

AP Student Performance in Texas

Prepared for Northwest Independent School

October 2013



In the following report, Hanover Research examines best practices in improving student performance on Advanced Placement exams. We present the 2011-2012 exam results data for six Texas school districts. Finally, we review each district's strategies for improving AP exam scores.

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EXECUTIVE SUMMARY AND KEY FINDINGS

Research demonstrates that by the time students enter college, the type of courses they completed in high school is more important than test scores, class rank, or grade averages. Advanced Placement (AP) courses “encourage critical and creative thought, fine-tune analytical skills, enhance reasoning abilities, and serve as an ‘academic bridge’ to help smooth the transition for students from high school to college.¹ Students who take AP courses and score well on their exams are more likely to succeed in college and earn a degree.² In 2011, a total of 540,619 high school graduates in the United States earned a score of three or higher on an AP exam during high school.³ Out of 207,321 Texas students who took an AP exam in 2011-2012, 47.9 percent of students earned a score of three or higher.⁴ While exam results indicate that a significant number of students are succeeding in AP courses, states and school districts must work to improve students’ performance as participation in AP programs grows.⁵

The following report is divided into three sections. **Section I: Best Practices in AP Exam Preparation**, reviews the literature surrounding successful strategies for improving student performance in AP courses. **Section II: 2011-2012 AP Exam Results in Texas Districts**, contains results from the 2012 AP exams at six Texas school districts. Finally, **Section III: Practices for Improving AP Student Performance**, presents the strategies that nine Texas school districts use to improve AP exam scores.

METHODOLOGY

The information provided in this report is drawn from a variety of sources, including literature published by the College Board and the Texas Education Agency. In Section II, we obtained data on AP enrollments and exam completions for independent school districts in the state of Texas and gathered information on multiple districts through Internet searches. We conducted primary research, inviting nine districts to contribute to the report. Representatives from the following districts contributed to this report:

- McKinney ISD
- Frisco ISD
- Highland Park ISD
- Lewisville ISD
- Plano ISD
- Richardson ISD

¹ “Advanced Placement.” McKinney Independent School District, 2013.

http://www.mckinneyisd.net/departments/curriculum-instruction/advanced_academics/advanced_placement/

² Wakelyn, D. “Raising Rigor, Getting Results: Lessons Learned from AP Expansion.” National Governors Association Center for Best Practices, August 2009. p. 1.

<http://www.nga.org/files/live/sites/NGA/files/pdf/0908APREPORT.PDF>

³ “AP Report to the Nation.” The College Board, February 8, 2012. p. 12.

http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_Main_Report_Final.pdf

⁴ “Advanced Placement Examination Results in Texas and the United States, 2011-12.” Texas Education Agency, August 2013. p. 2. Report downloaded from: http://www.tea.state.tx.us/acctres/ap_ib_index.html

⁵ “AP Report to the Nation,” Op. cit., p. 12.

While a representative from Carrollton-Farmers Branch ISD indicated that the district wanted to participate in the study, information was never received to include in our analysis. A representative from Allen ISD reported that the district was not interested in sharing AP scores with Hanover, and therefore the information on Allen ISD contained in this report is drawn exclusively from the district's website.

KEY FINDINGS

- To increase the rigor of Advanced Placement programs, the College Board recommends implementing summer programs to help students prepare for courses, providing opportunities for teachers and administrators to collaborate, establishing AP vertical teams, and using AP Potential to identify students who are likely to succeed in AP courses. The College Board also encourages districts to focus on increasing equity and supporting STEM education through AP programs.
- **All of the districts included in this study vertically align the curriculum with pre-AP programs to prepare students for AP courses.** For example, McKinney ISD collaborates with Allen ISD to provide an advanced academics support program for pre-AP teachers. McKinney ISD vertically aligns curricula with Texas Essential Knowledge and Skills (TEKS), as well as College Board standards.
- **Eight of the districts included in this study have open enrollment policies, and do not require students to apply to enroll in AP courses.** Highland Park ISD offers formal and informal advising for students that are considering enrolling in AP courses. McKinney ISD has open enrollment, but requires AP students to complete prerequisite requirements.
- **Strategies that high performing districts use to improve AP scores include analyzing performance data, supporting teachers with professional development opportunities, and helping students prepare for exams with materials from past exams.** Highland Park ISD evaluates performance data each year during summer planning and designs curriculum and instructional programs accordingly.
- **Some districts provide teachers with tools to focus on improving scores in specific subjects.** For example, Frisco ISD offers AP Biology teachers a tool called AP Insight that allows teachers to identify the content gaps of their students. The program includes an online resource with formative assessment structures. The district also offers professional development programs specifically for AP and Pre-AP Calculus teachers.

