



**District Accountability Plan Goal 1, Objective G**  
**POSTSECONDARY ACCELERATED OPTIONS (Completion Rate, AP, & IB)**  
**SY 2012-2013**  
**Executive Summary**

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**About Postsecondary Accelerated Options**

Postsecondary Accelerated Options (PAO) consists of Dual Enrollment, Advanced Placement (AP), and International Baccalaureate (IB). It encompasses rigorous programs of study and courses equivalent to college level coursework. Students who successfully complete these courses and/or their associated examinations can earn college credit while still in high school.

By 2014, District Accountability System Goal 1, Objective G seeks to achieve the following PAO performance targets:

- Increase the percentage of students completing courses that offer high school and college credit from a baseline of 11% to at least 16%.
- Increase the percentage of students achieving a score of 3 or higher on the Advanced Placement exams from a baseline of 44% to at least 53%.
- Increase the percentage of IB diploma candidates awarded the IB diploma from a baseline of 26% to at least 45%.
- Increase the percentage of students earning college credits through the dual enrollment program. (The baseline and target for this measure was established at the end of SY 2011-12.)

**Data Criteria**

The Georgia Department of Education (GADOE) provides district and school data on completion/participation in courses that offer high school and college credit

Advanced Placement data are reported based on district and school summary reports provided by the College Board. AP exams are typically taken upon completion of Advanced Placement courses, and are scored on a scale of 1-5. Scores of 3 or higher suggest that a student is capable of successfully completing work at most colleges.

International Baccalaureate data are reported based on student-level information provided by the International Baccalaureate Organization. IB diploma candidates are required to take one subject from each of six subject area groups, with at least three courses taken at the advanced (HL) level. IB exams are scored on a scale of 1-7, with scores of 4 and above representing satisfactory or better performance.

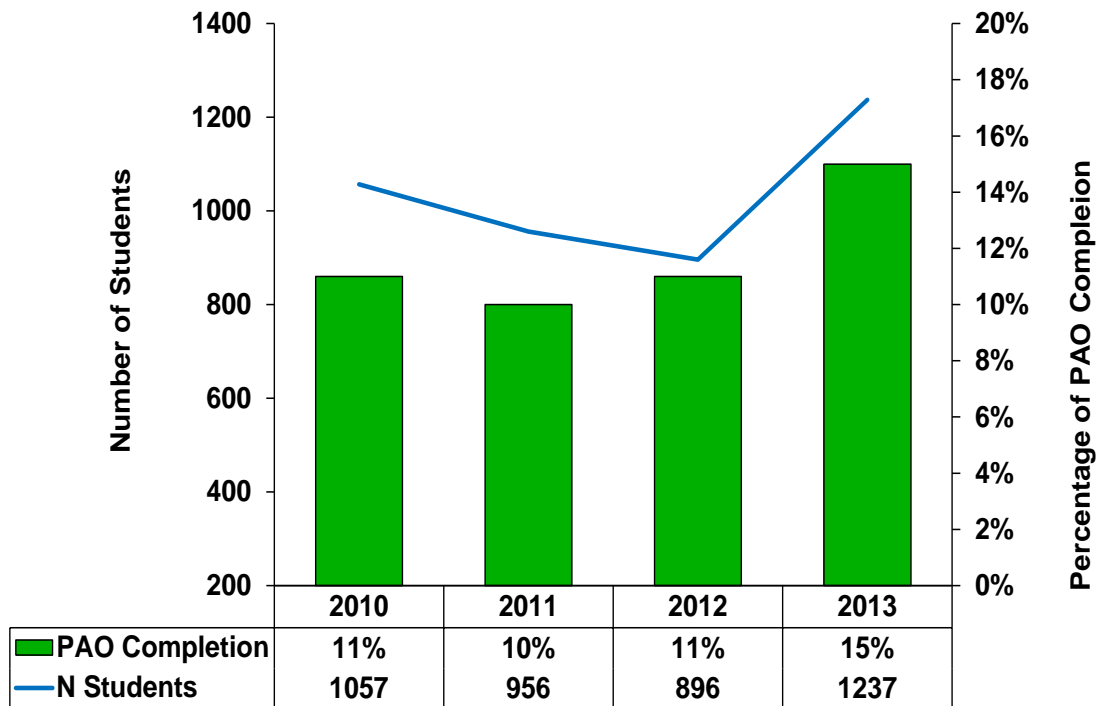
In addition to the subject area groups, IB diploma candidates must also satisfactorily complete an extended essay, an interdisciplinary course entitled Theory of Knowledge, and a “creativity, action, and service” requirement. The combined results of the extended essay and Theory of Knowledge course

