EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

OVERALL REPORT

WHY DUAL ENROLLMENT MATTERS

Dual enrollment is growing in importance and prevalence in Wisconsin and across the country. It is an umbrella term that encompasses varied programs, but generally refers to high school students taking college courses for high school and college credit. Extensive evidence demonstrates these courses can positively impact student outcomes, such as college access, while lowering college costs. These benefits are greatest for traditionally marginalized students, and yet structural, systemic, and other issues create obstacles that can lead to deepened educational inequities.

THE DATA

We systematically analyzed and summarized data from the Wisconsin State Report Cards for Milwaukee-area high schools. The most recent available report cards were from the 2021-2022 school year.

Importantly, not all schools are required to report the data for these cards, and specifically only public ones have to provide equity data in relation to dual enrollment. This requirement is also new, and thus offers an opportunity to begin to better understand trends and gaps in enrollment and access to these courses.

CONTACT INFORMATION

The BLEST Hub is an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University.

For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).

For more information on the BLEST Hub, check out our website here.
## By the Numbers

### Racial/Ethnic Breakdown of Schools
- Black/African American: 60.4%
- Hispanic/Latinx: 26.7%
- White: 6%
- Asian: 4%

### Socioeconomic Status Breakdown of Schools
- Economically Disadvantaged: 83.3%
- Not Econ. Disadv.: 16.7%

### Dual Enrollment Participation
- Only 3 out of 29 schools had a rate of dual enrollment participation above the statewide mean.

### List of Schools

<table>
<thead>
<tr>
<th>Alliance School of Milwaukee</th>
<th>Green Tree Preparatory Academy</th>
<th>Reagan High School</th>
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<tbody>
<tr>
<td>ASSATA High</td>
<td>Groppi High School</td>
<td>Riverside High School</td>
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<tr>
<td>Audubon Technology and Communication High School</td>
<td>Hamilton High School</td>
<td>Rufus King High School</td>
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<tr>
<td>Banner Preparatory School</td>
<td>James Madison Academic Campus</td>
<td>Shalom High School</td>
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<tr>
<td>Bay View High School</td>
<td>Marshall High School</td>
<td>South Accelerated Academy</td>
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<tr>
<td>Bradley Tech High School</td>
<td>Milwaukee High School of the Arts</td>
<td>South Division High School</td>
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<tr>
<td>Carmen High School of Science and Technology South Campus</td>
<td>North Division High School</td>
<td>Transition High School</td>
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<td>Carmen High School of Science and Technology Southeast Campus</td>
<td>NOVA School (Northwest Opportunities Vocational Academy)</td>
<td>Vincent High School</td>
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<td>Carmen Middle/High School of Science and Technology Northwest Campus</td>
<td>Project STAY</td>
<td>Washington High School of Information Technology</td>
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<td>Grandview High School</td>
<td>Pulaski High School</td>
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### Dual Enrollment Participation Across Schools

- Mean of Schools: 10%
- Statewide Mean: 4.5%
- Black Students: 15%
- Latinx Students: 10%
- Economically Disadv.: 20%
ANALYSIS
DUAL ENROLLMENT PARTICIPATION LACKING ACROSS THE BOARD

In our review, we found that only 3 schools were doing a strong job of engaging their students in dual enrollment opportunities. All three were part of the Carmen network and served mainly students that identified as Black and/or Latino/a and qualified as economically disadvantaged. Another 3 schools had some participation (above 5% of their student body, which we considered noteworthy given that it is only juniors and seniors primarily engaged in these courses).

OPPORTUNITIES FOR EXPANSION
Of the 29 schools, 26 were below the state average of 18.6% participation. 20 of them had minimal dual enrollment participation, but served students who primarily identified as Black and/or Latino/a and/or qualified as economically disadvantaged. There is therefore opportunity for expanding opportunity with an eye toward promoting educational equity.

LIMITATIONS AND NEXT STEPS
There are many obstacles to equity in dual enrollment beyond simply providing opportunities: trained instructors, funding, and adequate support for students to succeed. In Milwaukee, these challenges are real and rooted in systemic and historical inequity. More work needs to be done to understand these obstacles and address them, while also engaging more of these students in dual enrollment.

ANALYSIS OF SCHOOLS

- Doing It Well: 11.1%
- Doing Some: 11.1%
- With Unequal Participation: 3.7%
- With Opportunity to Expand: 74.1%

FURTHER RESOURCES

Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice from University of Utah

Dual Enrollment in Wisconsin Information Page on Department of Public Instruction Website


The Power of Dual Enrollment: The Equitable Expansion of College Access and Success from the U.S. Department of Education (2022)