

# **Academy and Advanced Academic Programs Longitudinal Study:**

**2008 Exit and School Climate Survey Results,  
Post-Graduation Survey Results, and College  
Enrollment Patterns**

March 17, 2009 School Board Workshop

Dr. Jared Cotton:

Good evening Chairman Edwards, Vice-Chair Bellitto, members of the School Board, and Dr. Merrill. This evening, the Department of Research, Evaluation, and Assessment will be presenting an update to the longitudinal study of academies and advanced academic programs. This is the fourth year data have been available as part of the longitudinal study. Results for this update are based on data collected from spring through fall of 2008 for students in the programs, as well as data for similar non-academy students which served as comparison groups where possible. At this time, Dr. Heidi Janicki, program evaluation specialist, will present information about the longitudinal study as well as the results.

Dr. Heidi Janicki:

Good evening Chairman Edwards, Vice-Chair Bellitto, members of the School Board, and Dr. Merrill. This presentation provides an update on the academy and advanced academic programs longitudinal study based on 2008 results from various surveys and college enrollment data.

## Background

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- Longitudinal tracking schedule designed in 2004.
  - Monitor cohorts of academy students.
  - Exit surveys of academy students.
  - Follow-up surveys after graduation.
  - Data regarding college enrollment.

To begin with a brief background, a longitudinal tracking schedule was designed for students in all academy or advanced academic programs in 2004. The main components of the longitudinal study included monitoring academy student cohorts through the use of exit surveys, periodic follow-up surveys after high school graduation, and through the analysis of college enrollment data.

## Changes to the Study in Spring 2008

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- Addition of non-academy comparison groups.
- Reduction in the number of required cohorts.
- Reduction in the number of follow-up surveys.
- Reduction in the length of time elementary and middle school cohorts remain in the study.
- Purpose of changes:
  1. Provide more meaningful data regarding impact of academies.
  2. Reduce time required for an overall assessment of each academy.

Based on questions and comments from the School Board Workshop in 2008, several changes were made to the longitudinal study. The most significant change was the addition of comparison groups of students who were not enrolled in the academies, but were similar to academy students in terms of academic and demographic variables. Other changes listed on the slide were aimed at reducing the time required for an overall assessment of specific academies in the longitudinal study, which will last through 2017-2018.

## Current Status – 2008 Update

	Program	Exit Survey	Post-Grad 1 Yr After HS	Post-Grad 2 Yrs After HS
HS	IB	Cohort 4	Cohort 3	Cohort 2
	Math/Sci.	Cohort 4	Cohort 3	Cohort 2
	Tech	Cohort 4	Cohort 3	Cohort 2
	Health	Cohort 3	Cohort 2	Cohort 1
	Legal	Cohort 3	Cohort 2	Cohort 1
	V&P Arts	Cohort 1		
	MYP-10 <sup>th</sup>	Cohort 2		
ES	For. Lang.	Cohort 2		
	Math/Sci.	Cohort 2		

The cohorts of academy students who were the main focus of the longitudinal study in 2008 are depicted on the slide. The advanced academic programs are highlighted in yellow. With a total of 9 programs and the applicable cohorts, the main results of this update are from 19 different groups of students.

Exit surveys were administered to students in the last grade level of each program listed on the slide. For some programs, this represented their fourth cohort of students to be included in the study, while for other programs, it was their first cohort.

In summer 2008, post-graduation surveys were administered one year after high school to 2007 graduates of five high school programs.

Post-graduation surveys were also administered to 2006 graduates from five programs who had been out of high school for two years.

College enrollment data as of fall 2008 were also compiled for cohorts at one and two years past high school graduation.

## Purposes of the Longitudinal Study

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- Assess academy students' perceptions of academy experience.
- Provide information about academy students' experiences after exiting the academy.
- Provide schools with academy-related data for continuous improvement efforts.
- Determine the extent to which academies provide an added benefit for students.

The data from the longitudinal study serve several purposes. First, data provide an indicator of academy students' perceptions of their experience while in the academy and after they have exited the academy and graduated from high school. The information is also used for the programs' continuous improvement efforts. In addition, the data for academy students relative to similar non-academy students can help in determining the extent to which academies provide an added benefit for students who attend.

## Presentation Outline – Topic Areas

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### I. Perceptions of the academy experience

- **Exit Surveys** (academy students only)
  - Range of agreement levels for survey items.
  - Overall perceptions of the programs.

### II. Perceptions of the VBCPS educational experience

- **Climate Surveys** (academy and non-academy students)
  - Agreement levels on selected survey items.
  - Percent of climate survey items where academy students' perceptions were more positive than non-academy students' perceptions.

This presentation is organized around four topic areas. First, results from the exit surveys will be summarized to provide information about students' overall perceptions of the programs.

Second, to provide information about any added benefit from being in the academies, climate survey results for academy students and relatively similar non-academy students will be presented.

## Presentation Outline – Topic Areas

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### III. Impact of academy on educational and employment experiences after high school

#### ■ **Post-Graduation Surveys** (academy students only)

- 1 and 2 years after high school.
- Agreement levels for survey items.
- Impact of programs on their future decisions.

### IV. College enrollment patterns

#### ■ **National Student Clearinghouse data** (academy and non-academy students)

- Percent enrolled in college.
- Schools attended by largest percentages of students.

Third, results of post-graduation surveys one and two years after high school will address the impact that the programs had on students' educational and employment experiences after graduating from high school.

And finally, college enrollment patterns for both academy and similar non-academy students will be presented.

## I. Perceptions of Academy Experience (Method)

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- Surveys designed for each program based on specific goals and objectives.
  - Collaborated with academy coordinators, principals, and Office of Academy Programs.
  - Based on program proposals.
  - Some questions are unique to each academy.
- Both closed- and open-ended survey items.
  - Program's focus and rigor.
  - Opportunities provided throughout the experience.
  - Preparation received.
  - Overall impressions of the experience.
  - Future plans.

The first topic focuses on students' perceptions of their experience in the academy or advanced academic programs. The method for assessing this included designing exit surveys for each program based on its specific goals and objectives. Survey development was completed in collaboration with program coordinators, principals, and the Office of Academy Programs. Some survey items are unique to each program, while others are asked of students in all programs.

Surveys include items that address the areas listed on the slide. Many of the items are rated on a four-point agreement scale from strongly agree to strongly disagree.

## I. Perceptions of Academy Experience (Method)

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- Exit surveys given to students in last grade level of the program.
  - 5<sup>th</sup> Grade: Foreign Language and Math & Science academies.
  - 10<sup>th</sup> Grade: IB Middle Years Program (MYP) (Princess Anne HS).
  - 12<sup>th</sup> Grade: IB Diploma Program, Math & Science, Technology, Health Sciences, Legal Studies, and Visual and Performing Arts academies.
- Response rates from 94% to 100%.
- Results from a total of 691 students.

Exit surveys are administered to students in the last grade level of each program. In 2008, this included fifth graders at two academies, tenth graders at the Middle Years Program at Princess Anne High School, and seniors at six programs listed on the slide. For each program's exit survey, student response rates ranged from 94 to 100 percent.

## I. Perceptions of Academy Experience

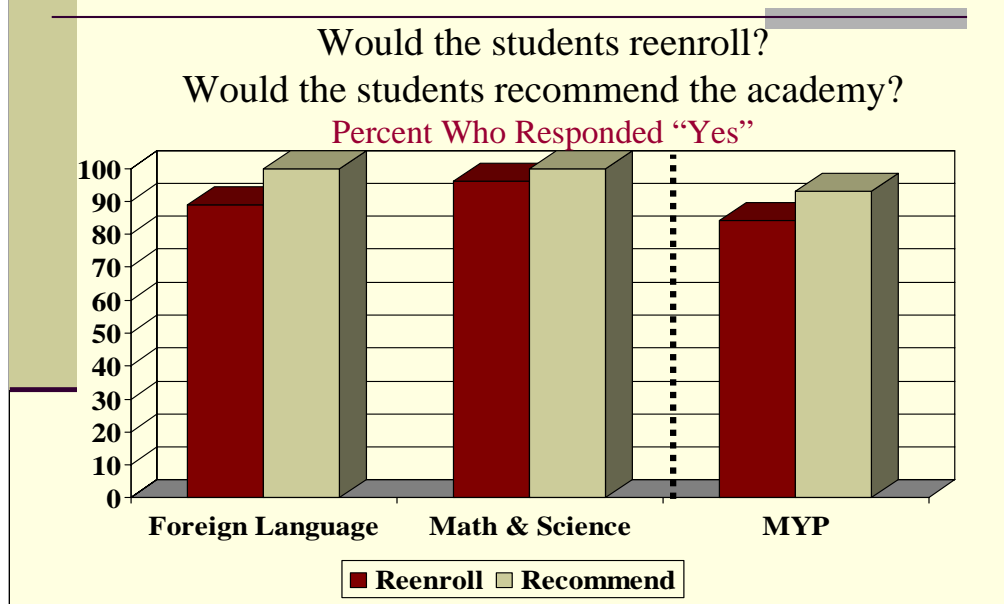
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- **Elementary School Academies - 5<sup>th</sup> Grade**
  - Foreign Language Partial Immersion Academy
    - Agreement levels high on all survey items (85%-100%).
  - Mathematics and Science Academy
    - Agreement levels high on all survey items (92%-100%).
- **Middle Years Program (MYP) - 10<sup>th</sup> Grade**
  - Overall agreement levels ranged from 71%-100%.
  - Perceptions varied depending on students' middle school experience (MYP, not MYP, not in VBCPS).

