



Key Performance Indicators: January 2022

Prepared by the Department of Research & Performance Management

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Key Findings

- In middle schools, honors course offerings varied with school size. Larger schools were more likely to offer 11 or more honors courses than small or mid-size schools.
- Similarly, high school enrollment was strongly and positively correlated with the number of advanced course offerings (Pearson correlation coefficient = .80).
- Asian students had by far the highest rate of Advanced Placement (AP) participation, followed by White students and then by Multiracial, Latinx, and African American students, respectively.
- Over the past three years, most AP exams taken by Asian and White students scored at least a 3 (the “passing” score), while most AP exams taken by Latinx and African American students fell below that threshold.
- There was a substantial decline in AP exam passing rates in every racial/ethnic group from 2019–20 to 2020–21, indicating a possible pandemic effect.
- Both economically disadvantaged (ED) and non-ED students’ AP exam performance eroded substantially in 2020–21, the first pandemic school year. However, the performance gap between ED and non-ED students has narrowed from 30 percentage points in 2018–19 to 26 percentage points in 2020–21.
- Students at District-managed schools outperformed their charter-attending counterparts on AP exams by wide margins: 15, 19, and 21 percentage points among African American, Latinx, and ED students, respectively.
- Participation in Dual Enrollment and Statewide Dual Credit has generally increased over time but has decreased between the 2019–20 and 2020–21 school years.
- According to their performance on the ACT, SCS graduates were more prepared for college in English and reading than in science and math.
- The percentage of graduates with an ACT composite of 21 or above has declined by 4 percentage points over the past three years.
- There has been a 9 percentage-point increase in the number of graduating students earning professional certifications and a substantial increase in the number of certifications these students earned between 2018 and 2020.

Overview

January’s key performance indicators (KPIs) are aligned to District priorities 2 and 4. The KPIs under Priority 2 covered in this report are: 7 – Advanced Placement (AP) course participation rates and scores by subgroup; 8 – Dual Enrollment (DE) participation; 10 – percentage of students meeting ACT college-readiness benchmarks; and 11 – number and percentage of students who graduated with professional certifications. The KPI covered under Priority 4 is 4 – advanced course options available by school.

Note that the analyses presented in this report reflect both charter and District-managed schools, unless specified otherwise.

Advanced Course Options Available by School

Shelby County Schools (SCS) offers its students several options for advanced courses. Both Dual Enrollment (DE) and Statewide Dual Credit (SDC) afford students the opportunity to earn college credits while still in high school. DE courses are early college courses taught on the college campus,



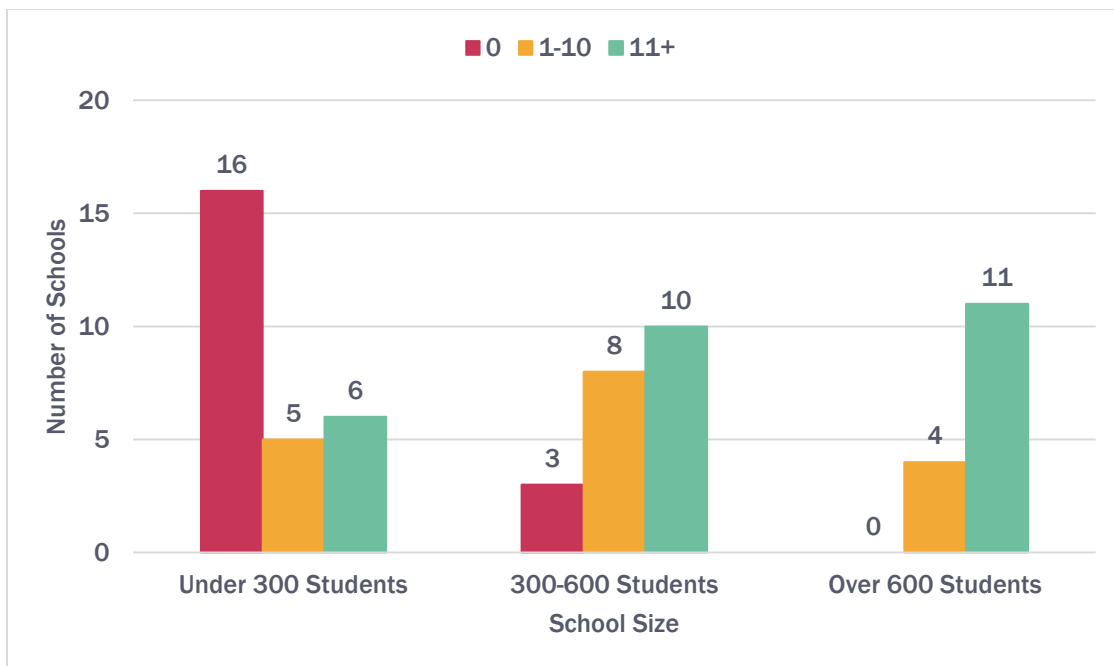
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the technology center, at the high school, or online by a college professor or a secondary teacher who is credentialed under SACS as an adjunct professor. Conversely, SDC classes are taught by trained high-school teachers. Other options include Honors, Advanced Placement (AP), International Baccalaureate (IB)¹, Local Dual Credit (LDC), and Quality Point (QP) courses. In the middle grades, the honors program is the only option available.

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 they do not have the flexibility that larger schools may have in student-staff ratio to offer these advanced courses. Figures 1 and 2 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 clear. School size is based on the number of students in the respective grades. For example, if an elementary school serves up to eighth grade, the school size only reflects the number of students in grades six through eight. The same is true for the high school chart. The enrollment figure only refers to the grades relevant to the chart.