SECTION I: BEST PRACTICES IN AP EXAM PREPARATION

In the last 10 years, more high school students than ever before have completed rigorous, college-level courses through the College Board’s Advanced Placement (AP) program.⁶ Students who take AP courses are more likely to succeed in college and earn a college degree.⁷ Research shows a correlation between the rate of students scoring a 3 or higher on AP exams and the rate of students graduating from college. However, minority and low-income students are less likely than their more affluent peers to take AP courses and earn a passing score on AP exams.⁸ In a 2012 “AP Report to the Nation,” the College Board announced its commitment to expanding access to high-quality AP programs to promote educational equity, as well as its goals to increase academic rigor and support science, technology, engineering, and mathematics (STEM) education.⁹

The College Board recommends the following strategies to increase rigor at the district level, each of which are then examined in detail in this section:

- Implement **summer programs** (e.g., summer ‘boost’ or ‘boost’ camps) to help students prepare for specific AP courses.
- **Create networks** where teachers and administrators in your district can collaborate to improve instruction and student success.
- Establish district-level **AP Vertical Teams** that meet at least four times per academic year.
- Use **AP Potential** to identify students in your district who are likely to succeed in AP courses. Where there are sufficient numbers of potential students for particular subjects, use these data to select new AP courses to offer.¹⁰

SUMMER PROGRAMS

Many districts offer AP Summer Camps in specific courses to prepare students for the AP experience and assist their transition into their AP courses. Evanston Township High School in Evanston, Illinois offers free summer camps to students who are registered for AP courses. Students attending these AP Summer Camps learn specific course expectations, review course materials, participate in and experience sample lessons, and learn course-specific skills. Students also learn ways to access support, receive feedback on summer assignments, and learn testing expectations and requirements. Overall, students

⁶“AP Report to the Nation,” Op. cit., p. 12.

⁷ Wakelyn, D. Op. cit., p. 1.

⁸ “Expanding Advanced Placement Access.” The Broad Foundation Education, June 1, 2010. p. 4.
<http://www.broadeducation.org/asset/1344-expandingapaccess.pdf>

⁹ “AP Report to the Nation,” Op. cit., p. 16.

¹⁰ Bulleted points taken verbatim from: Ibid., p. 26.

participating in AP summer programs have the opportunity to engage with teachers and other students enrolled in the course before the course begins.¹¹

PROFESSIONAL DEVELOPMENT

The College Board is one of many organizations that offer professional development opportunities to support educators responsible for administering AP programs. In their 2012 “AP Report to the Nation,” the College Board notes, “AP Coordinators, counselors, principals, and district officials support AP teachers by providing professional development opportunities and other crucial resources.”¹² Resources for AP teachers often include institutes and workshops on specific subjects or on the AP program in general. Teachers who attend College Board professional development events can receive continuing education units (CEUs) recognized by the International Association for Continuing Education and Training (IACET).¹³ Highland Park ISD sends all AP teachers to summer institutes every three years and provides financial support for teachers to attend professional development outside of College Board offerings. In accordance with the College Board’s recommendation to “create networks” to facilitate teacher/administrator collaboration, Highland Park encourages teachers to join AP list-serve groups for their particular tests.¹⁴

TEACHER QUALITY

Research demonstrates that hiring high quality teachers is critical in helping students succeed in AP courses. A study on teachers’ influence on student success found that students learn more from teachers who have good basic skills test scores, high verbal skills, and with a major or minor in the field that they teach.¹⁵ A College Board study of AP teachers found that AP teachers were likely to be veteran teachers with higher levels of teaching experience and academic preparation than the average U.S. teacher.¹⁶ Highland Park ISD hires highly qualified teachers and provides individual mentoring for teachers who are new to teaching an AP course. The district also provides support to teachers whose AP scores are lower than the national average.¹⁷

AP VERTICAL TEAMS

Vertical teaming involves the collaboration of teachers in a specific discipline to ensure that students are engaging in rigorous and relevant coursework across all grade levels. Through the **vertical alignment of the curriculum**, teachers ensure that students develop the

¹¹ “Advanced Placement (AP) Courses.” Evanston Township High School, 2013. <http://www.eths.k12.il.us/ap/>

¹² “AP Report to the Nation,” Op. cit., p. 3.

