



# SEM Advancement Act Report

## Academic Acceleration Policy

Tennessee Department of Education | October 2022

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# Executive Summary

In the 2021 legislative session, the Tennessee General Assembly enacted [Chapter 170 of the Public Acts of 2021](#) (PC170, now codified as T.C.A. § 49-6-1012), which requires all Tennessee local education agencies (LEAs) and public charter schools to adopt an academic acceleration policy for grades 7-12 and establish criteria for student enrollment in advanced English, mathematics, and science courses. This law also requires the Tennessee Department of Education (department) to submit a report to the House and Senate Education committees regarding implementation of the academic acceleration policies of Tennessee LEAs and public charter schools.

T.C.A. § 49-6-1012 requires the department to report on the following:

1. Data collected on the number and demographics of students enroll in advanced English language arts, mathematics, and science compared with the number and demographics of students not enrolled in advanced English language arts, mathematics, and science.<sup>1</sup>
2. Information on the advanced courses offered by each LEA and public charter school, as well as feedback on the implementation of this section.

The department requested that each LEA and public charter school complete a survey submitting a reference for their current local board or public charter school governing body policy, a list of qualifying advanced courses, and numbers of qualified students eligible to enroll in these courses. This report provides an overview of the information that each participating LEA and school provided. The report is organized in two parts to address the requirements of T.C.A. § 49-6-1012. Part I addresses the academic acceleration policies adopted by the LEAs that responded to the survey. Part II reports the percentages of students—by subject, grade, and subgroup—enrolled in advanced and non-advanced courses. This report also details the data collection methods used and limitations of the data collected, and analyses conducted.

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<sup>1</sup> Please note, the number of *qualified* students is unavailable due to data limitations. The department administered a survey asking LEAs and public charter schools to report the number of qualified students for advanced coursework; however, of the responding LEAs and schools, very few submitted this data or only submitted the number enrolled in advanced coursework. As such, the analyses in this reports includes rates of course *acceleration*.

## ***Key Findings***

- Based on self-reported information, most LEAs have an active course acceleration local policy. Of the 145 LEAs surveyed that enroll students in the middle and/or high school grades, representatives from 96 LEAs reported that they had a policy and most of these provided a link to their adopted policy. Some provided information about the numbers of students qualifying for advanced coursework.
- Ten public charter school organizations responded to the survey. Of the responding ten public charter schools, 80 percent reported their schools have an active academic acceleration policy. Two of these schools follow their local school LEA's academic acceleration policy. The remaining six drafted and adopted their own policy specific to their charter operator.
- Among responding LEAs, state data suggest that roughly one-third of students enroll in at least one advanced course.
- Participation in middle grades course acceleration is considerably lower than participation in high school course acceleration, mostly due to the large number of courses and programs available to high school students.
- Male students are more likely to participate in advanced coursework in the middle school grades. These participation gaps largely disappear in the high school grades.
- Asian and Black or African American students are more likely to participate in advanced coursework in the middle school grades compared to their Hispanic and white counterparts. Participation in advanced courses among Asian students in the high school grades far exceeds that of other student groups.
- Economically disadvantaged students and English Learners have comparable levels of participation in advanced coursework, and students with disabilities tend to have the lowest rates of participation.

# Introduction

Academic acceleration generally refers to course taking options that permit students to progress through a program of study faster than normally expected and/or at an age younger than one's peers. The [Templeton National Report on Acceleration](#) has identified 18 forms of acceleration, ranging from early admission to kindergarten to early entrance into college (Southern & Jones, 2004). T.C.A. § 49-6-1012 relates to coursework-based acceleration, which Tennessee schools offer in abundance. Such options include honors courses, Advanced Placement (AP), Dual Enrollment, Statewide Dual Credit (SDC), Cambridge International (CIE), and International Baccalaureate (IB) courses. Advanced coursework gives students the opportunity to earn college credit and complete introductory college classes early, potentially saving students time and money. Additionally, advanced coursework prepares students for the rigors of college as early as 9th grade, enabling them to adjust to college-level expectations while also having a supportive network of high school educators and peers.

The path for younger students (e.g., elementary school and middle school grades) to accelerate academically typically includes three stages: nomination, qualification, and enrollment. For example, a teacher who recognizes a 7th grader's advanced mathematics aptitude might suggest to his or her parents that he or she enroll in 8th grade math. This "nomination" would be followed by an aptitude test on which the nominated student would have to score above a certain score threshold—for example, the 85th percentile on the 8<sup>th</sup> grade Math TCAP. If the student meets or exceeds that score, he or she is eligible to enroll in the course. However, at any point from nomination to enrollment, there are opportunities for the student to remain in the 7th grade math course—whether due to parents rejecting the nomination, the student failing to meet some qualifying threshold, or by simply refusing to enroll in 8th grade math despite qualifying. High school students can usually enroll directly in AP or dual credit courses so long as they meet certain prerequisite requirements.

The department has made great strides in ensuring that all Tennessee students have access to advanced coursework. Current programs such as [AP Access for All](#), [Statewide Dual Credit](#), and [Innovative School Models](#) have recently led to increased numbers of students participating in advanced coursework and will further support the state's efforts to promote advanced coursework preparing students for college and career. The following section summarizes programs that promote and support access to advanced coursework.

## ***AP Access for All***

AP Access for All is a partnership, established in May 2021, between the department and Niswonger Foundation to offer virtual AP courses to students across the state. The program also provides professional development opportunities to current and new AP teachers. In the program's first year, over 1,800 students took 15 different AP courses. A total of 109 Tennessee school systems, representing 192 schools, are currently participating in the program, representing 88 percent of public-school systems statewide. Among participating schools, 13 did not offer any AP courses prior to the 2021-22 school year. For schools previously offering AP courses, their participation increased by 63 percent on average. Finally, over half of the students enrolled in AP Access for All coursework achieved a score on an AP exam that qualified them as College Ready.

## ***Statewide Dual Credit***

In 2013, a partnership between the department and Tennessee Board of Regents (TBR) established the Statewide Dual Credit (SDC) program, which offers high school students the opportunity to earn free college credit at any Tennessee public postsecondary institution. SDC courses are college-level courses taught at the high school-level by trained high school teachers. A total of 240 high schools participates in SDC, offering up to 11 different SDC courses. Students completing a dual credit course take the online challenge exam, which is used to assess mastery of the college-level learning objectives. Students who meet or exceed the exam 'cut score' receive college credit. The number of exams delivered has more than quadrupled in the last two years. Students successfully completed more than 3,000 such exams by meeting or exceeding the established cut score for college credit, which contributed more than \$3.3 million to Tennessee's tuition revenue.

## ***Innovative School Models***

Building upon the state's strong commitment to ensure Tennessee is future workforce ready, Governor Bill Lee and the Tennessee General Assembly made an historic investment of \$500 million to bring Innovative School Models to every public high school and middle school in the state. By expanding Tennessee's Innovative School Models aimed at building readiness and preparing students for success after high school, more students will have opportunities to participate in innovative local programs aligned to Tennessee's highest-demand skills and careers. The \$500M state investment in ISM is a way to eliminate structural barriers that exist among high school, workforce and postsecondary systems while allowing students the ability to seamlessly make connections – ensuring that all students graduate high school prepared to successfully complete a postsecondary credential or attain high-quality employment. The program will provide middle schools and high schools with the resources, flexibility, and technical support

to successfully reimagine time, space, partnerships, and modes of learning that engage all learners in grades 6-12.

