by college. Address low persistence rates by advising students to attend colleges where they are likely to persist and connecting students to on-campus support services

Nashville Big Picture High School

By the numbers:

138

Students '17-'18 School Year

58%

Estimated Free and Reduced Lunch Eligible

0.7%

English Learners

56.5%

Black or African American

12.3%

Hispanic or Latino

18.4

Average ACT Composite

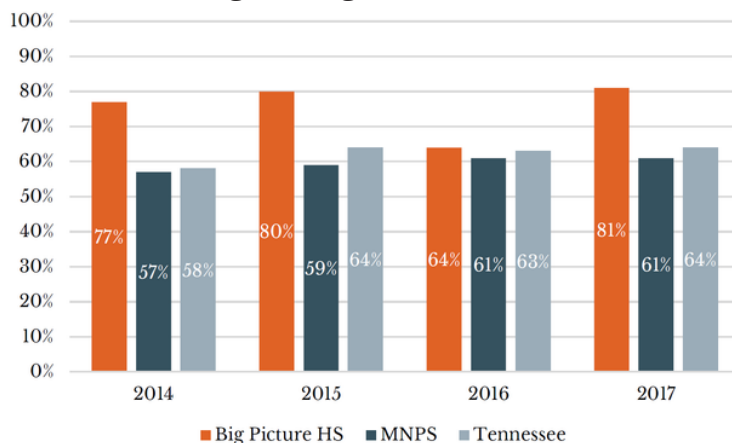
81.8%

Estimated FAFSA Completion Rate

30%

6-year Degree Completion Rate (Class of 2012)

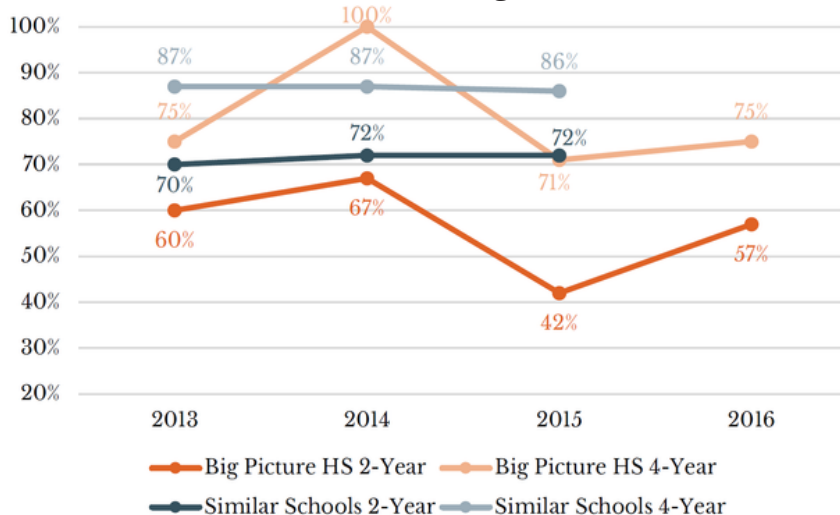
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

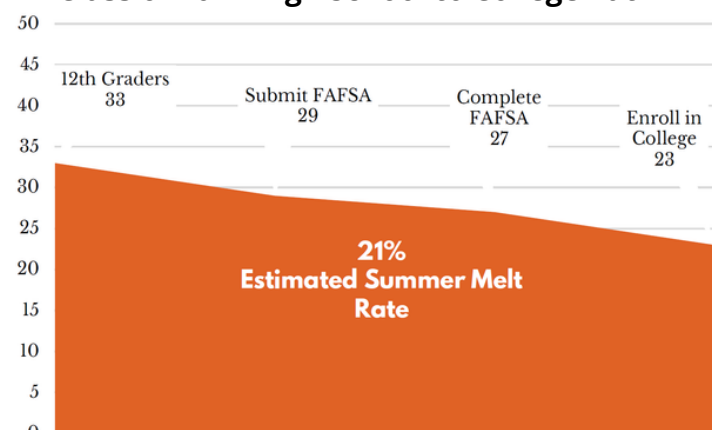
Big Picture's college enrollment data by race and ethnicity did not include multiple categories; racial and ethnic group data was suppressed by the National Student Clearinghouse due to low student counts

First to Second Year College Persistence

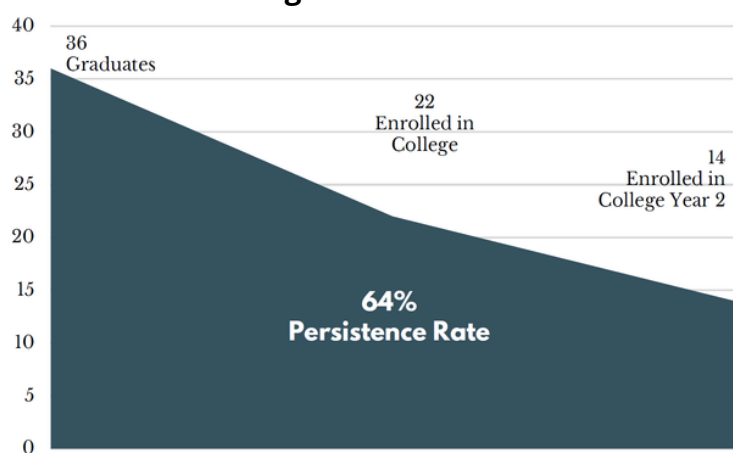


Nashville Big Picture High School

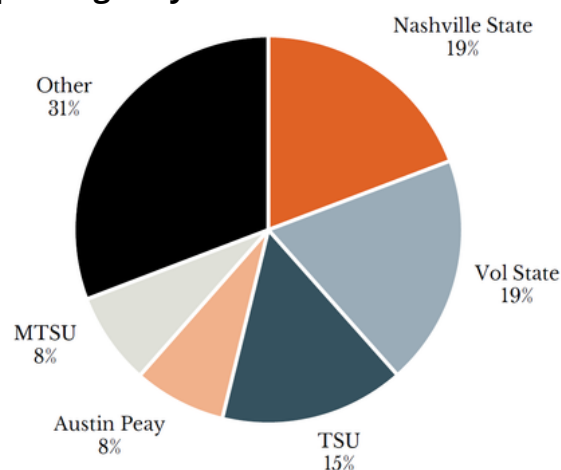
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (5)
 1. Vol State (5)
 3. TSU (4)
 4. Austin Peay (2)
 5. MTSU (2)
 6. Fisk (1)
 6. Florida A&M (1)
 6. Lane (1)
 6. TCAT Nashville (1)
 6. TN Tech (1)
- Other (3)

