



# SEM Advancement Act Report

## Academic Acceleration Policy

Tennessee Department of Education | October 2023





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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 in the summer of 2023 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, based upon the 2022-2023 academic year.

This report provides an overview of the information that each participating LEA and school provided and 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 highlights the percentages of students—by subject, grade, and subgroup—enrolled in accelerated and non-accelerated courses. Additionally, this report details the data collection methods used and limitations of the data collected, and analyses conducted.

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<sup>1</sup> 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 students qualifying 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 report include rates of course *acceleration*.

## ***Key Findings***

- Based on self-reported information, most LEAs have an active course acceleration local policy. Out of the LEAs surveyed that enroll students in the middle and/or high school grades, 117 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.
- Five public charter school organizations responded to the survey. Of the responding five public charter schools, 60 percent reported their schools have an active academic acceleration policy. Among responding LEAs, state data suggest that more than one-third of students enroll in at least one accelerated 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.
- Female students are slightly more likely to enroll in accelerated courses compared with their male counterparts, with these differences becoming more pronounced in high school
- Black students are considerably more likely to enroll in accelerated courses in the middle grades compared with their Asian, Hispanic, or white counterparts, with the exception of 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 accelerated courses exceeds enrollment by other subgroups.
- Economically disadvantaged students and English learners have comparable levels of participation in accelerated 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 the advanced mathematics aptitude of a 7<sup>th</sup> grade student might suggest to his or her parents that he or she enroll in 8<sup>th</sup> 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 85<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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 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 (APAA) 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. When the program was established, approximately 50 percent of public school districts in Tennessee had access to AP coursework. Today, 97 percent of public school districts have signed on to participate, greatly increasing students' opportunities to enroll in AP courses. The program allows students to complete AP exams at no charge, making Tennessee one of only 12 states in the nation to offer a fully funded AP program. To date, approximately 4,000 students have enrolled in AP courses through the program and their success on AP exams has resulted in a potential savings of \$1.2 million in tuition costs!

### ***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 284 high schools participates in SDC, offering up to 12 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. Students successfully completed 2,350 such exams by meeting or exceeding the established cut score for college credit, which contributed more than \$2.6 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 (ISM) to every public high school and middle school in the state. By expanding Tennessee's Innovative School Model initiative, aimed at building readiness and preparing students for success after high school, more students have opportunities

to participate in innovative local programs aligned to Tennessee’s highest-demand skills and careers. The now over \$560 million 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 was 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. During the 2-year grant, which just concluded in June 2023, over 3,900 students 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 accelerated 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 2022-23 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 “accelerated.” In the figures below, the category “Enrolled in an accelerated course” refers to these students and the category “Enrolled in a non-accelerated 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. Among the LEAs surveyed that enroll students in the middle and/or high school grades, 117 LEAs (80 percent) replied that their LEA had an active acceleration policy, while 11 (8 percent) replied they did not currently have a local policy in place. Of the public charters with grades 7-12, five responded to the survey. Three public charters (60 percent) replied that their schools had an active acceleration policy, and two (40 percent) did not currently have a policy in place. Roughly 12% of LEAs did not reply to the questionnaire. Appendix [Table A1](#) displays the 146 LEAs and five public charter schools and how they responded to the question of whether they have an active acceleration policy in place.

LEAs generally 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 accelerated 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 7<sup>th</sup> and 8<sup>th</sup> grades, Advanced Placement (AP), Local Dual Enrollment (DE), Statewide Dual Credit (DC), International Baccalaureate (IB), Cambridge International (CIE), 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."

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However, there were some concerns about policy implementation. One responding LEA stated, "We do feel that previous EOC (End of Course/TCAP) 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.

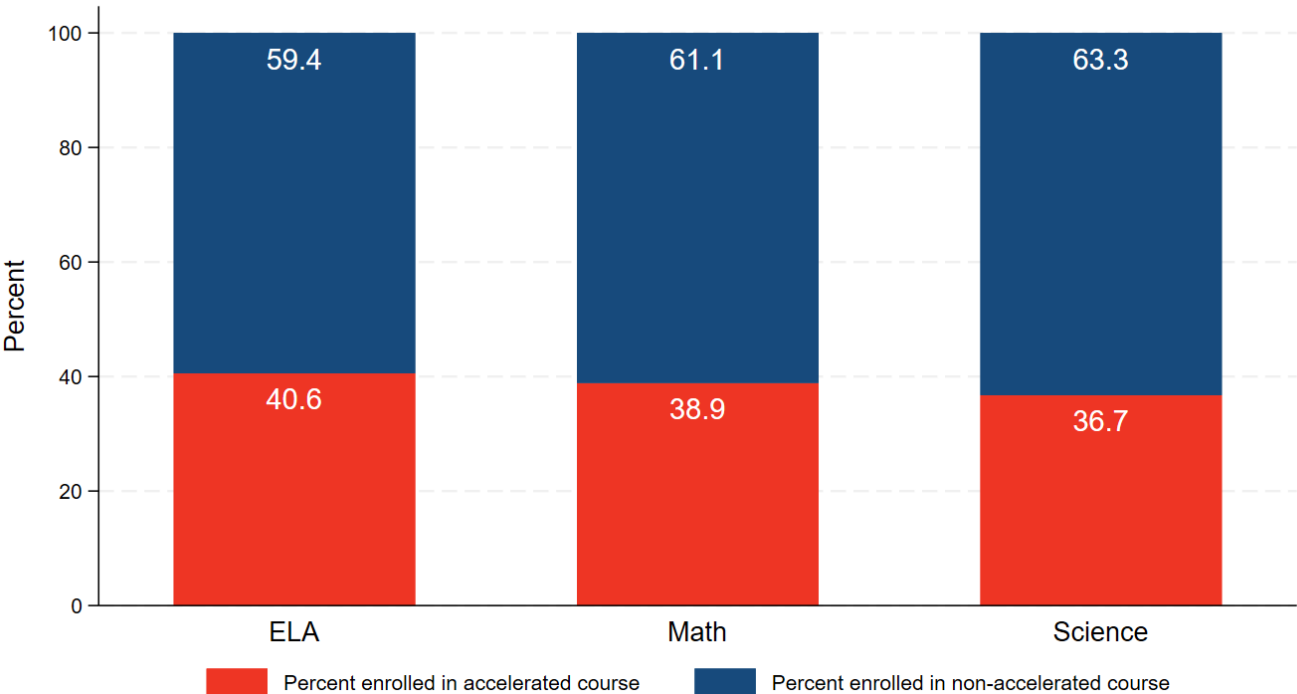
## ***Part II – Student Enrollment in Advanced Coursework***

T.C.A. § 49-6-1012 requires the department to provide information on students who (1) qualify and (2) participate in advanced coursework. To address (1), it requires objective qualifying criteria from each Tennessee LEA or public charter school 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 accelerated courses based on the process articulated in “Data Collection,” above.