may contribute up to 3 points towards the IB diploma, along with the points earned on the IB exams. In order to qualify for an IB diploma, students must earn at least 24 of a total possible 45 points.

**Key Points: Completion/Participation**

- Among SCCPSS students enrolled in grades 9-12 during the 2012-13 school year, 15% completed one or more courses offering the potential of high school and college credit.
- SCCPSS high schools posted percentages between 5% and 53% for students completing high school and college credit courses. Savannah Arts Academy exceeded the district’s 2014 performance target.

Percentage of Students Completing High School and College Credit Courses



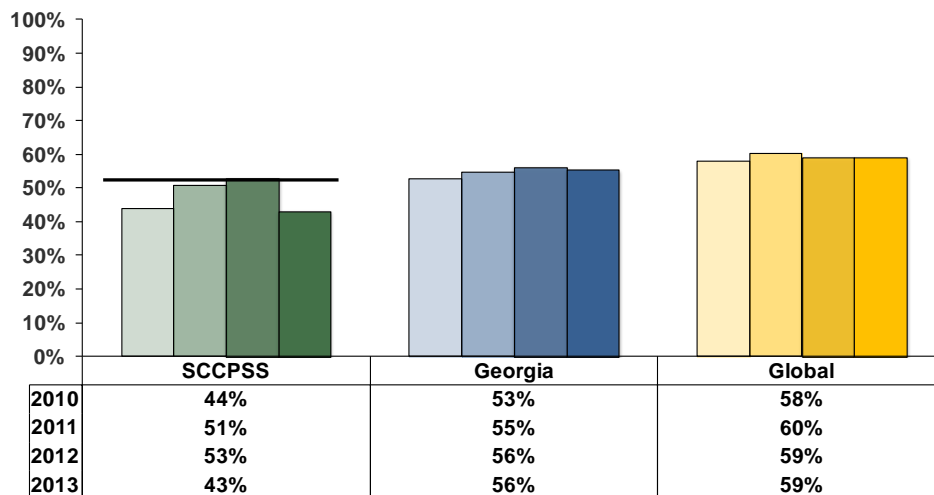
Percentage of Students Completing High School and College Credit Courses by School

Site	Number	Percent
<b>SCCPSS</b>	<b>1,237</b>	<b>15%</b>
Beach	90	10%
Groves	68	9%
Islands	140	17%
Jenkins	134	12%
Johnson	152	18%
New Hampstead	100	10%
Savannah Arts	408	53%
School of Liberal Studies	34	5%
Windsor Forest	111	10%

## Key Points: Advanced Placement (AP)

- Of the 1,621 AP examinations taken by SCCPSS students in spring 2013, 43% resulted in a score of 3 or higher. This reflects a decrease of 10 points compared to last year. (SY2012, 767 students took 1,125 exams; SY2013, 1,069 students took 1,621 exams)
- SCCPSS exceeded the 2014 performance target in the area of visual and performing arts by 11 points.
- Savannah Arts Academy continues to exceed the 2014 performance target.

