

**Mass insight**

education & research

**Mi AP<sup>®</sup> Equity**  
**Self-Assessment Report**



**Mi**

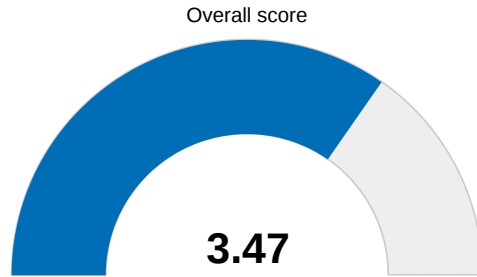
## INTRODUCTION

Thank you for completing the AP Equity Self-Assessment, Carolina! Ensuring equity within your school/district is a journey. You have already taken an important step to improve the equity of your school/district's AP program, and to better support AP participation and success of students from historically underserved backgrounds, including those who identify as Black, Latino, and those experiencing poverty.

We have used your responses to generate this AP Equity Report. The report provides an overall appraisal of equity in your AP program, an executive summary that highlights findings by structural condition (Time, Money, People, Program, Policies), identification of areas of strength, program areas to keep an eye on, and actionable recommendations. All information provided in this report is meant to serve as the basis for developing your AP Equity action Plan. We recommend you review the findings here and share them with the team involved in completing the self-assessment as well as other stakeholders and decision-makers in your school and district.

Findings and recommendations included in this report derive directly from your responses to the items in the self-assessment. They reflect the elements of the AP Equity best practices assessed in this tool that you and your team have identified as fully present, partially present or not present at all in your school/district.

## OVERALL SCORE



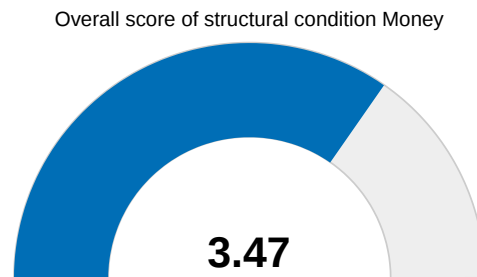
Your overall score of 3.47/5 indicates that your school/district's AP program has some structural conditions in place for equitable access, participation, and success for students from historically underserved backgrounds, including those who identify as Black, Latino, and those experiencing poverty. However, your responses have also indicated there is opportunity for improvement within your school/district's AP program.

Scores by structural condition



## MONEY

The structural condition of money indicates that there is sufficient budget allowing for allocation of resources to maximize student learning and align the school's mission with local circumstances. Recommended data sources for view include the annual district-level and school-level budget.



### Areas of Strength

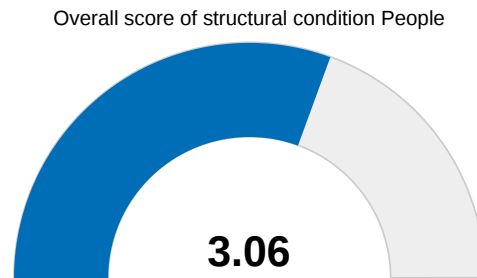
- Teachers are compensated appropriately for the additional AP support hours they put in to conduct after school or weekend sessions, tutoring, and exam reviews.

### Keep Your Eye On

- The school has set up some financial resources to support students in their course work, however these can be further improved.
  - > AP operational funding can be a priority in the budget.
- The school offers some exam fees subsidies to students so they can participate in AP courses and exams with no barriers, although they can be better implemented.
  - > School staff can provide detailed information about exam fee subsidies.

## PEOPLE

The structural condition of people refers to a school/district's ability to create staff configurations and work assignments in alignment with the school's instructional model, design the right positions, and fill positions with the right people to do their most effective work. Recommended data sources include student demographic data, AP demographic data, AP instructional team make-up, and student and family feedback surveys.



### Areas of Strength

- The school district hires a qualified, diverse teaching staff by ensuring they are certified and experienced in their content areas, assigning courses based on their content expertise, and ensuring the diversity of the student population is reflected in the teaching staff.
- The school communicates to families, in their native language, on AP course offerings, the elements of AP coursework, the costs, and benefits of AP coursework, their children's AP potential, and opportunities to participate in AP coursework through AP Information Sessions and Open House Nights.

