



HISD

Advanced Placement Initiative

Board Workshop
November 20, 2008

HOUSTON INDEPENDENT SCHOOL DISTRICT



Guiding Questions

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Part 1:

- What is the AP Initiative and why is it important?
- How do we fund the AP Initiative?
- What does the data show about student enrollment/achievement in Pre-AP/AP courses?
- What's next?

Part 2:

- What has been the impact of the Michael & Susan Dell Foundation (MSDF) Grant on the AP Initiative through
 - a) Laying the Foundation (LTF)
 - b) AP Incentive Program (APIP)



What is the Advanced Placement (AP) Initiative?

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- District-wide focus on increasing opportunities for students, particularly for low income and minority students, to
 - take more rigorous courses in MS/HS that will better prepare them for college AND
 - that will allow them to earn college credit, advanced placement, or both



Why are AP courses so important?

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Table 1a
Five-Year College Graduation Rates
In Texas Public Colleges and Universities

Student Group (# Enrolled)		1	2	3	4
		Passed AP Exam	Took, Did not Pass AP Exam	Took AP Course, Not AP Exam	Took No AP Course or Exam
African American (5831)	% Graduating	53%	37%	30%	10%
	# Enrolled	92	277	595	4867
Hispanic (15176)	% Graduating	54%	29%	23%	8%
	# Enrolled	459	1198	1704	11815
White (44048)	% Graduating	65%	47%	41%	21%
	# Enrolled	4413	3037	6214	30384
Low Income (17294)	% Graduating	46%	27%	21%	7%
	# Enrolled	492	1159	1870	13773
Non Low-Income (50118)	% Graduating	66%	47%	41%	21%
	# Enrolled	5057	3603	7114	34344
Total (67412)	% Graduating	64%	42%	37%	17%
	# Enrolled	5549	4762	8984	48117

Chrys Dougherty, Lynn Mellor, and Shuling Jian, National Center for Educational Accountability

- Students who took and passed an AP exam while in high school had a higher percent college graduation rate than those who did not pass or did not take the exam or those who did not take AP courses or exams.



What are the overall goals/objectives of the AP Initiative?

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Goal:

- Increase student achievement by continuing to raise academic expectations for all students

Objectives:

- Ensure that every high school offers AP courses in all core subjects
- Increase the number of students enrolled in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses
- Increase the number of students taking the AP exams
- Increase the number of students with a qualifying score (3-4-5) on AP exams
- Develop an annual Monitoring System to report progress in meeting the goal and objectives for the district



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How/when did the AP Initiative begin?

1993	Texas Legislature adopted AP/IB Incentive Program (i.e. training/performance incentives)
Fall 2003	Required PSAT for all 10 th graders
2004-2005	Board approved the AP Initiative NOTE: <ul style="list-style-type: none">• Guidelines required all 6th graders to be scheduled into Pre-AP English• Prior to the 2004-05, Pre-AP/AP offerings varied from school to school and training was available to Pre-AP/AP teachers through College Board Summer Institutes at Rice University.
April 2005	Acceptance of a \$2.2 million grant from the Michael and Susan Dell Foundation (MSDF) in partnership with AP Strategies, Inc. (APS) (5-yr grant)
2005-2006	HISD launched “Creating a College Bound Culture”
2005-2006	First year of Pre-AP/AP training through <i>Laying the Foundation</i> (LTF).....focused on effective delivery of rigorous instruction
2006-2007	First year of the AP Incentive Program in 4 high schools (Chavez, Lee, Milby, Sharpstown)
2007-2008	SPM 5610 developed to formalize AP Initiative implementation



What are the instructional features of the Pre-AP and AP Programs?

• Pre-AP (Gr. 6-12)

- Opportunity to take more rigorous courses that will prepare them for the AP courses in high school
- Opportunity to study subjects in greater depth
- Grade level TEKS are covered in Pre-AP courses
- Weighted GPA
- (CB) 5-day Pre-AP Summer Institute (all subjects)
- (APS/LTF) Courses aligned to AP course objectives
- (APS/LTF) Teacher training on effective delivery of rigorous instruction
 - 4-day annual training for M/S/E teachers
- (APS/LTF) Access to multiple resources/released End-of-Course (EOC) exams on LTF website
- (APS/LTF) EOC exams administered in May (*)

(*) Math, Science, English – M/S/E

• AP (Gr. 9 -12)

