

ANNUAL REPORT

UNIVERSITY SCHOOLS

2023-2024



UNIVERSITY SCHOOLS
AN INNOVATIVE SCHOOL DISTRICT
UNIVERSITY OF MEMPHIS



MEMPHIS

UNIVERSITY SCHOOLS



EARLY LEARNING
& RESEARCH **CENTER**
UNIVERSITY OF MEMPHIS

Early Learning & Research Center

3771 Poplar Ave, Memphis, TN 38111
Brooke Willis, Executive Director
memphis.edu/ipman



CAMPUS
SCHOOL
UNIVERSITY OF MEMPHIS

Campus School

535 Zach Curlin St, Memphis, TN 38152
Dr. Rebecca Scott, Executive Director
memphis.edu/campuschool



UNIVERSITY
MIDDLE
UNIVERSITY OF MEMPHIS

University Middle School

Orgel Educational Center
330 Fogelman Drive, Memphis, TN 38152
Kerith Griffin, Executive Director
memphis.edu/middleschool



UNIVERSITY
HIGH SCHOOL
UNIVERSITY OF MEMPHIS

University High School

Orgel Educational Center
330 Fogelman Drive, Memphis, TN 38152
Dr. Kristle Hodges Johnson, Executive Director
memphis.edu/highschool

LETTER FROM THE VICE PROVOST & DIRECTOR OF SCHOOLS



University Schools Partners,

Each year we endeavor to provide an annual report that tells the story of our schools- and gives our partners a closer look at the University Schools experience. It is usually filled with student and staff success stories, points of pride, and academic data. This report is no different; however, it comes on the heels of a historic moment for our campus, our community, and our schools. I hope you will take a moment to celebrate this opportunity for us, and what it means for Memphis.

On June 5, the University of Memphis Board of Trustees voted to officially approve the University Schools as the state's first Innovative School District. The Board approval followed the passage of the Innovative School District Act in the Tennessee General Assembly in the most recent legislative session. The Act received widespread bipartisan support and authorized the UofM to operate a local education agency as an Innovative School District, the first of its kind in the state.

The launch of the University Schools as an Innovative School District at the University of Memphis marks a new era for the University Schools, which have served as the training and laboratory schools at the UofM since the University's founding in 1912. Over the past 112 years, our University Schools have educated thousands of local students while serving as a training site for teaching candidates and related professions at the UofM. All three of our K-12 schools are "A" graded schools by the Department of Education, and our early learning programs are nationally accredited and locally celebrated for the outstanding child-centered programs they provide.

We are thrilled to embark on this new journey, and look forward to scaling our model to serve more students. This year's annual report is a testament to the impact of a University Schools education- and why it matters. In the pages that follow you will see that our school community had another incredible year. We celebrated our students in the classroom and on the court, and we bid farewell to one of the all-time greats. It's been a big year for us- and we are so very proud of our students, grateful for our partners, and inspired by our teachers. To the village that has truly raised our University Schools- we thank you. This new era holds much hope and promise for so many, and we are eager to get to work.

The future is bright- and we are just getting started. Thanks for being a part of our village.

Go Tigers!

A handwritten signature in black ink that reads "Sally G. Parish". The signature is fluid and cursive.

Dr. Sally G. Parish
Vice Provost & Director of Schools

UNIVERSITY SCHOOLS

The University Schools at the University of Memphis serve over 1,300 students from six weeks through 11th grade (growing to 12th grade by the 2025-26 school year) at four schools and two partnerships. Our students hail from every zip code within Shelby County and our student body is 53 percent white and 44 percent Black, Latino/a/x, Indigenous, Asian American Pacific Islander, or another race/ethnicity. Founded in 1912, alongside the UofM, and now the state of Tennessee's first Innovative School District, our schools are consistently in the 99th percentile of all schools in the state of Tennessee for academic performance for both the number of students reaching grade level proficiency and for measures of student growth.

OUR VISION

To provide a transformative and innovative educational landscape where all students and educators belong, flourish, and inspire positive change.

OUR MISSION

University Schools provide the children of our community with educational experiences that enhance their development from birth to graduation and promote dynamic research, collaborative partnerships and innovative practices.

OUR CORE VALUES

CELEBRATE

Diversity
Growth
Innovation
Each Other

CULTIVATE

Kindness
Courage
Connections
Love of Learning

PREPARE

Leaders
Responsible Citizens
Lifelong Learners
Agents of Change

BY THE NUMBERS

The University Schools, when compared to the other 148 school systems across the state of Tennessee, performed exceptionally well on the 2023-24 administration of the TNReady (3rd - 8th Grade) and End of Course (9th & 10th Grade) exams. Below are our system rankings when compared to all other school systems in the state. While we are not an independent school system, and we operate in partnership with Memphis Shelby County Schools (MSCS), we find it important to compare our results against all other systems when determining if we are preparing our students to be competitive for post-secondary opportunities.



#1

in Reading
Language Arts
(99th percentile)



#6

in Mathematics
(96th percentile)



#1

in Science
(99th percentile)



#1

in Social Studies
(99th percentile)

SPOTLIGHT

SERVING EVERY ZIP CODE

The University Schools continues to serve children from each and every zip code within the boundaries of Shelby County, Tennessee. As training and laboratory schools, the University Schools compendium directly serves the children enrolled within our schools and the broader state and region by both preparing educators as a training site and producing cutting edge research. By serving a student population representative of the region, the University Schools is uniquely positioned to produce individuals and information relevant to all audiences.



