



Destination 2025 Monthly: January 2020

Prepared by the Department of Research & Performance Management

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Key Findings

- In middle schools, honors course offerings varied with school size. Small and mid-sized schools were more likely to offer no honors courses than were large schools. Additionally, mid-sized and large schools were more likely to offer 11 or more honors courses than were small schools with larger schools offering the most.
- 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, Latino, and African American students, respectively.
- Most AP exams taken by Asian and White students scored above a 3 (the passing score), while most AP exams taken by Latino and African American students fell below that threshold.
- Economically disadvantaged (ED) students' AP exam pass rates increased by 4 percentage points last year, though they still trailed their non-ED counterparts by a substantial margin.
- Students at District-managed schools outperformed their charter-attending counterparts on AP exams by very wide margins. Indeed, underperformance among charter students accounted for a large portion of the racial/ethnic and economic performance gaps noted above.
- There has been a slight decline in the percentage of 9th through 12th grade students attending Hollis F. Price and Middle College high schools and the 11th through 12th students attending all other schools who participated in Dual Enrollment (DE) and Statewide Dual Credit (SDC) between 2017–18 and 2018–19; however, there has been a 20.0% increase in program participation since 2016–17.
- 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 declined very slightly over the past three years.
- There has been a significant increase in both the number of graduating students who earned professional certifications as well as the number of certifications earned between 2017–18 and 2018–19.

Overview

January's key performance indicators (KPIs) are aligned to Destination 2025 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 in 2019. 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.

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, the technology center, or at the high school by a college professor or a secondary teacher who is



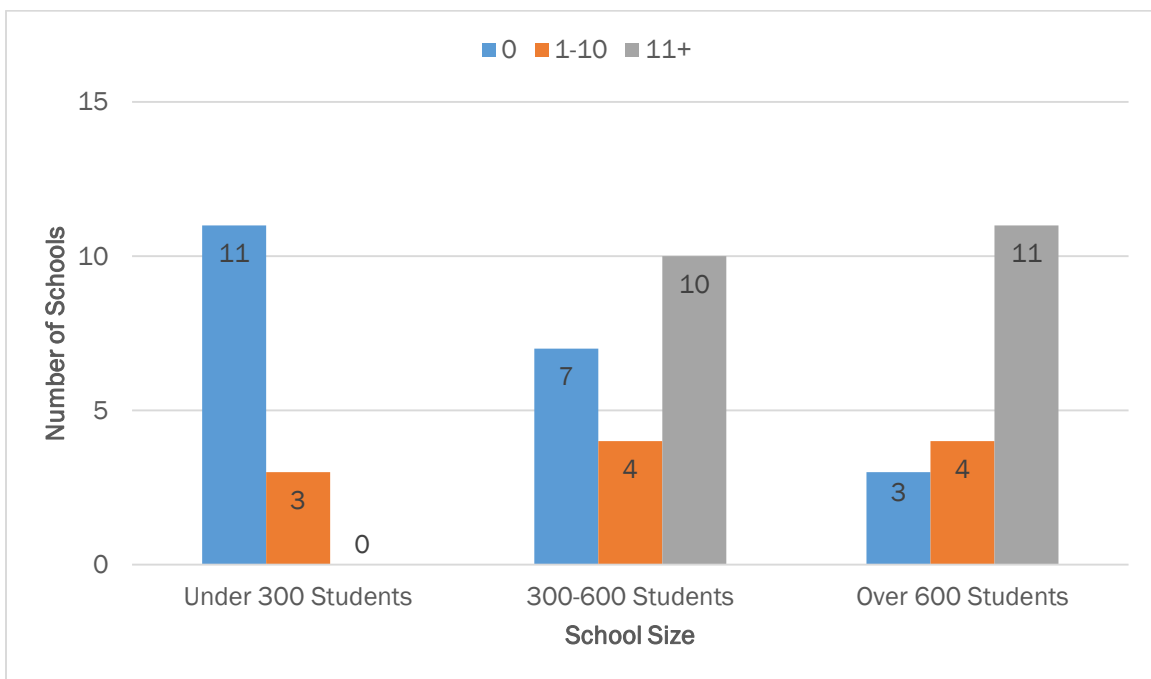
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credentialed under SACS as an adjunct professor. Conversely, SDC classes are taught by trained high-school teachers. Other options include Honors, Advanced Placement (AP), and International Baccalaureate (IB)¹ courses. In the middle grades, the honors 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 there are not enough students or teachers who meet the requirements. 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.

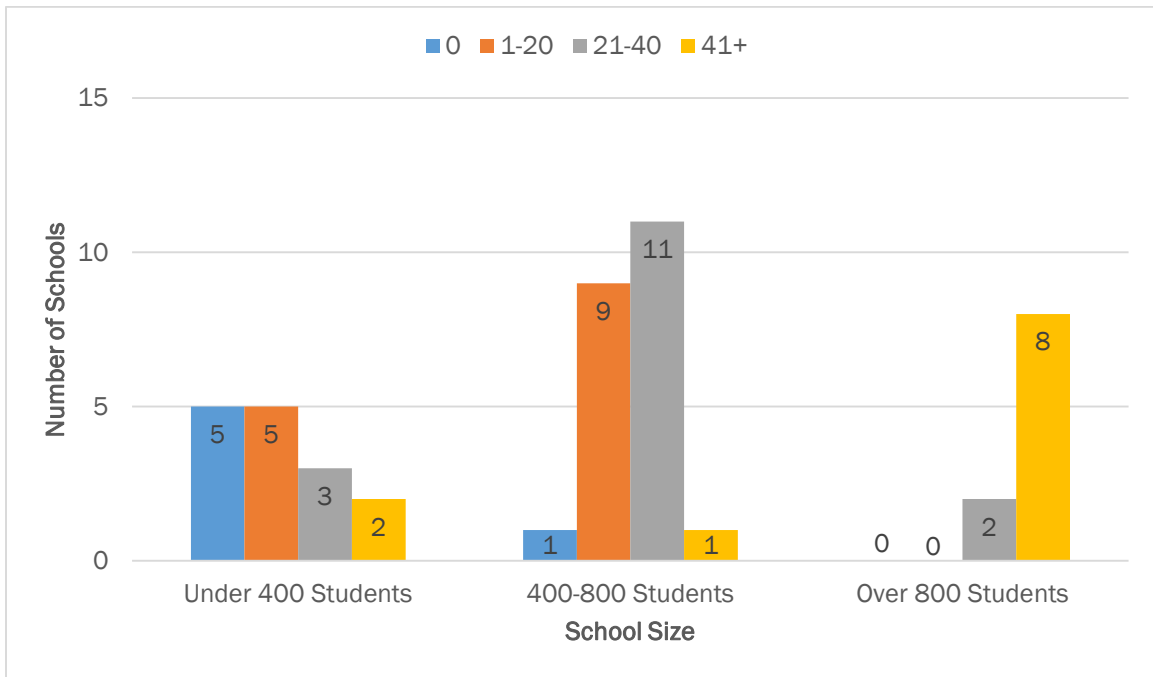
Figure 1. Number of Honors Courses Offered in Middle Schools 2019–20



