

Program Evaluation

Advanced Placement and Dual Enrollment

Document Information

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Part I: Program Evaluation Framework

Purpose of Evaluation: The purpose of this evaluation is to gather information from relevant stakeholders in order to inform decision-making about the direction of the Advanced Placement and Dual Enrollment programs within the framework of the High School 2022 initiative and the Equity and Access initiative.

Specific Questions:

1. What effects have the advanced placement and dual enrollment programs had since implementation?
2. What are the costs of each program to the school system and to students?

Multiple Collection Tools

1. Student Forum/Discussion: During lunch period, students were asked about their experiences at each high school.—Completed by the end of May, 2017.
 - a. Why did you enroll in AP? DE?
 - b. What are the positives of AP? DE? What have you learned or gotten out of taking the class?
 - c. What are the negatives/challenges of the AP class? DE class?

Student feedback from WAHS presentation to Matt Haas

2. Teacher Survey: Interviewed teachers-- Dual Enrollment and Advanced Placement teachers—completed by the end of the 2017 school year.
3. Parent feedback: Survey sent out to parents around perceived benefits and challenges of each program – Completed in June, 2017.
4. Data Collection –gathered in May-June 2017 from Mark Leach, Chris Gilman, cold-calling other schools, internet research
 - a. 2015-16 and 2016-17 AP test data
 - b. enrollment data for DE/AP
 - c. courses offered at each high school
 - d. colleges that accept credits and which ones they accept
 - e. like market data around DE/AP
 - f. educational research around DE/AP

Evaluation Presentation: Gathered data from May through June, prepared report in July and present to School Board at August 10th School Board meeting.

Part II: Findings

1. The Advanced Placement Program and the Dual Enrollment Program are part of the educational movement to offer college level classes to high school students. The need for more rigorous coursework is highlighted for low-income students and minority students at the national level. College level classes are considered to be essential for all students who plan to attend college.
2. This program evaluation is looking at two programs. The evaluation compares the two, but they are very different in structure and history. The AP Program is a national program with a longer history and more educational research behind it.
3. The cost to the school system is minimal for both the Advanced Placement Program and the Dual Enrollment Program.
4. In the parent survey, 19% of parents state that the cost of the AP Program is not affordable and 16% say that the cost of the DE Program is not affordable. For parents, the costs are primarily associated with tests, books/materials, and the number of courses the student is taking.
5. Each of the three large high schools handles the AP test payment subsidies differently and are allocated the same amount of money by the school division, even though there are different numbers of free and reduced students at each school.
6. Student interviews reveal that students feel stress in the AP Program. Stress comes from preparing for and taking the test, balancing homework, paying for the test, and having the right classes to get into their college of choice. It should be noted that Western Albemarle students described more stress than students at the other two high schools.
7. Students highlight different reasons for taking AP or DE courses. Students do not take AP classes primarily for college credit but rather they take the classes to get into college. Students take DE classes to earn college credit and to save on the cost of college.
8. Students do not feel that DE classes are as rigorous as AP classes.
9. Teachers noted that there are different types of students in AP and DE classes. AP classes typically attract students who are motivated and who are consistently good students academically. There is a much greater spread of ability level in DE classes. Many teachers commented on the need for differentiated instruction in DE classes.
10. Students and teachers felt that some AP classes have too much content to get through and the class is too driven by the test.
11. Parents chose “rigorous coursework/college preparation” as the primary reason for taking AP classes while parents chose “college credit” as the primary reason for taking DE classes.
12. The majority of parents felt that both AP and DE classes prepared students for college.
13. The majority of parents felt that ACPS offers enough variety of AP classes while only 50% of DE parents thought that ACPS offers enough variety in DE classes.

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14. Student interviews, teacher interviews, and the parent survey all indicate that these three stakeholder groups agree that there should be a limit to the number of AP classes offered and/or there should be a limit to the number of classes that students may take.
 15. Students, teachers, and parents all 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).
 16. 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).
 17. Twenty percent of AHS students are taking 1 or more DE class while MOHS and WAHS are both at 18%.
 18. ACPS students are not taking AP tests at the same rate as other school divisions.
 19. More females are taking AP classes than males.
 20. The discrepancies of minority groups taking AP classes at each of the high schools is wide; most troubling are the numbers for our black students.
 21. Higher percentages of minority groups are taking dual enrollment classes. (See charts in Section VIII.)
 22. At the three large high schools, different AP and DE classes are offered.

Part III: Background and Research

The Advanced Placement Program and the Dual Enrollment Program were created to expose high school students to college level work. Both programs allow students to earn college credit while in high school. Credit is earned when students earn a 3 or higher on an AP test and the college accepts that score for that course. For dual enrollment courses, credit is earned through a grade of a “C” or better. Performance, therefore, is based on a test for AP classes and on the course grade for DE classes. In ACPS, both AP and DE classes are offered in the high schools and are taught by qualified high school teachers. Teachers must have a Master’s in their content area or an additional 18 graduate credits in their content area to be able to teach a DE class for PVCC. Success rates vary with 82% of ACPS students who took an AP test receiving a 3 or better and 94% of DE students receiving a C or better (from the ACPS 2015-16 enrollment data).

Teacher interviews reveal that the Advanced Placement Program began in ACPS in 1988 as a way to introduce rigorous and challenging instruction to select students. It began at Albemarle High School with a United States History course and the students met before school for discussion and enrichment. Taking the AP exam was optional. The next year, the teacher had two sections of AP US History and it was open to advanced students who wanted AP credit (personal interview, 2017). The program and curriculum has evolved and grown to be a staple in each high school in Albemarle County Public Schools and is seen as the “gold standard” for the predictor of college readiness.

The College Board, founded in 1900, is the not-for-profit organization that operates the Advanced Placement testing as well as numerous other educational tests like the SAT. Its long history with educational research and preparing students for college success and

readiness, as well as its global membership, is the reason that the Advanced Placement Program has become a national standard for colleges and universities. The AP Program began in the U.S. in the 1950s as a way to introduce college rigor to high school students. The College Board has conducted numerous studies over the years on the benefits of the Advanced Placement Program.

Research from the College Board and the Educational Testing Service identifies several challenges with the AP Program including that few students participate in the program by taking exams, even fewer score high enough to earn college credit or placement, African American students are less likely to participate in the program by taking an exam, and low-income and minority students consistently lag behind their peers in AP exam participation and performance (Handwerk, Tognatta, Coley, & Gitomer, 2008).

Additionally, “according to the College Board, 4,000 U.S. colleges that accept AP scores have about 51,000 separate policies on awarding credit” and some elite colleges expect AP courses on transcripts but do not award credit for high test scores (Korn, 2016).

The Dual Enrollment Program has been a part of ACPS school culture for some years as well but was emphasized in 2005 after the Virginia Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction established the “Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges” which was replaced by the “Governing Principles for Dual Enrollment between Virginia Public Schools and the Virginia Community College System” (2015). The purpose of the first offering was “to provide a wider range of course options for high school students in academic, career/occupational-technical subject areas where appropriate” (“Dual,” 2005). Additionally, this plan encouraged community colleges to provide tuition at little or no cost to the students. In 2013, HB 1184 introduced that “each institution within the VCCS shall develop agreements for postsecondary degree attainment with the public high schools...specifying the options for students to complete an associate’s degree.” The current plan between Piedmont Virginia Community College and Albemarle County Public Schools includes pathways for each high school student to obtain an associate’s degree from PVCC.

Both AP and DE programs were created to introduce high school students to more rigorous coursework. A 2015 study conducted by the College Board attempted to evaluate postsecondary outcomes for students who have taken either AP exams or dual enrollment courses. Their study indicated that AP students who score a 3 or higher on at least one AP exam had more positive college outcomes than did dual enrollment students who took a dual enrollment course (Wyatt, Patterson, & Di Giacomo, 2015). Compared to students who completed a dual enrollment course affiliated with a four-year institution, AP students scoring lower than a 3 had lower rates of four-year college enrollment, lower four-year graduation rates, and lower college grades while having a higher persistence rate and a higher six-year graduation rate (Wyatt, Patterson, & Di Giacomo, 2015). Another study in 2014, conducted by the College Board, found that the majority of students who took dual enrollment received a final course grade of A or B (possibly entitling them to college credit) while much smaller percentages of AP students earned a 3 or higher on the exam (if they took the test) (Godfrey, Matos-Elefonte, Ewing, & Patel, 2014). However, in terms of academic ability, AP students had the highest state assessment scores in math and reading, followed by dual-enrolled students, indicating

that higher ability students were more inclined to take AP (Godfrey, Matos-Elefonte, Ewing, & Patel, 2014). Anecdotally, this is confirmed for our students through the ACPS teacher interviews conducted as part of this program evaluation. Interestingly, the above study also found that those who were dual enrolled tended to graduate in the shortest time, followed by AP and then students who did not participate in either program (Godfrey, Matos-Elefonte, Ewing, & Patel, 2014).

Many studies find that both dual enrollment and advanced placement courses result in positive college outcomes including attainment of a bachelor's degree. There are few studies comparing the two programs. It has been found that DE students are more likely than AP students to go to community college after high school, but they are less likely to first enroll in a four-year college. It also found that high-ability students with AP credits get an extra edge in college admissions relative to those with DE credits; it found consistent numbers for minorities and non-minorities in terms of all college enrollment or degree attainment for both programs; and, it found that AP non-minority students are more likely to enroll in four-year colleges than their AP minority counterparts (Speroni, 2011).

Part IV: Costs

Advanced Placement Costs

The cost of Advanced Placement is minimal for the school system. However, there are fees for the AP tests and for some AP materials. The tests are currently \$93 each. Some classes require students to buy books that are not provided by ACPS and some students purchase additional study materials in order to pass the test. These costs are borne by the students.

The bookkeepers at each of the three major high schools report that they receive \$12,000 from the school system towards AP testing. Albemarle High School reported that they spent \$86,320 last year in AP tests and supplies and that the students pay for the full costs of their tests. The AHS bookkeeper noted that some students pay "half, based on their need."