- Opportunity to take more rigorous courses that will prepare them for college level courses
- Opportunity to study subjects in greater depth
- Grade level TEKS are covered in AP courses
- Weighted GPA
- (CB) Reviews and authorizes each AP course syllabus
- (CB) 37 possible AP courses in 22 subject areas
- (CB) 5-day AP Summer Institute (all subjects)
- (CB) Access to multiple resources/released AP exams on CB website
- (CB) AP exams administered in May
- (APS) Master Teacher support for AP M/S/E vertical teams
- (APS/LTF) Teacher training on effective delivery of rigorous instruction
 - 2-day training for M/S/E AP teachers

(CB) College Board



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How do we fund our AP Initiative?

• Internal

- District:
 - PSAT for all 10th graders
 - \$124,000
 - Support for Pre-AP/AP Training
 - Subs: \$346,000
 - Materials: \$138,000
 - Salary for 3 Content AP Master Teachers (M/S/E)
 - \$257,000
 - Central Office Support
- Schools:
 - Designated Coordinator
 - Other operational costs
 - Partial cost of AP exams (campus decision)
 - Cost is \$86 per exam
 - » \$6 per exam for student on free/reduced lunch

• External

- MSDF Grant (since 2005) \$2.2 M over 5-yrs
 - Pre-AP includes:
 - LTF Training for all Pre-AP M/S/E teachers
 - Diagnostic tests and EOC tests for all M/S/E Pre-AP teachers
 - Stipends/incentives for teacher participation
 - Annual \$10,000 award to top MS/HS
 - AP Incentive Program: (in 4 HS)
 - Master Teacher support for AP teachers
 - AP Teacher Incentive: \$300 for each AP exam score of 3+
 - Student Incentive: \$300 for each AP exam score of 3+
 - Opportunities for other bonuses for school/teacher
- TEA AP/IB Incentive (since 1993)
 - \$450 (max) per MS/HS teacher for completion of 5-day College Board Pre-AP/AP Summer Institute
 - \$100 (max) reimbursement for school per student scoring 3+ on AP exam
- TEA & CB: Cost Reductions for AP Exams



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HISD and Pre-AP Enrollment, Gr. 6-12: Before Initiative (2003-04) and Current (2007-08)

	HISD Total Enrollment 2003-2004 Grades 6-12		HISD Pre-AP 2003-2004		HISD Total Enrollment 2007-2008 Grades 6-12		HISD Pre-AP 2007-2008	
	N	%	N	%	N	%	N	%
African American	29,119	31.5	5,143	23.4	25,586	30.7	9,734	28.0
Asian	3,039	3.3	1,714	7.8	3,049	3.5	1,907	5.5
Hispanic	50,139	54.3	9,647	44.0	48,772	56.4	18,737	53.9
Native American	65	0.1	28	0.1	66	0.1	33	0.1
White	9,965	10.8	4,867	22.2	8,067	9.3	4,367	12.6
Male	46,793	50.7	9,370	42.7	43,760	5.06	16,319	46.9
Female	45,534	49.3	12,029	54.8	42,780	49.4	18,459	53.1
Economically Disadvantaged	69,652	75.4	12,488	56.9	62,390	72.1	23,446	67.4
HISD Total	92,327	100.0	21,932	100.0	86,540	100.0	34,778	100.0
(% Pre-AP of Total 6-12)		23.7%				40.2%		

- The total number of students enrolled in Pre-AP courses in 2007-08 (**34,778**) increased by 12,846 (or 37%) from the total enrolled before the AP Initiative in 2003-04 (**21,932**).
- The percent of Gr. 6-12 students enrolled in Pre-AP courses increased from **23.7%** in 2003-04 to **40.2%** in 2007-08.
- The number and percent of minority and economically disadvantaged students enrolled in Pre-AP courses has increased from 2003-04.
- There is a disproportionate number of females participating in Pre-AP compared to males.



