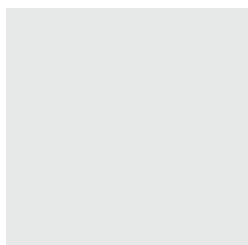
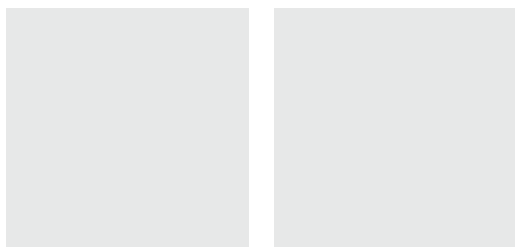
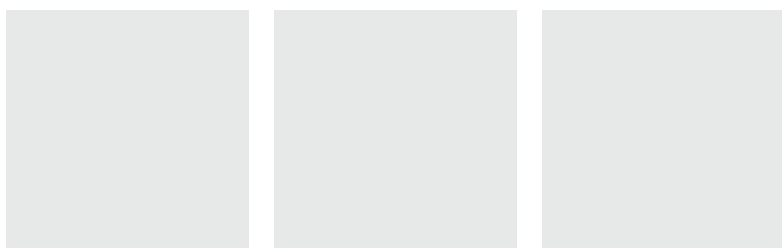




SPOTLIGHT ON SUCCESS



STRATEGIES FOR
EQUITY & ACCESS

Achievements in Access and Equity

Herein you'll find creative programs that address the needs and challenges of traditionally underserved students and help them live up to their academic potential.

We're showcasing efforts made by students, teachers and counselors across the United States to successfully break down barriers by demystifying the Advanced Placement Program® (AP®) and college-level rigor in the high school classroom.

The number of students participating and succeeding in AP is increasing, in many cases because of programs such as these, which work directly with students, teachers, counselors and others who can improve the educational experience of our most vulnerable students.

On the following pages, you'll find descriptions of these efforts and information about how they grew from an idea to an achievement. These short stories offer guidance on the resources, time commitments, participants and facilities needed for each. We've also included contact information for someone who can tell you more. Unless otherwise noted, the information about each program comes from its sponsoring organization or director.

We know one size doesn't fit all, and these initiatives won't serve every need. We hope these examples can serve as information and inspiration. These programs may be replicated, adapted or improved; even better, they may spark new ideas for transforming underserved students' educational experience.

Pushing Underrepresented Students Higher (PUSH)

Riverwood International Charter School (Sandy Springs, Georgia)

Reaching Skeptical Students

Concerned with low AP® enrollment among their underserved students, the administration at Riverwood sought out seniors who were doing well, but who never took any AP classes, and asked them why. What had kept them from taking an AP class? Doing this helped administrators identify two areas that needed improvement: awareness and support. In an effort to strengthen both, Lenora Patterson and her colleagues started the Pushing Underrepresented Students Higher (PUSH) program based on information learned from the sessions she attended with colleagues at an AP Summer Institute for Administrators and the AP Annual Conference.

Utilizing AP Potential™, a research-driven, free web-based tool that can help schools identify AP students (appotential.collegeboard.org), and students' first-semester grades, they identified a group of 40 students who were given special invitations for the school's AP night. During AP night, the school hosted a separate session for African American and Hispanic students and their parents that focused on the benefits of taking AP courses. By using a specific invitation, the school staff hoped to raise awareness among these students and their families. The school also wanted to develop a relationship that would encourage check-ins with students throughout the course and to offer whatever support may be needed. Student feedback from this group quickly informed new PUSH initiatives. Having learned that summer reading required by some AP courses can intimidate students, the PUSH team is implementing an online system to help support students over the summer so they don't get discouraged. An AP summer camp is offered in late July for students who are taking an AP course for the first time.

People Like Me

The Pushing Underrepresented Students Higher program was created during the summer, and by the following fall, its effect was evident. Having attended a personalized session on AP night, underserved students and their parents were encouraged by the idea that they wouldn't be the only ones who look like them in their AP class. This affirmation helped demystify the AP Program for the families. Implementing initiatives like AP summer camp and reading support online boosted the students' confidence and prevented them from dropping an AP course before it even began.



"We are a diverse school, and it is our goal to see that diversity across all of our classrooms. All of our students are encouraged to sign up for AP classes, so when they don't, the challenge becomes getting past whatever barrier that is stopping them."

— Lenora Patterson, Curriculum Assistant Principal

Riverwood High School's underserved AP students grew from 12% to 17% of its total AP population from 2007 to 2010.



What you need:

- A dedicated team (Riverwood's PUSH team consists of six people: an administrator/team leader, teachers and counselors).
- An AP night scheduled for late January to encourage students to consider AP for the next school year.
- A food and drink budget to encourage AP night attendance.