Monticello High School noted that they spent about \$45,000 last year for AP tests. She stated that at MOHS (last year) all students paid \$65 for the test and MOHS supplemented the rest. Students who qualify for free and reduced price meals also qualified for additional subsidies for tests at MOHS.

The bookkeeper at Western Albemarle stated that all of the AP test costs were paid for by students.

Hidden costs may include any professional development for AP teachers as well as substitute teachers for AP testing. Besides test fees, parents and students may purchase additional study materials. ACPS should consider budgeting state dollars for AP testing by student need instead of equally distributing the monies between schools.

Dual Enrollment Costs

The finance department reports that expenditures were approximately \$920,000 for Dual Enrollment courses last year and that we received approximately \$919,000 in reimbursement from Piedmont Virginia Community College.

The Dual Enrollment Contract between Piedmont Virginia Community College (PVCC) and ACPS (2016) sets the terms that allows high school students to take college-level courses and receive both college credit and high school credit towards graduation. These classes are provided at little or no cost to students. Tuition and fees are charged to ACPS at \$151.90 per credit hour (2016-17 school year). When dual enrollment courses are held at the school and taught by a qualified high school faculty member (ACPS does this), PVCC will reimburse ACPS the tuition costs that are charged up front for these students.

Students pay for their textbooks when taking dual enrollment classes. Hidden costs include professional development, designated staff member who collects all required documents on behalf of PVCC, and support of community college recruitment activities.

***For both AP and dual enrollment, students and families are saving thousands of dollars in credits. For example, **if** all 934 students who passed an AP test last year earned 3 credits and we use the conservative PVCC credit hour figure above, this represents \$425,624. **If** all 1242 students who earned an A, B, or C in a dual enrollment class earn 3 college credits at their chosen school, this represents \$565,980.

Part V: Student Interviews

WAHS students presented to Dr. Haas on May 1, 2017, about the stress and competition associated with Advanced Placement classes and made several recommendations for changes to the AP Program including eliminating weighted classes, limiting the number of AP classes that students may take, and reformatting classes to be called “Advanced Topics” with a choice as to whether or not to take the AP test. This presentation led to the program evaluation.

16 May 2017: Spoke with students at Monticello High School informally during two class periods. One class was an Advanced Placement Psychology class and one was a Dual Enrollment Psychology Course. Students in both classes had the same teacher. There were 14 students present for the AP class and 17 students present for the DE class. Only one student in the AP class had also taken Dual Enrollment. Several students in the dual enrollment class had taken an AP class.

25 May 2017: Spoke with students at Albemarle High School informally during a lunch session. 12 students in total came to the meeting. 5 students had taken AP classes and 7 had taken primarily DE classes while 4 of the 12 had taken both types.

31 May 2017: Spoke with 14 students at Western Albemarle High School informally in a leadership class. All students had taken AP classes and did not speak about dual enrollment courses very often.

Limitations: timeframe of the interviews, small sample size

Advanced Placement Positives

- Advanced Placement classes “count” out of state and are nationally recognized
- students wish to take AP classes for the rigor and to be around students who want to be in challenging classes
- Students take the class for the rigor of the class and to get into school, but do not take the test and they do not have to take the test
- Like having so many AP options (Music Theory, Studio Design)
- Save money for college; earn credits toward college
- College is easier after taking AP courses in Albemarle County
- GPA booster

Advance Placement Challenges

- Taking APs to get into college, mentally challenging, not interested in many of the classes (they say)
- AP mindset starts even in Honors classes
- Test
- High schools offer different classes
- Homework is too much if taking multiple AP classes
- Taking all of the AP tests at the same time
- Paying for the AP tests
- Classwork at the end of year is geared towards the test and students feel class is done once test is taken
- AP Tests get harder when more students get 4s or 5s **eh?**
- Next step to take, no other choice, but to take an AP rather than Honors
- “All APs not created the same” (some classes curved because nobody does well and students feel unprepared for college)

What to change about Advanced Placement (or the program)

- Schools don’t offer enough options for classes (ex: only offer AP Psych/DE Psych, no honors or regular, so students feel “compelled” to take the AP class)
- Take away weight
- Offer Advanced Topics classes
- Limit the number of APs students may take
- Mindset of people is problem (stress/competition), not AP courses-educate parents and students
- Until colleges change, APs can’t

Dual Enrollment Positives

- Guaranteed credit in-state, save money for college

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- Great for students going in state
 - More discussion (than AP courses)
 - No test for credit (work in the whole course counts for your credit, not one day)
 - Pay for textbooks if needed, but do not pay for a test or to take the classes
 - Easier than AP
 - Less stressful than AP
 - Schedule is “looser” than AP, teachers can be more flexible, go at a slower pace, discuss material more in depth
 - Can take classes for interest to see if they like it as a major
 - Take classes to learn, not to waste time, in classes with like-minded students

Dual Enrollment Challenges

- Perception of Dual Enrollment being “not as good” as AP classes—all students said this at all 3 high schools (students aren’t “as good” also)
- PVCC stigma (community college class as opposed to a “real” college class)
- High schools offer different classes
- Colleges do not look at dual enrollment credit as the same as AP and admissions reps have said this
- Out of state colleges may not take dual enrollment credit
- DE classes go on college transcript (GPA)
- Not a lot of DE class options

What to change about Dual Enrollment

- Offer more dual enrollment class options
- Provide more information about dual enrollment options and what colleges will accept for credit

Other Interesting Observations

- Students at AHS and MOHS seemed much less “stressed” than students I spoke with at WAHS (school culture, number of dual enrollment options, school size, guidance?)
 - AHS states that dual enrollment and advanced placement classes are regarded as equal on their website and report this to colleges
- Students do look at their college of choice to decide which classes to take (regarding AP, what the college will accept)
- Teachers make the biggest difference in the class; students made very interesting observations around pedagogy and instructional technique
 - For example, did not appreciate project-based learning in AP classes
 - Wanted more homework in many cases in AP classes
 - Appreciated lecture and discussion style of many AP teachers
- Students at MOHS did not like taking an AP/DE class on the 4 X 4 (semester) schedule; however, this is more closely aligned to college in practice
- All students stated Dual Enrollment classes are easier than AP; perhaps this is obvious but I found that interesting

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- AP students stated that they do not plan to graduate early, but hope to have fewer required courses; a few dual enrollment students did say they hoped to save money by graduating early from college
 - General perception is that colleges outside of VA will not accept dual enrollment credit
 - MOHS students said that high school is not preparing them for college (need more time management skills, more rigor, how to write professional email/resume/cover letter, etc); WHS students similarly said that they are not prepared for AP classes (don't know how to take notes, don't know how to study); Western students said that they are not taught "skills" about how to take an AP class or how to study
 - Dual Enrollment and Advanced Placement are in a higher category than Honors and Advanced, even if the AP classes seem more rigorous
 - AP US History and Honors English together doesn't allow for only the AP US part

Part VI: Teacher Interviews

From May 24, 2017 through June 1, 2017, nine teachers (3-AHS, 3-MOHS, 3-WAHS) were interviewed concerning advanced placement and dual enrollment courses. The three teachers at WAHS only taught Advanced Placement courses.

Limitations of interviews—very small sample size, three of the nine teachers did not teach dual enrollment

Teacher interviews revealed much about the quality of our teachers in ACPS. Collectively, the nine teachers represent a wealth of teaching experience (220 years!). However, we have less experience with dual enrollment, which is not surprising given the recent implementation of dual enrollment courses. We asked the teachers the same questions that we asked the students. These nine teachers spoke candidly about the quality of AP and DE students and the challenges inherent in the ways the programs have evolved.

The summaries below will only provide new insights or suggestions, or comments on the student suggestions. It will not repeat the positives and negatives already stated by the students as they were all mentioned again by teachers.

Advanced Placement Positives

- AP provides opportunities to engage with challenging texts, to discuss, to analyze, and to think critically
- Teachers prefer teaching AP because of rigor, "types" of students (say more motivated, consistently great students, class climate)
- Highly regarded, national model
- Students are able to take the "intro" level college class that may be more hands on and engaging, more activities, than most colleges (Learn basic material and find out if you like the subject)
- Teaching these classes is a privilege

Advanced Placement Challenges

- Students enrolled in multiple AP classes and do not spend the time needed (in theirs)
- Getting students to do work can be a struggle (want credit, want class, but don't have commitment)
- Not all AP classes are viewed equally, some do not earn any credits at colleges, many private or elite colleges do not accept AP credits any longer
- Teaching for/to a test, test holds value not teacher
- Some AP classes have a lot of content to get through, can't dive deep, can't slow down
- College Board-driven curriculum, providing money to College Board (cost can be seen in cost to grade tests, for example, teachers coming from across nation to score)

Dual Enrollment Positives

- Teacher holds value, knowledge, not test
- For students who have taken other APs (AP Language, for example), dual enrollment offers additional and different English credits that they are able to earn (ENG 111/112)
- Able to teach on a broader level and on a deeper level when not worried about one test
- Dual enrollment classes attract a wide pool of students and they pick up more skills needed for college
- Some teachers felt that dual enrollment courses make students better prepared for college
- For teacher, positive is that there is a baseline test PVCC requires to get in (students may see as negative)
 - If you cannot pass this test, you can still get in to AP (negative, for teachers)
- Teaching these classes is a privilege

Dual Enrollment Challenges

- There is a huge spread of ability level for these students; all teachers commented on the need for differentiated instruction in their dual enrollment courses, scaffolding
- May fail course at PVCC, but pass at the high school / two grades given
- Colleges will not try to discern if a dual enrollment class is of good quality, colleges recognize national program (AP)
- "Not reality" to think about dual enrollment as college courses

What would they change about the programs and/or comments on the student ideas

- Limit the (class) choices students can take
 - However, a few teachers were afraid that this would mean only STEM options continue
- Alternatively, three teachers said not to limit the number of classes students may take because it impacts those that can handle the challenge and also will most likely have exceptions
- Make the classes more like college, on 4X4 schedule with tests in May

