



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

EXPANDING ACCESS TO DUAL ENROLLMENT AND COLLEGE

A Case Study of Memphis City Schools

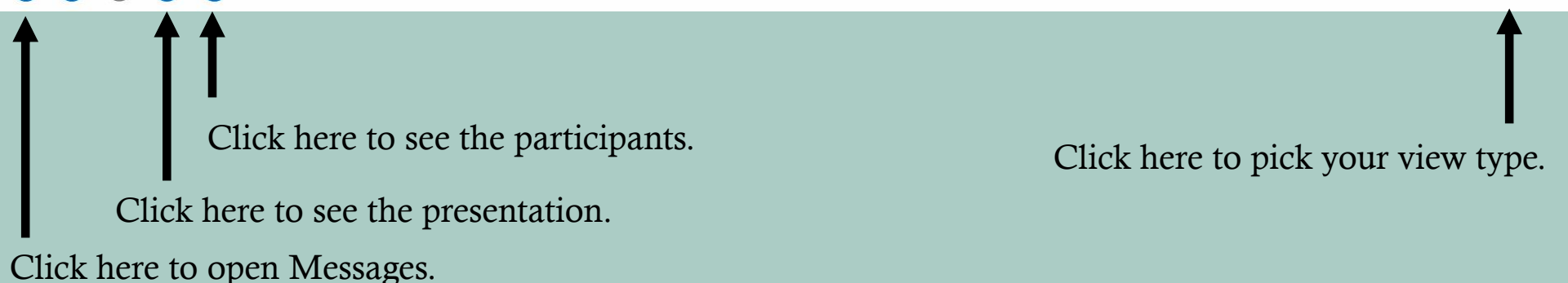
May 22, 2014 | 2:30pm EST

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528-1997#

If you have questions about the webinar or need assistance,
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NACEP NATIONAL CONFERENCE

Elevating College Transition

October 26-28, 2014 | Chicago, IL



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

ADVANCING QUALITY COLLEGE COURSES IN HIGH SCHOOL



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College Board

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EXPANDING ACCESS TO DUAL ENROLLMENT AND COLLEGE

A Case Study of Memphis City Schools

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Tennessee Department of Education

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Joyce C. Mitchell

Shelby County Schools

Expanding Access to Dual Enrollment and College

A Case Study of the Memphis City Schools

Elisabeth A. Barnett
NCREST, Teachers College, Columbia University

Why this research?

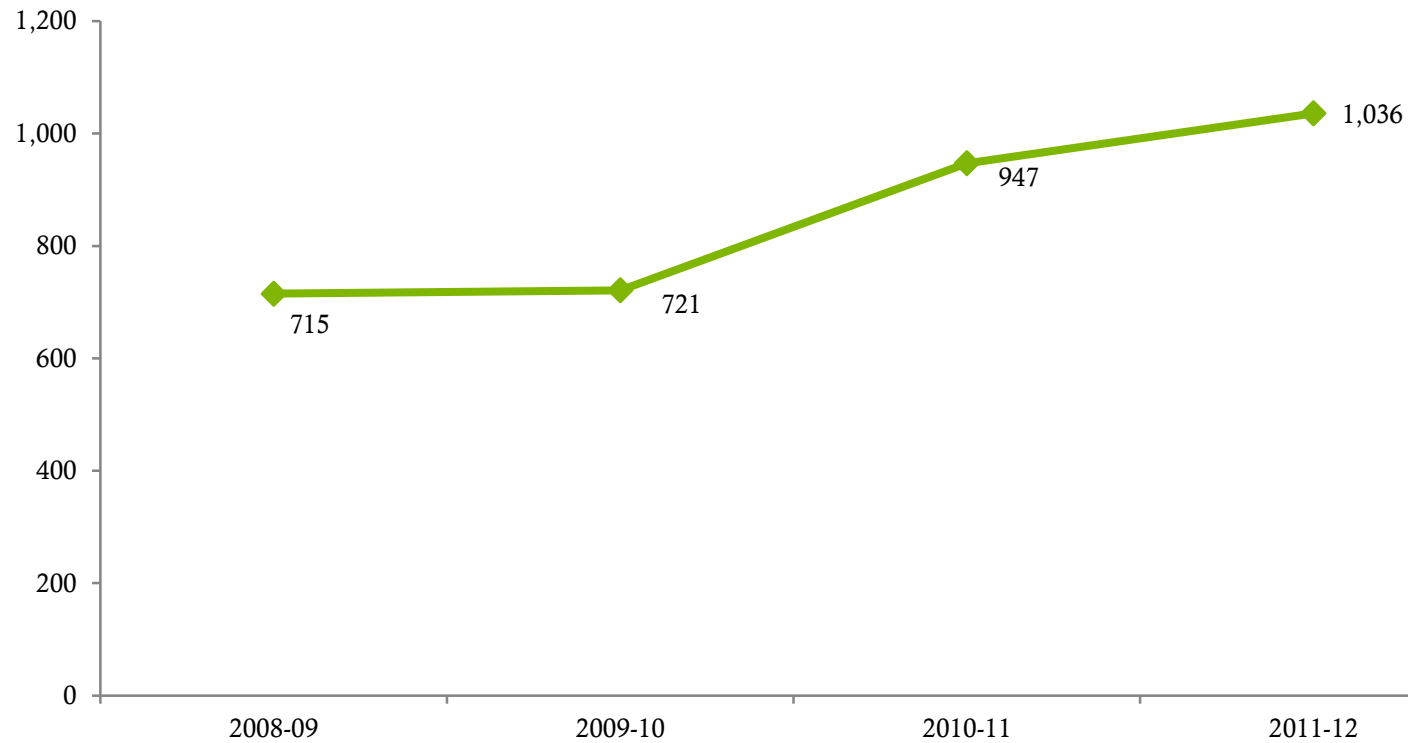
To learn about:

- A full district dual enrollment initiative-
- Committed to providing a range of college course-taking opportunities-
- To students traditionally under-represented in higher education-
- At no cost to students.

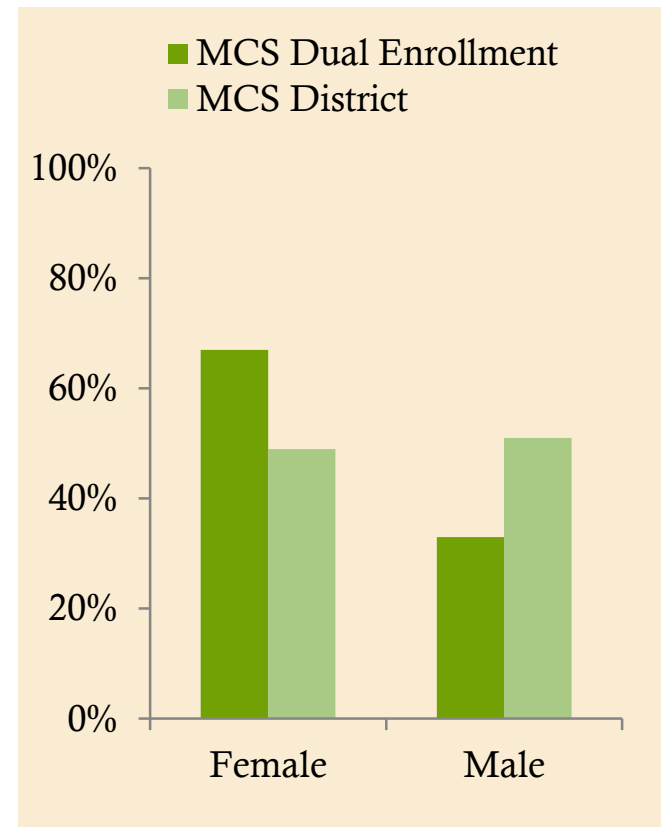
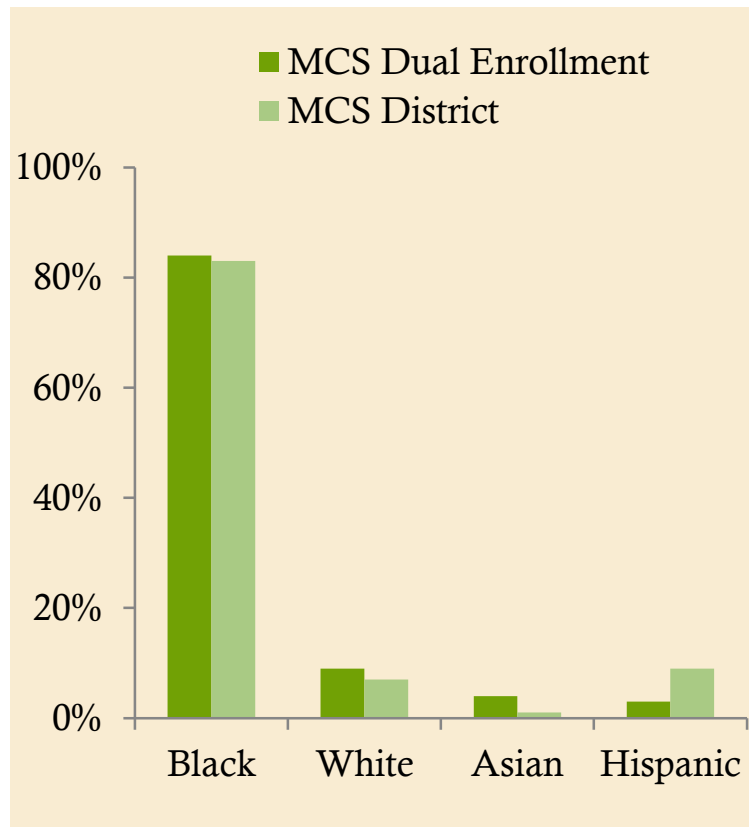
Collaborative effort

