



# SPOTLIGHT ON SUCCESS

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## STRATEGIES FOR EQUITY & ACCESS

4th Edition





## Achievements in Access and Equity

During the past three years we've highlighted schools and districts that are working to reach more students with the rigor and rewards of AP® courses. Here you'll find examples of the types of innovations that educators are using to make these programs accessible to more students. These schools and districts have given careful thought to what will work in their communities and how to reach students who aren't obvious candidates for the most challenging course work in their high schools.

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, 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 the various efforts and the background for how they decided to pursue them. These short stories offer guidance on the resources, 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 aren't the solution for every challenge. We hope these anecdotes can serve as information and inspiration, providing new ideas to educators who are leading the way in opening doors for young people.

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

# “Angels for AP® Excellence” Help Close Opportunity Gap

East High School (Denver, Colo.)

Educators have been concerned for years about the lack of minority and low-income students in the most rigorous courses in high schools. At East High School in Denver, it was students who decided to take the lead in diversifying those classes.

Angels for AP Excellence, a student-driven program, focuses on four key areas that can help close the opportunity gap for underserved students:

- **Student Outreach:** This team coordinated several outreach efforts, including an AP shadowing week for 10th-grade students, a panel of AP teachers who shared experiences and strategies to recruit and retain students of color, and a “Pack the House” Basketball Game Recruitment with halftime giveaways.
- **Parent/Community Outreach:** To complement the student outreach work, this team set up information tables at the “Pack the House” Basketball Game and at parent/teacher conferences. The group also hosted an AP Parent Information night series in English and Spanish.
- **Counselor Outreach:** In addition to supporting the information tables at other events, this team created a student-friendly AP pathways document to help encourage students to try AP classes.
- **Teacher/Administration Outreach:** This team helped faculty identify and equip students earlier for the rigor of AP classes. Their strategies included creating a partner system for students in class and in study groups, having AP teachers share assessments and other AP practices with ninth-grade teachers regarding AP expectations, and creating support systems during the school day and at additional times of the year for students.

These student “angels” enjoy a relevant, rigorous, relationship-based experience that helps prepare them to be creative, active citizens who are ready for academic and career success beyond graduation.



*“A culture change in a school does not happen in a school without hearing all voices, especially student voices.”*

— Kate Greeley, Assistant Principal

## What You Need

- A strong strategic plan to ensure that all components of this are connected and are touching multilevels within the school.
- Funding for an AP boot camp that would be offered to all students who are interested or currently enrolled in AP classes.
- Funds for AP Exam fees. This program aims to provide funds for one free AP Exam to 20 students — based on their attendance, GPAs and essays — chosen during the school year by a panel of staff, faculty and students.

## What You Need to Know

It's important to involve as many students as possible. This would have been an impossible effort to pull off without the buy-in of the students. Students should be comfortable in their classes. Build an environment that will encompass everyone and give access to everyone, both academically and socially.

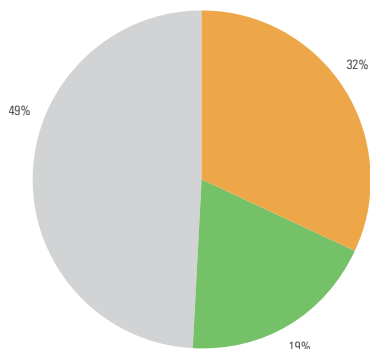
## Resources and/or Contact

Kate Greeley

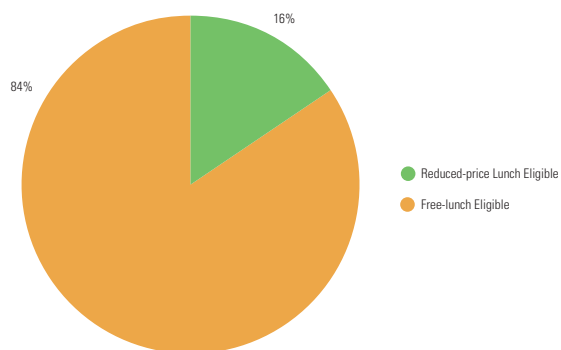
[Catherine\\_greeley@dpsk12.org](mailto:Catherine_greeley@dpsk12.org)

### Demographics

East High School  
Denver, CO  
Grades: 9–12  
Total Enrollment: 2,159



● African American  
● Hispanic  
● Other



● Reduced-price Lunch Eligible  
● Free-lunch Eligible

# Early Support Sustains First-Time AP Students

Bergenfield High School (Bergenfield, N.J.)

One fear surrounding the adoption of an open enrollment policy for AP classes is that it will water down a school's AP program, but at Bergenfield High School the result was exactly the opposite. The school has increased the number of its AP courses from six to 17. In itself that is quite an achievement, but the percentage of students receiving scores of 3 on their AP Exams has also skyrocketed. So, what is it that Bergenfield is doing differently? A big part of its success is the increased support the school has provided for the first-time AP students pouring into the expanding program.

In late May or early June, at the end of scheduling, Bergenfield holds an AP breakfast. Incoming AP students share a meal together and then go into the school's auditorium, where AP teachers give a short presentation about their classes and the students' summer assignment. It is a time of celebration for the students, but the AP breakfast is also a reality check to make sure they are fully aware of the rigors involved in an AP class. Bergenfield credits the AP breakfast as a key to its success because it lets the students know exactly what is expected of them, which saves both students and teachers time and stress at the beginning of the school year. During the summer, Bergenfield also holds an AP prep course where AP teachers help first-time AP students, who are there on a voluntary basis, plan and prioritize their work to tackle the increased challenge of an AP course. The AP summer prep week helps new AP students get on the right track early, so they won't begin the year trying to catch up.

