

# MONTCLAIR PUBLIC SCHOOLS



## REPORT ON ADVANCED PLACEMENT (AP) AND HONORS

SCHOOL YEAR

2017 - 2018

June 18, 2018

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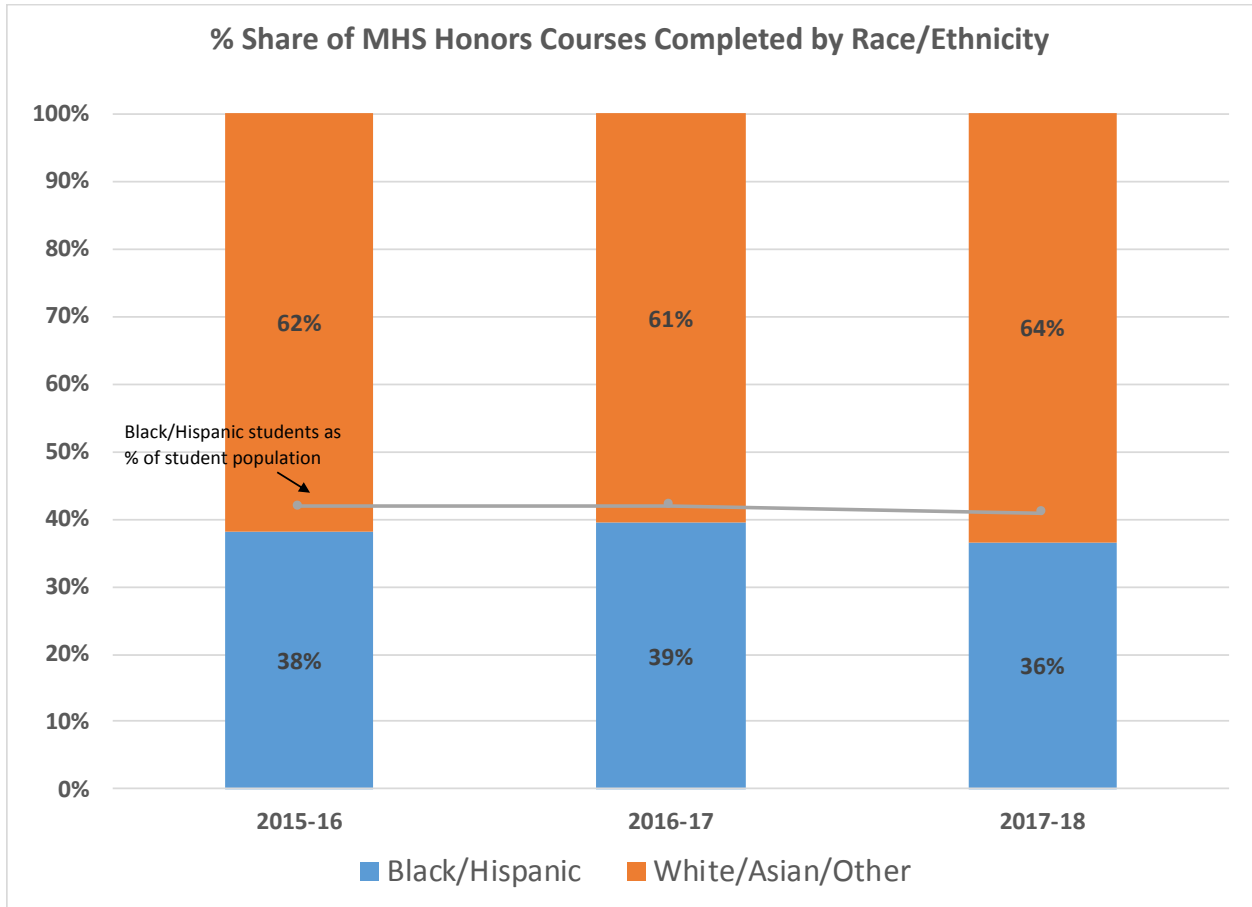
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# Table of Contents