Figure 1 shows that across ELA, math, and science, more than one third of student enrollments in grades 7-12 were in accelerated courses during the entire 2022-23 academic year. The proportion was slightly higher in ELA than in math, and comparably higher in math than in science.

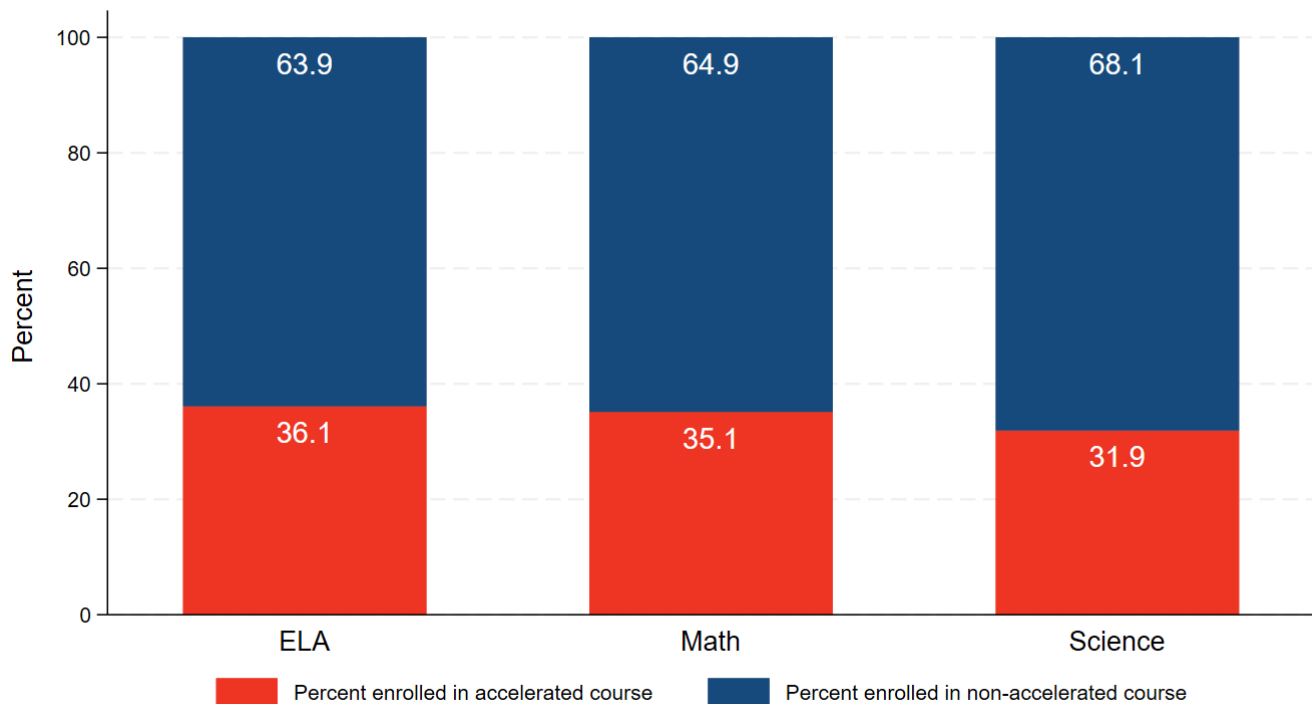
**Figure 1**  
*Statewide Accelerated Course Enrollment*



As noted above, representatives from roughly 80% of surveyed LEAs and public charter schools replied that they have an active academic acceleration policy. Figure 2 shows the distribution of student enrollments for these LEAs. Notably, LEAs and public charter schools with acceleration policies had a somewhat smaller proportion of student enrollments in accelerated courses across ELA, math, and science. Corresponding to these relatively lower rates is the fact that LEAs and public charter schools that did not respond to the survey had higher proportions of student enrollments in accelerated courses than LEAs and public charter schools that did respond to the survey.

**Figure 2**

*Statewide Accelerated Course Enrollment with an Active Academic Acceleration Policy*