Along with first-time AP students, Bergenfield also provides a great deal of support for first-time AP teachers. As the school introduced more and more AP courses, they made sure the teachers, who were teaching them, were able to attend professional development workshops and AP Summer Institutes. The administration then paired these new AP teachers with mentors from neighboring schools who had successfully taught the same AP course previously. Fostering a relationship with an experienced AP teacher gives first-time AP teachers someone who they ask questions, prepare with, bounce around ideas, and compare knowledge.



*"Since 2010, we have increased the number of AP classes and students as part of our district goals. We have everything in place and now we have the teachers really pushing the rigor, and the students want to be challenged rather than just mailing it in. From start to finish, this all has been a model of success."*

— James Fasano, Principal

## What You Need

- A scheduled time and space, at the end of the school year, to gather AP students and teachers for an AP breakfast.
- Funds from the school or district budget to purchase a nice breakfast for the AP students: muffin, bagels and juice.
- Buy-in from AP teachers and students to come to school on a voluntary basis for a four- or five-day summer prep week. In Bergenfield, each AP teacher is available at least one of the days to meet with new AP students.

## What You Need to Know

Beginning with the AP breakfast, the students at Bergenfield know that their principal and teachers take AP seriously and that they need to take it seriously. They learn that being involved in an AP course is going to positively affect their futures, and the school's expectation is that most of their students will receive a score of 3 or higher on the AP Exam. At Bergenfield, any student who is interested in taking an AP course can do so, but part of the commitment is that every AP student is expected to take the AP Exam. If they take the class, they have to take the exam — this is laid out for the students from the beginning.

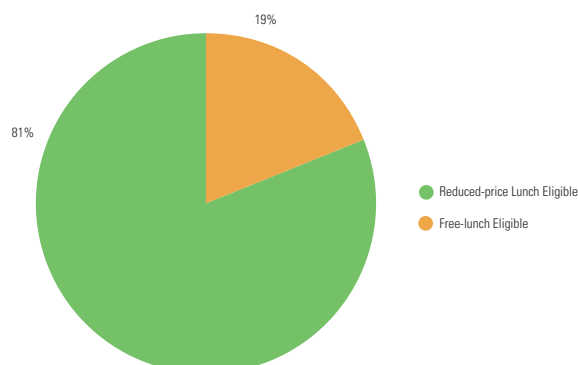
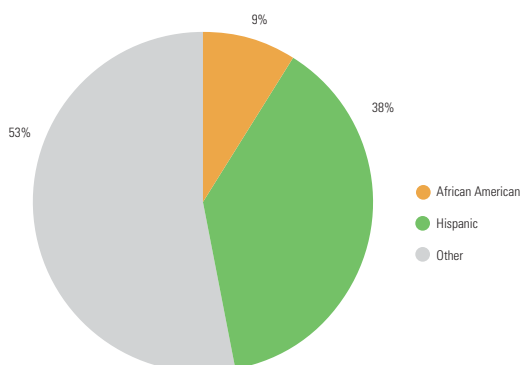
## Resources and/or Contact

James Fasano

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### Demographics

Bergenfield High School  
Bergenfield, NJ  
Grades: 9–12  
Enrollment: 1,251





# Straight Talk in Two Languages

Boston Public Schools (Boston, Mass.)

Boston Public Schools (BPS) recognize the important, and often positive, influence of family and peers in students' lives, and the district has made special efforts to include families in the conversations about choosing AP and making other preparations for college. BPS offers a Bilingual College Readiness Conference in Haitian and Spanish. The workshops include information on enrolling in AP courses, applying for college, paying for college, and learning about the realities of AP classes by a panel of students and teachers.

Educators market the one-day event to all students in the district and their families and use special communications for students who have been identified through AP Potential™ as being ready for more challenging courses. The district partners with Upward Bound, GEAR UP and others to sponsor the event, and provides lunch for participants. As further incentive, participants are eligible for a raffle of an iPad and a Kindle. The most recent event drew 200 families.

The student/teacher panel has been noted as a highlight, a chance for students to hear advice from their peers about AP, how to manage the workload and how to work with others to succeed. It's also a time when the students learn about the tangible benefits of AP success, such as better opportunities for college admission and scholarships.

## Benefits

*This conference empowers families with tools to guide their children's choices in high school, and it raises awareness of the available AP courses and the related academic expectations and rewards. By involving parents and students, the event provides an appreciation of AP courses for multiple generations in a family. It's also an opportunity to highlight upperclassmen and alumni who have demonstrated success in AP and in college. At this event, many families also learn about additional college-preparation resources available in schools or the community.*



*"Students have reported that taking AP classes have helped them to be better positioned for competitive scholarship opportunities such as the Bill and Melinda Gates scholarship and the Posse scholarship. They have also noted being more prepared for the rigorous content and course instruction at the college level."*

— Brandon Slaughter, Director of AP|IB Programs



## What You Need

- The College Readiness Conference was a cross-sector and departmental effort among the high school office, the guidance department, the College Board, local colleges/universities and nonprofit college access agencies.
- A Boston Public Schools event-planning consultant was hired at the rate of \$5,000 for the purpose of planning and coordination.
- Commitment from a local college partner is key to making the event successful. It has worked the best when held from 9 a.m. to 2 p.m. on a Saturday at a large high school or a college campus centrally located in the district.

