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Accelerated Coursework in KY: Early Findings

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What We Examined

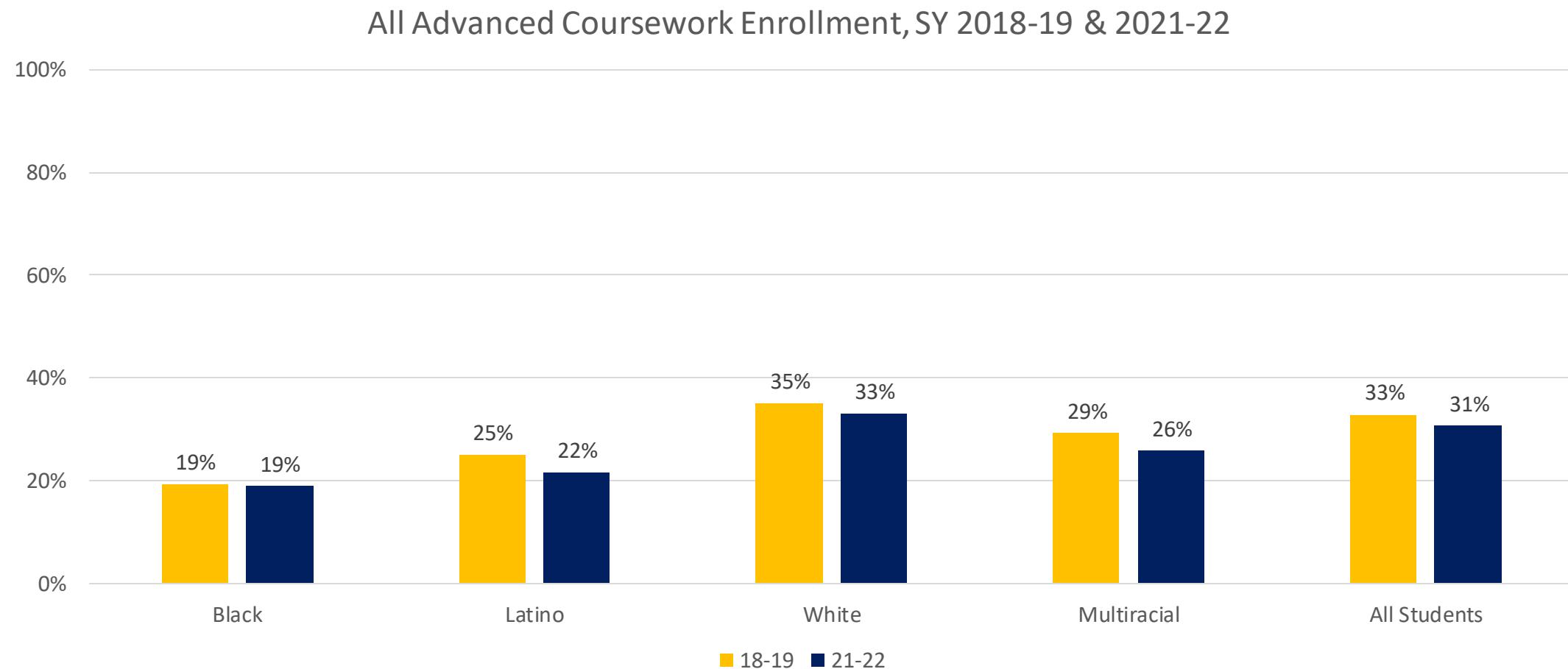
Statewide

Among Districts With Low to High Populations of Students from Low Income Backgrounds
Among Urban/Rural Districts

- Advanced Course Enrollment
 - Enrollment in AP courses
 - Enrollment in Dual Credit courses
 - Enrollment in all Advanced Coursework (includes the former two as well as other programs such as IB courses and Cambridge courses, which had enrollment numbers too small to consider on their own)
- Advanced Course Completion
 - Completion of AP courses
 - Completion of Dual Credit courses
 - Completion of any Advanced Coursework (includes the former two as well as other programs such as IB courses and Cambridge courses)
- AP Test Taking
- AP Course Qualification

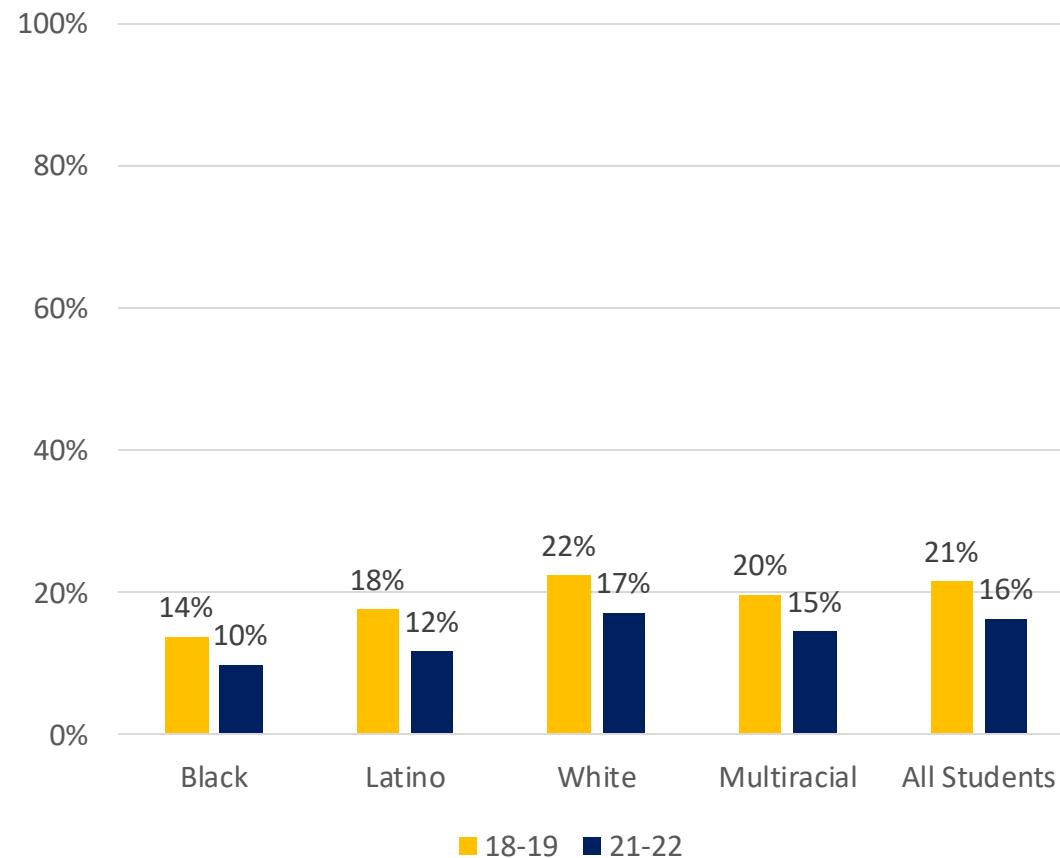
Note: Dual Credit is defined as [a course which allows students to earn high school and college credit simultaneously taught in conjunction with a college or university](#).

