Table #	What stands out to you most in this data? What patterns, trends, or questions does it raise for you?	What experiences have you or your children had with education, and what made the difference between struggle and success?	Research from the College Board shows that students who take AP courses—regardless of their exam scores—are more likely to enroll in college, earn higher GPAs, and graduate on time. What might prevent a student from taking challenging courses, and how can families and community help overcome those obstacles?	Any additional comments from your table group?
1	- AP classes are better for students going to college (better preparation) - LT has well prepared students for college - ap/dual credit are a big part of that - Chronic absenteeism - more kids stay home when sick after COVID-19 - Even kids that are chronically absent are doing very well, but is that teaching good skills for college? - More connections between teachers, counselors, and athletes about potential absences - Mental health days count against our rate - maybe an underlying issue in analyzing data - Social media has an effect on senior skip day - More enforcement for administration about senior skip days, particularly about the large social media groups promoting that (not reposting them, etc)	- College educated parents can greatly aid with success and even knowledge about taking AP classes - Hard to compare parent to children experiences because school has changed so much - Hard for parents that don't "know the system" to help kids early on - Some kids have access to tutors - Social pressure to stay in honors classes - Success starts in middle school - stressful for kids where parents push expectations too early	- Some AP classes are used for placement in college, not credit - yet still helpful - At LT you can get stuck in the track you start in at a freshmen - Many LT students are very busy or lack guidance from counselors so they don't get the push to start AP classes - More information to freshman parents about long term options and planning - Very helpful to have a parent who took AP classes and went to college - Maybe share more of this data with freshman parents - Some schools have 3 AP max rules to help student mental health - LT doing a good job encouraging kids to take more rigorous schedules even if they get a lower grade - Many students drop AP classes	No
2	ELA has more proficient than math, but Math has more really proficient. Multilingual students need help. Math is always less than the others. Economically disadvantaged is less than others. The 9th graders are doing very well. The 9th and 10th grade might not care as much as others because the test do not matter, also the wifi delay might have affected stamina.	Teachers make the most of the differance. If a student likes the teacher than they are more likely to do better. The freshman can be overwhelmed and not fully understand what needs to be done. Understanding all of the different apps and emailing/connections with teachers. Understanding what needs to be done. Schedule communication with counselors. mandating more meetings with counselors. Counselors communication is necessary for success.	Pressure to take these classes and fear of a bad score. Pressure from school and peers to take classes. Comparing your score with others. If you start early then you need to show progression. Can be very overwhelming. People are taking way too many ap exams. Support them in the lesser classes and not pressure to do AP's. Should we be pushing everybody to take AP's?	Don't like the pressure for ill kids to go to school because they do not want to be chronically absent.
3	math lacking, disparity between freshmen and juniors for science. Even with our scores being so high up compared to the rest of state, math is still concerningly low. Would love to know standard by standard what parts of math students are struggling with, in other words, what topics for math specifically are students struggling with the most. Science within ACT in general, how its more so just glorified ELA which leads into next topic.	Inner-disciplinary reading, the ability to read, critical thinking, that sort of thing must be prioritized, a mix of fiction and non-fiction, help logical thinking skills. Having challenging courses like AP courses help challenge children. Support for student a major factor when dealing with struggles vs. success. Have it readily available, easily accessible. Homework being 10% for grade definitely negatively affects students as homework is practice. With no proper motivation, homework is not prioritized thus negatively affecting the learning opportunities of students. Retake policy, discipline needs a little pressure to motivate students to work.	Financial Aid for affording AP classes, student culture encouraging others to take AP classes even if you don't plan on taking the AP tests. Introducing families to AP courses and dual-credit so they know its an option at all! Teachers encouraging students to take AP classes if they see potential for them to grow even more. More info on how AP can transfer to colleges, general opportunities. Lack of knowledge beforehand is the biggest roadblock.	Helping at risk demographics chances to catch up. How can we support the students who came in already struggling with academics and ensure they can accel with the rest of their peers. Increase in absences and digital e-learning allowing the absent students to still accel. Working with feeder schools to prepare the students falling behind for LTHS before coming to the school. A possible week-long boot camp for AP. Week-long math boot camp for students noted as at risk when it comes to falling behind in math.

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4	The data shows that the same student groups continue to struggle year after year—multilingual learners, students with IDEA services, and economically disadvantaged students. We also noticed that freshmen tend to have higher averages than sophomores and juniors. Absences have been rising, especially when comparing pre-COVID to post-COVID years, although there is some improvement now. The group also discussed differences between higher-level and lower-level classes, which demographics miss school most, and the challenge of getting students to want to come to school instead of relying on parents to force attendance.	We agreed that students do better when they feel connected to their school. When kids are more involved—through activities, sports, or clubs—they are more motivated to attend and succeed. Family influence, especially from parents or grandparents, also plays a huge role in whether a student thrives. Good communication from teachers to both parents and students was identified as another key factor. Overall, the more supported and included students feel, the more likely they are to overcome struggles.	A major barrier is the fear of earning a low grade that could hurt a student's GPA, which discourages many from taking AP or advanced classes. The group discussed how important it is to help students understand that the experience and challenge of AP—not just the score or grade—can benefit them in the long run. Families, counselors, and teachers can encourage students by emphasizing growth, offering guidance, and using teacher recommendations to steer students toward classes where they can succeed.	The group wondered why more students are earning A's and discussed the possibility of grade inflation. We also questioned how our school ranks statewide and nationally in AP testing. Another concern was that students with strong hands-on skills may not perform well on traditional tests, meaning their abilities might not be fully captured by current assessment methods. These points raised bigger questions about fairness, accuracy, and how we measure student success.