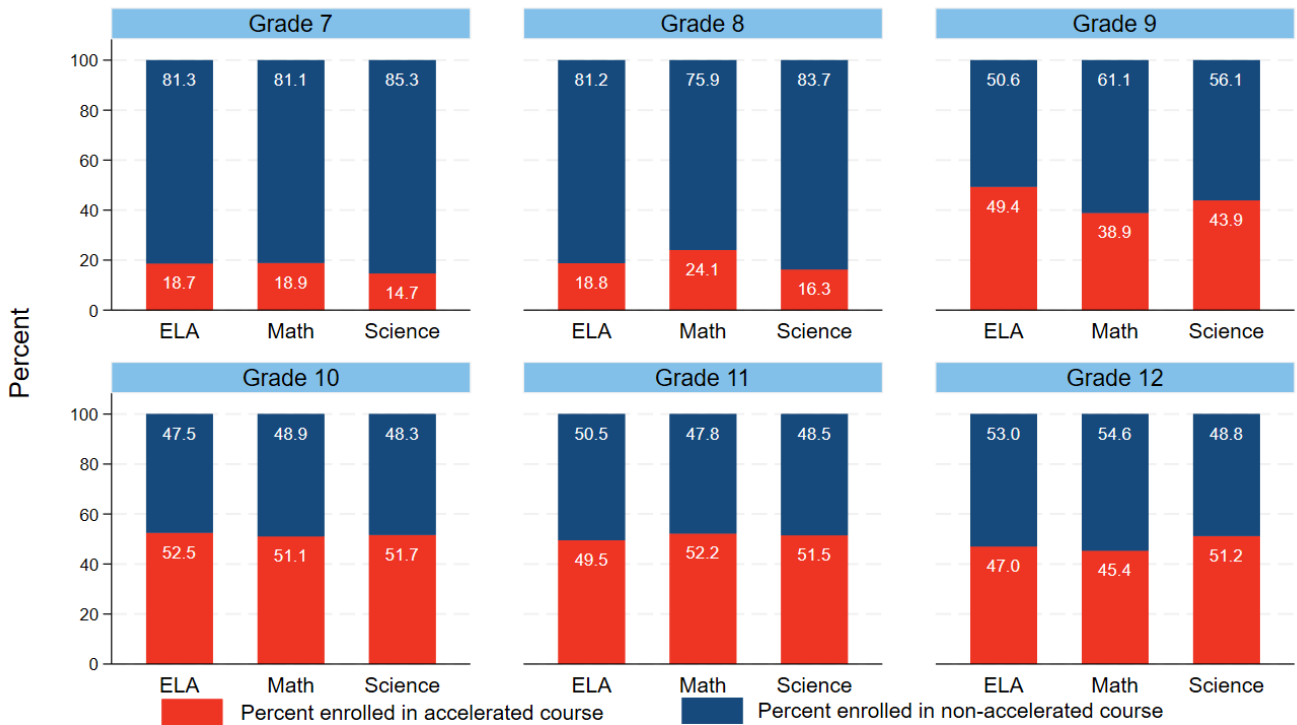
*Note.* Percentage of student enrollments in accelerated courses statewide in LEAs and public charters with active academic acceleration policy, by subject

T.C.A. § 49-6-1012 requires the department to report on the following data collected for students in grades 7-12: 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. Above, Figure 1 displays statewide enrollment patterns and thus masks variation at the grade level. The results in Figure 1 are disaggregated by grade in Figure 3, below. Students in the middle grades gain access to accelerated courses by enrolling—at minimum—in Algebra I in 8<sup>th</sup> grade or through other honors or advanced course offerings. Across the three subjects, the rate of participation in accelerated courses ranges from 14-24 percent, is highest in math, and is lowest in science. By 9<sup>th</sup> grade and throughout high school, the rates of participation in accelerated courses increase between two- and threefold. Participation in accelerated courses varies by grade level for grades 9-12: it is highest in ELA for 9<sup>th</sup> and 10<sup>th</sup> grades, and highest in math for 11<sup>th</sup> graders and science for 12<sup>th</sup> graders. Throughout high school, roughly 40-50% of course enrollees participate in an accelerated course. This significant increase is likely due to the availability of programs that

provide Tennessee students with access to accelerated coursework as described in the Introduction above.

**Figure 3**

*Statewide Accelerated Course Enrollments*

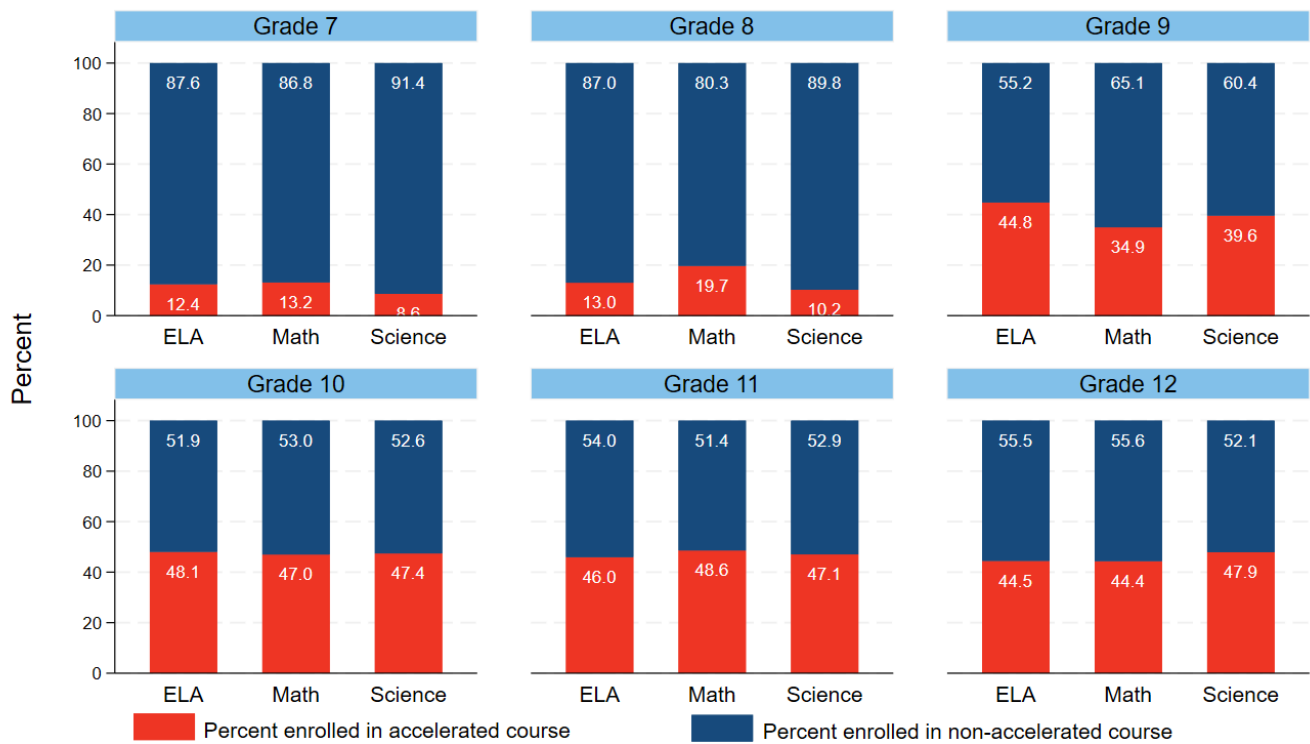


Note. Percentage of student enrollments in accelerated courses statewide, by grade level and subject

Like Figure 2 above, which displays the overall rate of accelerated course participation in LEA and public charter schools 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 and public charter schools have much larger proportions of student enrollments in accelerated courses.