- Adam Lowe and Kim Mobley (NACEP)
- Joyce Mitchell and others (Memphis City Schools)
- Cecilia Cunningham (MCNC)
- Elisabeth Barnett and Jennifer Kim (NCREST)

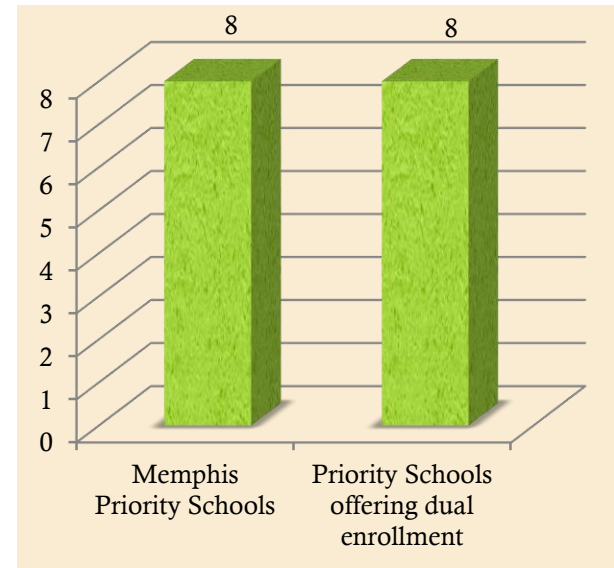
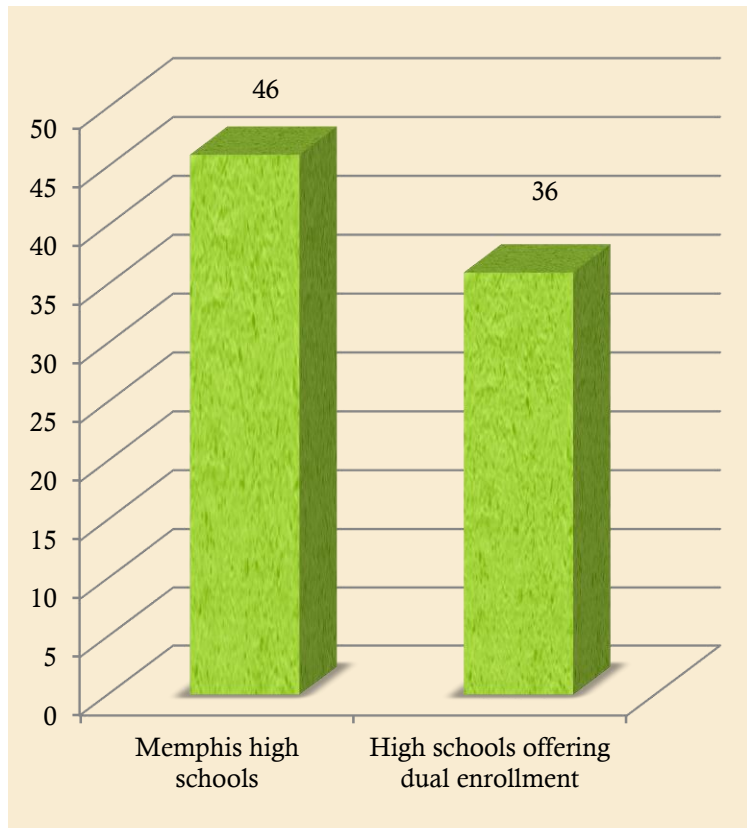
Dual enrollment at MCS