What you need to know:

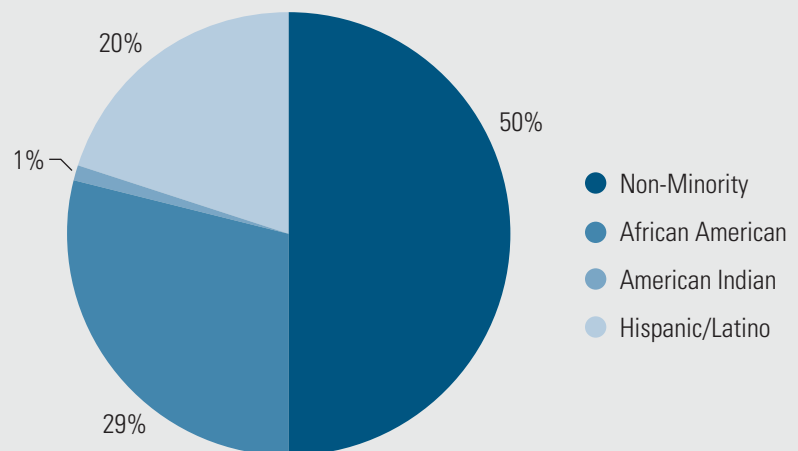
Even when underserved students are given the choice, even encouraged to take AP, they don't. Figuring out what it takes to get these students over the hump is a continual challenge. Riverwood would like to expand parent participation and is looking for funding to cover the costs of incentives, such as dinners or special speakers.



Contact: Lenora Patterson | pattersonL2@fultonschools.org

Demographics

Riverwood International
Charter School
Sandy Springs, Georgia



Boot Camp for AP® Students

San Pasqual High School (Escondido, California)

Preparing for AP

Several years ago, AP students at San Pasqual High School did not reflect the school's diversity. Teachers came together to include a broader population in the program, including underserved students, and worked to remove barriers for them. Faculty realized that many students who were taking an AP class for the first time would need to improve essential skills to succeed. To make sure the students were ready, Jacob Clifford created a boot camp for AP students, a program designed to develop students' essential skills through experiential learning activities.

Boot camp does not put its focus on the content of any particular AP course but, instead, focuses on developing five essential skills: teamwork, communication, organization, reading and problem solving (aka T-CORPS). Improvising on the idea of a military boot camp, students create platoons and compete in skills events to practice each of the T-CORPS skills. Each event includes specific hands-on learning activities that allow students to reflect upon their performance, discuss how they can improve, and set goals for the future.

The Spider Web is one example. A web is constructed using rope or string and PVC pipe frame, trees or even pillars, and all the participants must get from one side of the web to the other following a specific set of rules. In a debriefing session, students talk about the practical application of the activity and how it directly relates to the classroom. The Spider Web becomes an analogy for their AP class. Students learn that they cannot get through obstacles (physical or academic) without working together. Stronger students have a responsibility to help their peers because the class can't move forward if they leave people behind. Students also learn the benefits of planning and taking time to do something correctly the first time.

Gaining Confidence

Students can participate in one AP boot camp for multiple subjects. Students are more willing to help each other understand challenging concepts and participate in class discussions. Student who were weak academically, but strong in boot camp, gain confidence in the classroom.



"Open access in AP is great as long as there is something in place to make sure the kids are ready, and that their skills are up to speed. You don't want to knock out those kids who are trying for the first time, and then they drop out and tell their friends that AP is too hard."

— Jacob Clifford, AP Economics Teacher

San Pasqual High School's underserved AP students increased their 3+ scores from 42% to 68% from 2007 to 2010.



What you need:

- Faculty and/or former students to act as boot camp instructors and supervise platoons, guide them through the different activities and keep track of scores.
- Supplies for the skills events.
- Meeting space, and time to hold the boot camp (possibly the first four days of school, or three days during the summer, shortly before school starts).
- T-shirts and/or bandannas to help create team spirit (optional).

What you need to know:

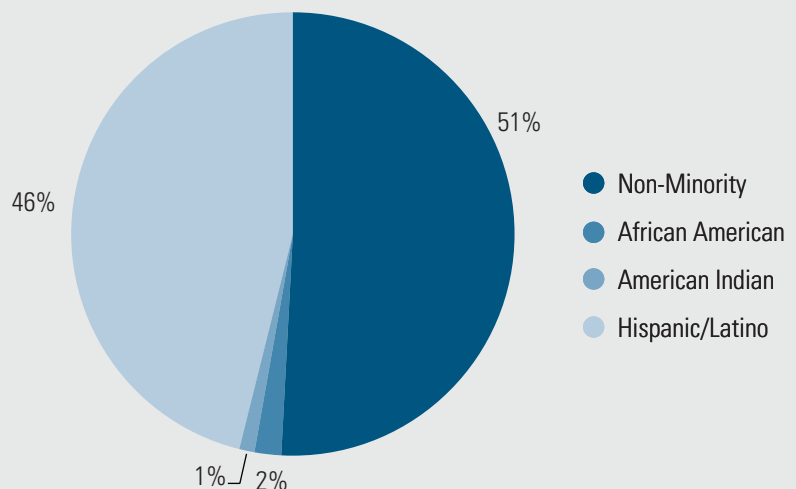
One of the biggest challenges in starting a boot camp is administrative buy-in. Clifford prefers holding boot camp in the first four days of school because more students are able to attend. He views the 3 percent of the year that he spends on boot camp as an invaluable investment. Boot camp students are more productive because they are excited and prepared.



Contact: Jacob Clifford | jclifford@euhsd.k12.ca.us

Demographics

San Pasqual High School
Escondido, California



One-Day Introduction to AP

Eastside High School (Gainesville, Florida)

Creating Community

What was the catalyst behind the recent impressive growth of the AP program at Eastside High School? Over the past few years, the school has incorporated 19 AP courses, and 80 to 90 percent of its AP population is made up of underserved students. The One-Day Intro to AP began as a way to build a sense of AP community among the students and to make AP more inclusive.