The zip codes with the greatest number of University Schools students are:

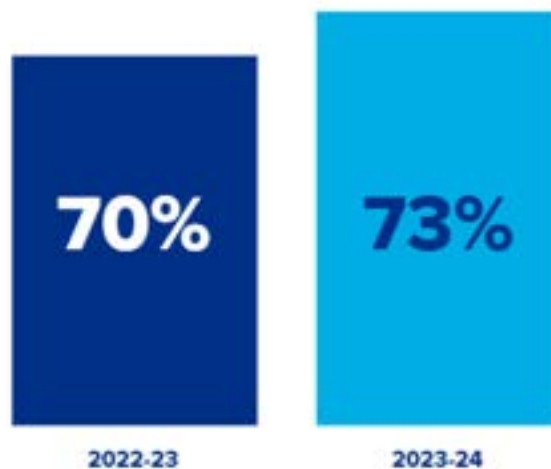
- 38111 - 267 students
- 38117 - 136 students
- 38104 - 103 students
- 38119 - 74 students
- 38016 - 70 students
- 38018 - 58 students
- 38114 - 52 students
- 38120 - 46 students
- 38128 - 37 students
- 38112 - 37 students

RESULTS

OVERALL SUCCESS RATE

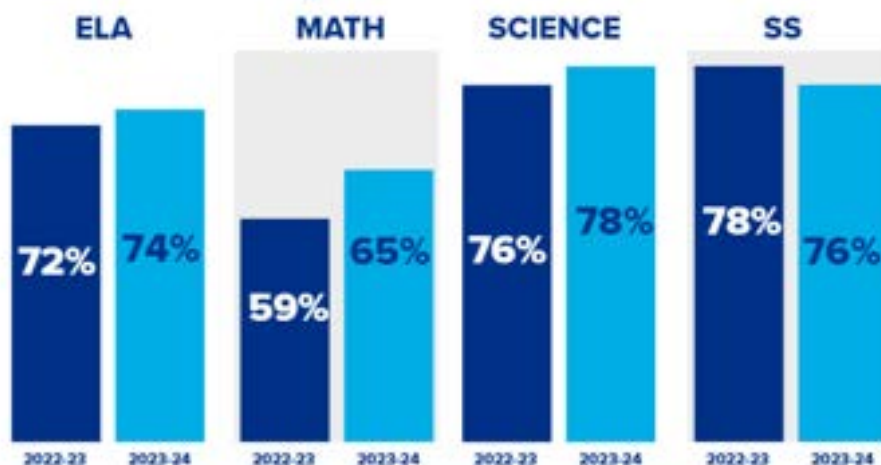
The University Schools led the way in academic results among all school systems and districts in the state of Tennessee on the 2023-24 TCAP administration. In third through eighth grade, students take the TNReady assessment in reading language arts, mathematics, science, and social studies each year. In high school, students take an end of course assessment in English I, English II, Algebra I, Algebra II, Geometry, Biology, and U.S. History during the year they take these courses. The University Schools had the highest overall success rate and highest TNReady assessment rate when compared to the other 148 school systems in Tennessee. The success rate is the total number of passing exams divided by the total number of valid exams.

OVERALL SUCCESS RATE



Based on % of students scoring "On Track" or "Mastered" on the 2023-24 TNReady assessment & EOC Assessment across all subjects

RESULTS BY SUBJECT

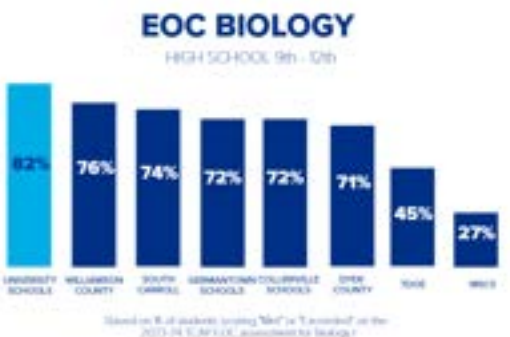
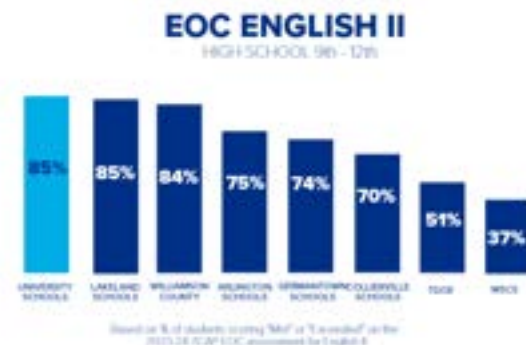
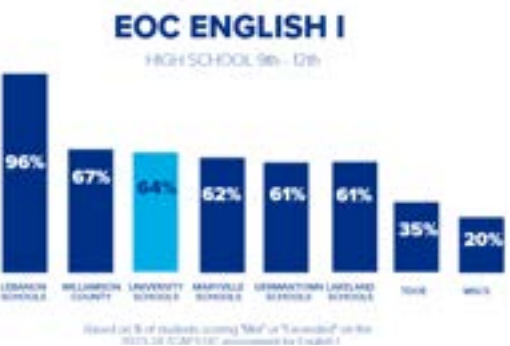
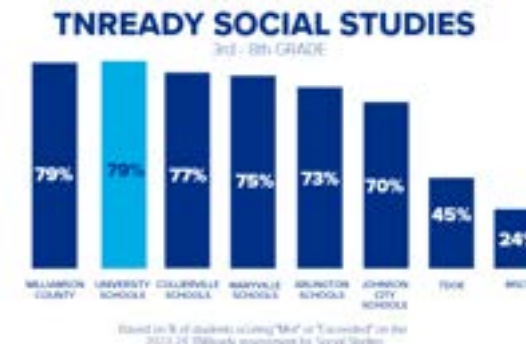
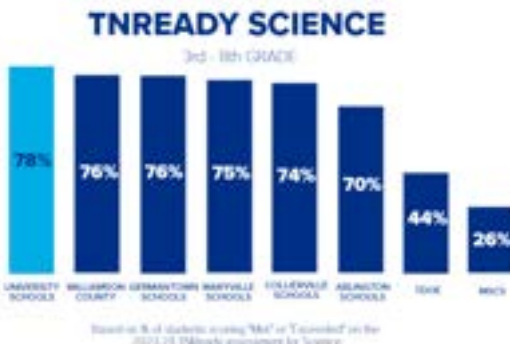
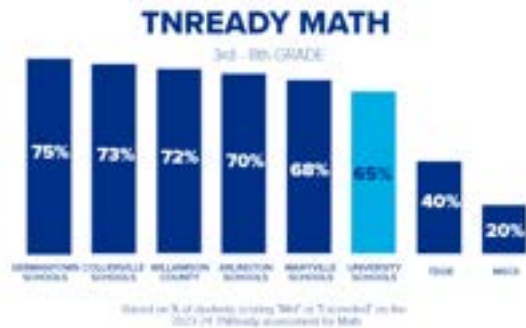