### Percentage of AP Exams in Which a Score of Three or Greater was Earned

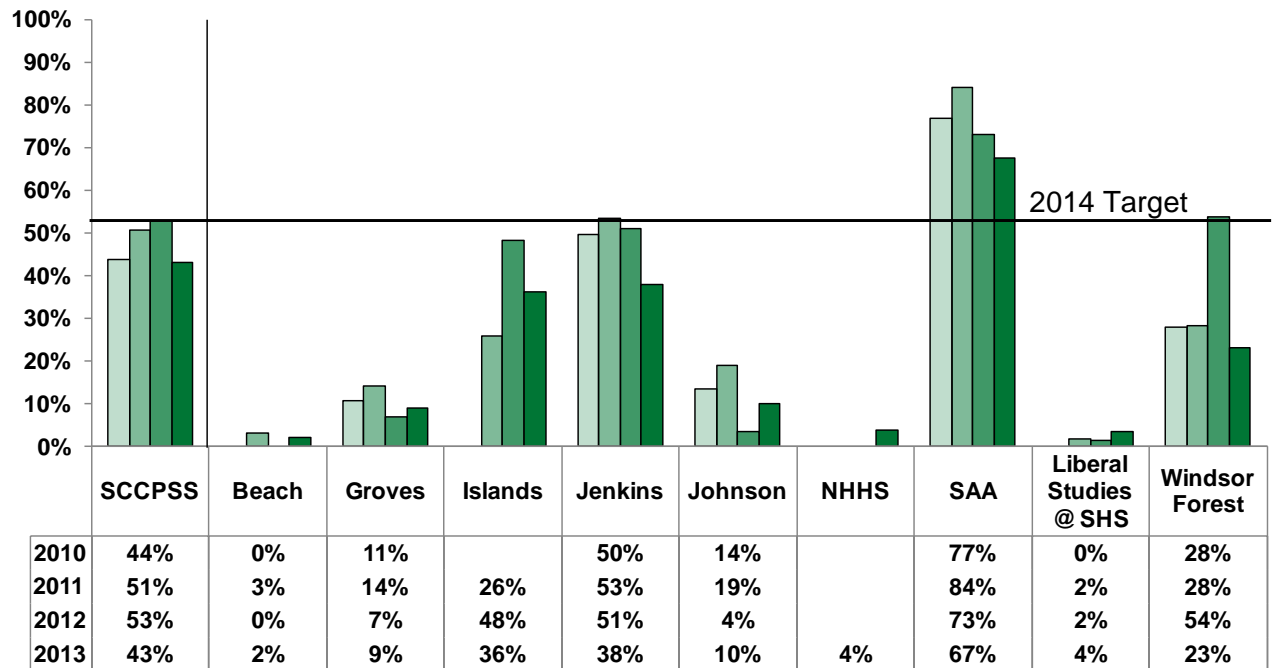


NOTE: Gradation of chart color from lightest to darkest represents progression of years  
 ——— 2014 Target = 53%

### Percentage of AP Exams in Which a Score of Three or Greater was Earned by Content

Exam Content Area	2010		2011		2012		2013	
	N	% >= 3	N	% >= 3	N	% >= 3	N	% >= 3
English/Language Arts	487	39%	400	43%	403	48%	496	33%
Mathematics	128	51%	111	57%	123	73%	228	51%
Science	112	54%	122	45%	138	45%	211	33%
Social Studies	345	43%	320	55%	323	55%	535	46%
Visual/Performing Arts	92	51%	67	70%	100	61%	117	64%
World Language/Literature	25	48%	17	71%	38	24%	34	47%
<b>Total Exams</b>	<b>1,189</b>	<b>44%</b>	<b>1,037</b>	<b>51%</b>	<b>1,125</b>	<b>53%</b>	<b>1,621</b>	<b>43%</b>

