



SPOTLIGHT ON SUCCESS

STRATEGIES FOR EQUITY & ACCESS

3rd Edition



Promoting Equity

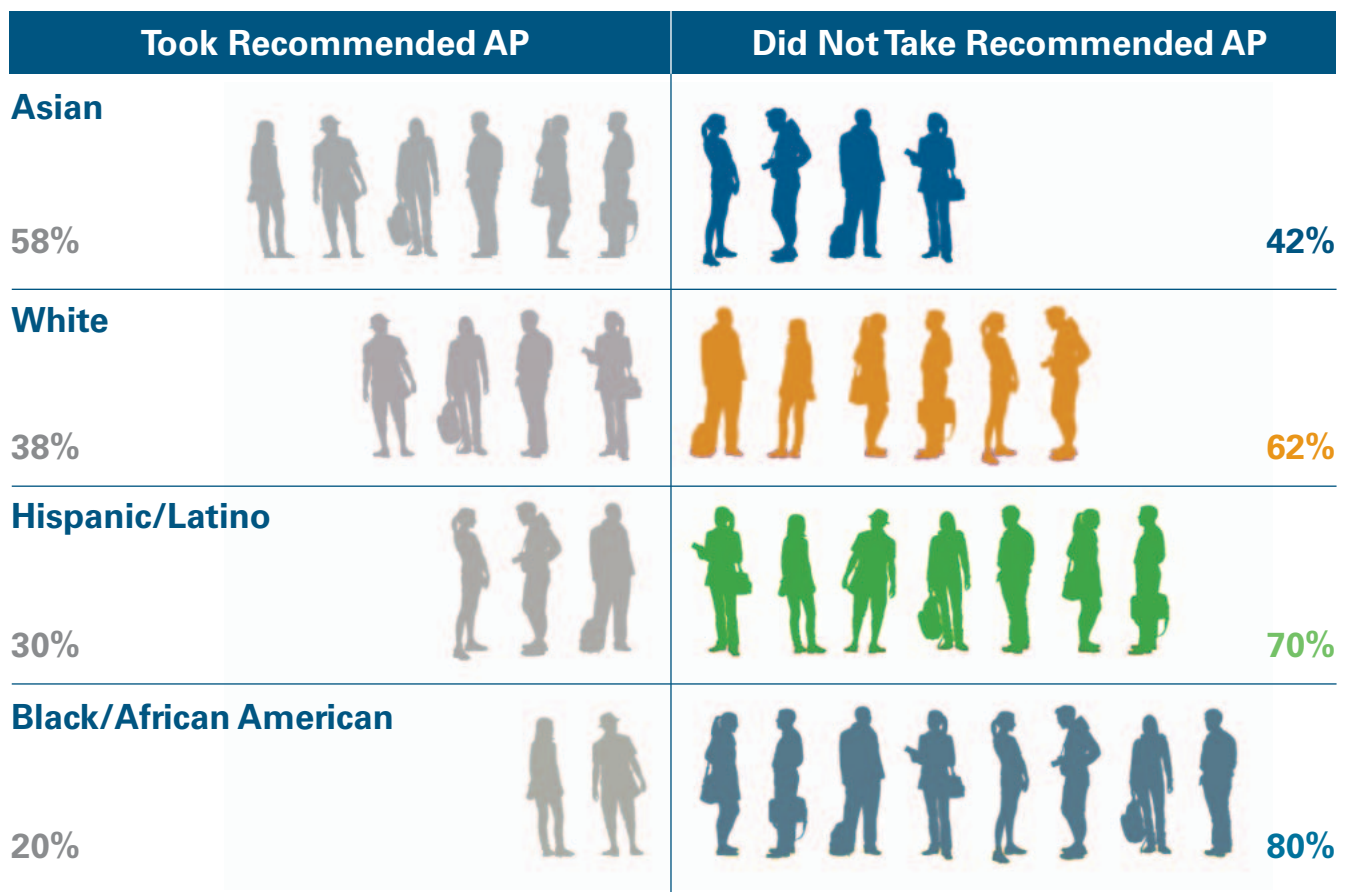
The numbers of traditionally underserved students participating and succeeding in AP® are increasing, in large part because of the kinds of efforts made by the students and educators. However, underserved minority and low-income students remain underrepresented in AP classrooms, and we continue to face challenges in transforming the educational experiences of underserved students in this country. Schools that serve significant populations of minority and low-income students need support, including more professional development opportunities for teachers, and a focus on differentiated instruction and access to rigorous course work for students. Simply expanding access to AP is not enough to promote equity; schools must expand access within a framework that supports teachers to help these students succeed. You'll find strategies for supporting teachers and giving underserved students the confidence, encouragement, and preparation they need — both to take the AP challenge and to succeed at it.

Fulfilling Potential

Ensuring that students realize their full potential is a critical component to achieving the nation's education goals. The College Board is committed to working with educators to help provide all students with potential for success in AP — regardless of location, ethnicity, or socioeconomic status — an opportunity to maximize their college years by having successful AP experiences. While many schools and districts have worked to increase access to AP, hundreds of thousands of prepared students were either left out of an AP subject for which they had potential or attended a school that did not offer the subject. An analysis of nearly 771,000 graduates with AP potential found that nearly 478,000 (62 percent) did not take a recommended AP subject. Underserved minorities appear to be disproportionately impacted: 74 percent of American Indian/Alaska Native students, 80 percent of black/African American students, and 70 percent of Hispanic/Latino students did not take the recommended AP subject.

The Challenge: Equitable Access to AP[®] Courses

Hundreds of thousands of students are not participating in the AP subjects for which they have a high potential for success.



Note: "AP potential" is defined here as 70 percent or greater likelihood of scoring a 3 or higher on an AP Exam. These data are based on projections from the 2 million PSAT/NMSQT[®] takers in the class of 2010.

Achievements in Access and Equity

Inside you'll find schools and districts that were honored as part of the Annual AP District Honor Roll as well as AP programs that caught our eye and made us curious to see what specific strategies they were implementing in order to better reach out to and challenge traditionally underserved students.

We're showcasing programs across the United States that are working to break down barriers by expanding access to their Advanced Placement[®] programs to better support students facing the rigors of college in the high school classroom.

