



Destination 2025 Monthly: January 2019

Prepared by the Department of Research & Performance Management

*Authors: Angelica Thompson, Ph.D.
Anne Walton Garrison, M.A.*

Key Findings

- In middle schools, honors course offerings varied with school size. Smaller schools were more likely to offer no honors courses while mid-sized schools were more likely to offer 1 to 10 honors courses. Larger schools tended to offer the most honors courses.
- Similarly, high school enrollment was strongly and positively correlated with the number of advanced course offerings (Pearson correlation coefficient = .81).
- Asian students have by far the highest rate of Advanced Placement (AP) participation, followed by White students, and then by Multiracial, Latino, and Black students, respectively.
- AP exams taken by Asian and White students average above a 3 (the passing score), while the average exam scores for Latino and Black students fall below that threshold.
- Economically disadvantaged students have made strides in AP participation over the past three years, but their AP exam performance declined last year.
- Students at district-managed schools outperformed their charter-attending counterparts on AP exams by very wide margins. Indeed, underperformance among charter students accounts for a large portion of the racial/ethnic and economic performance gaps noted above.
- Although there has been a slight decrease in the percentage of 11th and 12th graders and students attending Hollis F. Price and Middle College high schools who participated in Dual Enrollment (DE) from 2016–17 to 2017–18, there has been a 1.3% increase since 2015–16.
- There has been a 0.9% increase in the percentage of students in 9th through 12th participating in DE between 2015–16 and 2017–18.
- According to their performance on the ACT, SCS juniors and seniors are more prepared for college in English and reading than they are in science and math.
- There was a decrease in both the number of graduating students who earned professional certifications as well as the number of certifications earned between 2016–17 and 2017–18.
- Among the 7,309 11th graders, 4.1% took the ACT only, 0.7% earned an industry certification only, 8.4% passed an EPSO (DE, SDC AP, or IB course) only, and 8.4% completed more than one of these indicators in 2017–18.
- Among the 7,698 12th graders, 4.7% took the ACT only, 1.2% earned an industry certification only, and 12.3% passed an EPSO (DE, SDC AP, or IB course) only, and 11.0% completed more than one indicator in 2017–18.

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 2017. 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.

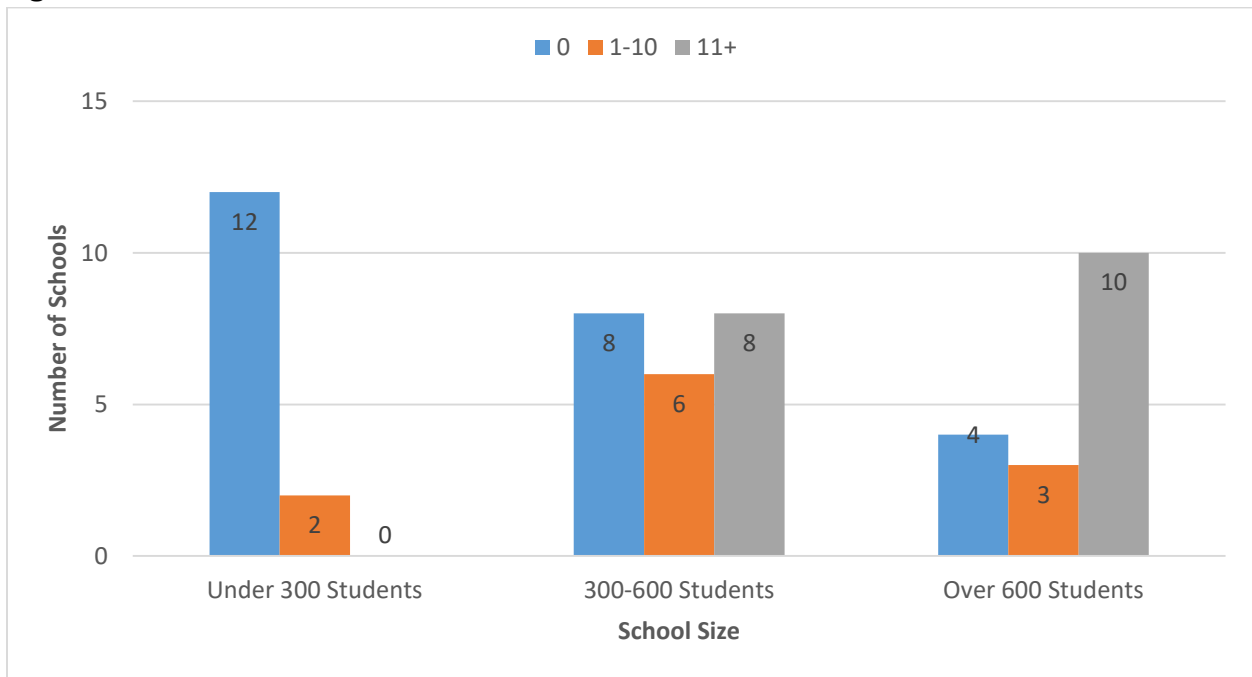


Advanced Course Options Available by School

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 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.

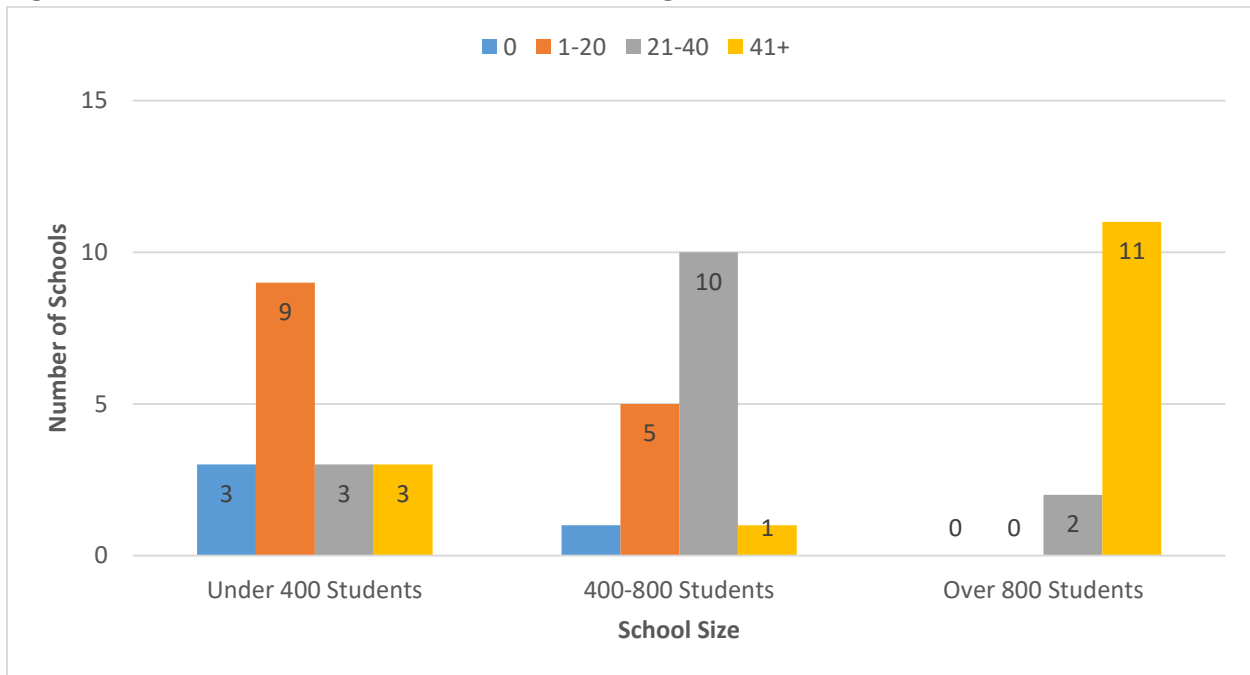
Figure 1. Number of Honors Courses Offered in Middle Schools 2018–19



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 2018–19



Of the District’s 53 middle schools, White Station Middle School offers the highest number of honors courses (21). Thirty-four percent (18) of middle schools offer 11 or more honors courses, while 21% (11) offer 1–10 honors courses. Forty-five percent (24) of middle schools do not offer any honors courses. Twelve of these are charters, and 12 are District-Managed schools – 9 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.