Based on % of students scoring "On Track" or "Mastered" on the 2023-24 TNReady assessment & EOC Assessment across all subjects

RESULTS

TNREADY BY SUBJECT

The University Schools had the highest success rate in Reading Language Arts, Science, and Social Studies from last year's exam administration and we were a close second in mathematics. Building upon our constructivist approach across our schools, students both demonstrated the highest proficiency in the state while also pursuing project based learning and exploratory instruction. The University Schools, as schools without an academic requirement for entry, believe our approach, faculty, and leadership teams are the cause of these exceptional results.



BARBARA K. LIPMAN EARLY LEARNING & RESEARCH CENTER

The Barbara K. Lipman Early Learning & Research Center is a laboratory preschool which offers a unique and nurturing learning environment through child-directed learning and exploration that encourages children to explore their own unique interests. Here students are guided by specially trained teachers and are supported by the community.

At the Early Learning & Research Center, students are challenged to explore and learn about the world around them in a constructivist learning environment. Our interactive classrooms promote relationship, interpersonal communication skills, academic development, social emotional learning, and kindergarten readiness.

BY THE NUMBERS



21

children of UofM
faculty/staff enrolled



22

children of UofM
students enrolled



76+

years of excellence



108

students served



1:4

Average Teacher to
Student Ratio of 1:4



PROGRAMS

Montessori | Reggio-Emilia | First 8 Pre-K

The Early Learning & Research Center is the only lab school in the U.S. that has three unique learning demonstrations in a constructivist learning environment.

SPOTLIGHT

CELEBRATE OUTDOOR CLASSROOM

The Early Learning and Research Center, as a student-directed learning space, believes the classroom environment is a crucial element to providing children the physical space to explore, cultivate reciprocal social relationships, and develop academic interests.

This past year, in partnership with PALS (Parents of Lipman School), the ELRC worked with Dimensions Educational Research Foundation to open a new learning space - the Outdoor Classroom.

Located on the southern part of the ELRC campus, directly outside the Annex building, the outdoor classroom has a number of learning stations, activity centers, and exploration areas for children in all ELRC classrooms to explore.

"It was important that we continued to expand our setting to include spaces where our children can continue to develop, grow, and thrive," said Brooke Willis, Executive Director of Early Childhood Programs for University Schools.



Opening this past spring, the Outdoor Classroom has already become a favorite part of the ELRC experience for many students. The gardening section, musical section (complete with a wooden xylophone), hilly center, and - of course - the mud pit, all allow children places to build friendships, conversation skills, and ways to navigate learning and play with their peers.

The ELRC continues to focus on both academic skills but also student independence, confidence, and social development to ensure full preparation for a successful K-12 career.

The Outdoor Classroom also has a pavilion for art projects and other projects that promote gross motor skills and development.

As one of the few early childhood centers with both the Reggio Emilia and Montessori approaches to learning demonstrated on the same campus, the ELRC is also codifying how each approach can leverage the Outdoor Classroom to promote learning inside and outside of the building and how to replicate these same social and academic skills in a diverse set of environments.

SPOTLIGHT

PREPARE REAL WORLD EXPERIENCES

The ELRC's high-quality early childhood program ensures all children explore a range of real-world experiences each year. Our Reggio Emilia and Montessori classes provide field lessons throughout the year to see various museums, work environments, career fields, and experts at work. The ELRC also works to bring these subject matter experts directly into our indoor classrooms and our Outdoor Classroom.

Beginning a strong and successful educational career means understanding and exploring interests from an early age. Our tiniest Tigers at the ELRC work to develop initial opinions on a wide range of topics, subjects, and career fields.