The numbers of students participating and succeeding in AP are increasing, in many cases because of programs such as these, which work directly with students, parents, 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 various efforts and background for what inspired their need. 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 examples won't serve or apply to every need. We hope these examples can serve as information and inspiration. These programs may be replicated, adapted or expanded; even better, they may spark new ideas for transforming underserved students' educational experience.

We also know there are more initiatives out there serving students in innovative ways. We hope you'll share new ideas with us as we work to spread the word.

The Annual AP District Honor Roll includes districts from across the U.S. and Canada that achieved the rare accomplishment of having expanded the number of underserved students participating in AP courses and exams without seeing any decreases in the rate at which their students earned AP scores of 3 or higher.

Peers Play Role in Achievement

BASIS Tucson (Tucson, AZ)

BASIS Tucson is an open-enrollment, tuition-free charter school that has used a variety of efforts to build a strong college-going culture beginning in fifth grade.

Students get an early start planning for college and careers, starting with an emphasis on time management and peer learning skills. Students are broken into learning groups, each named after a different periodic element. Each student is required to keep a communication journal that serves as an academic planner to keep track of daily assignments. Students know the first thing they must do each day is open their communication journals to write down the assignment that is due the next day.

One student from each group is elected “homework buddy.” This student is in charge of keeping an organized log of the daily assignments for the week. The homework buddy is able to aid fellow students who may forget to write down assignments or are absent from school. The homework buddy promotes time management and organization through this role, offering students their first exposure to a leadership role connected to academics. Many of the classes also start encouraging peer editing, offering another leadership role within the school community.

The writing center is another key element in the students’ academic career at BASIS. After a student enters high school, she or he can participate in the center on a voluntary basis, usually once a week. As early as seventh grade, students who are

Benefits

The communication journals help increase student responsibility and accountability. Assignments and group leadership encourage good time management. Students work collaboratively to monitor class expectations and daily assignments. Organizational skills develop through the journals, leadership opportunities and other assignments.



“Ours is a culture of collaboration; we’re all in this together.”

— Julia Toews, Head of School

part of the Honor Society may participate in peer tutoring. They are trained to be peer tutors by the Honor Society faculty, learning proper ways to coach peers and to be supportive. The tutoring is focused on daily classroom assignments and fine-tuning learning skills in Advanced Placement Program[®] (AP[®]) classes.

What You Need

- Standard planners/notebooks
- Five minutes out of your daily classroom day to check journals
- Writing center hours
- Faculty to advise the writing center
- Faculty to train student tutors

What You Need to Know

At BASIS, participating in AP courses and exams is a required graduation component. The ambitious, rigorous curriculum and culture has students thinking ahead toward their college majors and potential careers. Through this emphasis on time management, peer learning, leadership and rigor, students are given tools and role models to follow on their way to success.

Resources and/or Contact

Julia Toews

julia.toews@basistucson.org

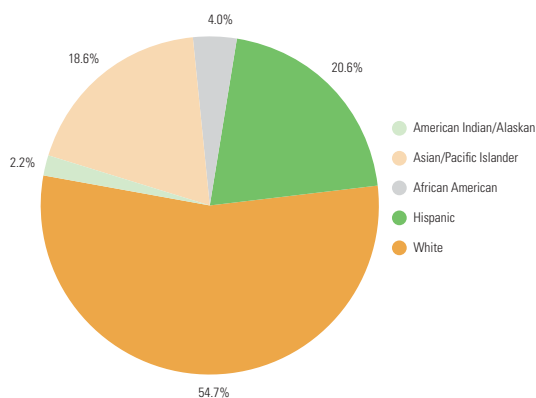
Demographics

BASIS Tucson

Tucson, AZ

Grades: 5–12

Total Enrollment: 651



Starting College in High School

Bridgeport High School (Bridgeport, WA)

How does a school move toward a college-going culture? Three years ago, Tamra Jackson asked her teachers to wear college-related items to school on Fridays: T-shirts and hats from their alma maters or from any college in the country. College Fridays quickly became a tradition, and now the whole school, students included, wears college items on Fridays. Small steps such as this helped redefine students' expectations; they now know that the goal is for them to be college ready when they graduate from Bridgeport.

As teens caught college fever, Bridgeport developed a "College in High School" program with Wenatchee Valley College (WVC). A rural and isolated school, programs like "Running Start" and "Dual Enrollment" are not options for Bridgeport's students because WVC, the closest community college, is more than 45 miles away. Bridgeport administrators recognized that their students were unable to commute 100 miles a day. Working with Wenatchee Valley, Bridgeport teachers offer college-level classes right on the high school campus.

The first year, the school offered two classes, English 101 and General Composition & Survey of American Literature. Since then, because the program has worked so well and the school has developed a great partnership with WVC, Bridgeport offers College in High School courses in biology, U.S. government, U.S. history, physical education and kinesiology.

Benefits

Students in the program get credit at WVC by completing these classes, sometimes graduating with more than 60 credits. Taking College in High School courses and AP together has changed students' thinking. They now believe they can go to college. And school attendance has increased because students can't miss very much school in either program and still pass. In the past five years, 68 percent of Bridgeport graduates have gone on to a community or four-year college right out of high school.



"AP gives students a taste of what college may be like. It puts money in their pockets by helping them earn college credits, but the rigor helps them believe that they can go to college. AP is the difference between being told by the administration that they should go to college and believing that college is a real possibility for them."

— Tamra Jackson, Principal

What You Need

- College in High School teachers must have a master's degree in the subject area they teach.
- Teachers have to qualify and be reviewed by Wenatchee Valley College as though they were going to teach at the college.
- Teachers participating in the program are required to go to Wenatchee Valley College's department meetings and staff retreats.
- To participate in the program, students have to pass the COMPASS test (a state test that community colleges in Washington administer).

What You Need to Know

School size and number of staff is a continuous challenge. The students at Bridgeport want more and more AP and College in High School classes, but the school faces challenges in how and where to offer them with a limited budget. No additional compensation is given to teachers who are working with WVC to offer the College in High School courses.