Figure 1. Number of Honors Courses Offered in Middle Schools 2021–22

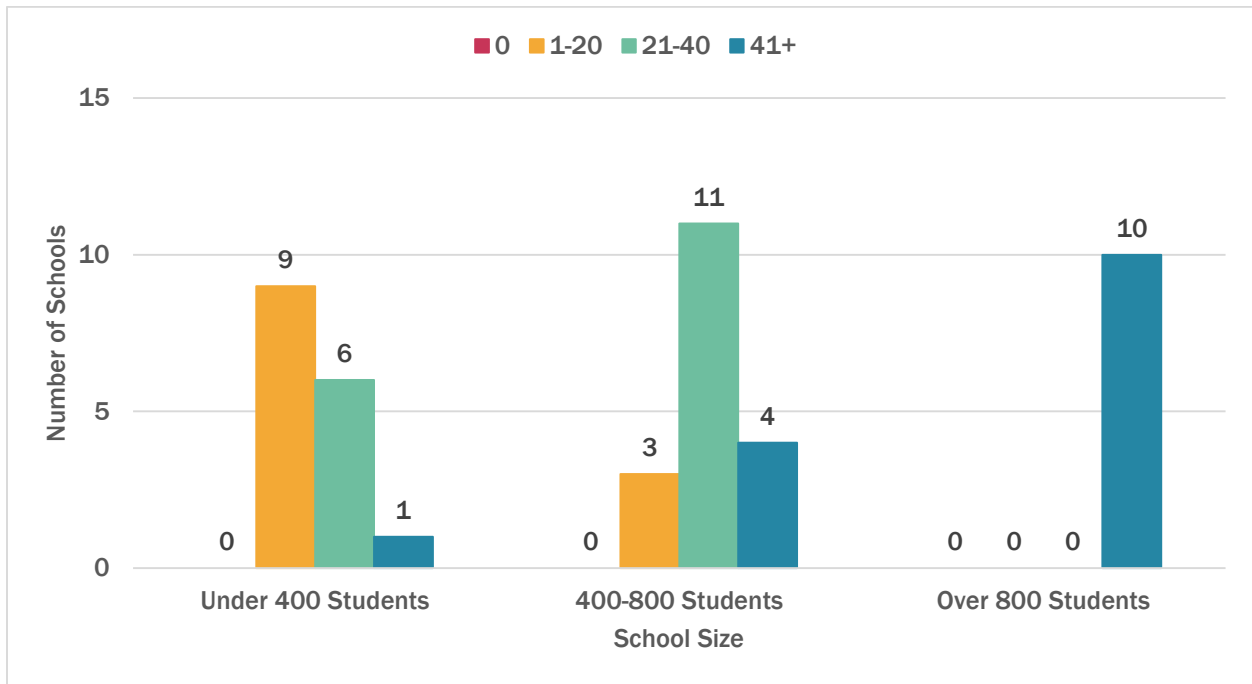


¹ SCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are outside the purview of this report.



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Figure 2. Number of Advanced Courses Offered in High Schools 2021-22



Of the District's 63 schools that serve sixth through eighth graders, Colonial Middle offers the highest number of honors courses (36). Forty-three percent (27) of middle schools offer 11 or more honors courses; 27% (17) offer 1-10 honors courses. Thirty percent (19) of middle schools do not offer any honors courses. All nineteen middle schools that did not offer honors courses were charter 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.

Note that in tables 1 and 2, 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. Table 1 presents a list of honors courses at each school that serves sixth through eighth graders. School names in **bold font** are charter schools.



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Table 1. Number of Honors Courses Offered in Middle Schools 2021-22

Honors Courses ->	0	1-10	11+
School	Honors	School Size	
A. Maceo Walker Middle	12	698	
American Way Middle	12	715	
B. T. Washington High (M.S.)	5	166	
Barret's Chapel School	4	138	
Believe Memphis Academy Charter School	6	314	
Bellevue Middle	19	547	
Chickasaw Middle	4	314	
City University School Girls Preparatory	0	101	
Colonial Middle	36	992	
Compass Community School Berclair	0	83	
Compass Community School Binghampton	0	80	
Compass Community School Frayser	0	72	
Compass Community School Hickory Hill	0	88	
Compass Community School Orange Mound	0	67	
Cordova Middle	16	659	
Craigmont Middle	13	487	
Cummings School	12	108	
Dexter Middle	1	368	
Douglass School	14	166	
E.E. Jeter School	1	99	
Freedom Prep Academy Brownlee	0	234	
Freedom Prep Academy Flagship	0	328	
Geeter School	12	379	
Georgian Hills Middle	12	318	
Germantown Middle	15	799	
Grandview Heights Middle School	8	414	
Granville T. Woods Academy of Innovation	0	141	
Hamilton School	1	307	
Havenview Middle	17	750	
Hickory Ridge Middle	12	758	
Highland Oaks Middle	7	629	
J. P. Freeman School	17	255	
Kate Bond Middle School	15	1069	
Kingsbury Middle	7	609	
KIPP Memphis Academy Middle	0	245	
KIPP Memphis Collegiate Middle School	0	235	
Leadership Preparatory Charter School	4	74	
Lowrance School	11	326	



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Honors Courses ->	0	1-10	11+
Maxine Smith STEAM Academy		20	353
Memphis Academy of Health Sciences	0		197
Memphis Academy of Science & Engineering		17	198
Memphis Business Academy		15	397
Memphis Business Academy Hickory Hill Middle School	0		38
Memphis Grizzlies Preparatory Charter School		1	312
Memphis Rise Academy		2	326
Memphis School of Excellence	0		262
Memphis School of Excellence Cordova	0		153
Memphis Virtual School		7	339
Mt. Pisgah Middle		12	527
Oakhaven Middle		12	325
Power Center Academy	0		437
Power Center Academy Middle - Southeast	0		256
Raleigh-Egypt Middle		12	437
Ridgeway Middle		15	660
Riverview School		12	196
Sherwood Middle		1	800
Snowden School		17	610
The Soulsville Charter School	0		303
Treadwell Middle School		8	612
University Middle School		14	237
Veritas College Preparatory	0		139
White Station Middle		22	1085
Woodstock Middle School		8	278

Table 2 presents the advanced course offerings among the District's 44 high schools. For high schools, advanced courses include Advanced Placement (AP), Honors, Dual Enrollment (DE), State and Local Dual Credit (SDC & LDC), Quality Points (QP) courses and International Baccalaureate (IB). White Station provides the most at 158. Thirty-four percent of the schools (15) offer 41 or more advanced courses, 39% (17) offer 21-40 courses, and 27% (12) offer 1-20. Southwest Career & Technology Center also provides 15 quality point courses to students but is not listed on the table or chart because it is not a standalone school with its own enrollment.



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Table 2. Number of Advanced Courses Offered in High Schools 2021–22

Advanced Courses ->							0	1-20	21-40	41+
School	AP	Honors	DE	SDC	QP	LDC	IB	Total Advanced Courses	Enrollment	
B. T. Washington High	1	12	4	6	0	0	0	23	311	
Bolton High	6	13	14	5	8	0	0	46	632	
Central High	20	75	26	5	3	0	0	129	1316	
City University	0	3	6	0	0	0	0	9	229	
City University School of Independence	0	1	2	0	0	0	0	3	14	
Compass Community School Midtown	1	14	0	3	1	0	0	19	293	
Cordova High School	13	44	10	4	17	0	0	88	2150	
Craigmont High	4	26	9	4	8	0	0	51	712	
Crosstown High School	11	29	4	0	2	0	0	46	479	
Douglass High	2	21	8	5	2	0	0	38	622	
East High	7	60	23	1	6	0	0	97	573	
Freedom Prep Academy Flagship	4	7	0	0	0	0	0	11	479	
Germantown High	6	39	4	4	11	0	25	89	1854	
Hamilton High	3	11	6	3	7	0	0	30	686	
Hollis F. Price Middle College	0	14	11	0	0	0	0	25	82	
Kingsbury High	10	20	15	4	15	0	0	64	1380	
KIPP Memphis Collegiate High	3	0	0	0	0	0	0	3	433	
Kirby High	4	27	14	7	11	0	0	63	813	
Manassas High	0	11	11	3	3	0	0	28	360	
Medical District High School	0	7	1	0	1	0	0	9	75	
Melrose High	1	20	5	2	6	0	0	34	739	
Memphis Academy of Health Sciences High	0	6	1	0	3	0	0	10	381	
Memphis Academy of Science & Engineering	7	15	0	0	4	0	0	26	311	
Memphis Business Academy High	9	17	0	0	8	0	0	34	563	
Memphis Rise Academy	11	26	0	0	2	0	0	39	435	
Memphis School of Excellence	5	13	0	0	2	0	0	20	292	
Memphis School of Excellence Cordova	0	0	0	0	1	0	0	1	46	
Memphis Virtual School	6	22	4	0	2	0	0	34	497	
Middle College High	13	37	21	3	4	0	0	78	306	
Mitchell High	1	9	6	6	0	0	0	22	405	
Oakhaven High	1	16	4	5	5	0	0	31	394	
Overton High	11	61	7	3	2	0	0	84	1378	
Power Center Academy High	6	23	6	1	0	0	0	36	653	
Raleigh-Egypt High	1	15	2	7	1	0	0	26	669	
Ridgeway High	4	37	9	4	8	0	17	79	859	
Sheffield High	1	8	2	6	3	0	0	20	492	



