



Destination 2025 Monthly: May 2018

Prepared by the Department of Research & Performance Management

Author: Angelica Thompson, Ph.D.

Key Findings

- Although there has been a slight decrease in the share of students* participating in Dual Enrollment (DE) from 2016–17 to 2017–18, there has been a 49.3% growth in this share since 2014–15.
- In middle schools, honors course offerings vary with school size, with smaller schools tending to offer no honors courses, mid-size schools tending to offer 1 to 10 honors courses, and larger schools tending to offer 11 or more honors courses.
- Similarly, high school enrollment is moderately and positively correlated with number of advanced course offerings (Pearson correlation coefficient = .50).

Overview

May's key performance indicators (KPIs) are aligned to Destination 2025 Priority 2, Improve Post-Secondary Readiness: DE participation and Priority 4, expanding high-quality school options: advanced course options available by school. This report presents the state of the district in meeting these KPIs.

Dual-Enrollment Participation

Shelby County Schools (SCS) has DE partnerships with seven local postsecondary institutions:

- Bethel University
- Christian Brothers University,
- LeMoyne Owen College
- Southwest Tennessee Community College
- Tennessee College of Applied Technology
- University of Memphis
- William Moore College of Technology (Moore Tech)

Students participating in SCS's DE program earn high school credit as well as college credit at one of the above partnership institutions. The intended benefits of DE include the following:

- Reduce the financial burden of paying for college,
- Shorten the time required to complete an undergraduate degree,
- Provide a wider range of course offerings for high-school students,
- Improve general academic preparedness for college,
- Create a "college mentality" versus "high-school mentality",
- Instill the desire and ambition to attend college in students who might not have previously seen college as a viable option (as is often the case with economically disadvantaged students and students from non-college-educated families),
- Create a seamless transition from high school to college,
- Eliminate the duplication of courses taken in high school and college, and
- Provide access to college resources, facilities, libraries, etc.

SCS employs one DE Advisor to administer its program. She liaises with the district's college partners, the staff at participating high schools, and current and potential program participants. She educates high-school staff and students about the benefits of DE and how to navigate the dual-enrollment



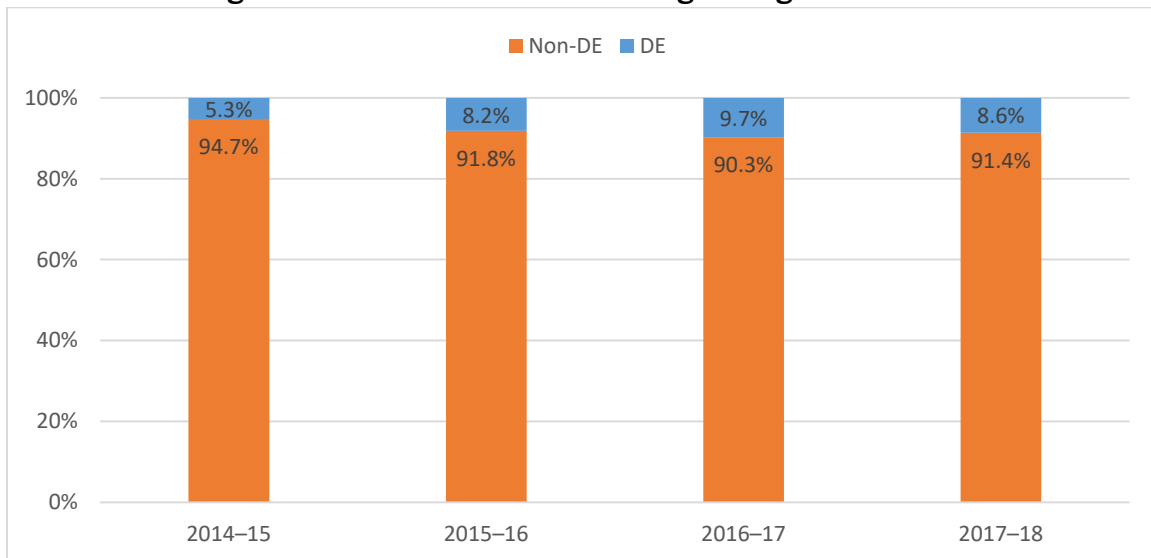
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process. This includes eligibility requirements, funding parameters, course offerings, required paperwork, and deadlines. She also speaks with potential students about the differences between high-school and college expectations to give them a better understanding of what participating in the program will entail.