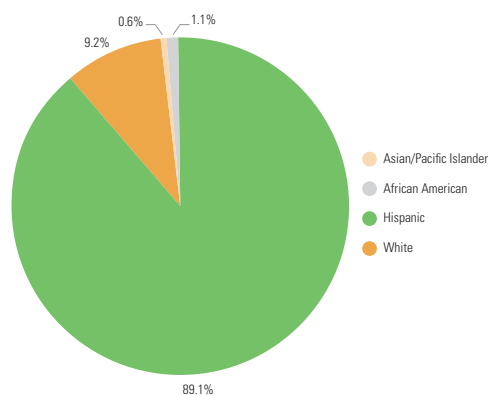
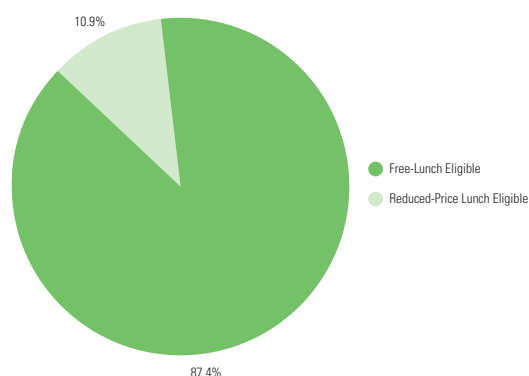
Resources and/or Contact

Tamra Jackson

tjackson@bridgeport.wednet.edu

Demographics

Bridgeport High School
Bridgeport, WA
Grades: 9–12
Enrollment: 174



Early Algebra Is Essential

Cumberland Valley School District (Mechanicsburg, PA)

The National Council of Teachers of Mathematics recommends that the average student in America complete Algebra I by the time she or he finishes ninth grade. This prepares students for a more rigorous high school career by allowing them to later take more advanced-level math and science courses. When William Harner became superintendent of Cumberland Valley School District, only 30 percent of students were taking algebra in seventh and eighth grades. Embracing the idea that you have to work your way backward to move forward, the district soon ramped up that figure to 82 percent of students completing algebra by the time they enter ninth grade. This allows the district to further its ultimate goal of increasing the number of students who complete calculus by the end of 12th grade.

This initiative to ensure that students are taking math earlier required principals to reconfigure their math and world language scheduling, but the community was supportive of the change. Cumberland Valley spends significant time as a district speaking to students, parents and teachers about what college readiness means and how Advanced Placement can be a strategy to get there. As a superintendent and district leader, Harner finds that setting up students for success in AP means looking at middle school first. Students need to have the fundamentals of reading and writing down by the time they reach sixth grade because at this essential pivot point they are introduced to more sophisticated math classes. In turn, the higher math skills they acquire enable them to succeed in the lab sciences.

Benefits

At least 89 percent of students who complete algebra by the end of eighth grade are ready for precalculus upon entering high school. By working with the schools to set students up for success earlier, the district's AP program has grown from 16 AP courses to 28 AP courses offered in the past three years.



“To perform a schoolwide transformation, you work your way down into the lower grades and then scaffold back up to build your program. Our school went from 6.5 percent of seniors taking AP courses to one out of every two students.”

— William Harner, Superintendent

What You Need

- Math begets science, so the district had to increase the number of students successfully completing honors and AP math and science courses.
- AP training. Cumberland Valley trained existing teachers to become AP teachers, and now they are training backup teachers. For example, an existing teacher who was teaching a 10th-grade social studies honors course has made an excellent AP Human Geography teacher.
- In order to support students taking algebra at an earlier age, Cumberland Valley restructured its reading program for sixth- and seventh-graders to provide extra emphasis on study skills and habits such as note-taking skills.

What You Need to Know

The next step in Cumberland Valley's strategy to grow its AP program was eliminating honors social studies and world history and direct the emphasis for those students toward college-prep and AP courses. Initially, the district experienced a lag in registrations because incoming students were hearing from classmates that the AP courses were more challenging. However, numbers have rebounded and have since far exceeded previous-year enrollment.

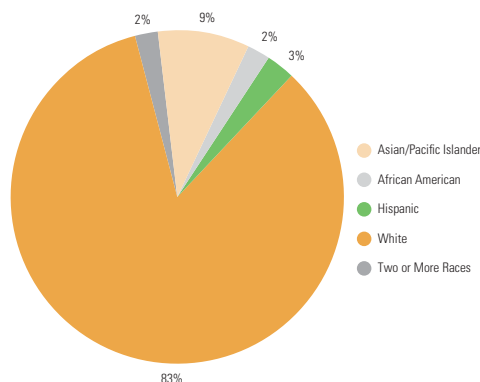
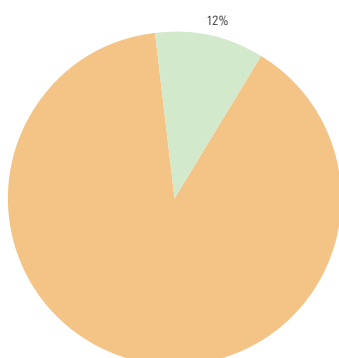
Resources and/or Contact

William Harner

WHarner@cvschools.org

Demographics

Cumberland Valley School
Mechanicsburg, PA
Grades: K–12
Enrollment: 7,849



Student Potential Lifts Parents and Students

Delaware Valley High School (Milford, PA)

At Delaware Valley High School, teachers, administrators and staff work together to focus on the positive when examining student performance. As part of this focus, and to make sure the teachers, principals and staff are all on the same page, all AP data (AP publications, AP performance reports, etc.) are provided annually to find areas that need improvement. In addition, all new AP teachers are required to attend the weeklong AP Summer Institute the summer before they begin teaching AP. Then the district sends current AP teachers for the 2-, 3-, and 5-day institutes to serve as a refresher course every few years.

By using AP Potential™ (appotential.collegeboard.org), a free research-driven, Web-based tool that can help schools identify students who are likely to succeed in AP, Delaware Valley has been able to strongly identify students who were able to perform at the AP level for the past four to five years. Prior to use of AP Potential, AP enrollment was based solely on teacher recommendations, and this wasn't always the best way to identify the students who had the capacity for AP.

Over the last three years, Delaware Valley has significantly broadened its enrollment in AP. The school currently has a rate of 79 percent of students scoring 3 or better on AP Exams. Prior to opening up enrollment in the AP program, the school had a rate of 66 percent scoring 3 or better.