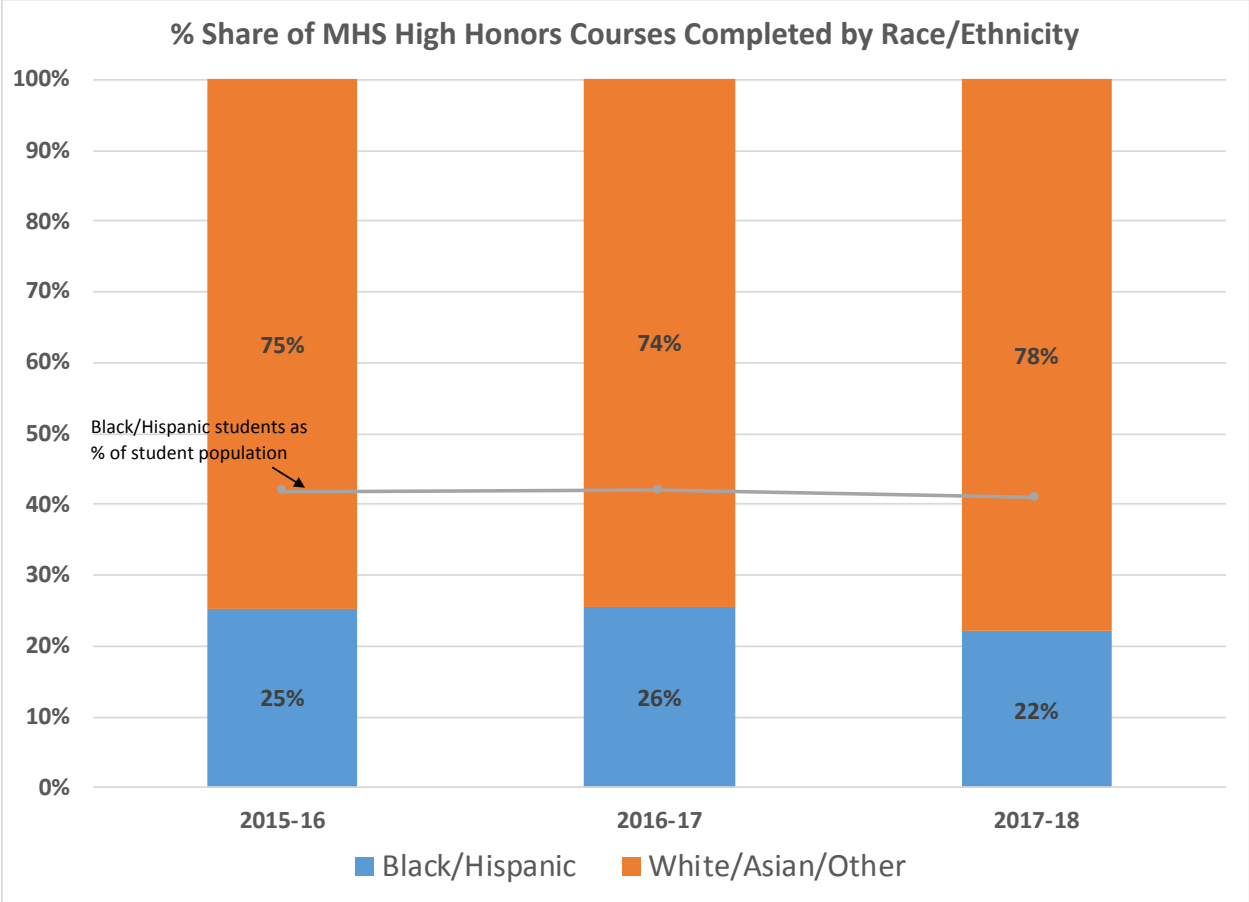
Issues/Findings .....	3
Chart of Recommendations/Benefits/Concerns .....	11