This past year, student interests led the ELRC to exploring cars and vehicles, including how they are created, how they operate, and how a variety of vehicles work in different ways. Students also learned about a variety of cultures including how to make Mexican tamales, and the traditions of South Korea, India, Vietnam, Iran, and Japan.

Students interests' also led our tiniest Tigers to explore art, crystals, butterflies, pirates, and more!



SPOTLIGHT

CULTIVATE REGGIO EMILIA PROGRAM



At the Early Learning & Research Center, student engagement and excitement is a tangible part of the school's identity and experience. In the Reggio Emilia inspired program the ELRC offers an immersive, child-directed approach to early education in which the curriculum and environment are reflective of each child's interests and learning.

The emergent curriculum is a dynamic and unique path for learning that is responsive to the interests and individual needs of each child. Teachers act as co-researchers as they explore the topics of interest alongside the children. The process of discovery and investigation creates a classroom community that fosters creativity and models learning as a lifelong endeavor. Reggio Emilia teachers ensure that the classroom materials and activities reflect the children's interests and provoke further investigation. As a result, children are invested and motivated in the project work. Scientific inquiry, literacy, and math opportunities fall beautifully into place.

This Spring, three distinct project groups emerged in Anna Grace Wier's 3-year-old Reggio Emilia classroom. The topics of heavy equipment, hairdressing, and princesses guided classroom work and group investigations throughout the semester. At the end of the year, each group had a field trip that connected their learning to real world experiences in the community. The heavy equipment group visited a construction site where they were able to explore some of the equipment and see them in action.



CAMPUS SCHOOL

The Campus School has been a resource to the Memphis community for over 100 years. Campus School is in a unique position of serving a diverse school population that allows for the building and collaboration of students and teachers from diverse educational, cultural, social and personal backgrounds. With its enthusiasm and excellence for learning, Campus School has consistently placed within the top 5% of Tennessee public schools. Campus School serves approximately 400 students in, grades K-5 and has been designated as a National Blue Ribbon School, the most prestigious recognition given to a school, and has been named A Trauma Informed School and a STEM School by the Department of Education.

As a training & laboratory school, Campus School promotes excellence in teaching and enthusiasm for learning. Through integration of research into an innovative curriculum, the school can offer its best to aspiring teachers and to the urban community it serves. A diverse school population allows for valuable relationships and collaborations -- educational, cultural, social, and personal -- among the stakeholders who are involved. Teachers, students, and parents working together can maximize outcomes to the benefit of all involved.

BY THE NUMBERS



**BLUE
RIBBON
SCHOOL**



408
students served



68%
faculty members with
advanced degree



108

students of UofM staff &
faculty enrolled



**ESTABLISHED
IN 1912**

TOP 1%

Ranked 99th percentile in
ELA and Science, and 95th
percentile in Math



**TN STEM
DESIGNATED
SCHOOL**



SPOTLIGHT

PREPARE STEM PARTNERSHIPS

Campus School is a STEM designated school by the Tennessee STEM Innovation Network (TSIN) through the Tennessee Department of Education. As part of early career and college ready preparation, Campus School partners with various colleges and departments across the University of Memphis as well as local business and non-profit partners to provide high-quality science, technology, engineering, and mathematics programming to students of all grade levels. Further, Campus School hosts traditional public schools, charter public schools, and private schools to learn more about building a schoolwide culture focused on cultivating a STEM identity from an early age. Campus School has codified two specific STEM activities that numerous other schools have replicated: the Hour of Code, and Kid Inventors Day.

HOUR OF CODE

The Hour of Code is a one-hour introduction to computer science, using engaging and hands-on tutorials to show that anybody can learn the basics. Whether it is students' first time coding or they are a mini expert, every student participates. Hour of Code is a global movement reaching tens of millions of students in 180+ countries each year. This event is held annually in recognition of the birthday (December 9, 1906) of computing pioneer Admiral Grace Murray Hopper. Every year, there is a theme. This year, Hour of Code explored the limitless realms of creativity empowered by AI. To celebrate Hour of Code, every student at Campus School participated. Kindergarten through second graders completed Hour of Code in their Library Media class. Third through Fifth graders had Hour of Code embedded in the classroom instruction.



KID INVENTORS DAY: DESIGN A ROBOT CHALLENGE

Kid Inventors Day occurs annually on January 17- Benjamin Franklin's birthday. During January, to celebrate the contributions by children inventors, students entered robots into the 'Design a Robot' challenge. The goal was for students to design a robot that will make someone smile. As engineers, students thought about who would use the robot and how they would use it. You had to write a description for the robot design and illustrate the robot. Students also had to describe how the robot will make someone smile. For the K-2 competition, there is a special robot called the Lizzy Wilson robot. For the 3-5 contest, the winner is a robot called the Blanketnator. The Blanketnator is for anyone who likes a warm blanket. It provides warm blankets to people without homes. Part of the robot's body keeps the blankets warm. The Blanketnator is powered through solar panels and people can donate blankets to the Blanketnator.

SPOTLIGHT

CULTIVATE HIGHLY EFFECTIVE TEACHING

Campus School has consistently been one of the top performing schools for both proficiency and growth across the state of Tennessee on the annual TNReady assessment. While a strong school culture, excellent teaching, and high quality instructional materials play a significant part in allowing all children to learn and grow, the use of the Highly Effective Teaching model allows for all Campus faculty and administrators to use a common language for excellence.