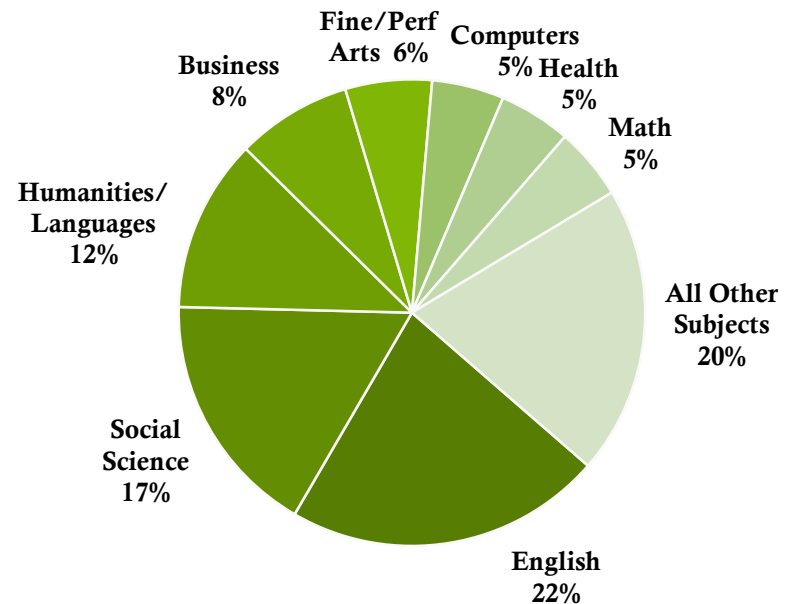
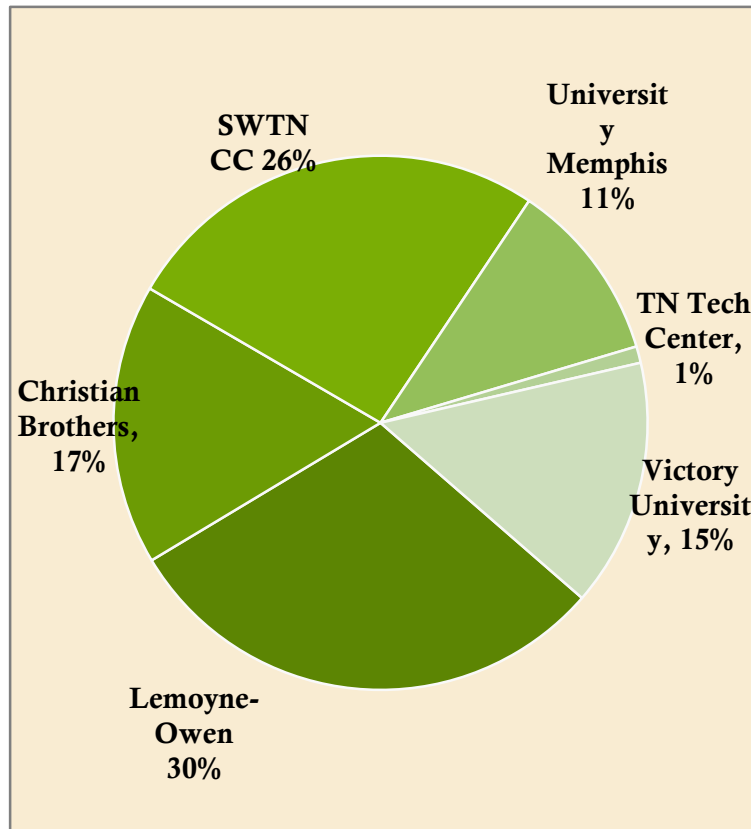
Dual enrollment data (2011-12)



School participation



College participation



Dual enrollment stats

2011-12 Grade cohort	Number of college course-taking students	Cumulative over students' high school career			
		Number of college course enrollments	Number of college credits earned	College course pass rate (D grade or higher)	College course pass rate (C grade or higher)
9th graders	33	44	118	100%	100%
10th graders	60	134	375	99%	99%
11th graders	366	577	1,463	96%	92%
12th graders	577	1,134	2,768	95%	89%
Total	1,036	1,889	4,724	95%	91%

NCREST research

- Case study approach
- Interviews, observations, and document review in 2012-13 year.
- Concern with key questions related to managing the initiative and increasing student opportunities
- Resulted in a research report.

Why was the dual enrollment program expanded by MCS?

- They had seen it work in the middle-early colleges.
- It was a way to raise standards and foster a college going culture.
- Students had a pathway to earning a Tennessee Honors Diploma.
- School pride increased.

How was the program structured?

- There were seven college partners. Schools picked the partners and courses they wanted.
- All college courses had specific high school course matches.
- The district provided funds, was a “match-maker,” and solved problems.
- Course formats varied– concurrent enrollment, dual enrollment, at the high school and college.

How are students selected or recruited?

- Most courses require an ACT of 19; some colleges require a GPA of 3.0.
- Exceptions:
 - Some career technical courses (30% of enrollments)
 - College success courses
 - Philosophy course at UM

Students know about dual enrollment from 9th grade. We encourage them to start then to be prepared. Also, it helps students to realize what grade is needed on the ACT to qualify for dual enrollment. It may get them interested in taking more honors and science courses.

School counselor

How are dual enrollment students supported?

- In class support is provided by many instructors. Some emphasize academic skills such as how to take effective notes, write proper citations, revise writing, and safeguard one's college GPA.
 - --Daily course meeting times allow extra support.
- Out of class is sometimes provided by coaches/tutors hired by the district-- typically teachers who take on extra duties.
- One college set up an early warning system.