EPSO Enrollment

EPSO enrollment data was not available for Big Picture High School

Observations

- Big Picture students complete the FAFSA and enroll in college at high rates
- Persistence rates are low, including low rates at 2-year colleges
- Big Picture sends a relatively high proportion of graduates to Historically Black Colleges and Universities (HBCUs) - at least 27% of the class of 2017

Recommendations and Next Steps

- Continue practices that result in high FAFSA completion and college enrollment and share best practices with other schools
- Seek to understand and address low persistence rates. For example, identify colleges doing a good job at persistence and advising students to attend those institutions

Nashville School of the Arts

By the numbers:

567

Students '17-'18 School Year

28%

Estimated Free and Reduced Lunch Eligible

0.4%

English Learners

36.7%

Black or African American

8.3%

Hispanic or Latino

21.8

Average ACT Composite

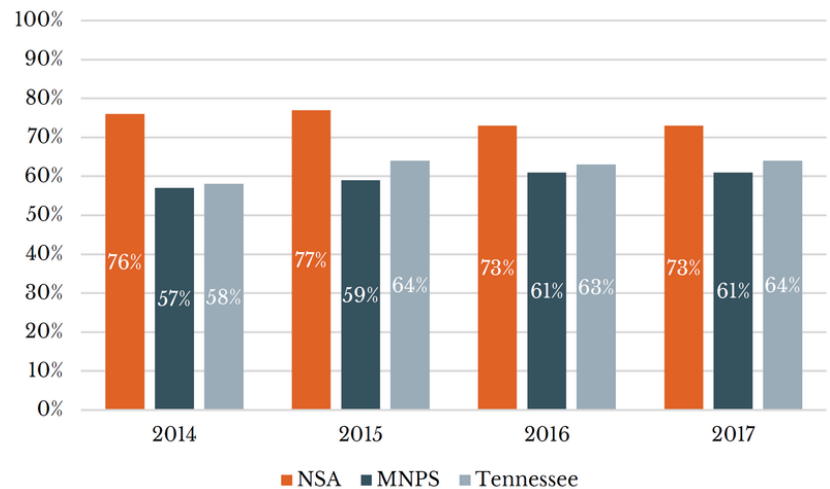
83%

Estimated FAFSA Completion Rate

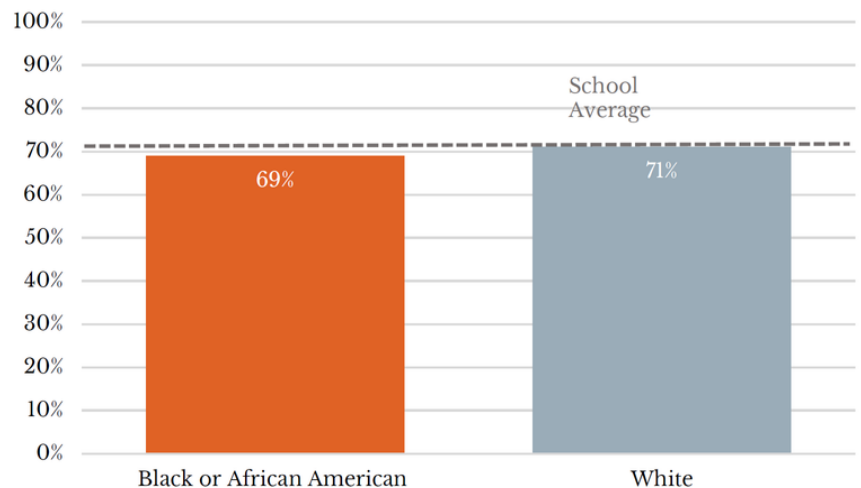
41%

6-year Degree Completion Rate (Class of 2012)

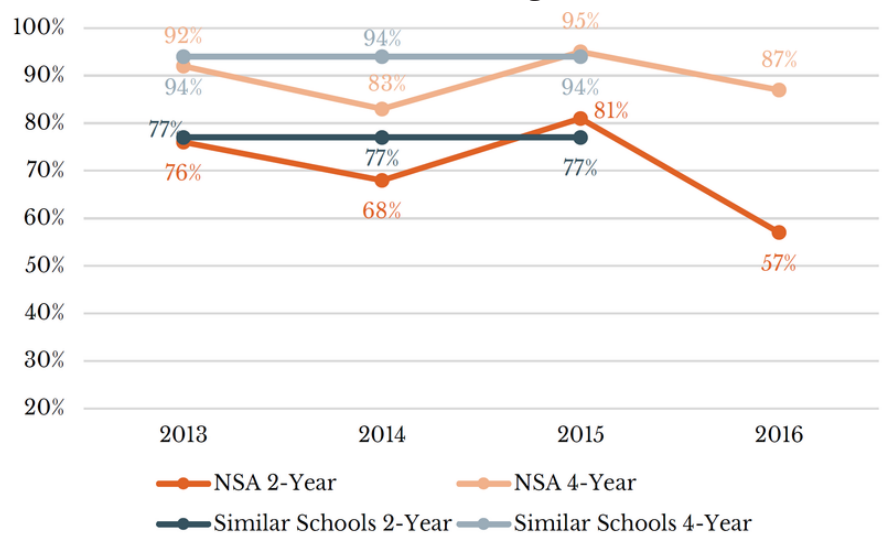
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