Destination 2025 Monthly: January 2019
Prepared by the Department of Research & Performance Management

Table 1. Number of Honors Courses Offered in Middle Schools 2018-19

Honors Courses →	0	1-10	11+
School	Honors		School Size
A. Maceo Walker Middle		8	751
Airways Achievement Academy MS	0		110
American Way Middle	0		734
Barret's Chapel School		1	482
Bellevue Middle		20	573
Chickasaw Middle	0		349
City University School Boys Preparatory	0		88
City University School Girls Preparatory	0		98
Colonial Middle		38	1122
Cordova Middle		22	785
Craigmont Middle		17	560
Cummings School		18	536
Dexter Middle		9	391
Douglass School		10	476
DuBois Middle School of Arts & Technology	0		130
DuBois Middle/Leadership & Public Policy		1	121
E.E. Jeter School	0		397
Freedom Preparatory Academy Charter	0		176
Geeter School	0		605
Georgian Hills Middle†		15	333
Germantown Middle		18	718
Gordon Achievement Academy MS	0		93
Grandview Heights Middle School	0		476
Granville T. Woods Academy of Innovation	0		430
Hamilton Middle†	0		220
Havenview Middle		15	655
Hickory Ridge Middle		11	890
Highland Oaks Middle		7	725
Ida B. Wells Academy	0		170
J. P. Freeman School		14	608
Kaleidoscope School of Memphis	0		70
Kate Bond Middle School		16	1169
Kingsbury Middle	0		657
KIPP Memphis Academy Middle	0		339
KIPP Memphis Collegiate Middle School	0		325
Lowrance School		7	890
Maxine Smith STEAM Academy		19	354
Memphis Academy of Health Sciences	0		308
Memphis Business Academy		15	473
Memphis Business Academy Hickory Hill Middle School		1	28



Destination 2025 Monthly: January 2019
Prepared by the Department of Research & Performance Management

Memphis Grizzlies Preparatory Charter School	1	339
Mt. Pisgah Middle	8	485
Oakhaven Middle	0	292
Power Center Academy	0	435
Power Center Academy Middle School Southeast	0	217
Ridgeway Middle	15	742
Riverview School	12	424
Sherwood Middle	0	781
Snowden School	18	1264
Treadwell Middle School	12	499
Veritas College Preparatory	0	141
White Station Middle	21	1283
Woodstock Middle School†	2	296

† Critical Focus School

Table 2 presents the advanced course offerings among the District’s 48 high schools. White Station provides the most at 130. Thirty-one percent of the schools (15) offer 41 or more advanced courses, 31% (15) offer 21-40 courses, and 29% (14) offer 1–20. Eight percent (4) of the schools offer no advanced courses. Among these, one was a charter school and three were alternative 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. Also note that schools that offer both middle and high grade levels are included in this list.

Table 2. Number of Advanced Courses Offered in High Schools 2018–19

Advanced Courses →				0	1-20	21-40	41+
School	AP	DC	DE	IB	Honors	Total Advanced Courses	Enrollment
B. T. Washington High	0	6	2	0	24	32	469
Bolton High	4	2	5	16	21	48	888
Central High	18	0	21	0	72	111	1475
City University	0	0	0	0	4	4	258
City University School of Independence	0	0	0	0	1	1	16
Cordova High School	15	6	8	0	56	85	2235
Craigmont High	3	1	7	0	24	35	805
Crosstown High School	1	0	0	0	3	4	146
Douglass High	2	3	4	0	22	31	555
East High	3	1	6	0	33	43	372
Freedom Preparatory Academy-Charter School	4	4	0	0	0	8	357
G.W. Carver College & Career Academy	0	0	2	0	0	2	223
Gateway University	0	0	0	0	1	1	157
Germantown High	9	3	4	34	51	101	1969
Hamilton High	0	6	7	0	15	28	607
Hollis F. Price Middle College	0	0	15	0	18	33	102



Destination 2025 Monthly: January 2019
Prepared by the Department of Research & Performance Management

Hope Academy	0	0	0	0	2	2	105
Kingsbury High	13	3	2	0	23	41	1299
KIPP Memphis Collegiate High	9	0	0	0	15	24	486
Kirby High	0	5	7	0	11	23	821
Manassas High	1	4	3	0	8	16	425
Melrose High	0	3	6	0	14	23	580
Memphis Academy of Health Sciences High	0	0	4	0	10	14	390
Memphis Academy of Science & Engineering	2	0	0	0	20	22	602
Memphis Business Academy High	4	0	3	0	14	21	461
Memphis Rise Academy	0	0	0	0	14	14	555
Memphis School of Excellence	3	0	0	0	13	16	507
Memphis Virtual School	5	0	0	0	49	54	181
Middle College High	2	3	41	0	41	87	322
Mitchell High	1	0	7	0	13	21	448
Newcomer International Center	0	0	0	0	0	0	75
Northeast Prep Academy	0	0	0	0	0	0	222
Northwest Prep Academy	0	0	0	0	0	0	108
Oakhaven High	2	4	6	0	9	21	320
Overton High	13	5	6	0	60	84	1110
Power Center Academy High	6	0	4	0	31	41	577
Raleigh-Egypt High	1	7	8	0	31	47	1037
Ridgeway High	4	0	3	21	50	78	1122
Sheffield High	1	4	4	0	12	21	668
Southwest Early College High	0	0	1	0	0	1	172
Southwind High	6	3	10	0	33	52	1578
The Excel Center	0	0	0	0	0	0	339
The Soulsville Charter School	6	0	0	0	15	21	657
Trezevant High†	1	2	3	0	10	16	522
Westwood High†	1	2	5	0	9	17	376
White Station High	30	3	10	0	87	130	2121
Whitehaven High	8	2	7	0	39	56	1623
Wooddale High	3	5	5	0	22	35	603

† 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, but 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. This section focuses on AP participation and performance of racial/ethnic and economic subgroups, but information about AP participation for students with disabilities and English learners is included in the appendix.



Figure 3 displays the 2017–18 racial/ethnic breakdown of AP participants compared to all students in grades 9–12. White and Asian students are overrepresented in AP courses, while Black students are underrepresented. Multiracial and Latino students, on the other hand, are at or near parity. (Students with other racial/ethnic designations were excluded, because they constitute 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 last three years. (Participation rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.)

As Figure 4 reveals, Asian students have by far the highest rate of AP participation, followed by White students, and trailed by Multiracial, Latino, and Black students, respectively. However, AP participation rates among Black and Latino students rose slightly in 2017–18, as did the overall participation rate.

2017–18 AP participation among just 11th and 12th graders follows the pattern shown in Figure 4, but at higher rates. Each racial/ethnic group’s participation rate is four to eight percentage points higher among juniors and seniors than among high schoolers overall—which is to be expected, given that many AP offerings are geared toward 11th and 12th grade. The overall AP participation rate among juniors and seniors is 13%, four percentage points higher than the overall high-school rate of 9%.

Figure 3. 2017–18 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders

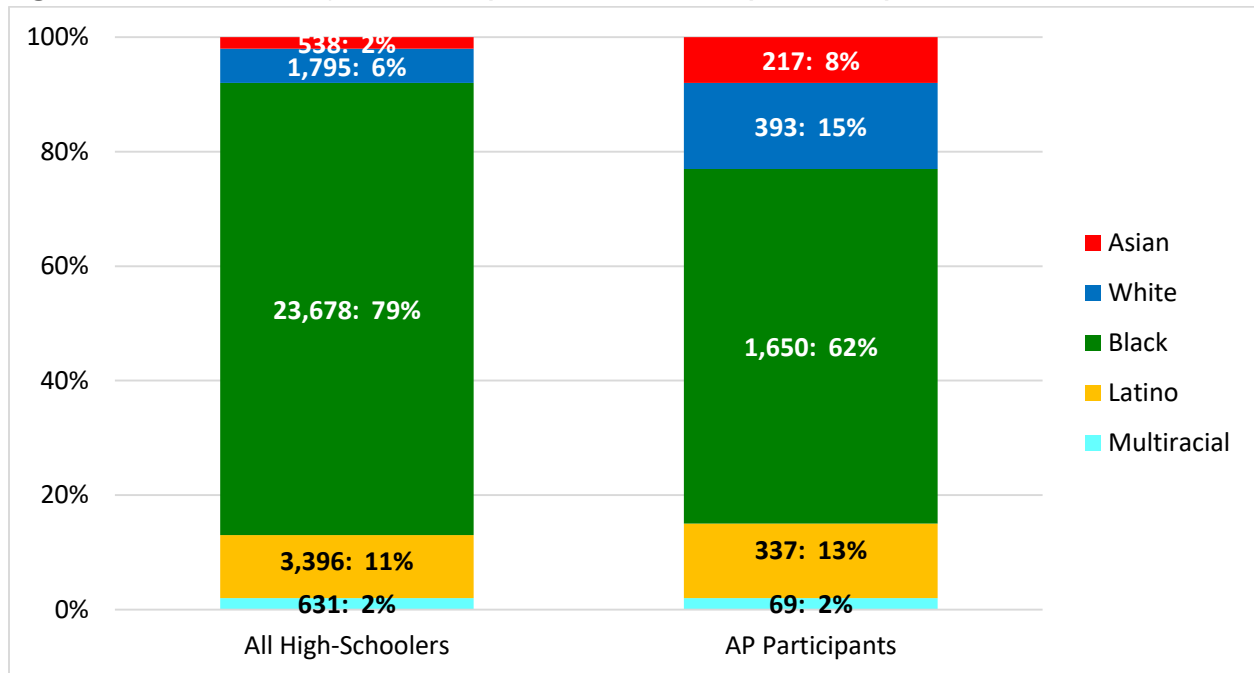
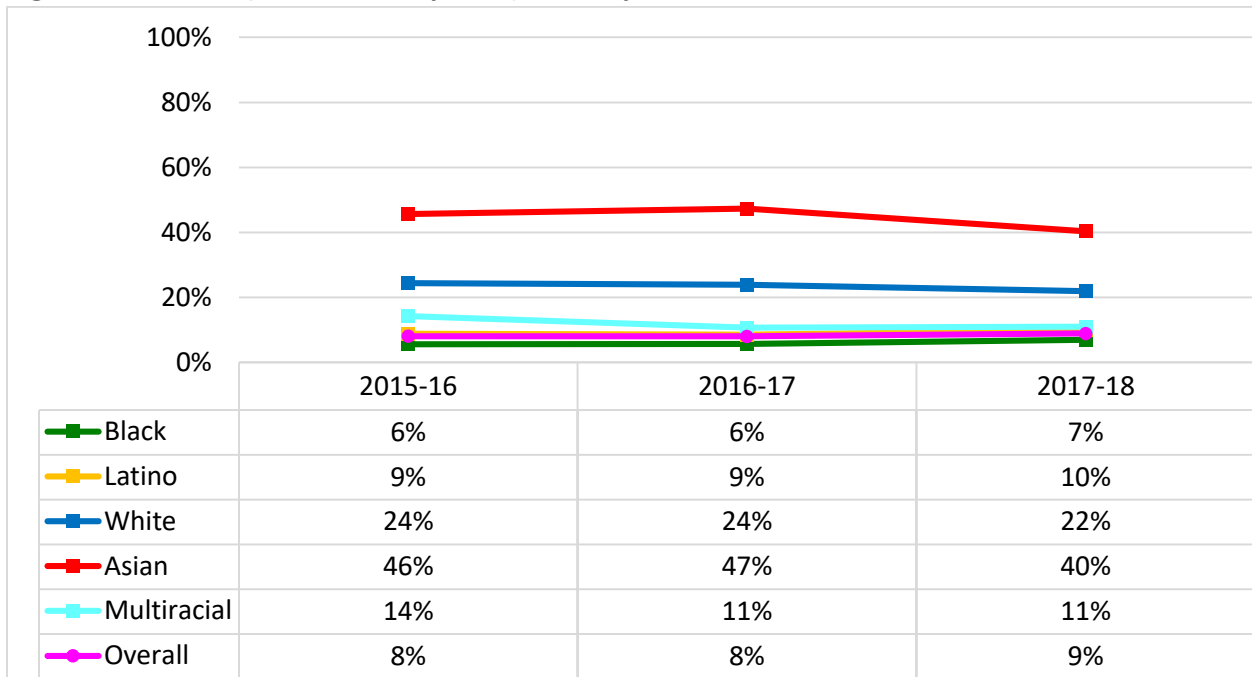