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HISD and AP Enrollment, Gr. 9-12: Before Initiative (2003-04) and Current (2007-08)

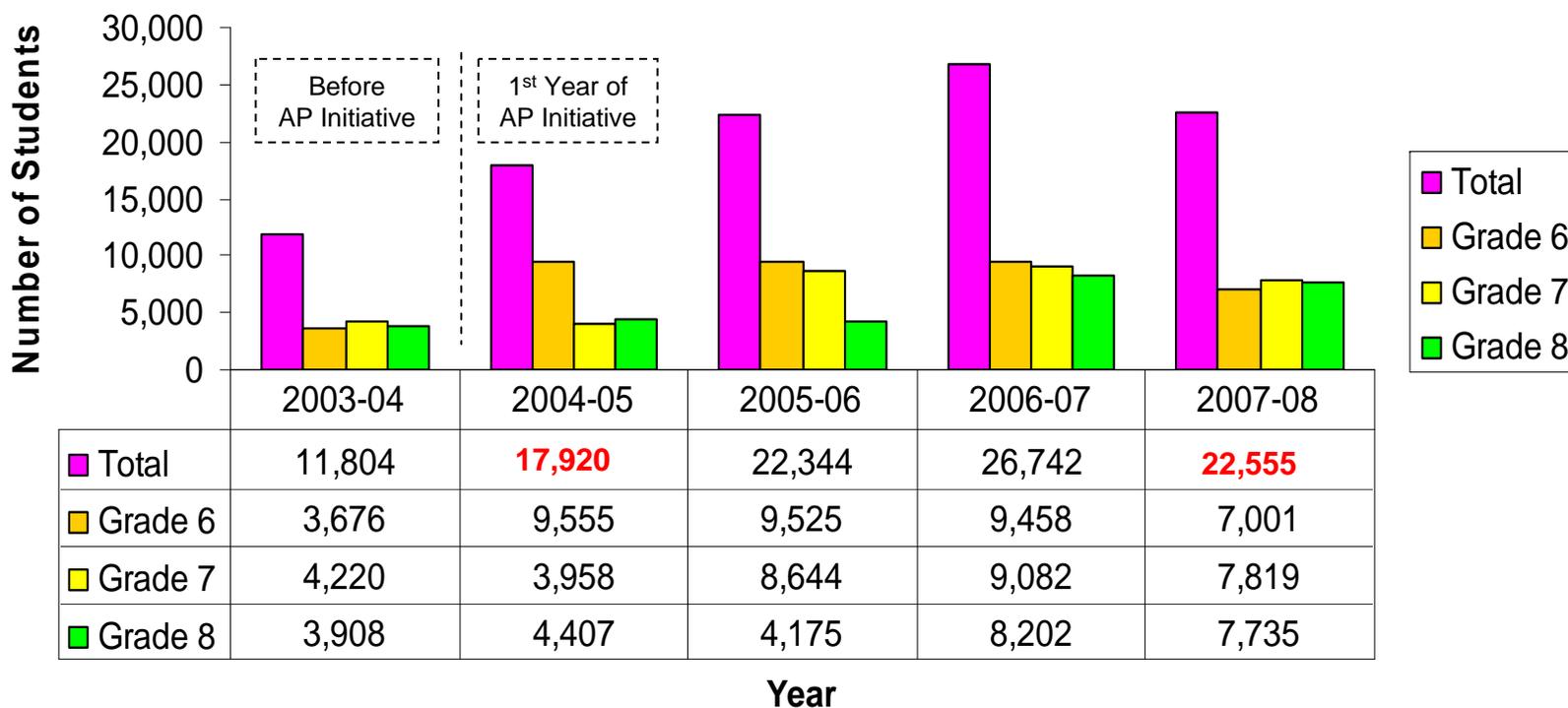
	HISD Total Enrollment 2003-2004 Grades 9-12		HISD AP 2003-2004		HISD Total Enrollment 2007-2008 Grades 9-12		HISD AP 2007-2008	
	N	%	N	%	N	%	N	%
African American	15,355	31.5	1,568	25.0	14,777	31.5	1,964	25.3
Asian	1,788	3.7	660	10.5	1,859	4.0	813	10.5
Hispanic	25,587	52.6	2,508	39.9	25,323	53.9	3,304	42.6
Native American	32	0.1	7	0.1	40	0.1	9	0.1
White	5,924	12.2	1,448	23.1	4,966	10.6	1,664	21.5
Male	24,481	50.3	2,535	40.4	23,464	50.0	3,310	42.7
Female	24,205	49.7	3,656	58.2	23,501	50.0	4,444	57.3
Economically Disadvantaged	30,405	62.5	3,195	50.9	31,082	66.2	4,010	51.7
HISD Total	48,686	100.0	6,279	100.0	46,965	100.0	7,754	100.0
(% AP of Total 9-12)		12.9%				16.5%		

•The total number and percent of students in Gr. 9-12 enrolled in AP courses increased from **6,279 (12.9%)** in 2003-04 to **7,754 (16.5%)** in 2007-08. There are similar increases for minority and economically disadvantaged students.