## What You Need to Know

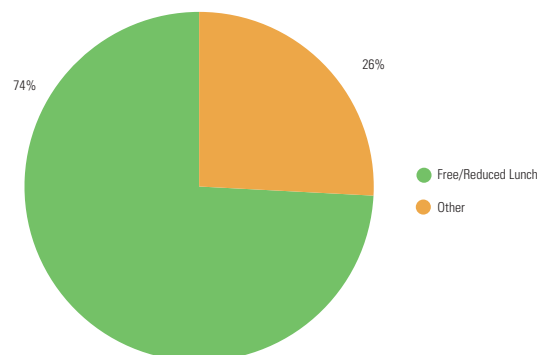
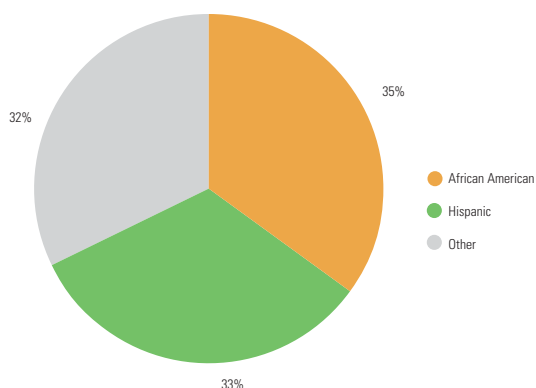
All district high schools, partners, local institutions, AP teachers, students and families need to buy in to this event. A structured outreach plan is essential, and the use of PSAT/NMSQT<sup>®</sup> potential data to identify a core group of students to engage has been a great strategy.

## Resources and/or Contact

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### Demographics

Boston Public Schools  
Boston, MA  
Grades: 7–12  
Enrollment: 1,212



# Shakespeare, TED Talks Help English Students Succeed

Cooperative Arts and Humanities High School (New Haven, Conn.)

Cooperative Arts and Humanities High School is home to a rigorous arts-focused, college-preparatory program. When the school first started its AP program, students could take an AP class only if they had a B+ average and received a teacher recommendation. When the school moved to an open enrollment policy, the faculty soon realized that many students were not prepared for the advanced course work. The school created strong AP Vertical Teams® as an initial step for student success. The English Department, in particular, started a rigorous revision of the curriculum, implementing a few new specific strategies aimed at improving the students' reading and writing skills.

One strategy was the introduction of poetry and short passages of classic text into the curriculum, beginning with Shakespeare's sonnets. For students who don't have strong writing skills, these smaller, more digestible pieces act as a "warm-up" or introduction by working on the basics such as diction, connotation and imagery, and by brainstorming to find the correlative (the positive and the negative) of certain words. In addition, students watch TED talks ([www.ted.com](http://www.ted.com)) online to learn about rhetoric through tangible examples of effective argumentation and discourse.

Another strategy was replacing traditional book reports with "Novel Notes" — students research the author, the book's central problem/conflict, the importance of the opening scene and the closing scene, the character arc, and other literary devices such as syntax and repetition. The "Novel Notes" introduce students to the idea of in-depth literary analysis and close reading. Overall, these new strategies are rooted in the idea of broadening and transforming the current curriculum. The English teachers changed small things, but it has made a big difference.

## What You Need

Examples of sonnets and poems used by the teachers at Cooperative Arts and Humanities High School:

- Shakespeare's sonnets nos. 11, 18, 29, 55, 116, 130 or 146
- "Those Winter Sundays" by Robert Hayden
- "My Papa's Waltz" by Theodore Roethke
- "The Boys" by Oliver Wendell Holmes



*"Now, I see my students in grades 10 through 12 being eager to closely read and discuss poems, sonnets and novels. We love to bring the literary page to life, we love discussing or practicing the art of rhetoric, and we talk about our reading outside the classroom."*

— Maria Sapienza, AP English Literature and Composition Teacher

Ted.com can be used for TED talks and YouTube is another good resource. For poems like “My Papa’s Waltz,” teachers can use free videos on YouTube that incorporate imagery and music to express the poem’s meaning.

## What You Need to Know

The process is still ongoing and the school’s English teams continuously upgrade the units in grades 9–12 by adding more analysis, close reading and argumentation. This new Vertical Team approach has produced outstanding results. The school’s qualifying scores in AP English Literature and Composition have soared and the program has expanded. There are six AP English classes — three for AP English Literature and Composition, and three for AP English Language and Composition. The students are more prepared, and they strive to be part of an AP class and enjoy the rigorous assignments. The success in the English Department has spurred the enrollment of students in other AP courses such as AP Biology, AP Calculus AB and AP Calculus BC.

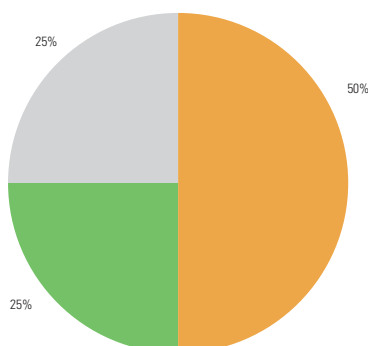
## Resources and/or Contact

Maria Sapienza

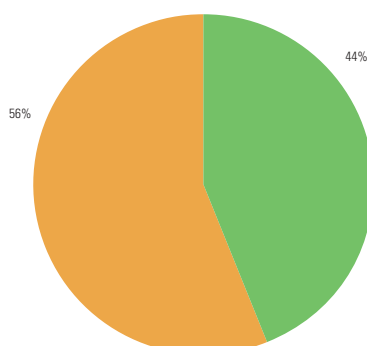
[maria.sapienza@new-haven.k12.ct.us](mailto:maria.sapienza@new-haven.k12.ct.us)

### Demographics

Cooperative Arts and Humanities  
High School  
New Haven, CT  
Grades: 9–12  
Enrollment: 542



● African American  
● Hispanic  
● Other



● Reduced-price Lunch Eligible  
● Free-lunch Eligible

# Because of AP Access, Students See the Future Differently

## North High School (Des Moines, Iowa)

Teachers at North High School have embraced the challenge of opening AP courses to all students, and students are following their lead. In just a few years, the course offerings have grown from one class to nine, including classes in AP Human Geography, AP English Language, AP English Literature and AP Biology. The school hopes to add more courses in 2013-14.