In the spring, letters are sent to incoming ninth-graders, along with new AP students and their parents inviting them to attend the One-Day Intro to AP during teacher-planning week before school begins. The invitation welcomes students and parents alike to share in a free meal and learn about Eastside's AP program. The participants start together and then separate into four or five smaller groups to follow a minischedule that provides them with an AP experience. Teachers hold 10-minute sessions in which they challenge both the students and their parents with an interactive exercise that represents their AP class. Student government representatives give tours of the campus, making the One-Day Intro to AP an introduction to both the school and to its AP program.

The introduction has evolved into an ongoing effort to build a sense of an AP community throughout the year. Every nine weeks a breakout session is held for all of the AP students over a full or half school day, depending on the activity or topic being covered. During the year, each of the four sessions highlights a different subject: social science, English, science and math. For example, for a social science session, students will watch a historical video or one dealing with current social or political issues, and then break into smaller groups to discuss the topic with teacher and student facilitators working to boost the debate. For a science session, a physics professor visited from a local college and did hands-on lab activities with the students.

We're a Team

Students are excited about AP and their classes because it is no longer just work. Now there is a community atmosphere, and students can share experiences with one another. Similarly, the teachers are operating as a team, helping one another with their challenges. Establishing an early connection has improved parental involvement as parents get to know AP teachers and what they have to offer as well as what they expect from their AP students.



"When I first started here, the AP courses offered at our school were sporadic, and there was no sense of an AP community. We needed to become a team. The effort started from the top down — our principal believed it, we believed it and now our students believe it."

— Natalie Strappy, Activities Director/Assistant Athletic Director

Eastside High School's underserved AP students grew from 21% to 30% of its total AP population from 2007 to 2010.



What you need:

- An AP director to facilitate the One-Day Intro to AP and plan the four in-school sessions.
- Group planning meetings, in May and in June, with follow-up e-mails to remind people of their various responsibilities.
- A meeting room. Eastside meets in its media center and then in individual teacher's rooms.
- Food and drink budget (including funds for pizza for 50 to 70 people plus an additional amount for sodas and water).

What you need to know:

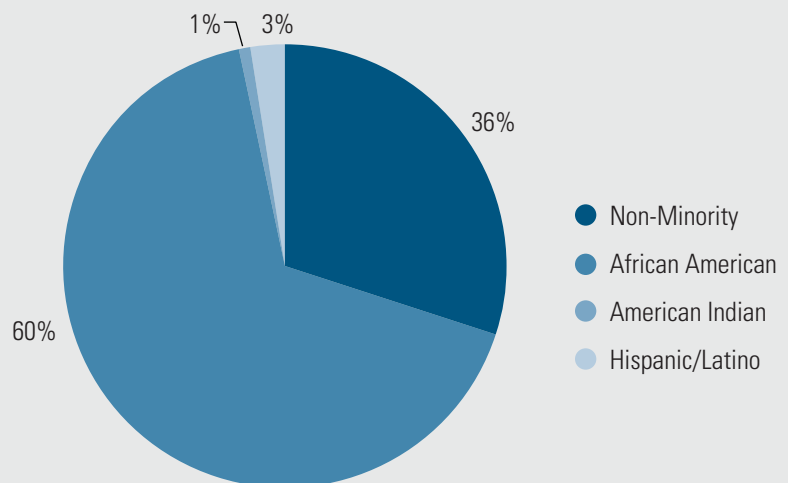
Getting parents involved and keeping them involved is instrumental to the program's success. The teachers at Eastside are doing whatever it takes — sending letters, making phone calls, and using incentives such as dinner — to reach parents. Because of budget cuts, Eastside no longer has an AP director. The AP teachers are now breaking up the responsibilities surrounding the One-Day Intro to AP and taking turns planning the four in-school follow-up sessions.



Contact: Natalie Strappy | Strappyng@gm.sbac.edu

Demographics

Eastside High School
Gainesville, Florida



Ambassadors for AP

Pflugerville High School (Pflugerville, Texas)

Positive Peer Pressure

Despite their open enrollment policy for AP classes, teachers at Pflugerville High School found that underserved students still were not choosing AP courses. An AP lead teacher in mathematics and an AP lead teacher in English combined forces to address the issue by convening a focus group of students and asking what prevented them from taking AP classes. Students responded by saying that they didn't often see teens or teachers like themselves in AP and that they hadn't always received the necessary encouragement.

The inception of the Ambassadors for AP Program began with a simple request from these two AP lead teachers: Would the students from their focus group be willing to travel to middle schools during registration time to talk to students like themselves about their AP experience? It quickly became obvious that underserved students were much more interested in hearing from their peers than from teachers. These new ambassadors could provide information, hope and inspiration in a way that their teachers could not.

Ambassadors' T-shirts are not only cool, but raise ambassadors' visibility on campus and when traveling to represent their AP program to other audiences. Ambassadors influence both parents and students when they speak at parent information nights. At Pflugerville, the ambassadors also perform skits about the benefits of AP in order to demystify the program for students and their parents.

Follow Me Through AP

A simple but strong strategy for gaining involvement from underrepresented groups, the Ambassadors for AP Program is easy to replicate or adapt to fit the needs of a particular school or community. Students can also track the time they devote to being an ambassador because, as they apply for college, it is a wonderful indication of their commitment to academic achievement, not just for themselves but for the entire school community.



"Like all good student groups, our first order of business was to design a cool T-shirt. Ours is a bright blue with white lettering. We have the Ambassadors for AP logo over the left breast pocket and the back says in large lettering, 'ASK ME ABOUT MY AP CLASSES.'"

— Dixie Ross, AP Lead Math Teacher

Pflugerville High School's underserved AP students increased their 3+ scores from 20% to 28% from 2006 to 2009.