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- No teacher said that parents/students should follow recommendations, but all commented that they do NOT follow teacher recommendations
 - Two teachers commented that the idea of having AP with no AP designation is how the advanced placement program started in ACPS
 - Result will be more work for teachers who will still be expected to help students pass test, but now class is not designed that way
 - All teachers liked the idea of taking away the weight or making it very minimal so that students would not feel the need to take a study hall over an elective (to maintain GPA)
 - Offer more class options for subjects (dual enrollment, AP, honors, etc.)
 - Advanced level has become “low” in some courses
 - Dialogue with UVA and PVCC to develop Early College High School and articulation to 4-year colleges
 - Investigate Advanced College Model in Henrico—students earn 60 credit hours
 - High schools are not the same, do not treat them the same with the programs identified (No one size fits all model)
 - More pathways, not less
 - Recognize difference in communities
 - Only count 5 or 6 classes even if some students take 8
 - Allow students to take some classes pass/fail
 - 8 classes takes away depth and focus, takes away too much time
 - 5 classes more like college
 - Question: Are we giving kids too much too early?
 - Thinks changes should be teacher-driven and not top-down
 - Define AP and DE as equally rigorous
 - Smaller class sizes
 - Scheduling is a big factor for many things (#of classes student may take, types of classes, etc.)
 - Project-based learning may not be relevant or necessary for AP or dual enrollment
 - Cultural changes: everything is done in spring (band trip, AP tests, end of year activities, SOLS)
 - Can we spread things out?
 - Can we change the calendar? (Some said start earlier)
 - Provide stipend for dual enrollment teachers because it is more work
 - Provide PD or pay for teachers to get the necessary credits to teach dual enrollment

Trends and Takeaways from Interviews

Dual Enrollment and Advanced Placement courses cannot be compared because they can be very different courses. Additionally, it is difficult to compare the programs as a whole because the subject matter and how the subject is taught is very different for each content area. Teachers were very passionate that changes could not be made across the board for all AP classes.

The two programs are different and were created for different reasons. Students in the programs have different goals (in-state versus out-of-state college, guaranteed credit versus rigorous schedule).

Both types of classes provide necessary skills for college. Both types of classes serve students well.

Part VII: Parent Survey

517 parents completed the Advanced Placement and Dual Enrollment Survey that went out June 21, 2017, and remained open through June 30. 429 parents responded about Advanced Placement classes and 246 parents responded about Dual Enrollment courses. Of note, parents chose “rigorous coursework/college preparation” as the primary reason for taking AP classes while parents chose “college credit” as the primary reason for taking DE classes.

The majority of parents (76% of AP and 80% of DE) felt that the classes prepared students for college. The majority of parents (72%) felt that ACPS offers enough variety of AP classes while only 50% of DE parents thought that ACPS offers enough variety in DE classes.

The majority of parents said that the costs of the programs were affordable, but 19% (AP) and 16% (DE) indicated that the costs were too high. Many comments in the comment field suggested that parents and students should receive more subsidies for AP tests or funds should be used to lower the costs for tests for all families since many students take a number of tests/AP classes. DE parents suggested that students may be able to rent textbooks.

Interestingly, more dual enrollment parents felt that DE/AP classes are viewed as equally challenging. However, 47% of AP parents and 40% of DE parents still said “no,” AP/DE classes are not equally challenging.

Comments indicate that parents feel there should be a limit to the number of AP classes offered or that there should be a limit to the number of classes that students should take (34 comments). Several comments suggested that only core classes should be offered as Advanced Placement; several comments suggested that no freshmen be allowed to take AP classes; and several comments suggested the progression of APs to be 1 AP for sophomore year, 2 APs for junior year, and 3 APs for senior year.

Additional themes included the following:

- Teachers are not qualified to teach the advanced placement course
- Teachers encourage students at the beginning of the course to not take the test/teachers state at the beginning of the course that they will not be prepared
- There is too much homework
- AP US History has too much outlining
- Parents and students need more information from guidance about courses
- There is a general theme that there may be a “watering down” of curriculum for all levels which teachers echoed in their interviews. (Without sufficient choices, more

students sign up for AP because there is no honors. The “regular” class becomes remedial and the AP class becomes “regular” not AP.)

The most common comments about Dual Enrollment classes were that there should be more dual enrollment courses offered and that students should be encouraged to take more dual enrollment courses.

See Appendix B for the complete Parent Survey.

Part VIII: Other Data Collection

2015-16 VDOE State Participation data

333 High Schools reported the number of students taking 1 or more AP courses

-41st is Albemarle High School with 622 students taking 1 or more AP

-71st is Western Albemarle High School with 483 students taking 1 or more AP

-86th is Monticello High School with 386 students taking 1 or more AP

When we added the schools’ total enrollments to the data and divided the number of students taking 1 or more APs by the number of students enrolled, our schools move even further up the list. Western Albemarle does stand out as being a “top” school now, even over Albemarle.

Top Ten VDOE Schools With Highest Number of Students Taking AP Exams 2015-16 Compared to Albemarle County Three Large High Schools							
Rank	Division Name	School Name	Students taking 1 or more AP Courses	Students taking 1 or more AP Exams	Enrollment	% Students Taking 1 or more AP Courses	% of Students taking 1 or more AP exams
1	Fairfax County	Thomas Jefferson High for Science	1333	1362	1823	73.12%	74.71%
2	Fairfax County	Oakton High	1212	1205	2439	49.69%	49.41%
3	Fairfax County	Lake Braddock Secondary	1068	1059	4190	25.49%	25.27%
4	Arlington County	Washington-Lee High	1048	1047	2458	42.64%	42.60%
5	Prince William County	Patriot High	1050	1029	2817	37.27%	36.53%
6	Fairfax County	Madison High	1003	1000	2142	46.83%	46.69%
7	Prince William County	Osborn Park High	997	980	2850	34.98%	34.39%
8	Fairfax County	Chantilly High	948	939	2716	34.90%	34.57%
9	Fairfax County	McLean High	953	937	2103	45.32%	44.56%
10	Fairfax County	Centreville High	920	911	2500	36.80%	36.44%
41	Albemarle County	Albemarle High School	622	503	1974	31.51%	25.48%
86	Albemarle County	Monticello High School	386	296	1151	33.54%	25.72%
71	Albemarle County	Western Albemarle High	483	390	1074	44.97%	36.31%

333 High Schools reported the number of students taking 1 or more DE courses

-5th is Albemarle High School with 400 students

-31st is Monticello High School with 206 students

-38th is Western Albemarle High School with 190 students

Top Ten VDOE Schools with Students Taking 1 or More Dual Enrollment Courses 2015-16 as compared to Albemarle County Three Large High Schools					
Rank	Division Name	School Name	Students taking 1 or more Dual Enrollment Courses	Enrollment	% of students taking 1 or more Dual Enrollment courses
1	Halifax County	Halifax County High	639	1600	39.94%
2	Salem City	Salem High	547	1181	46.32%
3	Franklin County	Franklin County High	519	2175	23.86%
4	King George County	King George High	429	1316	32.60%
5	Albemarle County	Albemarle High	400	1974	20.26%
6	Fauquier County	Kettle Run High	375	1240	30.24%
7	Alexandria City	T.C. Williams High	370	3631	10.19%
8	Gloucester County	Gloucester High	353	1730	20.40%
9	Danville City	George Washington High	348	1472	23.64%
10	Bedford County	Jefferson Forest High	342	1361	25.13%
31	Albemarle County	Monticello High School	206	1151	17.90%
38	Albemarle County	Western Albemarle High	190	1074	17.69%

These two charts demonstrate differences in the two programs just looking at the “top ten” school divisions represented in each chart.

Advanced Placement Tests by NCLB Subgroup 15-16
***16-17 has not been completed yet**

Numbers from our own 2015-16 Advanced Placement data show some alignment with national research trends. For example, at the division level, we see Asian students enrolled at the highest percentage followed by white students and then other minorities. We also see that not all students who are enrolled in the AP program take the test. National research shows that African American students are less likely to take an exam and we see that in our data. Also troubling, there are none or so few African American students enrolled at Western that we have no data at all and of those who take a test at Albemarle, none or very few pass.

Western has the highest percentage of students enrolled in the AP program and the highest percentage of students to take the test. There are fewer minorities by percentage enrolled at AHS as compared to the other two high schools while there are more minorities enrolled by percentage at Monticello and Western. This may indicate something about school culture but is also indicative of demographic trends at those high schools.

Division Frequency Tables by NCLB Subgroup							AHS Frequency Tables by NCLB Subgroup						
Division	Enrolled in AP		Took a Test		Passing Score		Albamarle	Enrolled in AP		Took a Test		Passing Score	
	N	%	N	%	N	%		N	%	N	%	N	%
Division	1428	33.5%	1137	79.6%	934	82.1%		590	30.2%	458	77.6%	399	87.1%
Males	611	28.5%	479	78.4%	408	85.2%	Males	271	26.9%	202	74.5%	188	93.1%
Females	817	38.5%	658	80.5%	526	79.9%	Females	319	33.6%	256	80.3%	211	82.4%
Asian	90	43.9%	78	86.7%	64	82.1%	Asian	61	39.6%	50	82.0%	43	86.0%
Black	58	12.0%	25	43.1%	14	56.0%	Black	27	9.0%	10	37.0%	*	
Hispanic	62	15.0%	41	66.1%	30	73.2%	Hispanic	33	14.8%	17	51.5%	12	70.6%
White	1158	39.5%	952	82.2%	795	83.5%	White	452	38.6%	367	81.2%	326	88.8%
Multi-Race	58	26.9%	40	69.0%	30	75.0%	Multi-Race	17	16.8%	14	82.4%	12	85.7%
Disadvantaged	93	8.4%	50	53.8%	32	64.0%	Disadvantaged	40	7.1%	19	47.5%	11	57.9%