Results in 2008 showed that fifth-grade academy students' perceptions about their experience in the academies were quite positive with 85 to 100 percent of foreign language and 92 to 100 percent of math and science academy students agreeing with each of the survey items.

Tenth graders in the last year of the Middle Years Program at Princess Anne High School exhibited overall agreement levels that ranged from 71 to 100 percent for each of the survey items. Perceptions varied depending on whether the student had been an MYP student in middle school or not. Generally, students who enrolled from the middle years program in middle school had more positive perceptions than other students.

## I. Perceptions of Academy Experience



As shown by the dark bars for elementary school academies, 89 to 96 percent of the students would reenroll in their program if given the chance and 100% would recommend their academy to other students as shown by the light colored bar. 84 percent of the students in the high school portion of the MYP would reenroll in the program, and 93 percent would recommend the program to other students.

## I. Perceptions of Academy Experience

- High School Programs - 12<sup>th</sup> Grade
  - 2008 program graduates.
- Agreement levels with items focused on program goals and objectives.
  - IB Diploma:\* 81% - 100%
  - Math & Science:\* 85% - 94%
  - Technology: 77% - 88%
  - Health Sciences: 92% - 100%
  - Legal Studies: 55% - 95%
  - Visual & Performing Arts: 83% - 97%

\* Advanced Academic Program

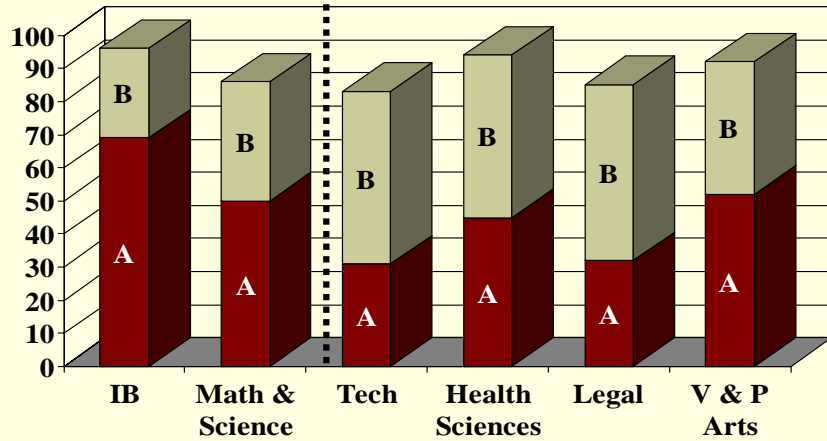
Seniors in six programs completed exit surveys in 2008. Although results for all programs will be presented together, the purpose is not to compare programs because they each have a different focus as well as different student populations. Some programs have also been in operation longer than others. Further, the IB Diploma Program and the Math and Science Academy are advanced academic programs. The range for agreement levels with survey items that were focused on each program's goals and objectives are shown on the slide.

Overall, senior's perceptions of their experiences in the programs were positive. At each program, the majority of students agreed with all survey items that were rated on a strongly agree to strongly disagree scale, with some agreement levels reaching 100 percent. These results indicate that students thought the programs were meeting their stated goals and objectives.

# I. Perceptions of Academy Experience

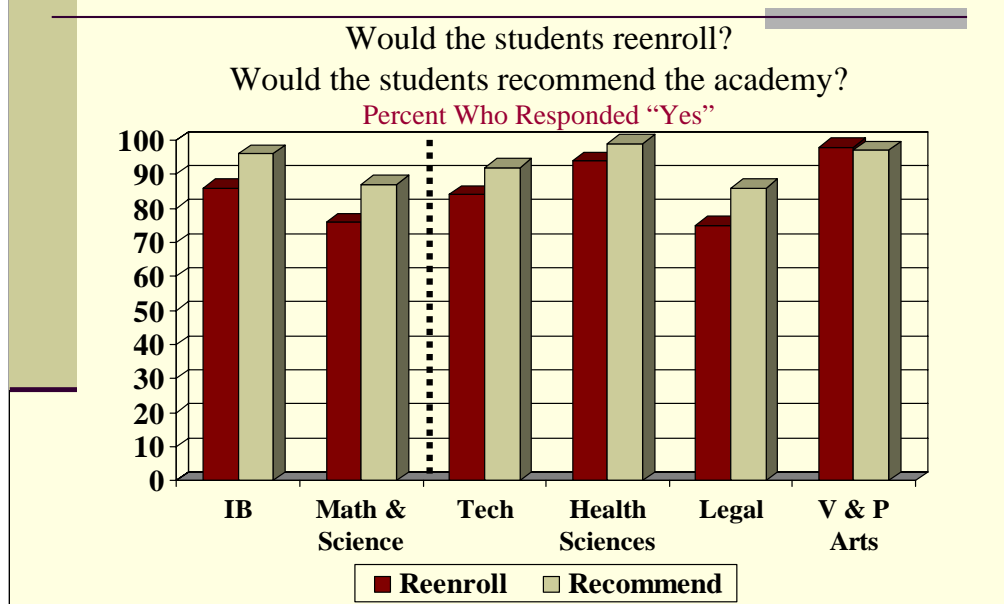
What grade would indicate your overall level of satisfaction with the quality of education received in the program?

Percent Who Gave an "A" or "B" Grade



This chart presents the percentage of seniors in each program who gave an A or B grade to indicate their overall level of satisfaction with the quality of education they received in their respective programs. The dashed line separates the advanced academic programs from the other academy programs. From 83 to 96 percent of the seniors in all of the programs rated their satisfaction levels as an A or B.

## I. Perceptions of Academy Experience



The dark bars show the percentage of students who indicated that they would reenroll in the program if they were starting high school over again. In each program, from 75 to 98 percent of the seniors indicated that they would reenroll in their program. Also indicative of their positive perceptions of their experiences, from 86 to 99 percent would recommend their program to other students as shown by the light colored bars.

## II. Perceptions of VBCPS Educational Experience (Method)

- 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> graders completed Annual Student Climate Survey in spring 2008.
- Additional questions asked students about:
  - Whether they were enrolled in an academy
  - Academic level (types of courses)
  - Academic performance (Honor Roll/Principal's List)
  - Ethnicity and gender
- A similar comparison group of non-academy students created for each program based on responses.
  - Not always possible to have same number of students or exact same characteristics.

The second topic focuses on perceptions of the Virginia Beach educational experience depending on whether students were enrolled in an academy or not. This is a new component this year. The method for assessing this was based on data collected from the anonymous annual student climate surveys given to fifth, eighth, and twelfth graders in the school division.

Additional questions were asked of students in 2008 to determine if they were enrolled in an academy, their academic level, and their academic performance.

Responses to these questions allowed for the selection of a similar comparison group of non-academy students at each school housing an academy or advanced academic program. Although it was not always possible to create a comparison group with the exact same characteristics as the group of academy students, comparison groups were as similar as possible to the groups of academy students to allow for “apple to apple” comparisons.