**Figure 4**

*Statewide Accelerated Course Enrollment with an Active Acceleration Policy*



Note. Percentage of student enrollments in accelerated 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, female students are slightly more likely to enroll in accelerated courses compared with their male counterparts, with these differences becoming more pronounced in high school.

Figures [A4-A7](#) show that Black students are considerably more likely to enroll in accelerated courses in the middle grades compared with their Asian, Hispanic, or white counterparts, with the exception of 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 accelerated courses exceeds enrollment by other subgroups.

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

disadvantaged students or English Learners, apart from grade 9 and 10 ELA, in which English Learners have the lowest enrollment. Among economically disadvantaged students and English Learners, middle school enrollment in accelerated courses is higher than overall rates except for grade 8 math, and lower than overall rates for high school courses.

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

This analysis of LEA and public charter school academic acceleration policies and student enrollments in accelerated courses has a few notable limitations. First, roughly 12% of LEAs and public charter schools 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 90 percent LEA and public charter school response rate.

Second, this report does not include information about *qualifiers* for accelerated courses. If it is true that all qualifiers ultimately enroll in accelerated courses, then this limitation is moot. However, existing evidence on accelerated course enrollment 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 (e.g., Dougherty et al., 2015, 2017; Hemelt & Lenard, 2020). Moreover, many LEAs and public charter schools employ subjective qualifying criteria for which no data exists. As such, analyses that aim to quantify qualification for course acceleration should center on LEAs and public charter schools where both subjective and objective data and decision-making criteria are available to department staff.

Finally, these analyses characterize “accelerated” 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 and public charter schools that were commonly used for acceleration. Not all LEAs and public charter schools 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 accelerated 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 “accelerated” course is defined, will utilize a more precise framework for LEA and public charter school-level identification of qualified courses, and will include those accelerated courses that have an associated industry certification.

## ***Conclusion***

Access to accelerated coursework through acceleration is an important feature of secondary schooling in Tennessee. This report represents an 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 accelerated courses. Across the state, roughly one third of student course enrollments occur in accelerated 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. Findings from the 2022-23 academic year indicated female students slightly more likely to enroll in accelerated courses compared with their male counterparts, black students considerably more likely to enroll in accelerated courses in the middle grades compared with their counterparts, and economically disadvantaged students and English learners having comparable levels of participation in accelerated coursework, while students with disabilities tend to have the lowest rates of participation. Future iterations of this report will aim to report data that represents more LEAs and public charter schools and contextualize how objective and subjective student participation in accelerated coursework occurs at the LEAs and public charter school level.



## **References**

- Dougherty, S. M., Goodman, J. S., Hill, D. V., Litke, E. G., & Page, L. C. (2015). Middle school math acceleration and equitable access to eighth-grade algebra: Evidence from the Wake County Public School System. *Educational Evaluation and Policy Analysis, 37*(1\_suppl), 80S-101S.
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- Hemelt, S. W., & Lenard, M. A. (2020). Math acceleration in elementary school: Access and effects on student outcomes. *Economics of Education Review, 74*, 101921.
- Southern, W. T., & Jones, E. D. (2004). Types of acceleration: Dimensions and issues. *A nation deceived: How schools hold back America's brightest students, 2*, 5-12.

## *Appendix A*

**Table A1: LEA and Charter Academic Acceleration Policies**

<b>LEA Name</b>	<b>District No.</b>	<b>Has Policy? <sup>2</sup></b>
Achievement School District	985	Yes
Alamo City Schools	171	No
Alcoa City Schools	51	Yes
Alvin C. York Institute	961	Yes
Anderson County Schools	10	Yes
Arlington Community Schools	793	Yes
Athens City Schools	541	Yes
Bartlett Municipal Schools	794	Yes
Bedford County Schools	20	Yes
Bells City Schools	172	.
Benton County Schools	30	Yes
Bledsoe County Schools	40	Yes
Blount County Schools	50	Yes
Bradford Special School District	274	Yes
Bradley County Schools	60	.
Bristol City Schools	821	Yes
Campbell County Schools	70	.
Cannon County Schools	80	Yes
Carter County Schools	100	Yes
Cheatham County Schools	110	Yes
Chester County Schools	120	Yes
Clarksville-Montgomery County Schools	630	Yes
Claiborne County Schools	130	.
Clay County Schools	140	Yes
Cleveland City Schools	61	Yes
Clinton City Schools	11	.
Cocke County Schools	150	Yes
Coffee County Schools	160	.
Collierville Schools	795	Yes
Crockett County Schools	170	Yes
Cumberland County Schools	180	Yes
Metro-Nashville Public Schools	190	Yes
Dayton City Schools	721	Yes
DeKalb County Schools	210	Yes
Decatur County Schools	200	.
Department Of Children's Services Education Division	970	.

<sup>2</sup> An LEA with a period in this column did not respond to this year's survey.

Dickson County Schools	220	Yes
Dyer County Schools	230	Yes
Dyersburg City Schools	231	Yes
Elizabethton City Schools	101	Yes
Etowah City Schools	542	Yes
Fayette County Schools	240	Yes
Fayetteville City Schools	521	Yes
Fentress County Schools	250	Yes
Franklin County Schools	260	Yes
Franklin Special School District	941	Yes
Germantown Municipal Schools	796	Yes
Gibson County Special District	275	Yes
Giles County Schools	280	Yes
Grainger County Schools	290	Yes
Greene County Schools	300	Yes
Greeneville City Schools	301	Yes
Grundy County Schools	310	Yes
Hamblen County Schools	320	Yes
Hamilton County Schools	330	Yes
Hancock County Schools	340	Yes
Hardeman County Schools	350	Yes
Hardin County Schools	360	Yes
Hawkins County Schools	370	Yes
Haywood County Schools	380	Yes
Henderson County Schools	390	Yes
Henry County Schools	400	Yes
Hickman County Schools	410	Yes
Hollow Rock – Bruceton Special School District	92	Yes
Houston County Schools	420	Yes
Humboldt City Schools	271	No
Humphreys County Schools	430	Yes
Huntingdon Special School District	93	Yes
Jackson County Schools	440	Yes
Jackson-Madison County Schools	570	Yes
Jefferson County Schools	450	Yes
Johnson City Schools	901	Yes
Johnson County Schools	460	Yes
Kingsport City Schools	822	Yes
Knox County Schools	470	Yes
Lake County Schools	480	.
Lakeland Schools	797	Yes
Lauderdale County Schools	490	Yes
Lawrence County Schools	500	Yes