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.



Figure 2. Number of Advanced Courses Offered in High Schools 2019–20



Of the District’s 53 middle schools, Colonial Middle School offers the highest number of honors courses (38). Forty percent (21) of middle schools offer 11 or more honors courses, while 21% (11) offer 1–10 honors courses. Another 40% (21) of middle schools do not offer any honors courses. Twelve of these are charters, and 9 are District-Managed schools – 6 traditional and 3 alternative 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 middle school.



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Table 1. Number of Honors Courses Offered in Middle Schools 2019–20

Honors Courses →	0	1-10	11+
School	Honors		School Size
A. Maceo Walker Middle		12	826
Airways Success Middle	0		67
American Way Middle	0		743
Aster College Preparatory	0		14
B. T. Washington Middle		9	145
Barret's Chapel		16	430
Believe Memphis Academy Charter School		2	189
Bellevue Middle		20	597
Chickasaw Middle	0		369
City University School Girls Prep	0		127
Colonial Middle		38	1135
Cordova Middle		19	793
Craigmont Middle		15	535
Cummings		15	454
Dexter Middle		4	381
Douglass School		18	439
E.E. Jeter School		2	389
Freedom Preparatory Academy Middle	0		259
Geeter School		1	637
Georgian Hills Middle		6	326
Germantown Middle		15	797
Gordon Achievement Academy Middle	0		70
Grandview Heights Middle	0		425
Havenview Middle		16	703
Hickory Ridge Middle		8	811
Highland Oaks Middle		6	648
Ida B. Wells Academy	0		152
J. P. Freeman School		18	621
Kaleidoscope School of Memphis	0		85
Kate Bond Middle		15	1122
Kingsbury Middle	0		662
KIPP Memphis Collegiate Middle	0		340
KIPP Memphis Middle Academy	0		324
Lowrance School		6	860
Maxine Smith STEAM Academy		20	373
Memphis Academy of Health Sciences Middle	0		285
Memphis Business Academy		14	495
Memphis Business Academy Hickory Hill Middle	0		59
Memphis Grizzlies Preparatory	0		334
Mt. Pisgah Middle		8	545



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Oakhaven Middle	11	328
Power Center Academy Middle	0	452
Power Center Academy Middle Southeast	0	293
Raleigh-Egypt Middle	12	473
Ridgeway Middle	15	752
Riverview School	12	397
Sherwood Middle	0	814
Snowden School	15	1252
Treadwell Middle	11	601
University Middle	5	74
Veritas College Preparatory	0	161
White Station Middle	21	1253
Woodstock Middle†	0	313

† Critical Focus School

Table 2 presents the advanced course offerings among the District’s 47 high schools. White Station provides the most at 135. Twenty-three percent of the schools (11) offer 41 or more advanced courses, 34% (16) offer 21-40 courses, and 30% (14) offer 1–20. Thirteen percent (6) of the schools offer no advanced courses; five of these were alternative schools, and one was a charter school. Note that schools that offer both middle and high grade levels are included in this list. Also note that although Dual Enrollment students may be enrolled in part I of a course in the fall (e.g., English I) and be projected to enroll in the second part of the course in the spring (e.g., English II), course counts only reflect the courses in which students are currently enrolled in the fall semester.

Table 2. Number of Advanced Courses Offered in High Schools 2019–20

Advanced Courses →				0	1-20	21-40	41+
School	AP	DC	DE	IB	Honors	Total Advanced Courses	Enrollment
B. T. Washington High	1	6	1	0	16	24	322
Bolton High	2	1	3	16	18	40	778
Central High	19	3	11	0	79	112	1409
City University	0	0	0	0	3	3	249
City University School of Independence	0	0	0	0	1	1	14
Compass Community School Midtown	0	0	0	0	0	0	256
Cordova High	12	5	3	0	54	74	2228
Craigmont High	3	2	6	0	24	35	744
Crosstown High	1	0	1	0	6	8	273
Douglass High	0	2	1	0	21	24	616
East High	4	1	9	0	51	65	430
Excel Center	0	0	0	0	0	0	450
Freedom Preparatory Academy High	2	4	0	0	1	7	765
G.W. Carver College & Career Academy	0	0	0	0	0	0	186
Germantown High	6	5	2	31	49	93	1979