## II. Perceptions of VBCPS Educational Experience (Method)

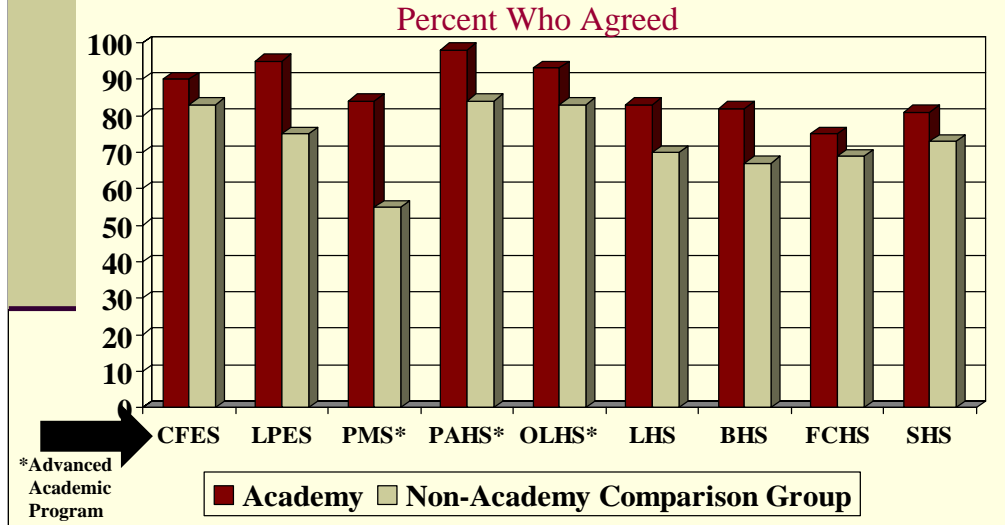
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- Analyzed results for academy and non-academy students in comparison groups.
  - Results from a total of 1,165 students.
- Perceptions of VBCPS educational experience.
  - Additional questions were added for this study.
  - Existing climate survey items.

Results of the student climate survey were analyzed for academy and selected non-academy students. Perceptions of the educational experience were based on additional questions assessing academic challenge, overall satisfaction, and impact on students' decisions, as well as the many existing climate survey items.

## II. Perceptions of VBCPS Educational Experience

### Academically Challenged During School



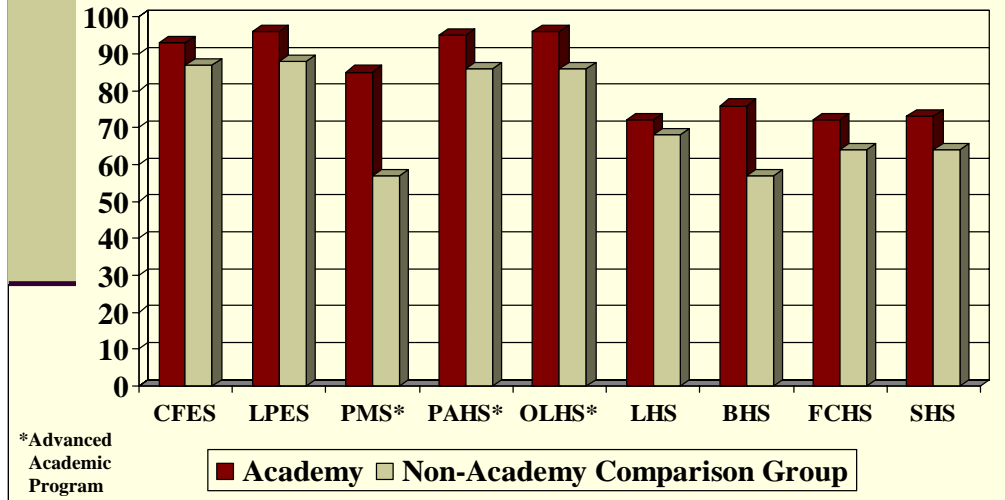
This chart shows the percentage of students in each group who agreed that they were academically challenged during school.

The applicable school is listed along the bottom of the chart. The dark bars represent academy students at that school and the light colored bars represent the non-academy students selected for the comparison group at that school.

For each of the elementary, middle, and high school academy or advanced academic programs, a greater percentage of academy students indicated that they were academically challenged during school compared to similar non-academy students in the comparison groups.

## II. Perceptions of VBCPS Educational Experience

Satisfaction with Overall Quality of Education at School  
Percent Who Gave an "A" or "B" Grade

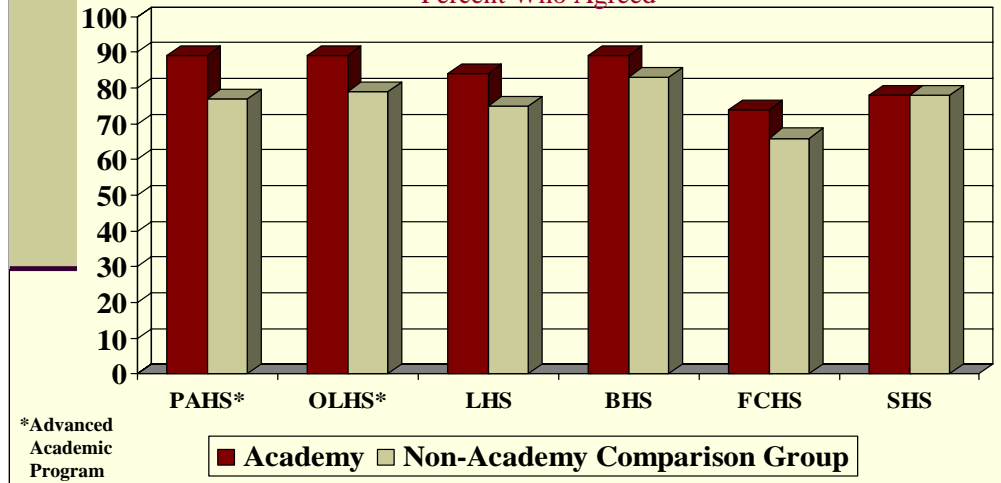


This chart shows that a greater percentage of academy students at each school rated their satisfaction with the overall quality of their education as an A or B when compared to similar non-academy students in the comparison groups.

## II. Perceptions of VBCPS Educational Experience

High School (HS) Experience Helped Students Make Decisions About Future Education or Employment

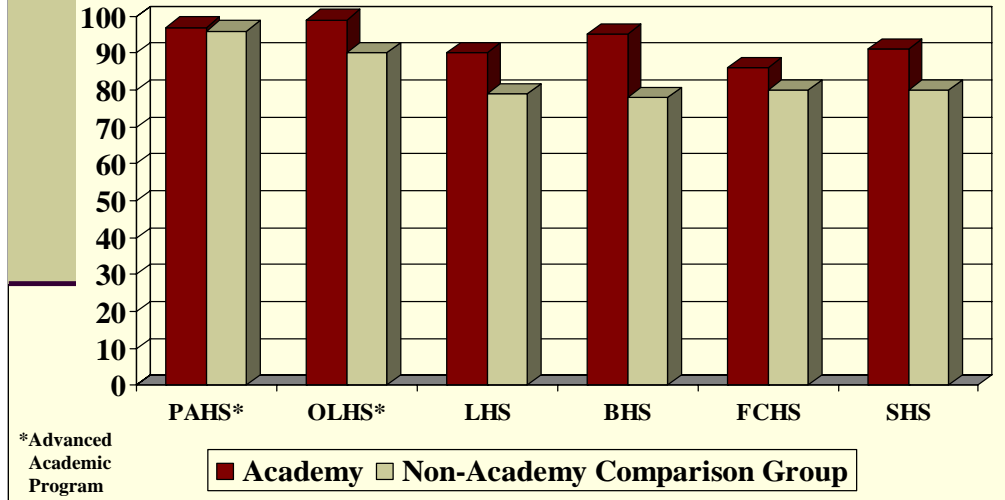
Percent Who Agreed



This chart shows that at nearly all schools, a greater percentage of academy students agreed that their high school experience helped them to make decisions about their future education or employment compared to non-academy students.

## II. Perceptions of VBCPS Educational Experience

HS Experience Prepared Students to Continue Their Education  
Percent Who Agreed



A greater percentage of academy students at each school also agreed that their high school experience prepared them to continue their education compared to perceptions of similar non-academy students.