### Recommendations

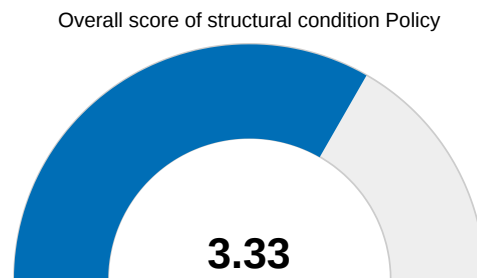
- Substitute teachers can be better managed and scheduled in classes if the regular AP teachers are absent. AP team members can support the substitute to ensure AP coursework alignment.

### Keep Your Eye On

- The school staff, on some level, practices shared responsibility and understanding toward their expectations of Black, Latino, and students from low-income backgrounds for their success in AP coursework, however it could be further improved.
  - All staff members can strive for equity in AP coursework participation and success for Black, Latino, and students from low-income backgrounds.
  - Staff members are able to provide detailed information about AP course offerings and policies.
- Counselors have nominal professional development training on how to promote AP participation and success for Black, Latino, and students from low-income backgrounds, but this can be improved upon.
  - Counselors can provide information about AP pathways and scheduling requirements to students, families, and staff.
  - Counselor caseloads can be structured such that Black, Latino, and students from low-income backgrounds receive equitable support for AP participation.

## POLICY

The structural condition of policy refers to school/district's guidelines and policies that are in place to support students, educators and families for success. Suggested data sources include AP enrollment policies, student enrollment demographics, AP enrollment demographics, counseling policies and practices, and student support policies.

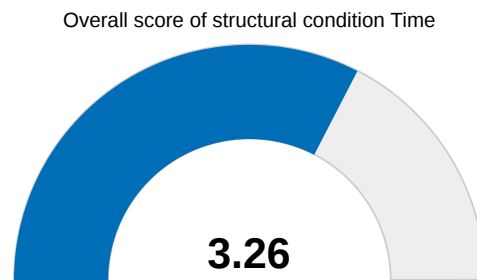


### Keep Your Eye On

- Although the school has an Open Enrollment Policy that provides access and limits prerequisites to a few degrees, the policy can be better implemented.
  - > AP course enrollment demographics can match the overall school enrollment demographics.
  - > Students can meet with school counselors individually to enroll in AP course.
  - > Potential AP students can have opportunities to learn about AP course offerings, expectations, and information prior to enrolling.
- The school has add/drop policies in place that support retention and encourages success in AP courses, but they can improve it further.
  - > Interventions can be implemented before a student drops an AP course.

## TIME

The structural condition of time refers to a school/district's flexibility to use time differently, allowing for more deliberate use of instructional time, and sufficient time for staff collaboration, data analysis, planning, and professional development. Recommended data sources include master schedules, AP coursework pathways, and teacher planning and collaboration structures.



### Areas of Strength

- Teachers are given time at school to collaborate with other AP teachers through professional learning communities, co-teaching, peer observation, and mentoring. Determined by the number of course preps, the school has scheduled time in their master schedule to reflect daily and weekly planning. Teachers also share planning time with colleagues in the same department or subject area.

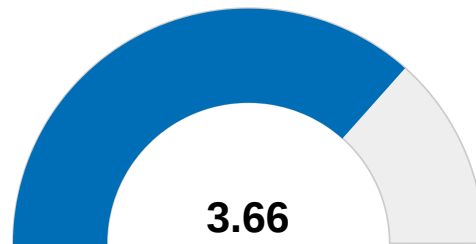
### Keep Your Eye On

- The master schedule is designed so that the most of Black, Latino, and students from low-income backgrounds can freely engage in AP courses; however, the schedule can be improved to provide support to all students.
  - > The school can schedule AP courses throughout the school-day with sufficient time given for each course.
  - > The school can have multiple course pathways that culminate in AP coursework.