Figure 4. AP Participation Rates by Race/Ethnicity



A student's ability to participate in AP is contingent, of course, upon the student's school offering AP courses in which to participate. To explore whether the pattern of AP participation among different racial/ethnic groups changes according to the number of AP courses offered, Figure 5 presents the 2017–18 AP participation rates by race/ethnicity in schools that offered five or more AP courses, as compared to those that offered fewer than five AP courses. (Again, the rates reflect the percentage of 9th–12th graders enrolled in at least one AP course.)

Unsurprisingly, all the rates are higher in the subset of schools offering five or more AP courses. In those schools, the disparate pattern of AP participation is the same as that presented in Figure 4 (which shows the district overall). In schools offering fewer than five AP courses, the participation rates are much more equitable across racial/ethnic groups, but they are also extremely low.

As demonstrated earlier in this report, school size greatly impacts a school's ability to offer advanced courses. Smaller schools have much more difficulty offering multiple sections of courses (a regular section and an AP section, for instance), because there are not enough students or teachers. To this point, the median size of schools offering five or more AP courses is 1,151, as compared to a median size of 291 for schools offering fewer than five AP courses.



Figure 5: 2017–18 AP Participation Rates by Race/Ethnicity in Schools Offering 5+ and <5 AP Courses

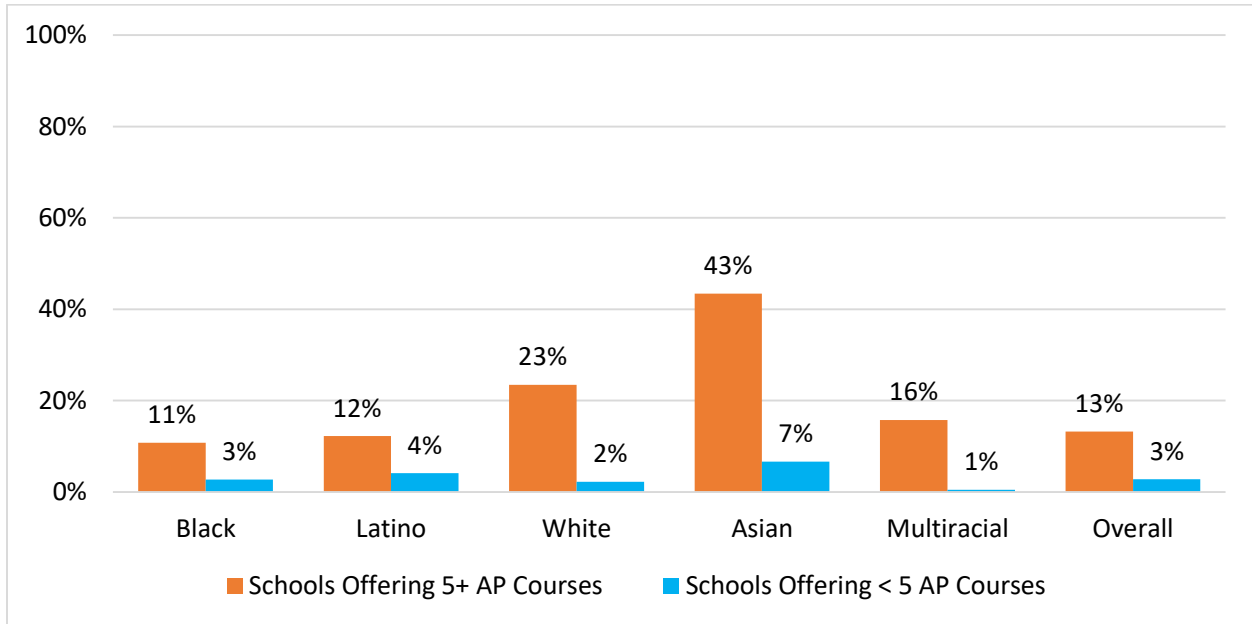
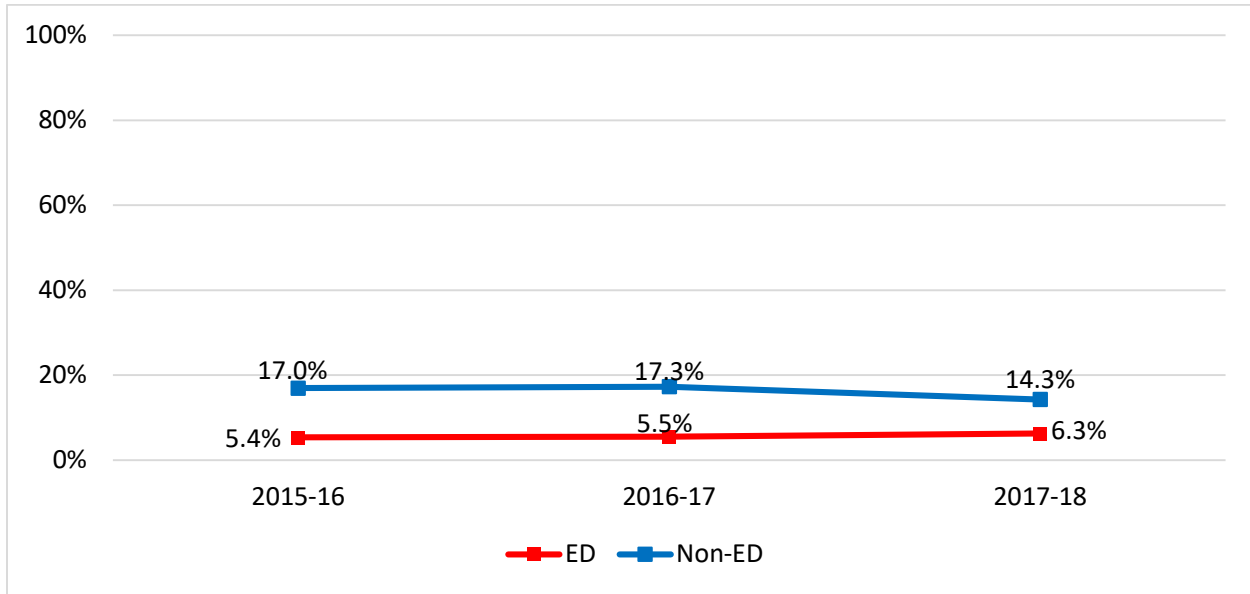


Figure 6 presents AP participation by economic status over the past three years. Economically disadvantaged (ED) students have lower AP participation than non-ED students, but the gap has narrowed by 3.6 percentage points over the last three years (from 11.6 in 2015–16 to 8.0 last year). This narrowing is the result of both a dip in non-ED participation as well as an increase in ED participation.