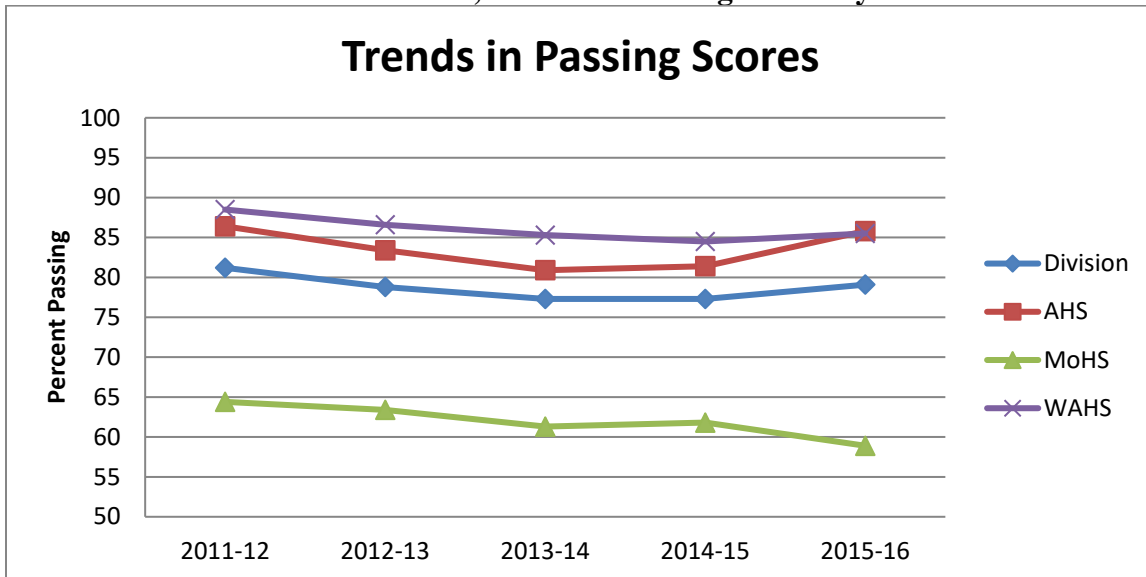
*Murray High School is included in the division data, but not disaggregated because the N is too small

WAHS Frequency Tables by NCLB Subgroup						
Western	Enrolled in AP		Took a Test		Passing Score	
	N	%	N	%	N	%
Western	455	42.9%	385	84.6%	338	87.8%
Males	184	35.8%	152	82.6%	135	88.8%
Females	271	49.6%	233	86.0%	203	87.1%
Asian	13	72.2%	13	100.0%	13	100.0%
Black	*					
Hispanic	13	28.3%	12	92.3%	10	83.3%
White	405	44.1%	341	84.2%	299	87.7%
Multi-Race	17	37.0%	12	70.6%	11	91.7%
Disadvantaged	11	10.3%	10	90.9%		

MoHS Frequency Tables by NCLB Subgroup						
Monticello	Enrolled in AP		Took a Test		Passing Score	
	N	%	N	%	N	%
Monticello	381	33.5%	294	77.2%	197	67.0%
Males	156	27.6%	125	80.1%		0.0%
Females	225	39.5%	169	75.1%		0.0%
Asian	17	53.1%	15	88.2%	*	
Black	24	16.2%	*			
Hispanic	16	11.5%	12	75.0%	*	
White	299	39.7%	244	81.6%	170	69.7%
Multi-Race	24	40.0%	14	58.3%	*	
Disadvantaged	42	10.5%	21	50.0%	13	61.9%

* The number of students is too small to report

Advanced Placement Last 5 Years, Trends in Passing Scores by School



Enrollment by Course Last Six Years, Advanced Placement

	CrsNum	CrsName	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Advanced Placement	1191	Virtual VA AP English Lit & Comp	0	0	0	1	2	2
	1191S	Virtual VA AP English Lit & Comp (S)	0	0	1	0	0	0
	1195	AP English Literature & Composition	264	292	307	276	291	258
	1195DL	AP English Literature & Composition DL	0	0	1	0	0	0
	1196	AP English Language & Composition	250	250	259	235	261	258
	2212	AP Human Geography	0	0	41	26	39	82
	2212S	AP Human Geography (S)	22	62	58	28	35	0
	2319	AP US History	295	337	289	329	285	338
	2319DL	AP US History DL	0	0	1	0	0	0
	2339	AP World History	126	123	136	132	213	175
	2383	Virtual VA AP World History	0	2	0	0	0	0
	2398	Virtual VA AP European History	0	0	1	0	0	0
	2399	AP European History	164	125	140	111	43	83
	2445	AP US Government & Politics	215	259	271	252	290	342
	2445DL	AP US Govt/Poltes (S) DL	2	0	1	0	0	0
	2445S	AP US Government & Politics (S)	94	104	93	74	79	0
	2446	Virtual VA AP US Govt & Politics	0	0	0	1	0	1
	2446S	Virtual VA AP US Govt & Politics (S)	0	0	0	1	0	0
	2450	AP Comparative Government	14	11	0	0	0	0
	2451	Virtual VA AP Comparative Gov't	0	0	1	0	0	0
	2801S	Virtual VA AP Microeconomics (S)	1	4	0	0	1	0
	2804S	Virtual VA AP Macroeconomics (S)	0	4	0	0	3	0
	2808	AP Micro-Economics/VA Personal Finance	0	0	176	158	117	195
	2903	Virtual VA AP Psychology	0	0	0	1	0	0
	2930	AP Psychology	276	310	284	257	314	305
	3177	AP Calculus AB	220	186	203	233	210	253
	3177DL	AP Calculus AB DL	1	0	0	0	0	0
	3177VV	Virtual VA AP Calculus AB	0	0	1	1	0	0
	3178	AP Calculus BC	77	100	82	85	103	78
	3187	Virtual VA AP Calculus BC	0	1	0	0	0	1
	3192	AP Statistics	122	128	153	101	176	130
	3219	AP Computer Science A	0	0	0	22	17	11
	3219VV	Virtual VA AP Computer Science A	0	0	0	0	0	2
	3291	AP Computer Science	17	12	23	42	41	52
	3293	AP Computer Science Principles	0	0	0	0	0	42
	3364	Virtual VA AP Statistics	0	0	1	0	0	0
	4265	Virtual VA AP Environmental Science	0	0	0	6	7	0
	4270	AP Environmental Science	118	104	97	130	98	160
	4340	AP Biology 2	116	142	118	161	132	181
	4369	Virtual VA AP Biology	0	0	1	0	0	0
	4369S	Virtual VA AP Biology(S)	1	0	0	0	0	0
	4440	AP Chemistry 2	74	103	115	102	143	111
	4539	Virtual VA AP Physics B	6	0	1	0	0	0
	4540	AP Physics B	95	104	130	0	0	0
	4540DL	AP Physics B DL	3	0	0	0	0	0
	4571	AP Physics C	0	0	0	0	0	33
	4572	AP Physics 1	0	0	0	258	254	178
	4573	AP Physics 2	0	0	0	89	81	74
	5170	AP French Language	18	25	21	22	31	19
	5171	Virtual VA AP French Language	0	1	0	0	0	1
5250	AP German Language	21	14	14	14	19	20	
5371	AP Latin	11	6	7	5	10	24	
5375	Virtual VA AP Latin	0	2	3	1	3	0	
5569	Virtual VA AP Spanish Lang	0	0	0	0	0	1	
5570	AP Spanish Language	69	71	66	74	88	98	
5570DL	AP Spanish Language DL	1	0	0	0	0	0	
5571	AP Spanish Literature	0	0	0	4	0	0	
5860	Virtual VA AP Chinese Lang/Culture	1	1	1	0	1	0	
9148	AP Studio Art 2-ID Design Portfolio	0	0	2	1	0	0	
9149	AP Studio Art	10	16	13	2	8	8	
9151	AP Art History	37	22	9	36	19	22	
9226	AP Music Theory	0	10	0	8	15	4	