I put in place the 24-hour snapshot. After [each time the class meets], the teachers send a quick snapshot email to the high school counselor, college department chair, and me indicating any absences, behavior problems, kids being pulled out from class for sports or leaving early.

Who are the champions of the initiative and what roles do they play?

- Leadership of Memphis City Schools
- Business community such as Leadership Memphis
- Middle College National Consortium
- School and college faculty

[The teacher] plays an important role....She was a big catalyst in getting the dual enrollment course here. She does a lot of the digging into what we can try at our school.

Principal

What are facilitators and hindrances to dual enrollment expansion?

Facilitators

- The efforts of champions
- Growing college interest
- Increased college faculty buy-in
- Weighting AP and dual enrollment courses equally in GPA calculations.

Hindrances

- Limited numbers of teachers and school staff
- Uneven buy-in
- Lack of confidence among students
- Transportation issues

Benefits to students

The students had to think more.... In high school math, you're given a formula and you use it; you're not doing critical thinking. In the [dual enrollment math course], you have to solve problems. You would draw on things that you had used from other chapters and blend them together.

The biggest advantage of dual enrollment is that it's a dose of reality about what college will be like. An F doesn't bother the instructor. It's up to the student to do the work and to be responsible.



Benefits to institutions

Benefits to schools

*Parents are proud of college courses
- and students are - and I am too.*

School principal

Benefits to colleges

*Colleges benefit because this brings
good word of mouth [and is] a
good way to recruit future students.
It also brings in money...and helps
to achieve aspects of institutional
missions aimed at serving the
surrounding community and
helping to get students more
prepared before entering college.*

College coordinator

Conclusions

- Memphis' dual enrollment program offers authentic college course experiences to high school students, the majority of whom are from groups traditionally underserved in higher education.
- Support from district leadership played a vital role in making sure that the initiative was prioritized and adequately resourced.
- Dual enrollment programs contribute to the development of a college-going culture, including in those schools identified as low-performing.
- While access to dual enrollment is often limited to academically strong students, Memphis found ways to enroll a wider range of students.
- Memphis structured its program to maximize access to dual enrollment courses via partnerships and establishing effective administrative structures.





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The Merger: Memphis City and Shelby County Schools

Webinar: A Case Study of the Memphis City Schools

Joyce C. Mitchell

Former Director, High School Initiatives, Memphis City Schools

Armella A. Smith

Dual Enrollment/Postsecondary Specialist

Shelby County Schools



The Merger: Memphis City and Shelby County Schools

Transition Planning Commission The Plan

In October 2011 the TPC began creating a Transition Plan to serve as a blueprint to guide the merger of the Memphis City School and Shelby County School systems.

The plan provides strategic guidance on four core components – academics, organization, finance and operations.

The TPC worked diligently for nine months to create this plan with the vision to build a world-class educational system for all students in Shelby County.

This was a unique opportunity to build on the many existing strengths and successes across both school systems.

The commission voted to approve a full draft of the Transition Plan on June 14, 2012.



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2012-2013 The Transition Commission

Transition Commission adopted 10 Guiding Principles:

1. The academic success and well-being of our students come first.
2. Educators and staff are our most important resource.
3. We have high expectations.
4. We are all in this together.
5. We aim to enhance our district by balancing stability with needed change.
6. We desire excellent community schools and options for all.
7. We believe parent engagement is essential.
8. We must save where we can to fund what we need.
9. We value strong leadership.
10. This is our once-in-a-lifetime opportunity.





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TPC Recommendation #18b. Rigorous Courses

The Transition Steering Committee identified the following multi-faceted approaches to increase access to rigorous curriculum to all students in the unified school district:

- ❖ *Advanced Placement, International Baccalaureate, and Honors Courses*
- ❖ *Dual Enrollment College-level Courses*
- ❖ *Advanced Level CTE Courses*
- ❖ *Virtual On Line Programs*

TPC Recommendation 18b.:

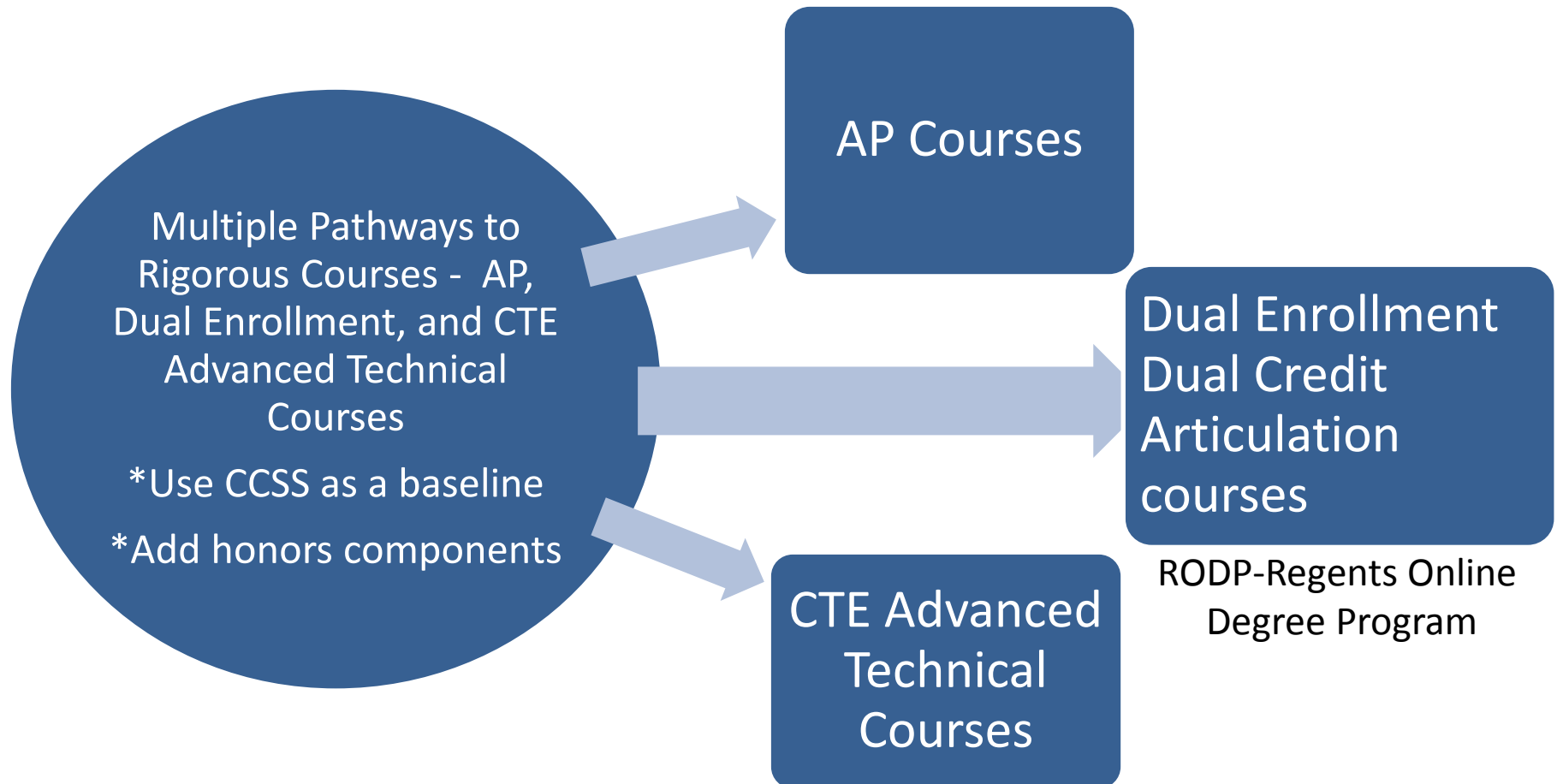
*Double the number of students participating in AP courses over the next five years, **double the number of students participating in dual enrollment courses at the campuses of institutions of higher education over the next five years**, and increase IB and/or dual credit offerings in high school. Ensure every student in the district is aware of and has the opportunity to participate in any course in the district, using virtual or distance learning where needed.*



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TPC Recommendation #18b. Pathways to Rigorous Courses