Lebanon Special School District	951	Yes
Lenoir City Schools	531	Yes
Lewis County Schools	510	Yes
Lexington City Schools	391	No
Lincoln County Schools	520	No
Loudon County Schools	530	Yes
Macon County Schools	560	Yes
Manchester City Schools	161	Yes
Marion County Schools	580	Yes
Marshall County Schools	590	Yes
Maryville City Schools	52	Yes
Maury County Schools	600	Yes
McKenzie Special School District	94	Yes
McMinn County Schools	540	Yes
McNairy County Schools	550	Yes
Meigs County Schools	610	Yes
Memphis-Shelby County Schools	792	Yes
Milan Special School District	272	Yes
Millington Municipal Schools	798	Yes
Monroe County Schools	620	Yes
Moore County Schools	640	Yes
Morgan County Schools	650	No
Murfreesboro City Schools	751	No
Newport City Schools	151	.
Oak Ridge Schools	12	Yes
Obion County Schools	660	.
Oneida Special School District	761	Yes
Overton County Schools	670	Yes
Paris Special School District	401	No
Perry County Schools	680	Yes
Pickett County Schools	690	.
Polk County Schools	700	.
Putnam County Schools	710	Yes
Rhea County Schools	720	Yes
Richard City Schools	581	Yes
Roane County Schools	730	Yes
Robertson County Schools	740	Yes
Rogersville City Schools	371	No
Rutherford County Schools	750	Yes
Scott County Schools	760	.
Sequatchie County Schools	770	Yes
Sevier County Schools	780	Yes
Smith County Schools	800	.

South Carroll Special School District	95	Yes
Stewart County Schools	810	Yes
Sullivan County Schools	820	.
Sumner County Schools	830	No
Sweetwater City Schools	621	No
Tennessee Public Charter School Commission	987	No
Tennessee School for Blind	963	Yes
Tennessee Schools for the Deaf	964	Yes
Tipton County Schools	840	Yes
Trenton Special School District	273	Yes
Trousdale County Schools	850	.
Tullahoma City Schools	162	Yes
Unicoi County Schools	860	Yes
Union City Schools	661	Yes
Union County Schools	870	Yes
Van Buren County Schools	880	Yes
Warren County Schools	890	Yes
Washington County Schools	900	Yes
Wayne County Schools	910	Yes
Weakley County Schools	920	Yes
West Carroll Special District	97	Yes
White County Schools	930	Yes
Williamson County Schools	940	.
Wilson County Schools	950	Yes

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<b>LEAs with a policy</b>	<b>117</b>
<b>LEAs without a policy</b>	<b>11</b>
<b>Non-respondent LEAs</b>	<b>18</b>
<b>Total LEAs</b>	<b>146</b>

<b>Charter Name</b>	<b>Has Policy?</b>
City University Schools/Influence 1 Foundation	No
Green Dot Schools	Yes
Journey Community Schools	No
LEAD Public Schools	Yes
Lester Prep	Yes
<b>Charters with a policy</b>	<b>3</b>
<b>Charters without a policy</b>	<b>2</b>
<b>Total charters</b>	<b>5</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.

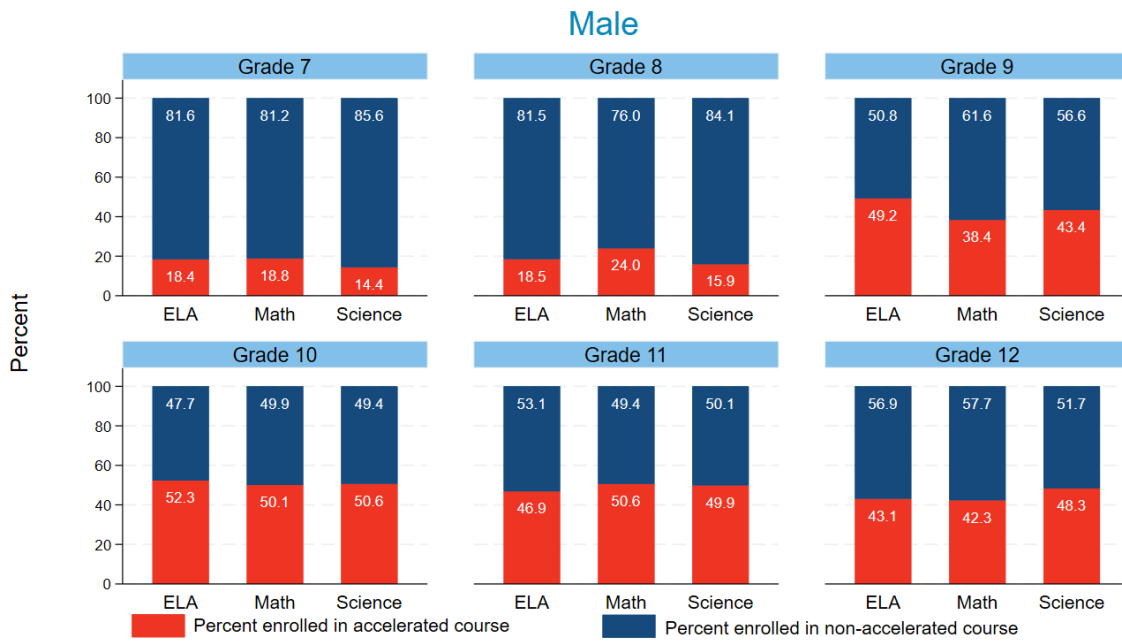
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Legal References