In May 2021, the department awarded 21 LEAs Innovative High School Model (IHSM) Grants, which included an initial investment of \$30 million to foster local community partnerships between LEAs, postsecondary education institutions, and local employers to boost student readiness. One of the priorities of the IHSM Grants is to increase access for students to earn a postsecondary credential while in high school. Enrolling in advanced coursework such as Dual Enrollment, Statewide Dual Credit, and Advanced Placement allows students to earn college credit and, ultimately, a postsecondary credential. Within the first year of implementation of the grants, more than 2,000 students have benefited from expanded access to early postsecondary opportunities.



# Academic Acceleration in Tennessee

## ***Data Collection***

The department requested that each LEA and public charter school submit a reference to their current local school board or public charter school governing body policy, which includes a list of available advanced courses, and the numbers of students who qualified for these courses. LEAs and public charter schools were notified of the survey through email and department newsletters.

The department analyzed course-taking data from the Education Information System (EIS). These files included all students in grades 7-12 enrolled in spring and/or fall courses during the 2021-22 academic year. EIS data includes indicators for whether a course is considered an “honors” course and course code titles include information about whether the course is Advanced Placement, dual enrollment, International Baccalaureate, Cambridge (CIE), or statewide dual credit. Students enrolled in these course classifications, as well as students taking Algebra I in grade 8, were classified as “advanced.” In the figures below, the category “Enrolled in an accelerated course” refers to these students and the category “Enrolled in a non-advanced course” refers to all other student enrollments.

## ***Part I - Analysis of Acceleration Policies***

The department surveyed LEAs and public charter schools about their acceleration policies in summer 2022. Among the 145 LEAs surveyed that enroll students in the middle and/or high school grades, representatives from 96 LEAs (66 percent) replied that their LEA had an active acceleration policy, while 15 (10 percent) replied they did not currently have a local policy in place. Of the public charters with grades 7-12, 10 responded to the survey. Eight public charters (80 percent) replied that their schools had an active acceleration policy, and two (20 percent) did not currently have a policy in place. Roughly a quarter of LEAs did not reply to the questionnaire. Appendix [Table A1](#) displays the **145** LEAs and ten public charter schools and how they responded to the question of whether they have an active acceleration policy in place. About a third of respondents with an active acceleration policy referenced as their policy guidance a version of the [Tennessee School Board Association Policy 4.205, “Enrollment in Advanced Courses.”](#) This policy template is also reproduced in Appendix [Figure A1](#).

LEAs often identify a set of qualifying criteria for enrollment, such as a TCAP cutoff score or a letter grade in the prerequisite course. For example, students in Memphis-Shelby County Schools qualify for advanced courses in ELA, math, or science if they earn a grade of B or higher in combination



with “on-track” or “mastery” levels on the TCAP in the preceding course. Students in Metro Nashville Public Schools have similar requirements, except that the LEA requires an 85 or higher instead of a letter grade of B. Many LEAs and public charter schools that enroll students in middle or high school grades also authorize the director of schools to consider additional, subjective, qualifying criteria. These include the presence of a high school coursework plan, a formal recommendation from teachers, parents, or other stakeholders, or performance on a local assessment.

Qualifying courses typically include honors courses in grades seven and eight, Advanced Placement, Local Dual Enrollment, Statewide Dual Credit, International Baccalaureate, Cambridge International, and courses that have an associated industry certification exam.

Some responding LEAs also submitted feedback on the implementation of the policy. The feedback was overwhelmingly positive. One LEA stated, “Implementation of this policy encouraged our system to outline clear, districtwide criteria for students to be placed in advanced courses. We feel that over time these measures will lead to improved student outcomes.” Another LEA declared that, “The first year of implementation has had a few challenges as we ensure appropriate placements for all of our qualified students, but we are optimistic that placements will be finalized by October 1, 2022.”

However, there were some concerns about policy implementation. One responding LEA stated, “We do feel that previous EOC results criteria should be included but the criteria should be set by the state on this component so that all schools are using the same criteria. We also feel criteria set for Dual Enrollment courses should not include the EOC results but should be based on the enrollment criteria of the college/university.”

Additionally, some LEAs that did not have a local policy in place at the time of the survey stated they would address the adoption of an academic acceleration policy at their next local board meeting or were working to create a draft policy that would be presented to their respective local boards soon.

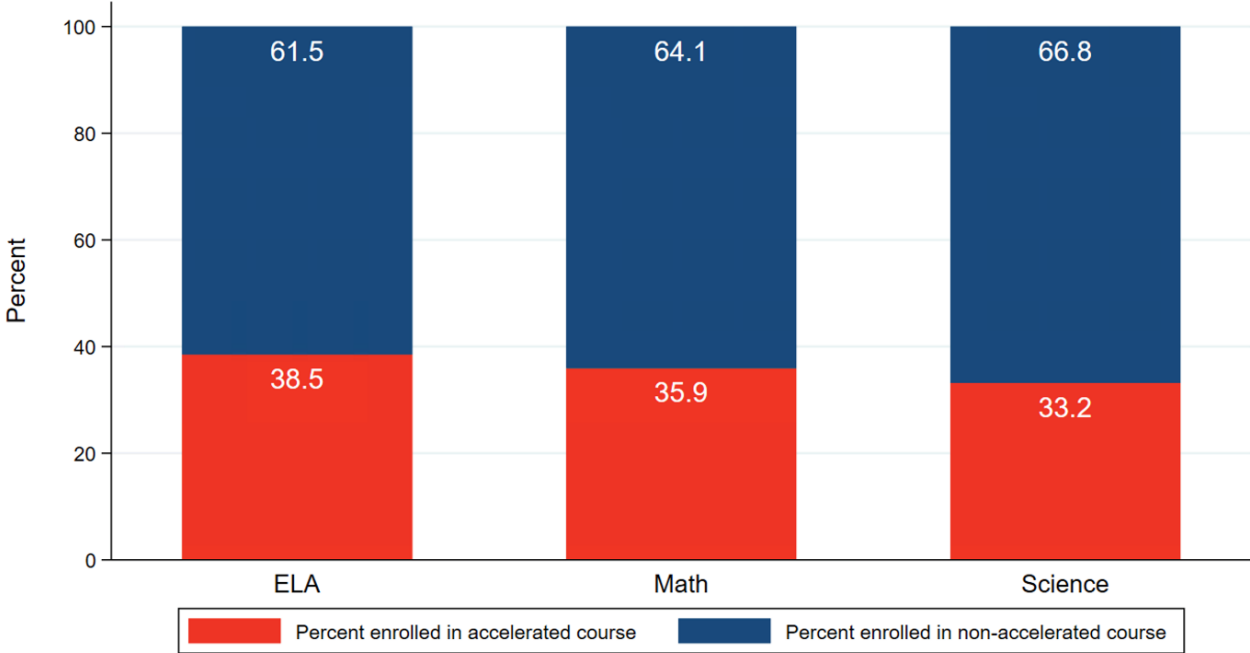
## ***Part II – Student Enrollment in Advanced Coursework***

T.C.A. § 49-6-1012 requires the department to provide information on students who (1) qualify and (2) participate in advanced coursework. To answer (1) requires objective qualifying criteria from each Tennessee LEA with an active local policy in place as well as data used to identify qualifying students. The department did not obtain objective criteria from all LEAs, and it does not have

access to results from locally administered assessments that are sometimes used to identify accelerated students. Thus, this report focuses on (2) and, throughout, reports the percentage of students enrolled in advanced courses based on the process articulated in “Data Collection,” above.