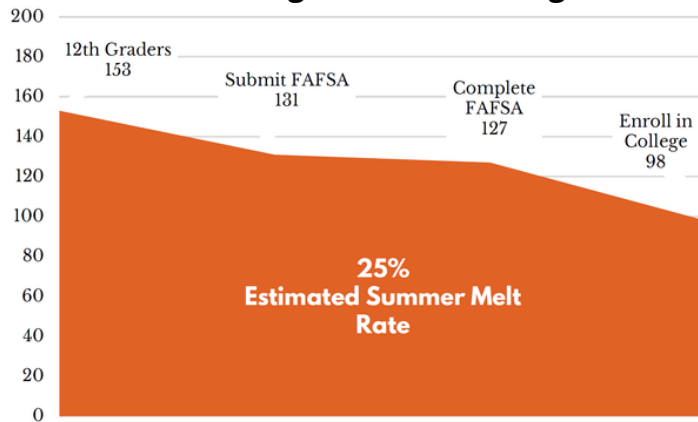


First to Second Year College Persistence

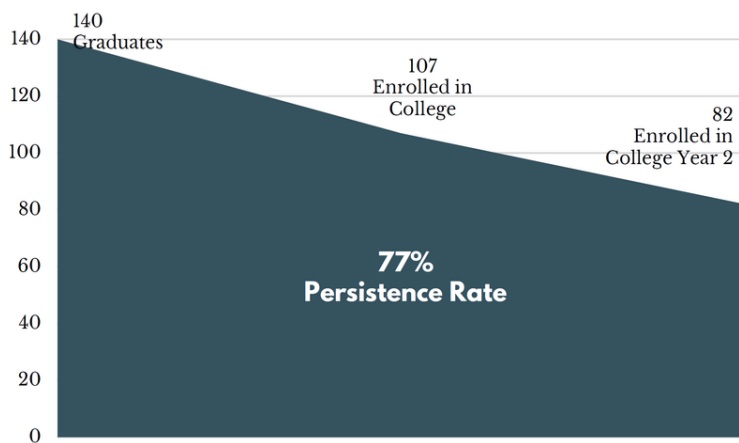


Nashville School of the Arts

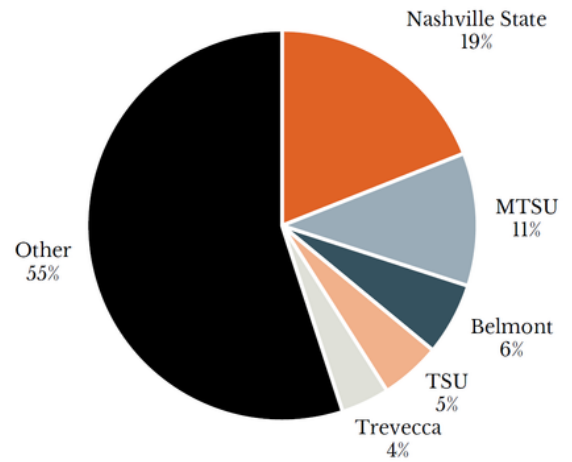
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (19)
2. MTSU (11)
3. Belmont (6)
4. TSU (5)
5. Trevecca (4)
5. UT Chattanooga (4)
5. UT Knoxville (4)
8. Austin Peay (3)
9. ETSU (3)
10. Memphis (3)

Other (38)

EPSO Enrollment

	NSA Total	AP
<i>Subgroup</i>		
Students with Disabilities	8.3%	3.5%
English Learners	0.4%	0%
Economically Disadvantaged Students	17.8%	11.3%
<i>Race and Ethnicity</i>		
Asian	3.5%	4.2%
Black or African American	36.7%	30.3%
Hispanic/ Latino	8.3%	4.2%
White	51.1%	55.6%

Observations

- NSA's college enrollment declined slightly in 2016 and 2017
- Persistence for NSA graduates dropped for the class of 2016, especially at 2-year colleges
- Economically disadvantaged and Black students are underrepresented in AP, the only EPSO offered

Recommendations and Next Steps

- Seek to understand and address decreased rates of college enrollment
- Seek to understand and address low rates of persistence at 2-year colleges
- Seek to understand and address underrepresentation of economically disadvantaged and Black students in AP

Pearl-Cohn Entertainment Magnet High School

By the numbers:

678

Students '17-'18 School Year

100%

Estimated Free and Reduced Lunch Eligible

2.7%

English Learners

94.1%

Black or African American

3.2%

Hispanic or Latino

16

Average ACT Composite

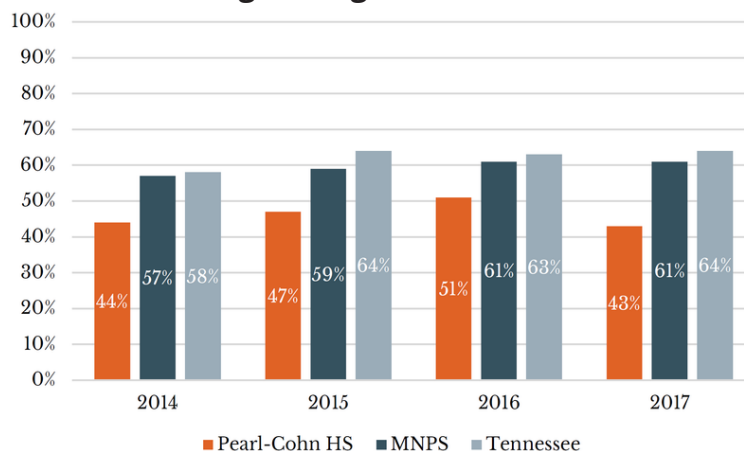
77.6%

Estimated FAFSA Completion Rate

9%

6-year Degree Completion Rate (Class of 2012)