However, the school also credits its AP success to a recent addition: the letters the administration sends home to parents congratulating their children for being identified as having AP potential. This small extra step to include parents in a congratulatory

Benefits

The letter provides great confidence to both parents and students and encourages parents to urge their children to enroll in AP courses. The letter also serves to open the line of communication regarding AP between parents and their children's guidance counselors and AP teachers.



"Prior to the use of AP Potential, AP enrollment was based solely on teacher recommendations, which was not always the best way to easily identify the students who had the capacity for AP. Now using AP Potential and SpringBoard, the model shows that it's working."

— Jay Tucker, Head of Guidance

manner provides additional incentive for a student with AP potential to learn more about the AP courses recommended to them.

What You Need

- A letter sent out to all parents of students with AP potential with a celebratory tone: *"Congratulations! We are very happy to share with you that your son or daughter has been identified as a potential candidate for the AP Program!"*
- On the back of the letter, there should be a list of what AP courses the student should consider.
- Administrative support for the mailing, and support from counselors/AP teachers for follow-up meetings with potential students and their parents.

What You Need to Know

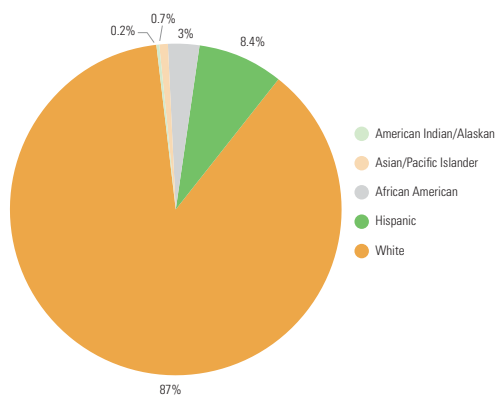
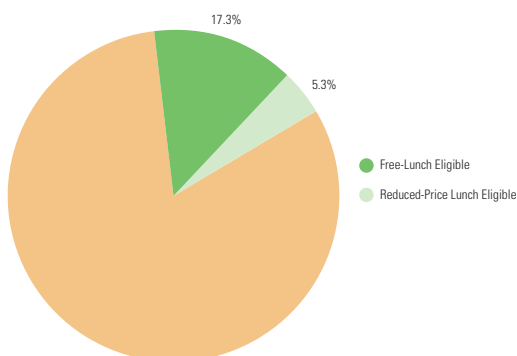
Delaware Valley High School pays for all its 10th- and 11th-graders to take the PSAT/NMSQT[®] exam. The district began the SpringBoard[®] program in the middle school over three years ago and has noticed improved abilities in the areas of English and math in those students entering the high school. The first groups of students to participate in SpringBoard at Delaware Valley are now high school juniors.

Resources and/or Contact

Jay Tucker
jtucker@dvsd.org

Demographics

Delaware Valley High School
Milford, PA
Grades: 9–12
Enrollment: 1,870



Inquiring Minds Invigorate Learning

East Side High School (Newark, NJ)

Mario Santos, principal of East Side High School, is an avid supporter of teaching through inquiry, a method that positions students as active learners through questioning, investigation, problem solving and evidence substantiation. So, when the school hosted the Newark-Montclair Urban Teaching Residency (NMUTR), an innovative teacher preparation program that situates teacher learning directly in the school setting, it was an exciting opportunity to spread the unique teaching methods behind the NMUTR to his staff.

East Side High School is the largest bilingual comprehensive high school in Newark, and teaching through inquiry is a way for its teachers to teach transformatively, embracing the school's cultural diversity as an essential ingredient in their varied curricula.

In the fall of 2011, with three NMUTR graduates now teaching full time in East Side's math and science departments, Santos asked NMUTR to lead an inquiry-focused professional development initiative for every math and science teacher in the school. That October, NMUTR teacher educators presented a series of workshops designed to explore the concept of teaching through inquiry.

Benefits

Transformative teaching is not always the norm in high-poverty, urban schools. By building on the strengths and passions of its students, the school is moving away from a transmission model of teaching, where teachers transmit their knowledge to students without active participation on the part of the learners.



"I'm never in my office. I'm in the cafeteria, the hallways and the classrooms. I visit classrooms daily and look at the faces of the students. After 10 seconds, I know whether they are engaged."

— Mario Santos, Principal

What You Need

- Like-minded teachers: The questions posed to any prospective teacher at East Side are now, *"How excited are you? Are you committed to education? What brings you here? Do you believe you can learn?"*
- Vertical, content and other specific planning teams.
- Weekly planning team gatherings where staff can exchange experiences and discuss what is and what is not working.

What You Need to Know

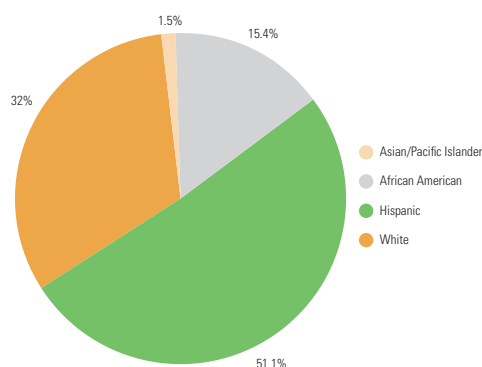
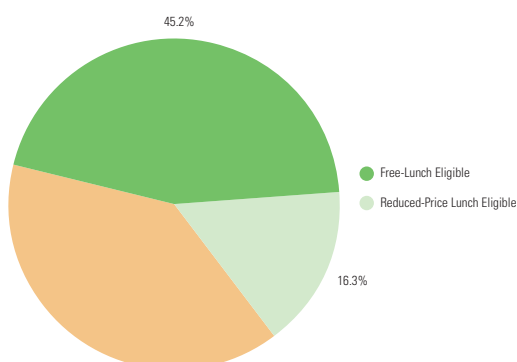
In the spring, the school's departments will create voluntary teacher-study groups to conduct inquiry cycles, which will ask teachers to collaboratively plan and execute inquiry-based lessons, observe each other and provide feedback, and make adjustments based on data from reflection sessions.

Resources and/or Contact

Mario Santos
MSantos@NPS.K12.NJ.US

Demographics

East Side High School
Newark, NJ
Grades: 9–12
Enrollment: 1,443



Making the Commitment, Fully Informed

Morgan Park High School (Chicago, IL)

Traditionally, Morgan Park High School has had a strong AP program, so faculty and staff were concerned when their students' AP Exam success rates started to decline over the past couple of years. The school continues to embrace its open enrollment policy, but it also has implemented some additional measures to make sure students are better prepared for AP classes.