Figure 1 shows that across ELA, math, and science, roughly one third of student enrollments in grades 7-12 were in advanced courses during the entire 2021-22 academic year. The proportion was slightly higher in ELA than in math, and comparably higher in math than in science.

**Figure 1: Percentage of students enrolled in advanced courses statewide, by subject**



As noted above, representatives from roughly two-thirds of surveyed LEAs replied that they have an active academic acceleration policy. Figure 2 shows the distribution of student enrollments for these LEAs. Notably, LEAs with acceleration policies had a slightly smaller proportion of student enrollments in advanced courses across ELA, math, and science. One explanation for this relatively lower rate is that LEAs that did not respond to the survey had considerably higher proportions of student enrollments in advanced courses—ranging from 46 percent in math to 50 percent in ELA.

**Figure 2: Percentage of student enrollments in advanced courses statewide in LEAs and public charters with active academic acceleration policy, by subject**

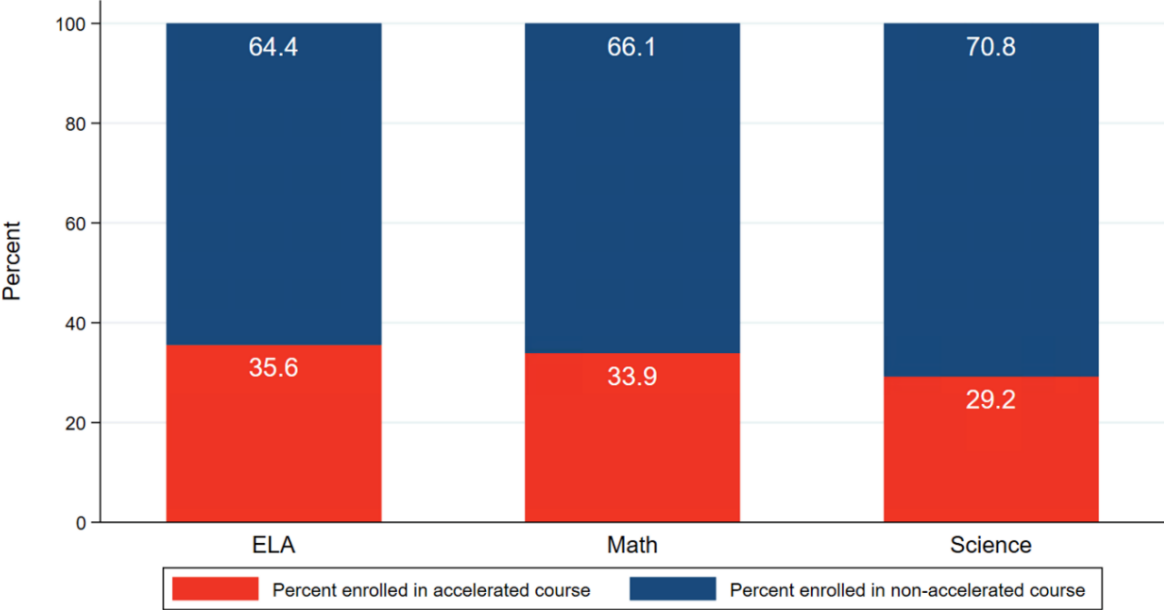
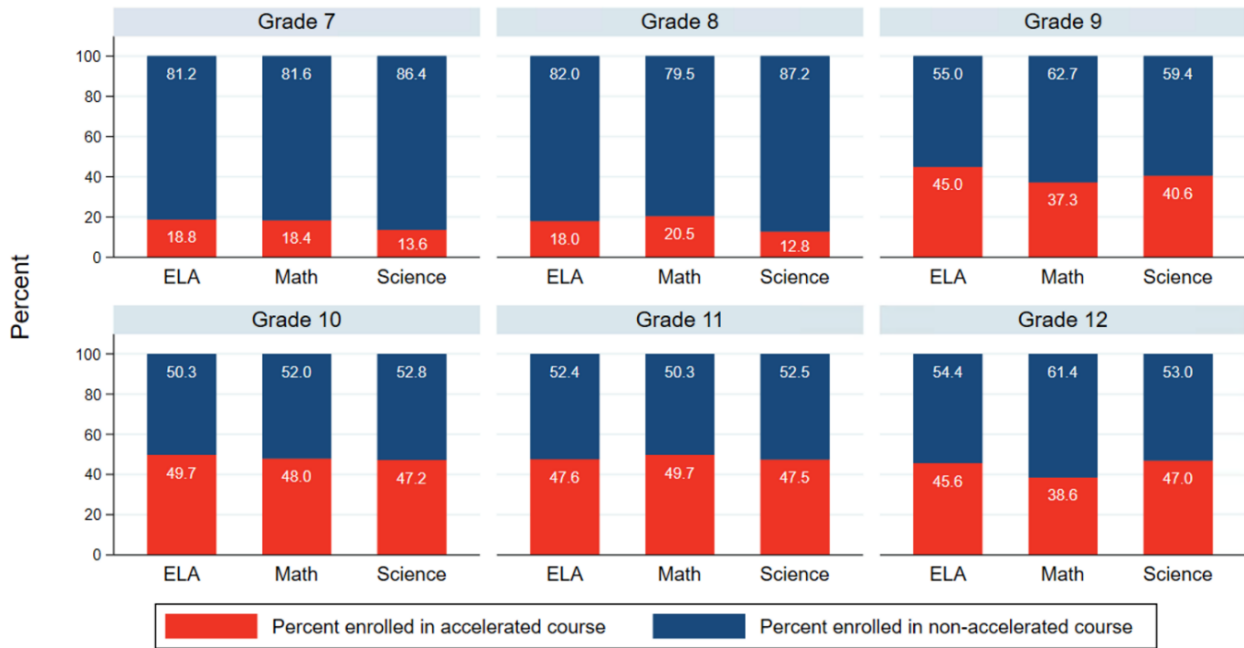