Although all eligible¹ high school students can participate in the program, DE is primarily aimed at 11th and 12th grade students, with the exception of two schools: Middle College High School and Hollis F. Price. Unlike other schools, Middle College High offers ninth- and tenth-grade students funding to participate in the program. At Hollis F. Price, dual-enrollment participation is a requirement for all students. Consequently, the figures discussed below reflect 11th and 12th grade student participation, as well as 9th and 10th grade participation in the aforementioned schools. Participation in the program has risen substantially in the past three years: there has been a 49.3% growth in the share of students participating since 2014–15 (see Figure 1). Additionally, in 2017–18, 1,202 students participated in 183 DE courses.

Figure 1. Annual DE Course Offering During School Year



Note: The figures above represent dual-enrollment participation during the school year; however, students also participate in dual-enrollment in the summer. Additionally, the SAILS curriculum was modified in 2017–18 resulting in a decline in SAILS students qualifying for DE Statistics in the second semester. Two hundred fifty-five students transitioned from SAILS to DE in 2016–17, but only 105 students made the transition in 2017–18.

¹ Students are eligible to participate if they meet the agreed-upon acceptance requirements established between their high school and the participating college. These can include earning a minimum course grade, GPA and/or ACT score.



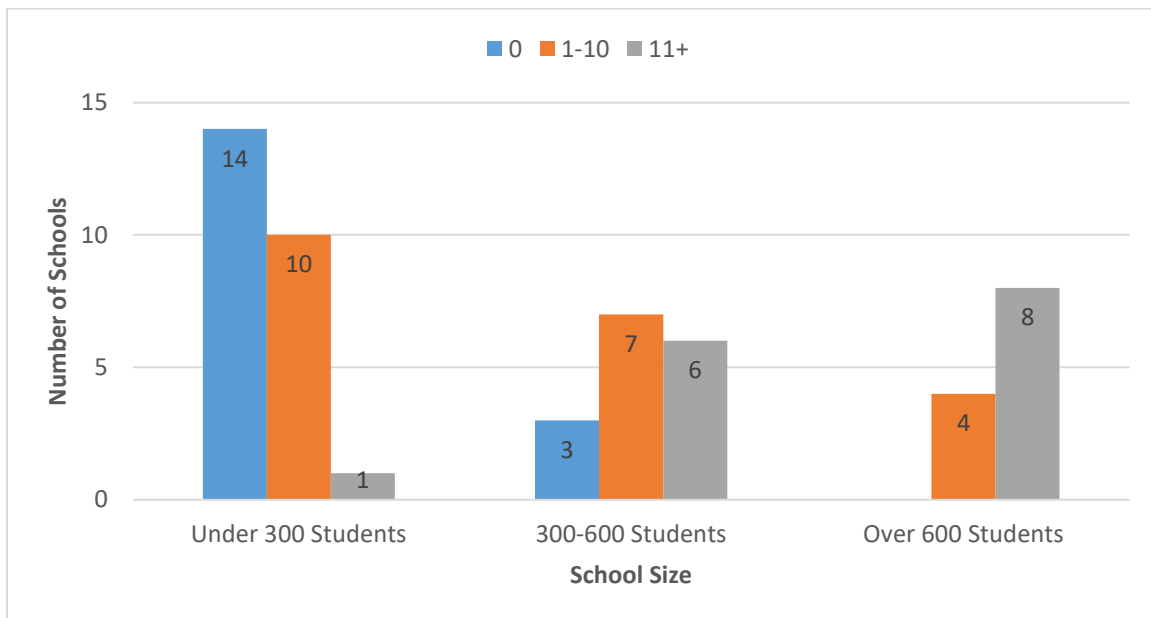
Advanced Course Options Available by School

In addition to DE, SCS offers other types of advanced courses, including honors, Advanced Placement (AP), and International Baccalaureate (IB)². In the middle grades, the honor's program is the only option available, whereas all four advanced options (honors, DE, AP, and IB) are available at the high-school level.