Enrollment by Course Last 6 Years, Dual Enrollment

Dual Enrollment	1194	PVCC ENGLISH 111-112	229	252	273	289	298	326
	1321S	PVCC English 112	0	0	1	0	0	0
	2363	PVCC US History 121/122	141	132	153	145	218	226
	2458	PVCC PLS211/212 US Government	86	94	89	115	94	219
	2458S	PVCC PLS211/212 US Government (S)	66	42	50	71	86	0
	2899	PVCC PSY200/230 PSYCH	0	0	0	30	49	38
	3169	PVCC MTH163 Precalculus 1	0	0	0	0	0	33
	3174	PVCC MTH277 Vector Calculus	0	0	0	0	8	14
	3180	PVCC MTH271 Applied Calculus	0	0	0	0	0	33
	3185	PVCC MTH163/271 Pre-Calc /Applied Calc	32	53	58	26	35	0
	3188	PVCC MTH279 Ordinary Differential Equati	0	0	0	0	6	15
	3198	PVCC MTH157 Elementary Statistics	0	0	0	21	20	47
	3376	PVCC Calc Anal / Geom Math 173	0	1	0	0	0	0
	4651	PVCC NAS131/132 Astronomy 1 & 2	65	72	74	51	0	1
	6137	PVCC BUS200, Principles of Management	0	0	0	0	0	21
	6137S	PVCC BUS200, Principles of Management	0	0	19	7	13	0
	6139	PVCC BUS200/202 Mgmt Principles	0	8	0	0	0	0
	6148	PVCC BUS116 Entrepreneurship	0	0	0	6	0	0
	6633	PVCC ITD110 Web Page Design 1 & Design W	18	23	26	9	10	8
	6633S	PVCC ITD 110 Web Page Design 1 & Design	0	0	1	4	0	0
	6634	PVCC ITD 210 Web Page Design 2 & Design	0	1	5	13	8	3
	6650DE	CTE Ethical Hacking 1 DE	0	0	0	0	0	1
	6651DE	CTE Ethical Hacking 2 DE	0	0	0	0	0	1
	6669S	PVCC ITE120 Prin Info Systems & ITF (S)	12	6	0	0	0	0
	8276DE	CTE Professional Culinary Arts 2 DE	0	0	0	0	0	1
	8277S	PVCC Intro Culinary Arts (S)	0	0	17	15	14	0
	8304SDE	CTE Pharmacy Tech 1 DE (S)	0	0	0	0	0	4
	8306SDE	CTE Pharmacy Tech 2 DE (S)	0	0	0	0	0	4
	8327SDE	CTE Dental Careers 1 DE (S)	0	0	0	0	0	3
	8327STDE	CTE Dental Careers 1 DE (ST)	0	0	0	0	0	2
	8329SDE	CTE Dental Careers 2 DE (S)	0	0	0	0	0	3
	8329STDE	CTE Dental Careers 2 DE (ST)	0	0	0	0	0	2
	8360SDE	CTE Nurse Assistant 1 DE (S)	0	0	0	0	0	10
	8362SDE	CTE Nurse Assistant 2 DE (S)	0	0	0	0	0	9
	8362STDE	CTE Nurse Assistant 2 DE (ST)	0	0	0	0	0	1
	8383	PVCC HLT141 Medical Terminology	0	19	20	13	57	70
	8383S	PVCC HLT141 Medical Terminology	16	0	10	12	0	0
	8430	CTE Geospatial Tech 1 JMU	15	29	30	17	11	27
	8450	PVCC EGR115 Engineering Design	12	44	36	42	57	51
	8451	PVCC EGR120 Intro Engineering	47	39	44	58	57	66
	8506	CTE Auto Service Tech 1	8	9	11	9	14	7
	8506DE	CTE Auto Service Tech 1 DE	0	0	0	0	0	10
	8506T	CTE Auto Service Tech 1 (T)	3	3	0	4	1	0
	8507	CTE Auto Service Tech 2	8	3	4	7	2	4
	8507DE	CTE Auto Service Tech 2 DE	0	0	0	0	0	8
	8507T	CTE Auto Service Tech 2 (T)	0	1	1	0	3	0
	8512	CTE Masonry 1	5	6	0	0	0	0
	8512T	CTE Masonry 1 (T)	0	1	0	0	0	0
	8513	CTE Masonry 2	2	5	1	0	0	0
	8515	CTE Building Trades 1	3	18	12	8	12	7
	8515T	CTE Building Trades 1 (T)	1	3	5	0	0	0
	8516	CTE Building Trades 2	5	2	7	6	5	2
	8516T	CTE Building Trades 2 (T)	2	0	1	0	0	0
	8517SDE	CTE Building Trades 1 DE (S)	0	0	0	0	0	10
8518SDE	CTE Building Trades 2 DE (S)	0	0	0	0	0	10	
8542SDE	CTE Computer Network Hardware 1 DE (S)	0	0	0	0	0	5	
8542STDE	CTE Computer Network Hardware 1 DE (ST)	0	0	0	0	0	1	
8543SDE	CTE Computer Network Hardware 2 DE (S)	0	0	0	0	0	4	
8543STDE	CTE Computer Network Hardware 2 DE (ST)	0	0	0	0	0	1	
8625S	PVCC ITE182 Help Desk Principles (S)	0	5	0	0	0	0	
8654	PVCC Architectural Drafting Dr 121	31	7	5	5	22	15	
8654S	PVCC Architectural Drafting Dr 121	6	6	11	3	3	0	
8655	PVCC Technical Drawing Dr 140	23	9	3	2	21	10	
8705SDE	CTE Firefighter 1 DE (S)	0	0	0	0	0	2	
8706SDE	CTE Firefighter 2 DE (S)	0	0	0	0	0	2	
9062	PVCC SDV110 Teaching as a Profession	33	24	16	18	14	12	
9062S	PVCC SDV110 Teaching as a Profession (S)	8	5	0	0	0	0	
9122	PVCC ART121/122 Drawing I & II	0	0	0	31	20	14	

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Appendix A: Matrices for Advanced Placement and Dual Enrollment Qualitative Data

Advanced Placement Outcomes Reported by Students, Teachers, and Parents May-June 2017

Stakeholders	Positive Outcomes	Negative Outcomes
Students	Out of state credit Nationally recognized Rigor Many options Save money or earn credits for college Prepares for College GPA booster	No interest in class Taking to get into college AP mindset begins early Test High schools offer different classes Too much homework Paying for AP tests AP tests get harder each year No choice but to take AP rather than an Honors class Not prepared for college
Teachers	Engage with challenging texts, to discuss, to analyze, to think critically Teachers prefer teaching AP because of rigor, types of students Highly regarded, national model Take “intro” level college class and get credit; find out if interest in subject Teaching these classes is a privilege	Students enrolled in multiple AP classes and do not spend time needed in theirs No commitment to do work, want credit Teaching for/to a test, tests holds value not teacher Large amount of content College Board-driven curriculum, providing money to College Board
Parents	College credit Rigorous coursework Save money Prepared students for college Variety of classes offered	Too much homework Teachers not qualified to teach course Teachers encourage students not to take the test Need more information from guidance Watering down of curriculum

(Student forum at each high school, teacher interviews, parent survey)

Suggestions for Change

- *Provide more class level options (i.e. Standard, Honors, AP, DE) [all stakeholders]
- *Take away weight [all stakeholders]
- *Offer Advanced Topics classes, students take test on own (teachers afraid = more work for them)

*Limit the number of APs a student may take (teachers leery of exceptions) [all stakeholders]

*Limit the number of APs that ACPS offers (teachers afraid of which APs would go away)

Stakeholders	Positive Outcomes	Negative Outcomes
Students	Guaranteed credit in state More discussion than AP courses No test for credit Low cost/save money Easier than AP Less stress Schedule looser, teachers more flexible Discuss material more Can take classes for interest/to learn	Perception of DE being not as good as AP PVCC stigma High schools offer different classes Colleges don't look at DE the same as AP Out of state schools may not take credits DE classes on transcript for better or worse Not a lot of class options
Teachers	Teacher holds value, not test Different credits than AP credits (to earn) Able to teach on broader/deeper level Attract a wide pool of students Pick up skills needed for college Prepare students for college Baseline test from PVCC to get into classes Teaching these classes is a privilege	Huge spread of ability level Differentiation required to teach the class Extra credits needed to teach the class May fail course at PVCC but pass high school DE not like college courses in too many ways
Parents	College credit Prepare students for college Rigor of class/challenge	More variety of classes needed Costs for books/materials

*Educate parents and students (mindset change); provide more guidance through counseling

*Make class more like college (4X4 schedule, meet less frequently, discussion, etc.)

*No "one size fits all models" for programs or for schools

*Only count 5 classes even if some students take more, count classes as pass/fail, go back to only having 5 classes

*Define AP/DE as equally rigorous

*Smaller class sizes

*Cultural changes (calendar, end of year projects/tests)

*No freshmen allowed to take AP classes

Dual Enrollment Outcomes Reported by Students, Teachers, and Parents May-June 2017
(Student forum at each high school, teacher interviews, parent survey)






Suggestions for Change

- *Provide more class level options (i.e. Standard, Honors, AP, DE) [all stakeholders]
- *Provide more DE courses [all stakeholders]
- *Encourage students to take more dual enrollment courses
- *Provide more information about DE options and what colleges will accept for credit
- *Provide PD for teachers to earn credits to teach the dual enrollment courses
- *Make classes more like college classes
- *Dialogue with UVA/PVCC to develop Early College High School and articulation to 4-year colleges or investigate Advanced College model in Henrico
- *No one size fits all model, more pathways not less; recognize differences in communities and what they want
- *Define AP and DE as equally rigorous
- *Provide stipend for DE teachers because it is more work



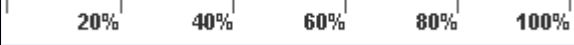
Appendix B: Complete Parent Survey

AP & DE Parent Survey





Q1. Which high school does your student attend (If you have more than one high school student, answer for your eldest student throughout the survey)?

Responses	Responses	%	Percentage of total respondents
Albemarle	241	46.62%	
Monticello	120	23.21%	
Murray	5	0.97%	
Western Albemarle	151	29.21%	
Total Responses	517		

Q2. Does your student take any Advanced Placement (AP) classes?

Responses	Responses	%	Percentage of total respondents
No	86	16.63%	
Yes	431	83.37%	
Total Responses	517		

Q3. How many AP classes has your student taken so far?

Responses	Responses	%	Percentage of total respondents
1	126	29.37%	
2-4	177	41.26%	
4+	126	29.37%	
Total Responses	429		

Q4. Why does your student take AP classes (choose the primary reason)?			
Responses	Responses	%	Percentage of total respondents
College credit	143	33.26%	
Interested in the course	96	22.33%	
Needed for college application	110	25.58%	
Rigorous coursework/college preparation	234	54.42%	
Other (Please specify)	16	3.72%	
Total Responses	599		

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q5. In your opinion, do AP classes prepare students for college level courses?			
Responses	Responses	%	Percentage of total respondents
No	67	15.95%	
Yes	319	75.95%	
If some classes do, then please write in which ones:	46	10.95%	
Total Responses	432		




Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.




Q6. Do we offer enough variety in AP classes?			
Responses	Responses	%	Percentage of total respondents
No, we offer too few	63	14.82%	
Yes, we offer enough	307	72.24%	
We offer too many	55	12.94%	
Total Responses	425		




7 (a) : Was your student academically prepared to take an AP class?			
Answer	Responses	%	Percentage of total respondents
No	46	10.72%	
Yes	383	89.28%	
Total Responses	429		




7 (b) : Do you view AP and Dual Enrollment courses as equally challenging?			
Answer	Responses	%	Percentage of total respondents
No	184	47.06%	
Yes	207	52.94%	





Total Responses	391		
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7 (c) : Do you have enough information about the AP program?			
Answer	Responses	%	Percentage of total respondents
No	124	29.45%	
Yes	297	70.55%	
Total Responses	421		

7 (d) : Were the costs of the AP program (books, tests, etc) affordable?			
Answer	Responses	%	Percentage of total respondents
No	79	18.81%	
Yes	341	81.19%	
Total Responses	420		

7 (e) : Should we change the AP program?			
Answer	Responses	%	Percentage of total respondents
No	240	61.54%	
Yes	150	38.46%	
Total Responses	390		

Q10. Does your student also take any Dual Enrollment (DE) classes?			
Responses	Responses	%	Percentage of total respondents
No	231	53.60%	
Yes	200	46.40%	
Total Responses	431		

Q11. How many DE classes has your student taken so far?			
Responses	Responses	%	Percentage of total respondents
1	136	55.28%	
2-4	97	39.43%	
4+	13	5.28%	
Total Responses	246		

Q12. Why does your student take DE classes (choose the primary reason)?			
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Responses	Responses	%	Percentage of total respondents
College credit	150	58.37%	
Interested in the course	46	17.90%	
Needed for college application	23	8.95%	
Rigorous coursework/college preparation	61	23.74%	
Other (Please specify)	35	13.62%	
Total Responses	315		

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q13. In your opinion, do DE classes prepare students for college level courses?