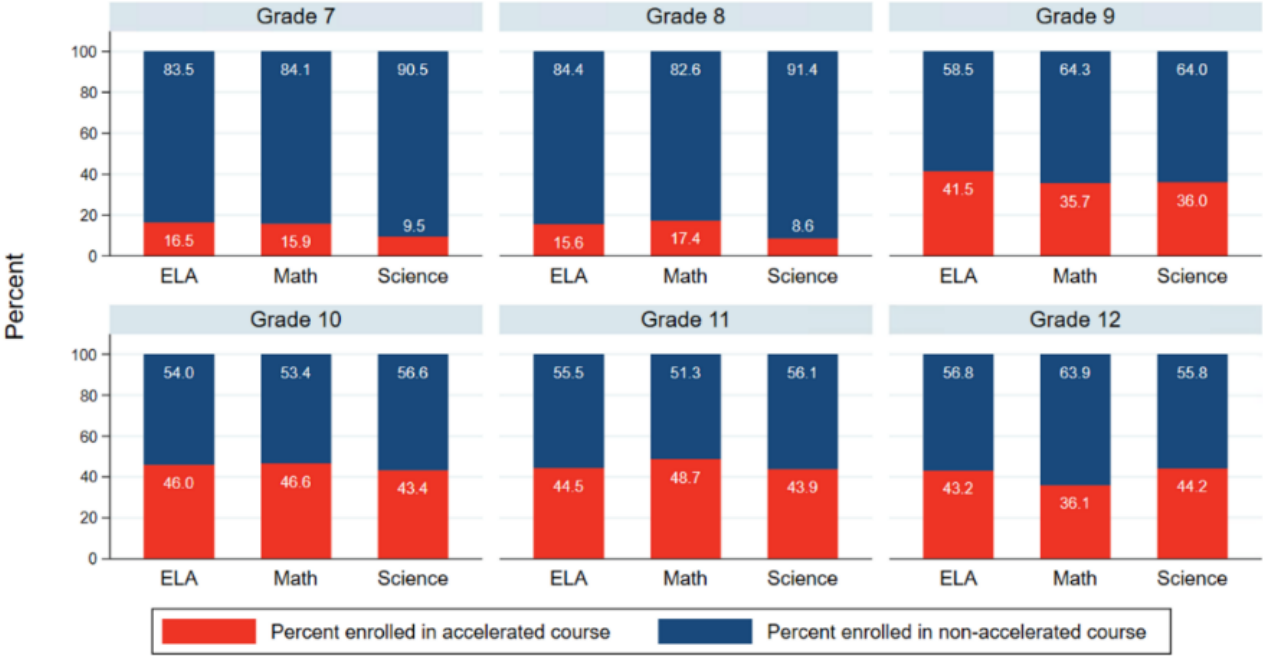
Figure 1 displays statewide enrollment patterns and thus masks variation at the grade level. [T.C.A. § 49-6-1012](#) requests information on students in grades 7-12. The results in Figure 1 are disaggregated by grade in Figure 3, below. Students in the middle grades gain access to advanced courses by enrolling—at minimum—in Algebra I in grade 8 or through other honors course offerings. Across the three subjects, the rate of participation in advanced courses ranges from 13-21 percent, is highest in math, and is lowest in science. By grade 9 and throughout high school, the rate of participation in advanced courses increases by a factor of roughly 2-3. Throughout high school, roughly one-third to one-half of course enrollees participate in an advanced course. This large increase is likely due to the availability of programs that provide Tennessee students with access to advanced coursework—described in the Introduction, above.

**Figure 3: Percentage of student enrollments in advanced courses statewide, by grade level and subject**



Similar to Figure 2, above, which displays the overall rate of advanced course participation in LEA with an active academic acceleration policy, Figure 4 displays these same results by grade level. Again, the rates are uniformly lower than the overall rates, because non-respondent LEAs have much larger proportions of student enrollments in advanced courses.

**Figure 4: Percentage of student enrollments in advanced courses statewide in LEAs and public charter schools with active acceleration policy, by grade level and subject.**



Appendix Figures [A2-A10](#) replicate Figure 3, but for gender, racial/ethnic subgroups, and special classifications.

Figures [A2-A3](#) show that in the middle grades, male students are more likely to enroll in advanced courses compared with their female counterparts. However, many of these differences disappear in high school.

Figures [A4-A7](#) show that Asian and Black students are considerably more likely to enroll in advanced courses in the middle grades compared with their Hispanic or white counterparts. The main exception is grade 8 math courses, in which Asian students enroll at much higher rates than students from the other racial/ethnic subgroups. By high school, Asian student enrollment in advanced courses far exceeds enrollment by other subgroups, while Black or African American, Hispanic, and white students enroll at comparable rates within subjects and grade levels.

Figures [A8-A10](#) display advanced and non-advanced course enrollment rates for economically disadvantaged students, English Learners, and students with disabilities. Students with disabilities, on average, tend to enroll in advanced courses at lower rates.

### ***Limitations of the Data***

This initial analysis of LEA academic acceleration policies and student enrollments in advanced courses has a few notable limitations. First, roughly one-quarter of LEAs did not reply to the department’s survey requesting information about academic acceleration policies, and thus, these omissions could alter the results in this report in unpredictable ways. In the next iteration of this report, department staff will work to improve upon the 75 percent LEA response rate.

Second, this report does not include information about *qualifiers* for advanced courses. If it is true that all qualifiers ultimately enroll in advanced courses, then this limitation is moot. However, existing evidence on advanced course taking (e.g., Dougherty et al., 2015, 2017; Hemelt & Lenard, 2020) suggests that many students who qualify for acceleration based on objective criteria at the local level (e.g., TCAP score threshold) ultimately do not enroll. Moreover, many LEAs employ subjective qualifying criteria for which no data exists. As such, analyses that aim to quantify qualification for course acceleration should center on LEAs where both subjective and objective data and decision-making criteria are available to department staff.

Finally, these analyses characterize “advanced” courses as honors, AP, CIE, IB, Dual Enrollment, and Statewide Dual Credit courses. The department arrived at this proxy for acceleration by scanning courses identified by LEAs that were commonly used for acceleration. Not all LEAs use all such courses, and many likely include additional courses that did not appear in the survey. Thus, the rates provided here could overstate the true rates if too many advanced courses were identified and understate the rates if an insufficient number of courses were flagged by department staff. Future iterations of this report will refine how “advanced” course is defined, will utilize a more precise framework for LEA-level identification of qualified courses, and will include those advanced courses that have an associated industry certification.

### ***Conclusions***

Access to advanced coursework through acceleration is an important feature of secondary schooling in Tennessee. This report represents an initial attempt to identify the propensity of active, LEA and public charter school acceleration policies across the state and to quantify various rates of student

enrollments in advanced courses. Across the state, an estimated one third of student course enrollments occur in advanced courses—defined as honors, AP, CIE, IB, dual enrollment, and dual credit courses. Across subgroups, some gaps in participation exist, especially between male and female students in the middle grades and Asian students and their counterparts in high school. Future iterations of this report will aim to report data that represents more LEAs and contextualize how objective and subjective qualification occurs at the LEA level.