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Hamilton High	1	5	3	0	18	27	661
Hollis F. Price Middle College High	0	0	13	0	16	29	106
Hope Academy	0	0	0	0	0	0	101
Kingsbury High	9	2	2	0	22	35	1361
KIPP Memphis Collegiate High	9	0	0	0	0	9	472
Kirby High	1	7	8	0	9	25	871
Manassas High	0	3	1	0	13	17	426
Melrose High	1	2	2	0	14	19	655
Memphis Academy of Health Sciences High	0	0	2	0	9	11	420
Memphis Academy of Science & Engineering	1	0	0	0	29	30	576
Memphis Business Academy High	5	0	1	0	22	28	487
Memphis Rise Academy	3	0	0	0	21	24	662
Memphis School of Excellence Middle	0	0	0	0	12	12	517
Memphis Virtual School	3	0	0	0	39	42	104
Middle College High	6	2	10	0	33	51	323
Mitchell High	1	5	6	0	11	23	418
Northeast Prep Academy	0	0	0	0	0	0	173
Northwest Prep Academy	0	0	0	0	0	0	97
Oakhaven High	0	6	2	0	13	21	371
Overton High	9	5	4	0	60	78	1260
Power Center Academy High	5	0	0	0	31	36	617
Raleigh-Egypt High	2	8	3	0	20	33	615
Ridgeway High	3	2	2	20	45	72	969
Sheffield High	0	5	1	0	8	14	501
Soulsville Charter	5	0	1	0	14	20	656
Southwest Early College High	0	0	6	0	0	6	123
Southwind High	7	3	12	0	38	60	1578
Trezevant High†	0	1	2	0	15	18	474
Westwood High†	1	3	0	0	10	14	362
White Station High	31	3	8	0	93	135	2032
Whitehaven High	11	4	3	0	38	56	1557
Wooddale High†	1	2	1	0	19	23	649

† Critical Focus School

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 2018–19 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. Multiracial and Latino students, on the other hand, were

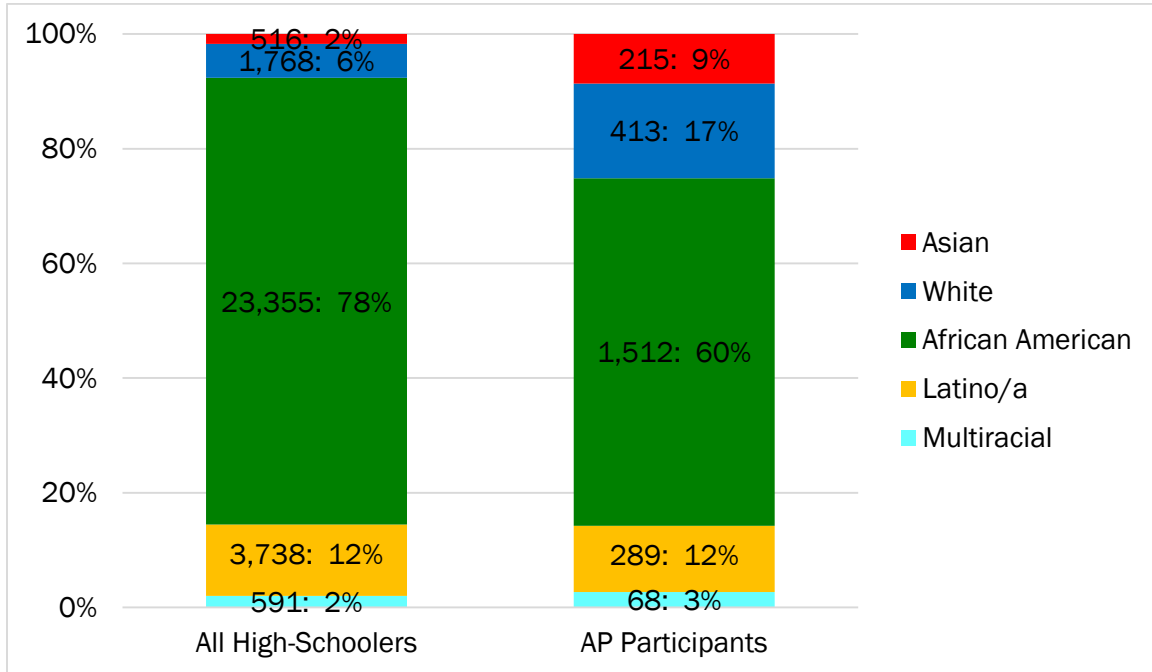


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at or near parity. (Students with other racial/ethnic designations were excluded, because they constituted less than one percent of both AP participants and high-schoolers in general.)

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 Figure 4 reveals, Asian students had by far the highest rate of AP participation, followed by White students, and trailed by Multiracial, Latino, and African American students, respectively.

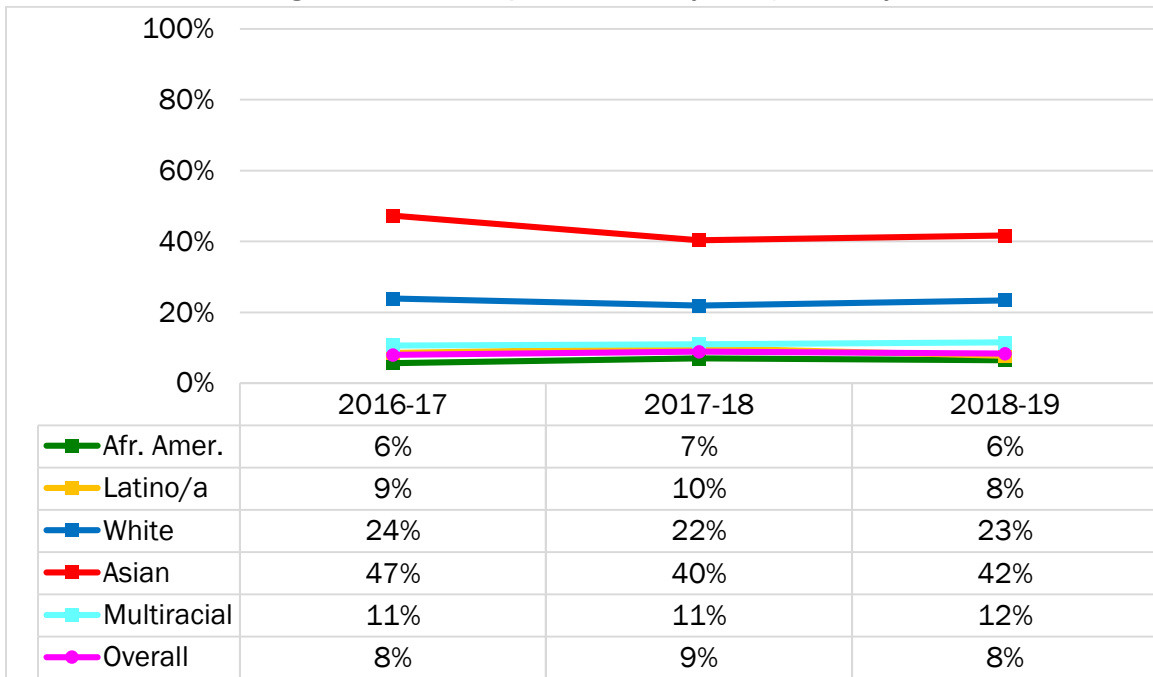
Figure 3. 2018–19 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders



AP participants are defined as any 9th–12th graders enrolled in at least one AP course in 2018–19.