Overall, advanced coursework enrollment fell for all students between 2019 and 2022

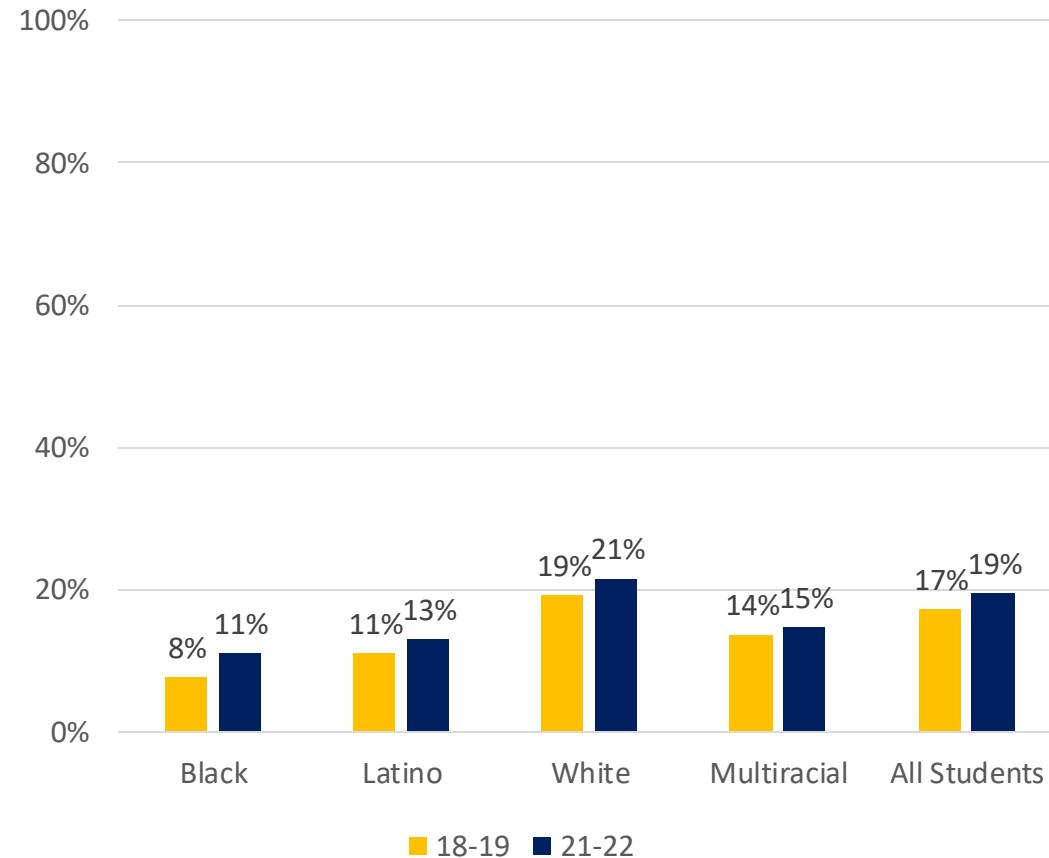


AP enrollment fell for all students from 2019 to 2022, however, enrollment in dual credit courses rose.

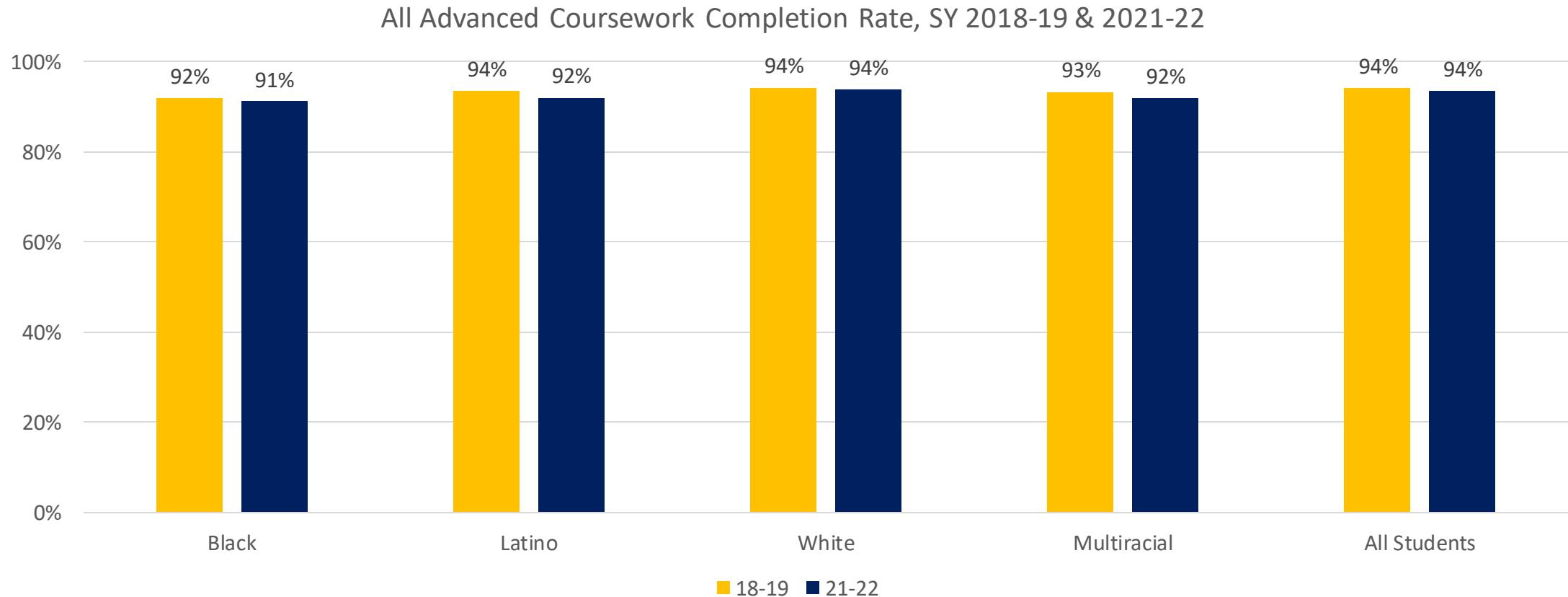
AP Enrollment, by Race/Ethnicity: SY 2018-19 & 2021-22



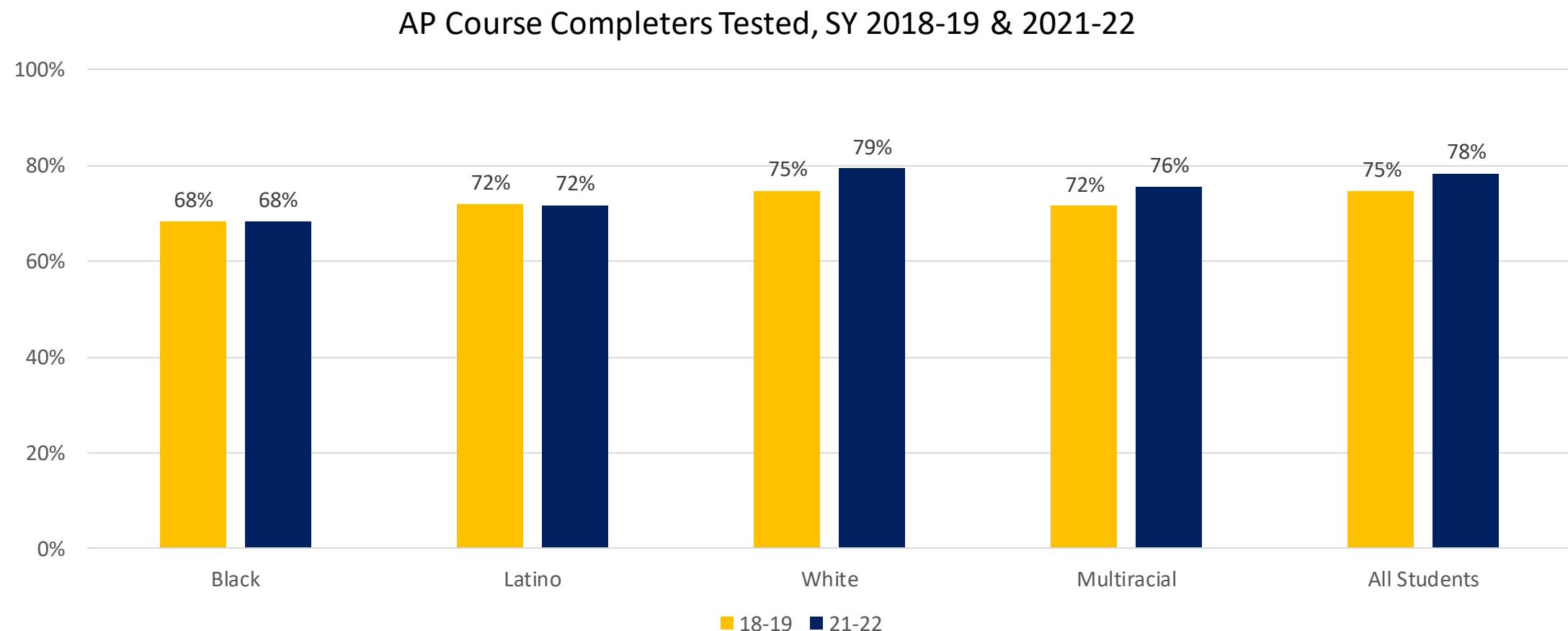
DC Enrollment, by Race/Ethnicity: SY 2018-19 & 2021-22