## Issues/Findings

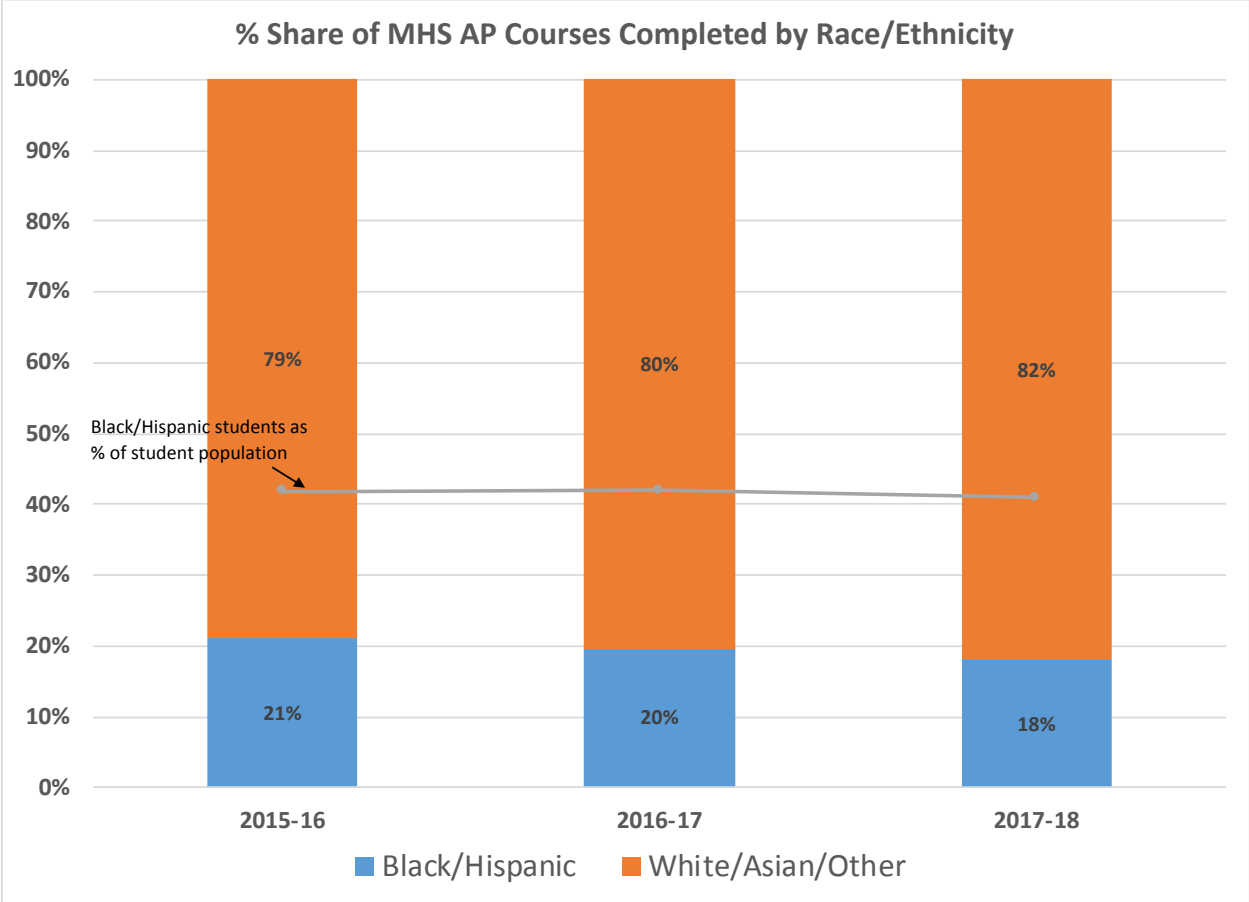


Black or African-American and Hispanic or Latino students accounted for 36% of honors-level courses completed at Montclair High School in 2017-18; in comparison, Black and Hispanic students make up 41% of the total student population at Montclair High School (MHS).