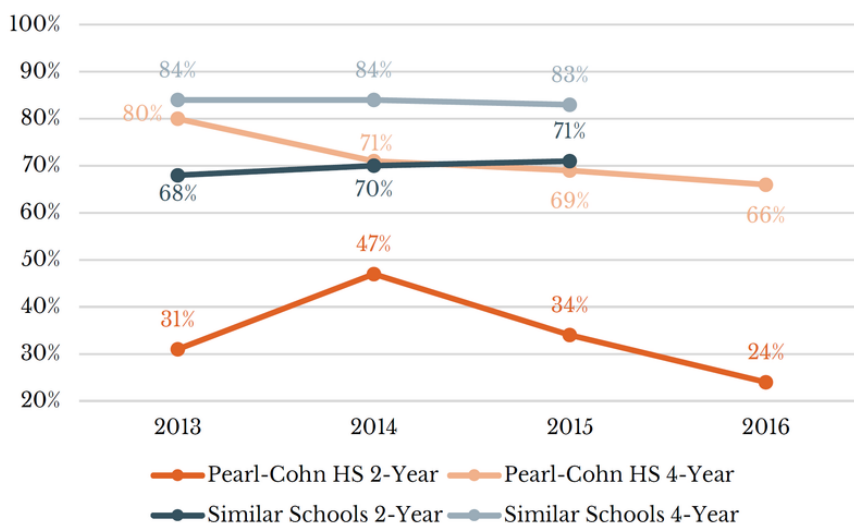
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

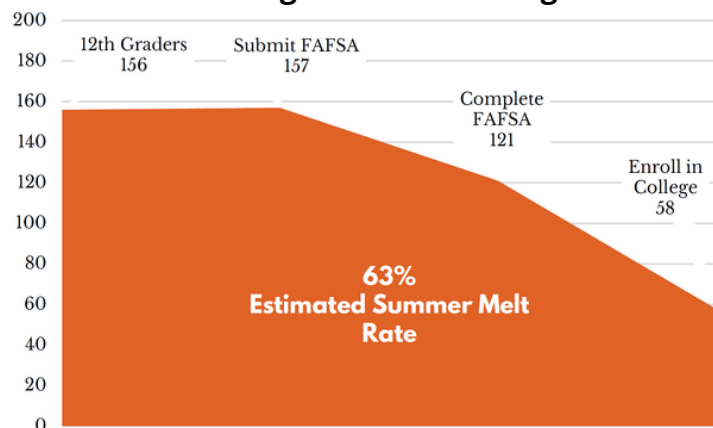
Pearl-Cohn's college enrollment data by race and ethnicity did not include multiple categories; racial and ethnic group data was suppressed by the National Student Clearinghouse due to low student counts

First to Second Year College Persistence

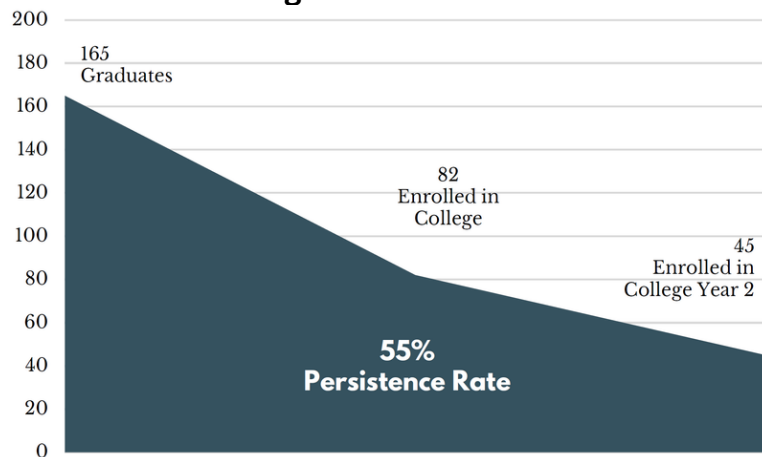


Pearl-Cohn Entertainment Magnet High School

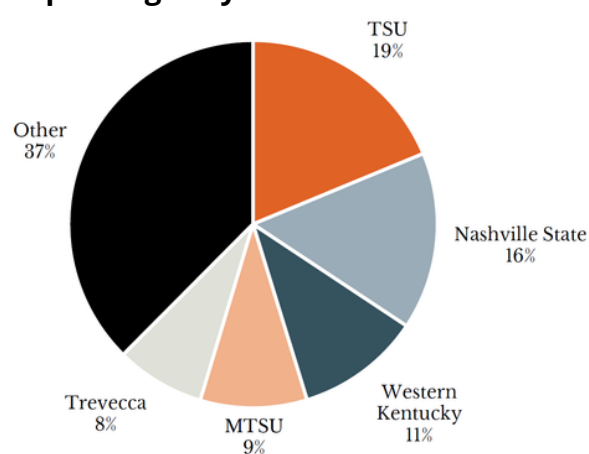
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. TSU (12)
2. Nashville State (10)
3. Western Kentucky (7)
4. MTSU (6)
5. Trevecca (5)
6. Belmont (4)
6. Vol State (4)
8. Austin Peay (2)
8. Lane (2)
8. UT Knoxville (2)

Other (10)

EPSO Enrollment

	Pearl-Cohn Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	22.9%	1.5%	13.5%	16.7%
English Learners	2.7%	1.5%	1.1%	0%
Economically Disadvantaged Students	73.6%	52.3%	49.4%	43.3%
<i>Race and Ethnicity</i>				
Asian	0%	0%	0%	0%
Black or African American	94.1%	90.8%	80.9%	90%
Hispanic/ Latino	3.2%	4.6%	5.6%	3.3%
White	2.4%	4.6%	2.2%	6.7%

Observations

- Pearl-Cohn has low rates of college enrollment; this may be due to high rates of summer melt
- College persistence is low, especially at 2-year colleges
- Colleges chosen by graduates indicates a degree of college advising based on college fit
- Pearl-Cohn has high rates of EPSO participation

Recommendations and Next Steps

- Provide additional support to students so that they successfully enroll in college after high school
- Seek to understand and address low rates of college persistence
- Continue to provide college advising based on college fit
- Continue high rates of EPSO participation

Stratford STEM Magnet School

By the numbers:

1,106

Students '17-'18 School Year

100%

Estimated Free and Reduced Lunch Eligible

7.1%

English Learners

74.2%

Black or African American

6.6%

Hispanic or Latino

16.7

Average ACT Composite

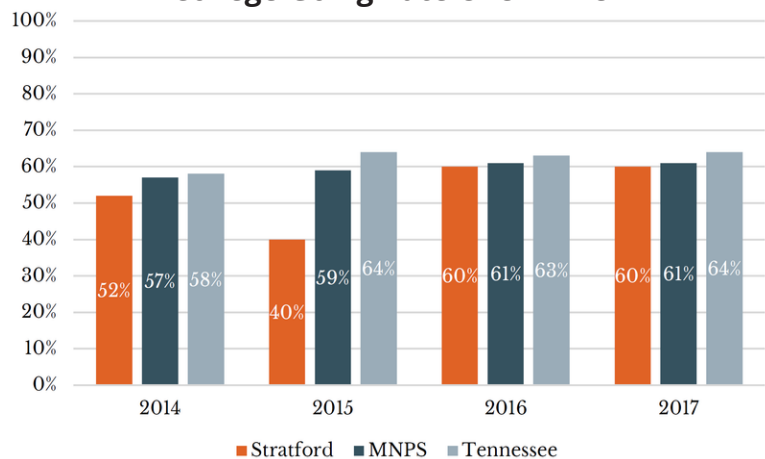
74.7%

Estimated FAFSA Completion Rate

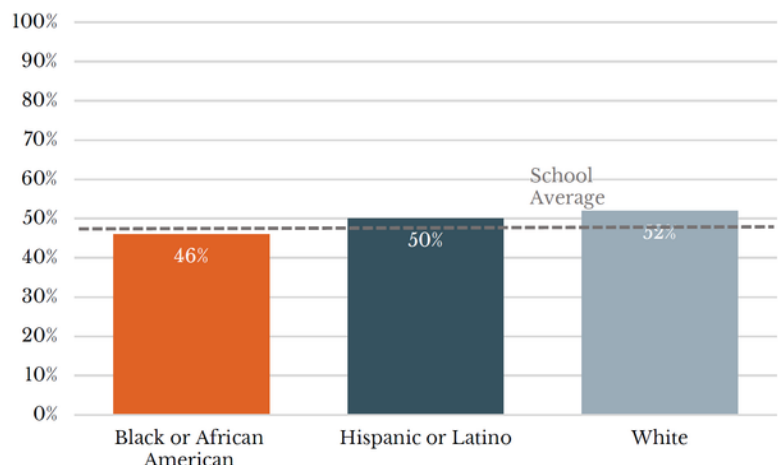
12%

6-year Degree Completion Rate (Class of 2012)

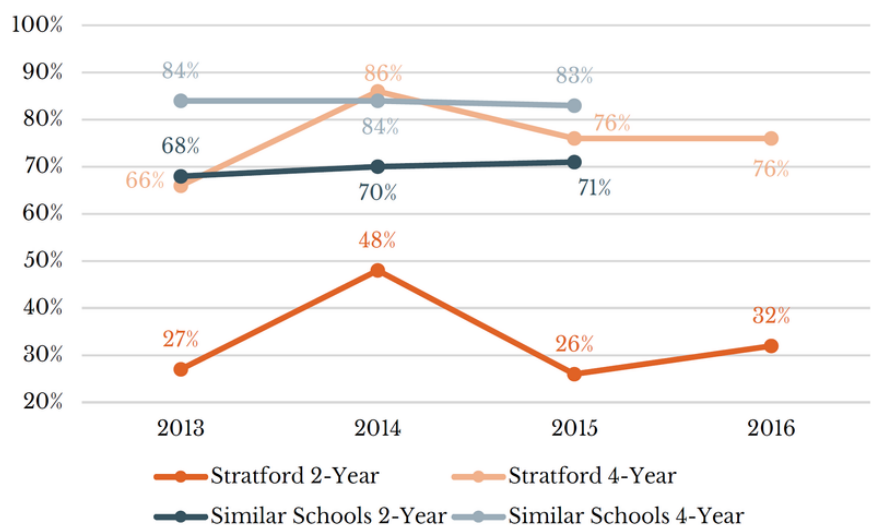
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