The idea was simple: Open the most rigorous courses to all students. Putting it into practice has been challenging for all. Many students entered the classes with low literacy skills and without good skills in time management and study habits.

School faculty and staff are working on intervention models, such as incorporating seminar classes to support learning in AP. These classes would emphasize reading in the content area, writing free-response questions, vocabulary acquisition and annotation of text.

The school is already seeing a shift in its culture toward college going. Overall, students are feeling more prepared for college course work in similar subject areas. The elevation of a work ethic is helping graduates make a smoother transition to postsecondary life. Their experiences help them recognize what it takes to be successful at the next level.

### What You Need

- For schoolwide acceleration to work, school policies must align with the College Board's Equity and Access Policy Statement, providing open access to students who are motivated to enroll in an AP course.
- Schools also need to identify and motivate traditionally underrepresented students to challenge themselves by taking an AP course.
- Teachers must be committed to serving all students in AP, not just those who are academically ready to enroll in an AP course. These teachers need to see themselves as academic coaches for students.
- Schools need clear goals for the development of an AP program that centers on equity of access and equity of outcomes. Equity of access is not enough. The next steps are to implement a plan to work toward equity of outcomes for traditionally underrepresented students.



*"AP has helped students 'see' themselves as college students. They begin to build confidence about the future and the opportunities that will come in the future."*

— Amber Graeber, Advanced Placement® and Social Studies Coordinator



## What You Need to Know

This can be a difficult policy shift for a school community that has not had open access to AP. Bring research to the table when discussing the policy shift of shutting down artificial barriers to access.

Just because a teacher “has always taught that AP course” does not mean it’s “his or her course.” Administrators should have honest conversations about the direction in which the school is headed and, if necessary, change instructors to develop a strong AP program.

Focus first on developing a program and growing enrollment in the AP courses already offered. Build capacity by educating everyone on staff about the merits of AP and what they can do to help their students be successful in these rigorous courses.

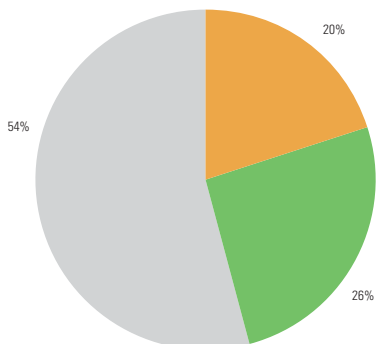
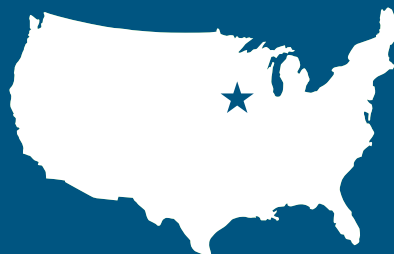
## Resources and/or Contact

Amber Graeber

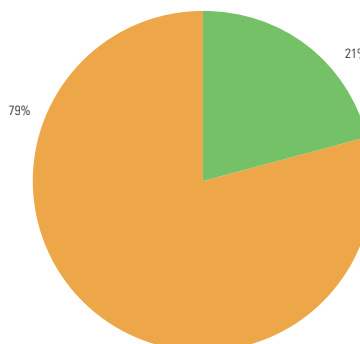
[Amber.graeber@dmschools.org](mailto:Amber.graeber@dmschools.org)

### Demographics

North High School  
Des Moines, IA  
Grades: 9–12  
Enrollment: 1,166



● African American  
● Hispanic  
● Other



● Reduced-price Lunch Eligible  
● Free-lunch Eligible

# Parental Involvement from the Beginning

Elizabeth Learning Center (Cudahy, Calif.)

The Elizabeth Learning Center started as an elementary school, continued as a middle school and ended up as a high school. There are 700–800 students enrolled in the high school, and one of the benefits of its size is that the teachers and counselors really know their students. They know when someone is ditching first period. “You can run but you cannot hide from us. We’re a little town here,” warns counselor Ricardo Marquez. However, being a small school also means that if a student drops an AP class because he or she isn’t prepared for the extra rigor, the entire course could be canceled.

The school has an open enrollment policy, but first-time AP students have to attend a mandatory meeting with the AP teacher of the course they are interested in taking. At the meeting, the students receive the AP course syllabus so they know exactly what will be expected from them. They also are assigned homework to complete during the summer. Students who don’t finish the summer assignment start the year behind and often end up wanting to drop the class. Since even one student who drops out can negatively affect the school’s AP program, the administration has started involving parents early to make sure that students understand and stick to their AP commitment.

Both students and parents are required to sign an AP interest form, which acts as a contract stating that they are aware of and agree to adhere to the increased rigors of an AP class. For example, the AP U.S. History contract also states that the student agrees to come in for “Saturday prep classes” in the spring. Held on six to nine Saturdays before the AP Exam with the AP teacher, these sessions help students prepare for the demands of an AP Exam, especially the essay section. The contract helps parents understand from the start that when their teens take an AP course, they must take it seriously.



