

## **Part III: Student Participation**

## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

#### (1) Grades 9-12, Advanced Placement (AP), IB and AICE

##### Grades 9-12 Total Enrollment 2021-22 (14,006)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

<i>Whites</i> In AP/IB/AICE 2017-18	<i>Whites</i> In AP/IB/AICE 2018-19	<i>Whites</i> In AP/IB/AICE 2019-20	<i>Whites</i> In AP/IB/AICE 2020-21	<i>Whites</i> In AP/IB/AICE 2021-22
35% (3,064)	37% (3,250)	42% (3,599)	42% (3,629)	44% (3,719)

<i>White Males</i> In AP/IB/AICE 2017-18	<i>White Males</i> In AP/IB/AICE 2018-19	<i>White Males</i> In AP/IB/AICE 2019-20	<i>White Males</i> In AP/IB/AICE 2020-21	<i>White Males</i> In AP/IB/AICE 2021-22
30% (1,360)	33% (1,441)	37% (1,636)	38% (1,643)	40% (1,748)

<i>Blacks</i> In AP/IB/AICE 2017-18	<i>Blacks</i> In AP/IB/AICE 2018-19	<i>Blacks</i> In AP/IB/AICE 2019-20	<i>Blacks</i> In AP/IB/AICE 2020-21	<i>Blacks</i> In AP/IB/AICE 2021-22
16% (184)	25% (268)	33% (345)	27% (289)	30% (312)

<i>Black Males</i> In AP/IB/AICE 2017-18	<i>Black Males</i> In AP/IB/AICE 2018-19	<i>Black Males</i> In AP/IB/AICE 2019-20	<i>Black Males</i> In AP/IB/AICE 2020-21	<i>Black Males</i> In AP/IB/AICE 2021-22
13% (77)	21% (119)	27% (144)	21% (111)	25% (127)

<i>Hispanics</i> In AP/IB/AICE 2017-18	<i>Hispanics</i> In AP/IB/AICE 2018-19	<i>Hispanics</i> In AP/IB/AICE 2019-20	<i>Hispanics</i> In AP/IB/AICE 2020-21	<i>Hispanics</i> In AP/IB/AICE 2021-22
25% (655)	32% (894)	35% (1,004)	33% (981)	36% (1,137)

<i>Hisp. Males</i> In AP/IB/AICE 2017-18	<i>Hisp. Males</i> In AP/IB/AICE 2018-19	<i>Hisp. Males</i> In AP/IB/AICE 2019-20	<i>Hisp. Males</i> In AP/IB/AICE 2020-21	<i>Hisp. Males</i> In AP/IB/AICE 2021-22
21% (280)	28% (386)	32% (452)	28% (417)	32% (522)

<i>ELL Students</i> In AP/IB/AICE 2017-18	<i>ELL Students</i> In AP/IB/AICE 2018-19	<i>ELL Students</i> In AP/IB/AICE 2019-20	<i>ELL Students</i> In AP/IB/AICE 2020-21	<i>ELL Students</i> In AP/IB/AICE 2021-22
9% (47)	20% (97)	19% (88)	18% (72)	24% (111)

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Evaluation must include 2017-18 to 2021-22.*

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as "white" increased by 2% points, The student group identified as "black" increased by 3% points, The student group identified as "Hispanic" increased by 6% points, The student group identified as "ELL" increased by 6% points. When looking at males specifically in each student group: "white" increased by 2%, "black" increased by 4%, "Hispanic" increased by 4%

**Methods and Strategies**

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Students at 3 of the 5 comprehensive high schools offer an AICE General Paper course to all students. Students following the AICE curriculum take the course in grade 9 or Grade 10. Other students can take the course in either grades 11 or 12 depending on the school specific English course progression. All grade 11 students at 1 of the 5 comprehensive high schools are currently participating in the grade 11 IB English course. Next year, all students in grades 11 and 12 at that school will enroll in an IB English course. The other comprehensive high school, the magnet high school, and the school for the gifted and talented have clear pathways to AP and IB coursework that are communicated to all students. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. The district has hired an Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

**Accountability Measure and Timelines**

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years but specify increase for each year.

Student Group	Projected Percent Enrolled 2022-2023
Whites in AP/IB/AICE	45%
White Males in AP/IB/AICE	41%
Blacks in AP/IB/AICE	33%
Black Males in AP/IB/AICE	27%
Hispanics in AP/IB/AICE	37%
Hispanic Males in AP/IB/AICE	33%
ELLS in AP/IB/AICE	25%

**(2) Grades 9-12, Dual Enrollment (DE)**

**Grades 9-12 Total Enrollment 2021-22 (14,006 )**

White	Black	Hispanic	ELL Students
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites In DE 2017-18	Whites In DE 2018-19	Whites In DE 2019-20	Whites In DE 2020-21	Whites In DE 2021-22
12% (1,029)	11% (977)	7% (612)	6% (520)	6% (470)

White Males In DE 2017-18	White Males In DE 2018-19	White Males In DE 2019-20	White Males In DE 2020-21	White Males In DE 2021-22
11% (478)	11% (498)	8% (327)	7% (296)	6% (258)