## Appendix

**Table A1: LEA Academic Acceleration Policies**

LEA /Charter Name	District No.	Has Policy?
Achievement School District	985	Yes
Alcoa	51	Yes
Alvin C York Institute	961	Yes
Anderson County	10	Yes
Arlington	793	Yes
Athens	541	.
Bartlett	794	Yes
Bedford County	20	Yes
Benton County	30	Yes
Bledsoe County	40	.
Blount County	50	Yes
Bradford	274	Yes
Bradley County	60	Yes
Bristol	821	Yes
Campbell County	70	.
Cannon County	80	Yes
Carroll County	90	No
Carter County	100	.
Chattanooga Girls Leadership Academy	NA	Yes
Cheatham County	110	Yes
Chester County	120	Yes
City University Schools	NA	No
Claiborne County	130	.
Clay County	140	Yes
Cleveland	61	Yes
Cocke County	150	.
Coffee County	160	Yes
Collierville	795	Yes
Cornerstone Prep	NA	Yes
Crockett County	170	.
Crosstown High	NA	Yes
Cumberland County	180	Yes
Davidson County	190	Yes
Dayton	721	Yes
DeKalb County	210	No
Decatur County	200	.
Department Of Children's Services Education Division	970	.

Dickson County	220	Yes
Dyer County	230	Yes
Dyersburg	231	Yes
Elizabethton	101	Yes
Etowah	542	.
Fayette County Public Schools	240	Yes
Fayetteville	521	.
Fentress County	250	No
Franklin County	260	Yes
Franklin SSD	941	Yes
Germantown	796	Yes
Gibson County Special District	275	Yes
Giles County	280	Yes
Grainger County	290	Yes
Greene County	300	Yes
Greeneville	301	Yes
Green Dot Schools	NA	Yes
Grundy County	310	.
Hamblen County	320	No
Hamilton County	330	Yes
Hancock County	340	No
Hardeman County Schools	350	Yes
Hardin County	360	Yes
Hawkins County	370	Yes
Haywood County	380	Yes
Henderson County	390	Yes
Henry County	400	Yes
Hickman County	410	Yes
Hollow Rock - Bruceton	92	Yes
Houston County	420	Yes
Humboldt City Schools	271	No
Humphreys County	430	Yes
Huntingdon Special School District	93	Yes
Jackson County	440	.
Jefferson County	450	Yes
Johnson City	901	Yes
Johnson County	460	Yes
Journey Community Schools	NA	Yes
Kingsport	822	Yes
KIPP Memphis	NA	Yes
Knox County	470	.
Lake County	480	Yes
Lakeland	797	Yes

Lauderdale County	490	Yes
Lawrence County	500	Yes
LEAD Public Schools	NA	No
Lebanon	951	Yes
Lenoir City	531	Yes
Lewis County	510	Yes
Lexington	391	No
Lincoln County	520	Yes
Loudon County	530	Yes
Macon County	560	Yes
Madison County	570	Yes
Manchester	161	Yes
Marion County	580	Yes
Marshall County	590	Yes
Maryville	52	Yes
Maury County	600	.
McKenzie	94	Yes
McMinn County	540	Yes
McNairy County	550	Yes
Meigs County	610	Yes
Memphis-Shelby County Schools	792	Yes
Memphis Business Academy	NA	Yes
Milan	272	Yes
Millington Municipal Schools	798	.
Monroe County	620	.
Montgomery County	630	Yes
Moore County	640	Yes
Morgan County	650	No
Newport	151	.
Oak Ridge	12	Yes
Obion County	660	Yes
Oneida	761	Yes
Overton County	670	Yes
Paris	401	.
Perry County	680	Yes
Pickett County	690	Yes
Polk County	700	.
Putnam County	710	.
Rhea County	720	.
Richard City	581	.
Roane County	730	.
Robertson County	740	Yes
Rogersville	371	Yes

Rutherford County	750	Yes
Scott County	760	.
Sequatchie County	770	.
Sevier County	780	Yes
Smith County	800	.
Soulsville Charter School	NA	Yes
South Carroll	95	.
Stewart County	810	Yes
Sullivan County	820	Yes
Sumner County	830	No
Sweetwater	621	No
Tennessee Public Charter School Commission	987	No
Tennessee School for Blind	963	Yes
Tennessee Schools for the Deaf	964	Yes
Tipton County	840	Yes
Trenton	273	No
Trousdale County	850	.
Tullahoma	162	Yes
Unicoi County	860	No
Union City	661	Yes
Union County	870	.
Van Buren County	880	.
Warren County	890	Yes
Washington County	900	.
Wayne County	910	Yes
Weakley County	920	Yes
West Carroll Special District	97	Yes
White County	930	No
Williamson County	940	Yes
Wilson County	950	No
<hr/>		
<b>LEAs with a policy</b>		<b>96</b>
<b>LEAs without a policy</b>		<b>15</b>
<b>Non-respondent LEAs</b>		<b>32</b>
<b>Charters with a policy</b>		<b>8</b>
<b>Charters without a policy</b>		<b>2</b>

**Figure A1:** Tennessee School Board Association Policy 4.205, “Enrollment in Advanced Courses.”

Click here to choose a school board.			
Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Enrollment in Advanced Courses</b>	Descriptor Code: <b>4.205</b>	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but  
3 not limited to, advanced English language arts, mathematics, or science courses.<sup>1</sup>

4 To enroll in these courses, students shall meet the following standards:

- 5 1. Honors Courses: **[Insert local requirements which must include grades and TCAP scores**  
6 **but may include other factors.]**
- 7
- 8 2. Dual Credit Courses: **[Insert local requirements which must include grades and TCAP**  
9 **scores but may include other factors.]**
- 10
- 11 3. Industry Certification-Aligned Courses: **[Insert local requirements which must include**  
12 **grades and TCAP scores but may include other factors.]**
- 13
- 14 4. Dual Enrollment: **[Insert local requirements which must include grades and TCAP scores**  
15 **but may include other factors.]**
- 16
- 17 5. Advanced Placement: **[Insert local requirements which must include grades and TCAP**  
18 **scores but may include other factors.]**
- 19
- 20 6. Cambridge International: **[Insert local requirements which must include grades and TCAP**  
21 **scores but may include other factors.]**
- 22
- 23 7. College Level Exam Program: **[Insert local requirements which must include grades and**  
24 **TCAP scores but may include other factors.]**
- 25
- 26 8. International Baccalaureate: **[Insert local requirements which must include grades and**  
27 **TCAP scores but may include other factors.]**

28 The principal of each school shall have the authority to require additional criteria for the enrollment in  
29 advanced courses to fit the needs of the students within the school.

30 **NOTIFICATION<sup>1</sup>**

31 Parent(s)/guardian(s) shall be provided written notification of a student’s eligibility to enroll in  
32 advanced courses. The notification shall state that a student will remain enrolled in the course unless

1 the parent/guardian timely submits a written request for removal. The Director of Schools shall  
2 determine the deadline to submit the request for removal.

3 Students may also be removed from an advanced course if the student's teacher determines that the  
4 student should be removed based on performance after thirty (30) days of instruction and the principal  
5 approves the request to remove the student.