*“A lot of our students’ parents think, ‘Well, he or she is in high school now, they know what they’re doing.’ Then if their son or daughter starts receiving poor grades, when we contact them about it their response is, ‘What? I thought he [or she] was doing well.’ That is the challenge. So, we need parental involvement from the very beginning.”*

— Ricardo Marquez, Counselor

## What You Need

Here is sample language from this year's Elizabeth Learning Center's AP U.S. History contract, which both the parent and student signs:

- I, [student name], want to be considered for the Advanced Placement<sup>®</sup> course in U.S. History. I realize that the time required to do well in this course is approximately twice the commitment of the regular course. I acknowledge that by enrolling in this course I am obligated to take the AP U.S. History Exam on [date.] I also agree to attend Saturday prep classes next spring.
- I, [parent name], have read the information about the Advanced Placement program. I realize that the time required for my child/guardian to do well in this course is approximately twice the commitment of the regular course.

## What You Need to Know

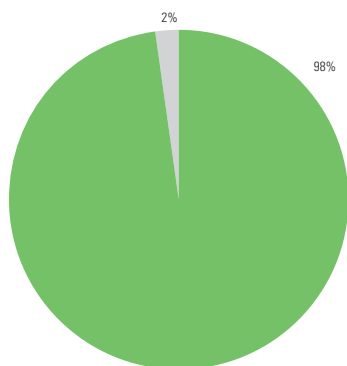
At Elizabeth Learning Center, students aren't restricted from taking an AP course; if they express an interest, they are told to talk to the individual teacher and get on his or her list before the school year ends. Then, students are required to go to the mandatory meeting. Both the students and their parents are required to sign the contract sometime over the summer before the students take the AP course. However, at the beginning of the school year during the open house, the teacher for that AP course targets the parents for a discussion to make sure they understand and are on board to support their children's commitment to AP.

## Resources and/or Contact

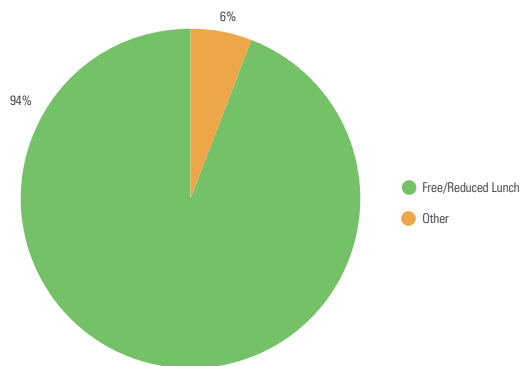
Ricardo Marquez  
rmarqu1@lausd.net

### Demographics

Elizabeth Learning Center  
Cudahy, CA  
Grades: K-12  
Enrollment: 2,117



● African American  
● Hispanic  
● Other



● Free/Reduced Lunch  
● Other

# Raising the Bar, Opening the Doors

## Federal Way School District (Federal Way, Wash.)

Students live up to expectations. That's what leaders in Washington's Federal Way School District believed when they began a push to bring all students into the most rigorous classes available.

Federal Way, the eighth-largest district in the state, began a program of academic acceleration. Students are automatically enrolled in the most rigorous courses, including Advanced Placement classes. Students can have their parents help them opt out of these classes if they choose, but their default placement is in the most rigorous option that is offered. Students who haven't met the minimum requirements may opt in and give the class a try.

This policy has had a profound influence on students who didn't think they were good enough or smart enough, administrators said. By offering this explicit encouragement, the district has opened access to advanced course work to thousands of students who otherwise may not have tried it.

To support this effort, the district offers AVID as an elective to as many students as possible, and provides AVID strategies to as many non-AVID teachers as possible.

As a result, the composition of the AP classes in the Federal Way School District reflects that school as a whole. This model is being considered by state lawmakers for replication across all of Washington. Federal Way's success was recognized nationally when the district was named to the AP District Honor Roll in 2012.

The district saw increases in the number of students taking AP Exams and the number of AP Exams with a score of 3, 4 or 5.



*"We believe all students can achieve at very high academic levels. The traditional system is designed to select and sort. And the students who are sorted out are the students of color, the underrepresented and the underserved kids. We don't just encourage them to apply to college; we've removed the institutional and social barriers to change their academic trajectory. By removing these barriers, we've given our students access to opportunity, and they have responded beyond our wildest expectations."*

— Rob Neu, Superintendent



## What You Need

- A courageous school board who truly believes all children can succeed.
- Skilled administrators who have a passion to ensure that success.
- Talented teachers who are working harder than ever to ensure student success.
- Committed support staff who go above and beyond every day to ensure that students have a clean, safe environment conducive to learning.

## What You Need to Know

It's important to create regular opportunities for administrators to discuss the support of students in advanced programs.

Making academic acceleration a part of regular conversation at school board meetings, in other administrative gatherings and at family/community events helps create a new culture of high expectations.

The district's funding for AP Exams, PSAT/NMSQT and SAT<sup>®</sup> also are a way to demonstrate commitment to the tangible support of academic acceleration.