What you need:

- Older students who have had a successful AP experience and who can speak to groups of students you are trying to reach in your community.
- Teachers or counselors to chaperone this organized student response to the equity issue.
- Incentives (pizza, T-shirts, group activities) to build identity and solidify group membership.

What you need to know:

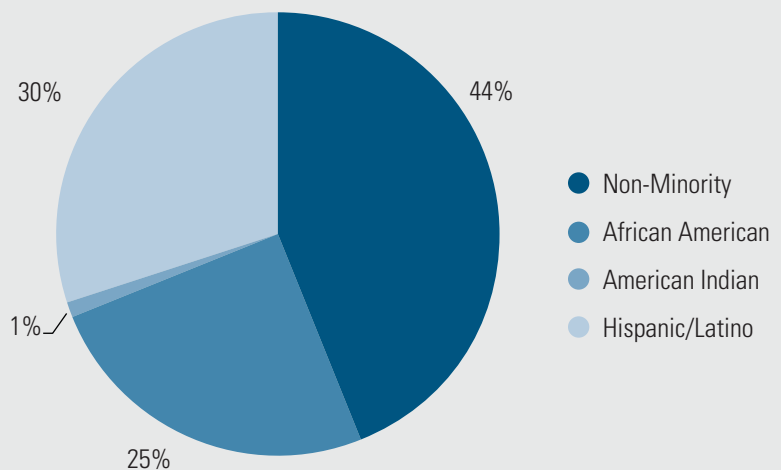
The driving success behind the Ambassadors for AP Program depends largely on the students' recruitment of their peers. As a teacher, you can only do so much; closing the equity and achievement gap is largely dependent on getting students and their parents to choose academically challenging course work.



Contact: Dixie Ross | Dixie.Ross@pflugervilleisd.net

Demographics

Pflugerville High School
Pflugerville, Texas



Advanced Scholar Program

Franklin High School (Portland, Oregon)

Choosing the Challenge

The teachers at Franklin model a strong commitment to equity and student empowerment. When their school was facing closure because of budget cuts, they fought to stay open. The teachers came together to increase rigor and created the Advanced Scholar Program. Students in all grade levels are welcome to join the program, even ninth- and 10th-graders who are not yet taking AP® classes, but will attend Pre-AP® sessions after school. Students may join the Advanced Scholar Program as late as 11th grade, leaving the option open for students who grow, change and realize that they want to be an Advanced Scholar in their junior year.

Students in the program commit to taking at least four AP classes, or three AP classes and one dual-credit class, during their four years at Franklin. The program also provides each student with a mentor, usually an AP teacher, with whom students must check in for a brief meeting twice a month. In addition to this one-on-one support structure, the Advanced Scholars meet monthly as a group, where they discuss personal organization, the college application process, scholarship essays and personal essays for college. Here, they also build bonds as a group, breaking barriers between the older students and incoming students; sometimes Advanced Scholar alumni will return to talk about their college experiences.

Committed to Achieve

Every student from the class of 2010 who completed Franklin High School's Advanced Scholar Program went on to attend college. More nonwhite students and more students of lower socioeconomic status are now taking AP classes. The younger students develop friendships with older students who model success in AP for them. Additionally, the Advanced Scholar Program influences even students who aren't participating in it; students who do not want to commit to taking four AP classes now more readily take one or two. Advanced Scholars talking about AP classes and their future plans in the halls affects the school's overall college-going culture. As a result, there is more focus on attending college at Franklin than in previous years.



"AP classes are particularly important for nontraditional AP students because these are the students who may be unfamiliar with the expectations of a college or university environment. AP classes provide them with direct preparation, as well as a sense of familiarity with the meaning of college-level work."

— Susan Bartley, Advanced Scholar Coordinator and AP Teacher

Franklin High School's low-income AP students grew from 20% to 37% of its total AP population from 2007 to 2010.



What you need:

- Students to commit to the program and take the initiative to meet with their mentors.
- AP teachers who are available to mentor about 15 students per year, including two 5-minute check-ins per month and one monthly group meeting.
- A teacher or counselor to do administrative tasks, such as reminding students about meetings, ordering pizza, setting up the library for meetings or planning teacher meetings.
- Extrinsic awards, for example, a special stole at graduation or special gold sticker of distinction on a student's diploma that signifies membership in the program. Also, T-shirts, bumper stickers and other items to build identity and solidify group membership.

What you need to know:

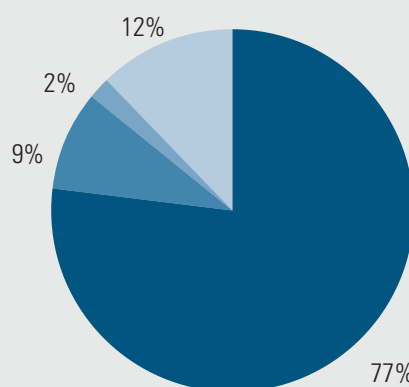
At Franklin, teachers are paid for their time (about 2 to 3 hours per month), and the administrative teacher/counselor should receive at least one period of additional prep time to carry out his or her responsibilities. Funding continues to be a challenge. Originally funded through a grant, the Advanced Scholar Program now needs alternative funding. Only students who successfully complete all components of the program will be granted the Advanced Scholar designated diploma upon graduation and have access to special scholarship monies.