#### 6 **COLLEGE LEVEL COURSES<sup>2</sup>**

7 Students may earn credit by enrolling in a postsecondary institution and taking college level courses.  
8 Students who take and pass dual enrollment courses at a postsecondary institution shall have their  
9 postsecondary credits accepted for high school credit as a substitution for an aligned graduation  
10 requirement course.

11 These courses may be offered at the high school, postsecondary institution, or online. If not offered on  
12 the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to  
13 enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

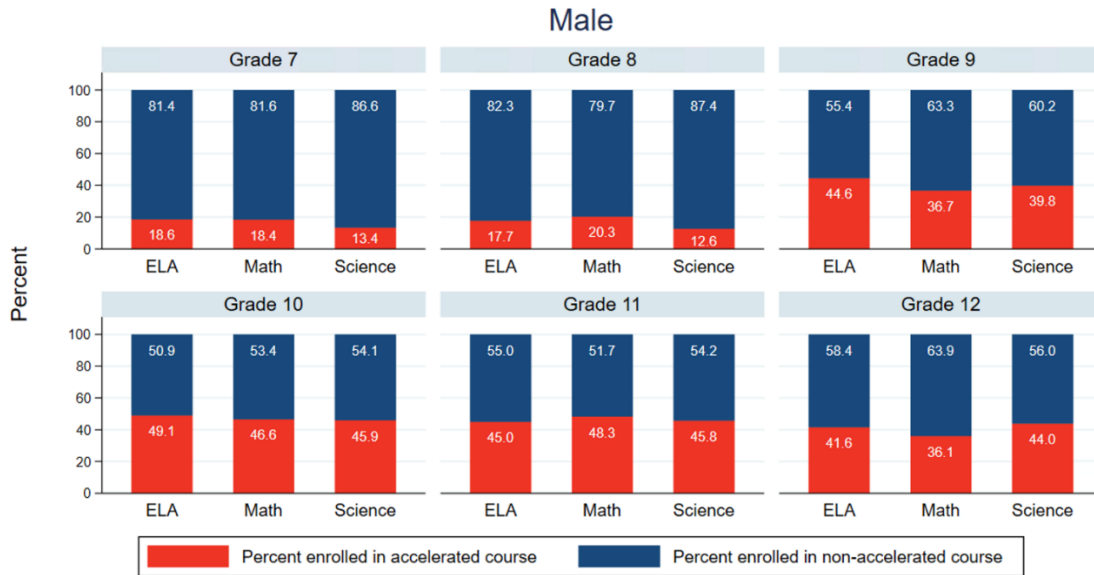
14 Grades earned in such college level courses shall be used to determine class rank, grade point average,  
15 and class valedictorian or salutatorian.

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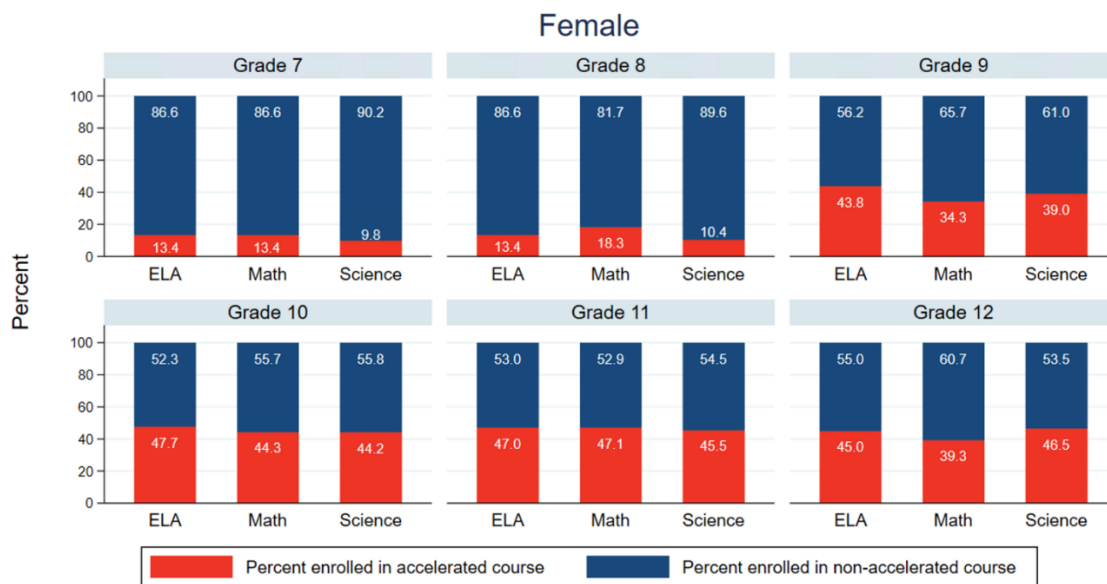
#### Legal References