2017–18 AP participation among just 11th and 12th graders follows this same pattern, but at higher rates (as to be expected). Respectively, the ED and non-ED rates are three and six percentage points higher among juniors and seniors than among high schoolers overall.



Figure 6. AP Participation by Economic 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 7 displays mean AP exam scores by race/ethnicity for the past three years. AP exams taken by Asian and White students average above a 3, while the average exam scores for Latino and Black students fall below that threshold. Figure 8 presents the percentage of AP exams passed (i.e., scoring 3 or higher) by race/ethnicity for the past three years. The pattern is the same as that presented in Figure 7.

The performance gap seen in Figures 7 and 8 is driven in part by a disparity in AP exam performance between students in charter and district-managed schools. Figures 9 and 10 display the 2017–18 AP exam performance of Black 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 Black and Latino students in district-managed schools outperformed their counterparts in charter schools by wide margins. If one replaces the numbers for Black and Latino students in Figures 7 and 8 with the district-managed numbers in Figures 9 and 10, the performance gap shrinks for both groups. This result is especially striking for Black students, whose district-managed pass rate was 10 percentage points higher than their overall pass rate.

As for economic status, AP exam scores declined among economically disadvantaged students last year. Figures 11 and 12 present ED and non-ED students' mean AP exam scores and AP exam pass rates, respectively, over the past three years. Compared to the previous year, ED students' mean 2017–18 AP exam score dipped from 1.99 to 1.78, and their pass rate dropped from 27% to 22%, widening the ED/non-ED gap by six percentage points.

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 Figures 13 and 14. 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. Of particular note is that ED students at district-managed schools far outperformed non-ED students at charter schools.

Figure 7. Mean AP Exam Scores by Race/Ethnicity

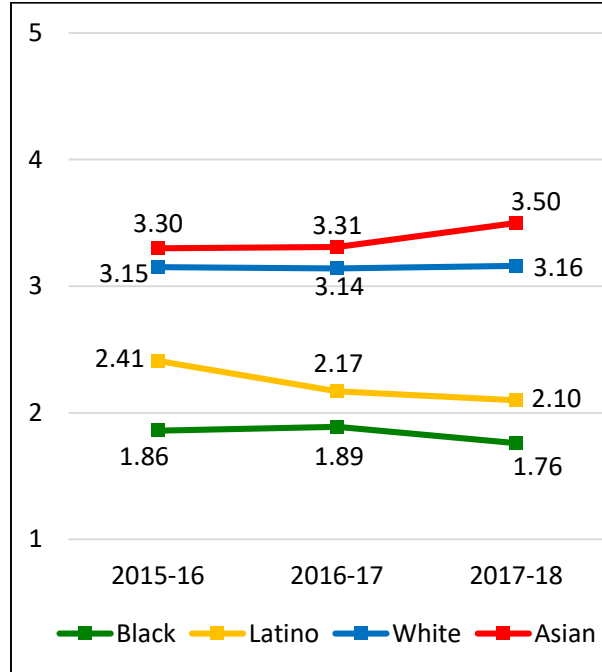
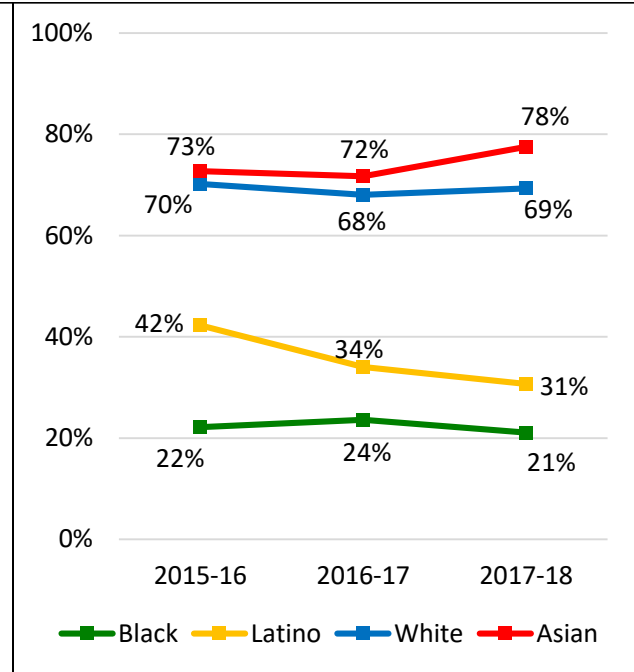


Figure 8. Pass Rates for AP Exams by Race/Ethnicity



Source: AP District Summary Reports from College Board

Figure 9. Mean 2017-18 AP Exam Scores by Race/Ethnicity

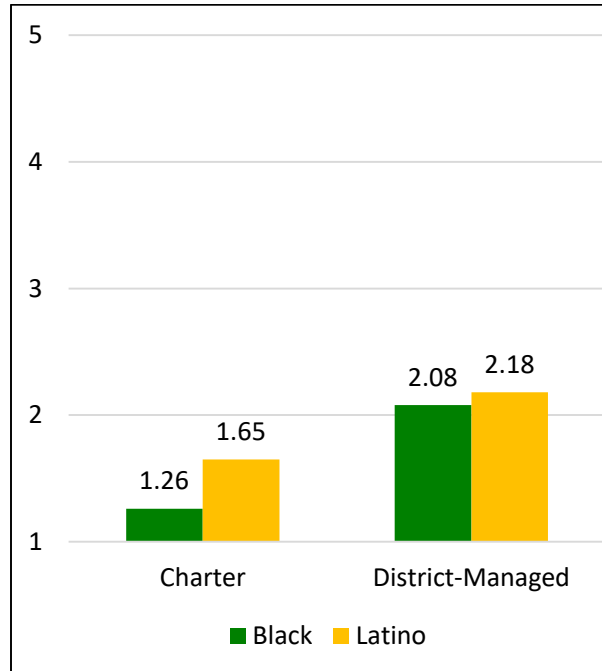
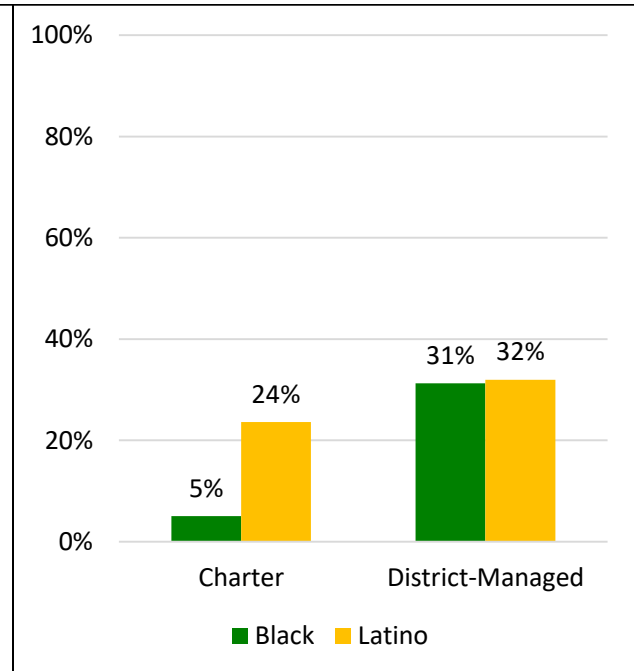