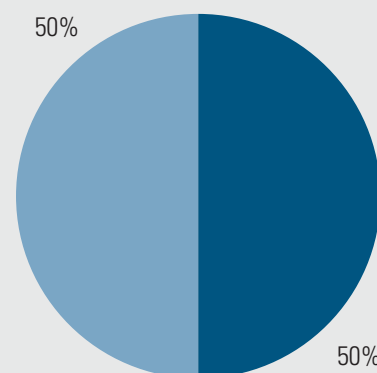
Contact: Susan Anglada Bartley | sbartley@pps.k12.or.us

Demographics

Franklin High School
Portland, Oregon



● Non-Minority ● American Indian
● African American ● Hispanic/Latino



● Free/Reduced-Price Lunch
● Non Free/Reduced-Price Lunch

Picture Books in the Secondary Classroom

Meadowcreek High School (Norcross, Georgia)

A New Look at Books

AP English teachers at Meadowcreek High School were concerned because many of their underserved students were taking AP courses in math and science, but shying away from AP English courses because they didn't believe they could handle the rigorous reading and writing curriculum. These students possess the same intellectual ability as her other students, noted Jenna Gardner, but they may be missing the connection between surface reading and deeper reading. As Meadowcreek worked toward open enrollment in AP courses, faculty members realized that students entering AP classes for the first time need more support than the traditional instructional methods may give.

As our society becomes increasingly visual, it is also becoming increasingly difficult for students to sit down with a book that is just text. Picture books provide the means to draw students in and give them access to a literary world by utilizing visual appeal. A good way to start is by having students illustrate a poem, or by building a storyboard depicting the action visually from a selection of text. Developing this additional method to delve into the deeper meaning of text is a skill that will help prepare students for the challenging literature taught in AP classrooms.

Pictures Worth Reading

Picture books are an instantly accessible resource that can be used to illustrate literary devices, difficult concepts and troubling events. Students would be able to bring in books from home they might already own. Classic fairy-tale picture books teach allegory and allusion. Using picture books makes a difficult text more accessible and makes Shakespeare less intimidating. Similarly, picture books can address students' fear of not getting the deeper meaning of poetry because the compact structure of meaning in a picture book mirrors the compact structure of a poem.



"The principal's saying for AP in our school is 'rigor with nurture.' Every student should take an AP English course before college. Even if students don't score a 3 or higher, the experience will still better themselves and their skills. We push, but very nicely, and it's very rare that a student drops AP. When they finish, both the teacher and the student feel like they are better writers."

— Jenna Gardner, AP English Literature Teacher

Meadowcreek High School's underserved AP students grew from 40% to 60% of its total AP population from 2007 to 2010.



What you need:

Here are some examples of picture books that can be used in both AP history and AP English courses:

- Innocenti, R. and Gallaz, Christophe. (1985). *Rose Blanche* views the grim impact of the Nazi regime and the Holocaust through the eyes of a young German girl who is a witness of the tumultuous events happening in her town.
- Feelings, T. (1995). *The Middle Passage: White Ships/Black Cargo*. Master artist Tom Feelings tells the complete story of the cruel and terrifying journey of enslaved Africans across the Atlantic Ocean in 64 extraordinary narrative paintings.
- Raven, N. (2007). *Beowulf: A Tale of Blood, Heat, and Ashes*. This descriptive modern rendition of the *Beowulf* story and its engaging pictures stimulate student interest and “buy-in” to navigate difficult text of the ancient epic, *Beowulf*.

What you need to know:

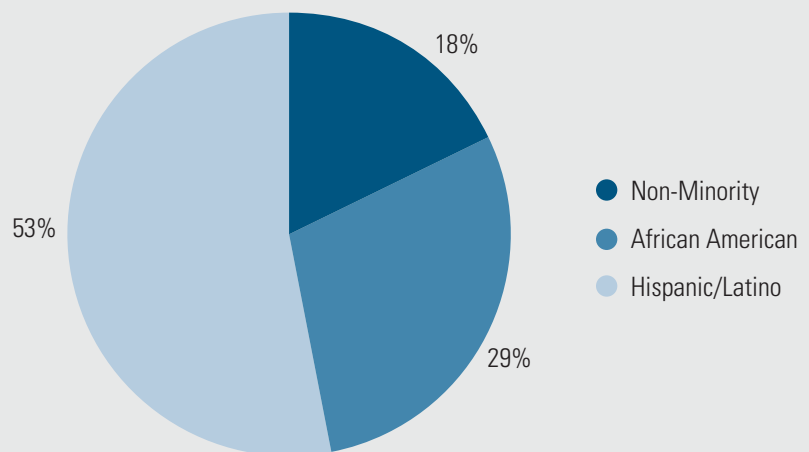
While picture books can be an instantaneous resource, it is also a challenge to acquire enough to share them with an entire classroom. It can be difficult and expensive to buy one for each student. One proposed solution can be to get a projector to display the images. You may also want to split the students into groups working with different picture books at separate tables.



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Demographics

Meadowcreek High School
Norcross, Georgia



AP English Success

Eleanor Roosevelt High School (Greenbelt, Maryland)

Teaching Words' Worth

Located in a suburb of the District of Columbia, Eleanor Roosevelt High School's success in AP English is due in large part to the school's highly structured writing program. Students in ninth, 10th and 11th grades are assigned essays similar to, but perhaps less intense than, those found on the AP Exam. Teachers focus on language — looking closely at rhetorical strategies, literary devices and diction in the essay, regardless of the student's level of reading or writing. In the AP classroom, 80 percent of a student's grade is based on in-class and out-of-class essays. English teachers follow a grading system that mirrors how AP Readers score at the annual AP Reading — 40 percent structure, 40 percent content, 10 percent mechanics and 10 percent style. The English department holds in-service days where teachers group-grade papers to ensure that all teachers are utilizing these same guidelines.