"The Highly Effective Teaching model is a brain-compatible model grounded in the biology of learning, effective instructional strategies, and the development of conceptual curriculum. The HET Model has been successfully replicated nationally in educational institutions serving rural, urban, and suburban communities. It includes proven strategies and methods for student learning, teaching and administrative management. Independent research has provided evidence of significant gains in student achievement using the Highly Effective Teaching Model.



The HET model implemented at Campus School has several components that define a Campus School classroom.

- 1) Creating the conditions for a learning environment before school starts
- 2) Implementing resources for a body-brain-compatible environment throughout the year
- 3) Classroom resources include neuroscience and the Biology of Learning
- 4) mindful and intentional materials are used for building community,
- 5) Classroom management through the Lifelong Guidelines and LIFESKILLS
- 6) Intentional instructional strategies are used for engaging students,
- 7) Instructors create and use Conceptual Curriculum which integrates subject areas.

Teachers devoted time during in-service to "Quality Classrooms". This includes analyzing classroom practices and set-up to ensure model HET status- such as utilizing natural lighting, incorporating plants, and calming colors. Campus School classrooms have the "living room" approach, where students feel like they are at home in their classrooms.

When it comes to setting up classrooms, everything is on purpose.

SPOTLIGHT

CELEBRATE MS. COLEMAN

For the past 42 years, the physical education program at Campus School has been led by the legendary Coach Diane Coleman. With years of Kids Heart Challenges, All Kids Bike, P.E. Demos, and other annual traditions, Ms. Coleman has built a model elementary physical education program that has been replicated in schools across the state, region, and country.

"Ms. Coleman's impact isn't just felt here at Campus School," Dr. Rebecca Scott, Campus School Executive Director, said. "She has trained dozens and dozens of physical education residency candidates who have gone on to replicate her program at their school placements."

Ms. Coleman will continue as a subject matter expert, working with the Physical Education Teacher Education (PETE) program to continue her passion - training the next generation of physical education teachers to build programs that support the growth of the whole child, physical health, and most importantly - student self confidence. On her "last day of school," Ms. Coleman was also recognized as the inaugural recipient of the Linda Harless Faculty Excellence Award in honor of her many contributions to our University Schools community.

Thank you, Ms. Coleman.



UNIVERSITY MIDDLE

University Middle School started with the inaugural 6th grade class in the Fall of 2019. University Middle's full enrollment now serves over 265 children in grades 6 through 8. University Middle is structured to create diverse enrollment with the inaugural class feeding from over 20 local Shelby County Schools. As an extension of the laboratory lifestyle, University Middle Students follows a project-based learning curriculum that allows them to take their in-class education into the wider world and apply theory to practice. University Middle aims to challenge students at all levels of academic enrichment

BY THE NUMBERS



265

students served



77%

faculty members with advanced degree



2023-24

STEAM designated by the Tennessee Department of Education



18

average class size



PBL

over 60 project based learning collaborations produced by University Middle School students across the 2023-24 school year

SPOTLIGHT

PREPARE 8TH GRADE CAPSTONE

As a culmination to their project based learning experiences at University Middle School, and in preparation for a career and college focused high school experience, our 8th graders piloted a new Capstone experience.

Working with over 35 subject matter experts from across the University of Memphis and the broader Memphis metropolitan area, our students developed specific research questions, developed qualitative and quantitative research skills, and presented full presentations sharing their findings at the end of the year.

Through the experience, the 8th grade students, supported by our supervising faculty, continued to develop their writing habits, research habits, and pushed to synthesize information across multiple sources.

"It was important to evolve the 8th grade experience," Kerrith Griffin, Executive Director of University Middle School said. "We wanted to ensure each child had a specific work product that demonstrated both their interests and their ability to independently engage in high-quality research."



Working in partnership with University High School, the University Middle School team ensured each capstone topic fell within one of seven topical buckets that aligned to the Dual Enrollment clusters at UHS. Working collaboratively between the schools will ensure all rising 9th grade students can confidently articulate their current academic interests and have a voice in their specific course offerings throughout their high school experience.

"While students build their project based learning habits in 6th and 7th graders, we wanted the 8th graders to evolve their approach, build independence, and have a singular work product they could showcase as they entered high school and work based learning," Griffin continued.

The University Middle School faculty and administration is focused on continuing to grow the number of subject matter expert mentors for students entering the 2024-25 school year and codifying this approach for other middle schools to replicate.

SPOTLIGHT

CULTIVATE PARTNERSHIPS

In its first full year as a STEAM designated school from the Tennessee STEM Innovation Network (TSIN) through the Tennessee Department of Education, the University Middle School faculty and administration leveraged numerous on-campus and community partnerships to provide authentic learning engagements for students during core classes and through project based learning.

Partnering with the Memphis Police Department, Wolf River Conservancy, Tiger Food Lab, Fogelman College of Business and Economics, School of Law, and many more, UMS students learned applicable academic content directly from subject matter experts through facilitation led by our supervising teachers.



"Our goal, as an innovative school, is to rethink the content delivery and engagement for students," said Kerrith Griffin, Executive Director of University Middle School. "This past year, when we were awarded the Innovative School Model grant from the TDOE, we knew we had the additional resources to ensure our students could either go into the community or to bring the community here to campus."

Students in all three grade levels leveraged their Friday schedule to engage in project based learning. Utilizing gold standard PBL instruction from the Buck Institute, University Middle students synthesized learning from across subject areas on culminating projects.