Figure 10. Pass Rates for 2017-18 AP Exams by Race/Ethnicity



Source: AP District Summary Reports from College Board



Figure 11. Mean AP Exam Scores by Economic Status

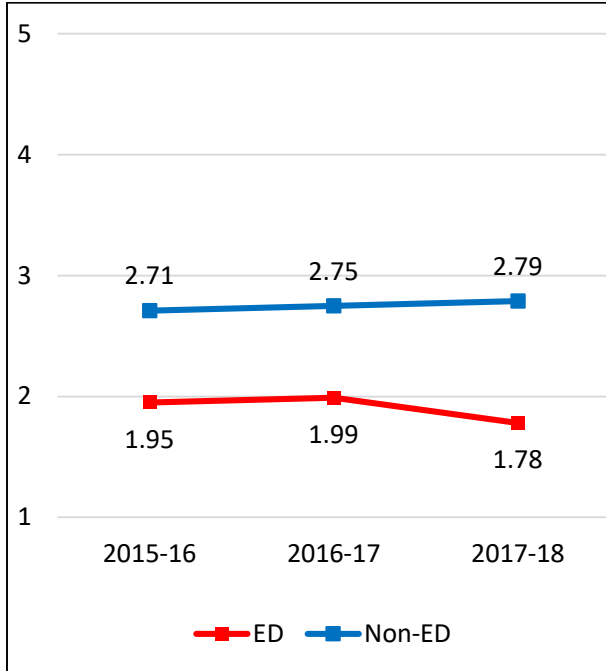
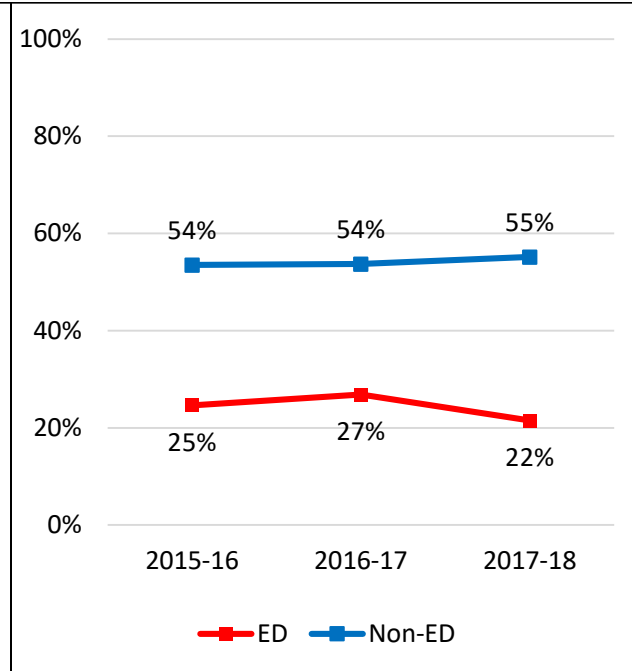


Figure 12. Pass Rates for AP Exams by Economic Status



Source: AP District Summary Reports from College Board

Figure 13. Mean 2017-18 AP Exam Scores by Economic Status

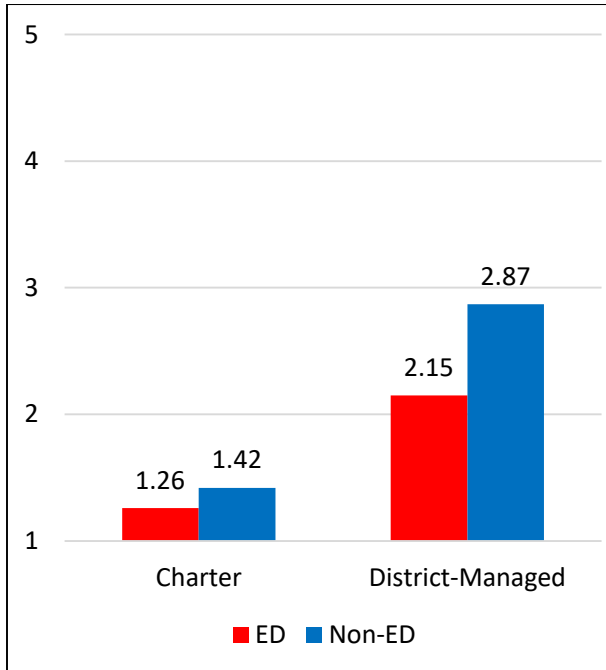
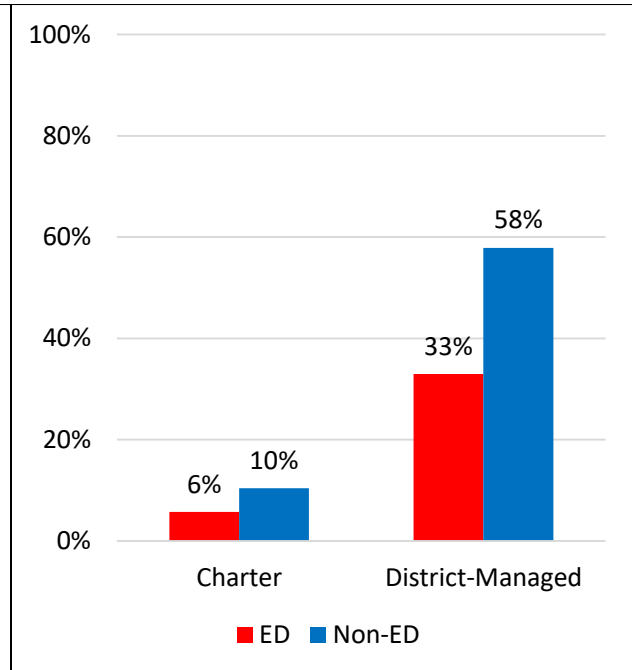


Figure 14. Pass Rates for 2017-18 AP Exams by Economic Status



Source: AP District Summary Reports from College Board

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 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.

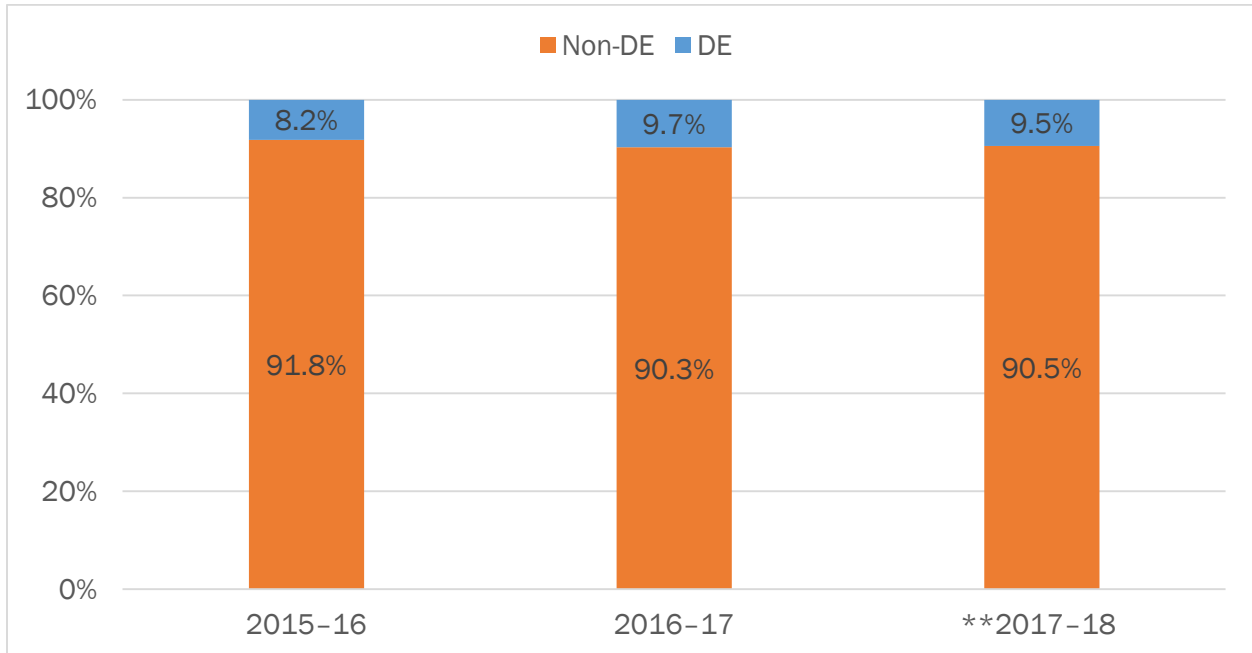
SCS employs two DE Advisors to administer its program. They liaise with the District's college partners, the staff at participating high schools, and current and potential program participants. They educate high-school staff and students about the benefits of DE and SDC and how to navigate the process. 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 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 15 reflects 11th and 12th grade student participation, as well as 9th and 10th grade participation in the aforementioned schools. Participation in the program has risen slightly in the past three years.

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.



Figure 15. DE Participation: 11th–12th + Hollis F. Price & Middle College High 9th–12th Grade

