


EQUAL
OPPORTUNITY SCHOOLS
**2021-22 END OF
YEAR OUTCOMES**

Hernando County

EQUAL
OPPORTUNITY
SCHOOLS





RESEARCH SHOWS ACADEMIC INTENSITY IN HIGH SCHOOL DRIVES COLLEGE COMPLETION MORE THAN ANY OTHER FACTOR

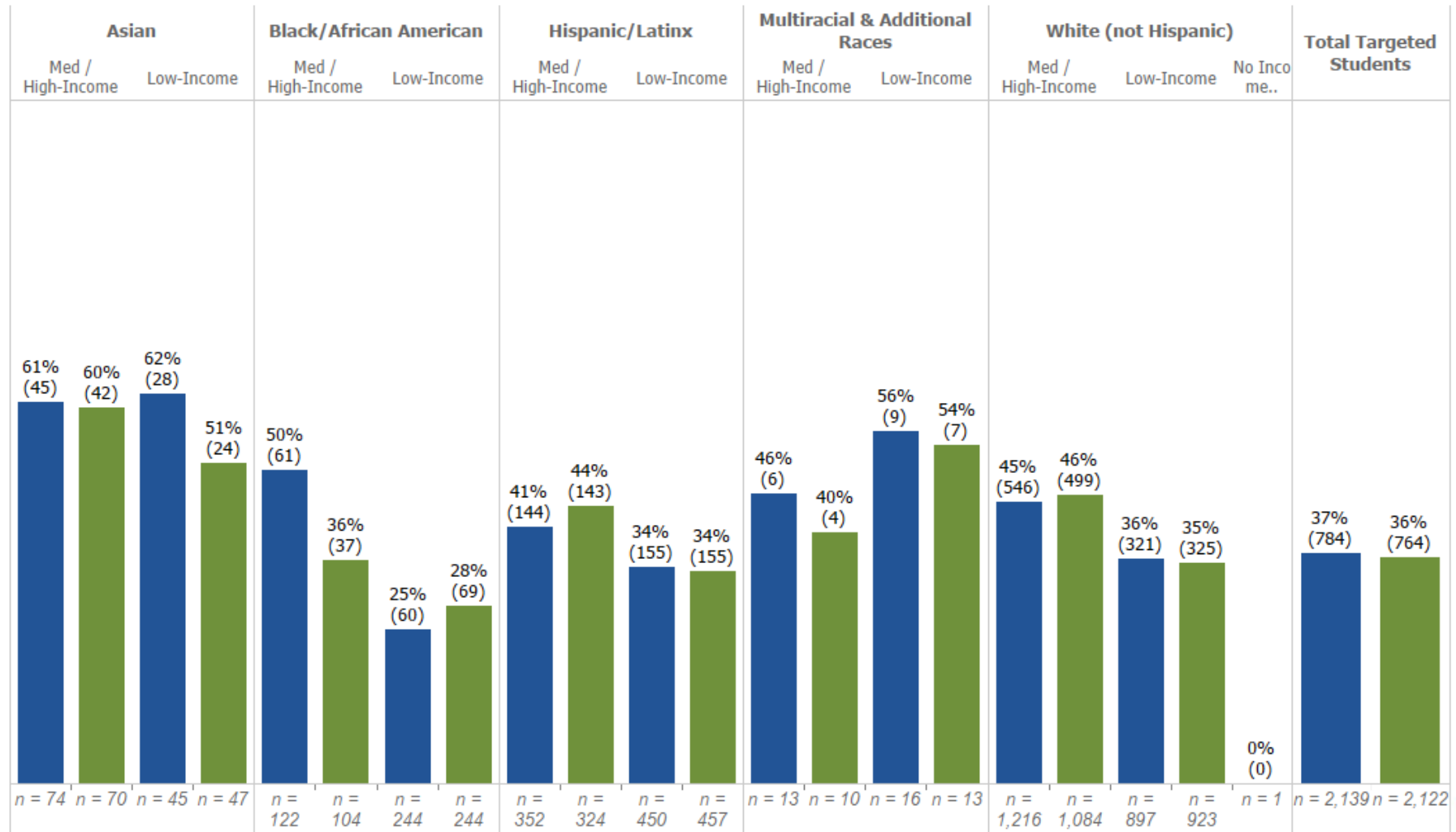


Adelman, *Toolbox Revisited*. US Dept of Ed, 2006.