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Where are we after 4 years in Pre-AP Enrollment (6-8)?



•After 4 years, the total number of middle school students enrolled in Pre-AP courses increased from **17,920** in 2004-05 to **22,555** in 2007-08, reflecting an increase of 4,635 (25.8%). The increase from 2003-04 reflects 10,751, or 91%. Similar increases can be seen in grades 6-7-8 from the baseline year.

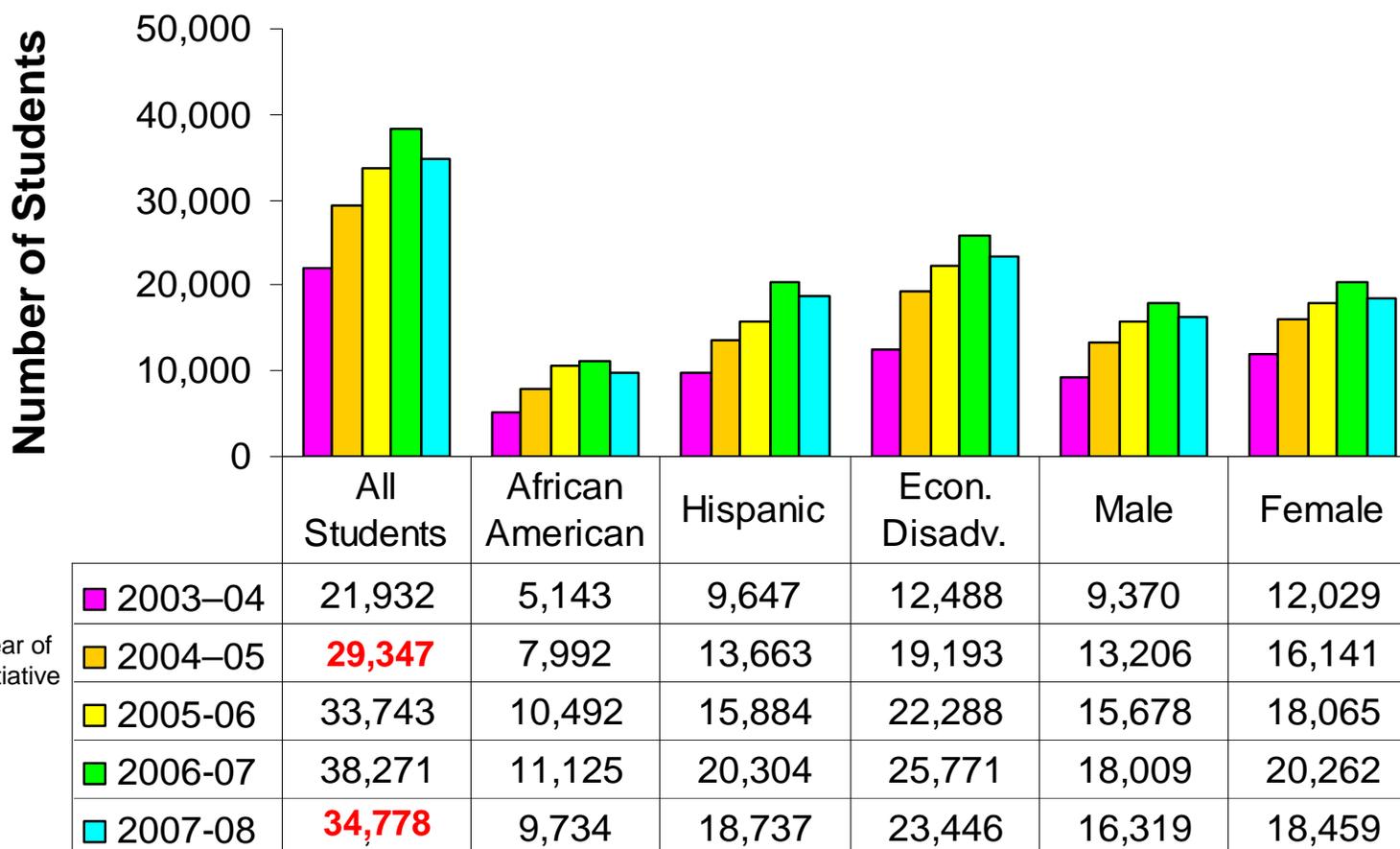
•During the 2004-05 school year, all 6th grade students were scheduled into Pre-AP English....all 7th graders in 2005-06, and all 8th graders in 2006-07.