One preliminary step was changing the format of the school's AP Expo, an information night about the AP program. Previously, students and their parents would hear from the school's AP teachers in one large group. The school restructured the evening so that now, after hearing a basic overview of the AP program, parents and students meet individually with AP teachers to talk more specifically about what the expectations of the students will be in their AP classes. From there, parents and students can make follow-up appointments with individual teachers if needed.

Morgan Park wants all of its students to be fully informed before they make a commitment to taking an AP class, a commitment that includes every AP student taking the AP Exam. After students have made this commitment, teachers work to support them by being available for tutoring and through such programs as the English department's Homework Club, which gives students an opportunity twice a week to get additional help.

Benefits

Along with providing extra support to AP students, the after-school tutoring and weekend programs attract quality students. Students recognize the value of teachers who are volunteering their extra time to help them and want to take full advantage of this opportunity.



"Morgan Park has a strong AP program, one that already existed when I attended school there in the '80s. We also have a strong college-going rate — the two are hard to separate. We work hard to make sure the students are fully informed about what the workload and expectations of them in AP classes will be before they make the commitment."

— Jerry Moore, AP Coordinator

What You Need

- AP teachers, and non-AP teachers, to make themselves available to students before or after school. Closer to the AP Exams, teachers hold extra study sessions over the weekends.
- An English teacher, as well as a special-needs teacher, to be available to help students with their homework at the Homework Club twice a week.
- Teachers who share information with one another, so that the teachers manning the Homework Club have a good idea of what kind of homework they might be seeing.

What You Need to Know

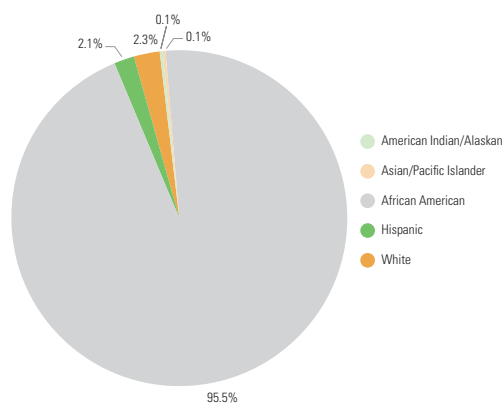
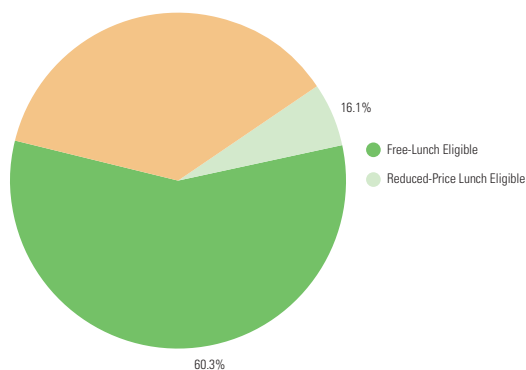
At Morgan Park High School, teachers are sometimes paid for the additional after-school and weekend hours for these programs, but often they are not. For the Homework Club, however, teachers have to do the background work themselves, in a way doing their own homework, to make sure they are prepared to support the students who come in for help.

Resources and/or Contact

Jerry Moore
GTMoore@cps.edu

Demographics

Morgan Park High School
Chicago, IL
Grades: 7–12
Enrollment: 1,681



Strategic Planning in High School

North Central High School (Spokane, WA)

The term “academic press” was coined by Steven Gering, North Central High School’s former principal. Gering’s legacy centers on an academic press, which means pushing students to take on more challenging work and more rigorous classes. This idea and the AP program at North Central are the key factors in the school’s recent shift to a college-going culture. With a 53 percent poverty rate, just seven years ago the community’s perception of North Central High School was that it was a troubled school with some gang issues. Now, North Central High School is viewed as a “college-ready” school, and it is expected that every student will take at least one AP course before graduating. In addition, multiple AP conferences and events are held at the school each year.

Recently the school had an opportunity to showcase former graduates through an event called “Imagine You,” where professors and college students spoke to North Central’s students in an open format about college and AP. Fifteen students from Washington State University, many of whom were successful AP students at North Central, came back to share how the challenge of AP fostered their intellectual tenacity, which benefited them greatly in college.

Every student at North Central is viewed as having college potential. Students are registered for classes four years in advance so that they can set a course trajectory toward college and career readiness. When a ninth-grader comes into the school (or an eighth-grader in the spring before enrolling), North Central staff work with them to outline their long-term plan. For example, a school counselor will ask: “What is going to be your math course trajectory from here through 12th grade?”

Benefits

This process helps students reach postsecondary readiness by making a plan. A high school diploma is not the end goal in mind. The idea behind four-year-out registration is long-term planning with the intention that every student goes to college. The message is loud and clear for the students and staff: “What are you doing after graduation?”



“One of the questions we ask ourselves, and continually ask the students, is, ‘Where is your academic press in your schedule?’ This is a continued effort to create a mind-set that everyone should be pushing themselves, students and teachers alike. For some kids this means taking their first AP class, for others this means taking three or four AP classes.”

— Wendy Watson, Assistant Principal

What You Need

- North Central has led the way in its school district by having a certified College and Career Readiness Coordinator who helps students define their path to college.
- A long-term plan worked out with the student on a registration form called an “Academic Concentration,” which outlines their college and career pathway.
- North Central has eight different Academic Concentrations, tailored to the interest of the student. The forms indicate in shaded print the core or default curriculum for all students. Students choose electives from their Academic Concentration area and classes to meet state requirements. On the back of each registration form is a list of specific classes and careers that relate directly to that pathway.
- Resources to support college readiness, for example David T. Conley’s *College and Career Ready: Helping All Students Succeed Beyond High School*, and Carol S. Dweck’s *Mindset: The New Psychology of Success*.

What You Need to Know

Faculty at North Central believe that Gering’s strong vision of college readiness was the catalyst for their success. It is critical for a school that its leader understand what college readiness is, and that it include the AP Program as part of readiness and rigor. This, and the idea of consistent academic press — you push them to do more, not less — is the way to improve achievement across the board.