## Percentage of AP Exams in Which a Score of Three or Greater was Earned by School



## Advanced Placement Exams p-Values

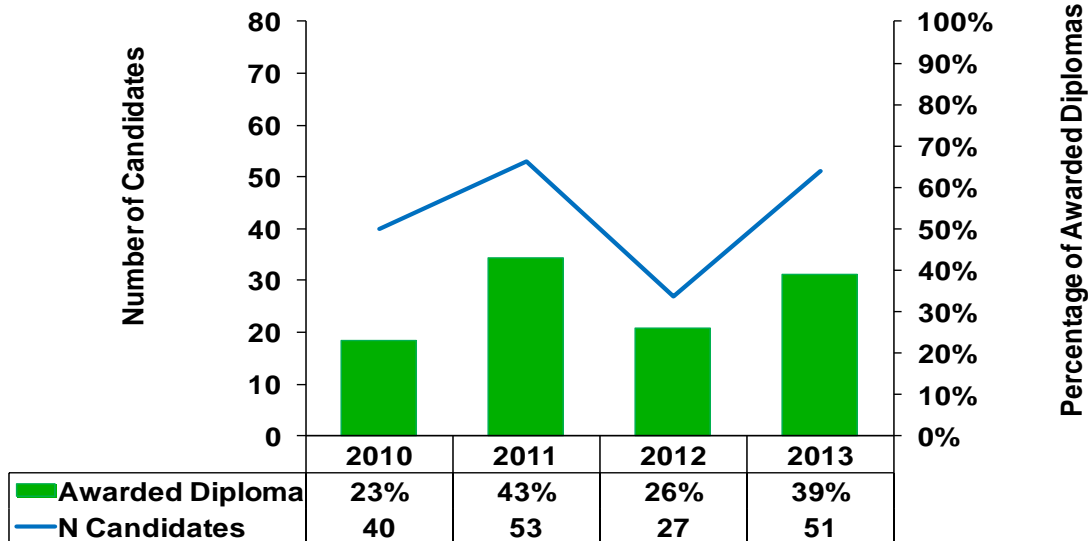
Exam Content Area	Meets/Exceeds		Change	p value
	2011	2012		
English/Language Arts	48	33	-15	p < 0.5
Mathematics	73	51	-22	p < 0.5
Science	45	33	-12	p < 0.5
Social Studies	55	46	-9	p < 0.5
Visual/Performing Arts	61	64	3	p < 0.5
World Language/Literature	24	47	23	p < 0.5

Represents an increase

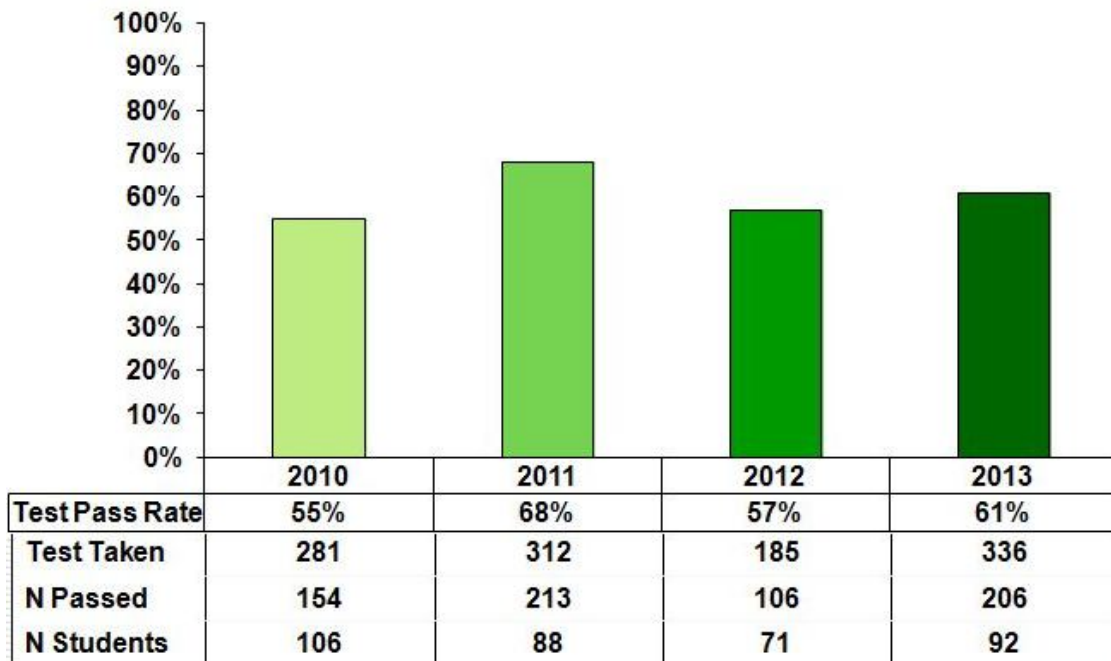
## Key Points: International Baccalaureate (IB)

- Thirty-nine percent (39%) of SCCPSS IB diploma candidates earned the IB diploma.
- Test pass rate for 2013 was 61%, a 4 percent increase from last year.
- For the 2013 administration, 92 students passed 206 of the 336 exams.