Progress Towards Equity in AICE/AP/IB

From Fall 2021 to Fall 2022 Projections



*Current 11th & 12th Grade Students

*Rising 11th & 12th Grade Students

■ Fall
■ Course Requests

Impact

By the Numbers

For Historically Underrepresented
Students & Low-Income Students

2,570

Students Surveyed
Across All Grades

2,053

10th & 11th Grade
Students on
Outreach List

764

10th & 11th Grade
Students Registered
for at Least One
AICE/AP/IB Course

Expected Participation
Rate Change for
Students in AICE/AP/IB

-1%
Decrease

Change in the Number
of Students Expected
to Participate in
AICE/AP/IB

-20
Student
Decrease

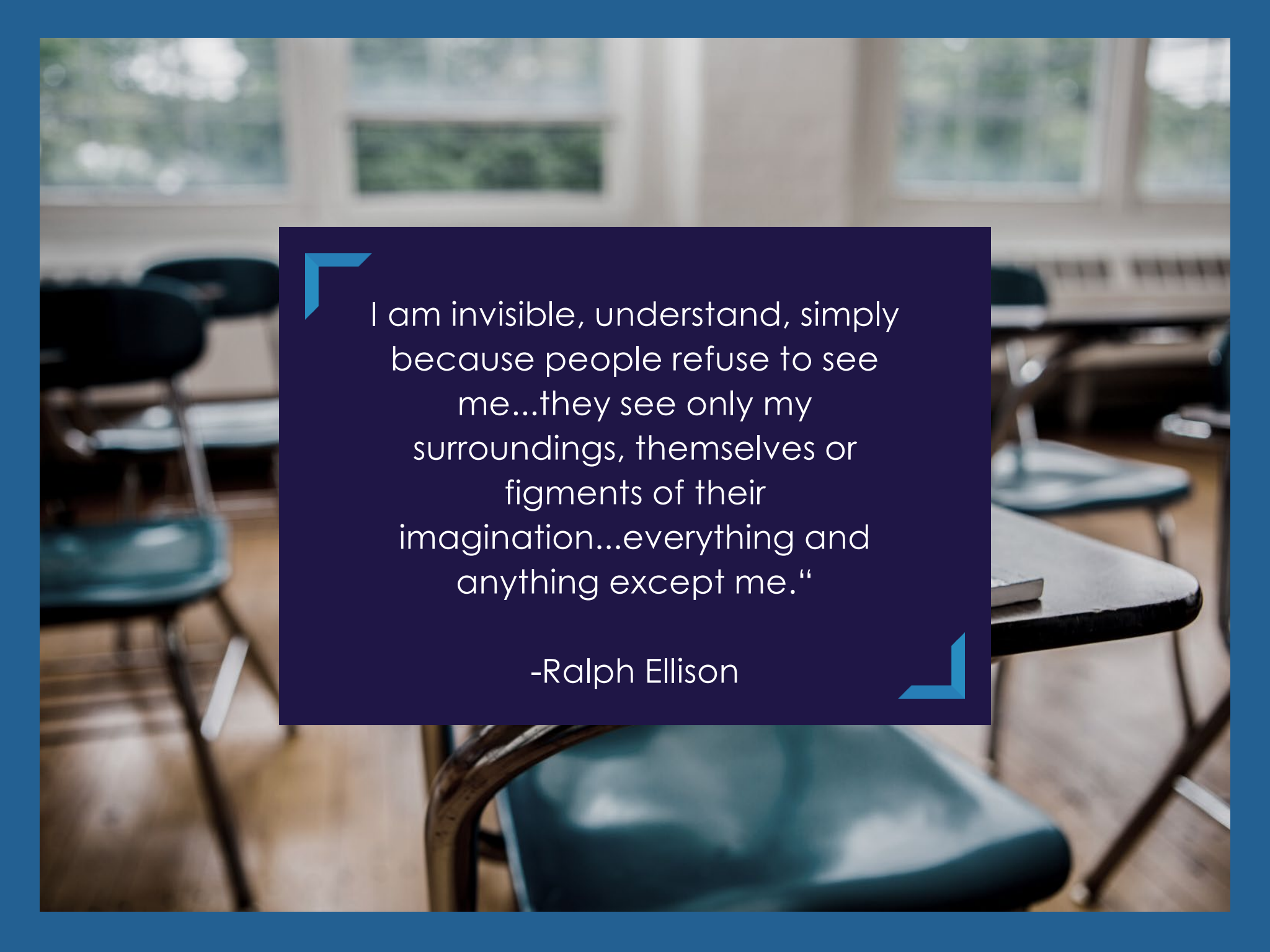
Conversion Rate –
Students on the
outreach List Expected
to participate in
AICE/AP/IB

39% (701)

Impact

By the Numbers

Historically Underrepresented Students of
Color & Low-Income: Rising 11th and 12th
Grade Students



I am invisible, understand, simply because people refuse to see me...they see only my surroundings, themselves or figments of their imagination...everything and anything except me."