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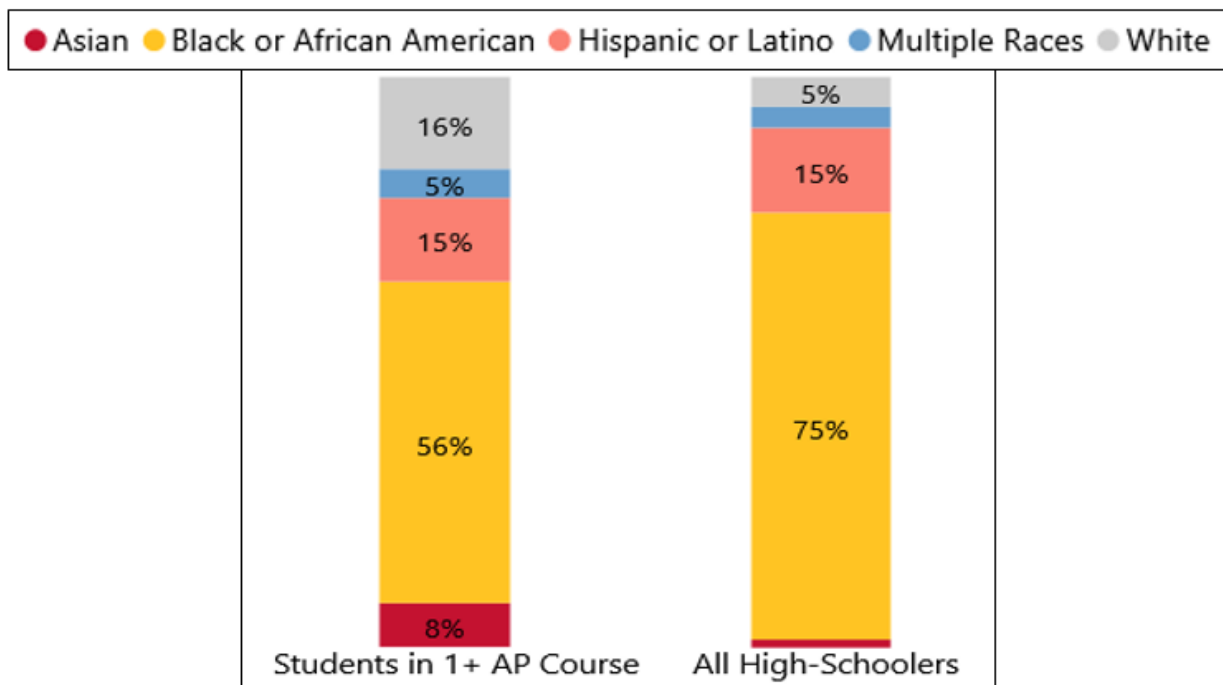
Advanced Courses ->						0	1-20	21-40	41+
Southwest Career & Technology Center	0	0	0	0	15	0	0	15	NA
Southwind High	5	40	18	5	7	0	0	75	1450
The Soulsville Charter School	5	12	0	2	1	0	0	20	360
Trezevant High	7	12	11	3	5	0	0	38	471
Westwood High	1	15	7	6	3	0	0	32	324
White Station High	33	101	14	5	5	0	0	158	1858
Whitehaven High	8	50	10	6	10	0	0	84	1582
Wooddale High	2	19	6	7	6	0	0	40	662

Advanced Placement Participation by Subgroup

One method of enhancing college-readiness is through rigorous college-preparatory coursework, such as Advanced Placement (AP). Students can begin taking AP courses as early as ninth grade, though the bulk of AP courses are taken in 11th and 12th grade. Increasing AP participation among disadvantaged groups can help close achievement gaps, as well as gaps in different groups' college-readiness, college enrollment, and college success.

Figure 3 displays the 2020–21 racial/ethnic breakdown of AP participants compared to all students in grades 9–12. White and Asian students were overrepresented in AP courses, while African American students were underrepresented. Latinx students, on the other hand, were at parity. (Students with racial/ethnic designations not listed in the chart legend were excluded, because they constituted less than one percent of both AP participants and high-schoolers in general.)

Figure 3. 2020–21 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders



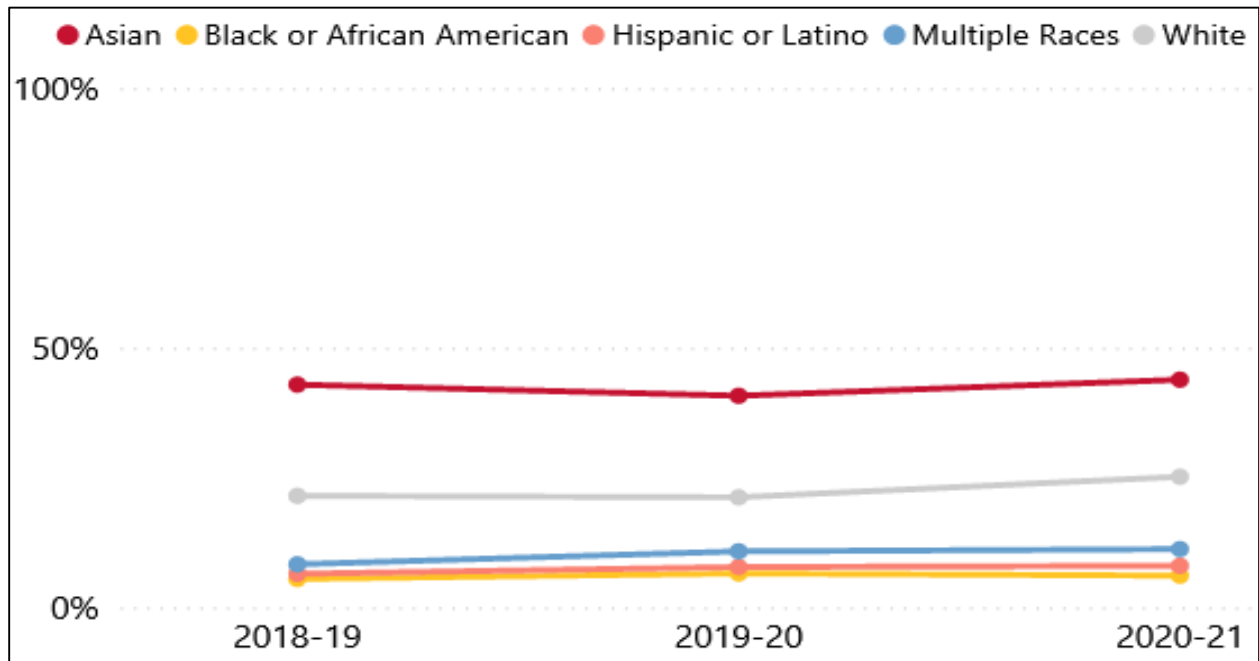


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AP participants are defined as any 9th–12th graders at District-managed or charter schools who were enrolled in at least one AP course in 2020–21.