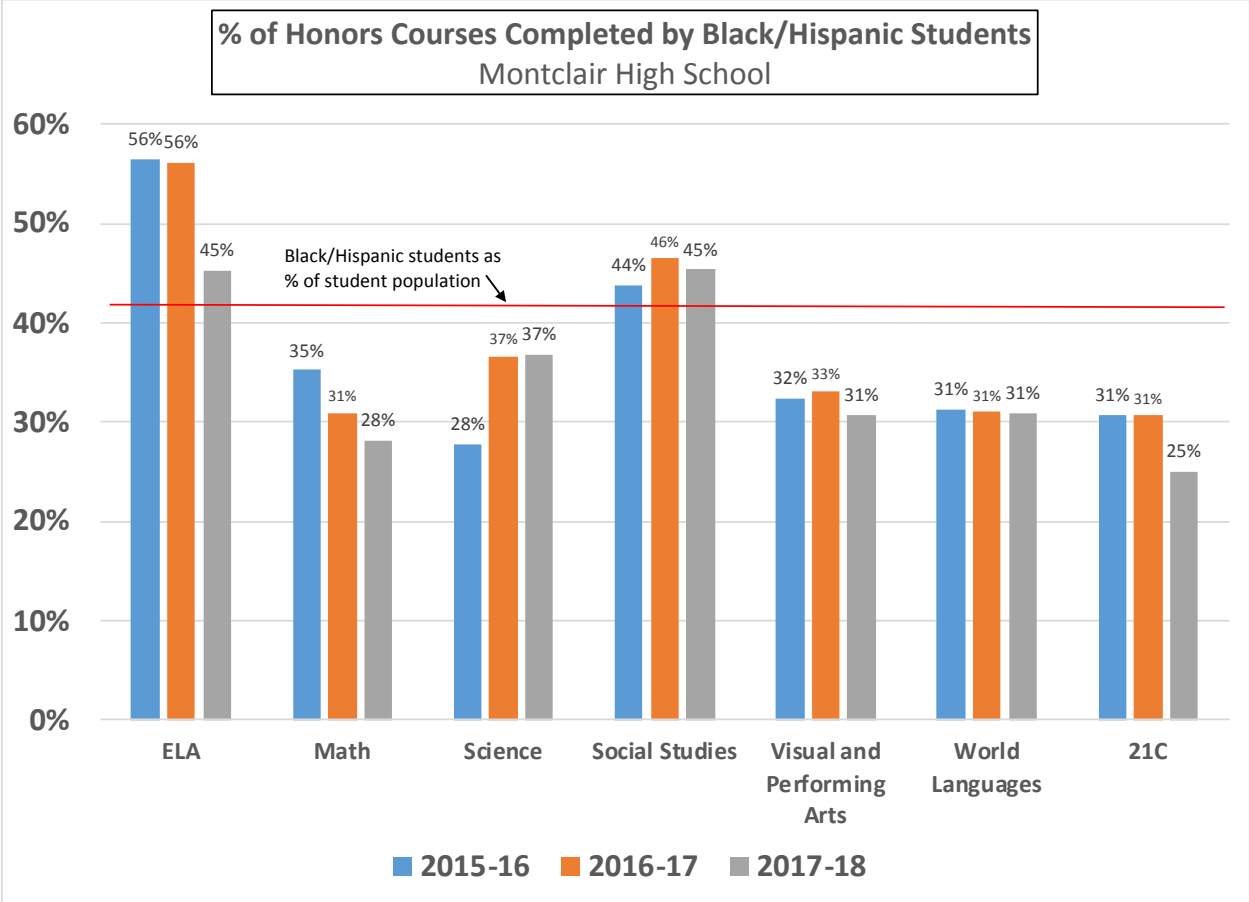
\* This also includes 9th grade English, Math, Global Studies/Social Studies, and Biology courses which are all 100% Honors participation.



Black and Hispanic students were more dramatically under-represented in High Honors courses in 2017-18, accounting for just 22% of High Honors courses completed, down from 26% in 2016-17.