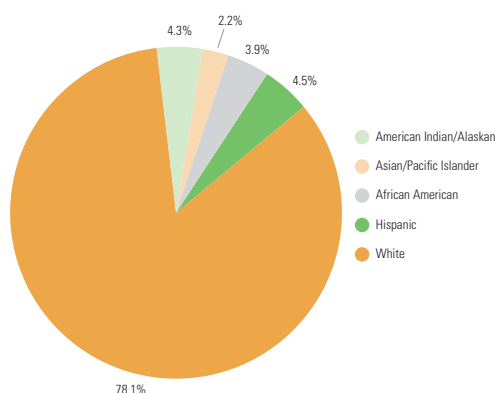
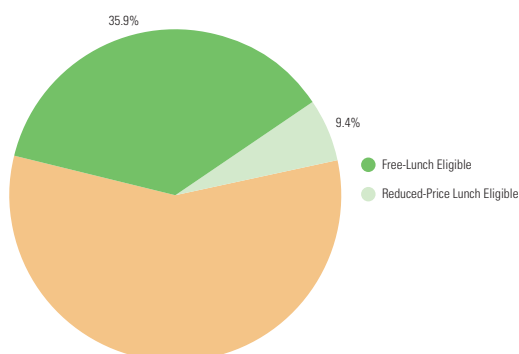
Resources and/or Contact

Wendy Watson

WendyW@SpokaneSchools.org

Demographics

North Central High School
Spokane, WA
Grades: 9–12
Enrollment: 1,394



Double the Credit, Double the Fun

Rancho Verde High School (Moreno Valley, CA)

Leaders at Rancho Verde High School paired AP United States History and AP English Language and Composition and have two teachers collaborating in the course. The thrust of the partnership is to teach students to use language skills and analysis and then apply them within historical contexts and modern issues.

Collaboration is the key to Rancho Verde's success with this unusual method. The subjects reinforce each other, making the course work more comprehensible and fun for the students. This method not only increases access to two of the school's AP classes but also raises student awareness of the concept that knowledge is cross-curricular.

Implementing collaborative teaming at Rancho Verde was a challenge at first, but the school's leaders found that with the right mix of support from administrators, counselors, students and the community, they were able to begin a new era in education.

Benefits

Students enjoy having access to double the teachers and teaching styles. This extra exposure increases variety and gives students a greater chance of finding a teaching style they will relate to. It also enables students to understand how to apply content learned in one class to all of their classes.



"As a team, we also understood that increased access did not mean less rigor; instead we placed a higher demand on teamwork and innovation. We're proud of the fact that our combined AP U.S. History and AP English class looks like the America of 2012, but we're even prouder of the student and teacher effort put in to learn, grow as thinkers and writers, and achieve their dreams."

— Kory Bootsma, Credentialed Teacher of the Social Sciences

What You Need

- Space! The course needs a double room to accommodate the large number of students.
- Administrative support:
 - ◊ Ability for AP teachers to choose their AP collaborative partner (cooperation within this partnership is the key to success).
 - ◊ Ability for these two AP teachers to have the same preparation period to collaborate.
 - ◊ Training. Time to not only know your own craft but the craft of the “other.”
- Teachers who are open-minded and willing to experiment with lessons.
- Student motivation. You need to motivate the students to use sources from both curricula when completing assignments.

What You Need to Know

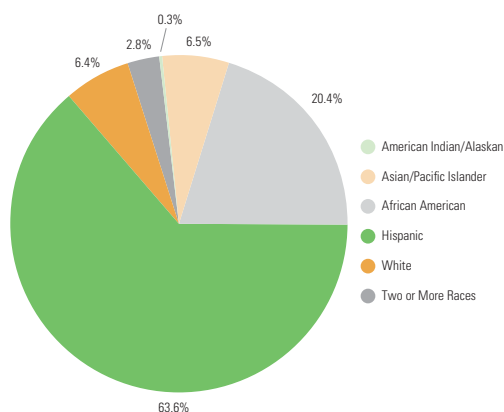
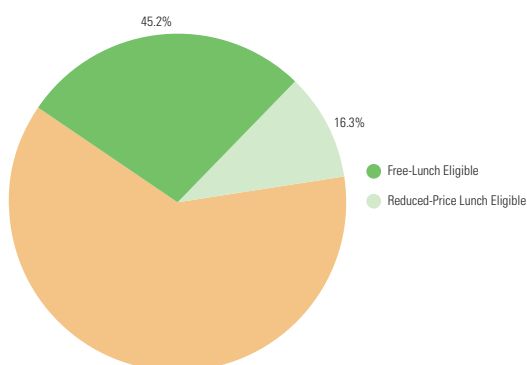
Students are “graduated” into AP courses taken each year to ensure that they have the skills for success. For example, the first-year students take AP Human Geography and Pre-AP[®] English. By 11th grade, they take the AP United States History/AP English Language and Culture collaborative class.

Resources and/or Contact

William Gerdes, Credentialed Teacher of English Language Arts
wgerdes@valverde.edu

Demographics

Rancho Verde High School
Moreno Valley, CA
Grades: 9–12
Enrollment: 3,453



Counselors Play Critical Role in Creating Traditions

Appoquinimink High School (Middletown, DE)

Appoquinimink High School has experienced all the advantages and disadvantages of being new; in 2012, the school sends off just its second class of graduates. It's been exciting to watch the school grow, along with the district, but also challenging to create the culture of rigor and excellence that the community desires, said assistant principal Keisha Brinkley. As a guidance counselor at a different high school, Brinkley saw the effect that older students' experiences had on younger students. At a new school, there wasn't yet a tradition of following a pathway to AP.

Current AP students are invited to speak at the preview night and are encouraged to recruit students for AP classes. The administration looks carefully at the makeup of the classes as well, particularly encouraging female students in math and science and other student groups who may be underrepresented in AP classes.

The school's AP offerings are increasing; it now has 14 AP classes. Students and teachers also are active in recruitment. Teachers will sometimes invite a ninth- or 10th-grade student to sit in on an AP class to see what it's like. Additionally, schedules are built to accommodate students who may be anxious but are willing to try an AP class. For example, an AP Calculus class is scheduled at the same time as a high-level (but non-AP) mathematics class — that way if a student does need to transfer, the option remains available.