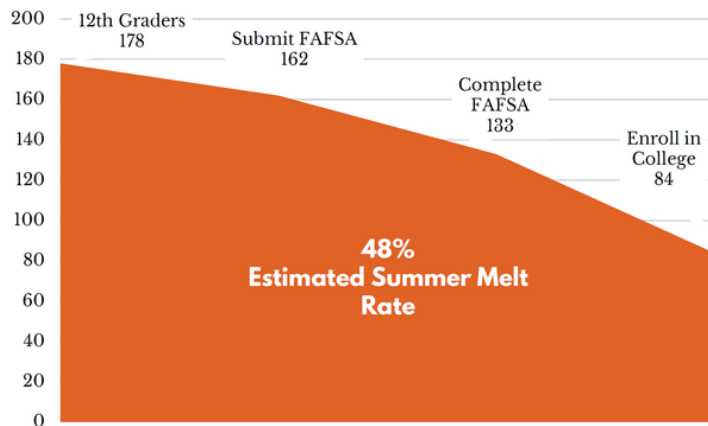


First to Second Year College Persistence

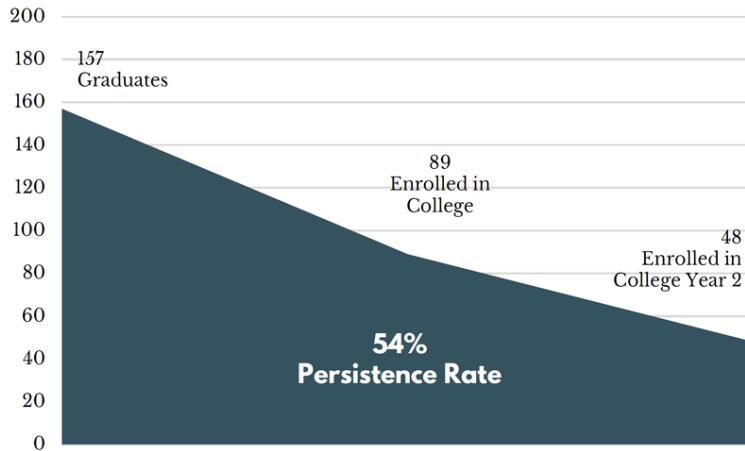


Stratford STEM Magnet School

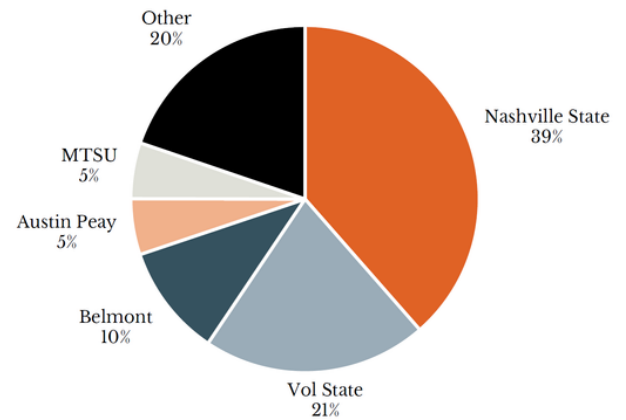
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (37)
2. Vol State (20)
3. Belmont (10)
4. Austin Peay (5)
4. MTSU (5)
6. TSU (4)
7. TCAT-Nashville (3)
7. Western Kentucky (3)
9. Lane (2)
10. Memphis (2)

Other (5)

EPSO Enrollment

	Stratford Total	AP	Dual Credit	Industry Cert
<i>Subgroup</i>				
Students with Disabilities	15.5%	6.3%	7.8%	11.4%
English Learners	7.1%	5.4%	8.9%	5.7%
Economically Disadvantaged Students	71.5%	37.8%	63.3%	71.4%
<i>Race and Ethnicity</i>				
Asian	2.4%	2.4%	3.3%	14.3%
Black or African American	74.2%	40.5%	70%	71.4%
Hispanic/ Latino	6.6%	10.8%	8.9%	0%
White	16.4%	40.5%	17.8%	14.3%

Observations

- Stratford has maintained high levels of college enrollment from 2016 to 2017
- Persistence rates are low, especially at 2-year colleges, and Stratford sends a large proportion of college-goers to these institutions
- Economically disadvantaged and Black students are dramatically underrepresented in AP

Recommendations and Next Steps

- Continue practices that result in sustained college enrollment growth and share best practices with other district high schools
- Seek to understand and address low rates of persistence, especially at 2-year colleges
- Revise policies and systems that currently result in underrepresentation of economically disadvantaged and Black students in AP

Whites Creek High School

By the numbers:

685

Students '17-'18 School Year

92%

Estimated Free and Reduced Lunch Eligible

3.2%

English Learners

81.2%

Black or African American

5.7%

Hispanic or Latino

XX.X

Average ACT Composite

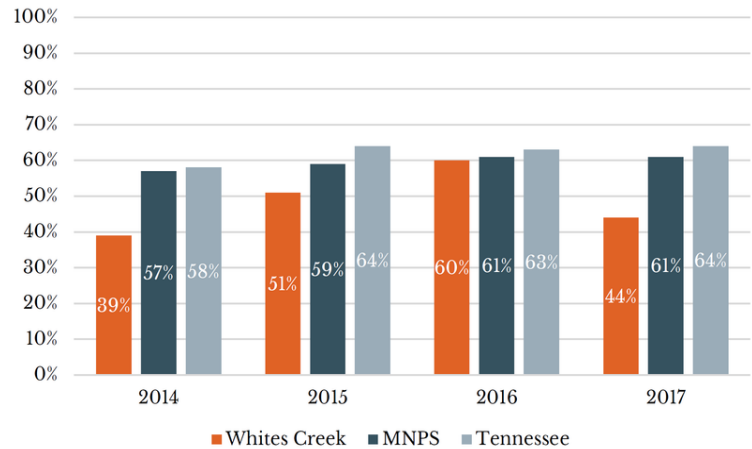
66.9%

Estimated FAFSA Completion Rate

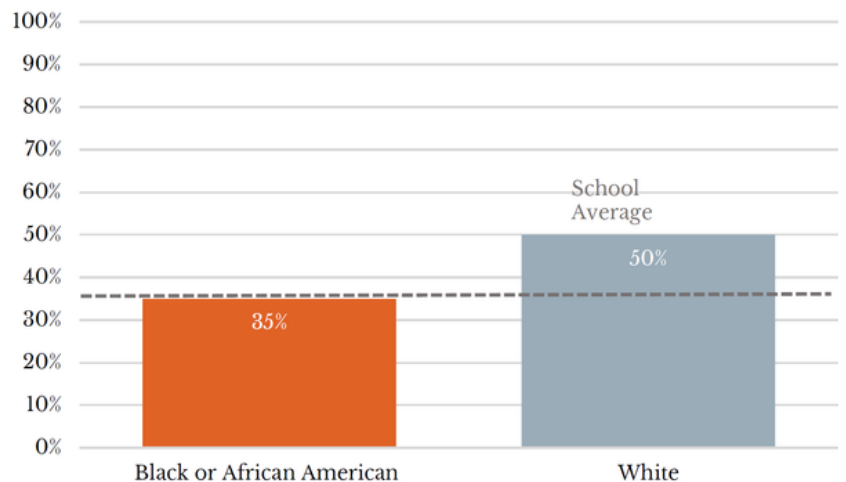
11%

6-year Degree Completion Rate (Class of 2012)