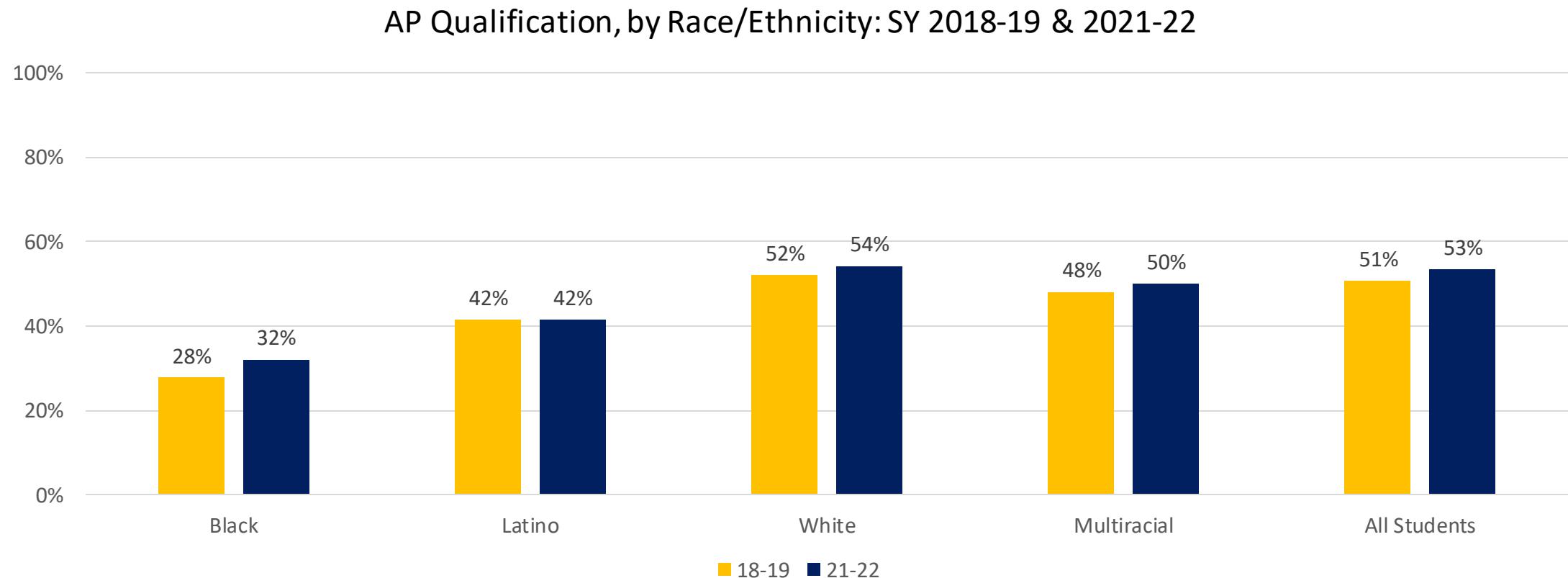
Completion rates largely stayed steady, if fell a bit, before and after the pandemic. This was the same for both AP and DC courses. Though not shown here, students in AP classes completed their courses at slightly higher rates than students in DC courses (96% to 90% respectively).



Only 75% of students who completed their AP course went on to take the AP test, and while there was a 3% growth from 2019 to 2022, the same growth was not extended to Black or Latino students.

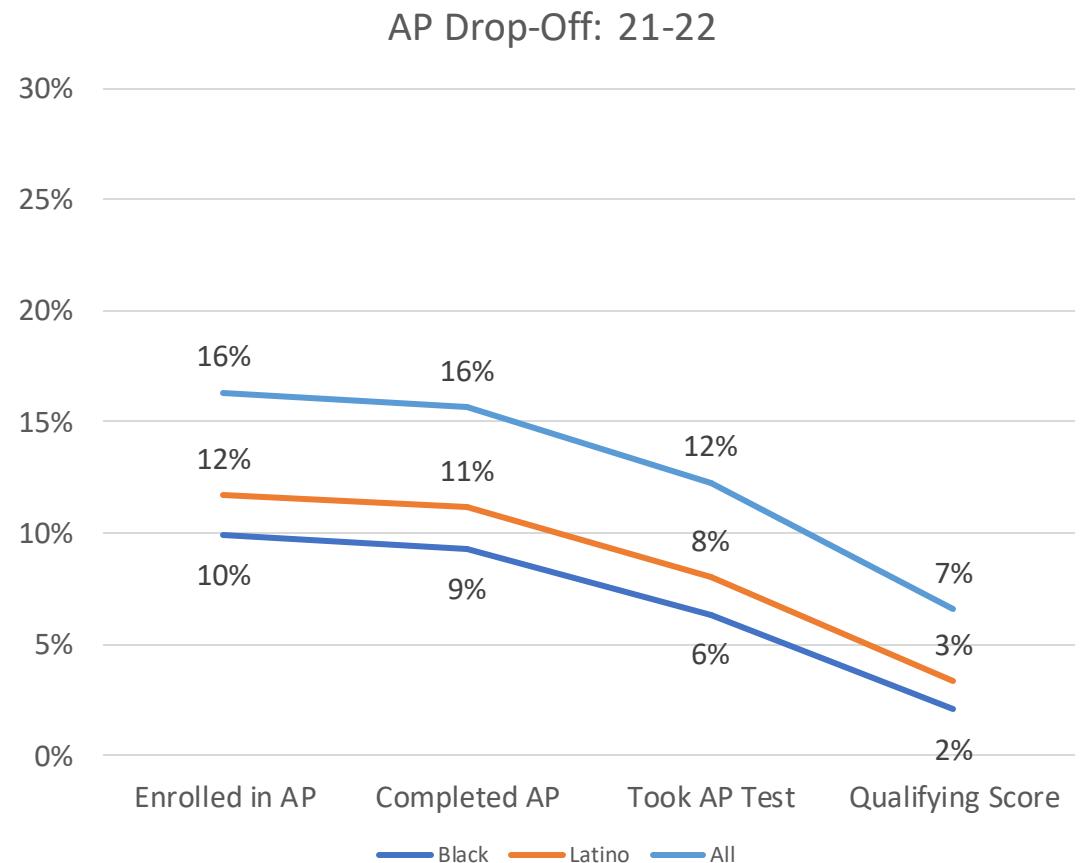
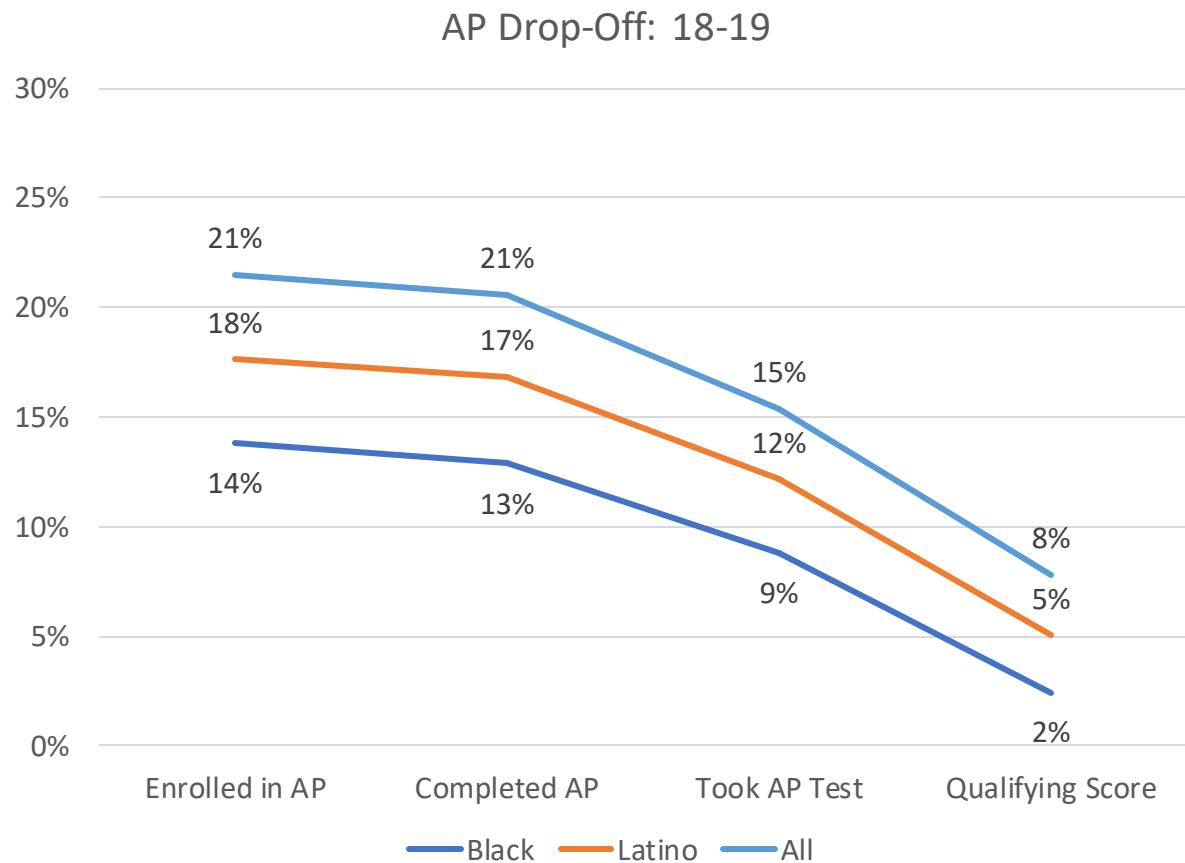