¹³ “AP Central.” The College Board, 2013. <http://apcentral.collegeboard.com/InstitutesAndWorkshops>

¹⁴ Smartt, J. Director of Academics and Support Services, Highland Park ISD. Email correspondence. October 1, 2013.

¹⁵ Burton, N. W., et. al. “Minority Student Success: The Role of Teachers in Advanced Placement Courses.” College Board, January 2002. p. 1.

<http://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2002-8-minority-student-success-role-teachers-advanced-placement.pdf>

¹⁶ Paek, P. L., et. al., “A Portrait of Advanced Placement Teachers’ Practices.” College Board, 2005. p. 10.

<http://www.ets.org/Media/Research/pdf/RR-05-09.pdf>

¹⁷ Smartt, J., Op. cit.

foundational skills necessary to succeed in college-level, AP courses. Forming vertical teams fosters communication between teachers of different grade levels, improves accountability, and generates a common vision.¹⁸

A common method that districts use to accomplish the vertical alignment of the curriculum is establishing pre-AP programs. **Pre-AP courses provide a rigorous curriculum that prepares students for AP courses.**¹⁹ Richardson ISD, Lewisville ISD, Highland Park ISD, Coppell ISD, and McKinney ISD are all districts that vertically align the curriculum through pre-AP courses.

The College Board is one of many organizations that offer professional development workshops and resources to support districts wishing to create a vertically aligned curriculum.²⁰ The Rice University Center for College Readiness offers customized district training in vertical teaming with the stated goals of:

- Establishing a capacity-building program of high expectations for all students designed to increase rigor and improve student achievement in Advanced Placement courses and exams;
- Creating a comprehensive document aligned to the AP Course Description standards that identify the key skills/content to be taught at each grade level;
- Analyzing district data in order to assess students' academic strengths and weaknesses;
- Developing a common language between middle school and high school teachers;
- Providing support to professional learning teams;
- Facilitating opportunities to analyze and reflect on curriculum implementation; and
- Building a communication network from which to pool resources.²¹

AP POTENTIAL

The College Board recommends that districts use the AP Potential tool to identify students who are likely to succeed in AP courses. The web-based tool allows teachers and administrators to analyze data and PSAT/NMSQT scores that predict performance on AP exams. Educators can combine this data with other variables, such as high school grades, grades in previous same-discipline coursework, and the number of same-discipline courses a student has taken to identify students who may be ready for AP programs. Districts can also use this information to determine which AP courses to offer at each school.²² This tool can

¹⁸ "AP Vertical Teams and College Readiness." Center for College Readiness at Rice University, 2013. http://collegeready.rice.edu/Vertical_Teams_CR_Main.aspx

¹⁹ "2012-2013 High School Course Description Guide." Lewisville Independent School District. p. 19. <http://lhs.lisd.net/ourpages/auto/2011/8/2/55392179/CourseGuide.pdf>

²⁰ "Pre-AP Instructional Leadership Through AP Vertical Teams." The College Board, 2012. <http://professionals.collegeboard.com/prof-dev/workshops/k-12/pre-ap-ins-vertical>

²¹ Bulleted points taken verbatim from: "AP Vertical Teams and College Readiness," Op. cit.

²² "AP Potential." The College Board, 2012. <http://professionals.collegeboard.com/k-12/prepare/appotential>

be especially useful in increasing the enrollment of low-income and minority students in AP courses.

According to a report by the National Governors Association, schools should remove prerequisites to AP courses and use the AP Potential software program to identify students with high levels of proficiency on PSAT tests. The report found that across six examined states, 60 percent of new AP students were identified using the AP Potential program. The program is especially effective at identifying minority students who may otherwise be hesitant to enroll in AP courses.²³

²³ Wakelyn, D. Op. cit., p. 6.