Given that the University of Memphis is a Carnegie R1 designated research institution with high research activity, University Middle School plans to continue working with researchers and practitioners across departments, schools, and colleges to bring subject material to life for UMiddle students.

University Middle School also plans to continue to codify these practices for other middle schools in Memphis (and across the country) and inviting colleagues to annual Laboratory & Training School days to see the PBL model in action.



SPOTLIGHT

CELEBRATE THE SOLAR ECLIPSE



Providing once-in-a-life time experiences is integral to the UMiddle experience. On Monday, April 8, 2024, the entire UMiddle student body, staff, and faculty travelled to Conway, Arkansas into the path of totality of the solar eclipse.

Students spent the weeks before the trip learning the lunar and solar cycles that cause an eclipse and the difference between being in and outside the path of totality.

Thank you to the generosity of school board member Michelle McKissack for providing the charter school buses for UMiddle to use to travel to and from the eclipse. We plan to do it again when the next total solar eclipse occurs in 2045!

UNIVERSITY HIGH

University High opened with its inaugural class in the Fall of 2022 and is located on campus in the Orgel Educational Center. University High School prepares a diverse body of students with the knowledge, skills, and mindsets needed to thrive in the 21st century global community, through innovative and inclusive practices, transformational partnerships, and equitable access to opportunities that lead to success in college and in life. Hallmarks of the University High experience include college preparation on a college campus, cultivating an entrepreneurial mindset through project based learning and community engagement, and engaging in a diverse community of learners and leaders. Every University High student will have the opportunity to earn up to 36 hours of college credit through Dual Enrollment courses at the University of Memphis. Students can identify one track, or area of focus, for their time at University High (similar to a college major). University High School has been designated an Innovative School Model by the State of Tennessee.

BY THE NUMBERS



177

students served



90%

faculty members with advanced degree



6

Dual Enrollment Clusters:

- Business Leadership
- Communication, Media, and Arts
- Exploratory
- Health Science
- Leadership
- STEM



18

average class size



16

Dual Enrollment Pathways

SPOTLIGHT

PREPARE DUAL ENROLLMENT

University High School launched its first dual enrollment offerings during the 2023-24 school year to its sophomore class. UHS was awarded an Innovative School Model (ISM) grant from the Tennessee Department of Education and, as a result, was able to offer dual enrollment at zero cost to tenth grade students - an innovative practice for a high school in the state of Tennessee.

"We were committed to ensuring students could begin their path to college and career during their sophomore year," Lauren Beaupre, Coordinator of Career and College Counseling said. "We knew our sophomores would be ready and we also knew we could codify these practices, and their results, for the Tennessee Department of Education."



Having a high school on a college campus allows for a level of access and opportunity not usually afforded a traditional secondary school.

Students were able to choose between Health & Wellness, Entrepreneurship, College Algebra, and Elementary Calculus.

"Sitting in classes led by these experts was a remarkable experience," Alleia Bakker said. "I still remember when my College Algebra professor took the time to show me the 'why' behind a concept - it just made it so much clearer for me."

UHS believes providing access to high-quality instruction led by college professors to high school students can ensure a more seamless transition between high school and postsecondary options.

"We are committed to ensuring our students continue to have full access to the University of Memphis course catalog at no cost while they are on campus at UHS," said Dr. Kristle Hodges Johnson. "We know, with these resources at their disposal, our students can help us continue to rethink the American high school experience."

SPOTLIGHT

CULTIVATE A NEW SPACE



This past fall, University High School officially moved into its new permanent space on the fourth floor of the Orgel Educational Center. This 14 classroom facility, complete with a full library, cafeteria, breakout rooms, and offices, allows for upwards to 400 students to fit in the high school space. While many upperclassmen will be taking most of their classes on campus in college classrooms, the space will comfortably fit all students for daily homeroom and other activities.

"We are committed to ensuring students have a space on campus to call their own," said Dr. Sally G. Parish, Vice Provost & Director of Schools at the University of Memphis. "We are so thankful to the Orgel family for helping us realize the vision of this space through their generosity."

SPOTLIGHT

CELEBRATE NEW TRADITIONS

Entering its second year as a high school, the University High School faculty and staff were committed to working with students to continue to build and solidify new traditions that will last for years to come.

“This year, we saw our students continue to evolve as leaders and leverage their opinions, voice, and vision for our new traditions,” said Dr. Nicara McKenzie, student counselor for UHS. “Now that we have established our underclassman traditions, we are excited to see what new traditions are set for our upper classmen.”



Highlights of the 2023-24 school year included:

- Expanded service opportunities
- Expanded athletic team opportunities
- UHS Track placed at state for the second year
- UHS girls basketball made the TSSAA playoffs
- Hosting the Winter Court and Tigers in Bloom Dances
- Full arts showcase for visual arts and performing arts
- Inaugural talent show
- Inaugural fall fest
- Expanded college tours across the state and region
- Participation in the University of Memphis homecoming parade

RESEARCH & TRAINING

The University of Memphis, as a Carnegie R1 research institution, is a national leader in research production. The University Schools hosts research teams throughout the academic year from departments, colleges, and schools across campus to capture what is working, the thought partner about future innovative practices, and to introduce new theories to our teams. This past year, the University Schools worked with teams from the College of Education, the Psychology Department, the College of Engineering, the Educational Psychology Department to produce research that can both impact our students at University Schools and, through sharing, impact state departments of education, school districts, and school sites across the United States.