While gaps between racial groups persisted, AP qualification rose for all groups except for Latino students.



Note: AP Qualification translates to scoring a 3, 4, or 5 on an AP test

From AP Enrollment to AP Qualification, by Race: SY 2019-19 & 2021-22

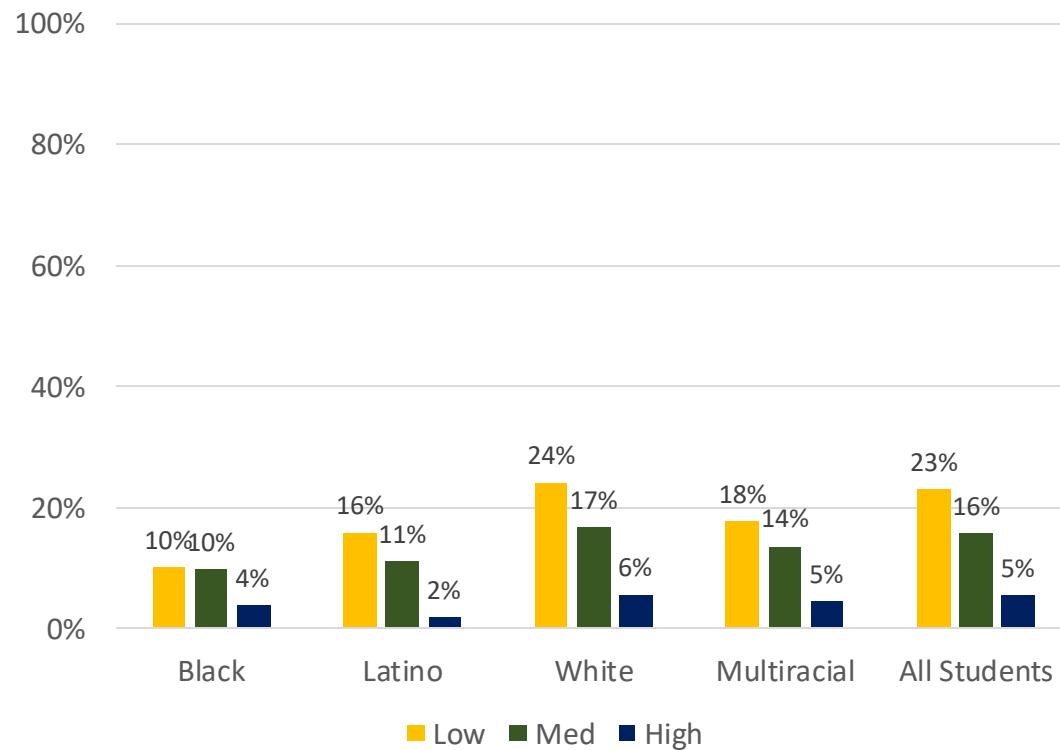


Districts With Low to High Populations of Students from Low Income Backgrounds

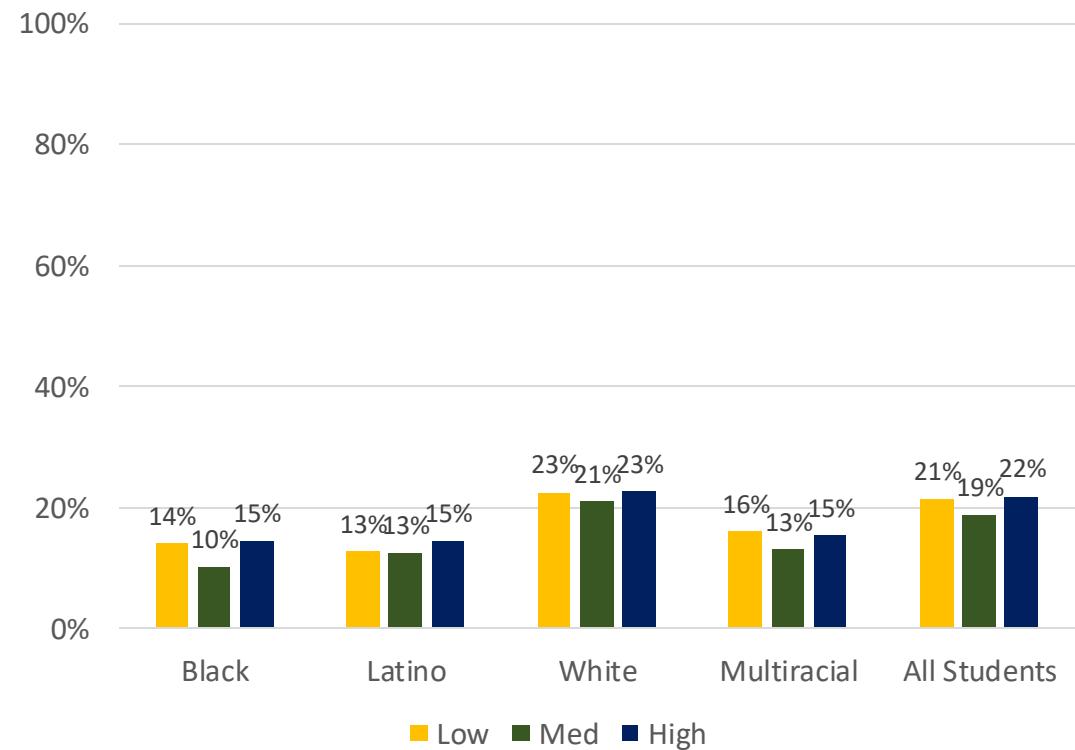
- The average public school district in Kentucky has a student population where 63% are considered economically disadvantaged.
- For this section of the analysis, we separated districts into three categories:
 - Low: districts with less than 50% students from low-income backgrounds.
 - District Makeup: Black: 4%; Latino: 7%; Multiracial: 4%
 - Medium: districts between 50% and 75% students from low-income backgrounds.
 - District Makeup: Black: 13%; Latino: 9%; Multiracial: 4%
 - High: Districts with 75% or more students from low-income backgrounds.
 - District Makeup: Black: 5%; Latino: 5%; Multiracial: 3%

In the 2021-22 school year, AP enrollment rates have an inverse relationship with a district's population of economically disadvantaged students, though Dual Credit enrollment rates mostly hold.