Benefits

Students appreciate both having their potential recognized and the encouragement to try challenging courses. Families are excited about the benefits of succeeding in AP courses as students move on to college. The school is building a tradition of excellence in AP and a student culture that is positive toward AP.



"We've cast a wide net for students who have the potential to be successful. It's important for them and for the success of the AP program that we're building."

— Keisha Brinkley, Assistant Principal

What You Need

- Students and teachers who will actively recruit students for AP courses at preview nights and also in everyday interactions with students.
- Scheduling that eases the transition to AP courses and eases students' anxiety.

What You Need to Know

Appoquinimink has made use of AP Potential™ to help in recruiting students, as well as an AP preview night. Counselors play a critical role in planning the evening, complete with informative presentations and materials. Counselors meet with each of the high school's 1,003 students individually to plan their course registration and help them choose AP courses based on their AP potential, future college plans, current course load and recommendations.

Resources and/or Contact

Keisha Brinkley

Keisha.Brinkley@appo.k12.de.us

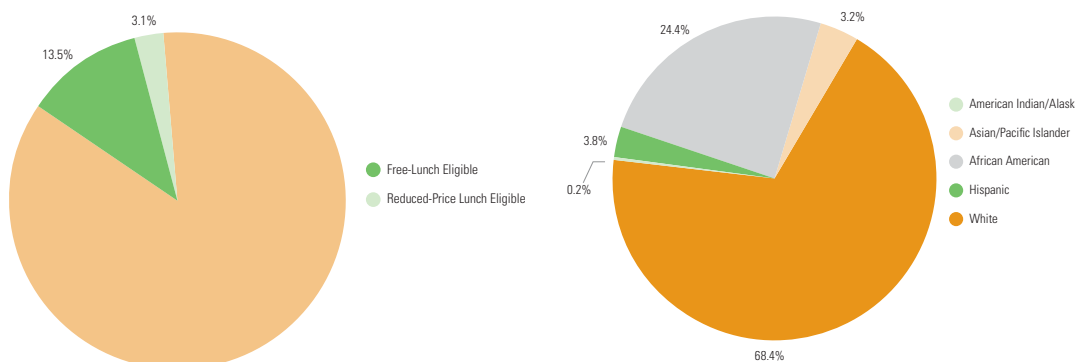
Demographics

Appoquinimink High School

Middletown, DE

Grades: 9–12

Enrollment: 1,003



The Road to AP for ALL

Corbett High School (Corbett, OR)

It has taken time and an intense commitment from students, staff and families to develop the “AP for All” plan put in place by Randy Trani and then-superintendent Bob Dunton. Trani said that the school district, which teaches K–12 at a single site, has enhanced the curriculum at lower grades to prepare students for the challenging work that awaits them in high school.

Corbett, a rural community school in Multnomah County, about 20 miles from Portland, has about 300 high school students. It offered its first AP Exams in 2001, with just five students taking a total of five AP Exams in two subjects. In May 2009, Corbett High School students took 524 AP Exams, averaging more than 12 per graduate.

After speaking with the area’s major employers, labor unions, community college leaders and other experts, Trani decided to push toward making the school the best it could be at preparing students for college. For AP, he chose to increase the number of courses students had to take — English and math — and later to add U.S. history and government courses.

“I took over the scheduling,” he said. “I sent letters to parents saying I believed their children should attempt the AP course, and over the years, it became mandatory for students to take AP courses.” Now students take no fewer than six AP courses in their four high school years. The average student takes about 11 AP courses. Teachers at Corbett are not assigned to just one subject discipline or one grade level; they teach across topics and disciplines to a multiage group of students. Because of this unorthodox system, Trani says, “in our school, staff naturally create professional development small learning communities, without any extra layers of organization.”

Trani describes buy-in from the community as being his greatest challenge. To help overcome this, academic success and college-going is fully celebrated within the school.

Benefits

All of the sixth- through eighth-grade teachers teach everything to their group of students, and so all of the teachers can work as a team to plan instruction across all subjects. More students are prepared for college and confident in their potential to succeed. Also, by entering college with AP credits, students often save time and money.



“Making AP a mandatory program was a calculated move. We are extremely poorly funded relative to everyone else in Oregon. For the program to be sustainable, we needed to have at least 50 percent participation.”

— Randy Trani, Superintendent

Successful AP students are used as role models within the school. Instead of a pep rally for football, pep rallies are held to celebrate students accepted into college. Trani and his team reached out and asked universities and colleges to donate their banners and flags to showcase at Corbett High School. Field trips were organized to visit area colleges and universities so that students could see what college campuses and environments are like.

What You Need

- A devoted, enthusiastic staff and administration dedicated to offering AP to all students.
- A user-friendly website that addresses issues or concerns expressed by parents in regard to students taking AP courses.
- Pep rallies to celebrate academic success.

What You Need to Know

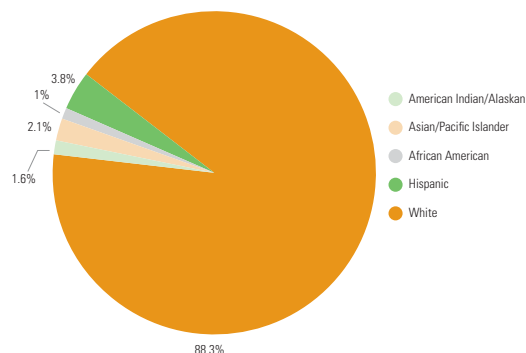
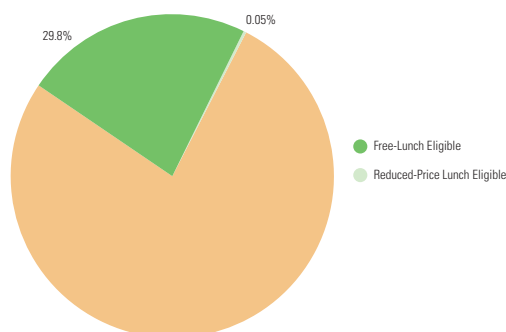
Corbett's school has a robust website that not only clearly outlines school policy and student life but also shares commonly asked questions about AP and Corbett's commitment to the program. By offering clear and readily available information, Corbett is able to ease families' anxiety and resistance.

