

Higher Expectations
Equal
Increased Student Success:



**INCORPORATING ADVANCED PLACEMENT
IN THE ACADEMIES**

AP English in a Career Academy?



- CPA at Berkeley High School – Community Partnerships Academy (prepare students for college and provide a foundation for technology applications in human services professions – health, education, law and government)
- “English literature embodies a study of human relationships and societies – students need a strong foundation in understanding human relationships to enter public service.” - Annie Johnston, CPA Coordinator

Creating Scholars



- “AP Literature and Language classes, unlike other AP curricula, are skills-based, rather than content based. With the depth that is required in these classes, students get critical thinking and analysis skills that are transferable to virtually any field.”
-Dagny Dingman, SSJE English
- “To become a scientist, an engineer, a teacher, a lawyer, a health care professional, or a legislator, a person needs a capacity to access, interpret, analyze and articulate opinions about *dense* material, such as articles in scientific or medical journals. I can think of nowhere better for a student to get a foundation in these advanced critical reading skills than in AP English classes.”
-Kate Trimlett, Green Academy Coordinator

CP Academy Demographics

- 56% African American
- 19% Latino
- 14% White
- 9% Multi-Ethnic
- 2% Asian



BHS demographic comparison

	CP Academy	BHS
•African American	56%	29%
•Latino	14%	19%
•White	14%	33%
•Multi-Ethnic	9%	16%
•Asian	2%	8%

AP – The Dilemma



- Interest / motivation level
- Funding
- Scheduling
- Perception of skill deficit
- Administrative support
- College Board accreditation
- Perception of elitism

AP English Augmentation Program



Zero Period (7:30 – 8:25)

Tuesdays and Thursdays

Online Component

Integrated with Regular Class (AP Students must take both)

Summer Reading

- NO TRACKING
- ALIGNMENT
- CURRICULUM

Why AP?



- EQUITY
- TRANSCRIPTS
- COLLEGE PREPARATION
- HIGH EXPECTATIONS

Who Benefits? - **EVERYONE**

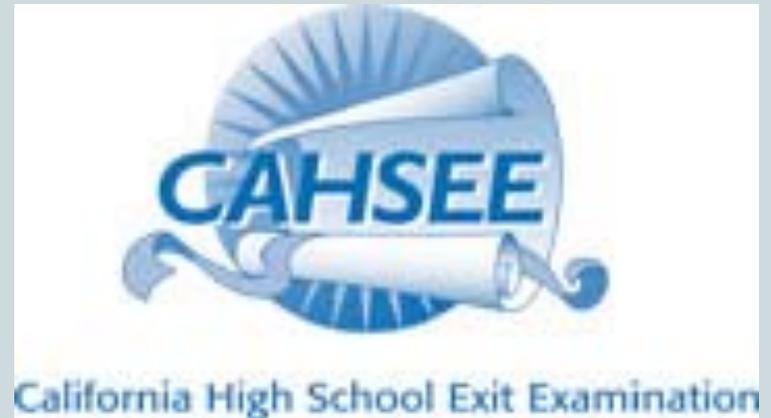


- 25-30% of the full grade level decide to do AP Augmentation. (In 2009, it was 60%)
- This means that in the regular classes, there are 10-15 students also taking AP.
- Teacher delivers AP curriculum to all students.
- Students taking AP get "time and a half."

- Increased level of discourse / skill development for all students.

Extra benefits: other test scores

Class of 2011 – first class where pre-AP curriculum fully implemented into ninth and tenth grade English



10th grade CAHSEE – 85% passage rate
Higher than our overall high school
Higher within each sub-group

AP Supports ALL Students



- Brandon: “I had to retake the [CAHSEE] test one time. I retook it at the beginning of my tenth grade year, after I had been in the AP class for about a month. After being in AP, listening and participating in the discussions of my classmates – everything was at such a high level.... I got into the exit exam and I was like ‘this is a piece of cake!’”
- Brandon is an IEP student who took the CAHSEE without accommodations. He passed easily on his second try with a fifty point increase.