AP Enrollment, Districts by % Students from Low Income Backgrounds: SY 2021-22

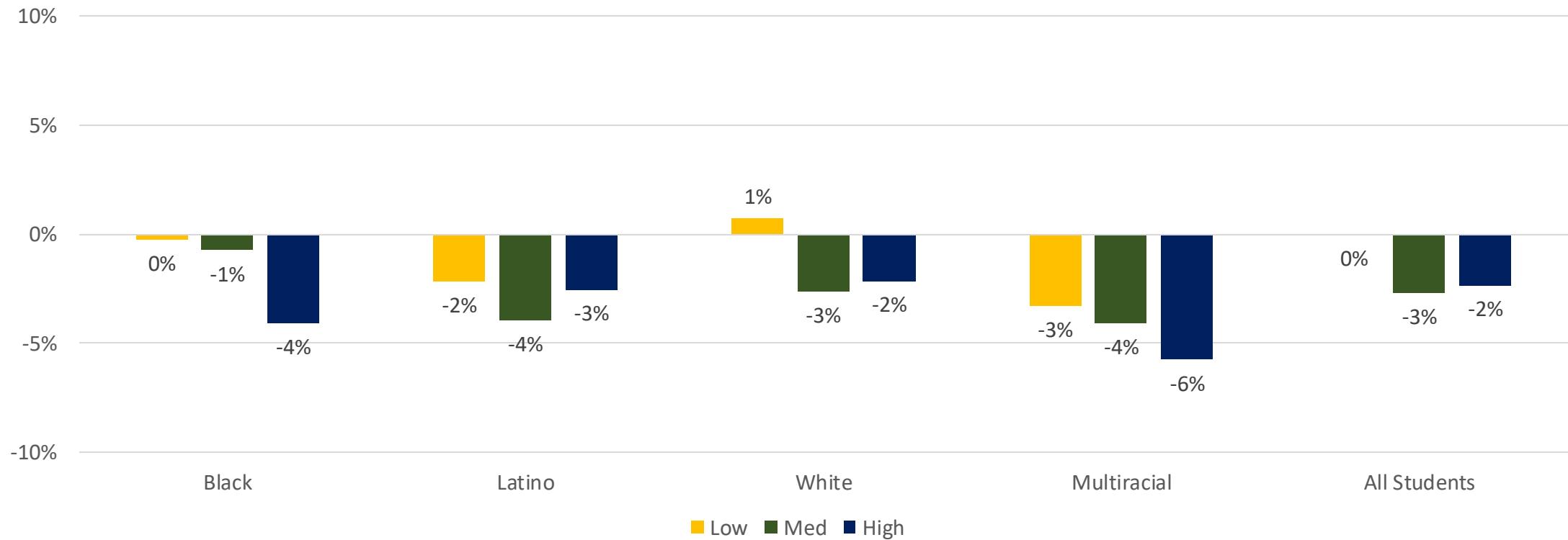


DC Enrollment, Districts by % Students from Low Income Backgrounds: SY 2021-22



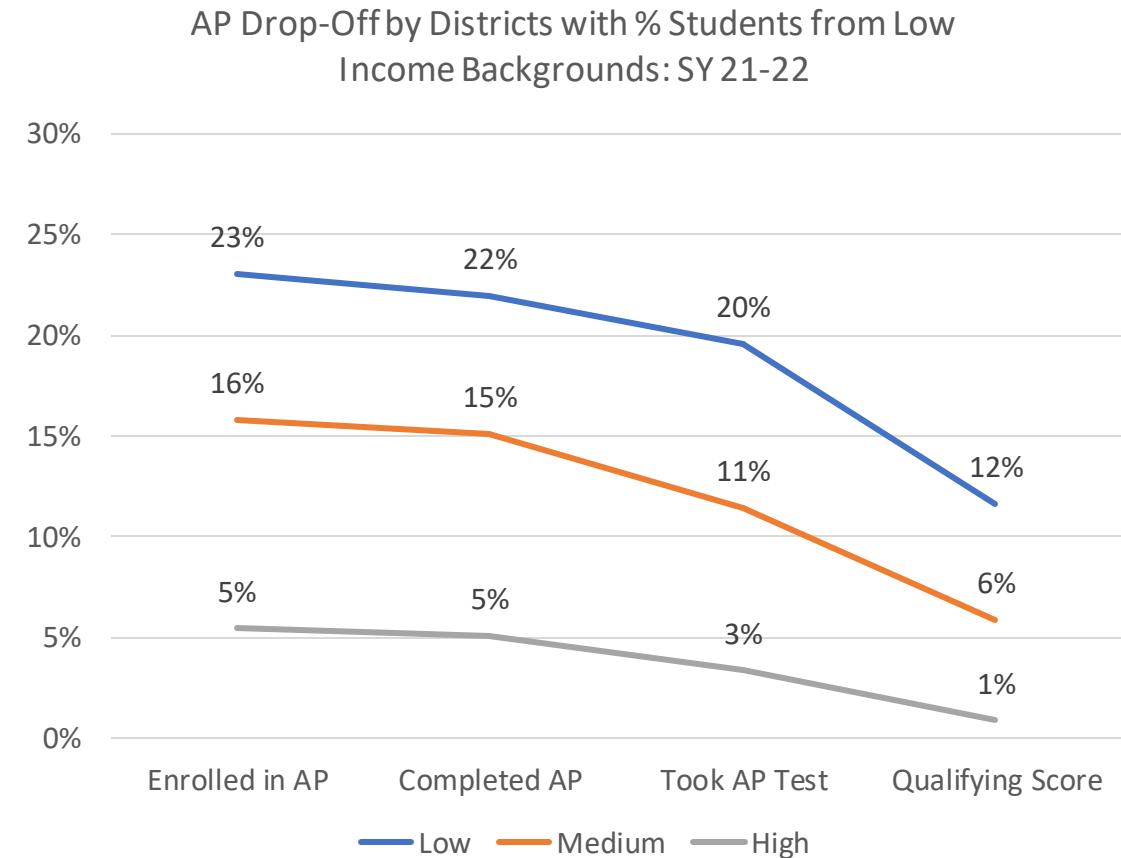
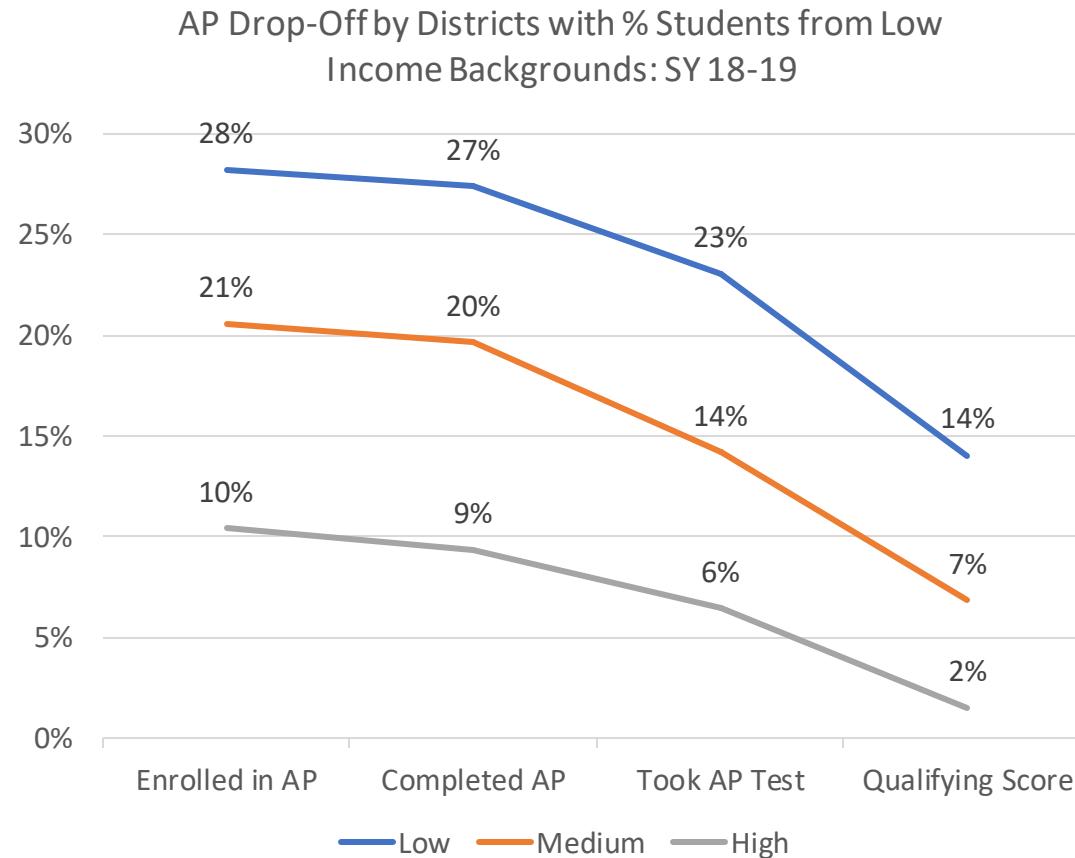
Enrollment in advanced coursework fell, especially so in districts with higher levels students who are economically disadvantaged. This is driven by the falling enrollment in AP across the board, despite rising enrollment in dual credit.