1. TCA 49-6-1012; State Board of Education  
Policy 3.301
2. TRR/MS 0520-01-03-.03(8)

**Figure A2: Percentage of male student enrollments in advanced courses statewide, by grade level and subject**

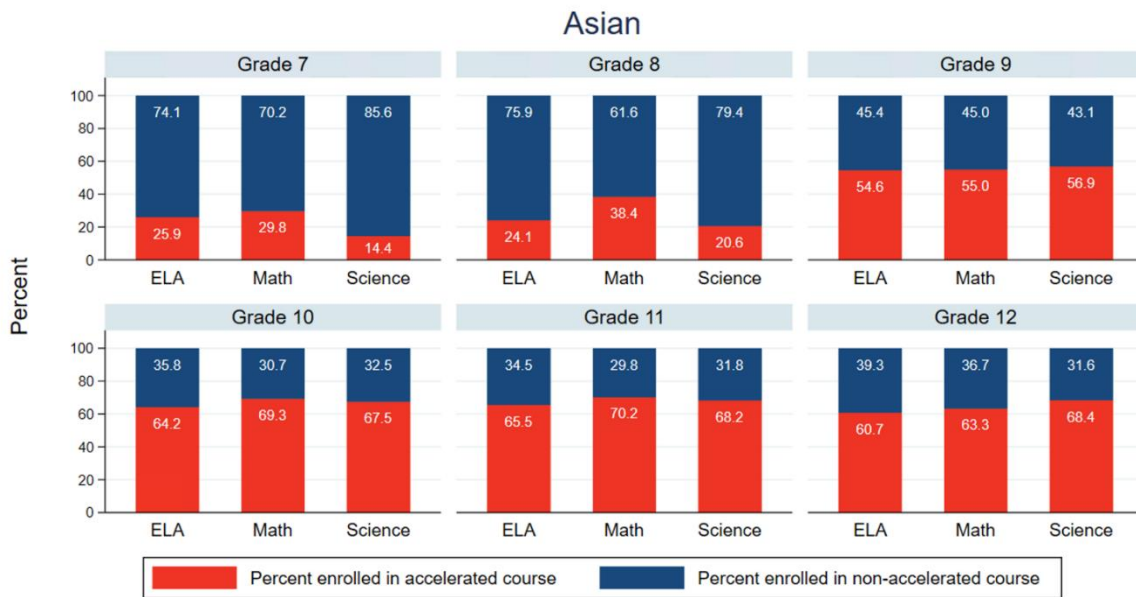


**Figure A3: Percentage of female student enrollments in advanced courses statewide, by grade level and subject**

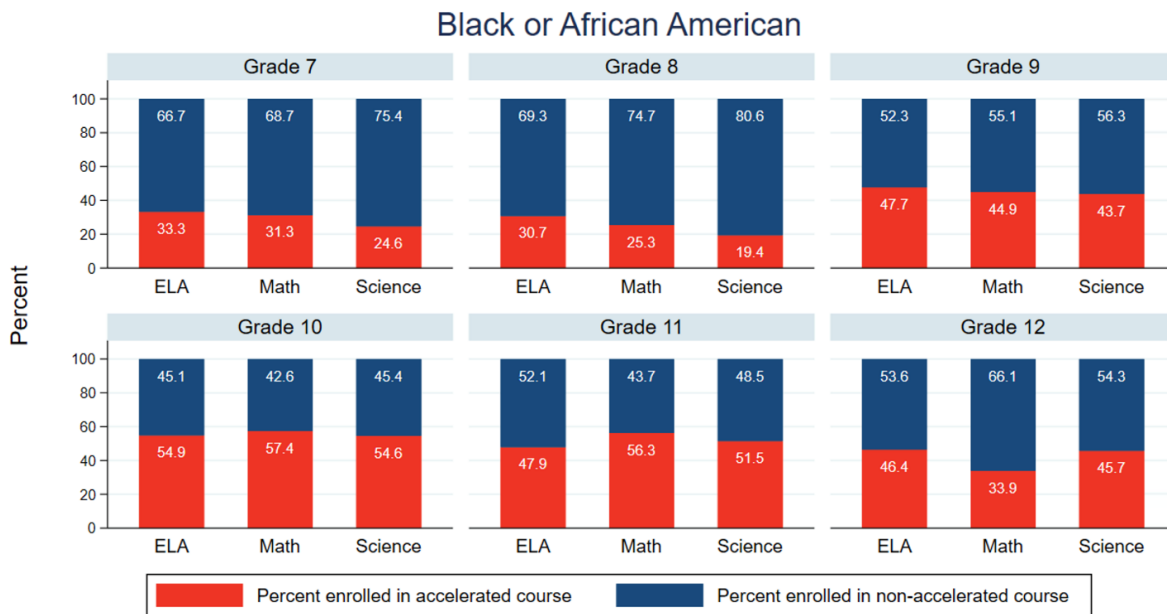




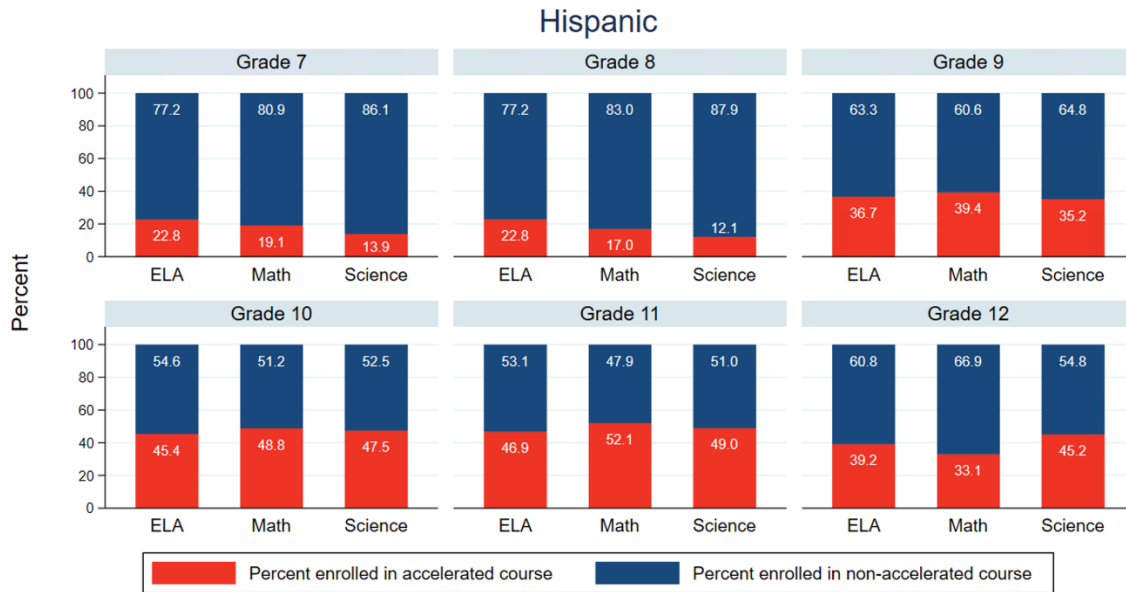
**Figure A4: Percentage of Asian student enrollments in advanced courses statewide, by grade level and subject**



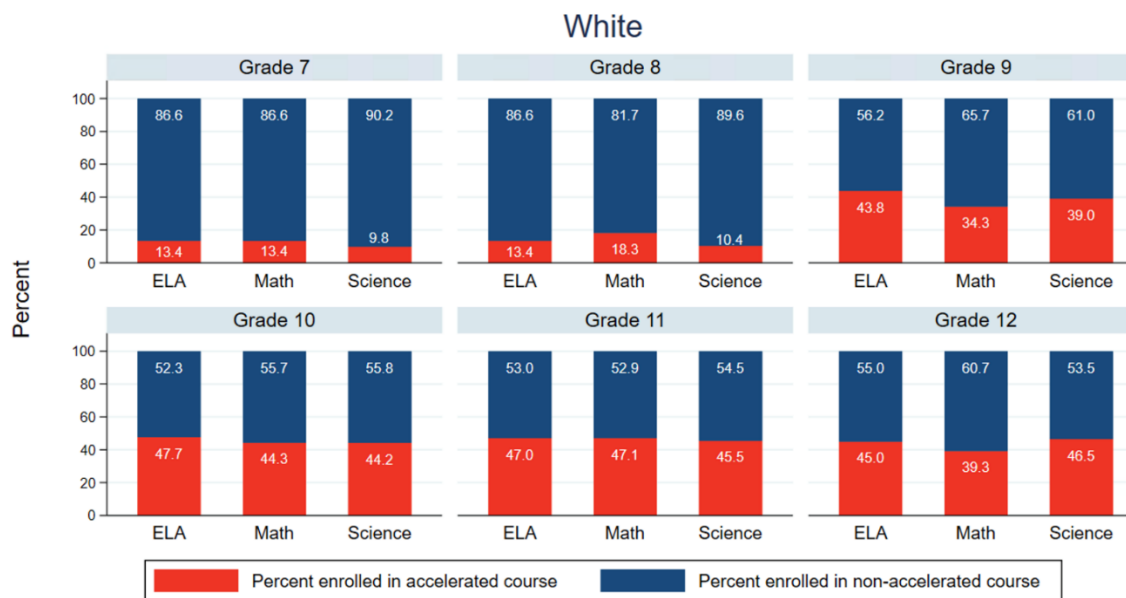
**Figure A5: Percentage of Black or African American student enrollments in advanced courses statewide, by grade level and subject**