Responses	Responses	%	Percentage of total respondents
No	45	17.93%	
Yes	200	79.68%	
If some classes do, then please write in which ones:	13	5.18%	
Total Responses	258		

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q14. Do we offer enough variety in DE classes?



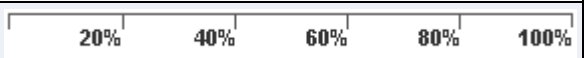
Responses	Responses	%	Percentage of total respondents
No, we offer too few	116	47.15%	
Yes, we offer enough	124	50.41%	
We offer too many	6	2.44%	
Total Responses	246		




15 (a) : Was your student academically prepared to take an DE class?




Answer	Responses	%	Percentage of total respondents
No	27	10.80%	
Yes	223	89.20%	
Total Responses	250		

15 (b) : Do you view Advanced Placement and DE courses as equally challenging?

Answer	Responses	%	Percentage of total respondents
No	96	39.67%	
Yes	146	60.33%	
Total Responses	242		

15 (c) : Do you have enough information about the DE program?			
Answer	Responses	%	Percentage of total respondents
No	80	32.00%	
Yes	170	68.00%	
Total Responses	250		

15 (d) : Were the costs of the DE program (books, tests, etc) affordable?			
Answer	Responses	%	Percentage of total respondents
No	40	16.33%	
Yes	205	83.67%	
Total Responses	245		

15 (e) : Should we change the DE program?			
Answer	Responses	%	Percentage of total respondents
No	160	68.38%	
Yes	74	31.62%	
Total Responses	234		

Q8. If you responded that we should change the AP program, how would you recommend it be changed?

cap number of courses

The students should not have to pay to take the exam-since it's needed to get into a good college, we should not have to pay. The exam should be given at the end of the class just like any other class.

As a parent, I feel students enrolled at the school need counselors that intercede if a student is in danger of failing grades. Grades below B put the student in danger of not achieving admission to a university.

ACPS offers too many courses and more needs to be done to help students and parents make appropriate course choices based on balance, rigor, academic/skills strength and students areas of interest.

Students are expected to take too many AP classes. They are stressed and have to focus all their energy on this alone. For some students their work ethic/study habits allow them to be successful and for others it does not and they make even worse grades. Having two daughters take the same AP classes I can tell you neither of them was prepared for college. Neither was

successful making higher than a 3/4 on the exam. One made an A in her class and the other made a D.

It would be helpful to offer a viable alternative to the APUSH course, one that competitive colleges will respect but that doesn't require the volume of work that the AP course currently does. The Dual Enrollment course does not accomplish this.

Providing parents and students more information about the courses, and how to best prepare for them would be great. Additionally, it would be helpful to provide tips on study skills and time management as it relates to APs, or at least prior to a student's first AP. That was the biggest challenge. Our child had never had to work in school before and received straight A's, then BAM! AP Euro was a whole other beast, and he had no clue how to approach studying and staying on top of the material..

I would like to know if there is financial assistance for the tests when my child takes 5 AP classes next year.

Fewer offerings

I'm convinced the move to AP classes is the worst things that has happened to secondary education in decades. APUSH is a mindless, tedious course that somehow demands a huge amount of time from students while generating little to no interest in the subject matter. I'm convinced students take AP classes entirely as a "keep up with the Joneses" move, and the courses harm students far more than provide value.

In my opinion the AP course subject matter was the same as an honors course. The only difference was the sheer volume of work the student had to complete. It was as if the instructor saw the brain as a muscle and adding more weight made the muscle grow and to be honest i'm not sure if the brain works that way.

I don't know enough to respond intelligently on this question. Maybe you can help guide us by providing some information that we can consider, and then respond. This seems like a question only educators can really answer.

Add more. Help ALL families with the cost.

You should offer more dual enrollment classes and fewer AP. With dual enrollment, college credit is guaranteed if your grade is high enough. But with AP, some colleges give ZERO credit unless you get a 5. That makes a whole year's worth of extra work completely pointless. My son has switched an AP class for next year to dual enrollment because he doesn't want to worry about this.

I think we need to truly discuss a cap on AP classes for ACPS school. Offerings b/w the high schools should be equitable. In addition, every AP teacher needs to do the work they assign so they have a true understanding of the student time commitments. To simply pile on work is unacceptable -- especially when the learning objectives and the purpose for the HW is ill-defined at best. If I can read something and recall it with 80% accuracy or I can take notes in my own style at 90% -- why the hell do I need to take 2 column notes that don't enhance those numbers.

Fees for test are too high

The APUSH and English program at Wahs, is awful. These programs should be separated, there is no reason they shouldn't be integrated. Moreover the SKITS are a useless exercise that is 100% subjective grades that only serve the teachers interests. They are too weighted too

heavily and amount to a advertisement for the being a teachers pet, the work does not resemble anything anyone would do in any college.

More courses

The teachers need to be prepared and competent to teach the class. This was not true in computer science.

some of the teachers tell the students to not even bother taking the AP exam because it doesn't count unless it is above a 4 at the beginning of the year. I think that deters from the teacher teaching all the material and the teacher just doing what they want in class with the benefit of smaller class.

Get rid of it; more and more colleges are starting to not accept the credits and in my opinion, a college level class should be taught by a college level professor. Offer more dynamic classes that ALL students can opt for; AP has become an exclusive and pretentious habit for public school systems. Time.FOR.CHANGE.

Encourage the kids to start on Dual Enrolment. AP is merely advanced Advance. Better, but weak. And why should Western kids go to Albemarle for STEM? Most don't want to. Survey showed parents wanted STEM at Western, and county chose environmental. Wrong!

There should be far fewer AP classes offered and only in core subjects. There should be a cap as to how many AP classes a student can take each year. A maximum of 2 AP classes should be allowed per year. The kids take AP classes to be competitive in college applications.

Consider removing 9th grade AP classes and reducing overall number of AP classes.

Other children in my family have said AP Pysch is harder than most college courses. Definitely one of the more difficult AP courses

There are AP courses at AHS that are wonderful! Mr. Giordano's class- terrific! Mr. Hale's Statistics class- HORRIBLE! It was awful. He was awful! Terrible statistics teacher, terrible person- one of the worst teachers in my oldest child's history of public school- just graduated...so that is a lot of teachers. Ms. Holley's computer science classes- AGAIN HORRIBLE! If you are going to offer AP classes, I do believe that you should have the teacher for the course, not just offer the course and put a body in there to teach it! It is my biggest complaint about AHS! You should not offer a course, unless you have a qualified teacher to teach it!

I would recommend offering less ap classes. Kids are taking 5 at a time and colleges are looking at how many you take as compared to how many are offered. This is hurting kids because they are over extending in these classes just to take a good number based on what is offered

Approach this holistically. Grade according to individual output. Don't keep this a ridiculous acquisitional race.

limit AP classes, get rid of ones that aren't working (physics, computers, Spanish) kids are not prepared and kind of a joke at many levels.

More selective in having students who don't need remediation to keep up so that the material can be uniformly paced and accelerated to provide rigor.

They should be true college level courses if they are going to be offered as such.

The suggested textbook for US History at AHS was \$130 which excludes lower income students.

Students should not be allowed to take unlimited AP classes. This gives them too many hours of homework. There is pressure to take as many as possible to be competitive for college. This is overly stressful. School should limit number per year. Also, outlining requirements for history classes are ridiculous. Too time consuming to rewrite the history text in your own words. There are other ways to learn material.

Schedule is tough to work around

Better descriptions of classes. More variety.

Limit the number of AP classes a Student can take in a year to 2.. offer more DE classes.

1. Pacing of Bio and History way off. Teachers held extra classes before school before and during AP exam week to finish curriculum. Huge stress on kids. Inexcusable disorganization. No time to study for AP exams. 2. Give kids the reading list, (not a fluffy extra) they can optionally read ahead over the summer. 3. English and History AP teachers do not assign college level writing, are in no way equivalent to college. My college kid was completely unprepared to write term papers. Writing is very weak throughout ACPS grades. It's not ok to say there is "no time" to write major papers. Teachers in other public schools are doing it. 5 paragraph essays are not college writing. 4. Hire a computer science teacher that teaches--not OK to tell students to read a highly technical manual instead of teaching. There's a reason why the CS teacher has such mediocre AP test results. Kids aren't getting the help they need--they don't complete projects.

Offer high rigor classes without pressure to take the ap exam. If ap exam is expected to be taken in ap classes, make sure the level of the course ensures test success. Offer easy access (transparency) to past ap scores in classes at each high school so student can make informed choices about whether to take the ap exam for a given course based on how well past students did on the exam.

Please don't offer as many and make students feel that they HAVE to take them to get accepted to competitive colleges.

Offer fewer courses so students can take the most rigorous curriculum without so much stress

Teachers new to teaching AP classes need training on how to teach an AP class and prepare students for the exam. It is unfair to the teacher and the students to assign AP classes to teachers new to the AP format without assistance. Monticello had an awesome AP Calculus teacher in 2015-2016, but this year had a teacher fairly new to teaching who is also teaching AB and BC Calculus for the first time. Not fair to the teacher or the kids. Teachers new to the AP need additional support and training, and purchasing handouts and videos from a site that gets the math incorrect doesn't count.

