A Mile Wide and an Inch Deep: Scaling Back to Ensure Success

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Goals

- Understand how to engage in difficult conversations about student success
- Understand how to utilize data to make strategic decisions around true college readiness
Our Advanced Placement Program

- **2010 - 2011**: Afterschool student prepared for AP U.S.H. Test
- **2012 - 2013**: AP Spanish Language & Culture integrated into Master Schedule
- **2012 - 2013**: Scaled to six classes
- **2013 - 2014**: Scaled to nine classes
- **2014 - 2015**: Scaled to 10 classes; all students take at least one AP Class
- **2015 - 2017**: Scaled back to eight classes
Our Advanced Placement Program cont.

• In efforts in increase student access to AP course, we were overloading our students and placing them in AP classes that they were not ready for

• We still want to give access to AP classes to all students

• We needed to have a strategic class-placement system to better serve students
Scaling Back to Ensure Success

- After receiving student and staff feedback, we realized that our school was not properly preparing scholars for the academic demands of higher education

- Alumni engaged in focus groups, informal conversations and took surveys all to provide feedback on their readiness for college

- Student results on AP tests confirmed student readiness to access college-level coursework

- Literacy assessments also confirmed student accessibility to college-level texts
## Analyzing our Data: Early Stages

<table>
<thead>
<tr>
<th>Summary</th>
<th>2014-2015</th>
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<tbody>
<tr>
<td><strong>AP</strong></td>
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<tr>
<td># of Students Taking AP Class</td>
<td>210</td>
</tr>
<tr>
<td># of Exams Taken</td>
<td>386 Exams</td>
</tr>
<tr>
<td>Passage Rate:</td>
<td></td>
</tr>
<tr>
<td># of Exams Passed with 3+</td>
<td>33 Students – 15.7%</td>
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<tr>
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<td>35 Exams – 9%</td>
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</tbody>
</table>
Our Learning

- Test scores showed that the mindset of, "mandatory enrollment in AP classes for all students," was not serving students.
- Student choice and voice was critical to student success.
- Data was our friend: Reflective data analysis drove the refinement process.
Teachers need to drive the change.

1. Monthly AP program meetings
2. All AP teachers were involved in the meeting.
3. Resulted in application process
4. Increased teacher investment in the classes they teach.
Our Solutions

- Established an AP Application process in Spring 2015 for the 2015 – 2016 academic year
- All students who submitted an AP Application were admitted into at least one AP class for both 2015 – 2016 and 2016 – 2017
- AP teachers vetted through all applications and considered the following factors:
  - PSAT AP Potential Indicator
  - Historical Grades in subject matter
  - Personal Essay
  - Diagnostic Test Performance/Portfolio
# Analyzing our Data: Post-Application

## Summary

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># of Students Taking AP Class</td>
<td>210</td>
<td>127</td>
<td>121</td>
</tr>
<tr>
<td># of Exams Taken</td>
<td>386 Exams</td>
<td>216 Exams</td>
<td>190 Exams expected</td>
</tr>
<tr>
<td>Passage Rate: # of Exams Passed with 3+</td>
<td>33 Students – 15.7%</td>
<td>56 Students – 44.1%</td>
<td>GOAL 76 Exams – 40%</td>
</tr>
<tr>
<td></td>
<td>35 Exams – 9%</td>
<td>68 Exams – 31.5%</td>
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Our Current State and Direction

- Conversations about rigor continue to happen school-wide
- Working to define rigor in the context of our school and that of true college readiness
- Potential for AP readiness courses to be embedded in Master Schedule
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