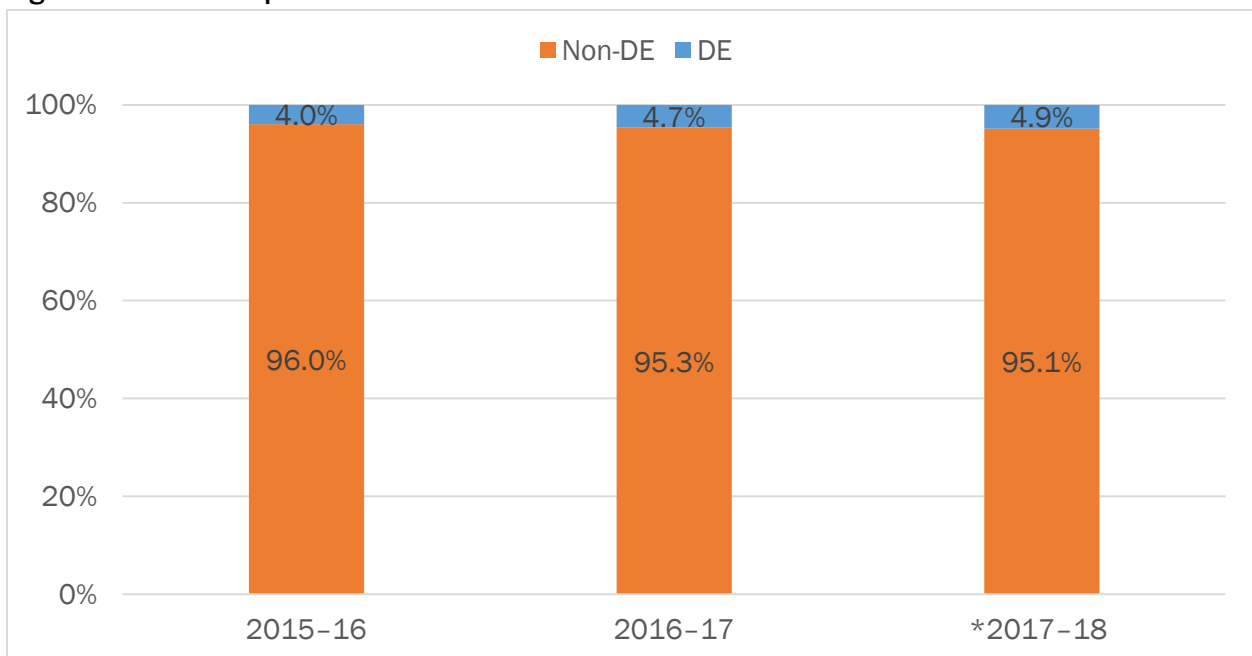


* The SAILS curriculum was modified in 2017–18 resulting in a decline in SAILS students qualifying for DE Statistics in the second semester. Two hundred fifty-five students transitioned from SAILS to DE in 2016–17, but only 105 students made the transition in 2017–18.

** The 2017–18 school year includes the 216 students enrolled in SDC courses.

Figure 16 provides a more comprehensive view of DE and SDC by presenting the percentage of all eligible high school students participating in the program.

Figure 16. DE Participation: 9th–12th Grade



* The 2017–18 school year includes the 216 students enrolled in SDC courses.



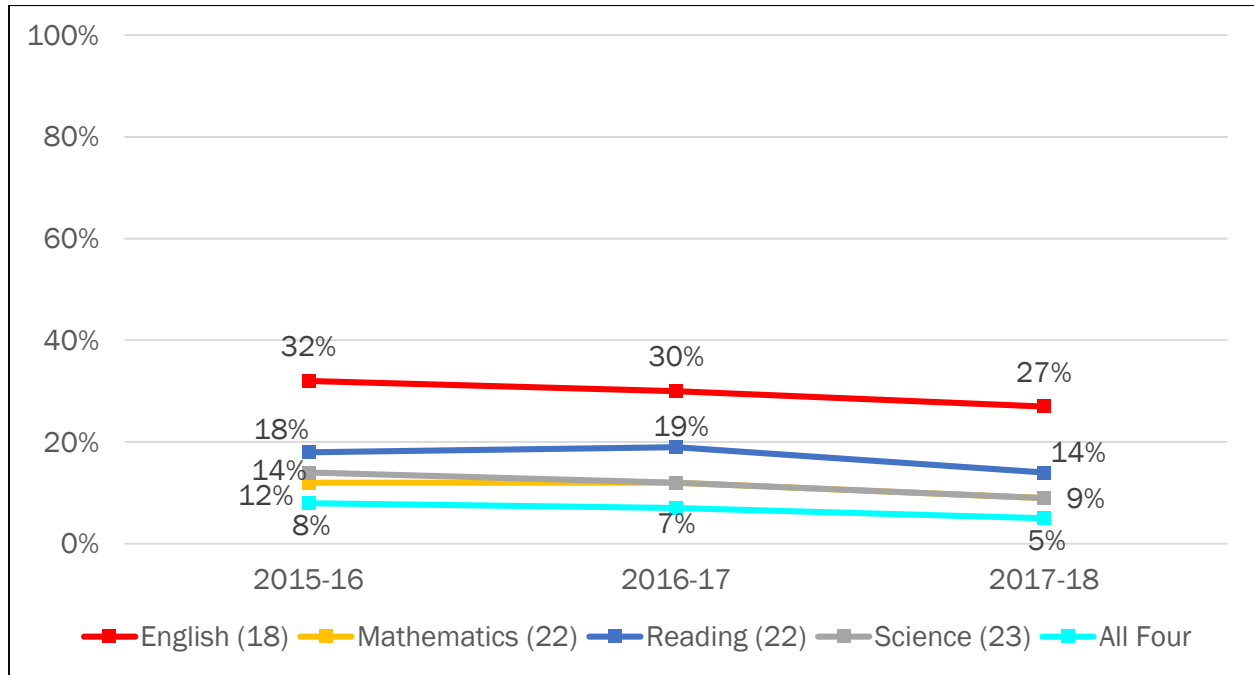
College-Readiness

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; Figure 17 shows their performance on each subject-area test for the last three years. (Note that each subject's college-readiness threshold is indicated in parentheses.) As the figure shows, the percentage of 11th-graders meeting ACT college-readiness benchmarks has declined over the past three years, with three to five net percentage-point losses in every area.

The Tennessee Department of Education (TDOE) has recently begun calculating and tracking the ACT performance of on-time graduates for accountability purposes. Figure 18 presents the ACT performance of the on-time graduates in the class of 2018. (Again, each subject's college-readiness threshold is indicated in parentheses.) Within each subject area, the class of 2018 showed the same pattern of college-readiness as the juniors, but at higher rates (as to be expected). The highest rate was in English, then reading, followed by very low readiness levels in science and math. (These rates are each within a percentage point of the rates for the class of 2017.)

TDOE designates students who score an ACT composite of 21 or higher as *on track*. By this definition, 23% of the class of 2018 were on track. (This represents no change from the class of 2017.)

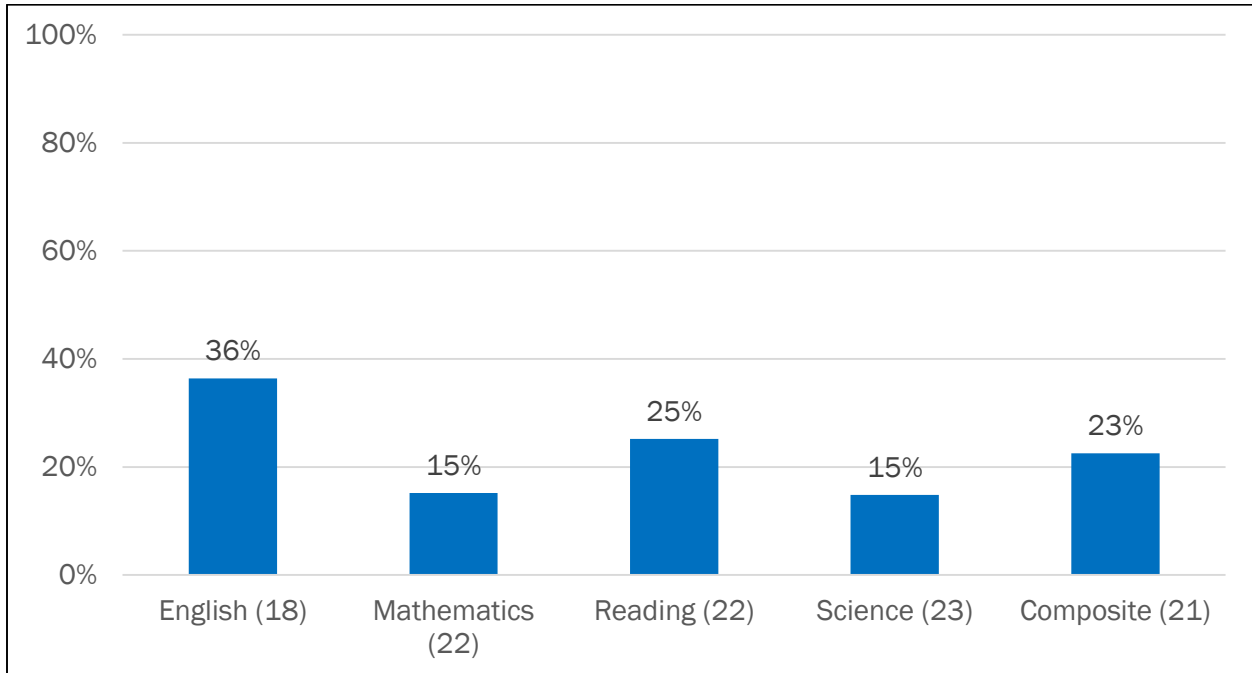
Figure 17. Percentage of 11th-Graders Meeting ACT College-Readiness Benchmarks



Source: 2017-18 District Profile Report from ACT, Inc.