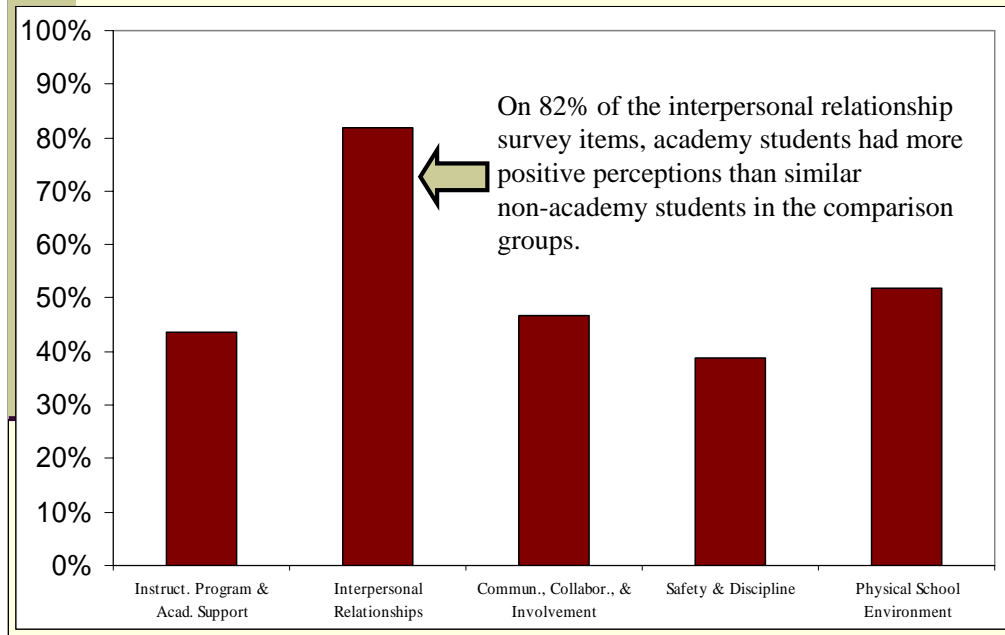
## II. Perceptions of VBCPS Educational Experience

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- Remaining climate survey items in 5 categories.
  - Instructional Program and Academic Support
  - Interpersonal Relationships
  - Communication, Collaboration, and Involvement
  - Safety and Discipline
  - Physical School Environment
- Determined the percent of survey items in each category where academy students' perceptions were more positive (difference greater than 5%).

The remaining student climate survey items were organized around five categories listed on the slide. For the existing survey items in each of these five categories, the results are summarized as the percent of survey items where academy students' perceptions were more positive than non-academy students' perceptions.

Percent of Climate Survey Items by Category Where Academy Students Had More Positive Perceptions Than Non-Academy Students



As shown on the slide, the category of survey items where there was a consistent pattern in favor of academy students was on the category of items addressing interpersonal relationships at the school. These items addressed respectful relationships among students and teachers, enjoyment from going to school, feeling a sense of belonging at the school, and experiencing an overall positive feeling at the school. Across all schools with academy programs, academy students had more positive perceptions on 82 percent of the interpersonal relationship survey items compared to similar non-academy students.

### III. Impact of Academy on Educational and Employment Experiences After High School (Method)

- Post-graduation surveys.
- Graduates from the following: IB Diploma Program, Math & Science, Technology, Health Sciences, and Legal Studies academies.
- 2007 High School Academy Graduates
  - One year after high school graduation.
  - Response rates ranged from 24%-44%. ←
  - Results from a total of 152 former students.
- 2006 High School Academy Graduates
  - Two years after high school graduation.
  - Response rates ranged from 17%-51%. ←
  - Results from a total of 121 former students.
- In many cases, characteristics of survey respondents mirrored overall cohort.

The third topic area focuses on students' perceptions of the academy's impact on their educational and employment experiences after graduating from high school. The method for assessing this included designing post-graduation surveys for former academy students in each of the five programs listed on the slide.

2007 and 2006 academy graduates responded to post-graduation surveys during summer 2008.

After multiple survey attempts, response rates ranged from 17 to 51 percent on the post-graduation surveys depending on the program.

Although results are not from all former academy students, in many cases the characteristics of the survey respondents mirrored the characteristics of the overall cohort.

### III. Impact of Academy on Educational and Employment Experiences One Year After High School

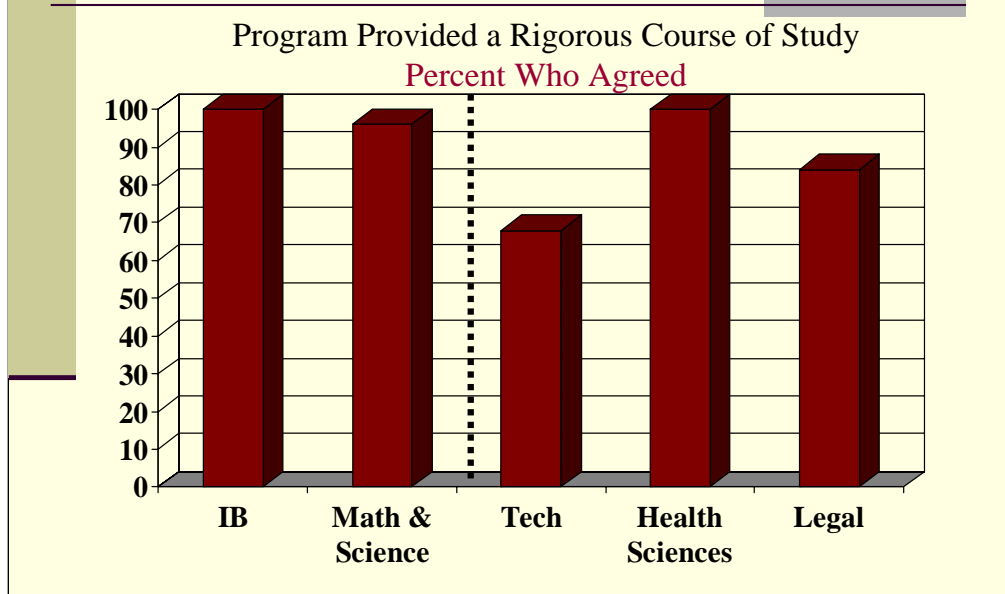
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- Agreement levels with items focused on program goals and objectives.
  - IB Diploma:\* 85% - 100%
  - Math & Science:\* 78% - 96%
  - Technology: 63% - 90%
  - Health Sciences: 76% - 100%
  - Legal Studies: 70% - 100%

\* **Advanced Academic Program**

One year after high school graduation after students had a chance to reflect on their high school experience, the majority of former academy students responded in a manner indicating that the programs' stated goals and objectives were being met. The range of agreement levels with survey items ranged from 63 to 100 percent across the programs.

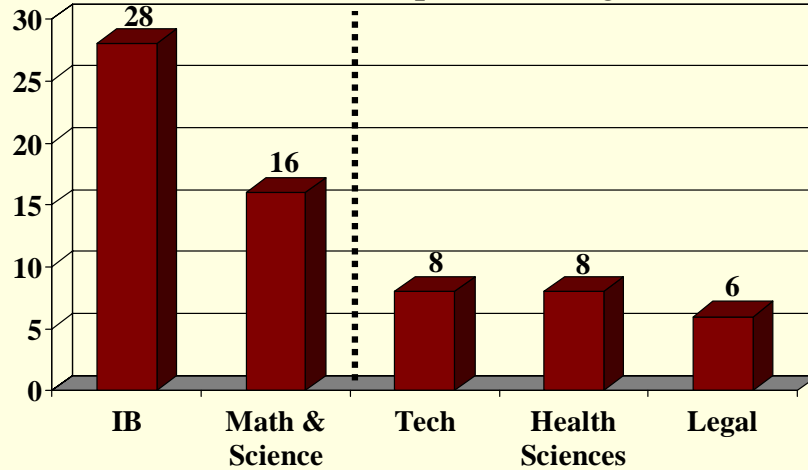
### III. Impact of Academy on Educational and Employment Experiences One Year After High School



One year after high school, from 68 to 100 percent of the respondents in each program indicated that their high school program provided them with a rigorous course of study.

### III. Impact of Academy on Educational and Employment Experiences One Year After High School

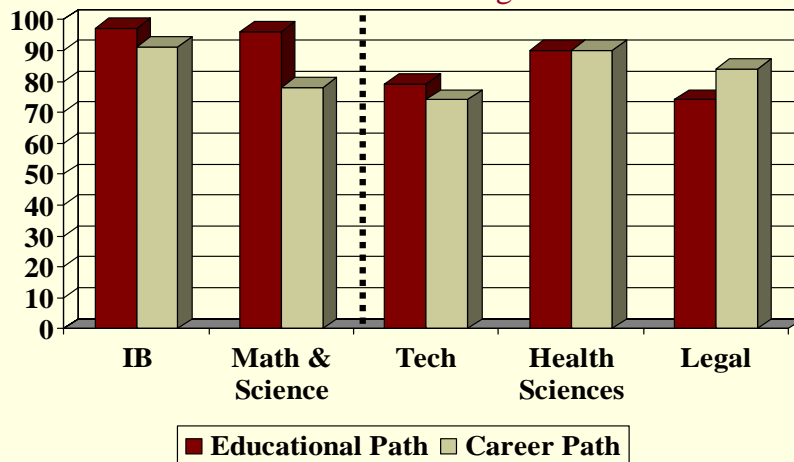
Average Number of College Credits Awarded for Course Work Completed in High School



When asked about the number of college credits they were awarded for course work they completed while in high school, the average number of credits ranged from 28 for former IB students to 6 credits for former Legal Studies Academy students.