While Figure 3 gives a good overview of the racial/ethnic composition of AP participants, it is important to look also at AP participation rates *within* each racial/ethnic group to get a real sense of the equitability of AP participation. Thus, Figure 4 presents this information for the past three years. As the figure reveals, Asian students have had by far the highest rate of AP participation, followed by White students, and trailed by Multiracial, Latinx, and African American students, respectively.

Figure 4. AP Participation Rates by Race/Ethnicity



Race/Ethnicity	2018-19	2019-20	2020-21
Asian	43%	41%	44%
Black or African American	6%	7%	6%
Hispanic or Latino	6%	8%	8%
Multiple Races	8%	11%	11%
White	22%	21%	25%
Overall	7%	8%	8%

For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed and charter schools who were enrolled in at least one AP course.

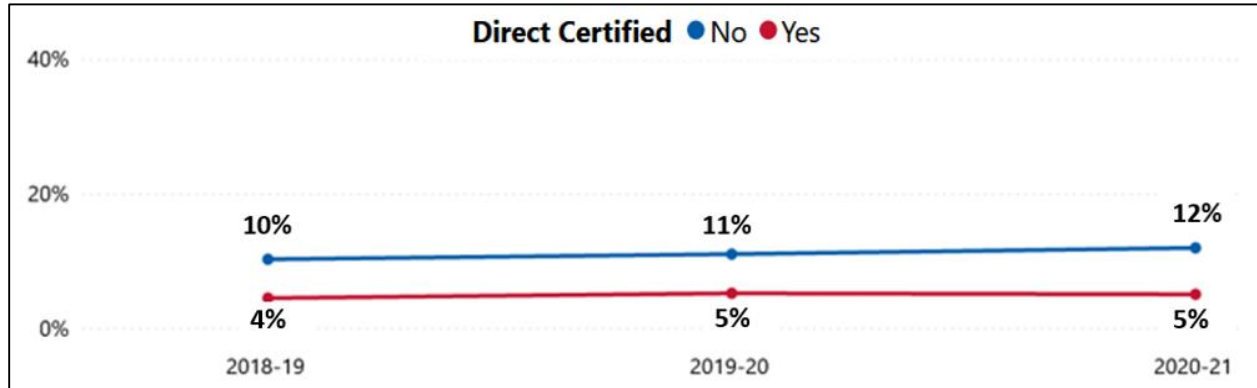


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Figure 5 presents AP participation by economic status from 2018–19 through 2020–21. As shown, direct-certified (DC) students have lower AP participation than non-DC students. The two groups' participation rates, and thus the gap between them (6–7 percentage points), have remained relatively stable over time.

Figure 5. AP Participation by Economic Status



For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed and charter schools who were enrolled in at least one AP course.

Subgroup Performance on Advanced Placement Exams

While participation in AP courses is a very valuable way to prepare for college, performance on AP exams determines whether students can get college credit for their AP participation. A score of 3 or higher (on a scale of 1 to 5) on an AP exam is the minimum score required to obtain college credit at most postsecondary institutions. Figure 6 presents the percentage of AP exams with scores of 3 or higher, by race/ethnicity for the past three years. As shown in the figure, there was a substantial decline in exam passing rates in every racial/ethnic group from 2019–20 to 2020–21, signaling a possible pandemic effect. As for group differences in performance, most AP exams taken by Asian and White students scored at least a 3, while most AP exams taken by Latinx and African American students fell below that threshold.

The performance gaps seen in Figure 6 were driven in part by a disparity in AP exam performance between students in charter and District-managed schools. Figure 7 displays the 2020–21 AP exam performance of African American and Latinx students in charter versus District-managed schools. (There were not enough students in the other racial/ethnic categories attending charter schools to allow for meaningful comparison.) Both African American and Latinx students in District-managed schools outperformed their counterparts in charter schools by wide margins.



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Figure 6. Percentage of AP Exams with 3+ Score, by Race/Ethnicity

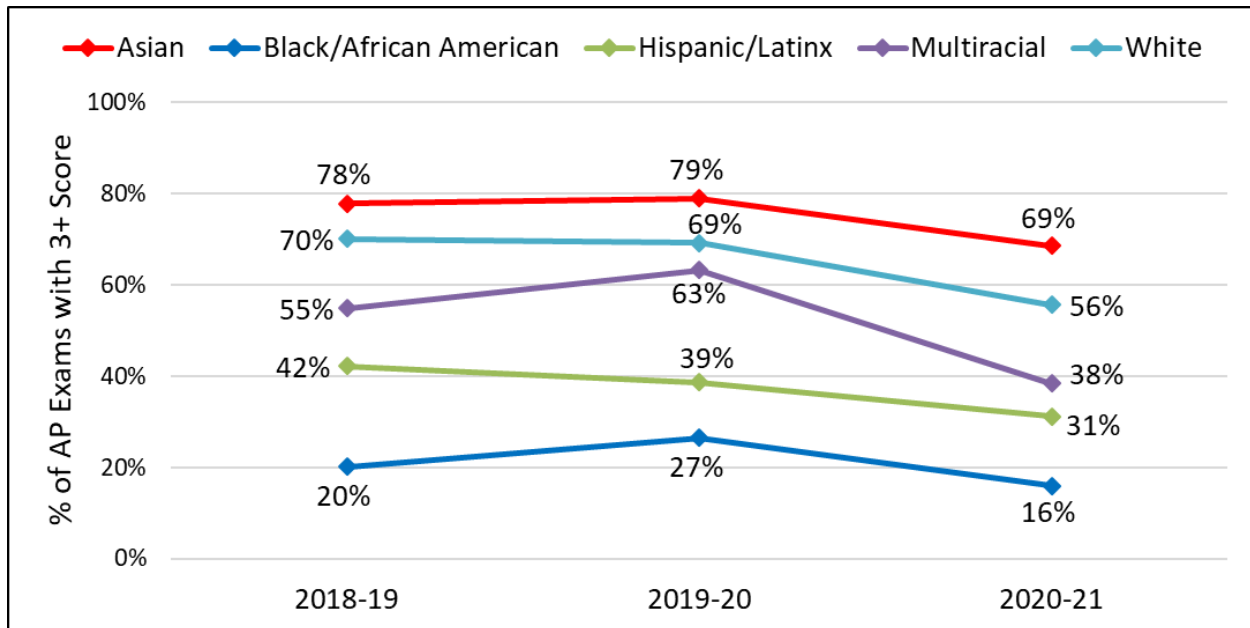
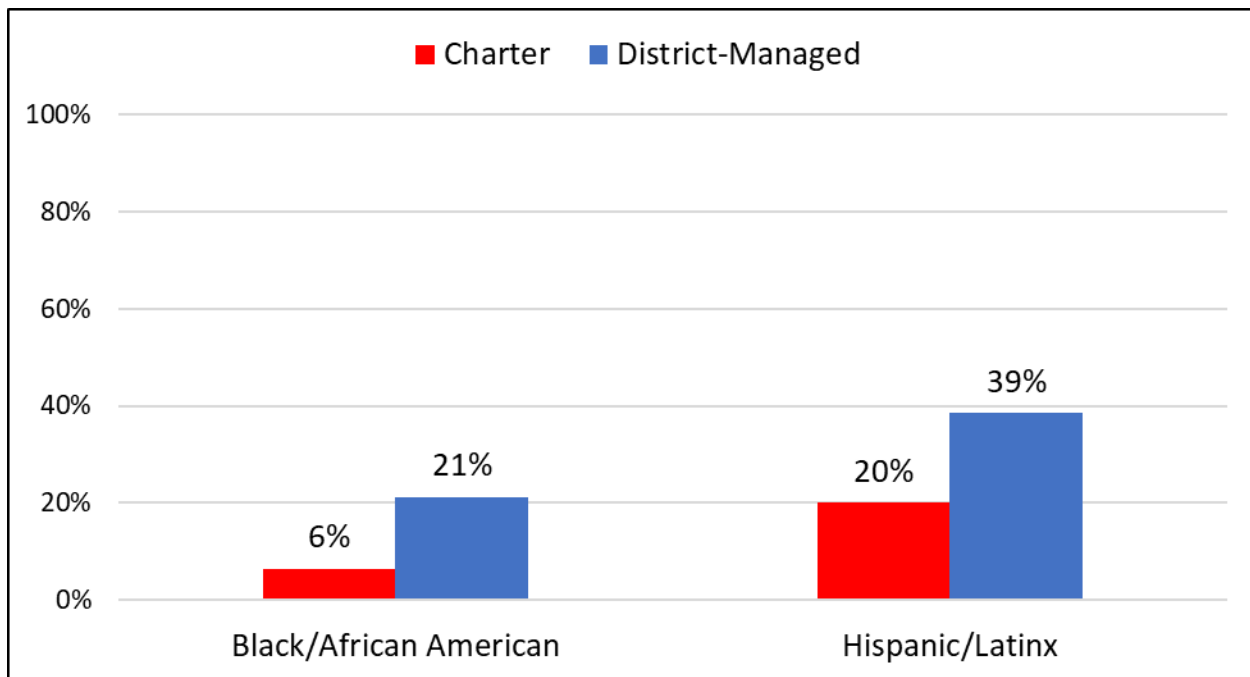