Figure 18. Percentage of On-Time Graduates (Class of 2018) Meeting ACT College-Readiness Benchmarks



In over half of the District's high schools, fewer than 15% of on-time graduates are meeting the state's definition of on track (ACT composite of 21 or higher), as shown in the table below:

Table 1. Percentage of 2018 On-Time Graduates with an ACT Composite Score of 21+

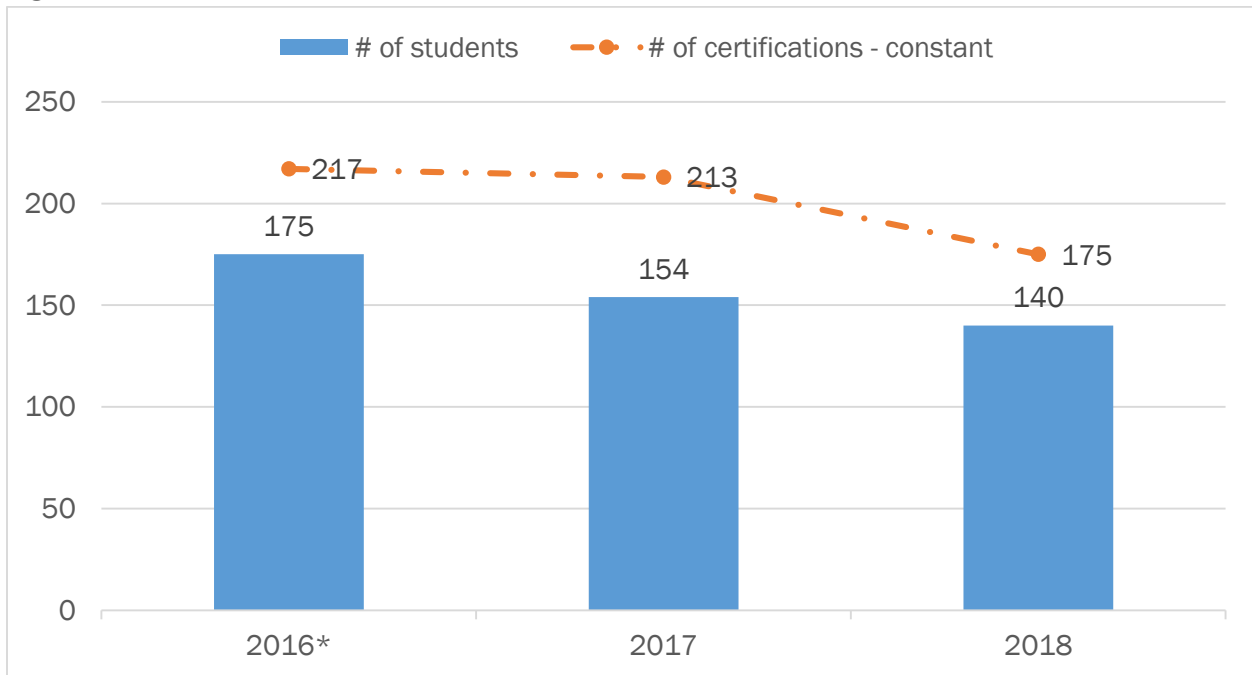
Percentage of Graduates	Number of High Schools
0 - 5%	13
>5 - 15%	11
>15 - 30%	11
>30 - 45%	3
60%	Hollis F. Price Middle College
61%	White Station High
79%	Middle College High

Students Graduating with Professional Certifications

Figure 19 shows that due to variation in the number of graduating seniors over the past three years, there has been a slight decline in the number of graduating students who earned professional certifications as well as the number of certifications earned.



Figure 19. Number of Students 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.

Ready Graduate Indicators

Tennessee has developed Ready Graduate Indicators—metrics that indicate students’ probability of postsecondary and workforce readiness—as indicators of school quality and student success. students who meet one of the following criteria by the time they finish high school are considered “Ready Graduates”:

- Earn a composite score of 21 or higher on the ACT; OR
- Complete four early post-secondary opportunities (EPSOs); OR
- Complete two EPSOs + earn an industry certification; OR
- Complete two EPSOs + earn a score of military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

While statistics on SCS’ Ready Graduates are not available for this reporting cycle, the State will provide results for 2018 graduates later this calendar year, and we will begin featuring these results in future KPI materials on this subject.



Recommendations

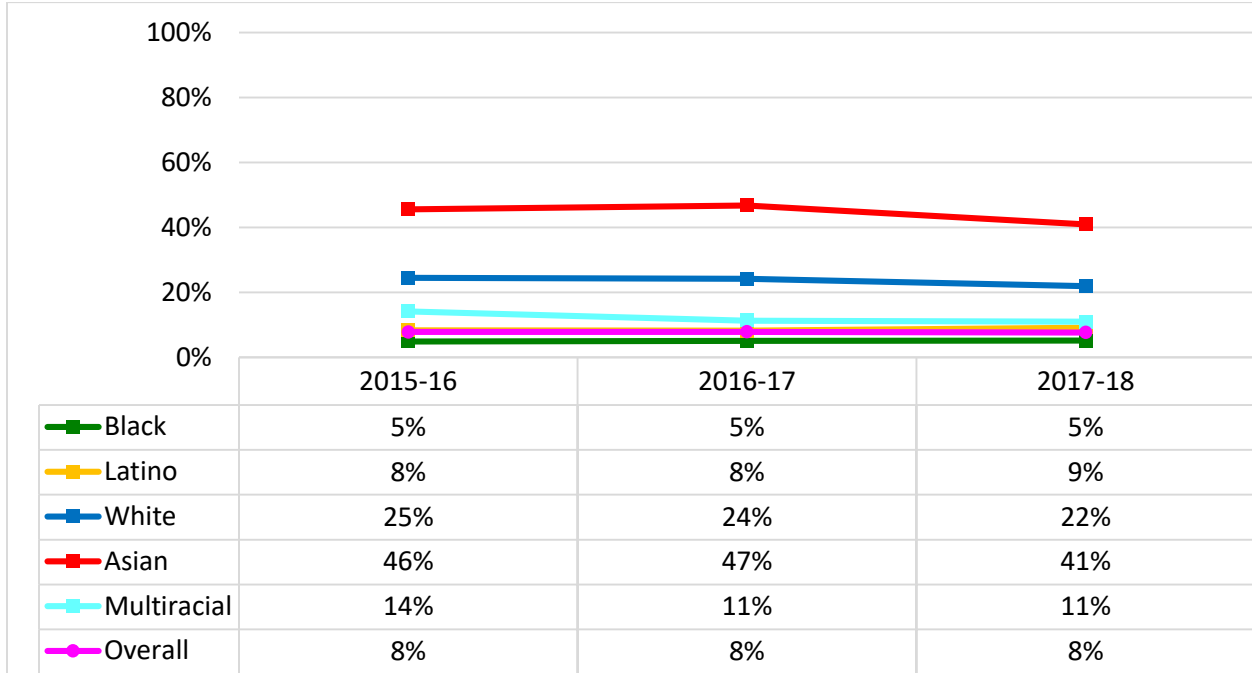
District Recommendations	Progress To Date
<p>Deploy support from the Advanced Academics Team to schools to help identify students who qualify for advanced options and provide academic support for students to be successful in advanced coursework.</p>	<ul style="list-style-type: none"> Advanced Academics Planning meetings held with 100% (27) of District-managed high schools to discuss increased advanced academics course offerings and student participation. Advanced Academics Growth Plans developed for all District-managed high schools. Advanced Academics hosted four AP Student Saturday Reviews that averaged 380 students per review in 2018. There have been more than 4,000 course enrollments in CTE in 2018-19 to help reach our goal for completing 1,000 certifications this year
<p>Assist smaller schools in identifying resources to offer more advanced courses, and approve a footprint plan to consolidate schools so the District can offer more advanced course offerings.</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.' The District has presented a footprint plan to the Board for consideration in order to consolidate and strengthen academic offerings at each school.
<p>Launch a campaign to recruit and hire teachers who can teach statewide dual enrollment, dual credit, honors, AP and CTE courses with degrees in content areas</p>	<ul style="list-style-type: none"> A SCS high school task force has been established to address teacher needs for all advanced high school course. Statewide Dual Credit (SDC) offerings have expanded dramatically to 237 course sections to serve 5,400 students in 2018-19. Central High School is implementing a pilot for the College Board pre-AP school-wide program and an early college pilot. CTE has also prioritized six major career pathways for which to strengthen course offerings and teacher recruitment
<p>Continue strengthening partnerships with local postsecondary institutions.</p>	<ul style="list-style-type: none"> Increased number of DE and SDC 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.
<p>Ensure student prerequisites, teacher qualifications, and grant funding are aligned in order to expand dual enrollment (DE) course offerings.</p>	<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.
<p>Encourage more students to participate in ACT preparation resources.</p>	<ul style="list-style-type: none"> SCS is piloting an SAT prep program. SCS' high school task force is developing a plan to increase student access and participation in prep courses.