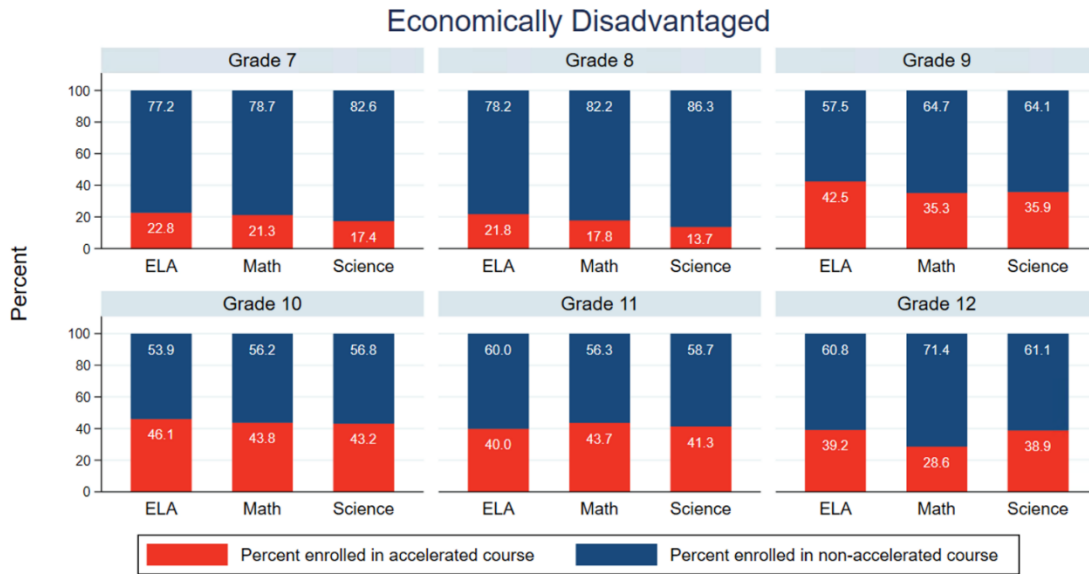
**Figure A6: Percentage of Hispanic student enrollments in advanced courses statewide, by grade level and subject**



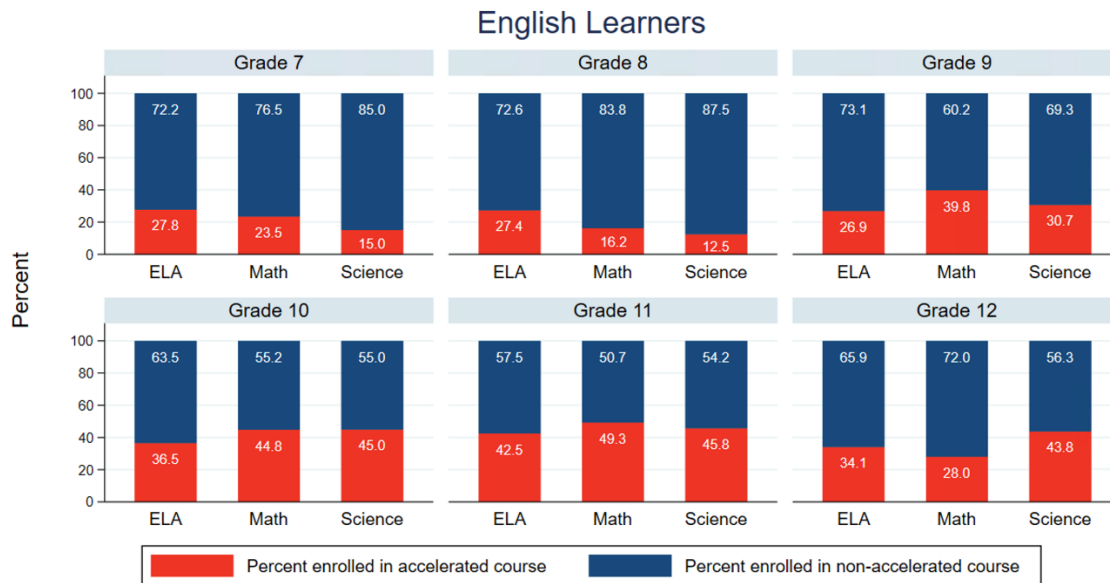
**Figure A7: Percentage of white student enrollments in advanced courses statewide, by grade level and subject**



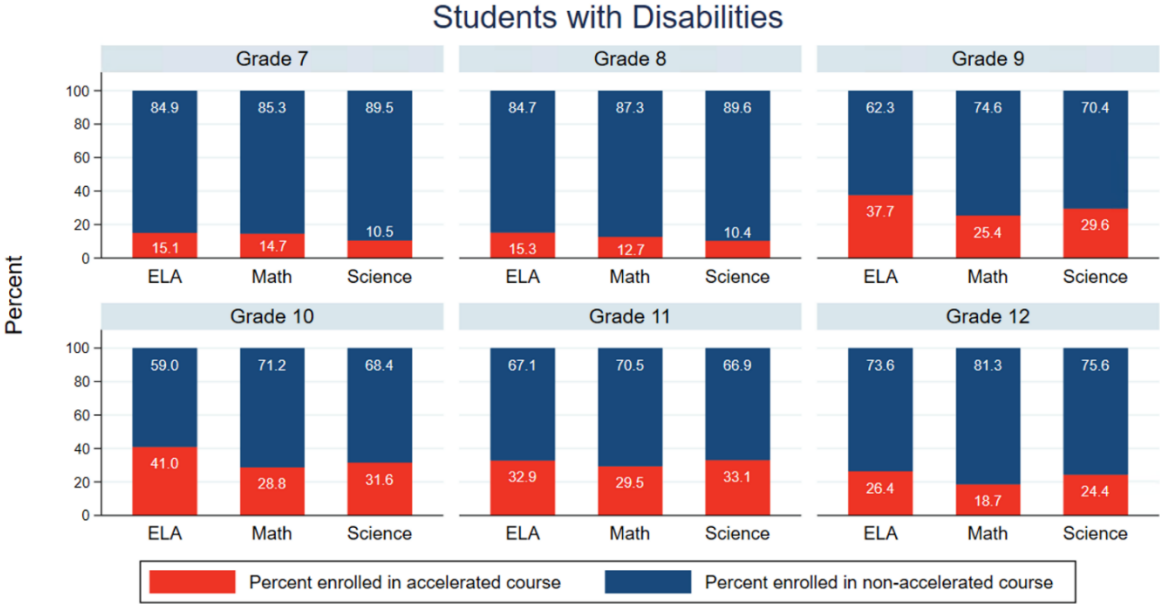
**Figure A8: Percentage of economically disadvantaged student enrollments in advanced courses statewide, by grade level and subject**



**Figure A9: Percentage of English Learner student enrollments in advanced courses statewide, by grade level and subject**



**Figure A10: Percentage of student enrollments of students with disabilities in advanced courses statewide, by grade level and subject**



## **References**

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