



# FINDINGS: ADVANCED PLACEMENT AND DUAL ENROLLMENT PROGRAM EVALUATION

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# PURPOSE OF PROGRAMS

- Both the Advanced Placement and Dual Enrollment Program were initiated to provide rigor and an opportunity for high school students to earn college credit.
  - National versus State/local program
  - Different teacher requirements
  - Different avenues for college credit
  - Last year, students participated in 34 different AP courses/47 different Dual Enrollment courses (pages 20-21)

# MIXED METHODS DATA COLLECTION

- Student Forums at AHS, MOHS, and WAHS in May 2017 (57 total students)
  - Participants included students taking both Dual Enrollment and Advanced Placement classes; no seniors in any group; small sample size
- 10 Teacher Interviews in May and June 2017
  - Small sample size with 3 at each school and one central; 6/9 high school teachers taught both AP and DE for many years while 3 only taught AP; 1 Instructional Coach
- Parent Survey June 2017
  - 517 total responses; 429 responses around AP; 246 around DE
  - Comments section
- Data Collection:
  - DE and AP enrollment data from PowerSchool last 6 years
  - VDOE data enrollment and demographics
  - AP data from College Board last 4 years

# MOST COMMON COMMENTS/OTHER DATA CONCLUSIONS

- AP is associated with rigor while DE is associated with college credit.
- Student interviews, teacher interviews, and the parent survey indicate strong support for a limit to the number of AP classes offered and/or a limit to the number of classes that students may take.
- All stakeholder groups would like to see more DE classes offered.
- Students, teachers, and parents discussed a general idea that the curriculum for all levels is being “watered down” since AP classes are becoming more commonplace. Students and parents expressed a desire for more class levels (Advanced, Standard, Honors, Dual, AP instead of Standard or AP).
- Forty-five percent of WAHS students are taking 1 or more AP class compared with 34% of MOHS students and 32% of AHS students (using VDOE and fall enrollment figures 2016-2017).
- Twenty percent of AHS students are taking 1 or more DE class while MOHS and WAHS are both at 18%.

# MOST COMMON COMMENTS/OTHER DATA CONCLUSIONS

- ACPS students are not taking the AP test at the same rate as other school divisions.
- Few minority students take AP classes and very few of these take the AP test; most troubling are the numbers for our Black students. In the 16-17 school year, only 47 Black students were enrolled in an AP class, only 22 took a test and 12 of these students earned a passing score on a test.
- There are higher enrollments of black students in dual enrollment classes over AP classes, but whites, Asians, and 2 or more race students are enrolled at higher rates in both. This mirrors national trends.
- Different AP and DE classes are offered at each school.

## Demographics of School System Versus Demographics in AP and DE

Student Totals 2016-17	Am-Indian	Asian	Black	Hispanic	White	Hawaiian	2 Or More	SPED	EcoDis	LEP
Total Students Grades 9-12	12	208	479	425	2962	3	220	514	1010	307
<b>Percentage of Total Enrollment</b>	<b>0.28%</b>	<b>4.83%</b>	<b>11.12%</b>	<b>9.86%</b>	<b>68.74%</b>	<b>0.07%</b>	<b>5.11%</b>	<b>11.93%</b>	<b>23.44%</b>	<b>7.12%</b>
Students Enrolled in Advanced Placement Classes	1	89	46	69	1150	1	80	33	98	28
<b>Percentage of Total Enrollment by Demographic</b>	<b>8.33%</b>	<b>42.79%</b>	<b>9.60%</b>	<b>16.24%</b>	<b>38.83%</b>	<b>33.33%</b>	<b>36.36%</b>	<b>6.42%</b>	<b>9.70%</b>	<b>9.12%</b>
Students Enrolled in Dual Enrollment Classes	2	48	74	57	654	0	50	49	121	26
<b>Percentage of Total Enrollment by Demographic</b>	<b>16.67%</b>	<b>23.08%</b>	<b>15.45%</b>	<b>13.41%</b>	<b>22.08%</b>	<b>0.00%</b>	<b>22.73%</b>	<b>9.53%</b>	<b>11.98%</b>	<b>8.47%</b>

This chart is showing that the percentages by demographic type are not the same for AP and DE. Asians, Whites, and 2 or More race students are enrolled at higher rates in AP and DE classes than other demographic types.

## ACPS Advanced Placement Demographics and Testing Data 16-17

<b>Division Frequency Tables by NCLB Subgroup</b>						
	Enrolled in AP		Took a Test		Passing Score	
	N	%	N	%	N	%
Division	1446	33.5%	1129	78.1%	920	81.5%
Males	622	28.3%	486	78.1%	401	82.5%
Females	822	38.7%	643	78.2%	519	80.7%
Asian	91	44.8%	82	90.1%	72	87.8%
Black	47	9.8%	22	46.8%	12	54.5%
Hispanic	70	16.1%	39	55.7%	31	79.5%
White	1162	39.2%	937	80.6%	766	81.8%
Multi-Race	72	32.4%	47	65.3%	37	78.7%
Disadvantaged	121	10.7%	69	57.0%	51	73.9%

\*Murray High School is included in the division data, but not disaggregated because the N is too small

What % do we want enrolled? What % do we want to test? What % do we expect to pass?

# PROGRAM EVALUATION TRENDS REVEAL

- 1. Stakeholders desire to maintain rigorous and interesting classes while decreasing the competition and stress associated with the Advanced Placement Program.
- 2. Stakeholders desire to maximize chances to get into competitive schools and also to earn college credit.
- 3. Stakeholders desire commonality in classes at all high schools.
- 4. Data reveals an enrollment and achievement gap in these types of classes with our white and Asian students versus our other demographic groups.

## FURTHER CONSIDERATION

- Should we consider limiting the number of Advanced Placement classes that students are able to take so that students may pursue a well-rounded instructional program without being penalized by colleges for not taking the “most rigorous” schedule?
- Should we pursue a waiver from VDOE to eliminate the “weight” associated with Advanced Placement and Honors classes?
- **The Office of Student Learning should develop a response to the questions asked as well as a plan for any changes determined necessary for the Advanced Placement and Dual Enrollment Programs prior to the school board retreat in June 2018. This type of plan would allow all changes to go into the program of study for 2019-20.**
- **Conduct a program evaluation of our Gifted Program and look critically to see if access to and support of gifted programs is equitable in order to increase minority participation and success in our most rigorous courses.**