BY THE NUMBERS



5

Research Projects



15

UofM Faculty Served



5

Research Topics:

- Growth Mindset
- Identity & Community
- Student Wellness
- Artificial Intelligence
- Secondary Post-Traumatic Stress



118

Teacher Candidates
and Residents
Trained



\$996k

Grants Awarded to
University Schools
during 2023-24

SPOTLIGHT

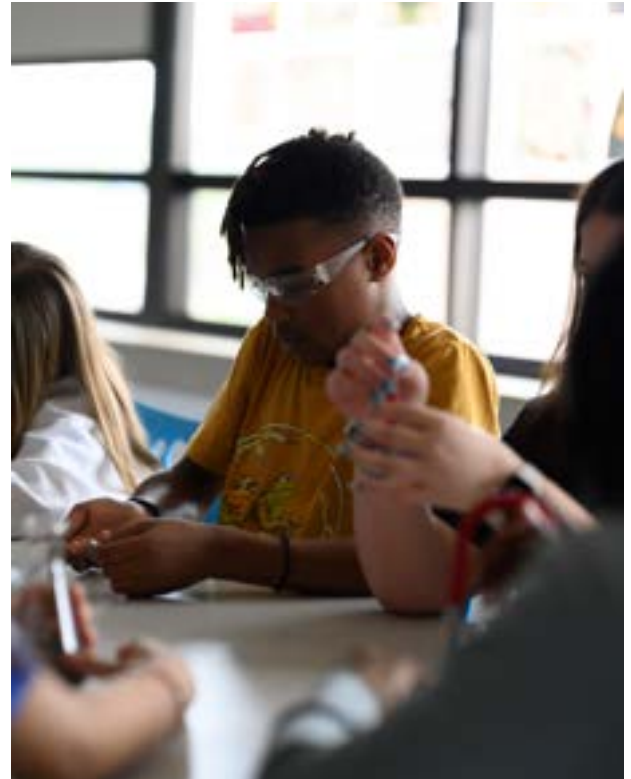
PREPARE MINDSETS

Collaborative Research: Development of mindsets during early adolescence- Exploration of the role of important socializing agents

Dr. Christian Mueller of the Educational Psychology department at the University of Memphis led a team to examine the development of mindsets among University Schools students. Childhood and adolescence are critical life stages for the development of mindsets, influenced by their life experiences in social contexts. Despite early research efforts suggesting that parents' and teachers' effort feedback is an important prerequisite for children's implicit theories of intelligence and learning and achievement motivation, the origin and development of mindsets of human attributes across different contexts are largely unknown.

Researchers have suggested that the transition from childhood to adolescence (typically occurring between 10 and 16 years) is an especially crucial time to form mindsets (Ford et al., 2018), influencing subsequent academic and social-emotional trajectories. The research study, with input from the UMS and UHS administration, explored the role of key socializing agents, including parents, teachers, and peers, in mindset development during early adolescence across both academic and social-emotional contexts.

Conducting survey data and qualitative interviews, the research team worked to disentangle the relations to gain an in-depth understanding of how social factors affect students' mindset development. The UMS and UHS team plan to utilize this research in the work our Professional School Counselors lead to ensure all students are working to reach aspirational personal goals inside and outside of the classroom.



Cross Campus Research: The impact of diversity and identity in the day-to-day perceptions and experiences of middle and high school students

Dr. Emily Srisarajivakul of the Psychology department and Dr. Jennifer Renick of the Educational Psychology department at the University of Memphis have been working with University Schools students, as well as other students from across the Memphis area, to determine the impact of diversity and identity on day-to-day perceptions and experiences at school. Further, how do those perceptions impact student achievement and outcomes and what can schools and districts do with this information?

Initial findings from one year of surveys and observations show results that were surprising to the researchers - students were more likely to form friendships with students with similar interest identities than with similar demographic identities.

More specifically, researchers found student perceptions of safety inside their school most impacted the students reaching out to students across demographic lines of difference to connect regarding similar interests. Further, the school providing interest based clubs, classes, and after school activities that were not solely focused on academics allowed students to connect with peers in reciprocal social relationships.

SPOTLIGHT

CULTIVATE RESPONSIVE PRACTICES



Collaborative Research Establishing a training and research center to serve the whole child

Dr. Susan Elswick, Marissa Gray, and Dr. Thouraya Al-Nasser are partnering to establish the University Schools Wellness Training, Treatment, and Research Center through the use and structure of existing programs on campus such as the SMART Center and the ICHC program. The University Schools Wellness Training, Treatment, and Research Center will provide Training to interns and community, Treatment to students within the University continuum and beyond, and will facilitate research on best practices in public education. The training portion of this project is aimed at building the workforce and capacity within the region to support the complex educational, physical, social emotional, and mental health needs of all children PreK-12th grade.

The University Schools aim to serve their student and students enrolled in local charter schools in the region. The much-needed direct services to the students within the PreK-12th grade continuum which will include the following (speech and language services, School Social Work -mental health/diagnostic services, case management services, educational supports, psychological assessments/supports, Applied Behavior Analysis supports, Occupational and Physical Therapy supports, and School Counseling support). The research portion of this project is aimed at ensuring that best practices are piloted, research, and this important information is disseminated to local, state, national and international programs.