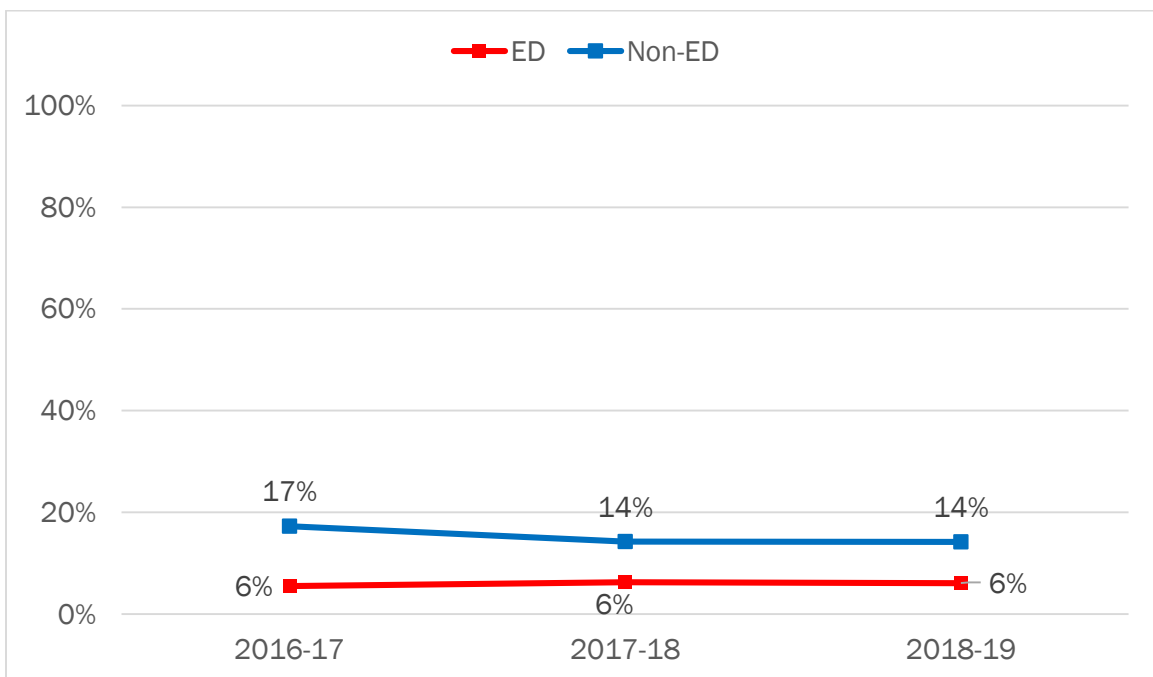
Figure 4. AP Participation Rates by Race/Ethnicity



AP participation rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.

Figure 5 presents AP participation by economic status over the past three years. As shown, economically disadvantaged (ED) students had lower AP participation than non-ED students. The gap narrowed over the past three years, but mostly from a dip in non-ED participation.

Figure 5. AP Participation by Socioeconomic Status





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 considered passing, since that is the minimum score required to obtain college credit at most postsecondary institutions. Figure 6 presents the percentage of AP exams with passing scores, by race/ethnicity for the past three years. Most AP exams taken by Asian and White students scored at least a 3, while most AP exams taken by Latino and African American students fell below that threshold.

The performance gap seen in Figure 6 was driven in part by a disparity in AP exam performance between students in charter and District-managed schools. Figure 7 displays the 2018–19 AP exam performance of African American and Latino 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 Latino students in District-managed schools outperformed their counterparts in charter schools by wide margins. If one replaces the numbers for African American and Latino students in Figure 6 with the District-managed numbers in Figure 7, the performance gap shrinks. This result is especially striking for African American students, whose District-managed pass rate was 11 percentage points higher than their overall pass rate (and a striking 26 percentage points higher than their charter pass rate).

As for economic status, Figure 8 presents ED and non-ED students' AP exam pass rates over the past three years. ED students' exam pass rates increased by 4 percentage points last year, though they still trailed their non-ED counterparts by a substantial margin.

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. One striking finding is that ED students at District-managed schools far 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 (18%) was quite a bit higher than at District-managed schools (7%). If charter schools prioritize giving more students exposure to AP instead of limiting participation to just those with the most robust prerequisites, the performance gap may be (at least partly) an artifact of differences between the two sectors' approaches to structuring AP participation.



