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# Millburn AP Study

Research Questions, Findings, & Next Steps

November 7, 2016

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# Research Questions

# Can we look to data to answer the following:

- What are the pros and cons of the current AP admissions process?
- What purpose does the qualifier have in our current process?
- What does the data suggest about including or excluding students from AP courses?

# Data Gathering Opportunities

## **Data Gathering Opportunities:**

- Program Committee Meetings including meeting with Dr. Miron and Ms. N. Siegel
- High School Student Liaison Meetings
- Ongoing Department Chair Meetings
- High School Department Meetings
- Individual summary meeting with each Department Chairperson
- Faculty survey
- AP Listening Conversations with High School AP Teachers
- Admin Intern Research on Students in AP Class, Grades and Entrance into AP Courses
- Board/Staff Relations

The quantitative study took a sampling of 4 courses and looked to find a correlation between grades earned in prerequisite courses (if they existed) & AP achievement.

- **Calculus AP**

- Students enrolled Calc BC received a B or higher in Precalculus ACC for the year.
- Students enrolled in Calc AB received a B-- or higher in Precalculus ACC for the year.

- **American History AP**

- Students enrolled in AP American History received a B or higher for their final grade in US History Acc.

- **Lang & Comp AP**

- Students enrolled in AP Lang & Comp received a B or higher for their final grade in American Lit. Acc.

- **Biology AP**

- Students enrolled Biology received a B+ or higher for their final grade in Intro to Chem & Physics Acc.

# Teacher Feedback

- The qualifier can isolate & target specific skills that are of focus in the AP course and therefore determine readiness.
- Grades are conglomerates of factors such as completion of homework & participation but do not always focus on academic skills that indicate readiness.
- Measures such as teacher recommendation and marking period grades contain elements of subjectivity.
- The blind grading of the qualifier supports objectivity.
- The qualifier gives students in CPA an opportunity to access an AP course.
- **At this time, MHS does not have a common assessment framework.**

For a full set of qualitative findings, including data gathering opportunities, see “AP Findings Roadmap.”

# Assessment *for* and *of* Learning

**Assessment Literacy**

**Parity in Assessments**

**Common Assessment  
Expectations**

**Grading vs. Assessing**

**Common  
Summatives**

**Common  
Formatives**

**Assessment  
category  
weighting**

**# of  
assessments  
per category**

**Calibration  
Activities**

**Interrater  
Reliability**

# Using a Roadmap to Inform Next Steps

# Our Recommendation for the Work Ahead

The creation of a consistent MHS Assessment Framework would:

2016-2017

- as a school, create a common understanding of assessment literacy
- by department achieve parity among teachers regarding the weighting of assessment categories (e.g. quizzes, tests, class participation, homework, etc.)
- by department agree to a number range that would make up each of the assessment task categories
- be supported by PLC work

# Our Recommendation for the Work Ahead

The creation of a consistent MHS Assessment Framework would:

2017-2018

- as a school, create a common understanding of assessment literacy
- by department (in areas where this isn't already happening) work to create common summative assessments
- by department (in areas where this isn't already happening) work to engage in shared assessment calibration activities
- be supported by PLC work
- allow us to re-examine the worth and value of qualifiers going forward

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