Chart includes both District-managed and charter schools.

Figure 7. Percentage of 2020-21 AP Exams with 3+ Score, by Race/Ethnicity





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As for economic status, Figure 8 presents economically disadvantaged (ED) and non-ED students' AP exam performance over the past three years. After an improvement in 2019–20, both ED and non-ED students' AP exam performance declined substantially in 2020–21, the first pandemic school year. However, the performance gap between ED and non-ED students has narrowed from 30 percentage points in 2018–19 to 26 percentage points in 2020–21.

Figure 8. Percentage of AP Exams with 3+ Score, by Economic Status

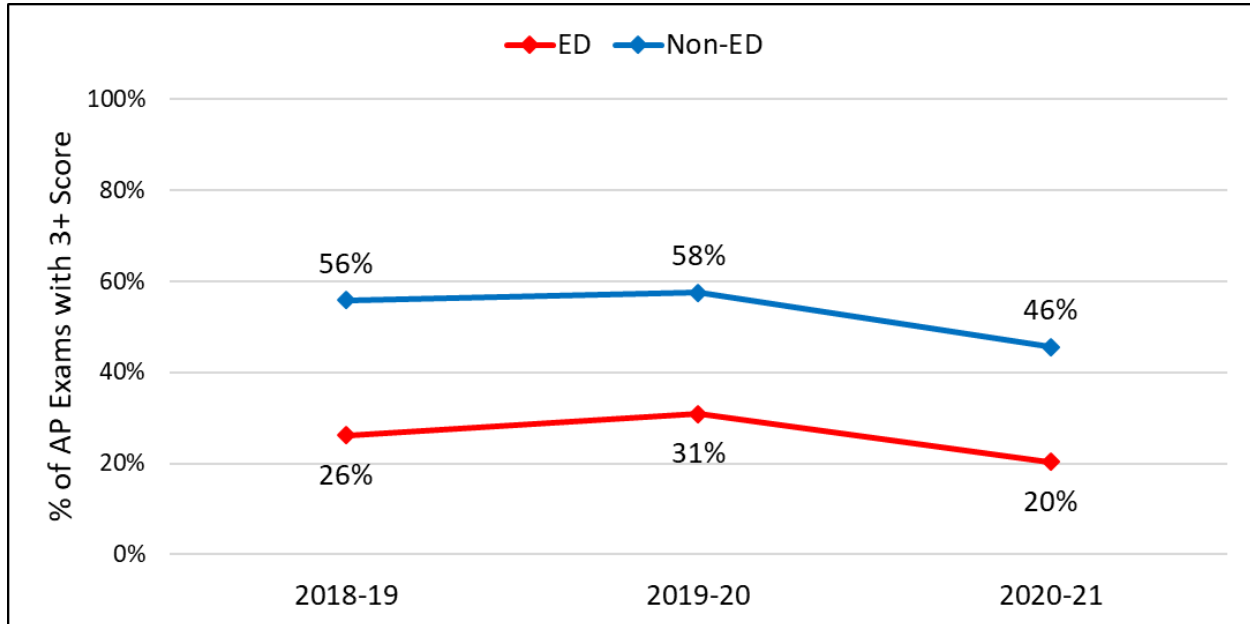


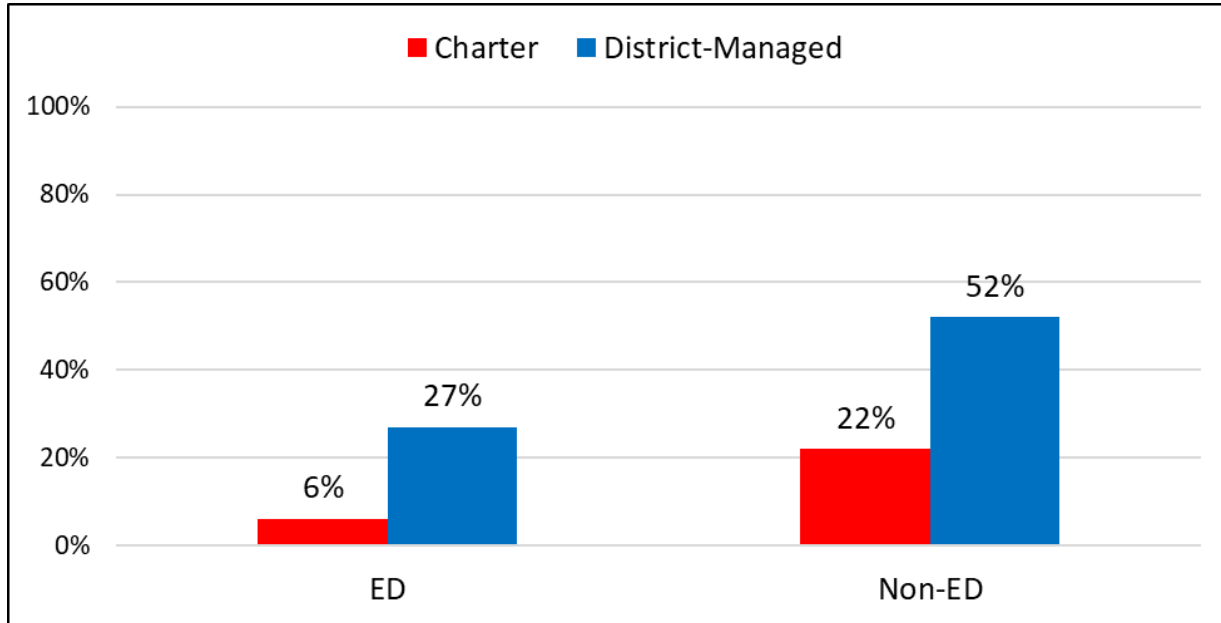
Chart includes both District-managed and charter schools.