Percentage of Candidates Awarded IB Diplomas



IB Exam Success Rate



### IB Exam Success Rate by Content Area

Subject	2010		2011		2012		2013	
	N	%	N	%	N	%	N	%
English	40	100%	51	84%	28	54%	51	78%
Environmental Sciences	74	43%	40	40%	44	48%	51	41%
Individuals & Societies	75	29%	89	70%	49	49%	79	34%
World Languages	40	50%	53	66%	28	46%	51	63%
Mathematics	40	83%	53	77%	28	96%	77	84%
The Arts	12	67%	26	62%	8	75%	27	78%
<b>Total Exams</b>	<b>281</b>	<b>55%</b>	<b>312</b>	<b>68%</b>	<b>185</b>	<b>57%</b>	<b>336</b>	<b>61%</b>

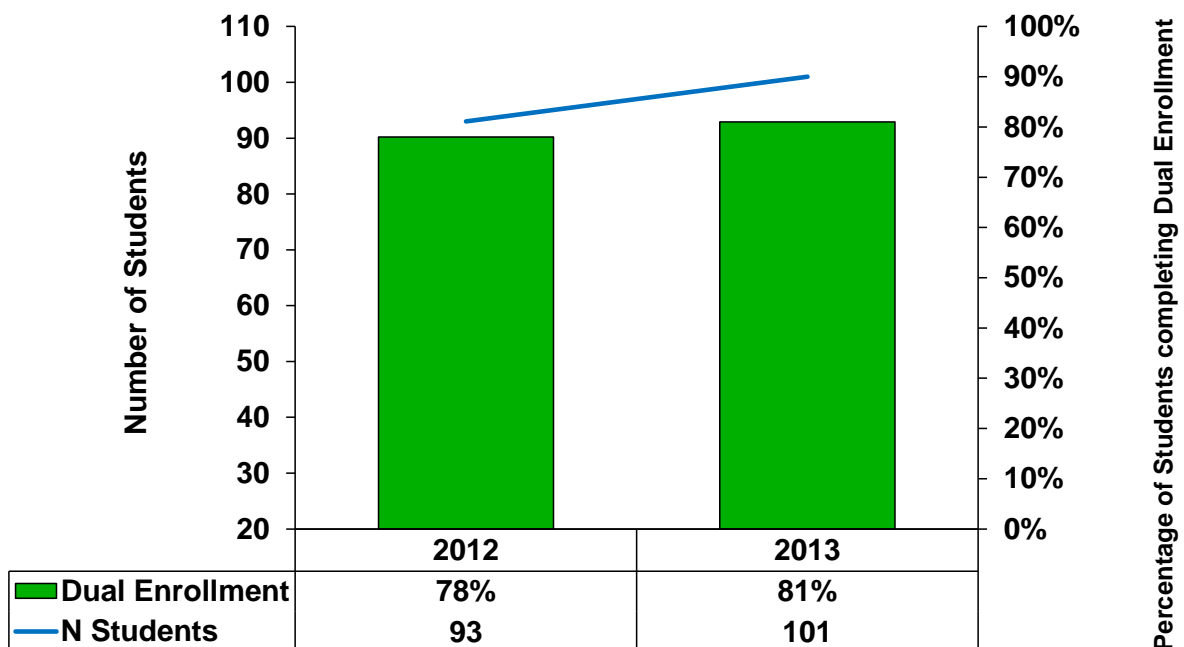
### IB Diploma Success Rate by School

School Summary	2013	
	Number	Percent
<b>SCCPSS</b>	<b>51</b>	<b>39%</b>
Johnson	40	50%
Windsor Forest	11	0%

### Key Points: Dual Enrollment

- For SY2013 SCCPSS students posted a 3 percentage point gain over the previous year.