Several factors affect schools' ability to offer advanced courses: student interest and ability to handle the increased rigor of advanced coursework, and the availability of teachers with the required subject-area knowledge and teaching skills. Additionally, school size is a major determinant of advanced course availability. Smaller schools are often unable to offer multiple sections of many courses (a regular section and an advanced section), because there are not enough students or teachers who meet the requirements. However, some small schools manage to offer more advanced courses than some large schools. Figures 2 and 3 show the number of advanced course offerings by school size for middle and high schools, respectively. The relationship between school size and advanced course offerings is clearly visible.

Note that in the remaining figures and tables, the number of courses offered refers to the number of unique advanced courses that are available at a given school, not the number of times/sections the same course is offered for different groups of students. This analysis is meant to convey how many different types of courses an individual student could access at each school. For example, a high school may offer Algebra I Honors five times a day to different sections of students, but that course would only be counted as one course offering that a single student would consider taking.

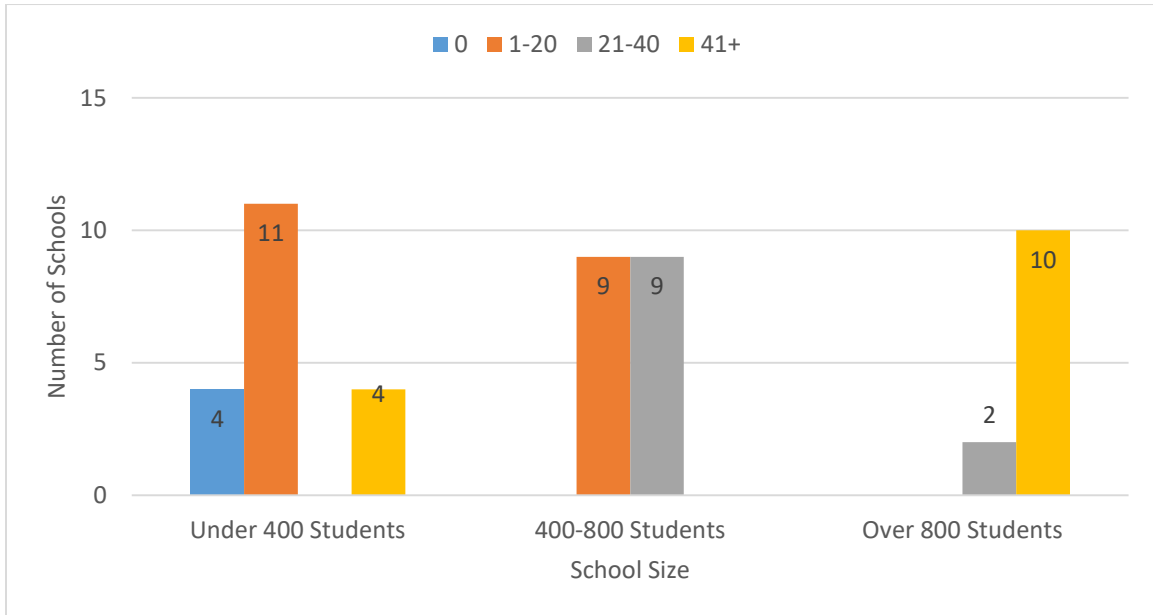
Figure 2. Number of Honors Courses Offered in Middle Schools 2017-18



² SCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are outside the purview of this report.