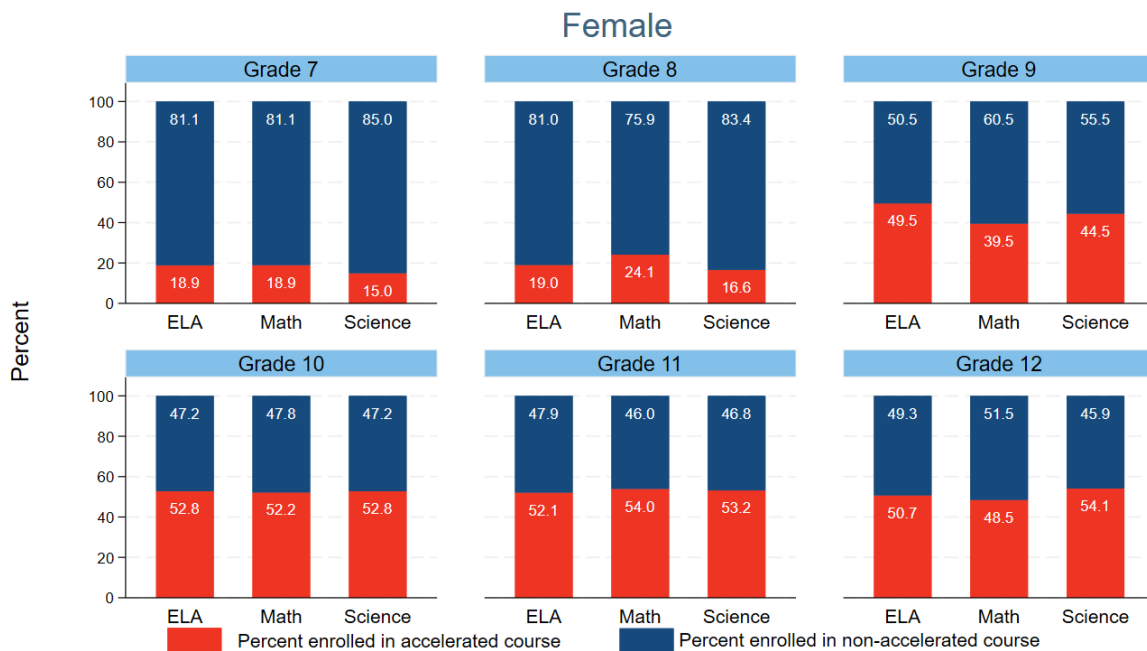
1. TCA 49-6-1012; State Board of Education Policy 3.301
2. TRR/MS 0520-01-03-.03(8)



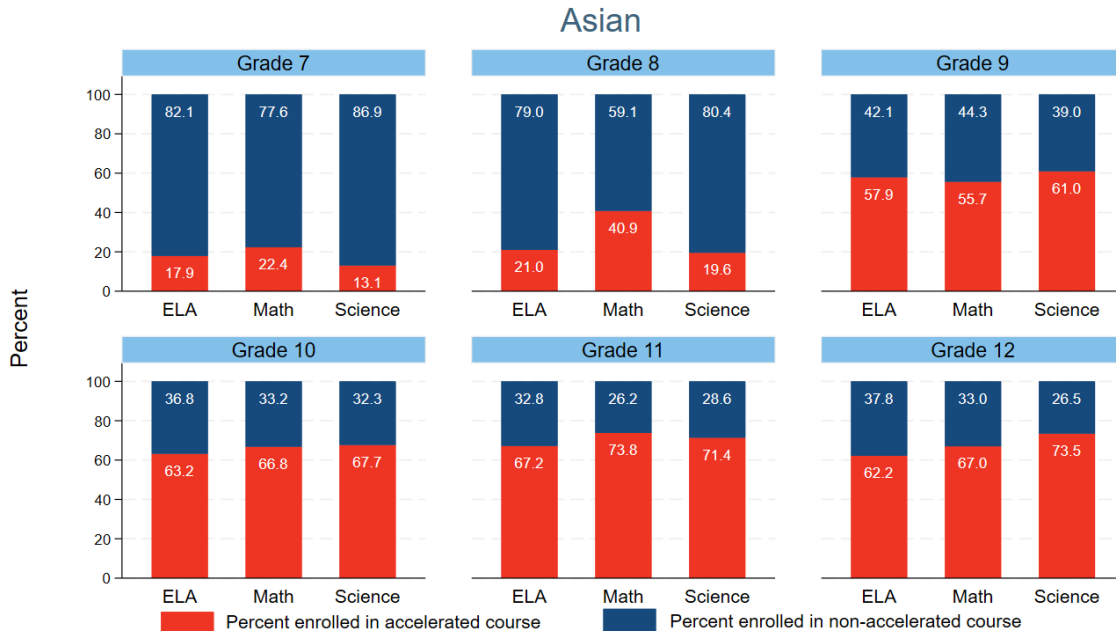
**Figure A2. Percentage of male student enrollments in accelerated courses statewide, by grade level and subject**