## Resources and/or Contact

Rob Neu

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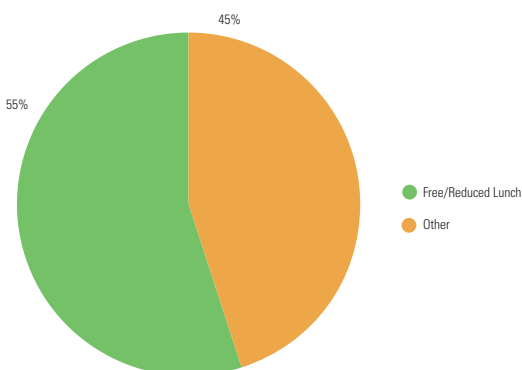
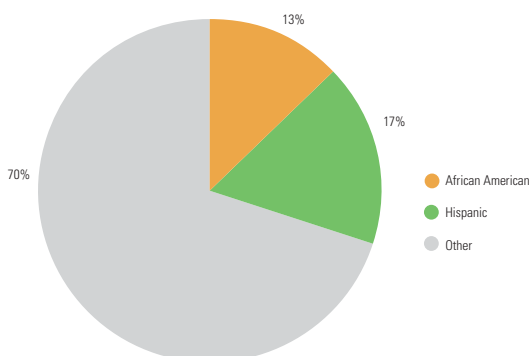
### Demographics

Federal Way School District

Federal Way, WA

Grades: K–12

Enrollment: 19,319



# Writing in Math Is More Than $X$ and $Y$

Harding Charter Preparatory High School (Oklahoma City, Okla.)

All students at Harding Charter Preparatory High School in Oklahoma City participate in an AP curriculum, offering them the opportunity for the most rigorous course work available and solid preparation for college.

One important facet of this preparation is a strong foundation in writing. Writing at Harding is incorporated across the curriculum, not just in English and language arts classes. What kind of writing assignments can be made in math? With creative ideas, teachers of Pre-AP<sup>®</sup> Calculus, AP Calculus and algebra have incorporated reflections and research in their classes.

For example, in college algebra classes, students write a short paper describing how math is used in their chosen career field. Students interview professionals and learn more about careers, while also learning to use an academic writing style. In other classes, students dissect the language of word problems, identifying important terms or phrases in the problem and sometimes restating the problem in a way that is easier for them to understand.

## Benefits

*Students practice writing in an appropriate style in areas beyond the “usual” classes. This emphasizes the importance of writing skills for all subjects and shares the responsibility of teaching good writing among members of the faculty. Students’ improved skills and confidence in writing contribute to their success across the curriculum.*



*“Because of rigor, our students stand out, and they come back saying it was worth it.”*

— Justin Hunt, head principal

## What You Need

- All teachers must be on board with writing as an essential factor in student learning. It is easy for a math or elective teacher to “bow out” without significant faculty buy-in.
- AP Vertical Team meetings are essential for building support across the faculty, as well as having leadership offer examples of writing in each subject area to show how it can be done.

## What You Need to Know

In faculty-wide meetings, it's helpful for the leadership team to use the types of teaching strategies that we want to see used in the classroom. This allows for the sharing of best practices and for members of the faculty to learn from one another.

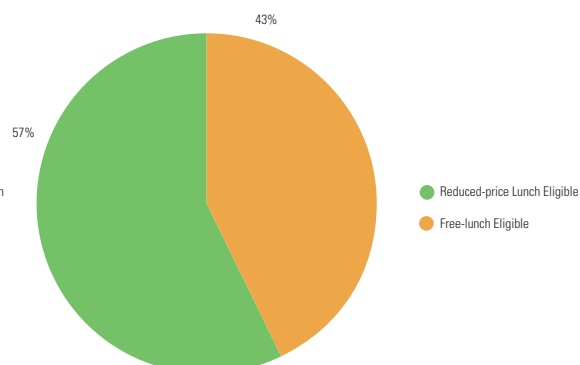
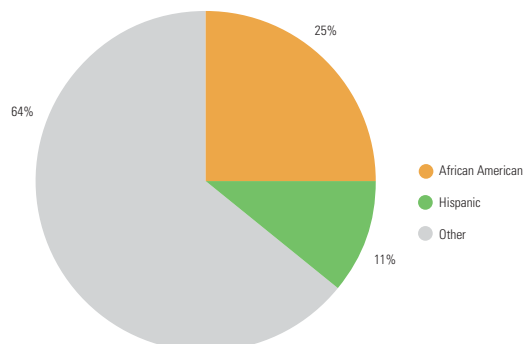
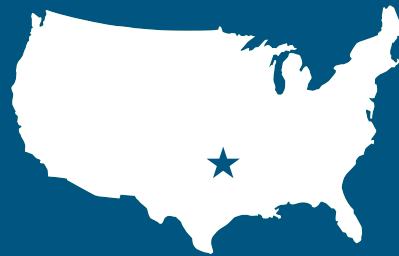
## Resources and/or Contact

Justin Hunt

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### Demographics

Harding Charter Preparatory  
High School  
Oklahoma City, OK  
Grades: 9–12  
Enrollment: 425



# AP Classroom Doors: Open to Get In, Hard to Get Out

New Orleans Charter Science and Mathematics High School  
(New Orleans, La.)

New Orleans Charter Science and Mathematics High School has built an open-access AP program that acknowledges the challenges and obstacles faced by teachers and students and that provides the tools and resources to overcome them.

With a high-needs population, the school aims to close the achievement gap by bypassing mediocrity and aiming for excellence. The school has about 400 students in grades 9–12 (85 percent of whom qualify for free or reduced-price lunches), with no entrance requirements. It follows a traditional course structure focused on the Common Core curriculum. More than one-third of 10th-graders, 59 percent of 11th-graders and nearly three-quarters of 12th-graders are enrolled in AP classes.