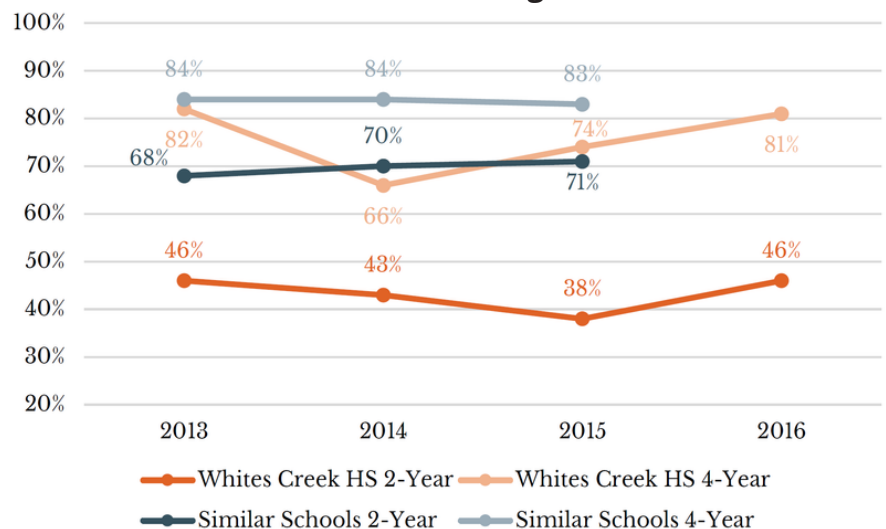
College-Going Rate Over Time



Class of 2017 College Enrollment by Race and Ethnicity

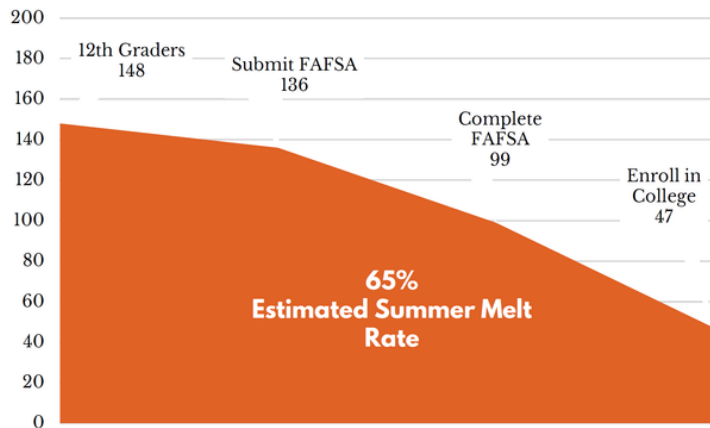


First to Second Year College Persistence

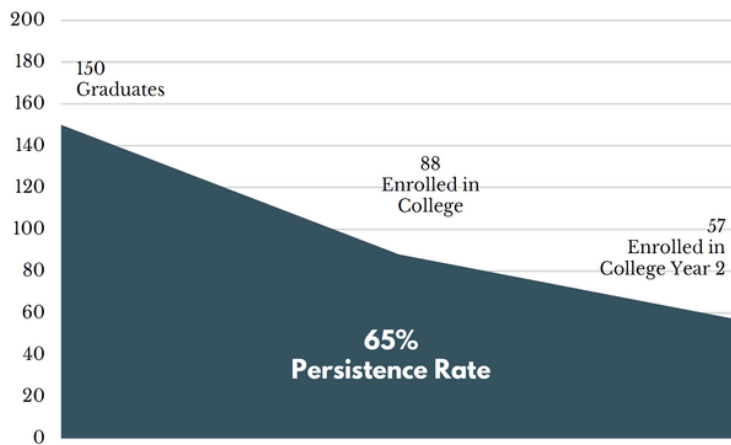


Whites Creek High School

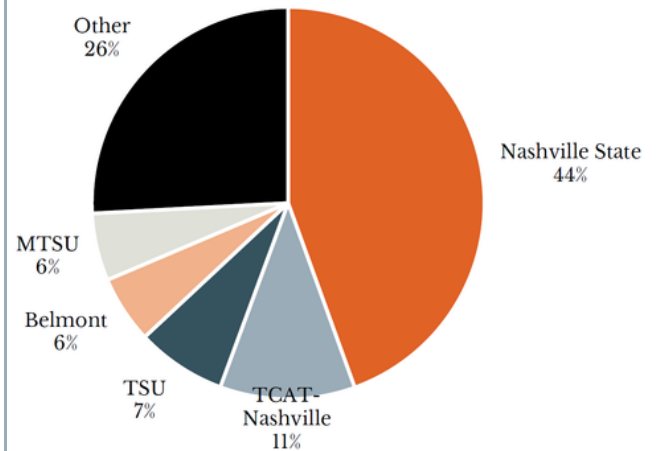
Class of 2017 High School to College Path



Class of 2016 College Enrollment and Persistence



Top Colleges by Class of 2017 Enrollment



1. Nashville State (24)
2. TCAT-Nashville (6)
3. TSU (4)
4. Belmont (3)
4. MTSU (3)
4. Vol State (3)
7. Austin Peay (2)
8. Bethel (1)
8. Central State Ohio (1)
8. Eastern Florida State (1)

Other (6)

EPSO Enrollment

	Whites Creek Total	AP	Cambridge	Dual Credit	Industry Cert
<i>Subgroup</i>					
Students with Disabilities	20.4%	2.4%	0%	9.3%	13.6%
English Learners	3.2%	0%	0%	2.1%	3%
Economically Disadvantaged Students	57.8%	36.6%	42.9%	50%	37.9%
<i>Race and Ethnicity</i>					
Asian	0.7%	2.1%	6.3%	2.1%	3%
Black or African American	81.2%	77.9%	68.3%	77.9%	77.3%
Hispanic/ Latino	5.7%	7.1%	3.2%	7.1%	9.1%
White	12.4%	12.9%	22.2%	12.9%	10.6%

Observations

- Whites Creek saw a steep drop in college enrollment from 2016 to 2017, perhaps in part caused by high rates of summer melt
- There are differences in college enrollment by race - Black students enroll at rates below rates at which White students enroll
- Economically disadvantaged students are underrepresented in EPSOs

Recommendations and Next Steps

- Seek to understand and address causes of drop in college enrollment from 2016 to 2017; provide additional supports to students as they transition to college to reduce melt
- Seek to understand and address causes of racial gaps in college enrollment
- Seek to understand and address underrepresentation in EPSOs