### III. Impact of Academy on Educational and Employment Experiences One Year After High School

Program Helped Them Make Decisions About Their Educational and Career Paths  
Percent Who Agreed

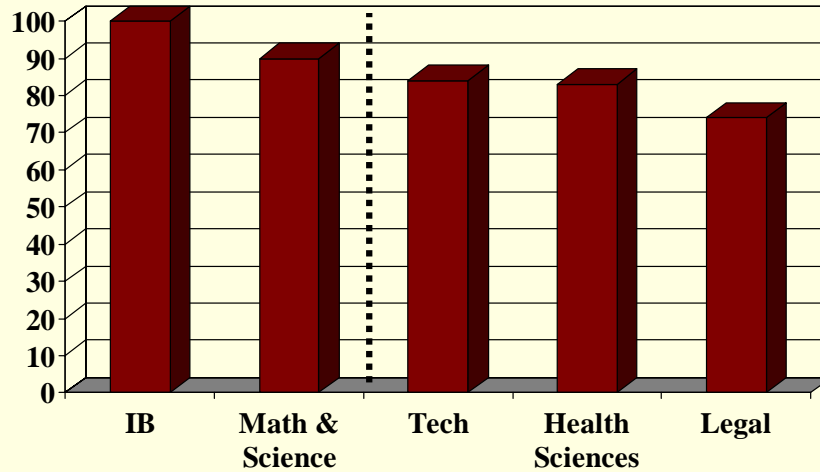


As shown by the dark bars one year after high school, from 74 to 97 percent of the respondents indicated that the program in which they were enrolled helped them to make decisions about their educational path.

As shown by the light colored bars, from 74 to 91 percent of the respondents thought their high school program helped them to make decisions about their career path.

### III. Impact of Academy on Educational and Employment Experiences One Year After High School

Program Provided a Solid Foundation From Which to Pursue Goals  
Percent Who Agreed



From 74 to 100 percent of the respondents also indicated that their high school program provided them with a solid foundation from which to pursue their goals.

### III. Impact of Academy on Educational and Employment Experiences After High School

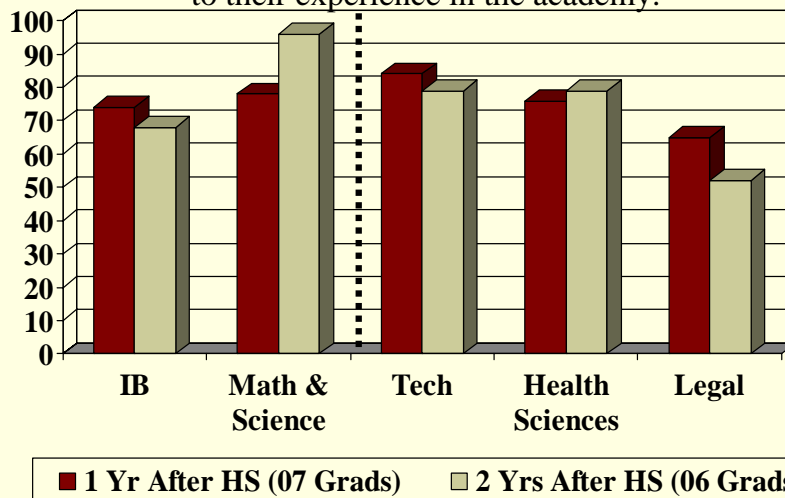
- Most Prevalent College Majors ('06 & '07 Grads)
  - IB Diploma\* - **science, business-related**, engineering, communications, English.
  - Math & Science\* - **science, engineering**, computer science.
  - Technology - **business-related**, engineering, computer science.
  - Health Sciences - **science (biology), nursing**, psychology.
  - Legal Studies - **business-related**, criminal justice, psychology, political science, English.

\* **Advanced Academic Program**

Students surveyed one and two years after high school in 2008 were asked to indicate their current major if they attended college. The most prevalent college majors listed by respondents are shown on the slide by program. The highlighted majors were among the most prevalent in both cohorts of 2006 and 2007 graduates. The majors listed were generally related to each program's focus.

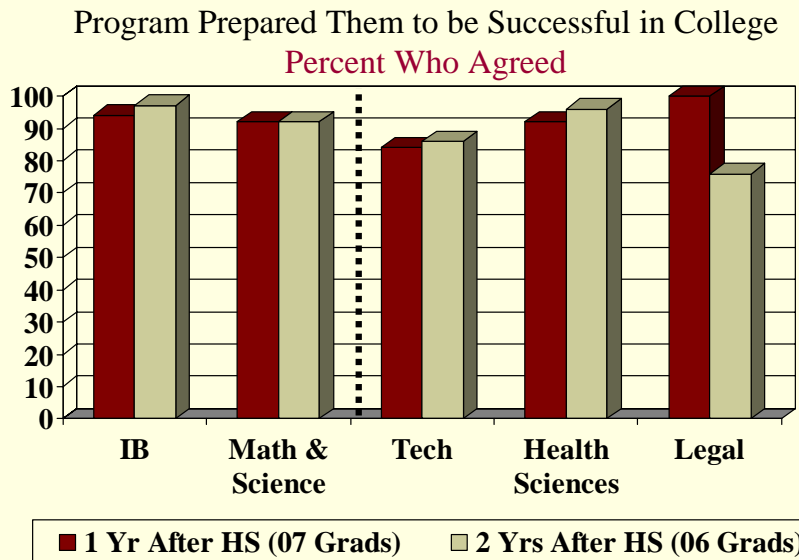
### III. Impact of Academy on Educational and Employment Experiences After High School

Percent of students indicating that college major was related to their experience in the academy.



This slide shows the percentage of respondents who indicated that their college major was related to their experience in the academy. Responses from 2007 graduates are shown by the dark bars, and 2006 graduates with the light colored bars. The majority of respondents in each cohort indicated that their college major was related to their academy experience, and the agreement level for one cohort reached 96 percent.

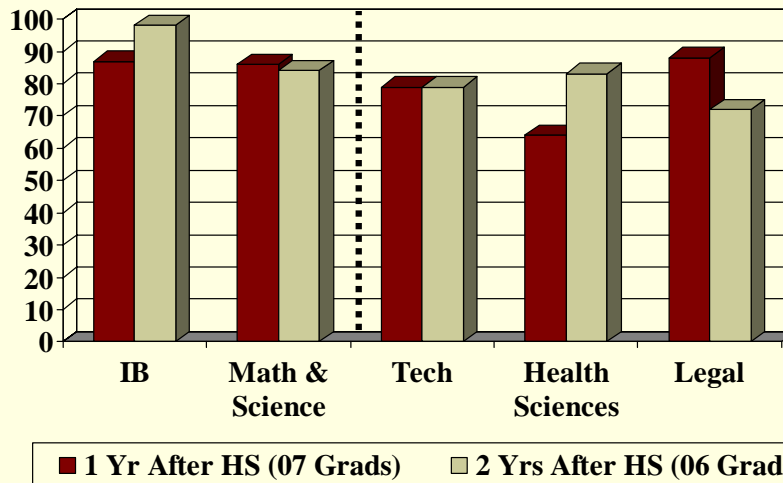
### III. Impact of Academy on Educational and Employment Experiences After High School



From 76 to 100 percent of the respondents in each cohort and in each program who attended college agreed that their high school program prepared them to be successful in college. Consistent with this, respondents' average self-reported college GPAs ranged from 3.13 to 3.53.