All Advanced Coursework Enrollment, Districts by % Students from Low Income Backgrounds:
Difference from SY 2018-19 to 2021-22



Note: Due to the small number of AP students of color in districts with both low and high percentage of students from low-income backgrounds, the percentages are much more sensitive to individual students, and may not capture overall trends accurately.

From AP Enrollment to AP Qualification, by Districts with % Students from Low Income Backgrounds: SY 2021-22



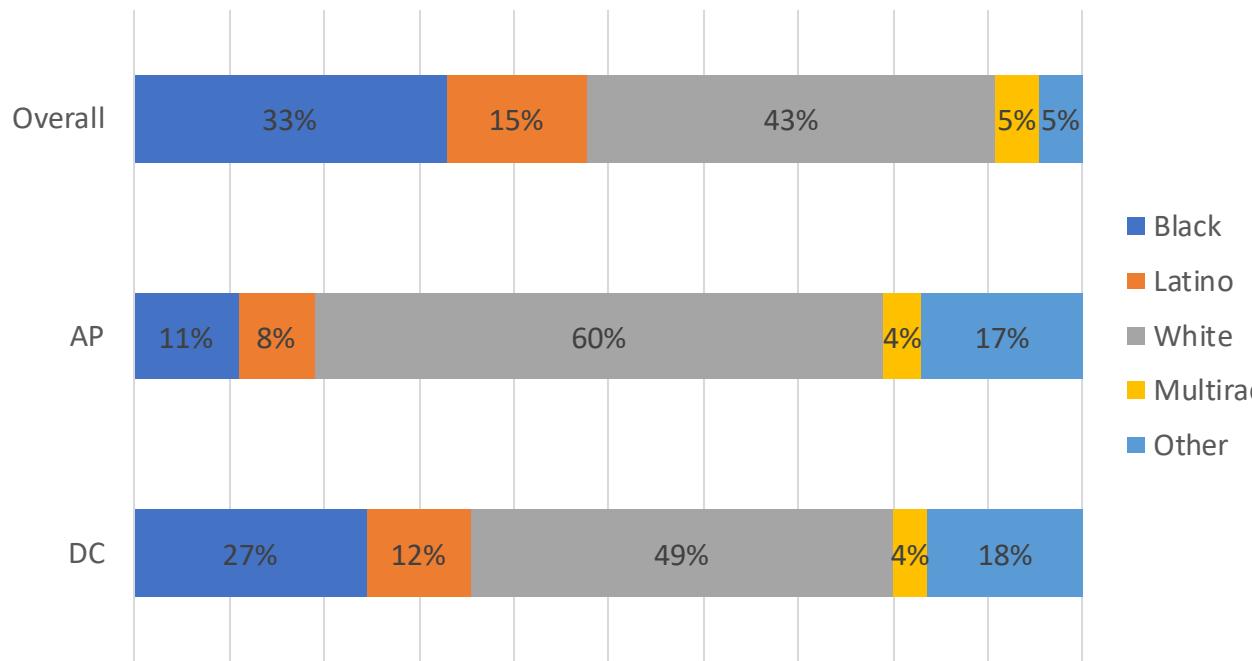
Note: AP Qualification translates to scoring a 3, 4, or 5 on an AP test

Urban and Rural Districts

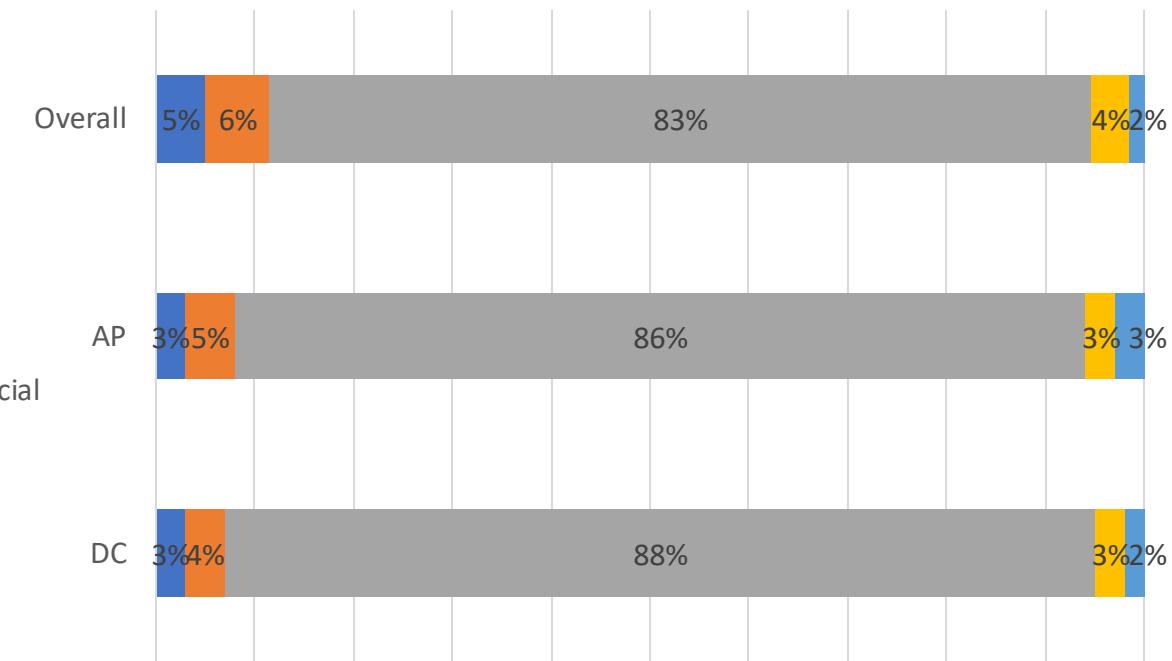
- The two largest districts in the state, Fayette and Jefferson county, educate 21% of the public students in the state, and include Lexington and Louisville respectively
- These two counties together were compared to the rest of the state as our comparison between urban and rural districts (N=162).
 - Four bordering independent districts Fayette and Jefferson (Ashland, Bowling Green, Elizabethtown, & Owensboro) were removed from the analysis, as they did not fit the same population scale of the former districts despite also being considered urban.