•The decline in enrollment from 2006-07 to 2007-08 was due to revisions in scheduling protocols for the AP Initiative after 2006-07 based on an analysis of student achievement and anecdotal records. Subsequent student scheduling into Pre-AP English was based on passing scores on the Texas Assessment of Knowledge and Skills.



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Where are we after 4 years in Pre-AP Enrollment (6 -12)?



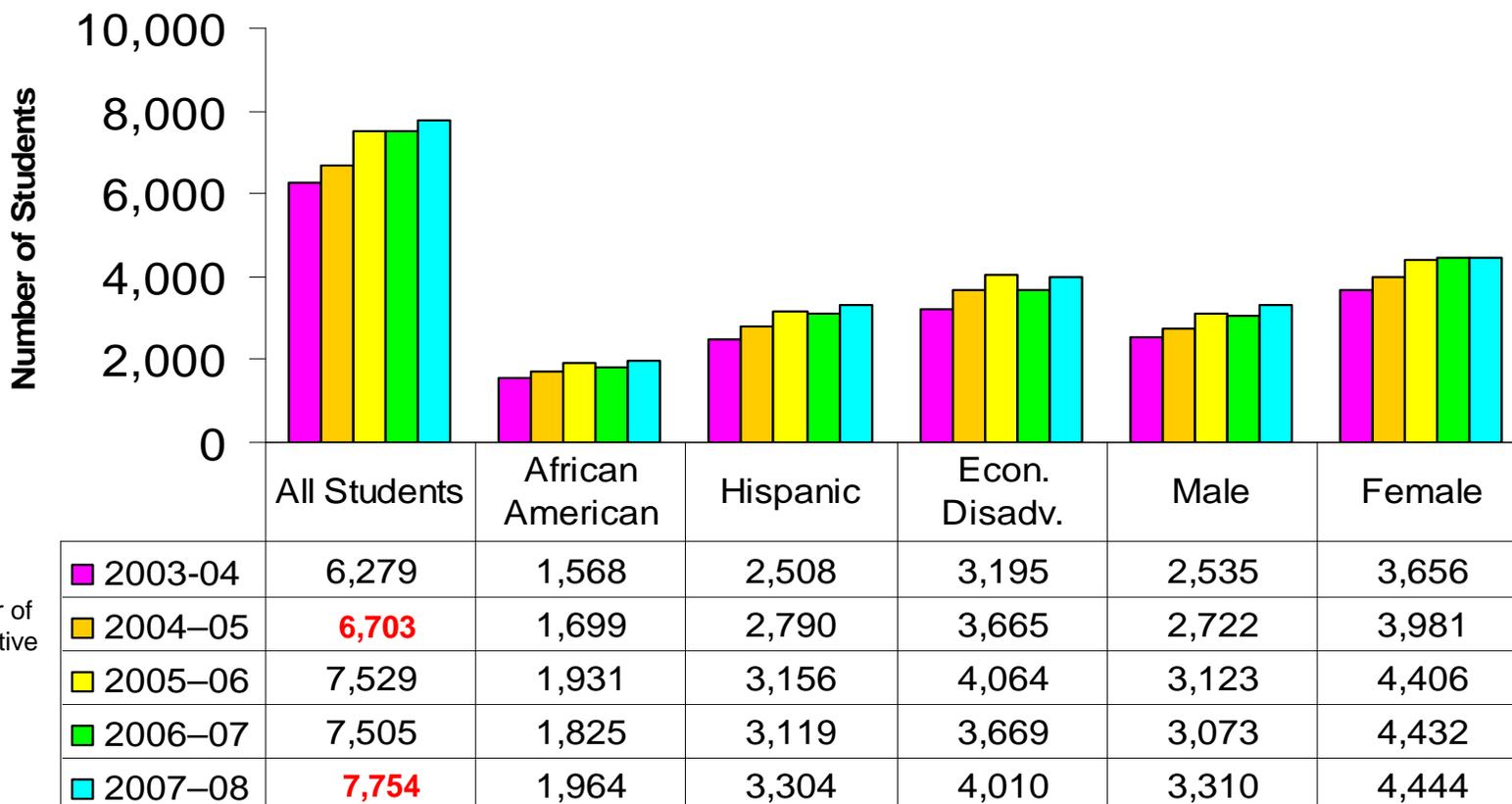
1st Year of AP Initiative

- After 4 years, the number of students in under-represented groups enrolling in Pre-AP courses has increased.
- Pre-AP enrollment for all students increased by 5,431 (18.5%) from 2004-05; by 12,846 (58.6%) from 2003-04.
- Pre-AP enrollment for minority students increased by 6,816 (31.5%) from 2004-05; by 13,681 (92.5%) from 2003-04.
- Pre-AP enrollment for economically disadvantaged students increased by 4,253 (22.2%) from 2004-05; by 10,958 (87.7%) from 2003-04.



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Where are we after 4 years in AP Enrollment (9-12)?