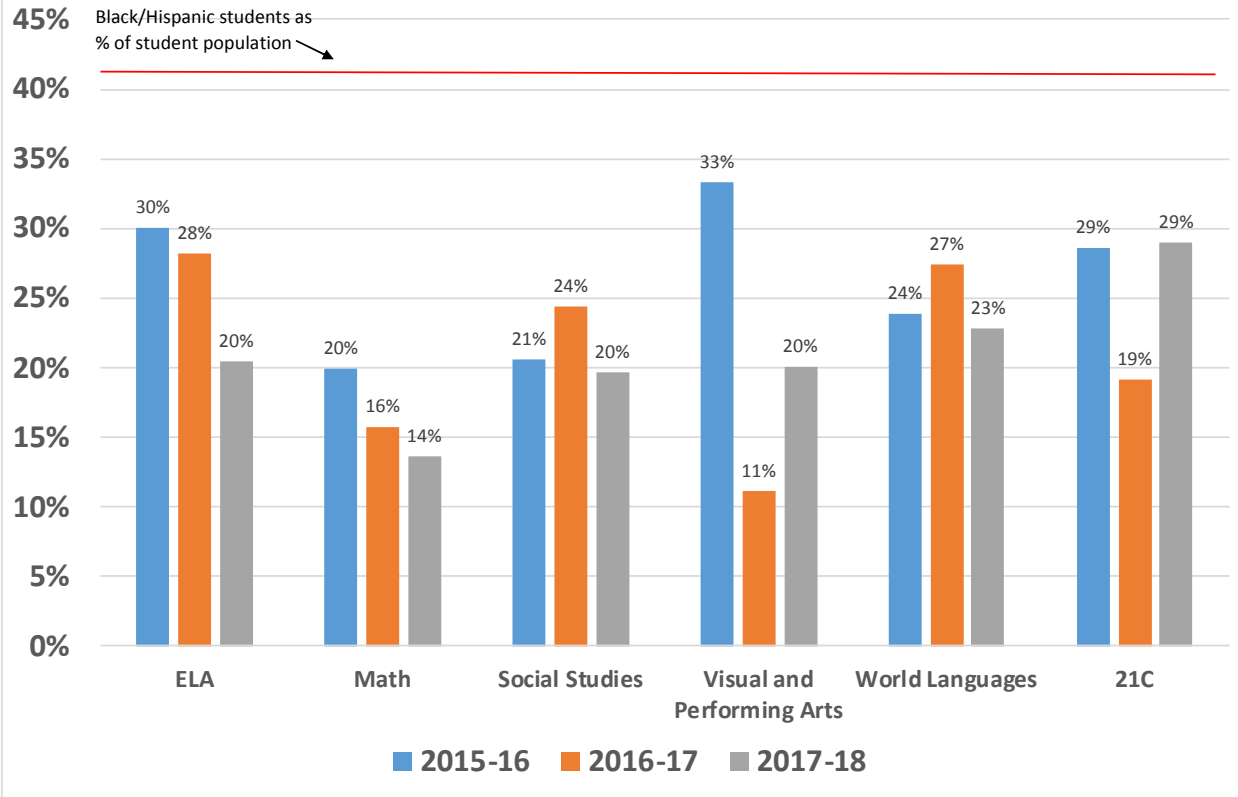


The gap was still wider in AP-level courses, for which Black and Hispanic students held just 18% share of courses taken in 2017-18, down slightly from 20% in 2016-17.