Cap the number of APs allowed in each grade. With few exceptions, kids feel stressed out if they overbook APS, especially in the spring. I suggest allowing 1 for grade 10, 2 for grade 11, and three for grade 12. 4.0 academic wrecking balls can apply for a waiver, but otherwise cap it so kids don't get into a nuclear arms race trying to outdo each other on their college applications. I'd also suggest doing away with weighted grades. Kids and parents figure out fast that its not worth taking an interesting elective if getting an A in it will still bring down a weighted GPA.

Put a limit on how many children can take each year. It is ridiculous how many children will take to keep up with their friends and other peers.

I think more AP classes should be offered. I also think there should be more information regarding the difference between and advantages of AP and dual-enrollment. Better information on mapping the classes to university courses would be helpful as well. The biggest issue in our opinion is making sure the teachers are qualified for their particular class, especially since AP classes are not only important for academic reasons, but financially. The books and tests are expensive and the potential credit hours in college are expensive. This past year AP stats at AHS was taught primarily via videos because the teacher did not understand the work. Thankfully our daughter found outside resources to teach herself. She also had the advantage of having a father who taught stats at the university level while working on his PhD. When he looked at what she was doing in class his assessment was that it was not what an AP stats class should be.

I don't know enough about the AP program to recommend a change. I do hear that it's a lot of work, but I suppose that it should be.

I would like the ACSB to consider getting rid of AP classes as is the trend. There's too much pressure on kids to take more and more to remain competitive. See what STAB is doing.

Photography IV should be an AP course, with the students working toward a portfolio they can use for the AP Studio Art test.

stop thinking college credit is needed in high school. Yes, teach the high school students. Yes, challenge the high school students with education. Please keep high school in high school and college in college. Since a university doesn't offer "High school level" instruction, it makes no sense for high school to offer "college credit" for taking a course in high school. Advanced classes? Yes. In fact, make all the high school courses "advanced". How does it make sense to provide "non-advanced" classes? Make the student who struggle, learn that it takes hard work and extra time to achieve if the instructional work isn't easy. stop trying to be college. College comes after high school.

There should NOT be any AP classes available to 9th grade students; There should be a maximum limit to the number of AP courses a student takes each year (2-3 max) Needs to be serious understanding with universities and colleges about the benefits of DE courses versus the AP curriculum; too often our high school counselors are NOT in favor of recommending DE courses for highly academic students.

The AP course curricula did not entirely sync with the AP test. The recommendation is to ensure that the teacher better adhere to the curricula designed to the AP test. The teacher should set goals and objectives to follow a set calendar and effectively communicate that to the student.

Limit the number of AP classes students can take. My son is a highly motivated student (straight A's) throughout high school but was very stressed with the workload junior and senior year. He felt he needed to take all AP classes to have an opportunity to attend a top college, which he probably did. However, my understanding is that if the school system limits the number of APs kids can take, then colleges will not penalize the kids for the rigor of the curriculum. Let's think about kids' mental health and not just pushing them to do the very most they possibly can.

Be honest with the students that college credit is normally only received with a grade of 4 or more. Teach the student study skills and limit the number of AP classes a student can take. Too much pressure on HS students and too many don't succeed in college as they thought they would.

Add more.

Please encourage the teachers who teach the AP courses to focus on having the students get a 4 or 5 on the exams. I have had 3 children (2 of which were straight A students) take AP courses and often they feel unprepared for the tests and don't even want to take them. I know the benefit financially if a student does well on AP tests because one of our children went to an in-state public school and had to repeat Bio and Stats because she got 3s on the AP tests.

No more DBQs

Reduce amount of outlining in AP history classes. The skill can be taught without requiring 2-3 hours of homework nearly every night.

Less focus on AP exam preparation (teaching to the test)

Only use teachers that are qualified and experienced , not just available.

Please allow sophomores at AHS to take more than one AP course. I learned that sophomore students at Monticello and Western are allowed to do this. My son feels like he is behind as a junior.

If student takes AP EXAM should be exempt from final exam

The biggest problem, in my opinion, is that college admissions require students to take the "hardest" courses that aren't necessarily aligned with student's strengths or even long-term best interests. For example, statistics is a MUCH more relevant course in the current day (research, data analytics, business) but tracking to calculus (beginning with 6th grade math) is required for admission to the highly selective courses. Students strong in the arts are definitely left out! But, not much that you can do with that.

I do not think you should offer as many.. I trust that our teachers can design rigorous honors level courses that are. It dictated by the College. Board. MY daughter felt rushed through too much curriculum, never got through the entire curriculum and did not feel prepared for the AP exams unless she learned material on her own. I think it would be better for students to go deeper into the subject matter rather than fly through material and just touch the surface. She felt pressure from 8th grade advising on to always take the most rigorous courses which she was told were the APs. I think ALb Co should follow many of the private schools' lead and limit the number of AP a student can take each year. It is a big money-making machine and does not benefit students as much as it promotes.

If continuous improvement is change, then of course yes.

To me, AP should be about deeper learning, not just loads of work. It should be about taking concepts/ideas/history and exploring those to a greater degree than other classes. It should not be about loading up the student with immense amounts of work. Let's create critical thinkers. Let's create people that understand the nuances of political actions. Let's not create people who are so overwhelmed by their work load that they are constantly stressed out and stay up well past 11 p.m. just to get an assignment finished.

Offer more dual enrollment; it's not optimal to have the conference of credit to ride on a one-point-in-time test.

There was always a possibility of a pop quiz. The students were to read the assignments and were allowed to use any notes they took if a pop quiz was given. This resulted in at least 2 hours of note taking every night. If there were more days between classes, the reading

assignments were longer and, of course, the note taking took even longer. It may have been helpful, but just seemed like a lot of time on top of other assignments.

Consider subsidies for the exam cost

Some classes don't cover the full AP curriculum (notably bio and physics at AHS) so students cannot score 4-5 with just class. It may be too much to cover but students should be warned at the beginning of the course so that if they really want to be able to earn credit they know they will need to do some extra preparation on their own.

The system of AP testing is ridiculous. The fact that one test determines credit is entirely outdated.

If students are cognitively ready to take "real" college courses, then why even have high school? Students are judged by colleges by whether or not they were taking the most challenging curriculum offered. If ACPS didn't offer as many AP courses then our students wouldn't have to be killing themselves to be competitive. The fact that most of the teachers I've met are no where near qualified enough to teach at the DE or AP level further exacerbates the situation. (would these teachers really be allowed to teach at a college? No!) So, we have a bad situation all the way around. If students want college courses on their resume, let them enroll in the ever growing online offerings by colleges. At least these courses have qualified instruction and guaranteed credit with reasonable performance.

Some AP Teachers do not prepare students for the AP Exam very well. Those teachers should attend AP workshops and get some professional development so that they can better prepare their students for the AP Exam.

Offer more and interesting AP credits not just AP of the subject the other students take

Needs to be taught better. Less powerpoint teaching and just reading text book and having a quiz.

Budget for payments nig at least half the cost to take the exam

Less emphasis on AP classes and more on enrollment. There should also be a limit on how many a junior and senior should be able to take.

Make sure the teachers are actually teaching at the AP level - it's shameful that a teacher would tell a class that s/he wasn't going to be able to prepare them for the AP exam; And offer more AP classes in the sophomore year.

More affordable, books required are priced as college textbooks, tests are expensive and not informed of costs when student enrolls in the classes.

Course study guides should be given to all students in the class. More detailed review packets throughout year.

The children feel pressure to take as many AP course based on how many the school offers as that is what colleges are looking for.

I like the rigor of the AP classes but offen colleges won't give credit at their school which is different than dual enrollment. I understand it is easier to have qualified AP teachers vs dual enrollment teachers though and that will take time to change that.

Focus more on preparation for college level courses and how to study in college versus just volume of busy work such as outlining chapters which do not prepare kids for college courses.

There should be a limit of 2 AP classes that students can take each year. If ACPS sets this limit, then students will meet the "takes most rigorous courses" requirement when applying to schools with 2 AP classes. Without a limit, students are forced to take every AP class in order to meet this college criteria. This could mean 4 AP classes in 1 year, which is unreasonable to ask a student to do with current HW policy, participation in sports, community service, etc.

LESS HOMEWORK!!!!!!

To take away Honors physics and only offer AP or Advanced for juniors and seniors is not fair to your college bound kids. It makes them take AP. I actually find that in some cases the dual enrollment courses are harder than some of the AP and unfortunately colleges don't have that same perception.

I feel like if the child is a good student and ready to take the AP class and receives a A/B they should be prepared to pass the AP test. If this is true than awesome. If this is not true which rumors say very few pass the AP World History exam maybe we need to look at how it's being taught. Just a thought. Not sure about other AP classes. I feel self directed learning is ok for parts but they still need guidance and lectures like you would receive in college.

WAY too much work in AP 11th grade History.

Real world relevancy

Teachers should be better prepared or trained to teach AP courses. Student's success in an AP level course often depends on the quality of teaching and some teachers are just not equipped to teach these higher level courses. Parents don't have enough information about the teaching level at the time of registration, and sometimes the wrong courses are selected.

provide more courses

AP courses need to be taught by teachers who want to teach them

Some of the AP teachers need to prepare students better by teaching the course aligning with the exams. Some of the teachers stated at the beginning of the school year that students do NOT need to take AP exams which sends the wrong message to students. Not sure if the county evaluates each AP teacher according to their students' exam results. According to our child, he thinks he did well on the exam because of the AP practice books we bought for him. He did a lot of studying independently outside of the classes.

Should be a limit to how many they can take per semester-year so that the majority of students are not punished for not taking "maximal rigor". This puts them at a disadvantage in applying to college. The truly is an enormous work load and stress on kids that does not really offer much advantage as compared to their counterparts coming out of other high school districts.

We have found the dual enrollment classes to be better academically and socially (group work) for our children. If the state could align the curriculum like the dual enrollment it may better prepare the students. The AP classes seemed to teach more to the test, thus creating much more stress on the teacher. This stress trickles down the students.

Find ways to make courses more challenging, instead of just adding extra unnecessary work that's just a pain to submit.