The school worked to redefine success by showing that AP is a great way to increase rigor and maximize students' options for college or careers after high school. Counselors have encouraged students by never "recommending down," and teachers have worked to emphasize the experience in the class, not the grade or the exam score.

AP success is celebrated widely, and the value of college is reinforced throughout the school. The school continues to work to create AP mentors and to help teachers feel they are ready to teach both remediation and rigor in the same class at the same time.



*"Choose the most aligned, enthusiastic and zealous teachers to teach the AP classes. The point is not for all students to get qualifying scores; the goal is for all students who choose to go to college to pass their classes and get college degrees."*

— Delaney French, Lead Counselor



## What You Need

- Student incentives: cash, T-shirts, food
- Teacher incentives and resources (such as assistants)

## What You Need to Know

Resistance is part of the process. “Even the people we hire specifically because they are aligned with our program have trouble accepting the absolutely open doors to AP, and we have realized that we’ll never stop having the conversation about why we’re doing what we’re doing,” Delaney French said.

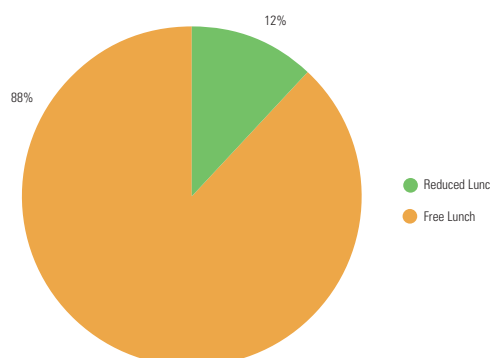
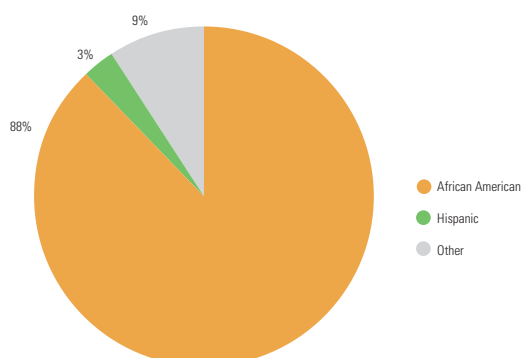
School leaders must be deliberate about helping students choose the best among opportunities for them.

## Resources and/or Contact

Delaney French  
[dfrench@noscighigh.org](mailto:dfrench@noscighigh.org)

### Demographics

New Orleans Charter Science  
and Mathematics High School  
New Orleans, LA  
Grades: 9–12  
Enrollment: 373



# Continuous Learning & Community

## Washington High School (Phoenix, Ariz.)

At Washington High School, continuous learning means not only engaging students in every way while they are in school, but also consistently reaching out to parents and the community.

Internally, the administration works to connect directly with the parents to keep them up-to-date with what their children are doing at school: it's often different than what they think.

To help students see their school as part of a larger community, the school has developed a relationship with a local retirement home. Washington Heights students help decorate for the holidays and have a chance to develop intergenerational friendships with residents. This sense of a broader community is instilled in the students before they even start at Washington High with the school's "Future Freshman Night," where 8th-graders come to campus to learn what they need to worry (or not worry) about before entering high school. The entire community gathers for a rally to welcome the students and get them excited about entering this new phase in their education. Students and their parents walk around the school, meet the teachers, and learn about the school's academic and athletic programs. Future Freshmen Night encourages students to keep working hard through the end of middle school, setting their sights on a bright future.



*"The mission each year is to keep the students' excitement up around being in school, going to school, and staying in school. Continuous learning is embedded in our school's system."*

— Carol G. Lippert, Principal

## What You Need

- A Future Freshmen Night for the faculty and incoming students to rally together. This includes displaying the school's awards and accomplishments to foster students' pride in the school community they are joining.
- Structured partnerships with a local retirement home, or other volunteer organizations, to help students develop relationships outside of school. Instilling in students a sense of pride by having them ask, "What am I doing to help the community see my school in a positive light?"

## What You Need to Know

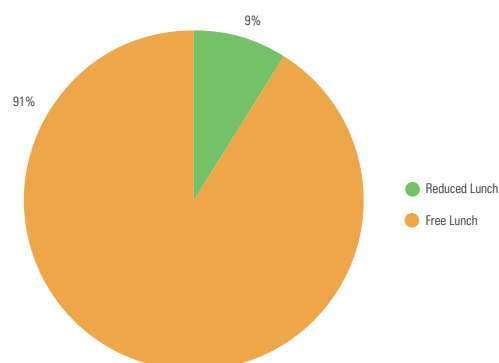
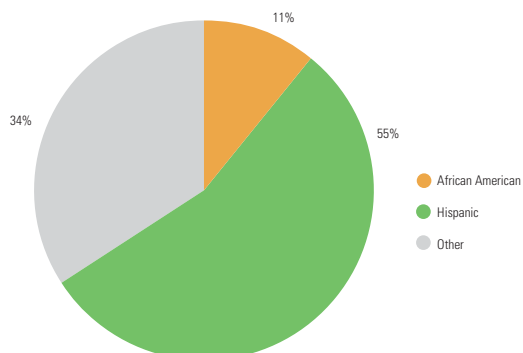
At Washington High School continuous learning means that all of the students' electives are used to boost their academic work. In choir they sing, but they also use literary strategies to break down the song's lyrics to explore its deeper meaning, interpret the song's larger theme, and increase their own vocabulary. In turn, in art class students don't just create their own art. Part of the class is learning about art history, researching influential artists and their work, as well as critiquing fellow students' work. Even when the students are in gym class, their physical exercise is then paired with vocabulary flashcards to learn about the parts of the body, muscles, and fitness.

