

BOARD BRIEF

Date: August 16, 2019
For ACTION _____
For INFORMATION X
Board Agenda: _____
No X

FROM: Tina Constantine, Evaluation & Assessment Analyst
Clinton Page, Chief Accountability Officer

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Cindy Anderson, Chair, and
Members of the Alexandria City School Board

TOPIC: 2019 Preliminary AP Results Brief

BACKGROUND:

The Advanced Placement (AP) program provides students with the opportunity to take college-level courses during their high school careers. AP courses are designed to prepare students for college-level academics and students can potentially earn college credit based on their performance on the corresponding AP exam. This brief, prepared by the Department of Accountability, is intended to provide preliminary summative data for the 2019 Advanced Placement results.

Results

A total of 904 ACPS students took 2,051 Advanced Placement (AP) Subject Tests in the spring of 2019. The 904 students who took at least one AP test in 2019 represented a three percent decrease (n=27) from 2018, which marked the greatest number of students taking an AP test since 2005. When considering the overall student enrollment, 31% of students in grades 10-12 took at least one AP test in 2019. Since 2010, at least 30% of students have taken an AP test in a given year. In regards to the number of AP tests taken, 30 more tests were taken in 2019 (n=2,051) compared with those taken in 2018 (n=2,021).

AP tests were scored on a five-point scale; the College Board requires a score of “3” or greater to recommend a student for college credit or advanced placement. The College Board awarded scores of “3” or greater to 69% of the AP tests taken by ACPS students, the second highest proportion in fifteen years. While 2019 results decreased by three percentage points from 2018 (72%); results overall were 30 percentage points higher than the 2005 total (see Table 1). The proportion of scores of “5” earned (20%) was two percentage points less than last year’s results yet also represented the second highest percentage of “5’s” earned since 2005. While there was a slight decrease in performance in the most recent year, it is of import to note that the prior year represented the largest one-year increases and an all-time high with regard to both percent of AP scores of “3” or higher as well as scores of “5” since 2005.

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RECOMMENDATION:

Review the attached 2019 Preliminary Advanced Placement Results Brief for an overview of student participation and performance in AP testing.

IMPACT:

Compared to the all-time highs seen in 2018, there was a slight increase in the number of AP tests taken and the AP Equity and Excellence indicator. Slight decreases compared to 2018 were seen in the number of students who took an AP test and proportion of scores of “3” or greater. Thirty-one percent of students took an AP exam, down five percentage points while the proportion of scores earning a score of “3” or greater decreased by three percentage points. The proportion of students earning the highest AP score of “5” decreased by two percentage points. Despite the decreases in AP scores of “3” or higher as well as scores of “5”, results were greater than 13 out of 14 comparison years.

ATTACHMENT:

1. 2019 Preliminary Advanced Placement Summary and Table 1

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