I understand that AP classes are not being recognized for college credit as much as before and I question their value. I also feel that in general, AP classes are perpetuated for the glory of the school's statistics and to make money for the College Board. Dual enrollment classes

the book fees and the cost of the test for the children with free lunch and on fixed incomes to expensive. Need to lower the price make sure all children have access with help with funds .

Stop weighting grades

As the demand for "college level" classes and higher GPAs are more the norm for college requirements, I would like to see more support for those students who are preparing for college. I experienced our older son quickly become overwhelmed with the AP workload. I do not believe he was supported at the school level requiring outside tutoring.

Only offer AP classes that are core - Admissions deans know when kids are taking non core AP just to get their GPA higher and it has created an overinflated GPA now (some students have double digit GPA). Creates an unnecessary level of competition and puts undue pressure in the students

Expand scholarship eligibility.

The costs should be lower.

I think that the district should consider limiting the number of AP courses that each student can take. Because colleges typically consider these courses to be the most college preparatory, absent a full IB diploma program, students tend to load up on them to help them in the college admission process and to increase their gpa. While AP courses are great opportunities for students to expand their academic abilities, I worry that many students are overloading and sacrificing sleep and personal well being in order to keep up. Many of the top public schools in Massachusetts place limits on AP courses (for example: 1 in 10th grade, 2 in 11th grade, 3 in 12th grade). If schools place this information on their profiles, colleges will not look for more AP courses from students from these schools.

Add more diversity to the classes.

Limit the number of Ads that students can take. Many schools around the country are. The pressure to APs has got out of control. Do something!!

The cost is not affordable when your child takes 4 APS in one year and to top it off when you have 2 kids taking these test! There should be a discount in the pricing for each AP test that is taken plus some discount per family. These are courses to help prepare them for college but we need to remember they are not in college yet! They are just young teenagers 14 to 18 years old and the demand/pressure is way beyond what it should be. There needs to be more education to parents, students, guidance counselors and teachers on who, what, when and why they should take an AP or a Dual Enrollment.

Should replace with dual enrollment

I would like to know more about the role of the AP program and it's impact on college acceptance, credit, and preparation. I would also like to hear the teacher's philosophy on teaching information at the AP level. I grew up in a very rural area of the state where AP courses were not offered/available until my senior year, and that one class was via satellite. While I passed the course I took, it did nothing to prepare me for my college experience in the same subject. I know there must be so much more involved with the whole AP program than I am aware of....

AP should become only dual enrollment

In my view, AP classes are now the equivalent of old honors classes, while "Honors" is now regular and "Regular" is now remedial. This "class inflation" seems parallel to "grade inflation" and reflects the stigmatization of remedial classes. In general, my child was NOT well prepared

for AP classes, but they were recommended anyway-- even in 9th grade!!! With fixed curricular requirements, the classes steam ahead, putting students in a "sink or swim" situation. I wouldn't offer ANY AP classes to 9th graders, and I would dedicate some instructional time to developing study/organizational skills for underclassmen. In this era of Millennial coddling, that is one of the few areas where I think the schools should actually provide MORE support.

Limit number of ap classes students can take. My daughter went from 0 ap classes in 10th grade to 5 ap classes in 11th grade and it was overwhelming to her

It's just hoop jumping.

The real reason everyone takes them is because that is the culture at WAHS. It has nothing to do with interest. It is all about what is expected and because we offer so many of you don't take as many as possible you won't get into higher levels schools.

Provide more options in STEM fields - my student left for PVCC because he wanted more demanding computer science classes.

We didn't find our children were challenged in their AP Classes Charging for the tests discouraged our students from taking them

Set a reasonable limit (I know, what's reasonable) on how many AP courses a student can take. Many sign up for several because they want to go to competitive colleges, but they're in over their heads and overwhelmed by the workload.

Offer a program to rent the textbooks through the classroom. Even take donations at the end of the year of used textbooks for students to borrow next year, that may not be able to afford them.

Highly qualified teachers that know how to teach the material and, connect with the kids, and keep the pace at a level that doesn't completely stress them out.

Kids are allowed to take too many AP classes at once. This results in unsustainable levels of homework. The outlining requirements are absurd. Creates pressure to "cheat" by using commercial outlines. Students should be able to study how they like- perhaps outlines should not be graded- but should be used for students own studying. If they use a commercial product and don't do well on AP test- they will learn a valuable lesson. If they do well, why does it matter how they learned the material? In real life, these products are used as study aids for large textbooks. Secondary readings can be used to assess whether kids are doing the reading and learning analytical skills.

Greater counselling of students as what to expect, what colleges are really looking for (number of AP courses vs general success/GPA, etc), appropriate load per year

Students should be limited to the number of AP courses taken per semester

Stop offering it. The AP program is a racially and economically biased program designed to make the College Board profits. Colleges are not offering credit in many cases for AP scores. Replace the AP program with dual-enrollment, where kids actually ARE taking college courses and can come out with credit. Stop furthering the elitism inherent in the AP program.

Some faculty members aren't really teaching the class anymore. Rather, they have a power point presentation and expect that to be enough. Particularly for the juniors, who are often taking them for the first time, there needs to be more exciting interaction and creative, thoughtful and challenging discussion and lesson plans. AP doesn't just mean "hard," or "more work." It should challenge the way students think, extend their learning to other creative corners of their brain and elevate their understanding to a higher level. Some AP classes at MHS have just become rote, robotic and just a box to check off on an application.

I think the idea of AP is questionable. I would rather create a course that would challenge them and engage them really well rather than focus primarily on getting "advanced placement". I also have read that many universities are not granting much AP credit for these courses, and we need to respond to the trends to be sure the student's hard work is rewarded.

You need to watch the level of teacher teaching the AP classes. One of my daughter's classes was taught by someone so new to the program, and so scared of the test, that she pushed the students too fast. She admitted that the student wasn't going to remember anything. That's ridiculous.

more options

We have found the dual enrollment classes MUCH LESS challenging and rewarding than the AP classes. They are also not regarded as of equal worth in rigorous college admissions, and students should be advised of this fact as they plan their courses. The most selective schools now expect students to have at least 8-11 APs.

Find out more about the AP tests so the students are more prepared for them

I think Dual enrollment is a better option for High School kids. I also think it prepares them for college just as good as AP classes.

I think there should be a closer link between the AP courses and the SAT specialty tests.

No need to have 9th grade students take any AP courses; Limit the yearly number of AP classes a student may take to 2 or 3 only;

Get rid of it; it is a thing of the past. It has become an exclusive option for only top students and disenfranchises the other student populations.

Cost for families unable to afford exam

Limit the number of AP classes a student can take in high school. Do not allow them to take AP classes until they have had a high school class in the subject (i.e. do not allow them to take AP US History until they have had an Honors US History class). High school should be giving students a foundation on which to build. AP classes cause a lot of stress. In high school students are learning who they are and are given many opportunities to participate in activities and sports that they will never be offered in college. Let them be teenagers; let them enjoy building confidence with classes taught in steps.

Make it so it is not so expensive to take exams. Higher level high school courses should not be "pay to succeed." There are plenty of students below the poverty line that could benefit from

having verified AP credits, but with each exam now costing over \$100, the price barrier is very high.

Prepare students for the AP tests better

Include more discussion and direct instruction in AP world history. Students had to do too much on their own.

More variety and offerings

I think suggesting an AP classes to a freshman or maybe sophomore it putting undue pressure on the student. The student may be able to get college credit but every college is different about what and how many credits they will accept. I don't think students understand how the AP system works. I also think AP classes in your college major will have to be retaken on the college level. Good prep for the college class but not the same.

I do not think high school freshmen are ready to take AP courses. Despite efforts to keep the program consistent across schools, I do not feel that students at Monticello High School are getting quality AP experiences. The good teachers seem to leave after a short time.

Great to limit number if colleges could honor that but it's a rat race. You have to have certain amount to get in. Just cut back summer work load n make amount of homework less. Perhaps partner w universities around this issue just like they are looking at test scores. They want you to take 8 APs to get in but then don't want to give you any real college credit (still take all of ours n pay) but you have to take AP exam too. A top tier school said that Art History AP not seen like others, so I guess you can offer more but then will students take them and think it looks good but is not really. Again, the system is broken but who will. Blink first and jeopardize their ranking. Meanwhile, the kids suffer stressing out with all of these A p classes. Not sure anyone really benefits from the current system. I hope you can collectively work w them for solutions. Thanks for looking at this.

Focus on providing better teachers. No first year HS teacher should be teaching AP classes. It feels like these students are not the priority and there is a big missed opportunity to create a passion/interest around a subject with brand new teachers.

Some courses, such as Calculus are only offered as AP (there is no Honors option for Calculus). Some APs appear to be very weak and students take them just to load up on APs. Find out from college admissions officers if students who take an AP course but not the exam are viewed less favorably than students who take the exam. I imagine that is the case, and that our students should understand it.

Reduce the amount of pressure students feel to take AP classes, and the stigma of not taking AP classes.

The AP classes are not conducted like college classes, yet say they are college classes. Many colleges only accept the credit for "general Education" credit and the student has to basically repeat the class to get credit for their major. I wish you had a better/stronger relationship with dual enrollment classes, I think that would offer more actually college like experience and credit. You need to offer a greater variety of dual enrollment classes. The other is the culture of the guidance counselors and teachers who push AP classes over dual enrollment, making it appear that the truly smart students do AP. Then the high school AP teachers do not treat the AP students as adult learners, or actually prepare them for college classes.

Not enough information to evaluate

More variety of classes would be great. Not all teachers are equivalent as teachers -- some AP classes are taught by someone who is hardly familiar with the course content, which made it difficult for the students to learn the material. Personally, I think there is way too much emphasis on the students feeling the need to take a maximum # of AP classes for the appearance (i.e., the college application) rather than exploring a variety of class content to help identify areas of interest for college majors.

The school system should consider a 50% match with parents for costs associated with the text books and tests -- if the student is maintaining a 90 or better in the class. If there are any subsidies for athletic students, the same should apply to AP students. My daughter also choose AP classes since she wanted to be around serious learners and to help prepare herself for college. Thank you for the opportunity to take this survey!