Blacks	Blacks	Blacks	Blacks	Blacks
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In DE 2017-18 6% (67)	In DE 2018-19 5% (57)	In DE 2019-20 4% (45)	In DE 2020-21 4% (42)	In DE 2021-22 5% (53)
<b>Black Males In DE 2017-18 5% (28)</b>	<b>Black Males In DE 2018-19 4% (20)</b>	<b>Black Males In DE 2019-20 3% (14)</b>	<b>Black Males In DE 2020-21 2% (11)</b>	<b>Black Males In DE 2021-22 4% (19)</b>
<b>Hispanics In DE 2017-18 9% (242)</b>	<b>Hispanics In DE 2018-19 9% (255)</b>	<b>Hispanics In DE 2019-20 7% (192)</b>	<b>Hispanics In DE 2020-21 6% (190)</b>	<b>Hispanics In DE 2021-22 6% (188)</b>
<b>Hisp. Males In DE 2017-18 9% (118)</b>	<b>Hisp. Males In DE 2018-19 9% (122)</b>	<b>Hisp. Males In DE 2019-20 8% (106)</b>	<b>Hisp. Males In DE 2020-21 7% (100)</b>	<b>Hisp. Males In DE 2021-22 6% (98)</b>
<b>ELL Students In DE 2017-18 2% (10)</b>	<b>ELL Students In DE 2018-19 4% (17)</b>	<b>ELL Students In DE 2019-20 4% (18)</b>	<b>ELL Students In DE 2020-21 3% (12)</b>	<b>ELL Students In DE 2021-22 3% (14)</b>

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Evaluation must include 2017-18 to 2021-22.*

The district currently has Articulation agreements with three post-secondary colleges and Universities and 2 technical colleges and students are enrolled in post-secondary DE coursework at each of the post-secondary institutions.

#### **Methods and Strategies**

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.*

Communication has been a key to success in this area. Schools offer parent nights for families interested in DE and communication takes place via social media regarding opportunities. In addition, we have partnered with three post-secondary institutions to provide opportunities at the high schools, on the post-secondary campuses, and through online learning.

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration courses.

All partnering post-secondary institutions have continued to increase virtual course offerings. All high schools offer a space for students participating in virtual coursework during the school day.

The local state college denied SCS the ability to offer courses on the SCS high school campuses. SCS developed a partnership with a local university; however, the admission requirements are higher since it is a State university.

The district has hired An Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

**Accountability Measure and Timelines**

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years but specify increase for each year.*

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
Whites in DE	6%
White Males in DE	6%
Blacks in DE	5%
Black Males in DE	4%
Hispanics in DE	6%
Hispanic Males in DE	6%
ELLS in DE	3%

**(3) Grades 9-12, All Level 3 courses (Including AP, IB, AICE, DE and honors)**

**Grades 9-12 Total Enrollment 2021-22 (14,006)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
62%	7%	23%	3%	
(8,608)	(1,028)	(3,185)	(473)	
<b>Whites</b>	<b>Whites</b>	<b>Whites</b>	<b>Whites</b>	<b>Whites</b>
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
68% (5,957)	74% (6,424)	76% (6,507)	78% (6,719)	80% (6,918)
<b>White Males</b>	<b>White Males</b>	<b>White Males</b>	<b>White Males</b>	<b>White Males</b>
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
64% (2,877)	71% (3,122)	73% (3,197)	75% (3,293)	78% (3,438)
<b>Blacks</b>	<b>Blacks</b>	<b>Blacks</b>	<b>Blacks</b>	<b>Blacks</b>
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
39% (445)	49% (529)	57% (599)	57% (605)	62% (633)
<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
37% (219)	46% (258)	48% (258)	51% (274)	57% (287)
<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
55% (1,446)	63% (1,727)	69% (1,951)	67% (1,990)	69% (2,204)

Hisp. Males All Level 3 2017-18 50% (670)	Hisp. Males All Level 3 2018-19 60% (823)	Hisp. Males All Level 3 2019-20 65% (921)	Hisp. Males All Level 3 2020-21 64% (968)	Hisp. Males All Level 3 2021-22 66% (1,063)
ELL Students All Level 3 2017-18 30% (151)	ELL Students All Level 3 2018-19 46% (222)	ELL Students All Level 3 2019-20 47% (222)	ELL Students All Level 3 2020-21 49% (197)	ELL Students All Level 3 2021-22 51% (239)

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Evaluation must include 2017-18 to 2021-22.*

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as "white" increased by 2% points, The student group identified as "black" increased by 5% points, The student group identified as "Hispanic" increased by 2% points, The student group identified as "ELL" increased by 2% points. When looking at males specifically in each student group: "white" increased by 3%, "black" increased by 6%, "Hispanic" increased by 2%

#### **Methods and Strategies**

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.*

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. In addition, CTE offerings continue to expand, removing barriers that prevent able students from taking certain courses. All schools have been analyzing the Master Schedule to ensure that all students have access to at least one level 3 course per year.

#### **Accountability Measure and Timelines**

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years but specify increase for each year.*

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites in AP/IB/AICE/Honors</b>	<b>81%</b>
<b>White Males in AP/IB/AICE/Honors</b>	<b>79%</b>
<b>Blacks in AP/IB/AICE/Honors</b>	<b>63%</b>
<b>Black Males in AP/IB/AICE/Honors</b>	<b>57%</b>
<b>Hispanics in AP/IB/AICE/Honors</b>	<b>70%</b>
<b>Hispanic Males in AP/IB/AICE/Honors</b>	<b>67%</b>
<b>ELLS in AP/IB/AICE/Honors</b>	<b>52%</b>