In rural districts in KY, where White students make up 83% of the population, enrollment in AP and DC courses nearly mirrors the demographics of the student body. In the more racially diverse Fayette and Jefferson Counties (categorized here as "urban"), there are more glaring racial disparities in enrollment in advanced coursework

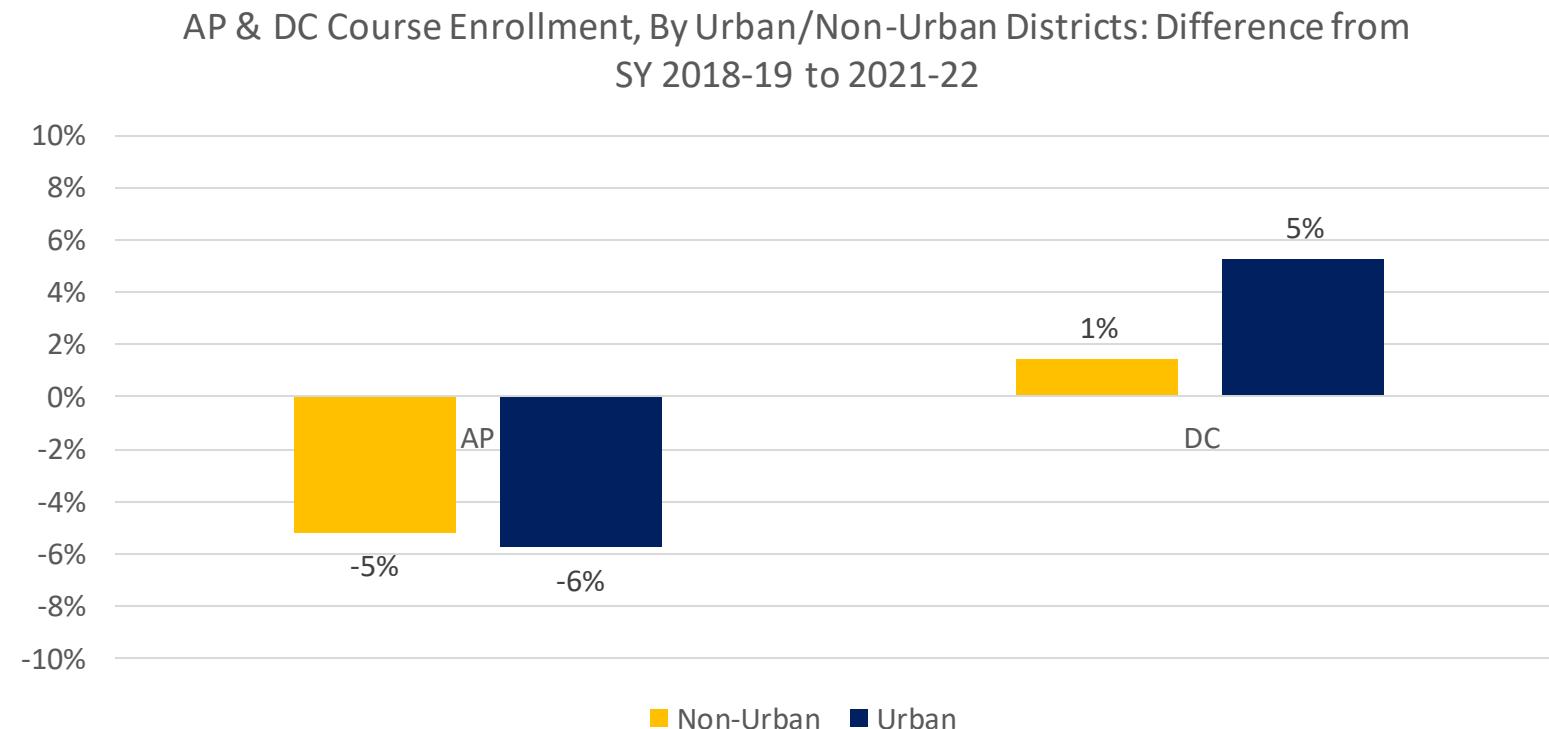
Enrollment Percentages, Urban Districts: SY 2021-22



Enrollment Percentages, Non-Urban Districts: SY 2021-22



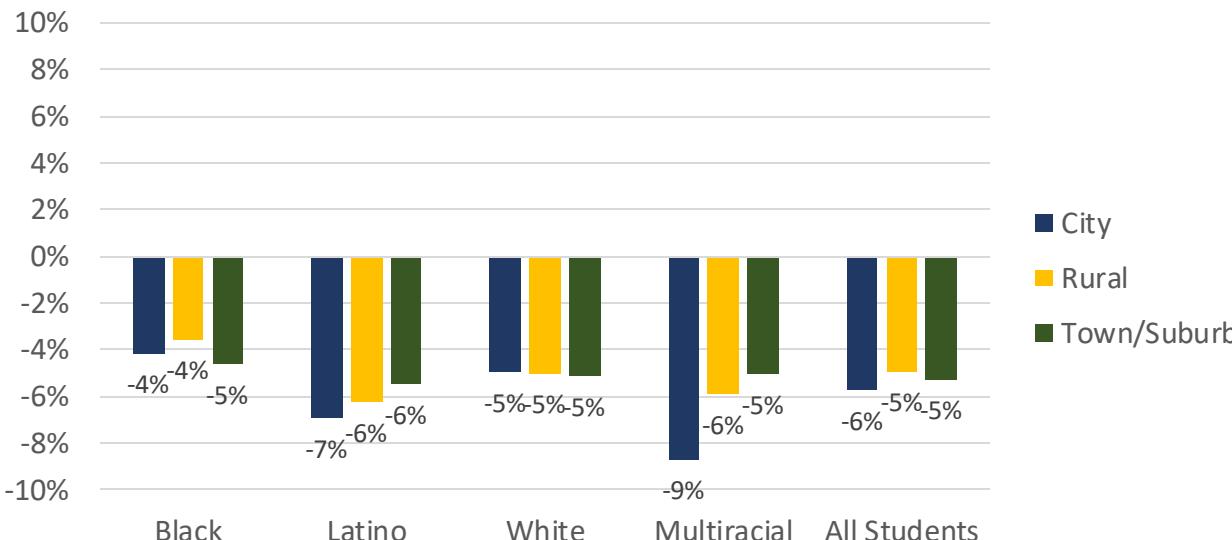
Enrollment in AP courses dropped in both rural and urban districts after the pandemic, however dual credit enrollments have only risen significantly for urban districts.