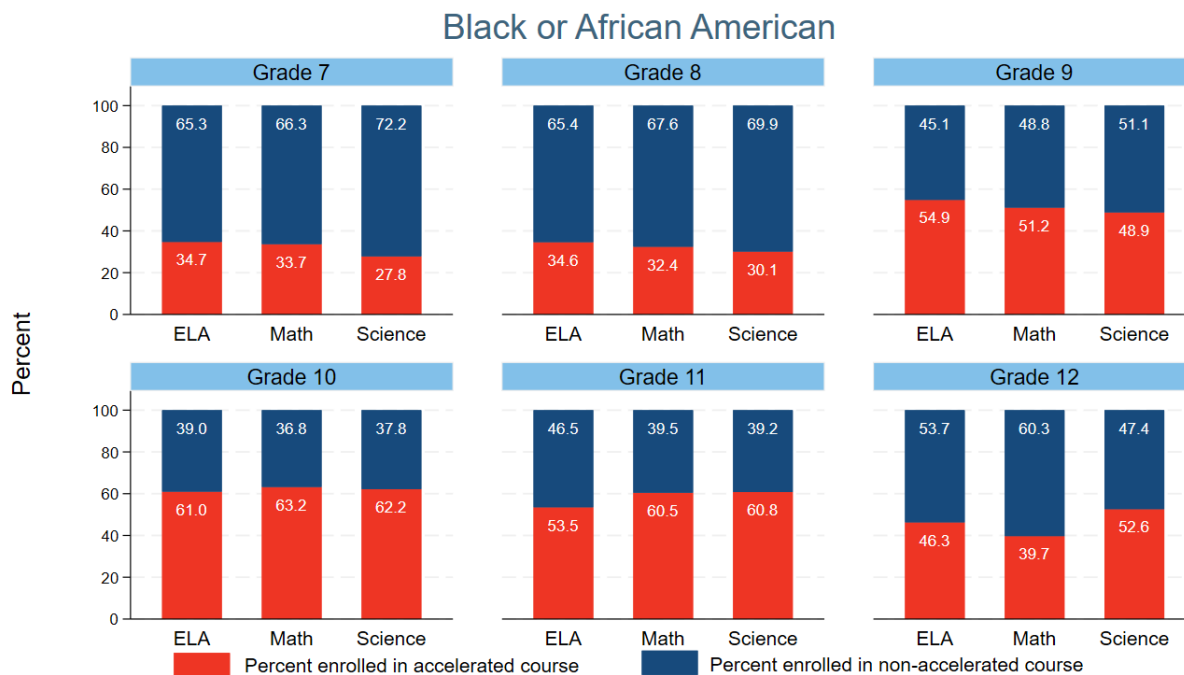
**Figure A3: Percentage of female student enrollments in accelerated courses statewide, by grade level and subject**



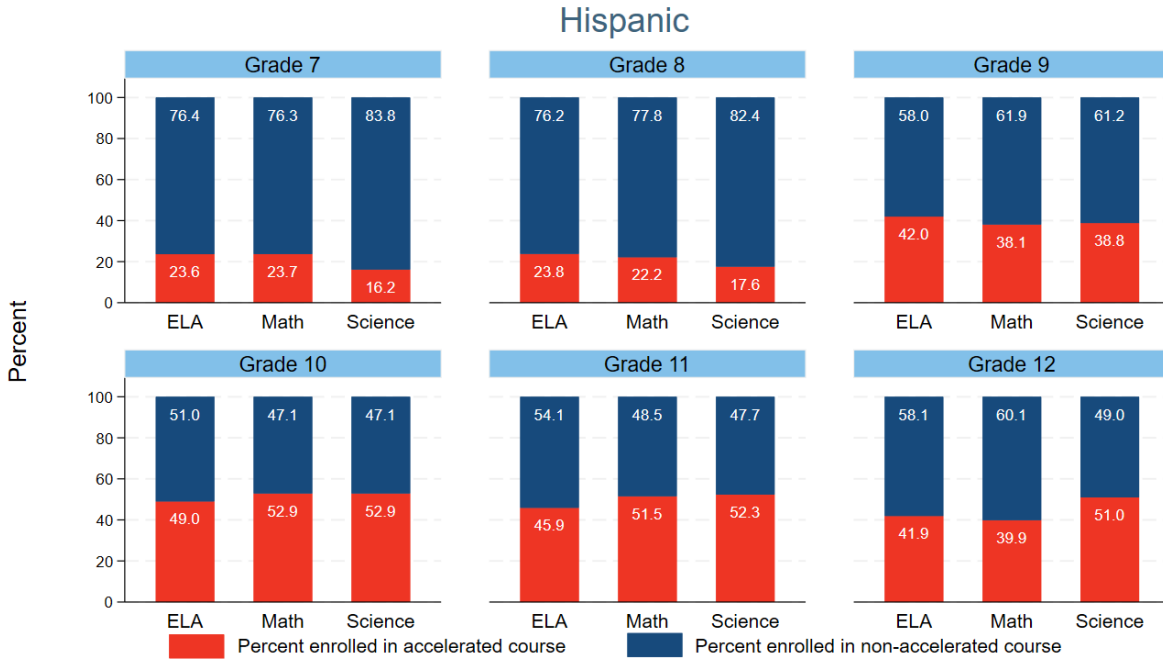
**Figure A4: Percentage of Asian student enrollments in accelerated courses statewide, by grade level and subject**



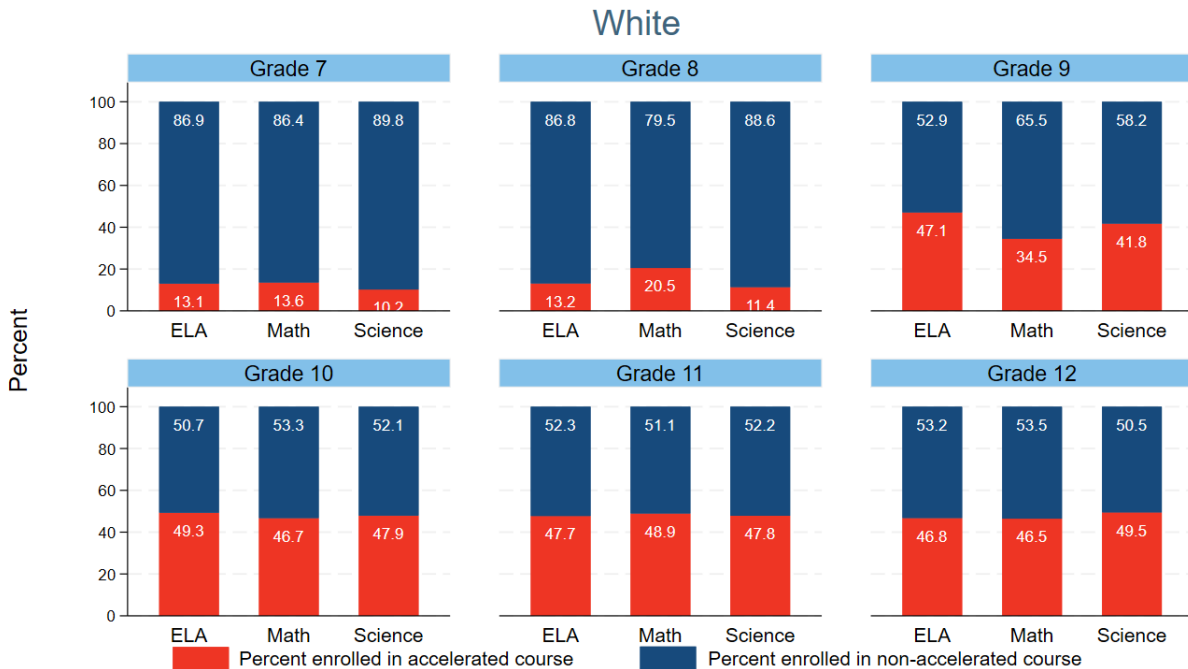
**Figure A5: Percentage of Black or African American student enrollments in accelerated courses statewide, by grade level and subject**