Resources and/or Contact

Randy Trani
rtrani@corbett.k12.or.us

Demographics

Corbett High School
Corbett, OR
Grades: K–12
Enrollment: 608



The College Board – A Committed Partner for Increasing College Readiness

The College Board is committed to supporting you and continuing our collaborative efforts to connect more students to college success and opportunity. We are ready to partner with you to maximize the ways in which the College Board can contribute meaningfully and substantively to your commitment to increasing student college readiness.

For further information, please contact:

Western

866-392-4078
western@collegeboard.org
2099 Gateway Place
Suite 550
San Jose, CA 95110-1051

Southwestern

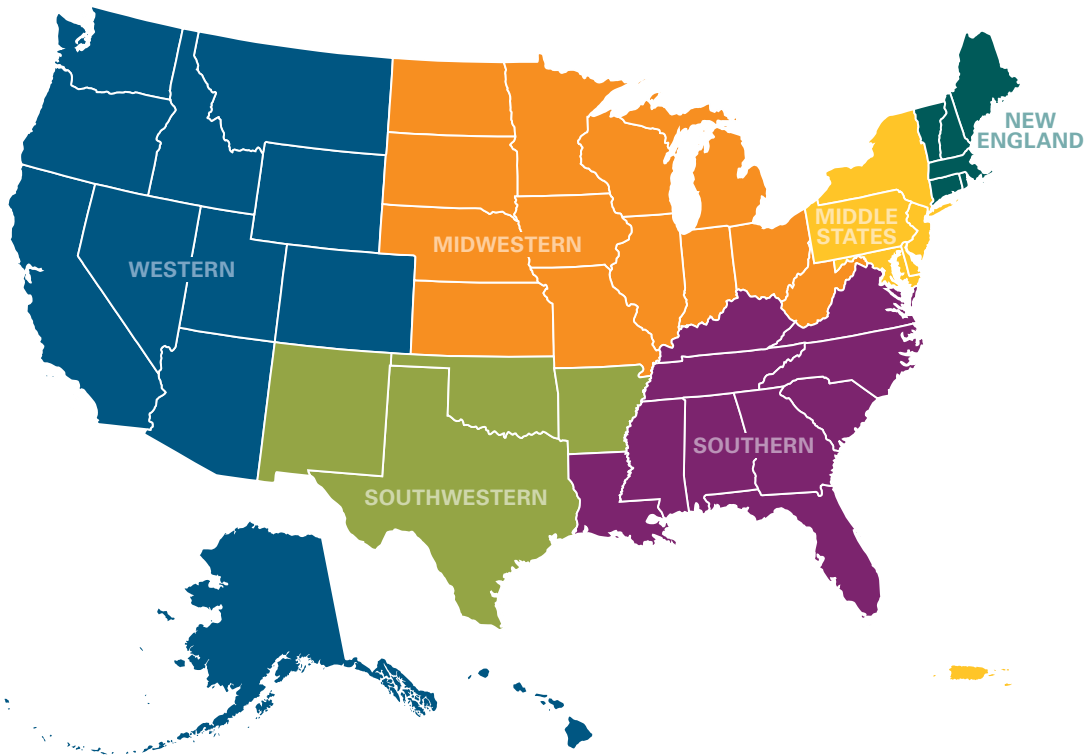
866-392-3017
southwestern@collegeboard.org
4330 Gaines Ranch Loop
Suite 200
Austin, TX 78735-6735

Midwestern

866-392-4086
midwest@collegeboard.org
8700 W. Bryn Mawr Ave.
Suite 900N
Chicago, IL 60631-3512

New England

866-392-4089
newengland@collegeboard.org
1601 Trapelo Road
Suite 12
Waltham, MA 02451-7333



Middle States

866-392-3019
middlestates@collegeboard.org
Three Bala Plaza East
Suite 501
Bala Cynwyd, PA 19004-1501

Southern

866-392-4088
southern@collegeboard.org
3700 Crestwood Parkway NW
Suite 700
Duluth, GA 30096-7155

College Readiness Pathway: Readiness™, PSAT/NMSQT®, SAT®

A series of integrated diagnostic assessments that systematically and progressively measure the reading, writing and mathematical knowledge and skills that are critical for success in college.

ACCUPLACER®

Enables personalized instructional intervention and enhanced academic performance, reducing the need for remediation in higher education.

The Summary of Answers and Skills (SOAS)

SOAS provides a detailed review of students' scores and skill performance, enabling educators to make adjustments to curricula and instructional practices and identify remediation efforts to improve learning.

Score Report *Plus*

Leveraging PSAT/NMSQT scores as an indicator of whether students are on track to be college ready, Score Report *Plus* offers detailed feedback on a student's academic skills to help them prepare for college.

AP Potential™

A research-driven, Web-based tool that helps educators identify students likely to succeed on AP Exams and determine which courses to offer at their schools, while broadening access so that no student with potential misses the opportunity to be challenged by the rigor of AP.

My College QuickStart™

A personalized online college planning tool that gives PSAT/NMSQT takers a wealth of information about their test results, informs how they prepare for the SAT and enables them to find the best college and career matches, based on their strengths and areas of interest.

Professional Development

Provides K–12 teachers, counselors and administrators professional development resources and services to engage students in high-level learning.

EXCErator™

Provides a research-based, multiyear district improvement process that emphasizes a district approach to college readiness by diagnosing specific district strengths and areas for improvement, and then developing and implementing solutions using data-driven processes.

SpringBoard®

Provides a rigorous curriculum in English Language Arts and Mathematics for students in grades 6–12, and is a proven Pre-AP® program that increases participation and prepares a greater diversity of students for success in AP and college. SpringBoard also provides a suite of Pre-AP professional development resources.

AP Instructional Planning Report

Informs teachers toward areas, within AP curricula, in which their students may need additional help and gives administrators a tool to follow overall student progress toward school and district goals.

AP®

A rigorous academic program made up of courses across multiple subject areas that includes the depth of curriculum found in the corresponding college course.

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 over 6,000 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

© 2012 The College Board. College Board, ACCUPLACER, Advanced Placement, Advanced Placement Program, AP, Pre-AP, SAT, SpringBoard and the acorn logo are registered trademarks of the College Board. AP Potential, EXCELeator, My College QuickStart and ReditStep are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org.

12b-5178
120084854