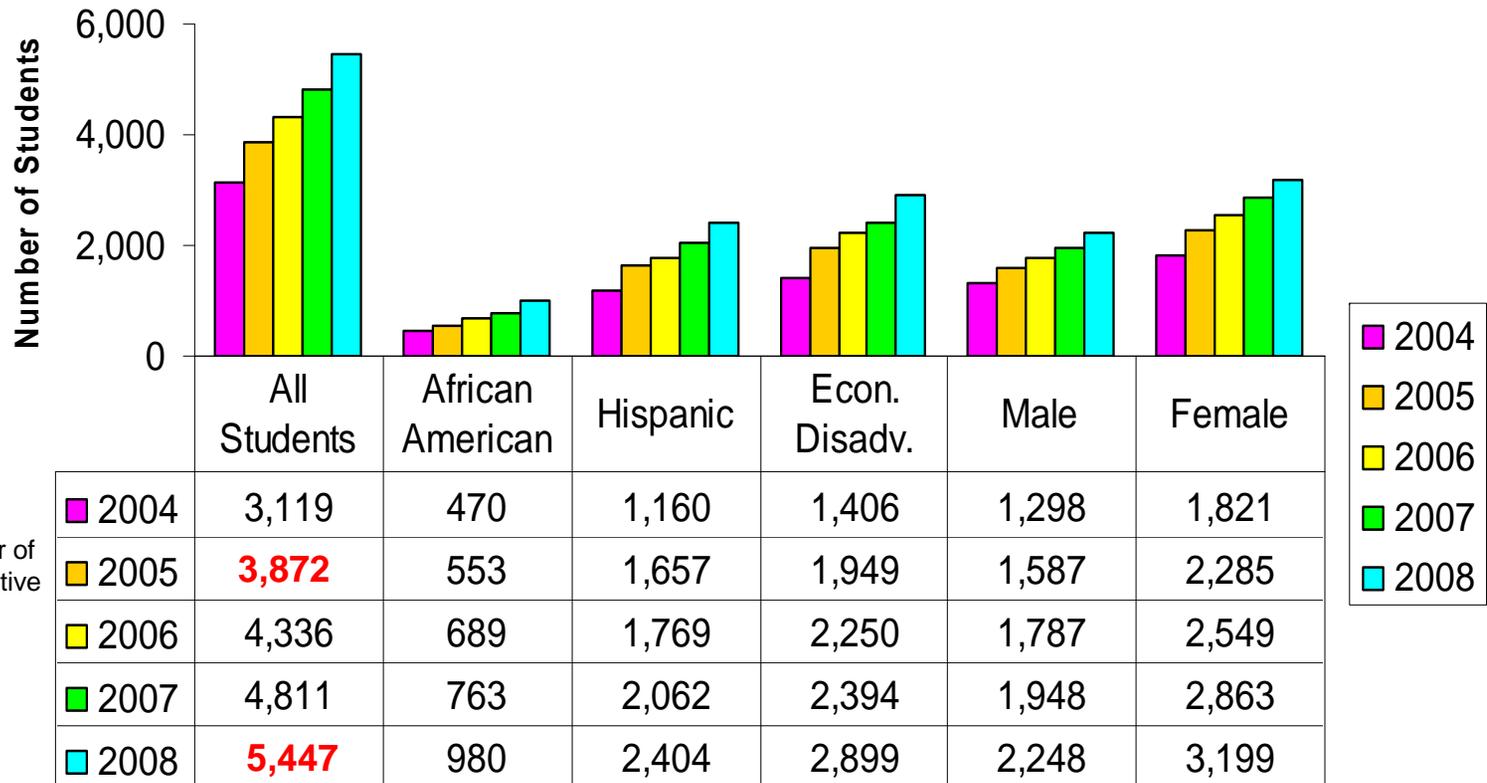
1st Year of AP Initiative

- After 4 years, the number of students in under-represented groups enrolling in AP courses has increased.
- Enrollment in AP courses for all students increased by 1,051 (15.7%) from 2004-05 and by 1,475 (23.5%) from 2003-04 (baseline).
- Minority student enrollment in AP courses increased by 779 (17.4%) from 2004-05 and by 1,192 (29.2%) from 2003-04 (baseline).
- AP course enrollment for economically disadvantaged students increased by 345 (9.4%) from 2004-05 and by 815 (25.5%) from 2003-04 (baseline).