Figure 3. Number of Advanced Courses Offered in High Schools 2017-18



Of the District's 53 middle schools, White Station Middle School offers the highest number of honors courses (21). Thirty percent (15) of middle schools offer 11 or more honors courses, while 42% (21) offer 1-10 honors courses. Thirty-four percent (17) of middle schools do not offer any honors courses. Three of these are alternative schools, nine are charters, and five are traditional schools. However, it is important to note that some charter schools use their own student schedule platforms and may offer honors courses that are not reported centrally to the District. Table 1 provides a list of honors courses at each middle school.



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Table 1. Number of Honors Courses Offered in Middle Schools 2017–18

Honors Courses →		0	1-10	11+
Middle Schools	Honors Courses			School Size
A. Maceo Walker Middle	9			656
Airways Achievement Academy MS	0			173
American Way Middle	8			693
Barret's Chapel Middle	5			214
Bellevue Middle	20			554
Chickasaw Middle	8			325
Gordon Achievement Academy MS	0			162
Ida B. Wells Academy MS	0			95
Colonial Middle	19			1078
Cordova Middle	18			732
Craigmont Middle	13			577
Cummings Middle	8			149
Dexter Middle	3			412
Douglass Middle	9			152
City University School Boys Preparatory	0			64
City University School Girls Preparatory	0			96
E.E. Jeter Middle	5			119
Geeter Middle	10			287
DuBois Middle School of Arts & Technology	0			157
Germantown Middle	13			723
DuBois Middle/Leadership & Public Policy	0			181
Granville T. Woods Academy of Innovation	0			157
Kaleidoscope School of Memphis	0			45
Memphis Academy of Health Sciences	0			277
Havenview Middle	11			703
Hickory Ridge Middle	8			817
Highland Oaks Middle	5			707
Power Center Academy	0			444
J. P. Freeman Middle	14			222
Veritas College Preparatory	0			150
Kate Bond Middle	15			1137
Kingsbury Middle	11			582
KIPP Memphis Academy Middle	2			308
KIPP Memphis Collegiate Middle	1			221
Lowrance Middle	5			293



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Maxine Smith STEAM Academy	21	334
Georgian Hills Middle	0	272
Memphis Business Academy	7	426
Memphis Grizzlies Preparatory Charter School	1	242
Memphis School of Excellence	20	522
Mt. Pisgah Middle	6	476
Nexus STEM Academy	2	188
Oakhaven Middle	0	307
Grandview Heights Middle	0	472
Raleigh-Egypt Middle	10	397
Ridgeway Middle	15	721
Hamilton Middle	0	248
Sherwood Middle	11	789
Snowden Middle	15	566
Riverview School	0	240
Treadwell Middle	0	471
White Station Middle	21	1276
Woodstock Middle	3	257

† Critical Focus School

The highest number of advanced courses offered by a high school is 143. Of the District's 49 high schools, 27% (14) offer 41 or more advanced courses, while 21% (11) offer 21–40. Thirty-eight percent (20) of high schools offer 1–20 advanced courses and approximately 8% (4) do not offer any advanced courses. Two of the schools without advanced courses are alternative schools while two are charter schools. Note again that some charter schools use their own student schedule platforms and thus may offer advanced courses that are not reported centrally to the District. For a list of high schools and their advanced offerings, see Table 2 (schools that offer both middle and high grade levels are included in the list of high schools.).



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Table 2. Number of Advanced Courses Offered in High Schools 2016–17