Career Preparation

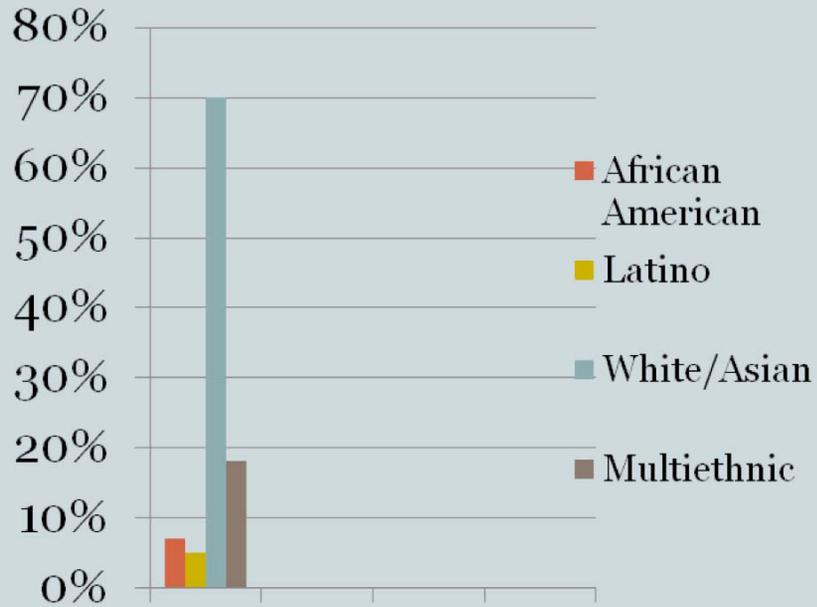


- Higher Level Reading and Writing are the most sought-after skills in the American workplace.
- A 2001 survey by the National Science Foundation asked Bayer Corporation executives
"If you could give advice to today's high school and college students, which subjects would you urge them to take more of?"
- 96% ranked English/Writing/Reading subject area highest.

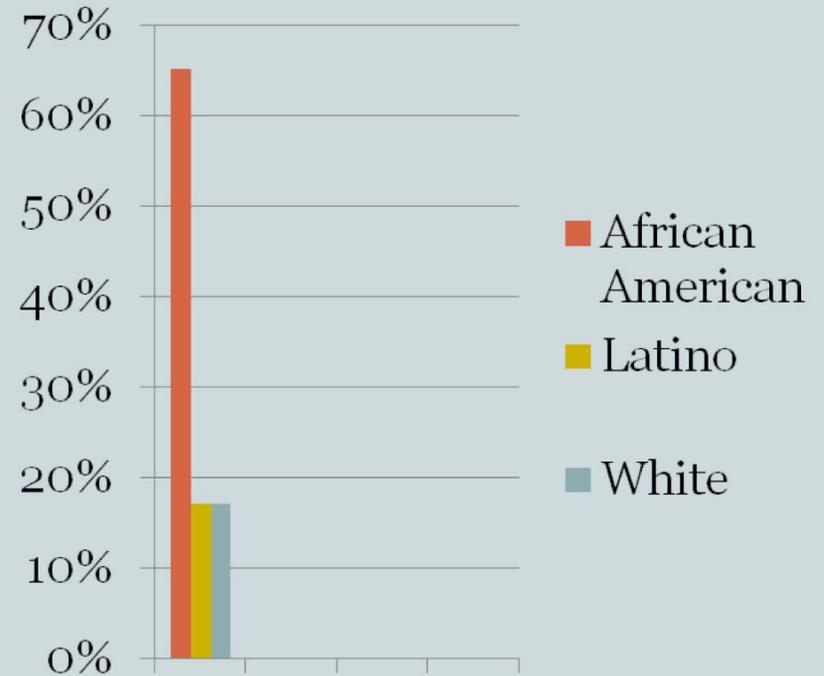
AP Demographics at Berkeley High School



Large School



CP Academy



Closing the Opportunity Gap



- Achievement Gap vs. Opportunity Gap
- Encouraging students to believe in themselves and to support each other in taking risks =
- Building a community of learners

Requirements – AP English



- Attendance
- Participation
- 9 essays / semester (Timed Writing)
- Class practice / notebook exercises
- Online Component

University of Texas Study



A 2007 University of Texas study found “**strong evidence of benefits to students who participate in both AP courses and exams** in terms of higher GPAs, credit hours earned and four year college graduation rates.”