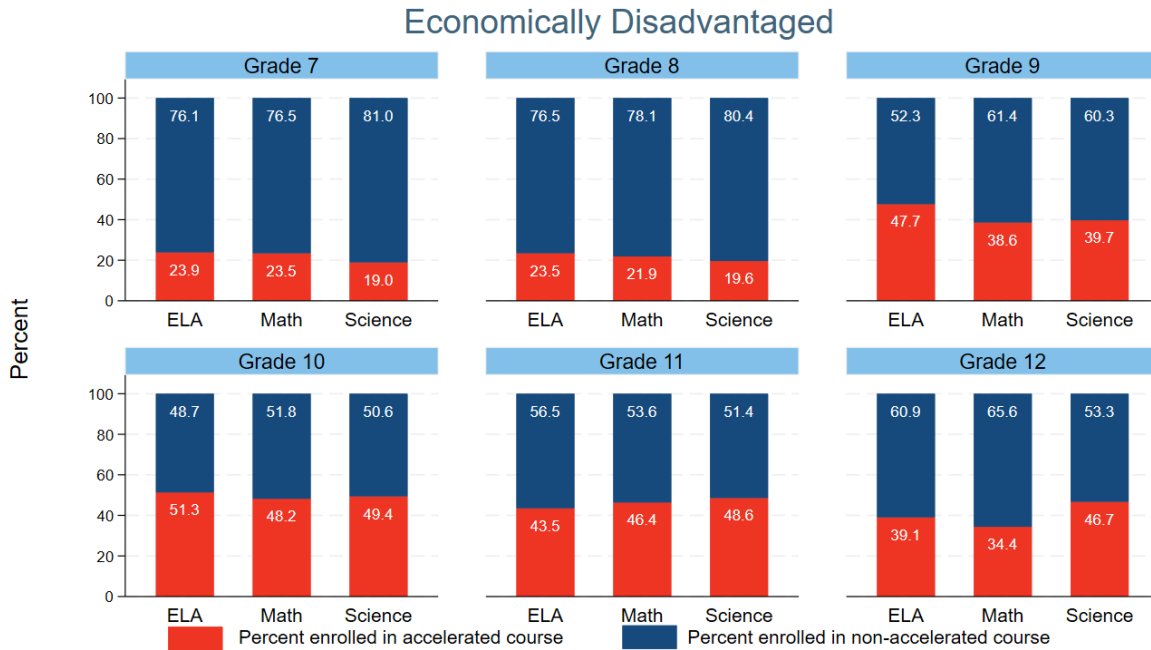
**Figure A6: Percentage of Hispanic student enrollments in accelerated courses statewide, by grade level and subject**



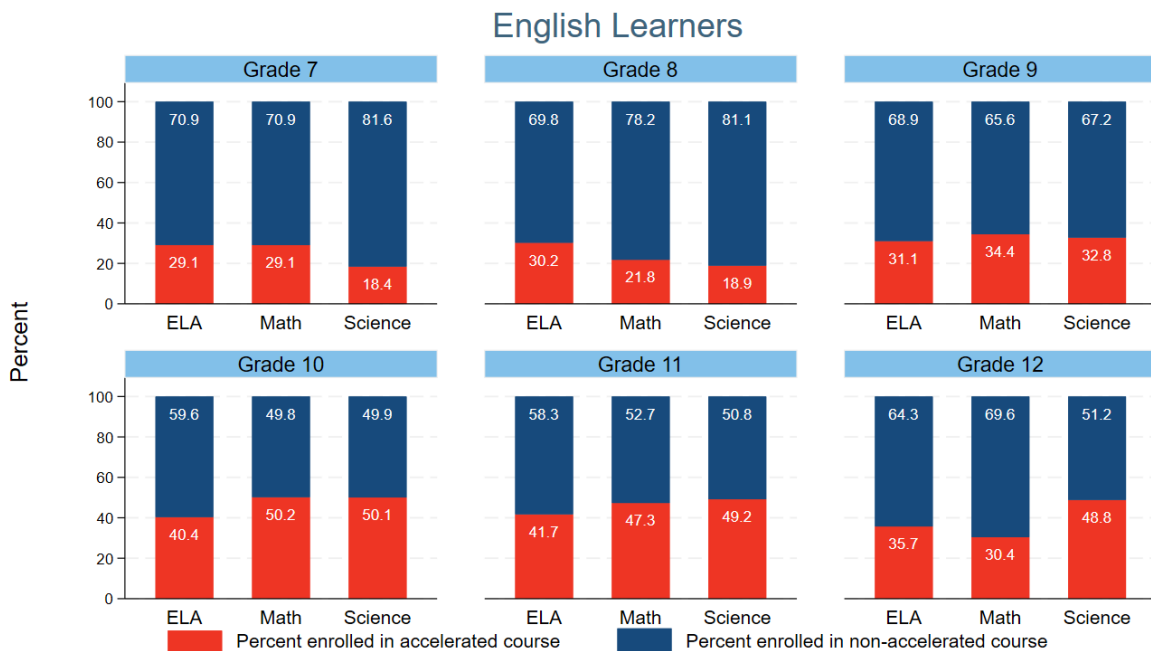
**Figure A7: Percentage of white student enrollments in accelerated courses statewide, by grade level and subject**



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



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



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