Figure 6. Pass Rates for AP Exams by Race/Ethnicity

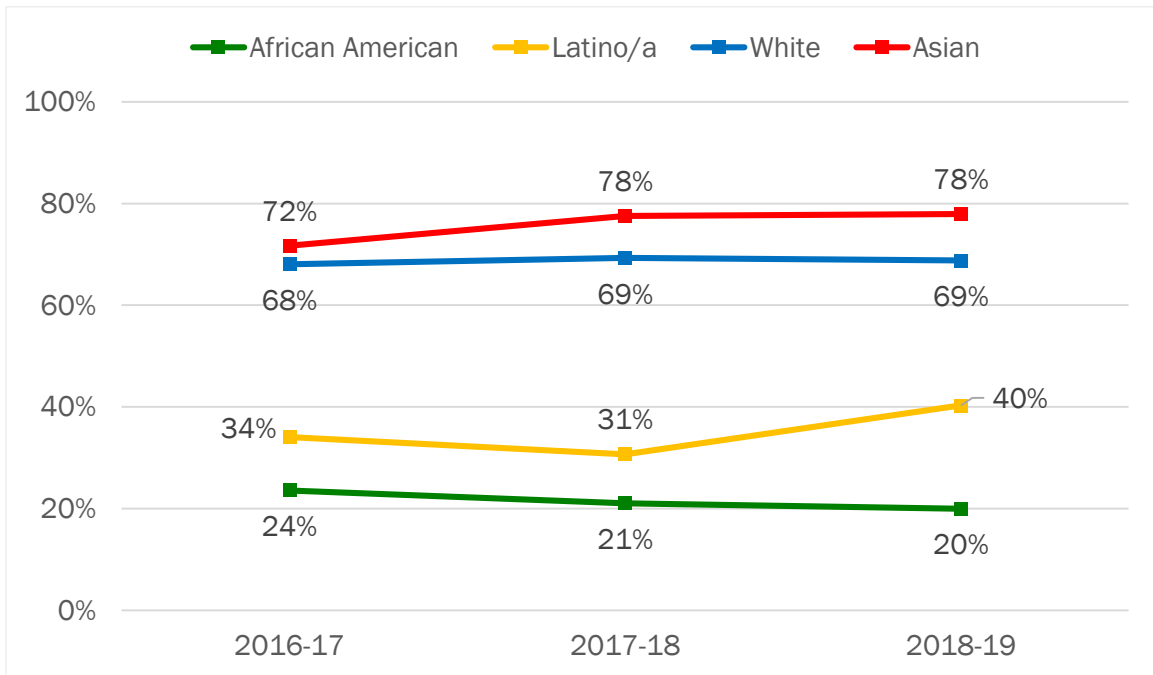
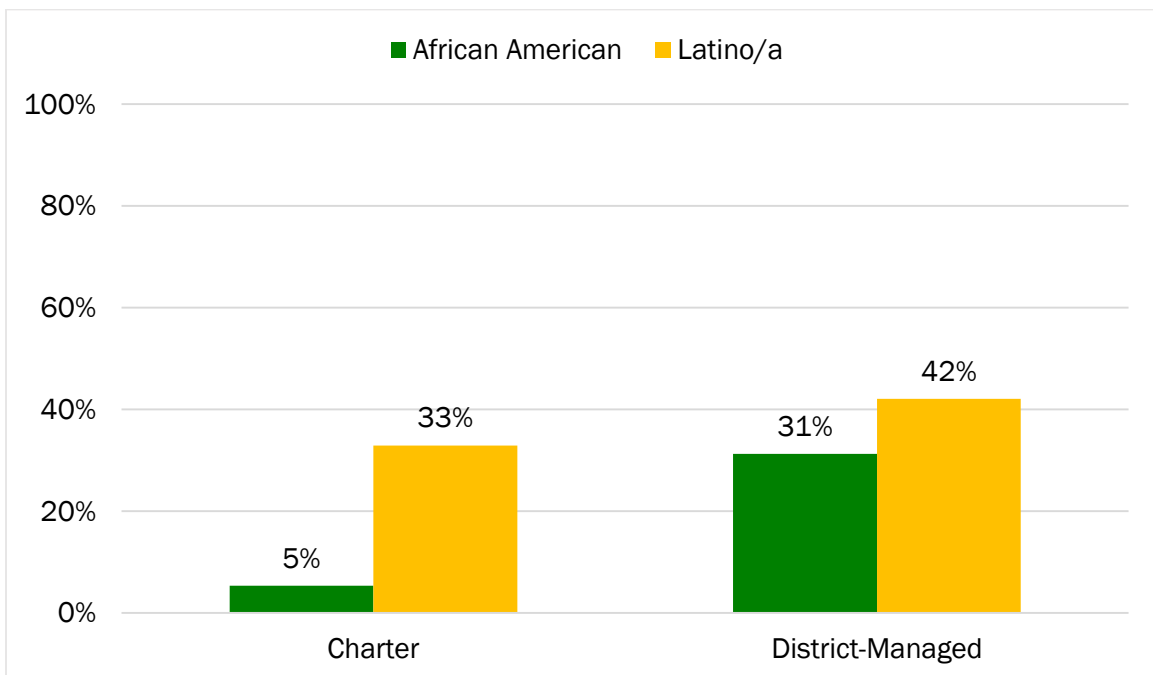


Figure 7. Pass Rates for 2018–19 AP Exams by Race/Ethnicity



Charter schools: 809 exams taken by African American students; 76 exams taken by Latino students.
District-managed schools: 1,057 exams taken by African American students; 333 exams taken by Latino students.



