

IMPACT REPORT: Advanced Placement (AP) Impact Report

PROGRAM OVERVIEW

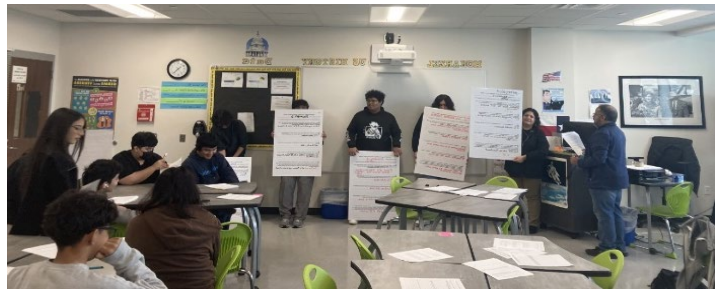
Vision + Mission

The Department of Postsecondary Programming equips students to achieve their postsecondary goals by supporting rigorous instructional environments, teacher professional development, including ongoing instructional coaching, and student academic support events.

Opportunity & Impact

Advanced Placement courses, or AP, enable students to experience the rigors of college coursework and the opportunity to earn college credit while in high school.

The department supports both teachers and students in this process. AP teachers are supported through professional development, professional learning communities, and direct coaching. AP students are supported with out-of-classroom opportunities to advance their skills through interactions with the strongest AP teachers in the district. HISD students secured ~\$12 million in college tuition savings through success on AP exams.



PROGRAM SUMMARY

Student Population

AP: 13,735 unique AP students at all HS campuses (8th – 12th grade)

Staffing

Central Office Staff:

- 1 Executive Director
- 1 Director
- 4 Senior Managers
- 1 Academics Program Manager
- 3 Deans of Instruction
- 6 Curriculum Implementation Coaches (CICs)



AP: 480 unique teachers (1:54 teacher to student ratio)

Pre-AP: 225 unique teachers (1:65 teacher to student ratio)

See Appendix A for comprehensive AP/Pre-AP course, teacher, and student count by campus.

PROGRAM IMPACT & HIGHLIGHTS

Teacher Support

799 teachers have attended 14 AP & IB PLCs

342 teachers have attended 6 Pre-AP PLCs

- NMSI AP Reader training (1 day)
 - Provides teachers with concrete tools both to accurately grade and provide feedback for the free response components of AP English Language, AP US History, and AP World History exams.
- HISD Pre-AP Summer Institute for Pre-AP teachers (4 days)
 - Led by College Board facilitators to introduce teachers to the Pre-AP course framework.
- AP PreCalculus (4 days)
 - Trains teachers to develop skills and learn how to implement the ready-to-use course materials as part of the new course design and exam structure.
- AP Capstone Seminar (5 days)
 - Trains teachers to develop their course plans, utilize ready-to-use high-quality instructional materials within the College Board's AP Classroom digital platform, and use data from formative assessments to identify student strengths and weaknesses.
- Fall AP Seminar and Spring AP Workshops (1 day) (7 hours each)
 - Provided by Rice University, designed for AP teachers to learn skills and strategies which improve student achievement on the AP exam.
- National Math and Science Initiative - Laying the Foundation (LTF) training for HADV¹ MS and HS teachers (3 days)
 - Trains teachers of non-Pre-AP advanced-level courses to build and maintain subject matter expertise while preparing students to be confident, creative problem solvers.
- CALC Squared Teacher year-long professional development.
 - Partnership with HISD and the Tapia Center at Rice University to provide ongoing professional development for current and future AP Calculus Teachers. (15 Teachers)

Student Support & Enrichment Opportunities

1434 students have attended Saturday Academies and Virtual Study Hall Tutorials

- AP Saturday Academy (4 Offerings, supporting 18 courses)
 - Three in-person, 55-minute sessions²-held at various campuses around the district
- CALC Squared Student program.
 - Partnership with HISD and the Tapia Center at Rice University to support 40 Pre-Calculus students taking AP Calculus during the 2023-2024 school year from select campuses³
 - Program includes 3 weeks of summer camp at Rice University and year-long support with I homework help, Saturday sessions, and AP Calculus Exam Preparation. (
- AP Cram (2 Offerings)
 - Three In-person, 55 minute sessions, held at various campuses around the district
- Virtual Study Hall (27 Offerings) (TEAMS) (2 hours weekly)
- Rice University School Mathematics Project (RUSMP) - math summer camps⁴
- AP Ambassadors - Pre-AP/AP Students from Booker T Washington; Kashmere; Madison; North