Moreover, the study also found that “**even a score of 2 out of a possible 5 points on an AP exam correlates with better college performance** than that achieved by students who did not take AP or who skipped the AP exam.”

The Washington Post

Mathews, Jay. “Studies Find Benefits to Advanced Placement Courses.”
Washington Post Online, 8 February 2007. <[www.washingtonpost.com/wp-dyn/content/article/2007/01/28/AR2007012801238_pf...>](http://www.washingtonpost.com/wp-dyn/content/article/2007/01/28/AR2007012801238_pf...).

Benefits



- AP on transcript
- Weighted GPA
- College English waiver (most US universities) for passing AP test
- **College Preparation**

Skill Development – College Preparation

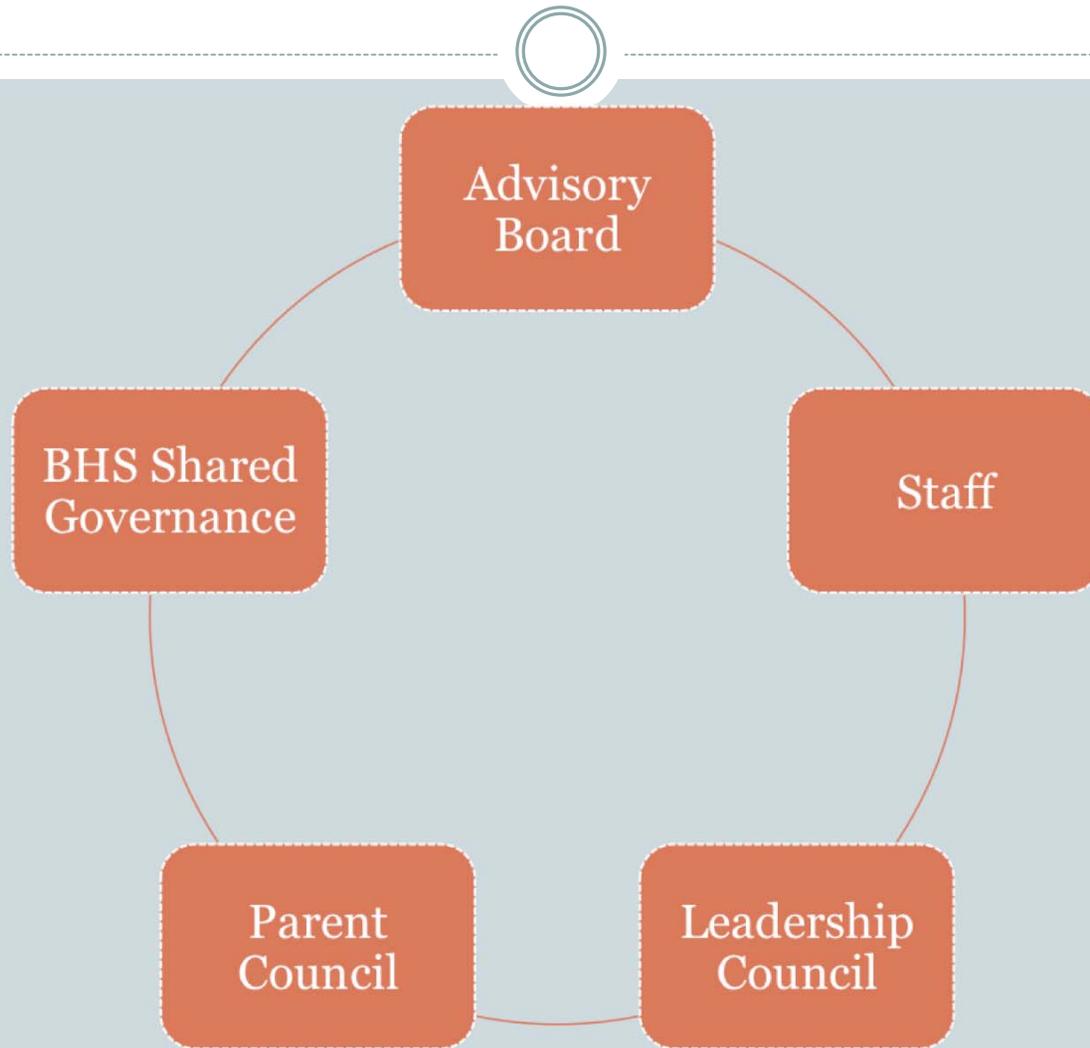


- *The College Board said that students who got a 2 or higher were more likely to earn a bachelor's degree within four years than other students. Some educators say that being exposed to college-level work helps even those students who fail the exam. "It doesn't get you college credit if you get a 1 or a 2, but I think it does provide students with a sense of the kind of skills and critical thinking that college will require from them," said Jean Robinson, associate dean for undergraduate education at Indiana University. "I think the focus shouldn't be so much on students obtaining credit and taking care of some intro course while they're in high school, as on getting the skills they're going to need."*

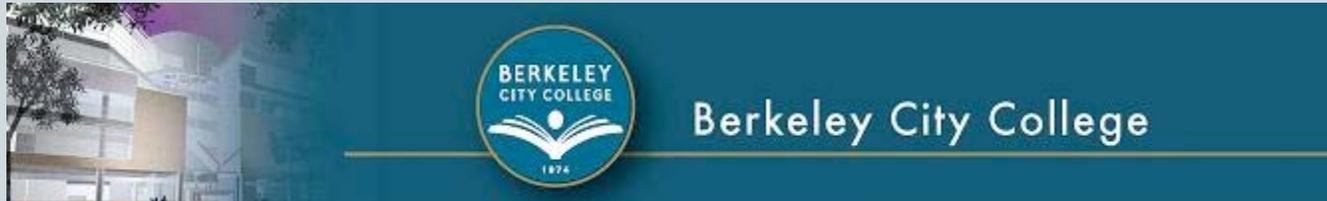
The New York Times

FEBRUARY 11, 2010

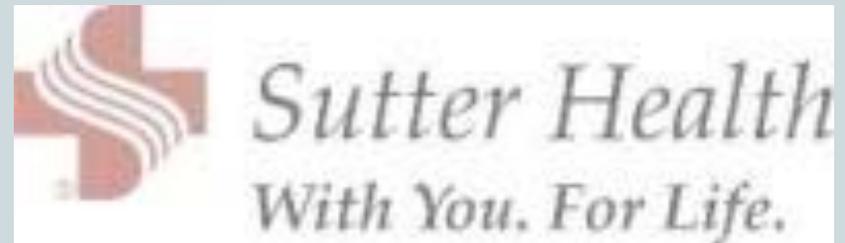
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Stakeholders