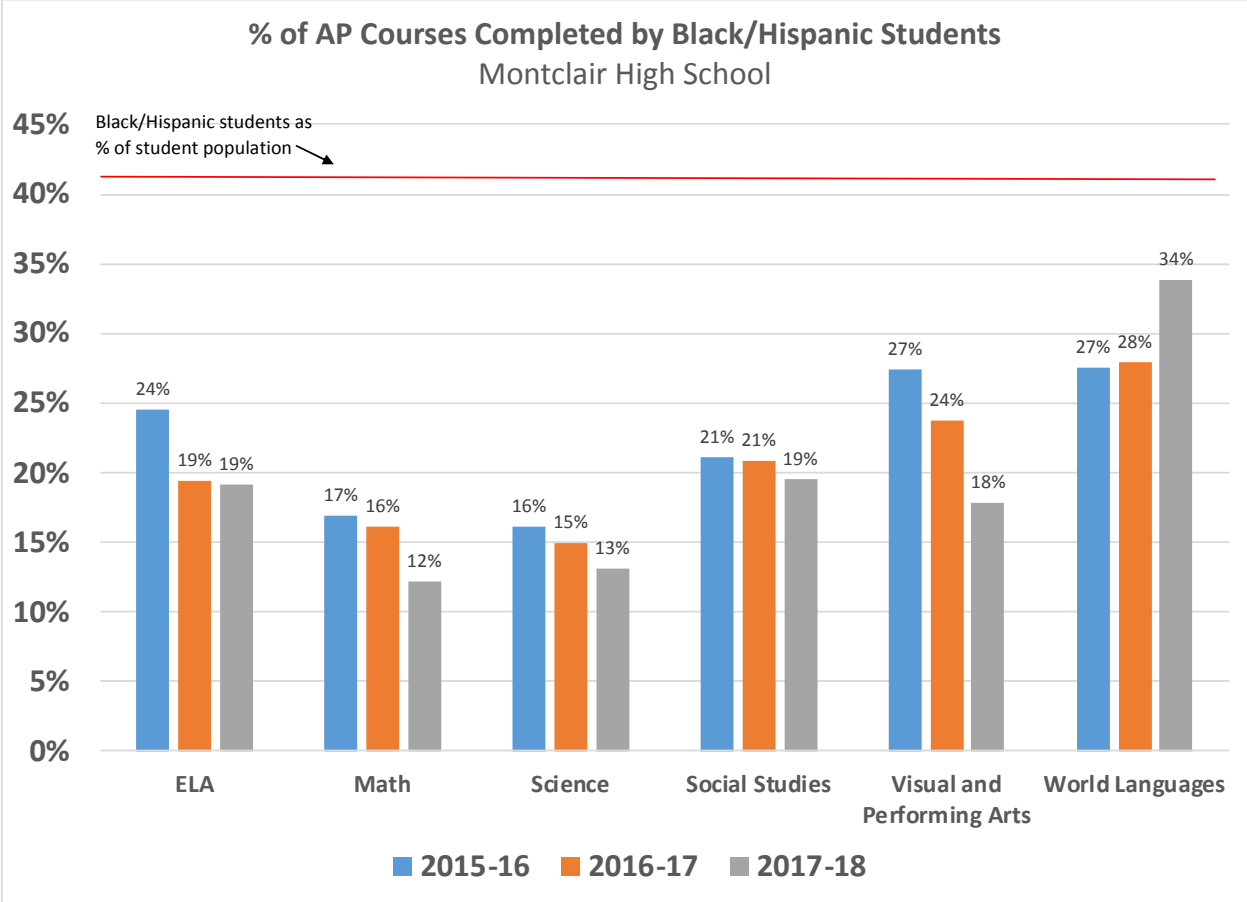


Examining representation by content area, at the Honors level, Black and Hispanic students were slightly over-represented in English Language Arts (ELA) and Social Studies classes, accounting for 45% of courses completed in 2017-18. They were most under-represented in Math and 21st Century courses, making up 28% and 25%, respectively, of Honors-level courses completed.