¹ The title of the non-Pre-AP advanced-level courses in HISD Course Catalog

² Including Special AP Spanish Language Exam Only Sessions

³ Booker T Washington; Kashmere; Madison; North Forest; Scarborough; Sterling; Wheatley; Worthing

⁴ Algebra 1, Geometry, Algebra 2, Calculus

PROGRAM IMPACT & HIGHLIGHTS (cont.)

Forest; Scarborough; Sterling; Wheatley; Worthing; Yates

Notable Award Certificates

- 2,241 students received AP Scholar Awards
- 142 AP Capstone Diplomas
- 46 AP Seminar and Research certificates
- 10,348 AP exams with a passing score of 3+

Notable Experiences

- Postsecondary Programming started the *LitSpot:HISD*, a digital Literary Magazine, to encourage student writing and creative expression at all campuses districtwide
- Houston ISD Regional History Day Competition
- MIMS teachers presented three sessions at the ACTFL (American Council on the Teaching of Foreign Languages) Conference in Boston
- Students enrolled in Pre-AP courses at our priority schools participated in an AP Ambassadors program kick-off, developing skills as student leaders to promote each campus' own AP Program.



STUDENT STORY HIGHLIGHTS



Zane Asadi 2024, DeBakey HS

Taking 5 AP Courses (including AP US History), Debakey HS, placed 1st in the Senior Documentary Competition with his documentary Cotton: **Pushing Humans to the Edge**. He placed 2nd place for the Willie Lee Gay Award for AP History in the Senior Division (Sponsored by: Mrs. Willie Lee Gay). Zane Asadi was named outstanding project for History.



Na'Kya Porter 2024, Sterling High School

Attended our AP Student Ambassadors event. She returned to Sterling HS and was inspired to write a letter to Principal Tannisha Gentry and request permission to form a Pre-AP and AP students club to work together with other students in Pre-AP and AP courses to help build a campus AP/college-going culture.



CHALLENGES, NEXT STEPS, and COLLABORATION

Challenges

- Staffing turnover at all levels: Principals, SSOs, coordinators, teachers, etc.
- Program shifts that target identical students with AP Potential, who are funneled into other postsecondary programs, which reduces the number of students enrolled in AP courses
- Covid Learning Loss
- Authority for campus-based programming decisions and implementation resides with individuals outside of Postsecondary Programming
- Master Schedule conflicts with Postsecondary Programming offerings
- Counselors with limited background knowledge of Postsecondary Programming
- Lack of Professional Development days throughout the school year

Next Steps

- Provide centrally-funded teachers in hard-to-staff campuses and subjects
- Provide curriculum implementation coaches to provide direct support to teachers
- Provide training to Tier-2 campus leaders on College Board data management analysis tools

Collaboration

Implementation of \$650,000 ExxonMobil grant to support STEM professional development in AP courses from NMSI coaches (approximately \$217,000 each year over three years).

In addition to NMSI, we also work with Rice University and College Board for further professional development opportunities.

GOAL ALIGNMENT

Board Goal Progress:

The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26% in 2019 to 34% in 2024.

Office of CCMR Department Goals:

1. Increase the number of schools achieving A-C in domain 1 of the state accountability system
2. Increase the number of students with passing scores of 3 or higher on AP exams

Short-term Goals/Outcomes:

- Students receive quality lessons directly aligned to College Board objectives, skills, and exams
- 100 % of Pre-AP and AP teachers will understand how to use College Board tools and/or resources
- Schedule 14 Spring and AP Student Ambassadors events to inform, recruit, prepare, and retain students within Pre-AP and AP courses
- Alleviate the cost of exams for students
- Alleviate the cost of purchasing Pre-AP curriculum for each campus
- Create initial AP Leadership Academy cohort for AP Student Ambassadors to inform, recruit, and prepare students for Pre-AP and AP courses