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Where are we after 4 years with AP test takers?



1st Year of AP Initiative

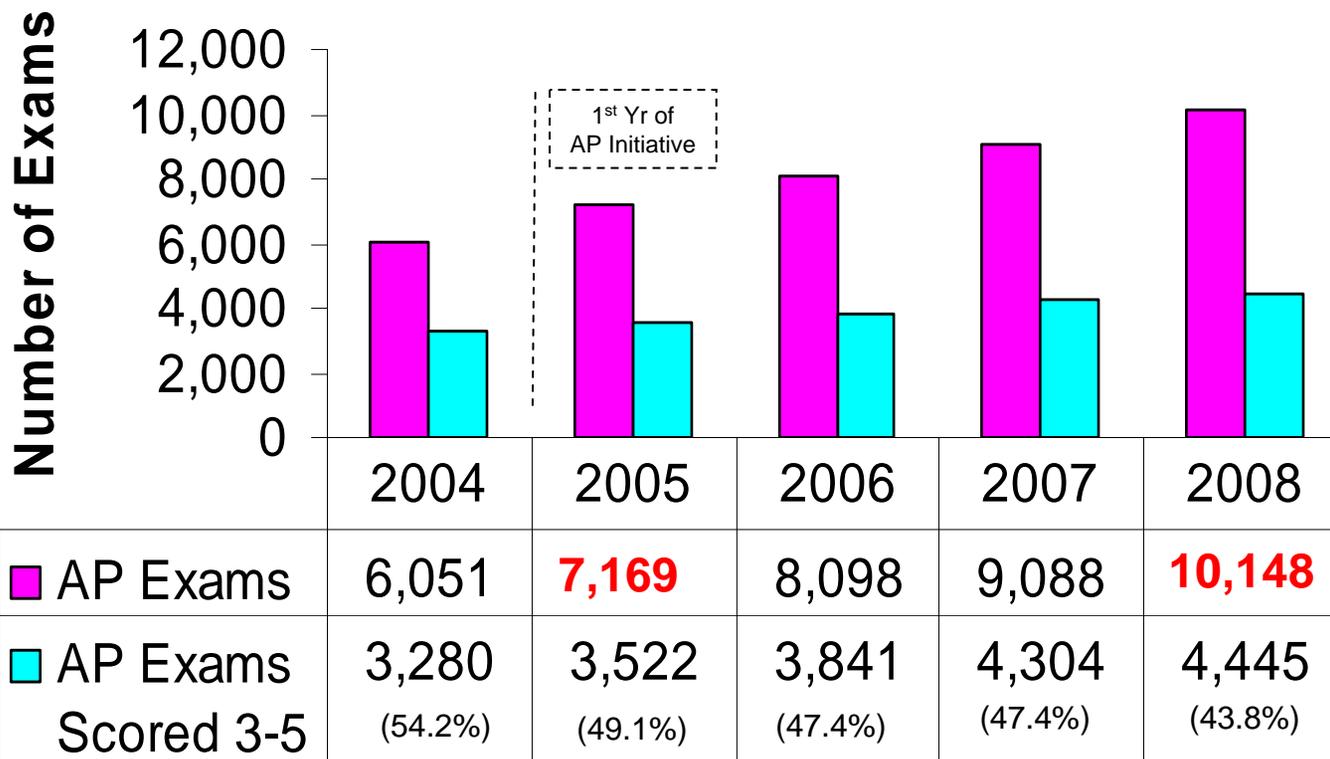
Race/Ethnicity and Gender

- After 4 years, the total number of students taking AP test exams increased from **3,872** in spring 2005 to **5,447** in spring 2008, reflecting an increase of 1,575 (40.1%).
- From spring 2004 to spring 2008, there was an increase in the number of students taking AP exams by 2,328 students (74.6%). Of the 2,328 students, 1,750 (75%) were minority students.
- The number of minority students taking AP exams increased from 1,630 in spring 2004 to 3,384 in spring 2008.