High Schools	Advanced Courses →				Total Advanced Courses	School Size
	DE	AP	IB	Honors		
B. T. Washington High	1	0	0	20	21	505
Bolton High	5	6	18	27	56	999
Central High	14	20	0	82	116	1478
City University	0	0	0	11	11	274
City University School of Independence	0	0	0	4	4	13
Cordova High	7	15	0	57	79	2224
Craigmont High	7	5	0	27	39	824
Douglass High	3	0	0	24	27	540
DuBois High School of Arts & Technology	0	0	0	1	1	160
DuBois High School of Leadership & Public Policy	0	0	0	1	1	123
East High	0	6	0	36	42	350
Freedom Preparatory Academy-Charter School	0	2	0	4	6	777
G.W. Carver College & Career Academy	1	0	0	0	1	233
Gateway University	2	0	0	0	2	111
Germantown High	6	9	29	51	95	1987
Hamilton High	4	0	0	14	18	589
Hollis F. Price Middle College	13	0	0	33	46	109
Hope Academy	0	0	0	3	3	80
Kingsbury High	7	13	0	25	45	1286
KIPP Memphis Collegiate High	0	9	0	14	23	477
Kirby High	3	0	0	21	24	901
Legacy Leadership Academy	0	0	0	0	0	37
Manassas High	4	0	0	8	12	478
Melrose High	3	2	0	21	26	562
Memphis Academy of Health Sciences High	4	0	0	9	13	410
Memphis Academy of Science & Engineering	1	0	0	36	37	485
Memphis Business Academy High	0	6	0	13	19	461
Memphis Rise Academy	0	0	0	7	7	436
Memphis Virtual School	0	1	0	42	43	113
Middle College High	34	5	0	59	98	282
Mitchell High	7	0	0	19	26	420
Newcomer International Center	0	0	0	0	0	64
Northeast Prep Academy	1	1	0	0	2	227
Northwest Prep Academy	0	0	0	0	0	235



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Oakhaven High	0	1	0	13	14	339
Overton High	6	13	0	56	75	1105
Power Center Academy High	0	6	0	27	33	638
Raleigh-Egypt High	7	0	0	21	28	588
Ridgeway High	3	4	24	43	74	1206
Sheffield High	1	1	0	14	16	729
Southwest Early College High	2	0	0	6	8	85
Southwind High	5	10	0	40	55	1513
The Excel Center	0	0	0	0	0	306
The Soulsville Charter School	0	6	0	11	17	635
Trezevant High†	5	0	0	9	14	526
Westwood High†	4	1	0	12	17	353
White Station High	17	39	0	87	143	2149
Whitehaven High	4	11	0	37	52	1545
Wooddale High†	2	2	0	26	30	697

† Critical Focus School

Recommendations

2017 KPI Recommendations	Progress Since Then
Continue strengthening partnerships with the following local postsecondary institutions: Bethel University, Christian Brothers University, LeMoyne Owen College, Moore Tech, Southwest Tennessee Community College, Tennessee College of Applied Technology, and University of Memphis.	<ul style="list-style-type: none"> Increased number of DE course offerings requested on high school campuses. Advanced Academics Team and college partners presented at SCS high school principals' zone meetings on increasing early postsecondary opportunities for students.
Ensure student prerequisites, teacher qualifications, and grant funding are aligned in order to expand dual enrollment (DE) course offerings.	<ul style="list-style-type: none"> DE Manual disseminated to schools to clarify and formalize the process for DE (AP Manual also distributed) All DE courses and student applications are required to be approved through the DE office to ensure prerequisites are met. Title IV funds requested to fund DE tuition for economically disadvantaged students.
Deploy support from the Advanced Academics Team to schools to help identify students who qualify for advanced options and build teacher capacity to offer advanced courses.	<ul style="list-style-type: none"> Advanced Academics Planning meetings held with 100% (27) of traditional SCS high schools to discuss increased advanced academics course offerings and student participation.



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	<ul style="list-style-type: none">• Advanced Academics Growth Plans developed for all traditional SCS high schools.• Requests submitted to have 100+ teachers trained by the state to teach 129 Statewide Dual Credit (SDC) courses.• Plan in progress to expand SDC to every SCS high school (except Hollis F. Price, charter schools, and alternative schools)• Summer training for AP and Pre-AP teachers to build capacity.
<p>Assist smaller schools in identifying resources to offer more advanced courses.</p>	<ul style="list-style-type: none">• Smaller schools partnered with colleges that provide diverse admission requirements to meet schools'/students' needs (e.g., colleges that waive admission requirements, have no minimum number of students required to make a DE class, provide professors to schools without qualified staff to teach DE courses, etc.).• Smaller schools were encouraged to partner with colleges that provide a DE professor online.• Advanced Academics Expansion Plan proposed to provide increased access to early postsecondary course offerings.