Figure 8. Pass Rates for AP Exams by Economic Status

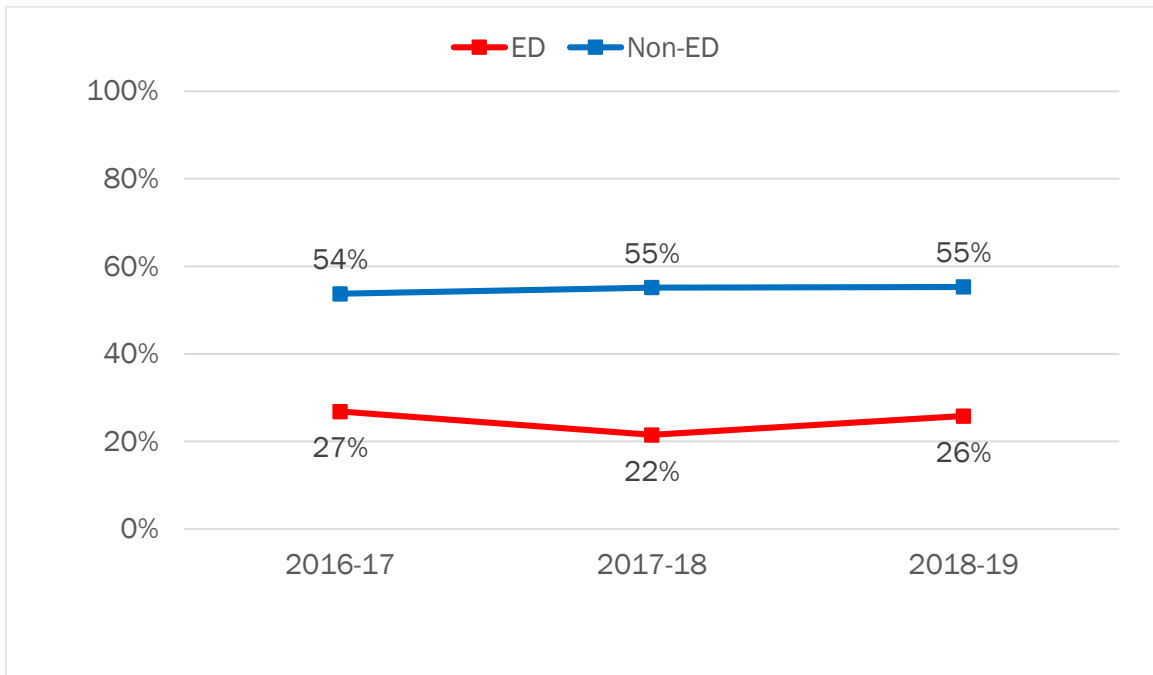
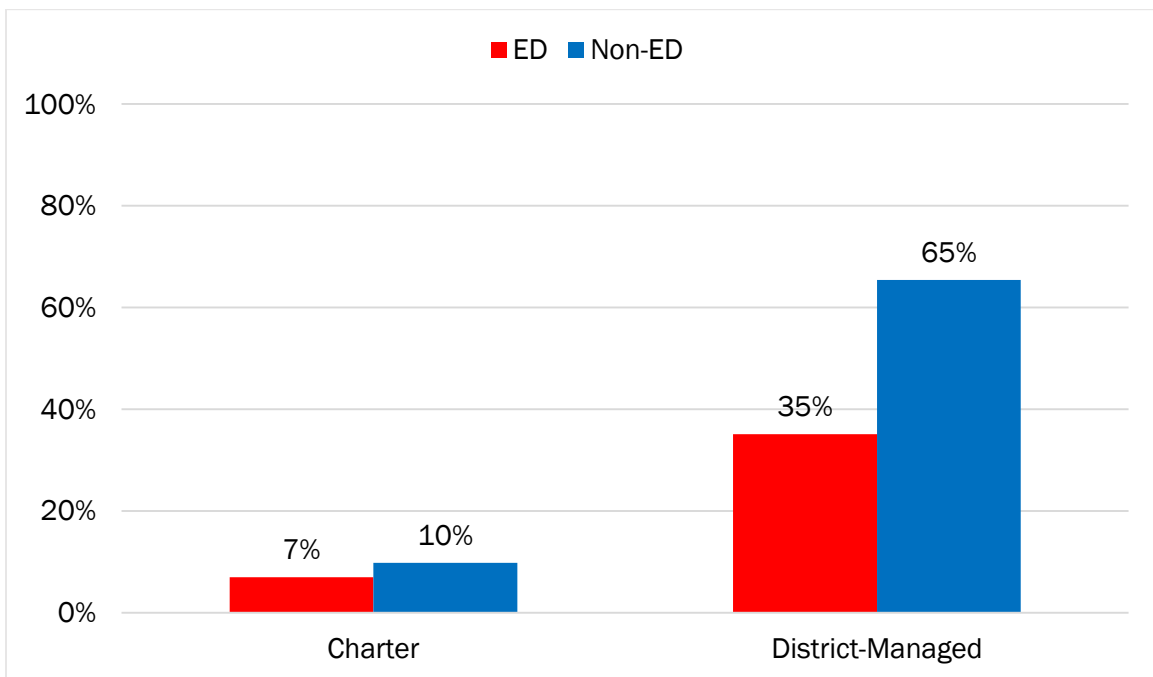


Figure 9. Pass Rates for 2018-19 AP Exams by Economic Status



*Charter schools: 786 exams taken by ED students; 125 exams taken by non-ED students.
District-managed schools: 1,083 exams taken by ED students; 2,053 exams taken by non-ED students.*



Dual-Enrollment (DE) and Statewide Dual Credit (SDC) 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 partnering 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 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.

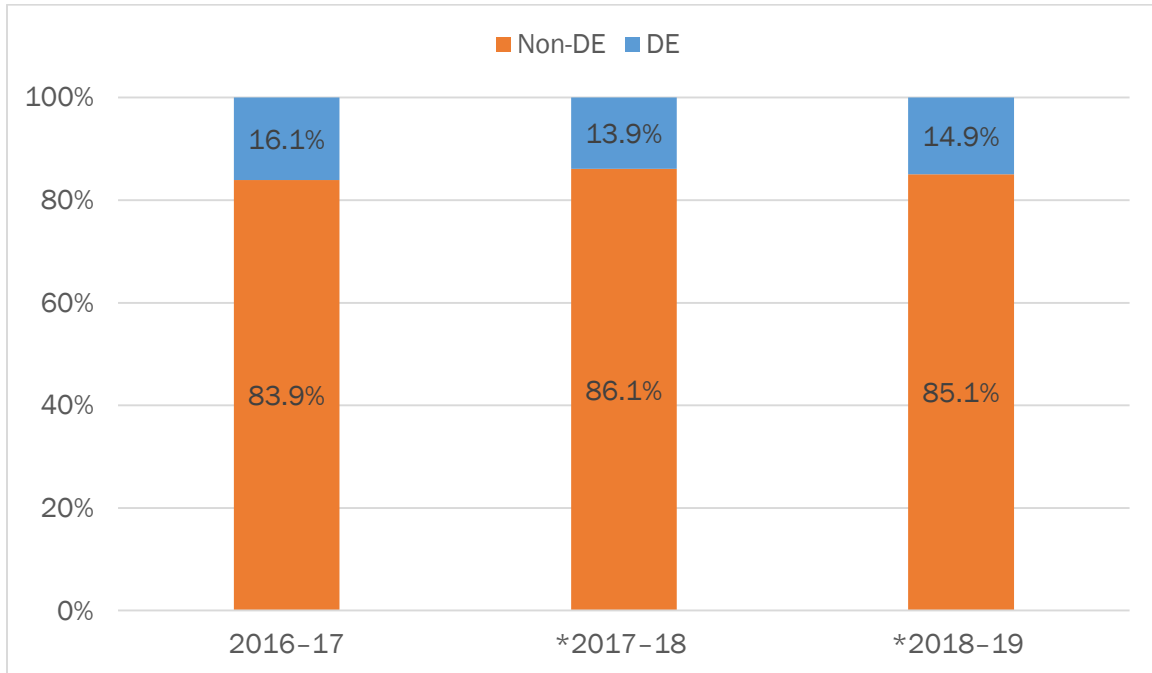
SCS employs two DE Advisors to administer its program. They liaise with the District's college partners, the staff at participating high schools, and current and potential program participants. They educate high-school staff and students about the benefits of DE and SDC and how to navigate the process. 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 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 9th through 12th grade participation in the aforementioned schools, as well as 11th and 12th grade student participation in all other high schools. Program participation has declined slight from the previous year, but has risen in the past three years.