However, breaking down ED/non-ED AP exam performance by school sector (i.e., charter versus District-managed) reveals some interesting results, as shown in Figure 9. Last year, both ED and non-ED students attending District-managed schools performed much better on their AP exams than did their counterparts at charter schools. Notably, ED students at District-managed schools outperformed non-ED students at charter schools.

One reason for this disparity between school sectors may be that the AP participation rate at charter schools (16%) was higher than at District-managed schools (7%). If charter schools prioritize giving more students exposure to AP instead of limiting participation to just those who meet prerequisites, the performance gap may be (at least partly) an artifact of differences between the two sectors' approaches to structuring AP participation.



Figure 9. Percentage of 2020–21 AP Exams with 3+ Score, by Economic Status



Dual-Enrollment (DE) and Statewide Dual Credit (SDC) Participation

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

- Bethel University
- Baptist Health Sciences 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. Students participating in SDC who pass the course challenge exam earn credit that can be applied to any public postsecondary institution in Tennessee. The intended benefits of DE and SDC 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 four DE Advisors to administer its program. They liaise with the District’s college partners, the staff at participating high schools, and current and potential program participants. They educate high-school staff and students about the benefits of DE and SDC and how to navigate the



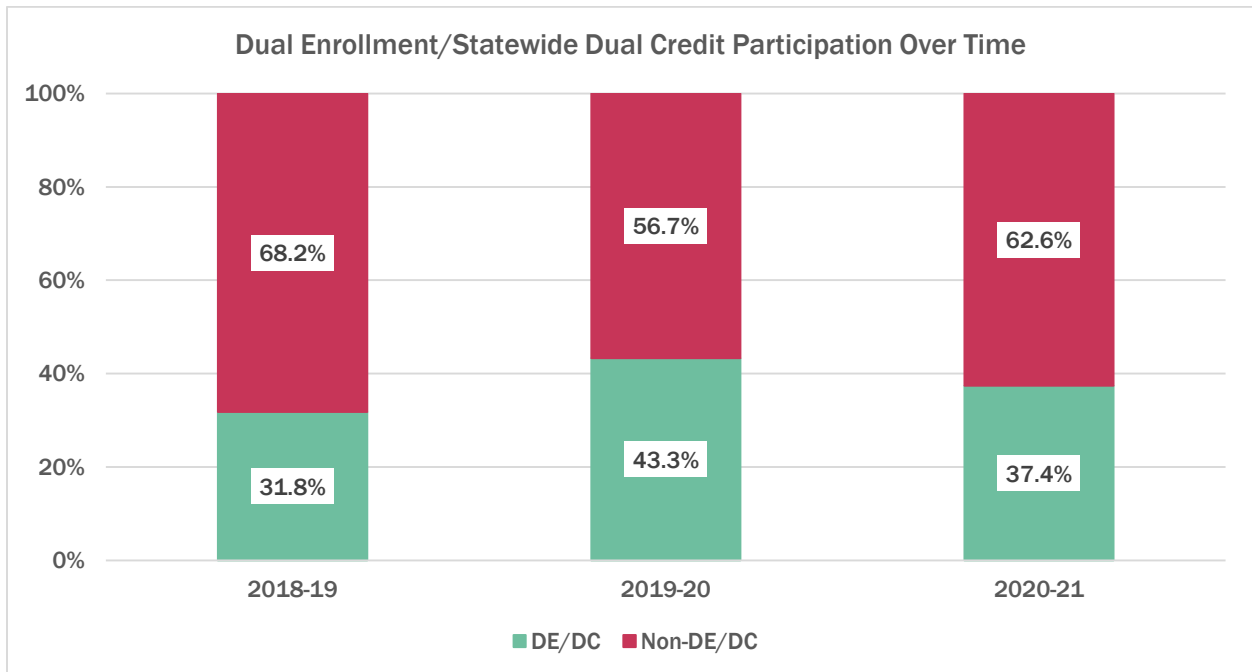
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process. This includes eligibility requirements, funding parameters, course offerings, required paperwork, and deadlines. They also speak with potential students about the differences between high-school and college expectations to give them a better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

Although all eligible² high school students can participate in the program, DE and SDC 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, DE participation is a requirement for all students. Consequently, Figure 10 reflects 11th and 12th grade student participation, as well as 9th and 10th grade participation in the aforementioned schools. Participation has increased over time, although growth dipped in the 2020-21 school year, likely due to pandemic.

Figure 10. DE and SDC Participation: 11th–12th + Hollis F. Price & Middle College High 9th–12th Grade



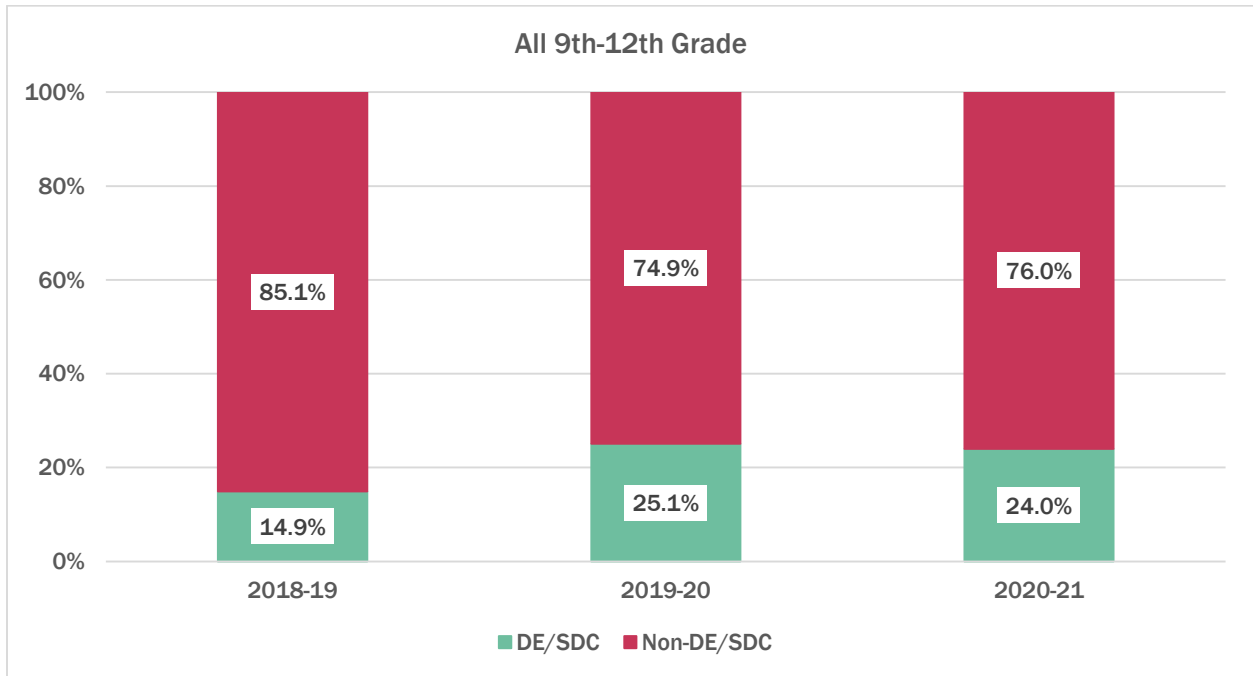
² Students are eligible to participate if they meet the agreed-upon acceptance requirements established between their high school and the participating college. These can include earning a minimum course grade, GPA, and/or ACT score.