All English teachers, even those who do not teach AP classes, are encouraged to attend AP training sessions. Teacher Susan Vincent acts as the department's writing coordinator, working with English teachers at all grade levels by giving second reads on essays, observing in the classrooms and modeling writing lessons. For example, when the county required all ninth-graders to read and write an essay on *To Kill a Mockingbird*, Vincent took the assigned general essay topic, expanded it to make it more like an AP Exam prompt, constructed lesson plans for teachers, and held an in-service session where teachers could share ideas about the writing assignment.

Ready to Write

By the time a student first walks into an AP class, he or she has already written at least six AP-comparable essays and is familiar with the style of AP Exam questions and AP scoring. Because everyone in the English department is viewed as an AP teacher, both ninth- and 10th-grade teachers are included when recognition is received for exemplary AP English scores. All of the teachers can then take pride in the success that the 11th- and 12th-grade students have on their AP Exams.



"Our English teachers clearly believe all students can become critical thinkers and effective writers. Therefore, our program focuses on writing tasks beginning in grade nine and continuing through all four grades. Students spend time discussing a text both in large and small groups. They outline, produce rough drafts, peer edit, and write final papers. Additional opportunities are provided to rewrite and to review sample papers."

— Susan Vincent, ERHS Writing Coordinator

Eleanor Roosevelt High School's underserved AP students increased their 3+ scores from 28% to 39% from 2007 to 2010.



What you need:

- An experienced AP teacher/writing coordinator provided with an extra planning period.
- Experienced English teachers who will help mentor and train any English teacher new to the school.
- Coordination of writing assignments for the numerous poems, short stories and almost all of the novels taught in the English classes.
- Previously published AP free-response questions used to teach writing on each grade level.

What you need to know:

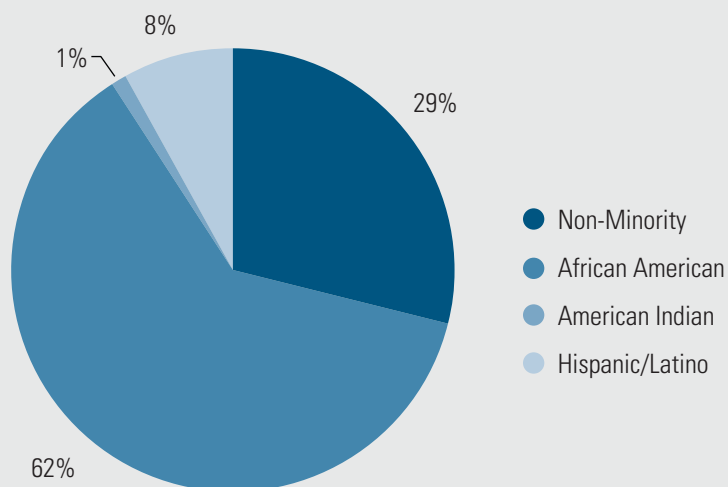
Several years ago, the English department received a writing grant and used it to construct the writing program. Eleanor Roosevelt High School now defines itself as a writing school. When hiring teachers, the administration looks for hardworking individuals willing to spend long hours grading essays. Budget cuts have posed a challenge, because the number of in-service days for English teachers has been cut from nearly a dozen in the 1990s to just two last year.



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Demographics

Eleanor Roosevelt
High School
Greenbelt, Maryland



Maine Mentoring Program

Maine Department of Education

Connecting Teachers

While Maine is geographically New England's largest state, its population, especially in rural areas, is small. AP teachers at rural high schools are often the only teacher in a subject area, and sometimes the only AP teacher at the school. The student numbers at these schools present significant challenges to expanding AP course offerings and developing faculty to teach them. The Maine Mentoring Program was developed out of a desire for all of Maine's high school students to have access to AP courses, not just those who attend the state's largest high schools. It aims to give the needed professional development and ongoing help to new AP teachers and to schools trying to expand their AP program.

Teachers participating in the Mentoring Program attend weekend workshop retreats focused on their subjects. Teachers travel to the retreat site after school on a Friday and spend the evening at dinner, talking with other teachers in their field. Saturday is devoted to a particular topic, such as Experimental Design in AP Statistics or the Fundamental Theorem in AP Calculus. There is a fall workshop, a midyear retreat to keep teachers on track, and a year-end retreat to evaluate the year. However, workshops can be tailored to address specific issues and topics based on needs that teachers have shared. Maine's Mentoring Program also hosts one-day exam preparation workshops a month before AP Exams; these are designed to help AP teachers make the exams less intimidating for their students.

Who are the Maine mentors? Some are College Board consultants; others are simply experienced teachers who organize a workshop to share their expertise. As the Mentoring Program grew, additional mentors were selected primarily by word of mouth as colleagues shared names of teachers they knew to be good presenters and experts in their field.

A Bridge to Success

Participating in the subject- and strategy-based workshops helps teachers gain confidence in their subjects and build an AP program in their schools. Teachers also receive continuing education units through IACET. The Mentoring Program exposes teachers and principals who may have been geographically isolated from developmental opportunities to the message of equity and access and makes them aware that AP classes are for all students. From 2001 to 2010, the percentage of seniors in Maine who had a successful experience in an AP class went from 11 to 19. Additionally, Maine had one of the greatest five-year increases in students scoring a 3 or higher on at least one AP Exam during their high school careers, at 4.8 percent.