## Resources and/or Contact

Carol G. Lippert  
[carol.lippert@guhsdaz.org](mailto:carol.lippert@guhsdaz.org)

### Demographics

Washington High School  
Phoenix, AZ  
Grades: 9–12  
Enrollment: 1691



# How to Start an AP<sup>®</sup> Course








## 7 Simple Steps to Get You There

AP<sup>®</sup>

You have students who are prepared and eager for a college-level learning experience. Now what? Here are the seven steps to add an Advanced Placement<sup>®</sup> (AP<sup>®</sup>) course at your school.

For more information and related resources, visit [collegeboard.org/startapcourse](http://collegeboard.org/startapcourse).

• Administrators • Teachers • Both

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
						
Choose a course and add it to your catalog	Select a teacher	Recruit and register students	Obtain course materials	Complete AP Course Audit requirements	Attend AP professional development	Launch the course
<b>How to do it</b> <ul style="list-style-type: none"> <li>Review AP Potential<sup>™</sup> or other data to identify students who are prepared for college-level courses and exams</li> <li>Ensure that the new course is included in your 2013-14 course catalog</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Select a teacher based on interest, availability, and your state's certification requirements</li> <li>Make plans to register the teacher for summer professional development (strongly recommended for new AP teachers)</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Review updated AP Potential data in December and identify additional students for the new course</li> <li>Promote the new course to students and their parents</li> <li>Communicate clear policies and expectations</li> <li>Determine how many sections will be offered</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Inventory existing materials</li> <li>Seek multiple vendors, including textbook retailers and resellers</li> <li>Utilize Web resources, including class resources posted on AP Central<sup>®</sup> and the online AP Teacher Community</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Submit Course Audit materials between March 2013 and January 2014</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Attend a weeklong AP Summer Institute (strongly recommended for new AP teachers)</li> <li>Consider attending a full-day workshop during the academic year</li> </ul>	<b>How to do it</b> <ul style="list-style-type: none"> <li>Start planning for the exam order, identifying space and equipment needed for the exam administration, and preparing students for the exam</li> </ul>
<b>Ask yourself</b> <ul style="list-style-type: none"> <li>Does the course align with your current schedule, accountability framework and class size and graduation requirements?</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>What are the strategies, supports and resources that will be used to foster the teacher's success?</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>Would incentives such as applying extra weight for course grades support participation in the course and exam?</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>Is grant, foundation or donor support available for course materials?</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>Do you want the new course reflected in the initial publication of the online AP Course Ledger? If so, submit Course Audit materials by the end of June 2013.</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>Have you explored funding sources for training, including state, federal and College Board programs?</li> </ul>	<b>Ask yourself</b> <ul style="list-style-type: none"> <li>What are the strategies, supports and resources that will be used to foster the students' success?</li> </ul>
<b>When to do it</b> <ul style="list-style-type: none"> <li>Early to mid fall</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Mid to late fall</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Late fall to late spring</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Late spring to early summer</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Late spring to late fall</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Summer</li> </ul>	<b>When to do it</b> <ul style="list-style-type: none"> <li>Late summer to early fall</li> </ul>



# Why Students Take AP

Students told us what motivates them to take rigorous AP courses:

- **College benefits:** AP helps students get into the college of their choice, place out of introductory college classes and earn college credit.
- **Rich classroom experience:** Students say AP courses are more interesting than regular classes.
- **Educators like you:** After parents, teachers are the most significant influencers on what courses students take.

# Free Support for AP Teachers

New AP teachers can access a wealth of free information and resources on the College Board website:

- **Online AP teacher communities:** Threaded discussions organized by topic, searchable resource libraries and member directories
- **Classroom information and resources:** Course descriptions, curriculum frameworks, special focus materials, curriculum modules, lesson plans and teaching strategies
- **Exam questions:** Practice exams, released exams, free-response questions, scoring guidelines, and sample student responses and commentary
- **Course Audit resources:** Annotated sample syllabi, syllabus development guides and example textbook lists

For more information and related resources, visit [collegeboard.org/startapcourse](https://collegeboard.org/startapcourse).

# Costs at a Glance

Starting an AP course can cost less than \$2,000.

					Total
English	\$400–\$1,400	\$0	\$1,500–\$1,800	\$0	\$1,900–\$3,200
Arts	\$400–\$1,400	\$850–\$1,050	\$0	\$1,050–\$1,300	\$2,300–\$3,750
Social Sciences	\$400–\$1,400	\$1,600–\$1,900	\$400–\$500	\$0	\$2,400–\$3,800
World Languages	\$400–\$1,400	\$1,700–\$2,000	\$1,000–\$1,200	\$250–\$300	\$3,350–\$4,900
History	\$400–\$1,400	\$1,750–\$2,100	\$1,250–\$1,500	\$0	\$3,400–\$5,000
Math and Computer Science	\$400–\$1,400	\$1,500–\$1,800	\$0	\$1,900–\$2,250	\$3,800–\$5,450
Sciences	\$400–\$1,400	\$2,250–\$2,700	\$150–\$200	\$4,750–\$5,700	\$7,550–\$10,000

Your school's existing resources may significantly reduce these costs.

These are estimated startup costs for an AP class of 25 students. Costs for specific courses are available at [collegeboard.org/startapcourse](https://collegeboard.org/startapcourse).

## 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](http://www.collegeboard.org).