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Figure 11 provides a more comprehensive view of DE and SDC by presenting the percentage of all eligible high school students participating in the program.

Figure 11. DE & SDC Participation: All 9th-12th Grade



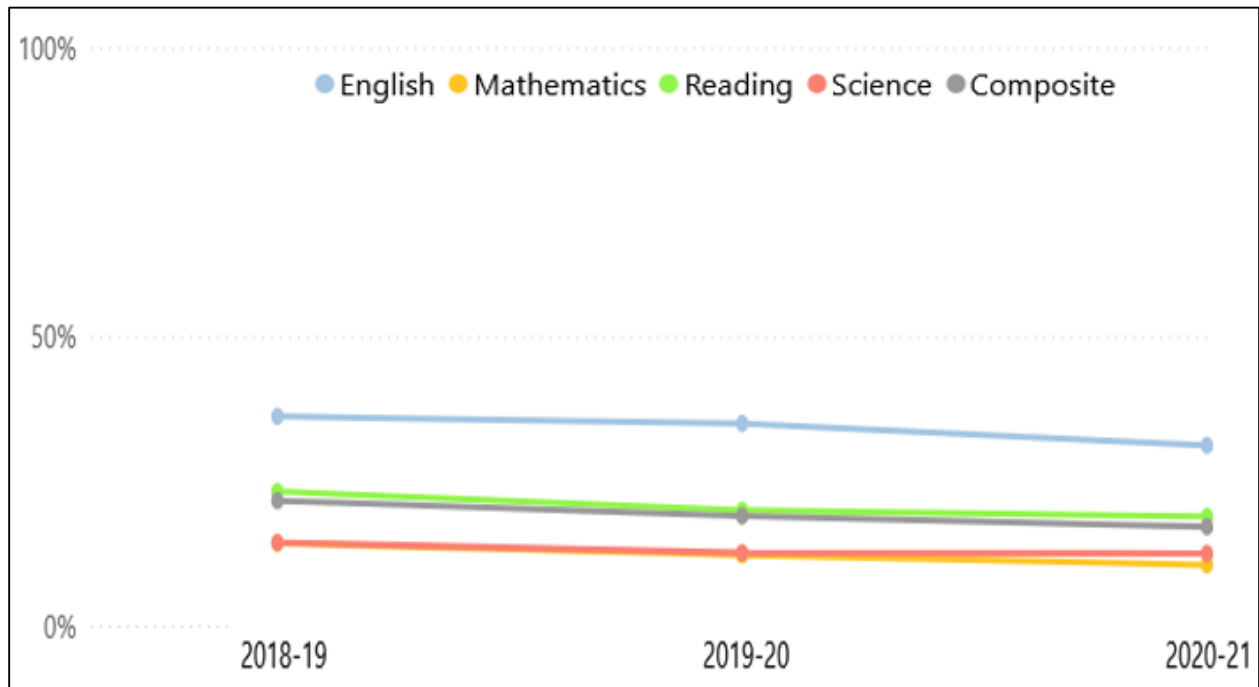


College-Readiness

ACT, Inc. conducts research examining the relationship between high-school students' performance on the ACT subject tests and their subsequent performance in various college courses. Using this information, ACT, Inc. formulates college-readiness benchmarks for each ACT subject-area test. Every year, SCS administers the ACT to all 11th-graders, and many students retake the test at least once by the time they graduate.

The Tennessee Department of Education (TDOE) calculates and tracks the ACT performance of on-time graduates for accountability purposes, using each student's highest score earned. Figure 12 presents the ACT performance of the District's on-time graduates for the past three graduating cohorts. The highest college-readiness rate was in English, then reading, followed by very low readiness levels in science and math. TDOE designates students who score an ACT composite of 21 or higher as *on track*. By this definition, 18% of the class of 2021 were on track, down 4 percentage points as compared to the class of 2019.

Figure 12. Percentage of On-Time Graduates Meeting ACT College-Readiness Benchmarks



Graduation Year	English	Mathematics	Reading	Science	Composite
2018-19	36%	14%	23%	14%	22%
2019-20	35%	13%	20%	13%	19%
2020-21	32%	11%	20%	13%	18%

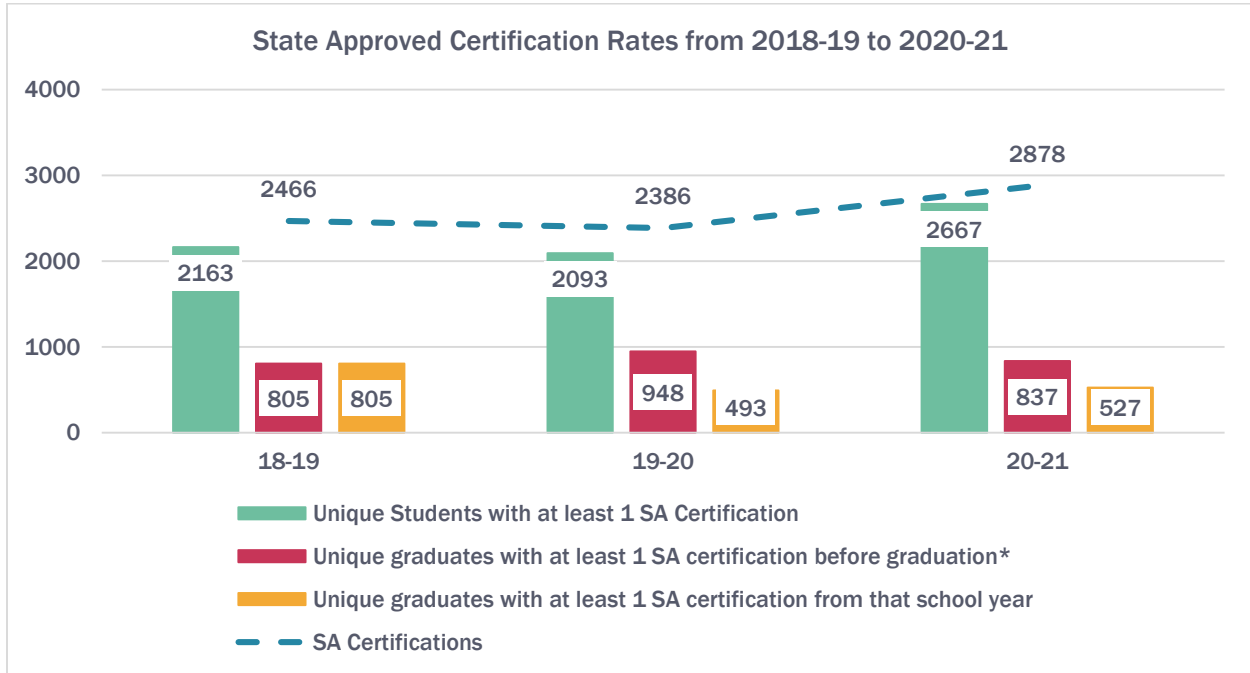
Score Benchmarks: Composite - 21; English - 18; Mathematics - 22; Reading - 22; Science - 23.



