

**PART III: STUDENT PARTICIPATION**

**EVALUATION OF METHODS AND STRATEGIES:**

**(1) Grades 9-12, Advanced Placement (AP), IB and AICE**

**Grades 9-12 Total Enrollment 2019-20 (13,569)**

<i>White</i> 63% (8,551)	<i>Black</i> 8% (1,055)	<i>Hispanic</i> 21% (2,850)	<i>ELL Students</i> 3% (470)	
Whites In AP/IB/AICE 2015-16 30% (2,736)	Whites In AP/IB/AICE 2016-17 35% (3,104)	Whites In AP/IB/AICE 2017-18 35% (3,064)	Whites In AP/IB/AICE 2018-19 37% (3,250)	Whites In AP/IB/AICE 2019-20 42% (3,599)
White Males In AP/IB/AICE 2015-16 26% (1,166)	White Males In AP/IB/AICE 2016-17 29% (1,332)	White Males In AP/IB/AICE 2017-18 30% (1,360)	White Males In AP/IB/AICE 2018-19 33% (1,441)	White Males In AP/IB/AICE 2019-20 37% (1,636)
Blacks In AP/IB/AICE 2015-16 8% (93)	Blacks In AP/IB/AICE 2016-17 17% (197)	Blacks In AP/IB/AICE 2017-18 16% (184)	Blacks In AP/IB/AICE 2018-19 25% (268)	Blacks In AP/IB/AICE 2019-20 33% (345)
Black Males In AP/IB/AICE 2015-16 6% (34)	Black Males In AP/IB/AICE 2016-17 15% (92)	Black Males In AP/IB/AICE 2017-18 13% (77)	Black Males In AP/IB/AICE 2018-19 21% (119)	Black Males In AP/IB/AICE 2019-20 27% (144)
Hispanics In AP/IB/AICE 2015-16 20% (480)	Hispanics In AP/IB/AICE 2016-17 24% (608)	Hispanics In AP/IB/AICE 2017-18 5% (655)	Hispanics In AP/IB/AICE 2018-19 32% (894)	Hispanics In AP/IB/AICE 2019-20 35% (1,004)
Hisp. Males In AP/IB/AICE 2015-16 18% (224)	Hisp. Males In AP/IB/AICE 2016-17 22% (290)	Hisp. Males In AP/IB/AICE 2017-18 21% (280)	Hisp. Males In AP/IB/AICE 2018-19 28% (386)	Hisp. Males In AP/IB/AICE 2019-20 32% (452)
	ELL Students In AP/IB/AICE 2016-17 6% (27)	ELL Students In AP/IB/AICE 2017-18 9% (47)	ELL Students In AP/IB/AICE 2018-19 20% (97)	ELL Students In AP/IB/AICE 2019-20 19% (88)

## Evidence of Success

For the 2019-2020 we saw an increase in enrollment in the courses. Since 2015-2016 we have shown improved enrollment in the Black and Hispanic students. The students enrolled in accelerated courses exceed the total high school total enrollment in the subgroups.

## Methods and Strategies

The IB program at one high school participated in a IB pilot program that is focused on increasing access for minority students. The high schools aligned with the AICE program continue to offer select AICE courses to students who are not pursuing the AICE diploma option with an emphasis on including any student who demonstrates academic potential. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration.

## Accountability Measure and Timelines

- Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.

### (2) Grades 9-12, Dual Enrollment (DE)

#### Grades 9-12 Total Enrollment 2019-20 (13,569)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
63%	8%	21%	3%
(8,551)	(1,055)	(2,850)	(470)

Whites	Whites	Whites	Whites	Whites
In DE	In DE	In DE	In DE	In DE
2015-16	2016-17	2017-18	2018-19	2019-20
11%	11%	12%	11%	7%
(988)	(953)	(1,029)	(977)	(612)

White Males	White	White	White	White
In DE	Males	Males	Males	Males
2015-16	In DE	In DE	In DE	In DE
2016-17	2016-17	2017-18	2018-19	2019-20
10%	10%	11%	11%	8%
(453)	(460)	(478)	(498)	(327)

Blacks	Blacks	Blacks	Blacks	Blacks
In DE	In DE	In DE	In DE	In DE
2015-16	2016-17	2017-18	2018-19	2019-20
4%	4%	6%	5%	4%
(46)	(42)	(67)	(57)	(45)

Black Males In DE 2015-16 2%	Black Males In DE 2016-17 3%	Black Males In DE 2017-18 5%	Black Males In DE 2018-19 4%	Black Males In DE 2019-20 3%
(14)	(15)	(28)	(20)	(14)
Hispanics In DE 2015-16 9%	Hispanics In DE 2016-17 7%	Hispanics In DE 2017-18 9%	Hispanics In DE 2018-19 9%	Hispanics In DE 2019-20 7%
(206)	(177)	(242)	(255)	(192)
Hisp. Males In DE 2015-16 7%	Hisp. Males In DE 2016-17 8%	Hisp. Males In DE 2017-18 9%	Hisp. Males In DE 2018-19 9%	Hisp. Males In DE 2019-20 8%
(91)	(99)	(118)	(122)	(106)
	ELL Students In DE 2016-17 2%	ELL Students In DE 2017-18 2%	ELL Students In DE 2018-19 4%	ELL Students In DE 2019-20 4%
	(10)	(10)	(18)	(17)

### Evidence of Success

For the 2019-2020 school year we saw a decline in our enrollment in the courses. We did however see an increase in the number of students accessing IB/AICE/AP courses.

### Methods and Strategies

Communication has been a key to success in this area. Schools offer parent nights for families interested in DE and communication takes place via social media regarding opportunities. In addition, we have partnered with three post-secondary institutions to provide a variety of opportunities at schools the high schools, on the post-secondary campuses, and through online learning. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. Our local state college denied us the ability to offer their courses on our high school campuses. We were able to establish a partnership with a different local university; however, the admission requirements are increase.

### Accountability Measure and Timelines

- Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.

- Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.

**(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)**

**Grades 9-12 Total Enrollment 2019-20 (13,569)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
63%	8%	21%	3%
(8,551)	(1,055)	(2,850)	(470)

Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
66%	70%	68%	74%	76%
(5,904)	(6,231)	(5,957)	(6,424)	(6,507)

White Males	White Males	White Males	White Males	White Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
62%	67%	64%	71%	73%
(2,834)	(3,051)	(2,877)	(3,122)	(3,197)

Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
31%	41%	39%	49%	57%
(361)	(469)	(445)	(529)	(599)

Black Males	Black Males	Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
27%	36%	37%	46%	48%
(167)	(214)	(219)	(258)	(258)

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
49%	57%	55%	63%	69%
(1,180)	(1,428)	(1,446)	(1,727)	(1,951)

Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
46%	55%	50%	60%	65%

(572)	(711)	(670)	(823)	(921)
	ELL Students	ELL Students	ELL Students	ELL Students
	All Level 3 2016-17	All Level 3 2017-18	All Level 3 2018-19	All Level 3 2019-20
	32%	30%	46%	47%
	(147)	(151)	(222)	(222)

### **Evidence of Success**

The students enrolled in accelerated courses exceed the total high school total enrollment in the subgroups.

### **Methods and Strategies**

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. In addition, we are working to expand the CTE offerings and remove barriers that prevent able students from taking certain courses.

### **Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.