### Percentage of Students Successfully Completing all Dual Enrollment Courses



## **ACTION POINTS**

### DISTRICT-BASED ACTION POINTS

- The Chief Academic Officer and the Executive Director of Secondary School Governance will hold meetings with each of the post-secondary colleges and universities in the surrounding area to develop/enhance articulation agreements and remove barriers that prohibit student access to dual enrollment courses.
- The Executive Director of Curriculum Implementation & Instructional Design will facilitate the development and implementation of benchmark assessments for Advanced Placement courses currently offered in the district in order to monitor and guide instruction in the classroom.
- The Professional Learning Content Specialists will hold a week long summer institute (June 2014) for Advanced Placement and International Baccalaureate teachers to provide teachers with the support and training needed to teach these rigorous courses while allowing for the exchange ideas regarding course syllabus, content pacing and resources.

### SCHOOL-BASED ACTION POINTS

#### BEACH HIGH SCHOOL

- The performance of all AP teachers will be evaluated each year in view of student AP test pass rates. Future decisions regarding teaching assignments for AP courses will depend, in part, on these evaluations of student outcomes.
- Identified 9th and 10th grade students will be enrolled in Pre-AP/Honor courses that are designed to prepare students for the rigor of Advanced Placement.
- By 2016, all core academic teachers (31) will receive AP and/or Pre-AP training. This will give all teachers the necessary training to support and increase instructional rigor in each class.

#### GROVES HIGH SCHOOL

The GHS Administrative Team has developed the following AP Action Plan to increase the AP class mean ( $\geq 3$ ):

- The GHS Administrative Team will make strategic scheduling changes by going through the list of AP teacher scores and making teacher changes based on score trends of AP Exam performance.
- The GHS Administrative Team will ensure new AP teachers are trained to increase the number of AP teachers with high student outcome trends. Teachers with high yield data (i.e. EOCT scores) will be targeted as future AP teachers.
- The GHS Administrative Team will meet with the administration teams of schools with successful AP/IB Programs to develop plans for recruitment and program sustainability.
- The GHS Administrative Team will analyze PSAT test-results by domain to create Instructional Focus courses for potential AP students

## ISLANDS HIGH SCHOOL

- Teachers of AP courses will hold AP Seminars during Instructional Focus to provide test corrections for RFQs (spell out) as well as additional remediation on an identified individual basis.
- Administration and AP teachers will meet in the fall and spring to review practice AP exams in correlation with previous AP course reports to analyze whether gaps are closing.
- The administration will conduct individual, three year performance review of outcomes for percentage of students passing with a 3 or higher as well as percentage of students enrolled in each course. Teaching assignments will be adjusted based on these reviews.
- The administration, counselors and AP co-coordinators will hold an AP Night in February to expose all students and families to a comprehensive understanding of our AP program.
- Teachers as Advisers will support students in their 2014-2015 course selection process and two AP mini informational sessions by grade level during the registration process at school.

## JENKINS HIGH SCHOOL

- AP classes are open to any student. However, students are advised to take Honors level courses as a prerequisite to taking AP level courses.
- Saturday sessions will be held prior to the test to simulate full-length testing environment.
- Teachers will use AP format questions (Free-response, Document-based questions, on all assessments which provides more detailed feedback on responses (both peer and teacher feedback).
- Teachers will conduct an ongoing review of previous AP exams released by College Board by spiraling and linking to current material.

## JOHNSON HIGH SCHOOL

- The counselors and scheduling team will use a web-based tool and the AP Potential Access Code to identify and schedule students who are likely to be successful in AP courses.
- The counselors and principal will hold parent meetings for sophomores and juniors to ensure students on track for graduation and eligible for dual enrollment and that they understand the benefits to participating in the dual enrollment programs. They will also work to assist in removing barriers, such as transportation, to the process (provide CAT tickets).
- Establish an Advance Placement/International Baccalaureate Vertical team which consists of teachers who teach AP, IB and Honors and Advance courses to place a laser like focus on examining student benchmark data and implementation of research-based practices for teaching critical thinking, reading and writing. This team will include middle school staff to assist in building capacity for student participation in these programs.