Mid-term Goals/Outcomes:

- AP students will be prepared and more confident when taking their respective AP exams
- Increase the amount of college tuition savings derived from credit earned on AP exams
- Increase college readiness, as evidenced by growth in AP scores from 1-2 (2 demonstrates College Readiness)
- Increase number of campuses offering official Pre-AP curriculum in '23-'24, which supports AP through implementation of vertically-aligned curriculum created by the College Board

Long-term Goals/Outcomes:

- Ensure the instructional rigor of all Pre-AP and AP instruction equals or exceeds that of the course and exam description or course guide documents
- Increase the number of students who matriculate directly to 4-year colleges and universities
- Increase the number of students who earn a bachelor's degree from a 4-year college or university within six years, a standard metric used to determine college graduation success rates nationwide
- Students completing AP and IB courses in HISD will be prepared to complete their college coursework

APPENDIX

Appendix A: AP/Pre-AP Course Count, Teacher Count, Student Enrollment by High School Campus

Campus	AP Course Count	AP Teacher Count	AP Student Enrollment	Pre-AP Course Count	Pre-AP Teacher Count	Pre-AP Student Enrollment
Austin HS	11	10	226	4	8	139
Bellaire HS	31	38	2389	0	0	0
Booker T. Washington HS	10	9	176	8	7	278
Carnegie Vanguard	30	27	2621	7	13	1266
Challenge Early College	12	8	451	3	3	317
Chavez HS	6	7	422	8	9	895
DeBakey HS	22	21	1479	7	5	269
East Early College	3	3	250	0	0	0
Eastwood Academy	20	12	458	0	0	0
Energized for STEM	9	8	960	0	0	0
Energy Institute	18	19	922	0	0	0
Furr HS	13	14	918	5	6	415

Campus	AP Course Count	AP Teacher Count	AP Student Enrollment	Pre-AP Course Count	Pre-AP Teacher Count	Pre-AP Student Enrollment
Heights HS	15	17	1076	0	0	0
High School for Law and Justice	10	7	281	7	5	617
Houston Academy for International Studies	4	4	255	0	0	0
Houston MSTC	17	14	842	7	9	1199
Jones HS	2	1	44	0	0	0
Kashmere HS	10	9	111	8	7	281
Kinder HSPVA	14	12	922	6	6	803
Lamar HS	4	11	1072	0	0	0
Liberty HS	2	2	12	0	0	0
Long Academy	2	2	38	0	0	0
Madison HS	12	10	576	8	10	439
Mickey Leland	16	8	442	0	0	0

Campus	AP Course Count	AP Teacher Count	AP Student Enrollment	Pre-AP Course Count	Pre-AP Teacher Count	Pre-AP Student Enrollment
Milby HS	16	14	576	7	6	719
Mount Carmel Academy	9	7	139	0	0	0
North Forest HS	10	9	283	8	7	238
North Houston Early College	13	12	547	7	9	841
Northside HS	10	9	319	2	3	134
Scarborough HS	2	2	28	8	7	210
Sharpstown HS	9	10	599	0	0	0
Sharpstown International	10	8	420	0	0	0
South Early College	8	6	450	7	6	633
Sterling HS	12	9	289	8	8	461
Waltrip HS	21	16	924	7	22	692
Westbury HS	18	16	866	8	9	698

Campus	AP Course Count	AP Teacher Count	AP Student Enrollment	Pre-AP Course Count	Pre-AP Teacher Count	Pre-AP Student Enrollment
Westside HS	24	23	1485	7	22	692
Wheatley HS	6	5	52	8	10	286
Wisdom HS	13	11	304	8	9	742
Worthing HS	5	5	116	8	9	147
Yates HS	7	5	107	8	7	265
Young Women's	18	12	359	8	7	491
TOTAL	Total AP Course Count	Total AP Teacher Count	Total AP Student Enrollment	Total Pre-AP Course Count	Total Pre-AP Teacher Count	Total Pre-AP Student Enrollment
	504	452	24,806	187	229	14,167