### % of High Honors Courses Completed by Black/Hispanic Students Montclair High School

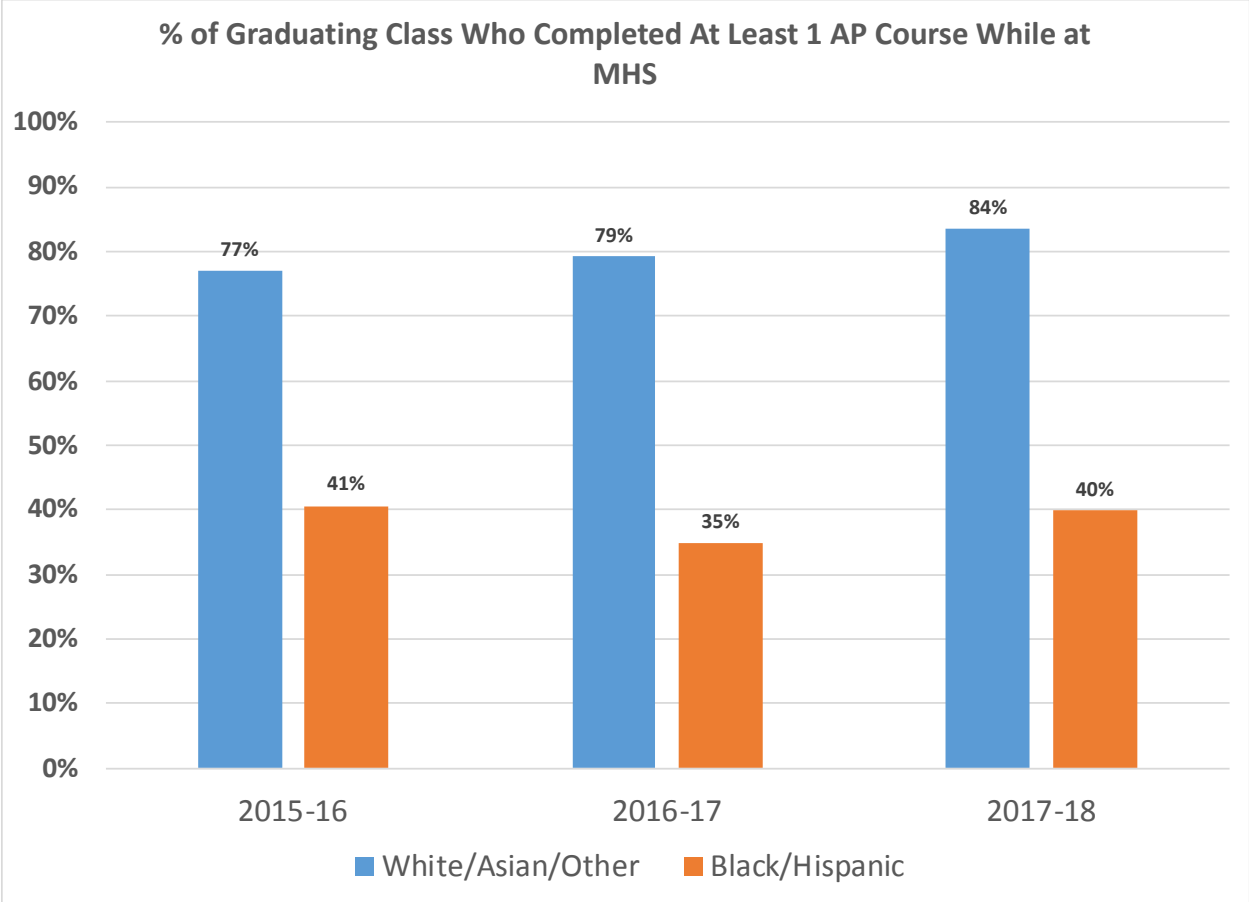


At the High Honors level, Black or Hispanic students accounted for 20% of ELA and 14% of Math courses completed, with both numbers representing declines from previous years.