² Students are eligible to participate if they meet the college entrance requirements that vary per college per course. These can include GPA, PSAT, SAT and/or ACT score.



Figure 10. DE Participation: 9th–12th Graders at Hollis F. Price & Middle College High + 11th–12th Graders at All Other High Schools



* 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.

** The 2017–18 school year marks the beginning of SDC courses.

College-Readiness

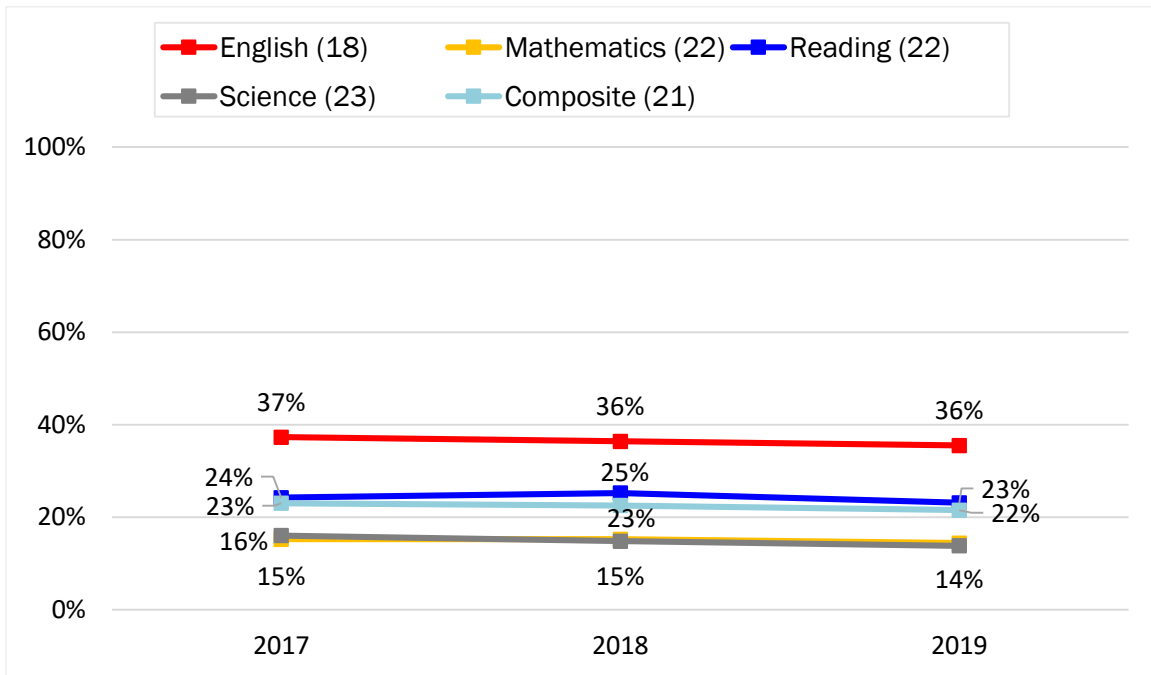
ACT, Inc. conducts research examining the relationship between high-school students' performance on the ACT subject tests and their subsequent performance in various college courses. Using this information, ACT, Inc. formulates college-readiness benchmarks for each ACT subject-area test. Every year, 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 11 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, 22% of the class of 2019 were on track, a slight dip from the previous two cohorts.



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Figure 11. Percentage of On-Time Graduates Meeting ACT College-Readiness Benchmarks



Each subject's college-readiness threshold is indicated in parentheses above.

In over half of the District's high schools, fewer than 15% of on-time graduates met the state's definition of on track (ACT composite of 21 or higher), as shown in Table 3.

Table 3. Percentage of 2019 On-Time Graduates with an ACT Composite Score of 21+

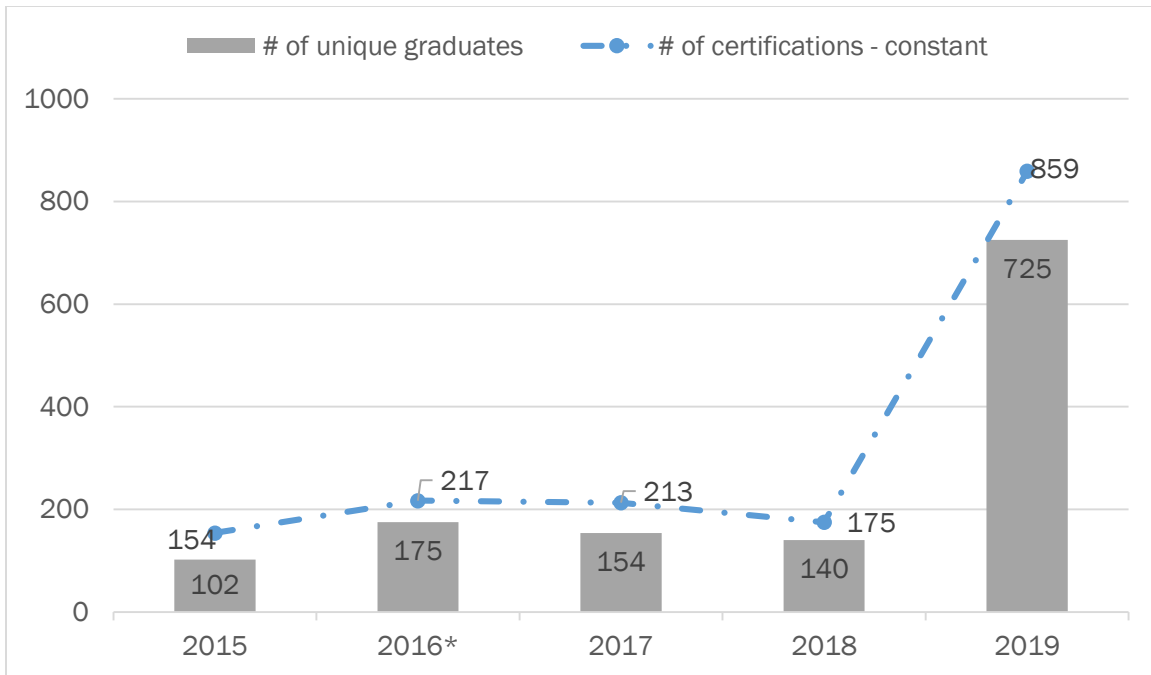
Percentage of Graduates	Number of High Schools	Average Number of Advanced Courses Offered
0 - 5%	9	18
>5 - 15%	14	23
>15 - 30%	12	43
>30 - 45%	4	60
60%	White Station High	135
81%	Middle College High	51