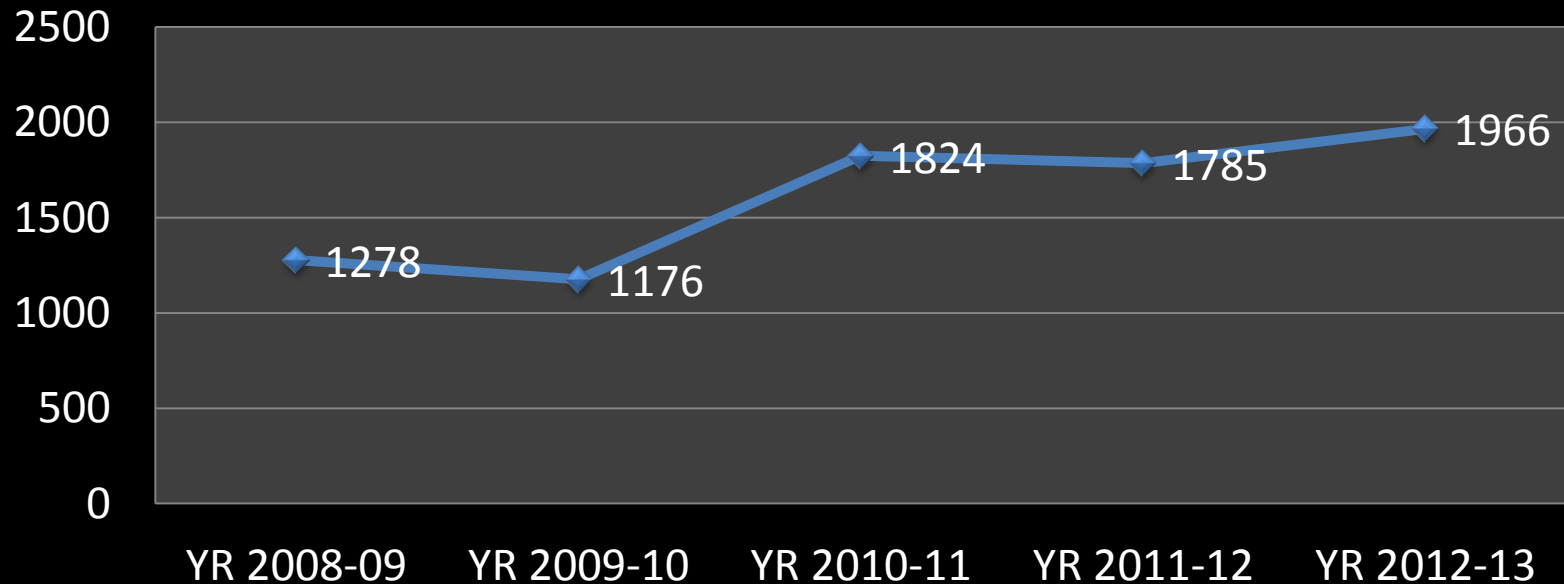


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- During the 2012-2013 school year, a total of 1,062 MCS students were enrolled in 1,966 college courses.
- During the 2012-2013 school year, a total of 491 SCS students were enrolled in 1,150 college courses.
- The students enrolled in college courses in 2012-2013 had earned a total of 5,898 college semester credits.

