

Promising Practice Capture Sheet

School: Whites Creek High School Rural Suburban Urban
District: Metro Nashville Public Schools Region: Mid Cumberland
Practice: Encouraging Dual Credit Courses
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Connection to Strategic Plan:

Goals:	Top Half of States on NAEP – 4th and 8th Grade Math and ELA	State Average of 21 Composite ACT	55% of the class of 2020 obtains postsecondary credential		
How best practice addresses:			Encouragement allows students to be successful in attaining these credits from the security of the regular classroom to ensure a seamless transition to postsecondary.		
Priority Areas:	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
How best practice applies:				Students leave high school having already taken the step to postsecondary with early credit.	All students enrolled in the course are required to take the challenge exam for dual credit.

Practices:

- Culture Instructional Training/PD
- Accountability Programmatic Policy Change
- Funding Other:

Project Specific Indicators:

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Results:

- Increased student achievement results
 - ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Challenge:

The challenge is students in high-poverty areas not realizing their capabilities as well as opportunities at the postsecondary level. This can lead to students discounting the value of their secondary education and not trying their best to succeed academically. The challenge was to engage students in early postsecondary opportunities where they could demonstrate success at the postsecondary level while in high school.

The Vision:

The vision is to have students earn college credit in high school so they can see that a postsecondary education is not too difficult to achieve. This will increase the desire for postsecondary academic achievement as well as allowing for increased academic rigor in high school.

Action Steps Taken / Summary of To-Do's:

- Develop a relationship with students and an environment of high expectations coupled with appropriate supports so they will have to engage in productive struggle.
- Obtained funding through local businesses to reimburse students when they pass. This process, through loss aversion, ensures students have skin in the game encouraging them to do their best.
- Once funding is secured, share the reimbursement plan, plan for success for the students, collect initial payment from students and begin teaching throughout the year.
- Do not pick the top few students, but do make sure all students know everyone will take the dual credit test.
- Meet with the local postsecondary institution quarterly for guidance and materials students need to understand to be successful on the college test.
- Teach the dual credit information explicitly throughout the year and do not just start teaching the month before the tests are to take place.
- Celebrate the success when results come in. Properly debrief the students about how they have college credit before they even graduated high school. Emphasize that it makes sense that since they are successful at earning postsecondary credit while they are still in high school, that they can achieve success in postsecondary.

Lessons Learned: *Include advice on start-up and sustainability*

- Students may have difficulty obtaining money for postsecondary credit, but if they pay with the stipulation that a refund will occur when they pass, students have a higher probability of success because of the financial investment.
- When one credit is earned, students often want to earn another and will work toward that goal more fervently.

Communications:

- Communicate with the public for reimbursement funding and letters of appreciation from students.
- Communicate with students and parents about the expectation that all students will prepare for the challenge exam throughout the year and take the exam at the end of the year.
- Communicate with local postsecondary about information needed for students to be successful.
- Communicate the success and inspiration to the students when credit is earned!

Stakeholder Management:

Stakeholders:

- Students – deliver information on Dual Credit Fridays and review information learned throughout the year
- Parents – Inform about testing and reimbursement early in year and encourage payment to be sent
- District Coordinators – Dual Credit setup and participants
- Teacher – Ensuring college and high school teachers share information on content
- Principals – Informed of students participating
- Community Financial Backers – Informed of needs and status of successful college credits earned

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
Zero postsecondary credits earned	Criminal Justice students have earned more postsecondary credit than any other school in the district with all their students combined for the past two years. The first year students earned 210 postsecondary credit hours and last year earned 252 hours.	My goal is to establish a culture where students know part of graduating through the Criminal Justice pathways at Whites Creek means they will have nine postsecondary credit hours.

Resources:

- Quarterly meetings with local postsecondary to ensure we have the materials and information necessary for students to be successful on the test.