### NEW HAMPSTEAD HIGH SCHOOL

- AP classes are open to any student. However, students are advised to take Honors level courses as a prerequisite to taking AP level courses.
- Saturday practice sessions will be held prior to AP exams to simulate full-length testing environment.
- Teachers will use free-response and document-based questions on all AP assessments. This approach allows peers and teachers to provide more detailed feedback on responses.
- Teachers will conduct an ongoing review of previous AP exams released by College Board by spiraling and linking to current material.

### SAVANNAH ARTS ACADEMY

- Provide training to new AP teachers through the AP Summer Institute in order to build capacity and sustainable program viability.
- Provide tutoring and time before, during and after school with AP teachers.
- Identify online resources for math and science teachers in order to expand

### SAVANNAH EARLY COLLEGE

- Engage students in project-based learning that immerses students in authentic cultural experiences related to course topics, such as migration, population, geography, and economics.
- Provide students opportunities to practice various types of writing related to skills required on the AP exam, to include descriptive, narrative, and expository writing.
- Introduce students to technical writing through the use of Document Based Questioning activities.

### SCHOOL OF LIBERAL STUDIES

- The principal will analyze performance data (Summer 2014) of AP teachers to determine if they will be teaching AP classes during the next year.
- The principal will hold vertical team meetings prior to registration with the feeder middle school staff to identify prospective AP students.
- The guidance staff will analyze SLDS Data for current 9th, 10th and 11th grade students (Spring 2014) and use PTSA results to identify potential AP students.
- The guidance staff will schedule an AP parent information session Spring of 2014 to increase student/parent awareness.
- The School of Liberal Studies will hold a Summer2014 AP Camp for selected students.
- The Scheduling committee will assign identified incoming 9th graders and current AP students to a yearlong instructional focus class (August 2014) to learn strategies for success (vocabulary, test taking strategies, etc.) in AP courses.

## WINDSOR FOREST HIGH SCHOOL

- Administration reviewed AP/IB scores from last year and compared them to course grades. Each teacher was given an individualized comparison report and asked to create an action plan to address discrepancies and/or to improve rigor in their classrooms. Administration will monitor action plans.
- Professional Learning Communities are held weekly to provide training and support to teachers on differentiation, data driven decision making, closed reading and document-based questions (DBQs) in all content areas in order to increase student performance on formative and summative assessment.
- Instructional Planning Reports generated by the College Board were given to each AP teacher. The reports provide a somewhat detailed analysis of how the students performed on different areas of the 2013 exams.
- Each Spring we hold an AP and an IB Open House, and we invite students and parents from local feeder middle schools. We also invite current Windsor students and parents.
- The AP Potential Report generated by the College Board based on PSAT scores is used to identify students who might be good candidates for AP courses. Content teachers will make recommendations for honors, AP and IB courses in their departments during ore-registration.

## WOODVILLE TOMPKINS CAREER & TECHNICAL HIGHSCHOOL

- Administration will use the data from the PSAT AP potential report to schedule students in appropriate AP courses. (All students take honors level courses).
- We will offer American Literature (1st Semester) and AP Language (2nd Semester) in the same year. Through this focused approach, teachers will be able to form specific strategies for individual students to ensure their success on AP exams.
- We will partner with Savannah Technical College and Savannah State University to allow students to take dual enrollment courses that will be offered on WHICH campus. This allows our students to take the rigorous courses in an environment that is familiar and safe for student learning. By offering the dual enrollment courses on campus, students have a greater opportunity to access the rigorous courses. Transportation often serves as a barrier to dual enrollment for many students.
- We will provide ongoing parent meetings (September 2013 and ?) where representatives from both Savannah Technical College and Savannah State University will educate parents about the Dual Enrollment offerings and how they benefit students.