- **Parent Council** - Investment for rigor and equal educational opportunity
- **Advisory Board** – Many college-affiliated members
- **Staff** – High achievement is contagious!
- **Leadership Council** – Sets our achievement goal
– 5% increase in ELA scores at each grade level
- **BHS Shared Governance** – Granted our request for additional FTE to expand our program

Funding



Cost:

.2 FTE per each 2 sections of English

- Funding sources vary from year to year
- CPA funds have been used
- Some years, the principal has allocated additional FTE to support a promising equity-based program
- Community College Dual-enrollment

Teacher Preparation



- College Board sponsored AP curriculum training (1 week of summer sessions, given all over the state)
- Audit – syllabus must be approved by College Board process to use AP designation
- Instructors who teach a dual-enrollment class for a community college should have advanced degree in subject area

National Press



Challenging Our Students Will Help Them Succeed - NAM - Windows Internet Explorer

http://news.newamericamedia.org/news/view_article.html?article_id=8828f6eaf38d311a6cd6779817af959

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Challenging Our Students Will Help Them Succeed

New America Media, Commentary, Susannah Bell, Posted: Dec 20, 2007

Editor's Note: A recent University of Texas study shows that students who take Advanced Placement classes and exams get better GPAs and have a higher chance of graduating college. A teacher found this to be true when she challenged her students to step up to take the AP English exam. Susannah Bell is an English teacher at Berkeley High School in Berkeley, California.