Students Graduating with Professional Certifications

Figure 12 shows that there has been a significant increase in the number of graduating students who earned professional certifications as well as the number of certifications earned.

Figure 12. Number of Graduates with Certifications & Number of Certifications



* The state no longer approved some industry certifications in 2016. This chart only compares the certifications that have remained constant.

District Strategies

Office of Optional Schools & Advanced Academics

Current Strategies

- Provided professional development and specialized training to support IB teachers and Honors/Pre-AP/AP teachers in providing high-quality learning experiences for students.
- Facilitated the administration of the PSAT 9 assessment to 9th graders to identify potential students for advanced academics coursework earlier and strengthen the pipeline of ready students.
- Collaborated with Communications to develop an EPSO flyer and video and provided training sessions for counselors and school administrators on the advantages of taking advanced academics coursework.
- Facilitated Saturday academic sessions for AP students and summer learning experiences for Honors/AP/IB students.
- Partnered with college and university stakeholders to host student academic support sessions and provide training for SCS adjunct faculty.

New Strategies

- Expand CLUE opportunities to increase student readiness for advanced courses.



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- Implement a master-schedule check-out to ensure execution of Advanced Academics Expansion Plan (AAEP). ILDs will oversee the execution of AAEPs.
- Establish a minimum of two AP/Pre-AP courses at every SCS-managed high school and one honors course at every SCS-managed middle school by 2020-21.

Office of College & Career Technical Education

- Maximize strategic enrichment opportunities for grades 6-12.
- Increase professional development opportunities for current CCTE teachers.
- Recruit and retain teachers in Big Six high-wage, high-demand occupations.
- Provide a rigorous curriculum and resources for CCTE Courses.
- Facilitate highly functional content-specific CCTE 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.
- Expand CLUE opportunities to increase student readiness for advanced courses.

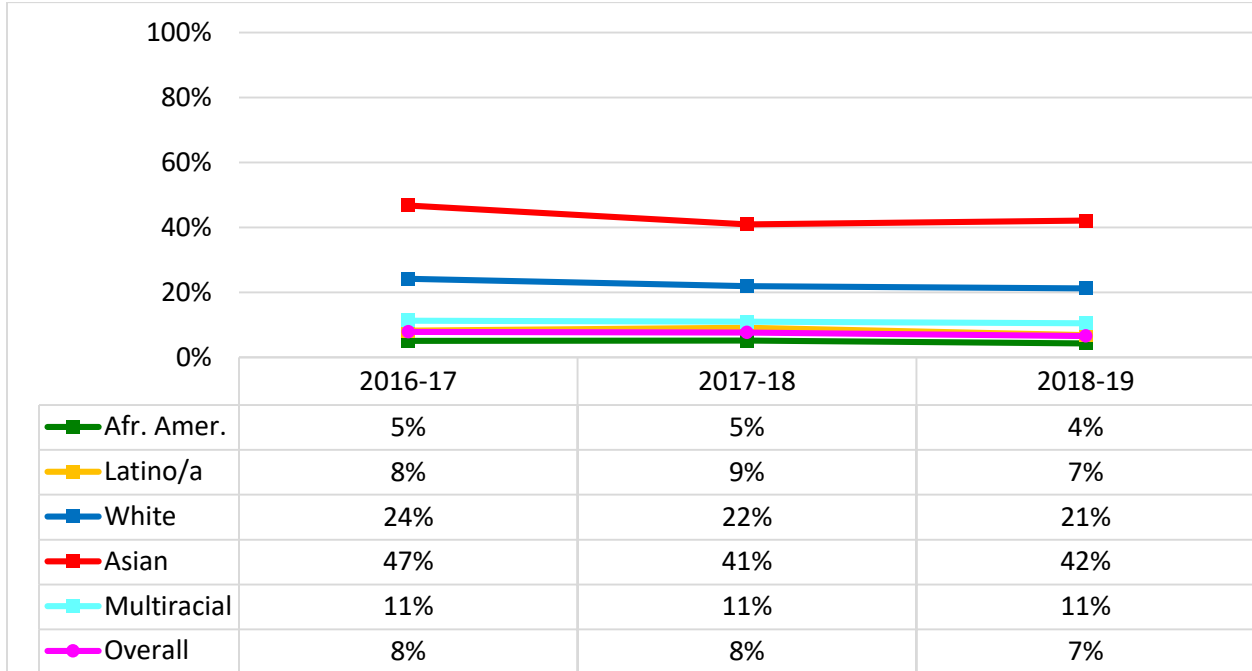
ALPHAs - Academics developed the Advanced Learning Program for High Achieving Students (ALPHAS) to target 1,500 -2,000 6th-8th grade students in the 65th achievement percentile. ALPHAS includes five Saturday enrichment sessions with learning opportunities from Expeditionary Learning, Eureka, Khan Academy Modules, and Mathia, as well as real-world project-based learning. In May, the culminating activity will afford participating students the opportunity to showcase the solutions developed in the Saturday sessions with the potential to impact Shelby County.



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



AP participation rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.