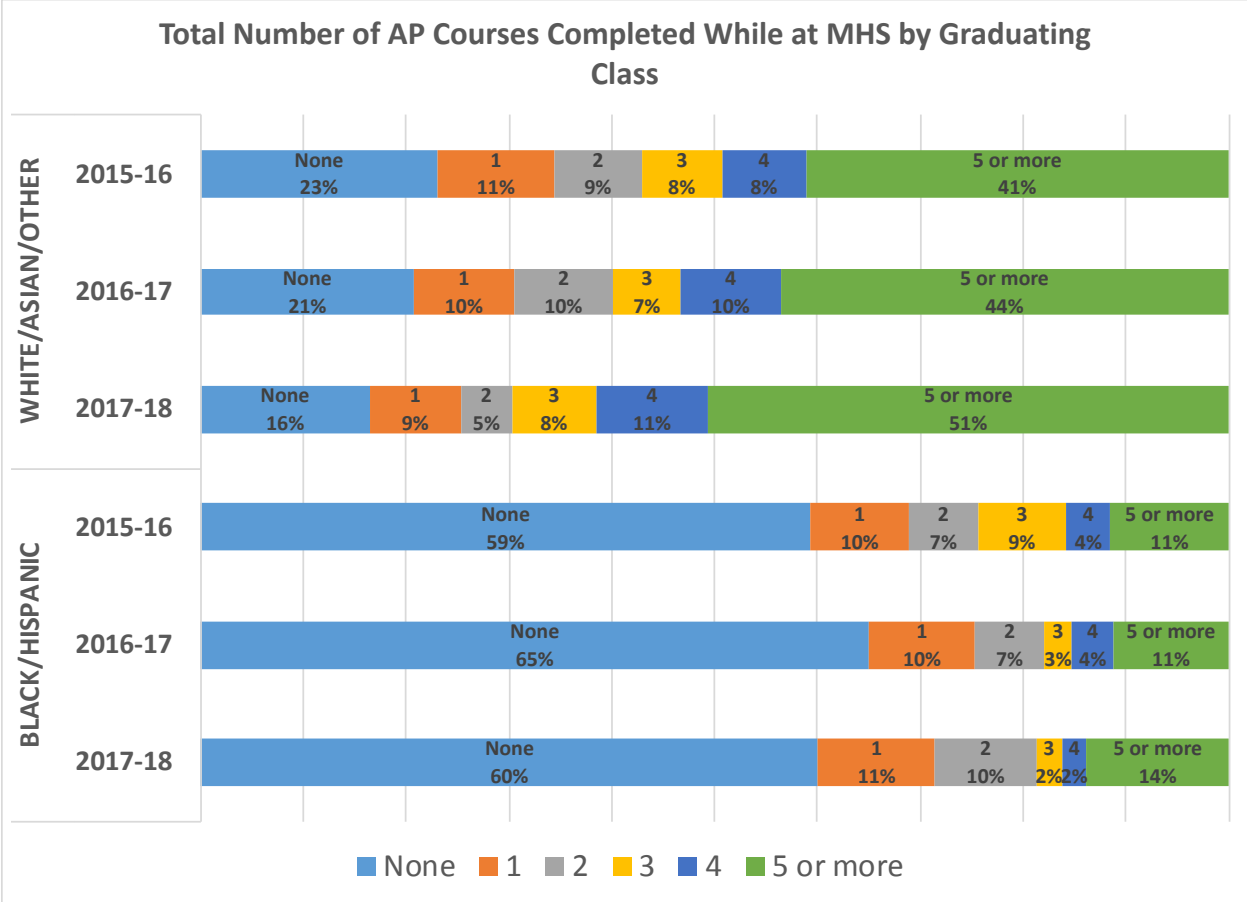


At the AP level, Black or Hispanic students held the largest share of courses completed in World Languages, with 34% share in 2017-18. They were most under-represented in AP Math and Science courses, representing 12% and 13%, respectively, of courses completed in 2017-18.





Approximately 84% of White or Asian 12<sup>th</sup> graders in 2017-18 had completed at least one AP course during their time at Montclair High School, up from 77% two years ago. However, the AP participation rate for Black or Hispanic 12<sup>th</sup> graders was 40% in 2017-18, less than half the rate for White or Asian students and roughly flat from 2015-16.



The percentage of White or Asian 12<sup>th</sup> graders who had taken 5 or more AP courses during their four years at MHS increased from 41% in 2015-16 to 51% in 2017-18, suggesting a trend toward heavier AP loads. For Black or Hispanic 12<sup>th</sup> graders, the % who had taken 5 or more AP classes during their time at MHS saw a more modest increase, rising from 11% in 2015-16 to 14% in 2017-18.

## CHART OF RECOMMENDATIONS/BENEFITS/CONCERNS

1. Cast a wider net Honors/AP Participation
2. Support AP Students
3. Support AP Teachers

### 1. Cast a Wider Net for Honors/AP Participation:

Recommendations	Benefits	Wonderings
<b>Enhance counseling process</b> to intentionally help more students of color see themselves as potential college bound students. (e.g. PD for Guidance Counselors).	Leveraging our counseling resources to encourage broader participation	Counselors may express concerns counseling students not expressly recommended by teachers.
<b>Identify students who demonstrate academic improvement</b> (e.g. Excelling in academic performance with grades and/or tests assessments) <b>and recommend for Honors/AP.</b>	Allows students who otherwise would not be chosen an opportunity for Honors/AP.	Develop criteria via rubric to identify what constitutes academic improvement.
<b>Honors/AP Parent Night:</b> Before registration in the spring & fall, invite families to share information/benefits of AP courses and how to support children who are enrolled.	Informed parents will seek to enroll their children after understanding the process and potential benefits.	Level of interest and attendance.
<b>Use PSAT scores to identify students who could be successful in AP classes</b> (PSAT score is a stronger predictor of AP success than GPA); Recommend enrollment for students with high PSAT scores in Honors/AP classes by Counselors in 10 <sup>th</sup> grade junior and senior year.	Helps select students for Honors/AP courses; provides added criteria to enrollment.	Lack of interest in participation from students; equipping counselors (who are gatekeepers) to encourage students toward selecting Honors/AP courses.
<b>Establish criteria/rubric for student selection for Honors/AP classes;</b> Re-evaluate teacher recommendation requirements for Honors/AP classes.	Eliminates subjectivity of teachers who have excluded students of color from Honors/AP classes.	Teachers may push back against being given criteria.

**2. Support AP Students:**

Recommendations	Benefits	Wonderings
<b>Offer free lunchtime, afterschool and/or Saturday tutoring</b> for students in AP courses.	Students will have assistance to aid in AP class academic performance.	Funding

**3. Support AP Teachers:**

Recommendations	Benefits	Wonderings
<b>Train teachers in using differentiation and ascension methodologies</b> (e.g. AVID) to make AP curriculum more accessible to everyone.	Serving a more diverse population and incorporating best practices.	Funding; concerns from staff who advance a particular AP teaching style.
<b>Train a designated cohort of teachers in Pre-AP instruction:</b> Focus is on 7 <sup>th</sup> and 8 <sup>th</sup> grades. Possible Pre-AP classes.	Increase ability in students to meet higher academic rigor. Eventual increase in AP readiness.	Funding; adding this course affects the existence of other courses.

Note: The plan will be shared with teachers so they may submit recommendations for plan enhancements.