### III. Impact of Academy on Educational and Employment Experiences After High School

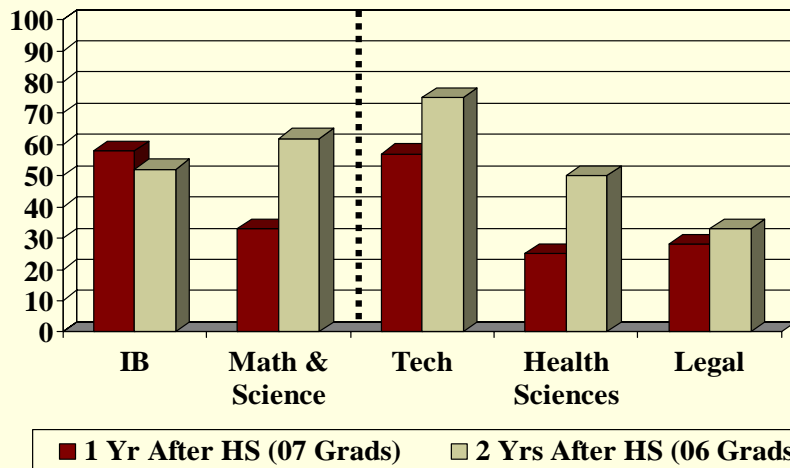
Percent of students indicating that they were better prepared for college relative to their peers.



After their first or second year in college, students were asked to indicate how well they were prepared for college relative to their college peers. Across both cohorts and all programs, from 64 to 98 percent of the respondents indicated that they were better prepared for college than their peers.

### III. Impact of Academy on Educational and Employment Experiences After High School

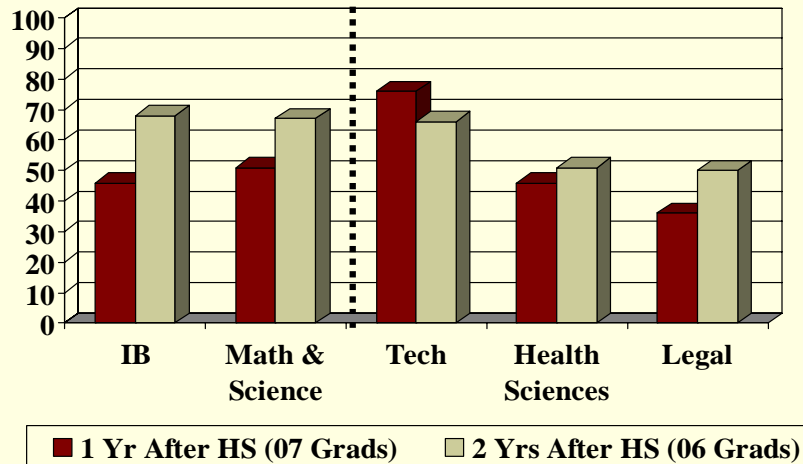
Percent of employed students who indicated that their academy enrollment enhanced their ability to obtain their job.



Post-graduation survey questions also asked students about the academy's impact on their employment experiences, while recognizing that students are generally not yet at the point of working in their desired field. However, when students who worked full-time, part-time, or during the summer were asked if their enrollment in the academy helped them obtain their job, respondents from the technology academy were consistently among the most likely to indicate that their enrollment helped.

### III. Impact of Academy on Educational and Employment Experiences After High School

Percent of employed students who indicated that their academy courses prepared them for their employment.



When employed students were asked if their academy courses prepared them for their employment, respondents from the technology academy again were consistently among the most likely to indicate that their courses prepared them.

## IV. College Enrollment Patterns (Method)

- College enrollment data from National Student Clearinghouse.
  - College attendance patterns.
  - Schools attended by largest percentages of students.
- Graduates from the following: IB Diploma Program, Math & Science, Technology, Health Sciences, and Legal Studies academies.
- Similar comparison groups of non-academy students from PAHS, OLHS, LHS, BHS, and FCHS, respectively.
  - High school diploma type.
  - Senior year English course and grade.
  - End-of-Course English SOL score.
  - Ethnicity and gender.
- Results based on a total of 1,448 students.

The final topic area focuses on students' college enrollment patterns including the percentage enrolled in college and the Virginia schools attended by the largest percentages of students. The information is based on data provided by the National Student Clearinghouse.

College enrollment data are available for former academy students from the five programs listed on the slide.

A new component this year is providing college enrollment data for similar non-academy students at the same schools as the academies. A similar comparison group at each school was selected based on students' high school diploma type, high school academic performance in English, and demographic variables.

## IV. College Enrollment Patterns (Method)

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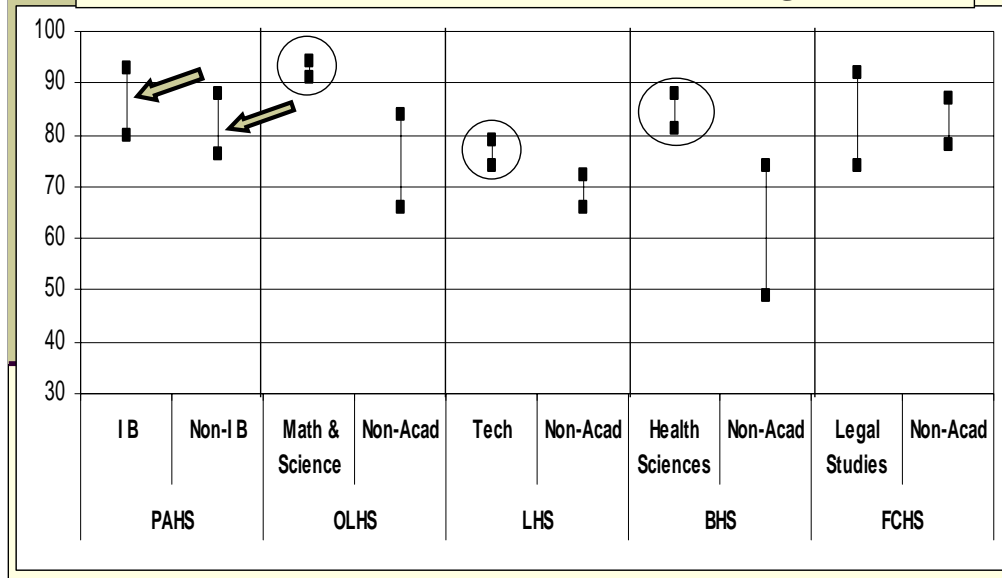
- 2006 High School Graduates
  - Two years after high school graduation.
  - Results available for 1<sup>st</sup>, 2<sup>nd</sup>, and beginning of 3<sup>rd</sup> year in college.
- 2007 High School Graduates
  - One year after high school graduation.
  - Results available for 1<sup>st</sup> and beginning of 2<sup>nd</sup> year in college.

College enrollment data for 2006 high school graduates is based on their first, second, and the beginning of their third year in college as of fall 2008.

College enrollment data for 2007 high school graduates is based on their first and the beginning of their second year in college as of fall 2008.

## IV. College Enrollment Patterns

**Percentage of Students Enrolled in College - Range Across 2006 and 2007 Cohorts and Fall 2006 to Fall 2008 College Semesters**



This slide provides a summary of the percentages of academy and similar non-academy students in the comparison groups who enrolled in college. This slide summarizes the range of college enrollment rates from the 2006 and 2007 cohorts across all applicable fall and spring college semesters from fall 2006 to fall 2008. Supplemental data by school, cohort, and semester are provided at the end of the handout.

As an example, for 2006 and 2007 IB graduates, from 80 to 93 percent were enrolled in college across the fall and spring semesters.

In comparison, 76 to 88 percent of similar non-IB graduates from Princess Anne High School were enrolled in college during the same time frame.

For the Math & Science Academy, the Technology Academy, and the Health Sciences Academy, a greater percentage of academy students were enrolled in college consistently across cohorts and semesters when compared to the corresponding non-academy comparison groups at those schools.

The pattern of results was not consistent for the IB and Legal Studies academies. In some cases, a greater percentage of academy students were enrolled in college, while in other cases, a greater percentage of non-academy students were enrolled in college.

## IV. College Enrollment Patterns

- Colleges Attended by Largest Percentages of Academy Students
  - IB Diploma\* – UVA, ODU, VCU, Virginia Tech
  - Math & Science\* – Virginia Tech, UVA, JMU
  - Technology – TCC, ODU, VCU, JMU
  - Health Sciences – ODU, VCU, GMU, TCC, UVA
  - Legal Studies – TCC, ODU, JMU, CNU, WM
- If underlined, the school was consistently the most attended school across semesters and cohorts.
- TCC and ODU attended by largest percentages of non-academy comparison group students.

\* **Advanced Academic Program**

Based on college enrollment data, the colleges attended by the largest percentages of academy graduates are listed on the slide. The University of Virginia and Virginia Tech were the schools consistently attended by the largest percentages of former IB and Math and Science students, respectively. Tidewater Community College and Old Dominion University were among the colleges consistently attended by the largest percentages of former Technology, Health Sciences, and Legal Studies students.

In comparison, the largest percentages of non-academy students in each program's comparison group consistently attended either TCC or ODU.