The goal of this project is to prepare the University Schools in developing their own mental health center, program, and process for operating the institution through the Tennessee Department of Mental Health & Substance Abuse Services.

SPOTLIGHT

CELEBRATE EXPANDING OPPORTUNITY

This past academic year, the University Schools received the following grants and recognition:

- Campus School STEM designation
- Career-Z Challenge from the US Department of Education
- First8 Memphis
- Innovative School Model grant for University Middle School from the Tennessee Department of Education
- Innovative School Model grant for University High School from the Tennessee Department of Education
- Japanese Foreign Language Grant
- Jay Uiberall Family Foundation grant
- New Schools Venture Fund
- OutSchools.org grant for expanding access to after school programs and autonomy
- Reward School status for Campus School
- Reward School status for University Middle School
- School Resource Officer grant from the Tennessee Department of Safety & Homeland Security
- University Middle School STEAM designation





UNIVERSITY SCHOOLS OVERVIEW

	UNIVERSITY SCHOOLS	ELRC	CAMPUS SCHOOL	UNIVERSITY MIDDLE	UNIVERSITY HIGH
Year End Enrollment	872	103	408	265	177
Average Class Size	18	12	20	18	18
Total Faculty Members	76	6	32	22	16
Average Years of Experience	11	9	10	10	12
Faculty Members with Advanced Degrees	73%	29%	68%	77%	90%
Total Staff Members	124	31	38	32	23
UofM Faculty/Staff/Students Served	276	54	108	69	45
Teacher Candidates & Student Interns	118	19	37	49	13
Professional Development Hours	6,080	480	2,560	1,760	1,280



STUDENT DEMOGRAPHICS

	UNIVERSITY SCHOOLS	ELRC	CAMPUS SCHOOL	UNIVERSITY MIDDLE	UNIVERSITY HIGH
Black/African-American	31%	22%	25%	32%	50%
White/Caucasian	53%	51%	59%	54%	36%
Asian	6%	11%	7%	3%	3%
Hispanic/Latinx	6%	5%	6%	6%	8%
American Indian/Alaskan Native	<1%	2%	<1%	0%	0%
Multi-racial	4%	8%	3%	5%	2%
Other/Prefer Not to Say	<1%	1%	0%	0%	0%





EXTENDED LEARNING



The University Schools Extended Learning program was first established over two decades ago as the “Extended Day Program” at Campus School. Now, Extended Learning serves over 680 total student registrations across the ELRC, Campus School, University Middle School, and University High School.

With external partners and our supervising faculty leading a wide variety of programs, students at all of our schools have the opportunity to expand their day and explore new interests in the arts, world languages, athletics, and STEM fields. To ensure all students have access to these world class programs, the University Schools has implemented a confidential family support program to cover the costs of tuition for program enrollment using a sliding scale.

CELEBRATE OUR PROGRAMS



- Arrow Ceramics
- Bits, Bytes, Bots Robotics
- Board Games
- Campus School Basketball
- Campus School Cheerleading
- Campus School Guitar
- Campus School Novels and Crafts
- Campus School Volleyball
- Children's Ballet Theater
- Department of World Languages and Literatures French Program
- Department of World Languages and Literatures Japanese Program
- Dixon Gallery Teen Art Garden
- Girls on the Run
- Girls Who Code
- Journalism & Strategic Media Department's News Reporting
- Mid-South Chess
- Midtown Krav Maga
- Physical Education Teacher Education (PETE) Character & Leadership
- Rudi E. Scheidt School of Music "Strings Project"
- Soccer Shots
- Sunfish Theater
- Tiger Food Lab Food Fusion
- Wings Gymnastics
- Yoga



ATHLETICS

The University Schools believes athletics provide an opportunity for all students to grow in character and leadership. Over the past five years, the athletic programs at the ELRC, Campus School, University Middle, and University High have grown exponentially to include a wide range of competitive sports that compete in the TSSAA.

This past year, we celebrated as the Campus School boys basketball program (a two team program) ended their regular season with both teams undefeated. They faced off in the playoff championship and all Tigers were winners. Campus School also added a girls basketball program this year.

UMiddle celebrated as boys basketball set a team record with 16 wins this season, finished 2nd in conference, won the silver bracket of the MAM Christmas tournament Girls track and field qualified for the city championship, girls and boys cross country both qualified for the State Championship, girls soccer went undefeated in season play, and boys soccer went undefeated in league play.

UHS had a lot to celebrate as well. Boys golf won their district championship and we added girls golf this year. Boys swimming won 8th overall in the county championship, girls basketball came in 2nd in both their district and regional playoffs, and girls and boys cross country qualified for the state championship.



CELEBRATE OUR PROGRAMS

- Campus Basketball
- Campus Cheer
- Campus Volleyball
- UMS Boys Basketball
- UMS Boys Soccer
- UMS Cheerleading
- UMS Cross Country
- UMS Girls Basketball
- UMS Girls Soccer
- UMS Volleyball
- UMS Track and Field
- UMS Golf
- UHS Boys Basketball
- UHS Boys Soccer
- UHS Cheerleading
- UHS Cross Country
- UHS Girls Basketball
- UHS Girls Soccer
- UHS Golf
- UHS Track and Field
- UHS Volleyball





UNIVERSITY SCHOOLS
AN INNOVATIVE SCHOOL DISTRICT
UNIVERSITY OF MEMPHIS

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