Students with State Approved Certifications

Figure 13 shows the number of state approved certifications over the past three years. State approved certifications increased between the 19-20 and 20-21 school year, as well as unique students who received them.

Figure 13. State Approved Certification Rates from 2018–19 to 2020–21



*Records used to calculate these numbers go back to the 18-19 school year. This is the reason that both unique graduate figures are the same for the 18-19 school year.

District Strategies

Office of Optional Schools & Advanced Academics

- Collaborate with high schools to develop Advanced Academics Expansion Plans to increase access to advanced courses districtwide
- Provide professional development and specialized training to support teachers
- Facilitated the administration of the PSAT 8/9 assessment to 8th & 9th graders to identify potential students for advanced academics coursework earlier and strengthen the pipeline of ready students
- Expand CLUE opportunities to increase student readiness for advanced courses
- Establish at least one enriched fifth-grade course section at every SCS-managed elementary school for 2022-23
- Increase Pre-AP course offerings and enrollment at high schools
- Implement AP Virtual Academy in 22-23 school year at select sites to increase AP course offerings
- Leverage state AP Access for All to expand AP courses within SCS-managed high schools



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- Establish a minimum of five AP/Pre-AP/Virtual AP courses available at every SCS-managed high school for 2022-23
- Offer a minimum of six DC/DE courses at every SCS-managed high school for 2022-23
- Provide professional development on honors pedagogy to SCS core teachers

Office of College & Career Technical Education

- Maximize strategic Enrichment opportunities for grades 6-12.
- Increase professional development opportunities for current CTE teachers.
- Recruit and Retain teachers in Big Six high-wage, high-demand occupations.
- Provide a rigorous curriculum and resources for CTE Courses.
- Facilitate highly functional content specific CTE PLCs.
- Supplement classroom instruction with experiences provided by Industry Professionals and Postsecondary Partners.
- Provide stipends for hard to staff Big Six high-wage, high-demand vacancies.
- 22 District-managed middle schools and 4 charter/contract schools now offer STEM courses to increase student interest and participation in advanced courses going into high school.

Office of Academics

- Expand Naviance from 8-12th to 6-12th grade
- Establish metrics that induce 80% or more participation in all Naviance activities versus baseline year
- Implement College, Career, and Life Readiness framework and planning tool to ensure the synergy between all programs is intentional and efficient
- Increase school-level flexibility to administer Naviance activities versus exclusively managed by Professional School Counselors
- Implement a Naviance relaunch to ensure all students and families are clear on the expectations and outcomes of participation in Naviance activities
- Increase precision of student-driven course-selection activities
- Continue to require all high schools to offer ACT prep courses

Research & Performance Management

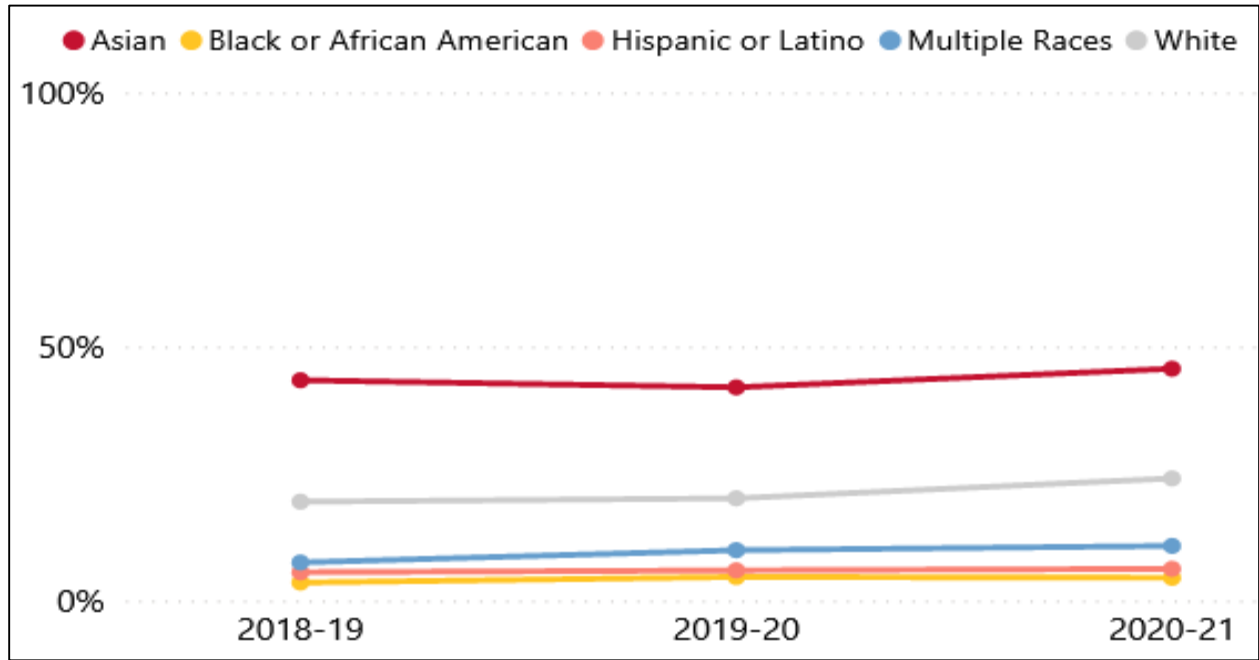
- Provides school and District leaders with Ready Graduate dashboard access and user support
- Prepares high school principals and ILDs for quarterly Data Week review sessions on Ready Graduates
- Supports a subset of high schools on meeting Ready Graduate goals for Black, Latinx and ED students through continuous improvement practices in partnership with the Equity Office



Appendix

Advanced Placement (AP) participation rates by race/ethnicity for just the District-managed schools look very similar to the overall District rates when charter schools are included (see Figure A1).

Figure A1. AP Participation Rates by Race/Ethnicity for District-Managed Schools Only



Race/Ethnicity	2018-19	2019-20	2020-21
Asian	43%	42%	46%
Black or African American	4%	5%	5%
Hispanic or Latino	6%	6%	6%
Multiple Races	8%	10%	11%
White	19%	20%	24%
Overall	6%	7%	7%

For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed schools who were enrolled in at least one AP course.