## Conclusions from 2008 Update

### I. Perceptions of the academy experience

- Generally, perceptions very positive (high agreement levels).
- High percentages would recommend programs (86%-100%).

### II. Perceptions of the VBCPS educational experience

- Compared to similar non-academy students, higher percentages of academy students...
  - Agreed they were academically challenged.
  - Rated the overall quality of their education as an “A” or “B.”
  - Agreed their high school experience helped them make decisions about future education or employment.
  - Agreed their high school experience prepared them to continue their education.
- Academy students’ perceptions were more positive regarding interpersonal relationships at schools compared to non-academy students’ perceptions.

Based on the data in this 2008 update presentation, this and the following slides provide several conclusions. First, academy students’ perceptions of their programs are generally very positive as indicated by relatively high levels of agreement with survey items and high percentages of students who would recommend the programs.

Regarding students’ perceptions of their educational experience in Virginia Beach, academy students were more likely to agree that they were academically challenged, more satisfied with the overall quality of their education, and were more likely to agree that their high school experience helped them make decisions and prepared them to continue their education. Academy students were also more positive in their ratings of interpersonal relationship survey items.

## Conclusions from 2008 Update

### III. Impact of academy on educational and employment experiences after high school

- Programs helped students make educational and career decisions (74%-97%) and provided a solid foundation (74%-100%).
- Respondents indicated their college major was related to their academy experience (52%-96%).
- Programs prepared graduates to be successful in college (76%-100%).
  - Average college GPA for respondents ranged from 3.13 to 3.53.
  - Thought they were better prepared than college peers (64%-98%).
- Less consistent impact on employment at this stage.

After graduating from high school, high percentages of former academy students thought their programs had helped them to make decisions and provided them with a solid foundation. The majority also thought that their college major was related to their academy experience. Former academy students thought the programs prepared them to be successful in college and many indicated that they were better prepared for college than their college peers.

Results regarding the programs' impact on students' employment experiences were less consistent across academies at this time.

## Conclusions from 2008 Update

### IV. College enrollment patterns

- At most schools housing academies, greater percentages of academy students were enrolled in college than similar non-academy students.
  - Results varied depending on cohort at PAHS and FCHS (IB and Legal Studies).
- Schools attended by largest percentages of students differed for academy students at the advanced academic programs compared to non-academy students at those schools.
  - The most attended schools were the same for academy and non-academy students in other programs.

College enrollment data showed that overall, a greater percentage of former academy students were enrolled in college each semester than similar non-academy students.

In addition, the schools attended by former students of the advanced academic programs differed compared to students who did not attend those programs. For other academy programs, the most attended schools for academy and non-academy students were more similar.

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## **Academy and Advanced Academic Programs Longitudinal Study:**

**2008 Exit and School Climate Survey Results,  
Post-Graduation Survey Results, and College  
Enrollment Patterns**

March 17, 2009 School Board Workshop

This concludes my update of the longitudinal study. Reports for individual academies are available upon request.

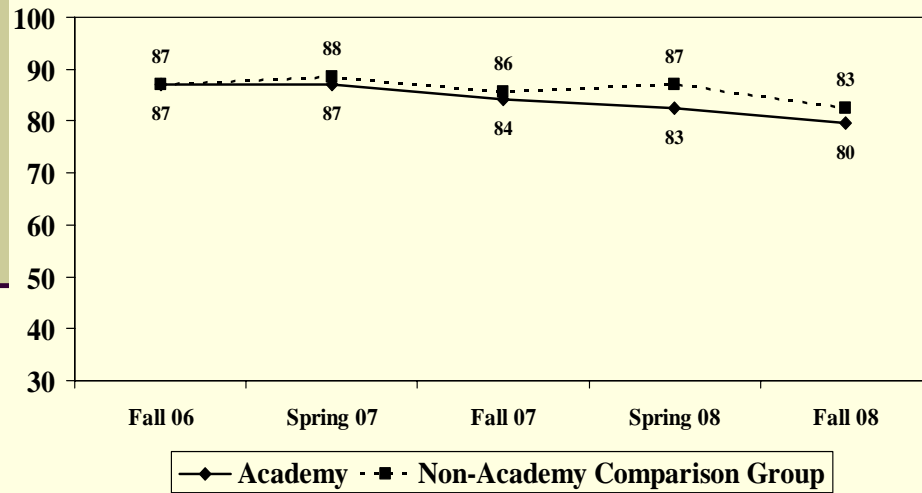
## Supplemental Slides: College Enrollment Patterns

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- The following supplemental slides provide more detailed college enrollment data...
  - For academy and similar non-academy students in the comparison groups at each school.
  - By cohort (2006 and 2007 high school graduates).
  - By college semester (fall 2006 to fall 2008, if applicable).

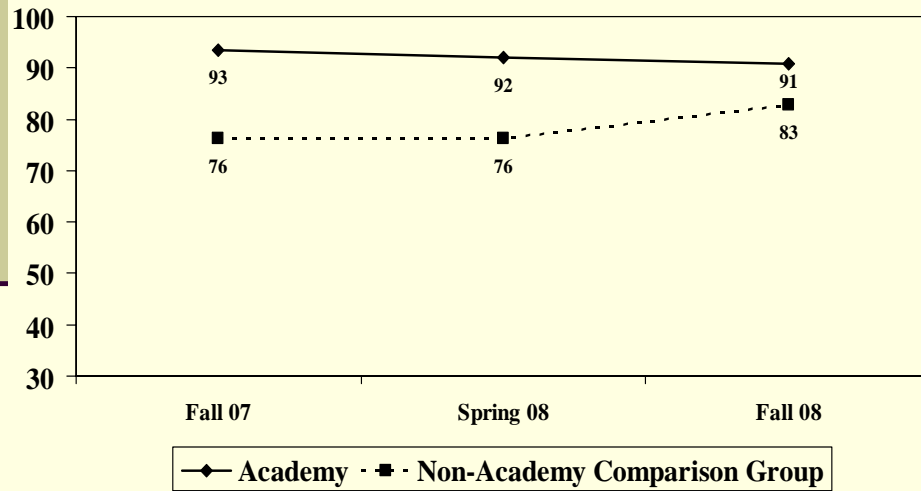
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Princess Anne HS** 2006 Graduates



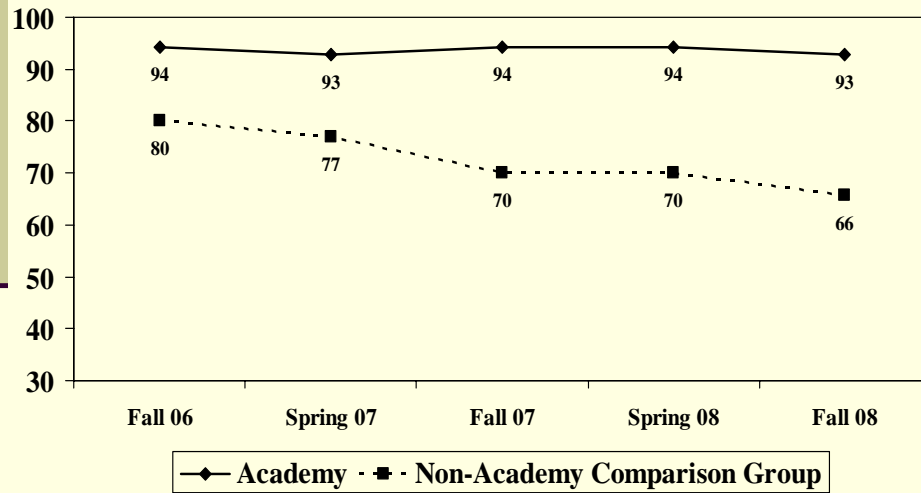
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Princess Anne HS** 2007 Graduates



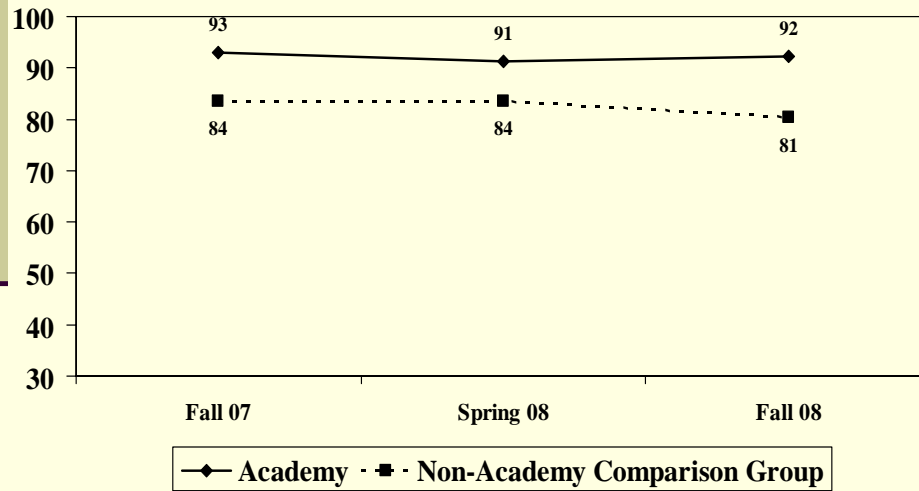
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected Ocean Lakes HS 2006 Graduates