## PROGRAM

The structural condition of program refers to a school/district's authority to shape school teaching approaches and related services around the mission and their local circumstances. Suggested data sources include student demographic data, AP demographic data, school improvement plans, academic coursework scope & sequences, pedagogical practices, training scope and sequences, and HR recruitment/hiring/certification policies and processes.

Overall score of structural condition Program



### Areas of Strength

- AP teachers possess deep content expertise and are well-trained within their fields.
- AP teachers possess the pedagogical skills and instructional knowledge to successfully instruct an AP-level course. The teachers facilitate high-quality instruction with a lens toward differentiated instruction for diverse learners in their classroom. Teachers have regular opportunities to discuss and refine instructional strategies with colleagues.
- AP teachers exhibit the investment and commitment toward continual learning and growth. AP teachers regularly receive feedback from instructional coaches and leaders aligned to strengths and growth areas on their development plans.
- The school does not assign summer assignments, or they are limited in scope, so as not to serve as a barrier to entry for students.
- The school offers additional academic support to students beyond school hours, including before and after school, weekend sessions, or summer support sessions. There is also time devised in the master schedule to provide support during school hours.
- The school's AP staff agrees upon and implements mindsets and skills required for students to succeed in college in their daily coursework. AP pedagogy in the school also emphasizes skills like inquiry, analysis, and problem-solving to prepare students for college.
- The school is committed to high-quality AP programming and intentionally works to create equitable access for Black, Latino, and students from low-income backgrounds. The school intentionally creates resources and policies that prioritize the success of Black, Latino, and students from low-income backgrounds.
- AP teachers and school staff successfully utilize the College Board materials to prepare students for AP exams.

### Recommendations

- The school can ensure that there are clear, measurable goals and an aligned action plan to increase the participation and success of Black, Latino, and students from low-income backgrounds in AP coursework. The school can begin monitoring of enrollment, achievement and behavioral data to analyze any disparities across subgroups. The quality of the AP program can be evaluated quarterly using measures like student feedback, student performance, staff and student support inventories, and student participation on AP coursework and the AP exam.



- The school can sequence AP pathway courses to allow all students to have equitable opportunities to develop a strong academic foundation for future AP courses. AP pathway courses can also be made available to students

beyond Honors track.

### Keep Your Eye On

- AP teachers are somewhat culturally responsive. However, they can be more inclusive.
  - > AP teachers can be trained to value and utilize students' lived experiences and previous knowledge to support learning in the classroom.
  - > AP teachers can be trained to tap into students' cultural capital.
  - > AP teachers can be trained in anti-racist practices.
- The school partially assists students while transitioning from middle to high school, as well as at any point in high school; however, full-fledged assistance can be given to the students.
  - > There can be supports in place for Black, Latino, and students from low-income backgrounds to maximize their access to AP pathway courses at any point during the high school years
- Although there are some social emotional learning supports in place at the school, these could be improved and increased to better support the participation and success in AP coursework of Black, Latino, and students from low-income backgrounds.
  - > Black, Latino, and students from low-income backgrounds can receive education and career counseling from a school counselor at least monthly.
- The school has few systems to identify, recruit and enroll Black, Latino, and students from low-income backgrounds who have the potential to succeed in AP courses; however, these efforts could be increased and improved.
  - > School staff can use multiple, culturally relevant strategies to encourage Black, Latino, and students from low-income backgrounds to register for AP coursework.
- The school conducts formative and summative assessments; the school can ensure AP teachers are engaging in data protocols to help inform their daily instruction and better support students.
- While the school may have few strategic partnerships that support students' academic preparation for AP courses or promote success throughout the AP coursework and on the AP exam, they can work to increase their outreach.

## CONCLUSION

We hope you found this report helpful to your school/district's AP Program. We encourage you to develop an action plan that addresses the recommendations described in this report, leverages the strengths identified, and adds intentionality to the areas you need to keep an eye on. This will get you closer to ensuring that all students, particularly those that have been historically marginalized will participate and succeed in AP coursework and shape their life outcomes.

Mass Insight works with schools, districts, and state education agencies to advance equity and opportunity. A few examples of how Mi can support your school or district include: District Diagnostic Reviews, Strategic Planning, Action Plan Development, and Implementation Support. Click [here](#) to learn about all our services.