"Teachers go back to their school after a mentoring workshop and feel more confident. Not only are they more comfortable teaching their own course, they return to their school saying, 'We need to offer more courses, we need to open up the doors to kids.'"

— Brendan Murphy, AP Calculus Teacher, John Baptist Memorial High School

The state of Maine's low-income AP students grew from 9% to 11% of its total AP population from 2007 to 2010.



Teachers, too, have benefited. Through the Mentoring Program, more than 500 Maine teachers have received professional development training in the various AP disciplines.

What you need:

- Funds to provide stipend for mentors. Maine mentors receive \$2,000 per year.
- A workshop facility and lodging for a two-day event.
- Mentors who are experienced AP teachers (half of Maine's mentors are College Board consultants).
- Incentives for attending — teachers love free food and takeaways that say thank-you.

What you need to know:

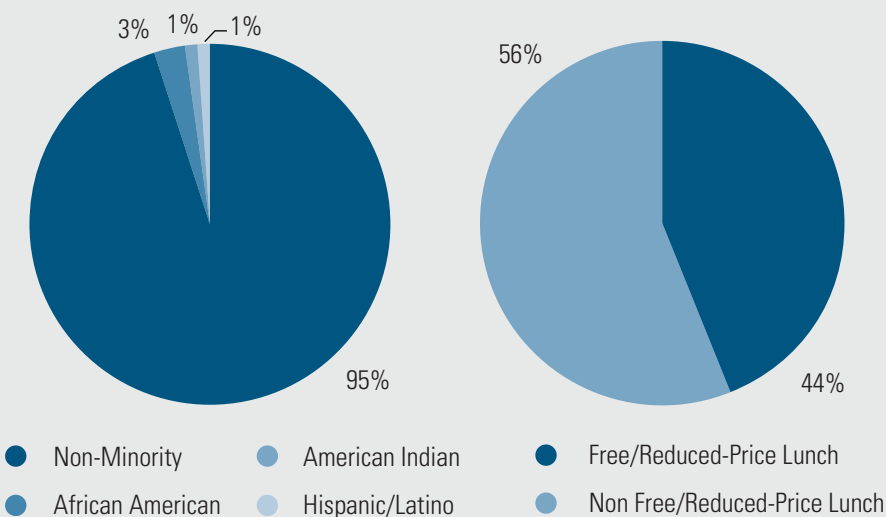
The Maine Mentoring Program was initially funded by a grant. When the grant money was exhausted, state leaders believed the program was important to continue, but needed help paying for it. The workshops themselves were scaled down to just one full Saturday and no longer include lodging. Participating teachers now pay \$25 to attend a workshop. This fee helps cover the costs of facilities and food.



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Demographics

Maine Department of Education



Advanced Placement® Student Curriculum Review

Miami-Dade County Public Schools (Miami, Florida)

Developing Professionals

The AP Student Curriculum Review (APSCR) provides students and their teachers with an end-of-year review from experienced Miami-Dade County Public Schools' AP teachers in preparation for the AP Exams. Students representing each of the more than 50 high schools in the Miami-Dade County area participate in this 5-hour review, which is held on a Saturday in late March or April. This spring, about 812 students participated in 22 sessions that covered 18 AP subjects. Students in attendance on the day of the review are encouraged to bring back what they learned to their individual schools and share tips and strategies with their peers.

Providing safe, free transportation has been a key to the success of the AP Student Curriculum Review. At 7 a.m., a bus is waiting in the high school parking lot to take both AP teachers and students, along with chaperones, to the review session.

The AP master teachers who apply for the position develop, prepare and deliver a workshop focusing on AP course content reviews, test-taking skills and study strategies. Spending a day with a veteran AP teacher increases students' chances of success. Similarly, AP teachers acting as chaperones, or teachers who simply wish to attend, gain insight from this master AP teacher. The Miami-Dade district has hosted this event for several years, and because of its success, a midyear review in November has been added.

Meeting of the Minds

Provides a districtwide perspective on best practices for instruction and preparation during the final weeks leading up to the AP Exam administration. The collaboration that is created by bringing students from both high-performing and low-performing schools together during the APSCR is a very positive one and celebrated by all in attendance. Aimed at meeting the needs of all students, the APSCR can be easily replicated across other school districts and adapted to meet the needs of smaller learning communities.



"Students spend the day listening, learning and solving problems with these master AP teachers, different from the one they have. It gets them out of their school, and they are introduced to students from all over the district. To me that is the greatest benefit, the fact that they can network with other AP students."

— Montserrat Paradelo, District Supervisor

Miami-Dade School District increased its underserved AP students 36% while maintaining a performance level of 46% on 3+ scores over four years from 2007 to 2010.



What you need:

- An experienced AP teacher whose innovation, dedication and success in the classroom is reflected by students' achievement on the AP Exams, to share his or her expertise and best practices during the review.
- Following the completion of the workshop, the AP teachers/facilitators that present at the APSCR are compensated at their hourly rate for "planning and presentation."
- AP teachers who serve as chaperones, as well as AP teachers who wish to attend, receive a \$100 stipend.
- District budget: \$41 to \$60 per student for an average of 35 to 60 students per session.
- Transportation costs, including buses and bus drivers on a Saturday morning.
- Host high school, including school-site security guards, custodial workers and audiovisual technology personnel to assist during the presentation.