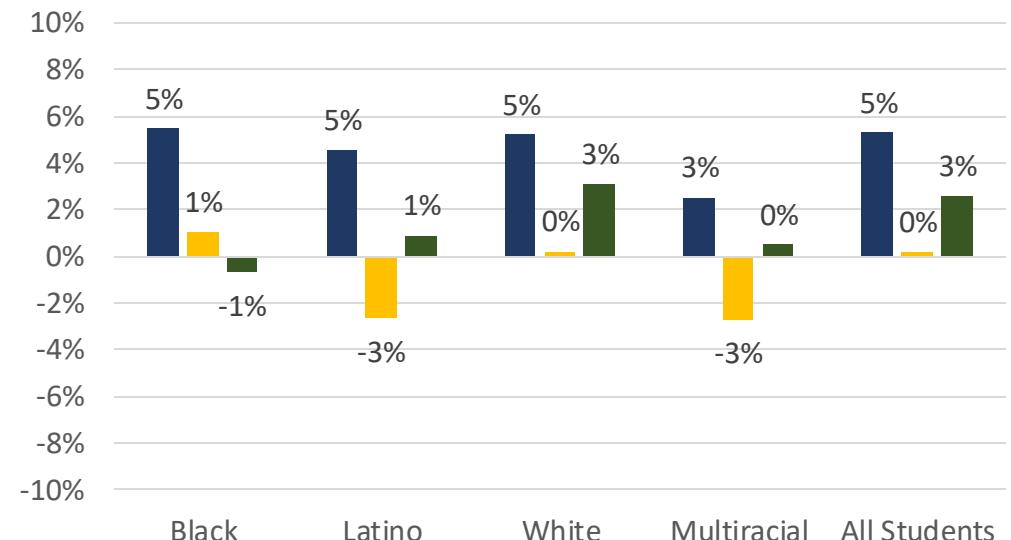
Note: Due to the small number of AP students of color in rural districts, the percentages are much more sensitive to individual students and may not capture overall trends accurately.

Enrollment in AP courses dropped in both rural and urban districts after the pandemic, however dual credit enrollments have only risen significantly for city districts and White students in towns and suburbs.

AP Enrollment, by Locale:
Difference from SY 2018-19 to 2021-22



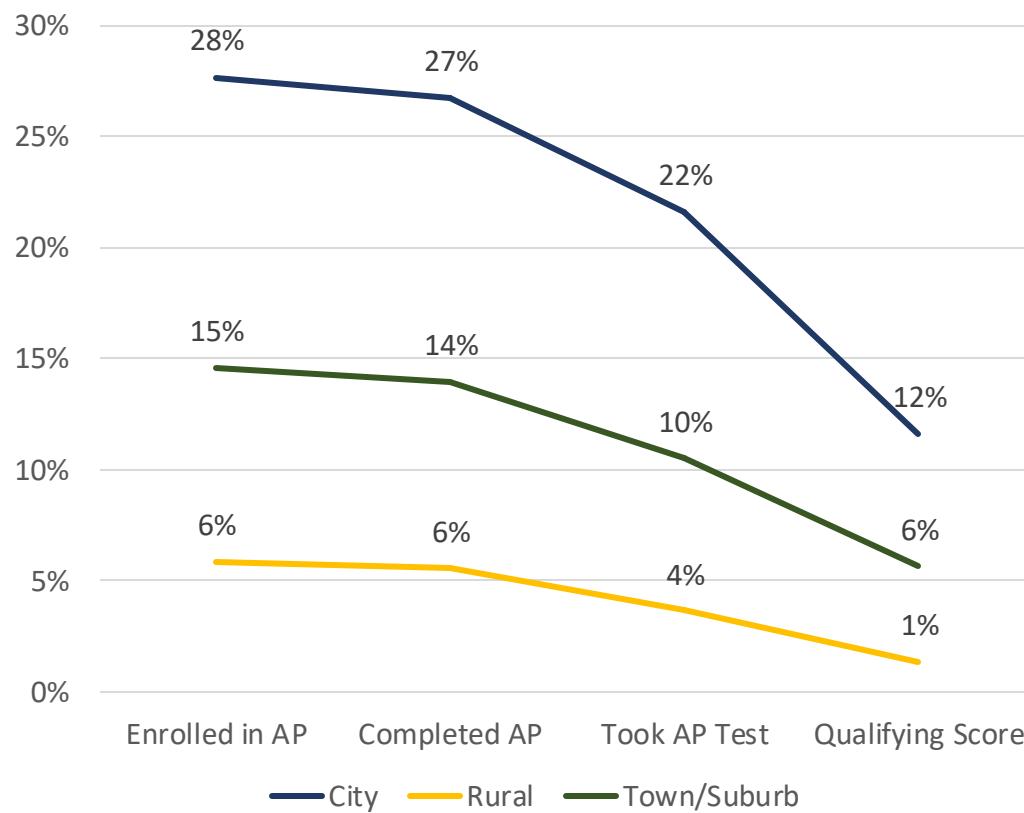
DC Enrollment, by Locale:
Difference from SY 2018-19 to 2021-22



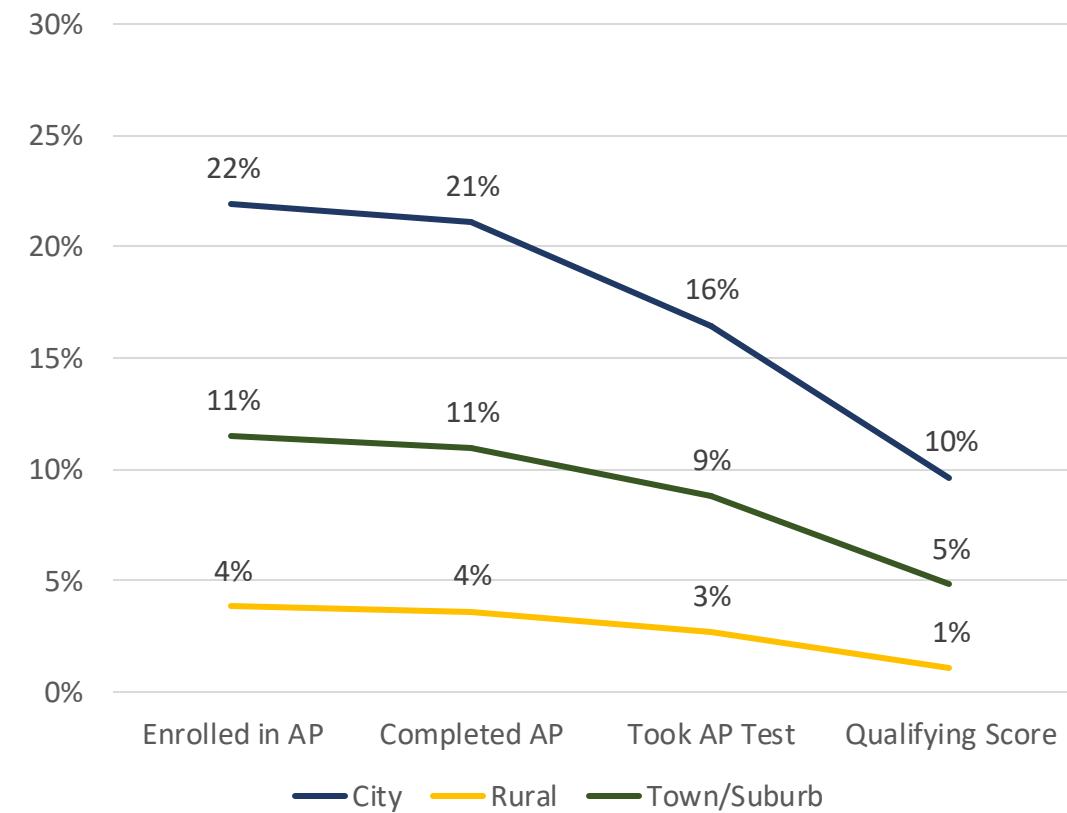
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From AP Enrollment to AP Qualification, by Urban/Rural Districts: SY 2019-19 & 2021-22

AP Drop-Off, by Locale: SY 2018-19



AP Drop-Off, by Locale: SY 2021-22



Actions for Improving Acces s and Equity to Advanced Coursework in Kentucky

- Set clear, measurable goals for advancing access to and success in gifted and talented programs, 8th grade Algebra, and advanced coursework
- Consider automatic enrollment and universal screening
- Support Black, Latino, and low-income students' success in advanced courses by ensuring students and teachers have the support they need to be successful.
 - This can include: providing ongoing support or master educators to teachers who are teaching advanced courses, requiring subject matter expertise for teachers, free after-school or summer preparation courses for students, and in-course supports like tutoring