Course Enrollment Five Year Trend Data



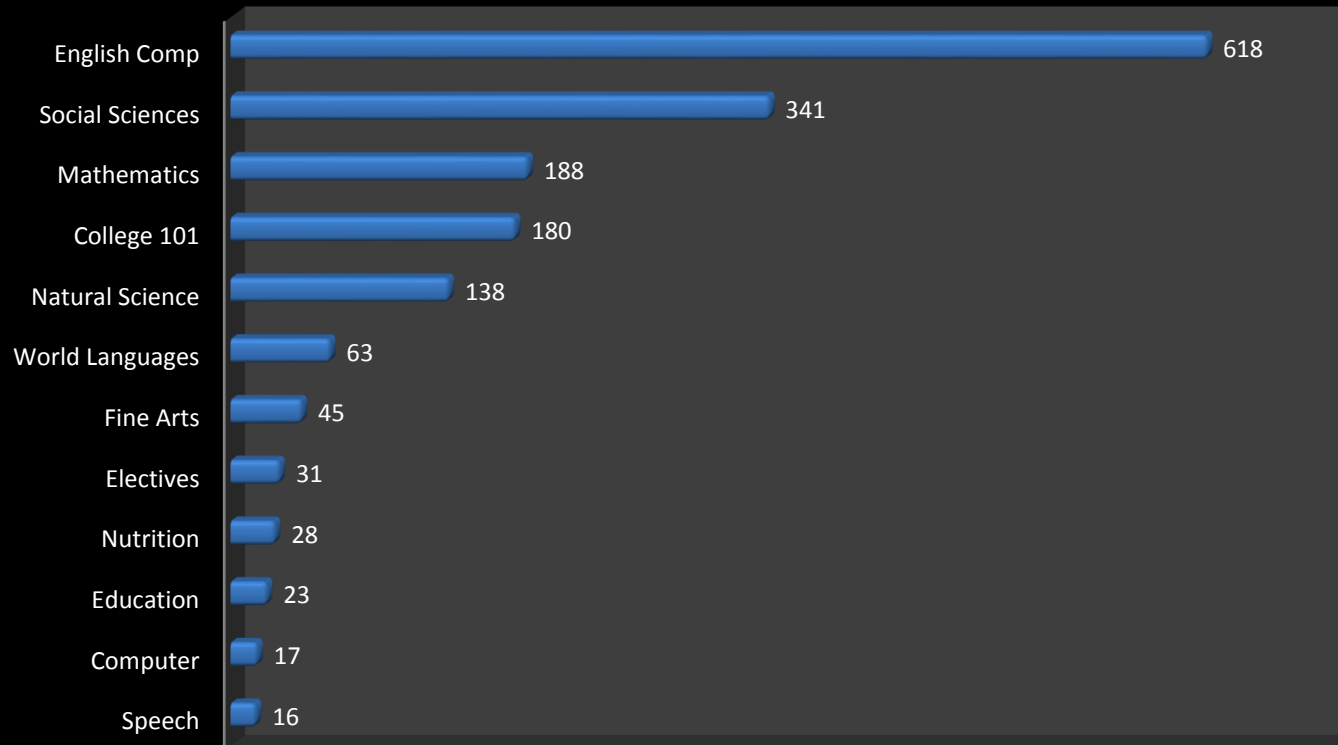


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Fall 2013 Data

College Core Course Enrollment Fall 2013

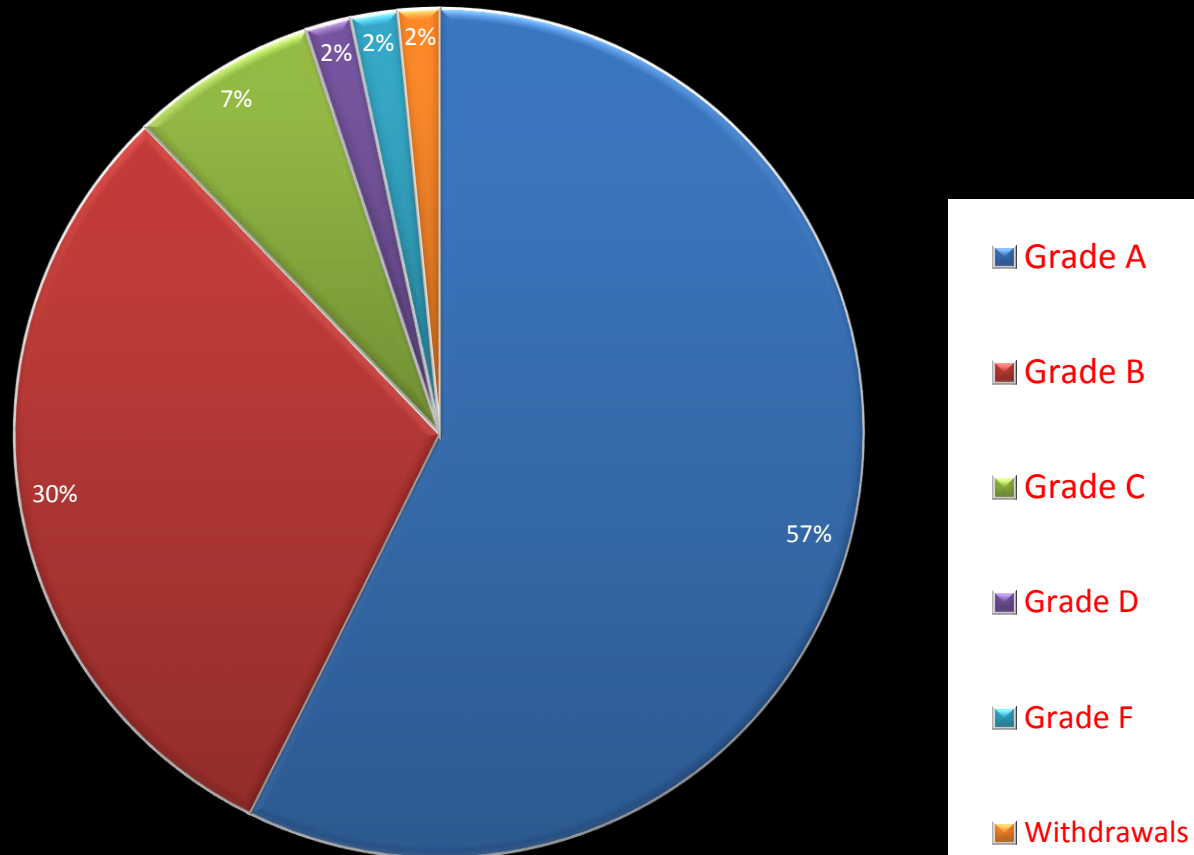




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Dual Enrollment Fall College Grades 2013





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Shelby County District 2014-2015

Shelby County Schools' Strategic Goals for College and Career Readiness 80/90/100%

By the year 2025, 80% of Shelby County Schools students are career and college ready, 90% of students graduate from high school and 100% of students who graduate will enroll in a post-secondary learning opportunity.



Shelby County Schools
Academic Affairs - Dual Enrollment Office
Expanding Access to Dual Enrollment and College

Armella Smith, Dual Enrollment/Postsecondary Specialist

Margaret Gilmore,- Assistant-Chief Academic Officer

Roderick F. Richmond, Ed.D.- Chief Academic Officer

Dorsey Hopson, II, Esq.- Superintendent



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QUESTIONS?

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