What you need to know:

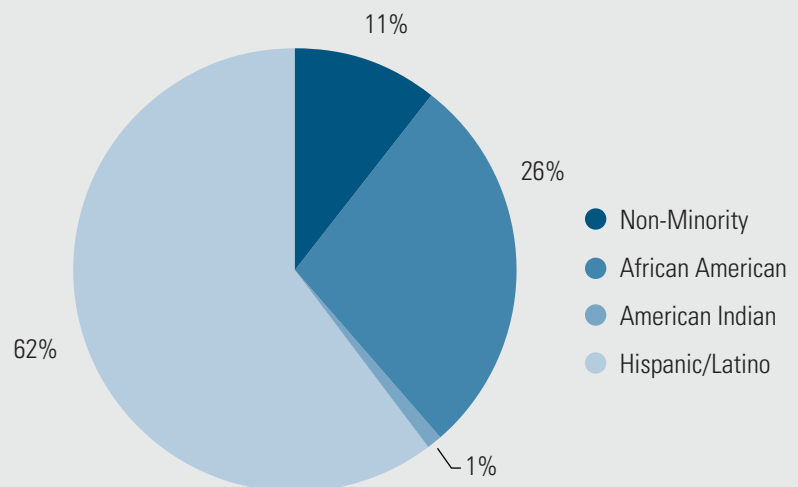
High school booster clubs and parent organizations have proved to be great partners in this initiative. Booster club parents and students can utilize this event as an opportunity to raise funds for their extracurricular organizations by selling drinks and breakfast and lunch items. The availability of lunch creates a positive and collegial environment where the students feel free to engage in conversations about their AP courses, the workshop presentation, and their individual plans and strategies for success.



Contact: Montserrat Paradelo | MParadelo-Morrison@dadeschools.net

Demographics

Miami-Dade County
Public Schools
Miami, Florida



Campus Wide Assessment Reading

YES Prep Public Schools (Houston, Texas)

Aligning Curriculum

YES Prep Public Schools is a free, open-enrollment public school system that serves 4,200 students across eight schools in the Houston area. At YES Prep, the expectation is that all students will take at least one AP or other college-level class. The results have been impressive: Every year, 100 percent of YES Prep's graduating seniors have been accepted into four-year colleges. As YES Prep grew, there was an increasing need for collaboration among the teachers. Aiming to improve communication among colleagues, a few math teachers developed multiple-choice and free-response assessments for sixth grade to Algebra I that were administered systemwide. The practice of utilizing a common assessment was soon expanded to all mathematics courses and eventually implemented across all campuses.

All of the assessments are created by the teachers, and they work hard to customize the assessments to reflect the school's curriculum standards. Every six weeks, teachers get together to plan, align and compare curricula. After the assessments are given, the teachers come together for the campus wide common assessment reading, a time for 250 teachers to read 19,000 exams in Spanish, mathematics, social science and English. This professional development event provides teachers with a valuable and intensive collegial exchange similar to that which AP Readers experience at the annual AP Exam Reading.

Teachers Unite

The campus wide common assessment reading program facilitates communication and collaboration among teachers and saves the school a great deal in external professional development costs. Common assessments provide critical information about student performance and help ensure that every student is expected to achieve at the same high level. They also help make sure that students are learning what they need to know, so teachers can determine if they can take the next step and build upon it — for example, integrating mathematics and science.



"We started small, focusing on aligning curricula. This ended up being really good professional development for our teachers. Then a core of teachers thought we should create a common assessment and that led to our having a campus wide assessment reading. This process has been completely driven by teachers and has really promoted collaboration among the teaching staff."

— Roberto Martinez, Senior Director of Academics

YES Prep's underserved AP students increased their 3+ scores from 40% to 53% from 2007 to 2010.



What you need:

- Course leaders to lead teachers in the creation of common assessments.
- Content specialists to work with course leaders to review standards within their content area on a regular basis to ensure alignment and rigor.
- Campus directors or administrators to facilitate the Reading event.
- Budget for printing assessments (for YES Prep, it is \$50,000).

What you need to know:

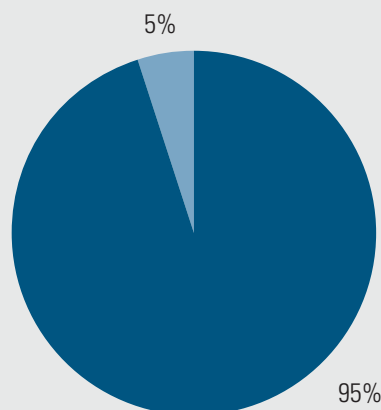
Not every educator at YES Prep was a supporter of the concept of a common assessment. It took campus directors over a year to build support across the school. Communication across campuses and making calendars compatible remains a challenge.



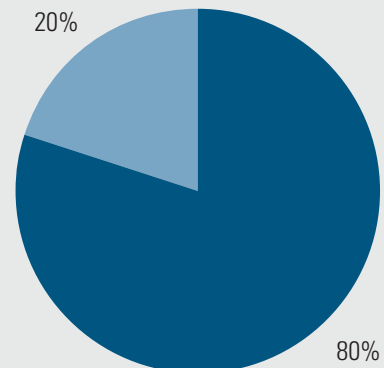
Contact: Roberto Martinez | Roberto.Martinez@yesprep.org

Demographics

YES Prep Public Schools
Houston, Texas



● Minority
● Non-Minority



● Free/Reduced-Price Lunch
● Non Free/Reduced-Price Lunch



Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.