Since 1998, I have been honored to teach in a small school setting inside of Berkeley High School called Community Partnerships Academy (CPA), which has historically served students of color from low-income households. The majority of our graduates have been the first in their families to attend college.

Early in my tenure, I noticed a significant disparity between the opportunities given under prepared students versus those who had been nurtured academically since early childhood. In some remedial English classes, the teachers did not take pains to creatively present lessons that would enrich their students' skill development. Rather, the students were essentially given plot summaries and quiz answers. Not surprisingly, the majority of these students continued to fail. Conversely, I witnessed the teachers of the academically nurtured students – largely from white, high-income areas around Berkeley – agonize over ways to present an engaging, challenging curriculum to their AP classes.

In 2000, I became involved with the Berkeley High School Diversity Project, which strove to reverse the inequities at Berkeley High by making recommendations based on action research and student shadowing, among other methods. On more than one occasion, I shadowed the same student – a 17-year-old African American female – through her day of classes and interviewed her about my observations. I noticed that she excelled in the classes that were the most challenging, and predictably became disengaged and even disruptive in classes where the teacher used rote or pre-packaged methods for instruction. In other

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Testimonials



Gabriela Guerrero – “At first when joining AP English I decided to not continue on with the program because I was already taking an English class and I didn’t think it was necessary. As the class went on, my writing has become more fluent. I am able to put my ideas together faster than before, because in AP we have to do timed writes. This has improved my organization and outlining skills. My writing has improved because of this class because we get more practice writing essays that we can certainly use in other classes and in college.”



Testimonials, contd.



- **Chanay Jackson** – “This year I am in the 12th grade taking Senior Composition and Writing and I think that I am doing a whole lot better than in my past years in Ms. Bell’s class. I think it is like this because it is more demanding. I think this is a better way for me to learn.”
- These two students are among a number *too significant to ignore* who consistently earned D/F grades throughout grades 9-11, but who improved considerably their senior year even though the curriculum is much more challenging.

Class of 2007 Interviews



Of those students in the Class of 2007 who took AP English:

- 25% passed AP English Language Test
- 70% earned "2" – *probably ready for college English*
- All but one attended college during 2007-2008
- 100% of those attending college and taking English 1A earned A or B their first semester

Class of 2007 Interviews, cont'd.



Of those students in the Class of 2007 who took “regular” English (but were exposed to the AP curriculum):

- 96% attended college
- 95% earned A, B or C in English 1A their first semester
- 100% stated “I felt completely prepared for College English.”

Class of 2009 Interviews



- “College work is very rigorous, but I am prepared for it. I can say that I am prepared for this workload because I took two AP English courses at my high school.” --Nichelle Pete, UCLA
- “I always thought that all of the reading Ms. Bell assigned was excessive but now I have discovered that it was simply preparation what I would find here.” --Chelsa Greene, Occidental College

2009 Interviews, Continued



- “The online component required in Ms. Bell’s AP classes prepared me for all of the work in college that is expected to be done through e-mail and on different blog sites – Ms. Bell’s AP Blog taught me not only how to maneuver my writing on a blog but also helped me get into the habit of looking at other people's work on line, editing on line, and making deadlines for on line assignments.”

-Chelsa Greene, Occidental College

What other Academy Teachers Say



“All my students (whether they chose the AP option or not) are coming to class every day with a renewed commitment to their education. In my syllabus, I state that this class is an AP level course, whether or not every student is specifically preparing for the AP exam... The majority sit up in their seats a little taller and raise their hands more often, with more thoughtful comments. Students who earned D's and F's last year are making heroic efforts to make it to class, stay organized, and turn in their work. So far, I have about 20 students coming to the zero period class. Many students make the trek from the far reaches of the East Bay, taking ridiculously early BART trains to make sure they aren't late. I know that I am serving my students much better than ever in the past.”

– Dagny Dingman, SSJE (School for Social Justice and Ecology)