Appendix

Advanced Placement (AP) participation rates 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

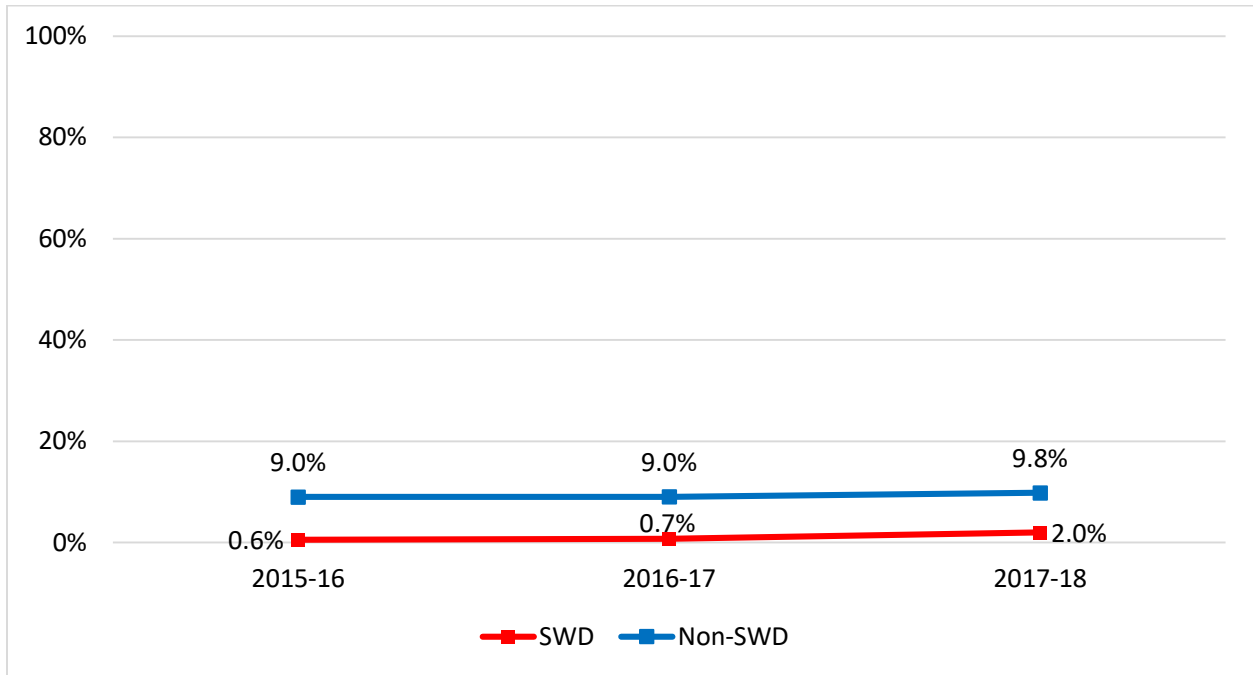




Destination 2025 Monthly: January 2019
Prepared by the Department of Research & Performance Management

2017-18 saw a slight rise in the percentage of students with disabilities (SWD) taking Advanced Placement (AP) courses, to 2% from less than 1% in previous years (see Figure A2).

Figure A2. AP Participation by Disability Status

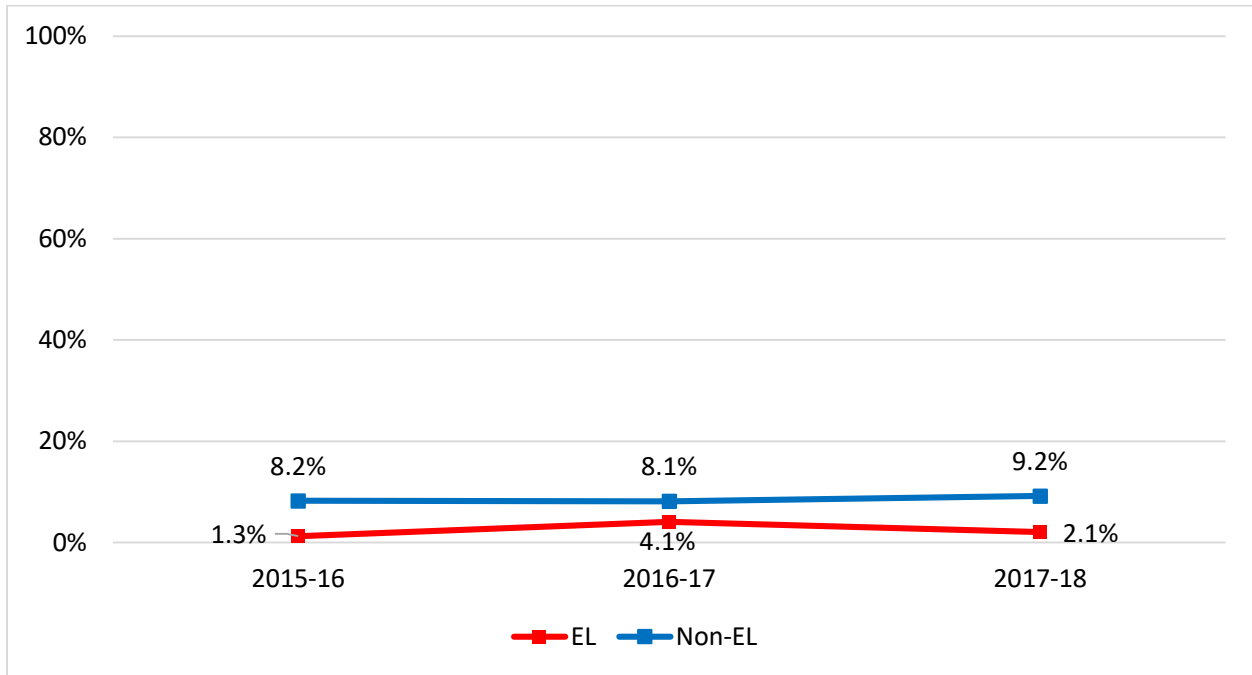




Destination 2025 Monthly: January 2019
Prepared by the Department of Research & Performance Management

The share of English learners (EL) taking Advanced Placement (AP) courses realized a slight net increase over the past three years: from 1.3% in 2015-16 to 2.1% in 2017-18 (see Figure A3).

Figure A3. AP Participation by Language Status





Students at district-managed schools far outperformed charter students on their 2017–18 AP exams:

- Their mean score was 1.34 points higher (more than a quarter of the 5-point scale; see Figure A4).
- Their pass rate was a staggering 43 percentage points higher (see Figure A5).

Figure A4. Mean 2017–18 AP Exam Scores by School Type

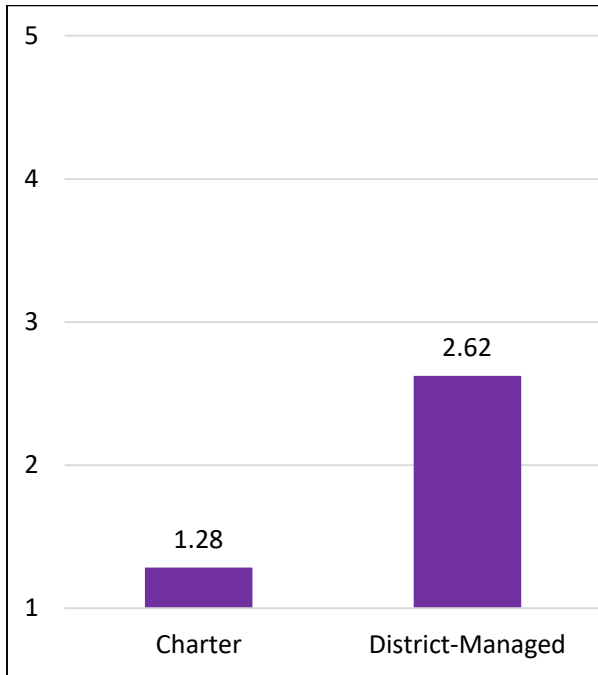
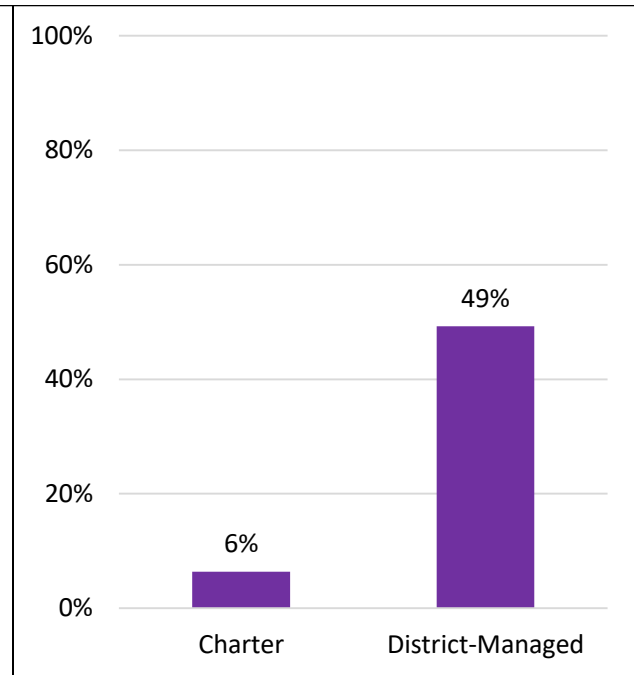


Figure A5. Pass Rates for 2017–18 AP Exams by School Type



Source: AP District Summary Reports from College Board