-Ralph Ellison



Celebrating
First-Time
AP & IB
Takers

Support & Belonging

Students' Connections with School Staff

For Low-Income &
Historically
Underrepresented
Students

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Responses shown are for 11th & 12th grade AICE/AP/IB students who answered 'Completely true' & 'Mostly true' about their AICE/AP/IB teachers

"My teacher takes time to get to know me"	68% (227)
"My teachers show that they care about me and my learning"	80% (268)

QUESTION TO CONSIDER

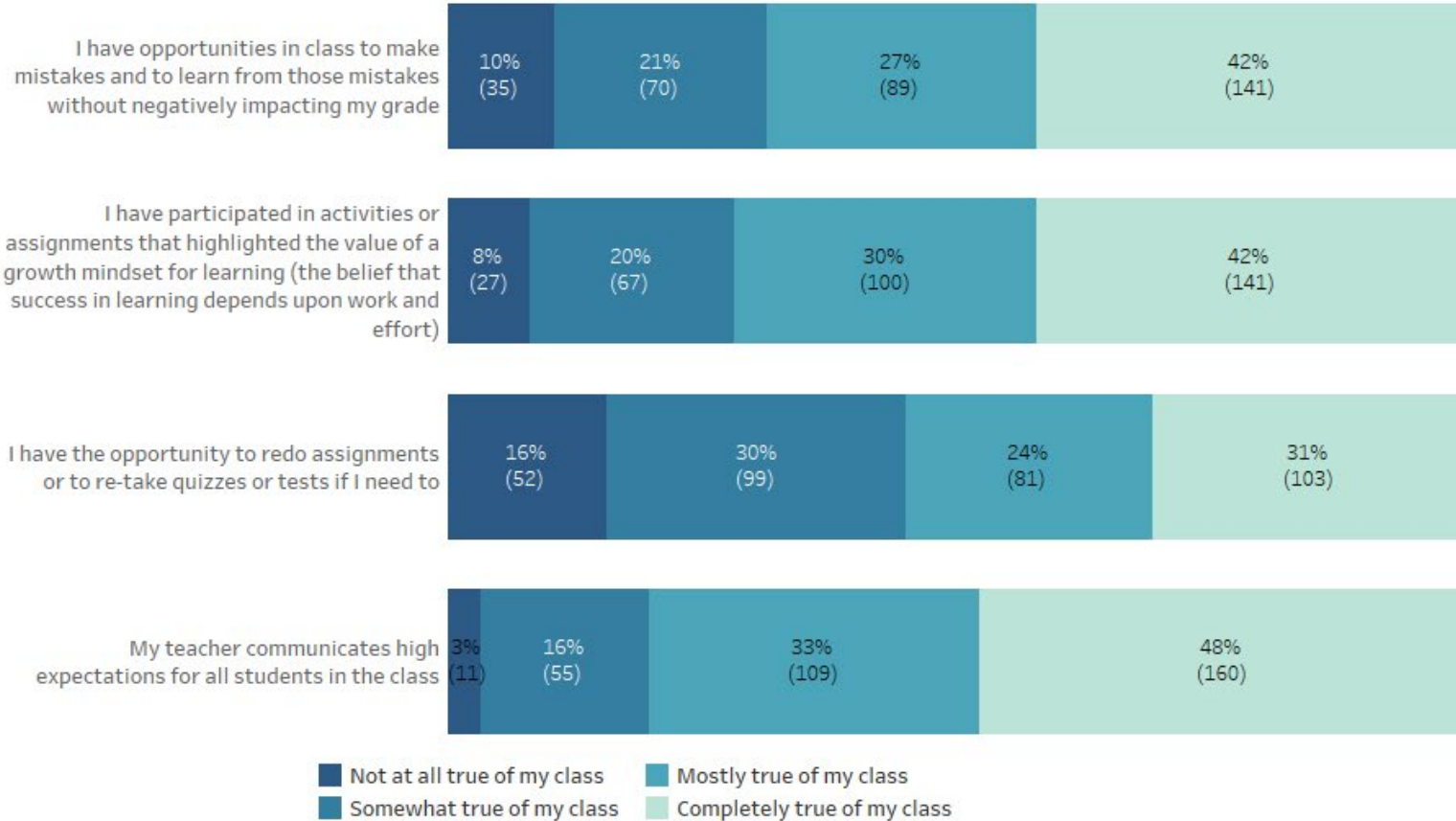
How can we use this data to strengthen our belonging practices?

