Leadership Project: Policy Analysis

**Activity 3:**

**Compare number of Latino students recommended from Spanish 3 to AP Spanish in the 2012-13 school year to actual enrollment of Latino students in the AP course for the 2013-2014 school year**

|  |  |  |
| --- | --- | --- |
|  | **# of students recommended @ the end of ’12-’13 to take AP Spanish** | **# of students enrolled in AP Spanish during ’13-’14**  |
|  | **14** | **14** |
| **Students recommended for Spanish 4 Honors, but overrode recommendation into AP Spanish**  | **NA** | **5** |
| **Additional Students enrolled in AP Spanish with no recommendation during the ’12-’13 year** | **NA** | **2** |
| **TOTAL** | **14** | **21** |
| **Findings**: All 14 Latino students that were recommended by their Spanish teachers in a prerequisite course to take AP Spanish the following year enrolled in the course. Additionally, 5 students that were recommended into the 4 honors class overrode the recommendation and matriculated into the AP course. It should be noted that these 5 students are in the AVID program, which highlights the importance of taking AP classes as well as the information necessary to have a parent override a recommendation. There were 2 additional Latino students who enrolled in the AP course that did not appear on the course recommendations from the ’12-’13 school year. This could be due to taking a prerequisite course at a community college or taking a “year off” between Spanish 3 and AP.**Implications**: The data shows that students who are recommended to take an AP course by a teacher enroll in the class the following year. Additionally, it appears that students in the AVID program are informed and equipped on how to override a recommendation into an AP course and understand the importance of accessing this curriculum.**Barrier discovered**: **None** |