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Where are we after 4 years with AP exams?



•After 4 years, the number of AP exams taken increased from **7,169** in spring 2005 to **10,148** in spring 2008, reflecting an increase of 2,979 (41.5 %). There was an increase of 4,097 (67.7%) from spring 2004 to spring 2008.

•The number of AP qualifying exams (scoring 3-5) increased from 3,522 in spring 2005 to 4,445 in spring 2008, reflecting a 922 (26.2%) increase. There was an increase of 1,165 (35.5%) from spring 2004 to spring 2008.



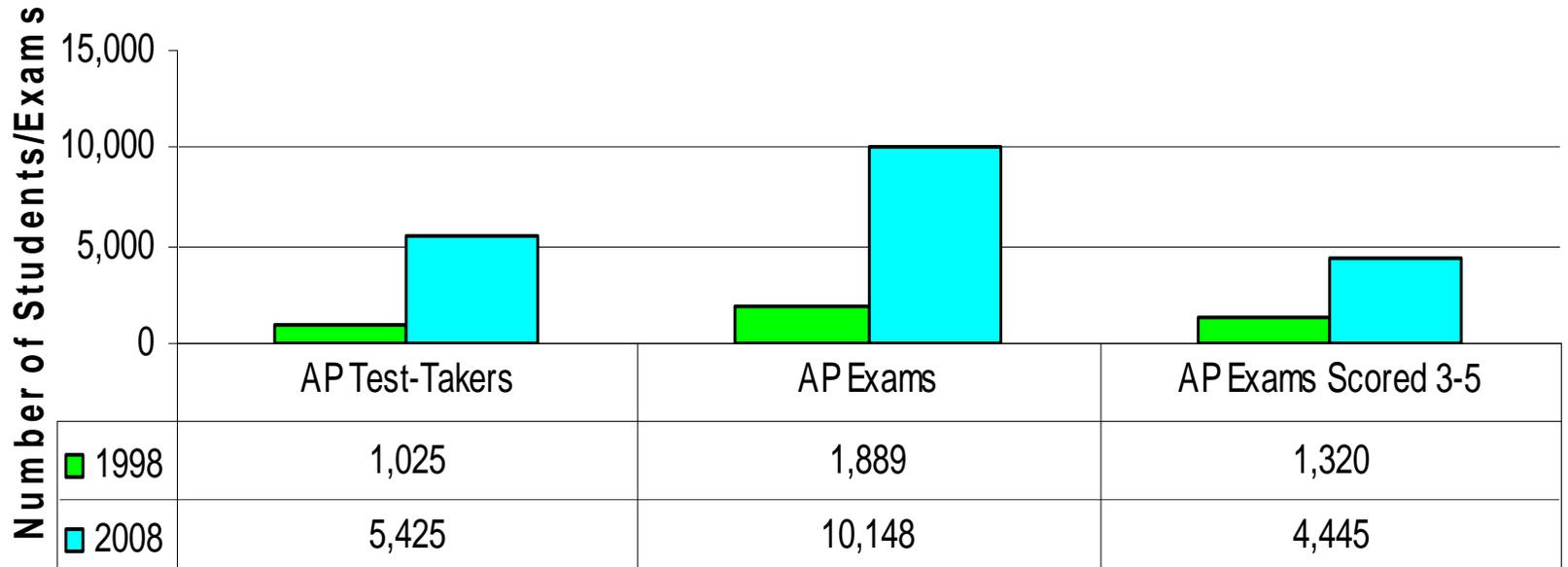
Where are we after 10 years?

429% Increase

437% Increase

237% Increase

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■ 1998 ■ 2008

- The number of AP test-takers has increased by 429% from 1998 to 2008.
- The number of AP exams have increased by 437% from 1998 to 2008.
- The number of AP qualifying exams (scored 3-5) increased by 237% from 1998 to 2008.



What's next?

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- Identify and share best practices across subjects and programs
- Ensure that each comprehensive high school offers core Pre-AP/AP courses
- Strengthen our Pre-AP program that leads to success in AP courses
- Continue to provide in-depth training for Pre-AP/AP teachers, with added emphasis on Social Studies content



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