Support & Belonging

Opportunities for Growth

For Low-Income & Historically Underrepresented Students

Responses shown are for 11th & 12th grade AICE/AP/IB students



Student groups with n-sizes lower than 5 not displayed
Comparison for Hernando County School District



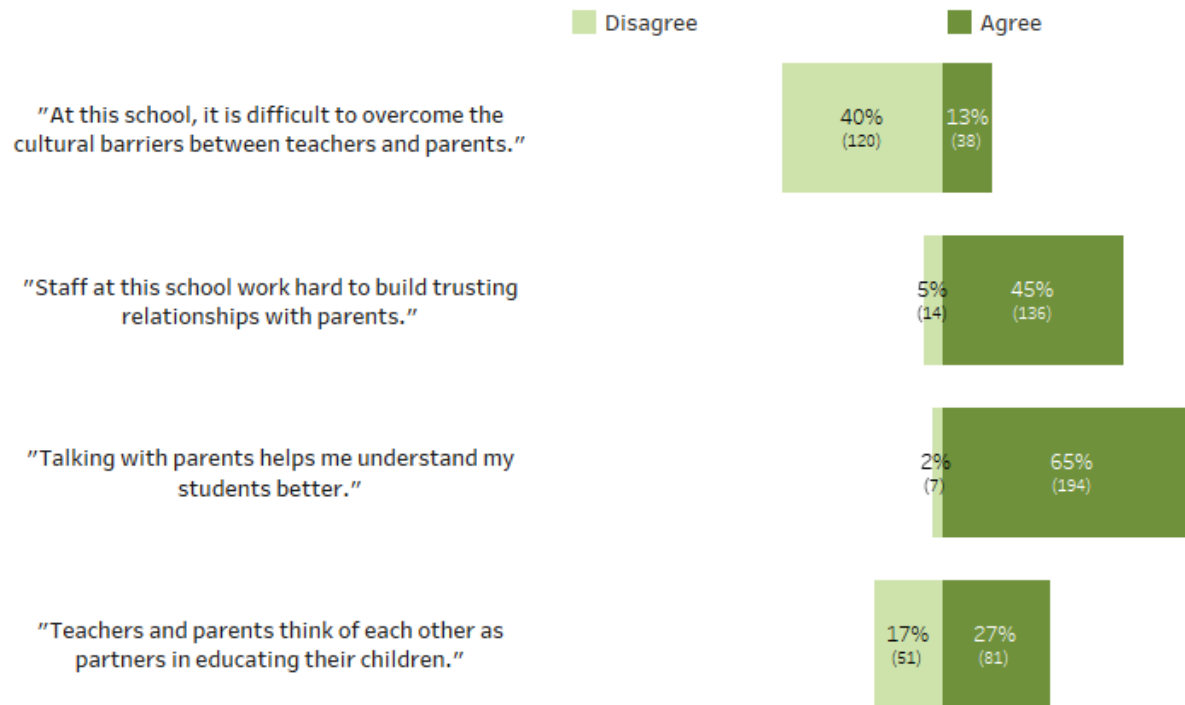
Support & Belonging

Parent Engagement

Staff Perceptions of Relationships with Parents in their School Community

'Strongly disagree' & 'Disagree' combined as 'Disagree'

'Strongly agree' & 'Agree' combined as 'Agree'



ATTENTION ON ATTRITION: BEST PRACTICES

LET GO OF SUMMER HOMEWORK

Students often cite not being able to do summer assignments as a reason for dropping or considering dropping AP/IB courses.

REVIEW MASTER SCHEDULING

Ensure that students of color requesting AP/IB classes are a priority in master scheduling.

PUBLICIZE A DROP POLICY

Confirm that there is a strong drop policy and protocol in place for AP/IB courses that prioritizes students support, engagement, and parent involvement.

STUDENT PREPARATIO N

Help first-time AP/IB students feel better prepared and connected to their teachers and peers with an AP/IB summer orientation or camp.



Ensuring Equitable Enrollment

Use Portal Lists to Program Equitably



You have a list of AP & IB-ready students who have told us the subjects they are interested in in the school's Portal. Use this list to program your courses!



Ensuring Equitable Enrollment

Parent Meetings In Person & Online

Hold online and in-person family meetings featuring current AP & IB students, parents and other stakeholders about the importance and experience of an AP/IB class. This is a great time for all family members, including younger students, grandparents, and anyone else in the home to hear this information.





Ensuring Equitable Enrollment

Connect Personally with New or Potential AP/IB Students

Send a personal note to targeted students with a warm welcome and a list of supports. Consider including fun photos or facts of teachers!



THANK
YOU

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