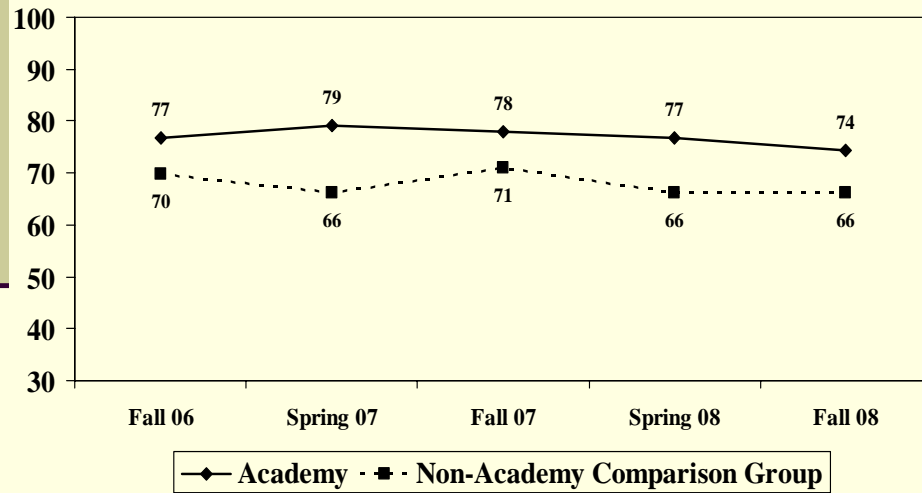
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected Ocean Lakes HS 2007 Graduates



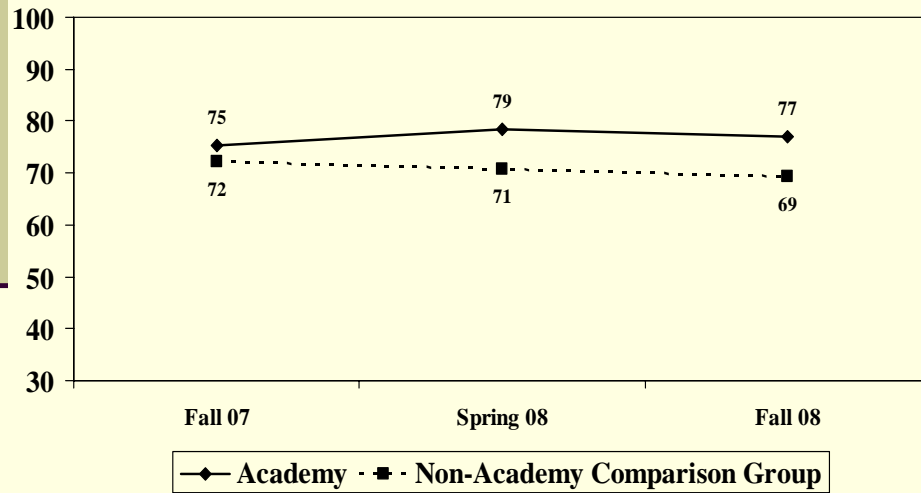
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Landstown HS** 2006 Graduates



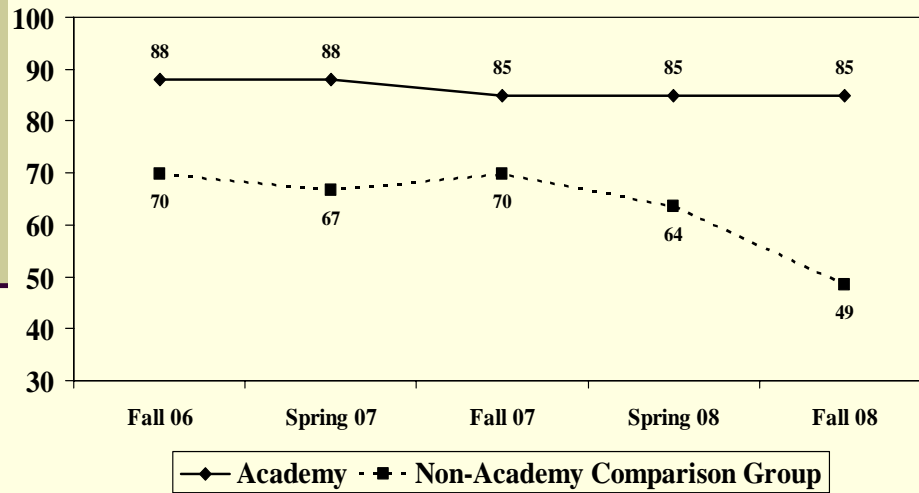
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Landstown HS** 2007 Graduates



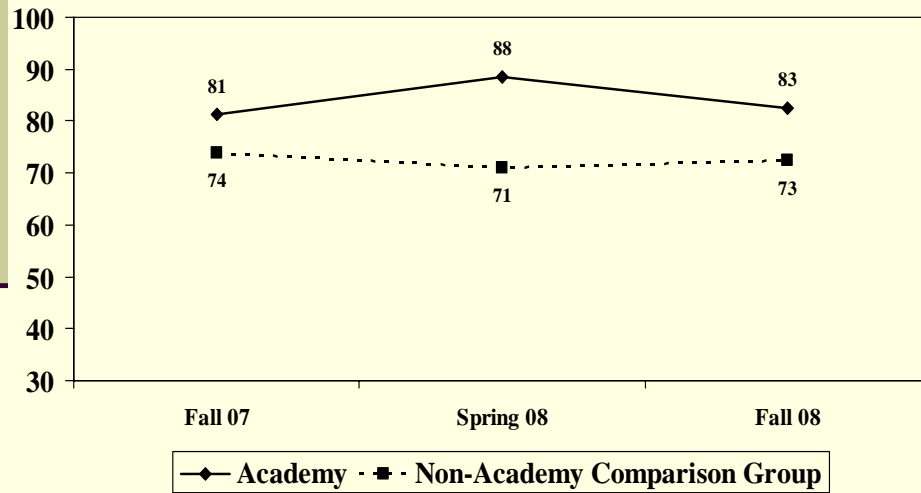
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Bayside HS** 2006 Graduates



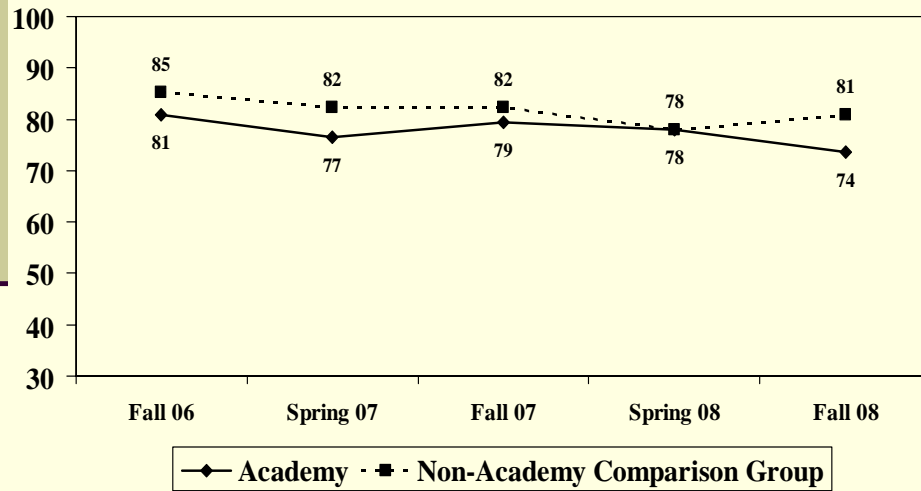
## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **Bayside HS** 2007 Graduates



## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **First Colonial HS** 2006 Graduates



## IV. College Enrollment Patterns

Percent Enrolled in College:  
Selected **First Colonial HS** 2007 Graduates