High School Profiles Notes and Sources

Demographics Information (Left Bar on Page 1)

- Information on the number of students, % English learners, % Black or African American, % Hispanic or Latino, and average ACT composite are from the Tennessee Department of Education (TDOE) report card data and reflect numbers for the 2017-2018 school year. We used the same category names that are reflected in the report card.
- Estimated free and reduced lunch information was calculated by using the % economically disadvantaged student data from the TDOE report card for 2017-2018 and using this percentage to calculate a number of students who are economically disadvantaged based on the school's enrollment. That number was then multiplied by 1.6 and re-calculated as a percentage to reflect an estimated free and reduced price lunch percentage. This multiplier method is similar to that used by the district to determine free and reduced price lunch eligibility for grant requirements.
- Estimated FAFSA completion rate information was calculated by dividing the number of completed FAFSAs for that high school in FAFSA year 2017-2018 as of December 2017 by the number of 12th graders at that high school for the 2016-2017 school year. FAFSA data is from the U.S. Department of Education Office of Federal Student Aid and 12th grade enrollment data is from the TDOE membership report for 2016-2017.
- College completion rate data reflects the percent of graduates from the class of 2012 who have completed a degree at any college that participates in the National Student Clearinghouse (NSC) within six years of high school graduation, a standard metric for college completion. This data includes students who transferred to different institutions or stopped out and re-enrolled.
- TDOE report card information on ACT scores for Hillsboro and Whites Creek High Schools for the 2017-2018 school year was unavailable.

College-Going Rate over Time (Top of Page 1)

Information on college-going rate for each high school, the district, and the state comes from TDOE. Data for years 2014 and 2015 come from a Drive to 55 report prepared for the district by TDOE in 2017. Data for years 2016 and 2017 come from the 2017-2018 report card. College-going rate reflects the rate at which high school graduates enroll in postsecondary in the first (fall) term following high school graduation.

Class of 2017 College Enrollment by Race and Ethnicity (Middle of Page 1)

Information on college enrollment by race and ethnicity comes from NSC data and represents enrollment in the Fall 2017 term. Overall school rate also comes from NSC data and is lower than the rate in the chart above, which comes from TDOE. For more information on this discrepancy, see page 5 of the Bridge to Completion report. NSC suppresses information for racial and ethnic groups that have low counts of students enrolled or persisting in college, so charts reflect available data.

First to Second Year College Persistence (Bottom of Page 1)

- Information on persistence from year 1 to year 2 of postsecondary by type of institutions comes from the NSC data. This data reflects the percentage of students who were enrolled in any NSC-participating

institution during the first year of high school graduation who were also enrolled in any NSC-participating institution during the second year after high school graduation.

- Information on persistence for similar high schools is from the NSC High School Benchmarks reports for 2014-2018. These reports provide national data on key college access and success measures by high school characteristics in order to help practitioners understand their school's data in comparison to similar schools nationally. Similar high schools data was matched to MNPS high schools based on comparison groups by estimated free and reduced price lunch (FRPL) eligible.
 - High-Poverty High Schools (>75%+ FRPL): Glenclyff, Hunters Lane, Maplewood
 - Low-Income High Schools (50-74% FRPL): Antioch, Cane Ridge, Hillwood, John Overton, McGavock, Middle College, Nashville Big Picture, Pearl-Cohn, Stratford, Whites Creek
 - Higher-Income High Schools (26-49% FRPL): Hillsboro, Nashville School of the Arts
 - Low-Poverty High Schools (<25% FRPL): Hume-Fogg, MLK
 - Public Charter Schools: LEAD Academy

Class of 2017 High School to College Path (Upper Left of Page 2)

- Number of 12th graders is taken from the TDOE Membership file for the 2016-2017 school year. Number of Submitted FAFSAs and Completed FAFSAs from the U.D. Department of Education's Federal Student Aid resource on FAFSA completions by high school. FAFSA data is for the 2017-2018 FAFSA cycle and represents submissions and completions as of December 2017. Number of students enrolled in college is from the NSC high school report for the Class of 2017.
- Estimated summer melt is calculated by taking the number of students who submitted a FAFSA but did not enroll in college (# enrolled - # FAFSAs submitted) and dividing that number, which represents students who completed a college-going step but did not go on to enroll, by the number of FAFSAs submitted, which represents the pool of all students who were college-intending at that high school.
- The resulting estimated summer melt rate represents the closest approximation we can make to summer melt given that MNPS does not systematically track postsecondary plans at the time of high school graduation. A recommendation from the first Bridge to Completion report is that this information should be more formally tracked and calculated.

Class of 2016 College Enrollment and Persistence (Middle Left of Page 2)

Number of graduates, number of graduates enrolled in college during the first year after high school graduation and number of graduates enrolled in college during the first year after high school graduation and also enrolled in college during the second year after high school graduation taken from NSC high school reports. Persistence rate calculated by NSC.

Top Colleges by Class of 2017 Enrollment (Upper Right of Page 2)

- The pie chart depicts the top five colleges at which students from that school enrolled as a proportion of all college-goers from that school. This data, calculated by TCASN, is sourced from TDOE and provided to TCASN by MNPS.
- The list below the pie chart presents the top 10 colleges where graduates from that high school enrolled in the fall term following high school graduation. The numbers in parentheses are the number of graduates attending that college. TCASN calculated the number of students in the "Other" category based on data sourced from TDOE and provided to TCASN by MNPS. The top 10 colleges and numbers of students is from TDOE and provided to TCASN by MNPS.

Subgroup Representation by EPSO Type (Bottom Left of Page 2)

The data on EPSO enrollment by type and by subgroup was provided by MNPS. The data on each school's overall demographics are from the TDOE 2017-2018 Report Card data. This chart provides a look at how enrollment in EPSOs by type compares to the overall population of that group in order to identify patterns of over- and under-representation. For example, if White students make up 30% of a school's population but only 25% of AP students, White students would be underrepresented in AP. Within this chart, students who take multiple types of EPSOs are reflected in each of those EPSOs.