SECTION II: 2011-2012 AP EXAM RESULTS IN TEXAS DISTRICTS

In this section, we report the results for the 2012 AP exams from six Texas school districts. We report scores for the AP exams in Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Biology, Chemistry, Environmental Science, Physics B, Computer Science, European History, U.S. History, World History, U.S. Government and Politics, and Psychology. For each district, we present the total number of students that took each exam, the total number of students scoring three and above, and the passing rate for students on each exam. The following figure displays the total number of students completing exams in Texas and the United States in 2012.

Figure 1.1: 2012 AP Examinations and Scores in Texas and the United States

EXAM	TEXAS		UNITED STATES	
	TOTAL	% PASS	TOTAL	% PASS
Calculus AB	19,088	47.2%	256,163	59.2%
Calculus BC	6,613	75.6%	86,566	83.0%
Statistics	11,812	54.6%	149,165	59.0%
English Language	57,827	47.6%	437,118	60.0%
English Literature	36,237	47.2%	373,092	56.4%
Biology	13,066	38.1%	186,233	50.5%
Chemistry	8,591	45.0%	125,281	54.8%
Environmental Science	9,132	45.4%	107,569	50.3%
Physics B	7,885	44.8%	75,510	60.6%
Computer Science A	3,614	58.2%	24,782	63.3%
European History	3,180	71.0%	106,870	65.6%
U.S. History	46,171	38.4%	424,542	54.5%
World History	38,899	42.5%	208,326	52.9%
U.S. Government & Politics	23,311	36.6%	238,507	52.2%
Psychology	11,728	56.0%	214,759	66.0%

Source: Texas Education Agency²⁴

Note: Throughout the report, various sources of literature and school districts refer to “successfully passing” an AP exam or scoring “at or above criterion.” These terms refer to a student earning a score of 3, 4, or 5 on an AP exam.

²⁴ “Advanced Placement Examination Results in Texas and the United States, 2011-12.” Op. cit., p. 6.

Figure 1.2: 2012 AP Calculus, Statistics, and English Exam Results by District

DISTRICT	CALCULUS AB			CALCULUS BC			STATISTICS			ENGLISH LANGUAGE			ENGLISH LITERATURE		
	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS
Richardson ISD	110	192	57%	162	185	88%	117	181	65%	435	690	65%	225	378	60%
Lewisville ISD	113	149	76%	177	186	95%	162	195	83%	706	964	73%	374	487	77%
Highland Park ISD	49	71	69%	51	51	100%	76	88	86%	270	344	78%	212	335	63%
McKinney ISD	122	168	73%	70	89	79%	149	227	66%	411	619	66%	254	387	66%
Plano ISD	347	407	85%	291	315	92%	299	343	87%	997	1170	85%	618	748	83%
Frisco ISD		170			79			97			610			328	

Figure 1.3: 2012 AP Science Exam Results by District

DISTRICT	BIOLOGY			CHEMISTRY			ENVIRONMENTAL SCIENCE			PHYSICS B			COMPUTER SCIENCE		
	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS
Richardson ISD	66	99	67%	35	57	61%	35	114	31%	162	336	48%	25	41	61%
Lewisville ISD	121	170	71%	107	143	75%	3	5	60%	99	122	81%	14	22	64%
Highland Park ISD	63	65	97%	26	28	93%	105	185	57%	41	48	85%	41	70	59%
McKinney ISD	47	88	53%	16	19	84%	57	119	48%	48	74	65%	18	38	47%
Plano ISD	178	215	83%	138	156	88%	407	502	81%	124	140	89%	213	256	83%
Frisco ISD															

Figure 1.4: 2012 AP Social Science Exam Results by District

DISTRICT	EUROPEAN HISTORY			U.S. HISTORY			WORLD HISTORY			U.S. GOVERNMENT			PSYCHOLOGY		
	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS	3 OR ABOVE	TOTAL	% PASS
Richardson ISD	19	24	79%	339	514	66%	254	372	68%	111	241	46%	113	199	57%
Lewisville ISD	45	60	75%	498	770	65%	649	881	74%	194	311	62%	224	330	68%
Highland Park ISD	27	33	82%	187	179	96%	251	297	85%	118	203	58%	71	146	49%
McKinney ISD	63	89	71%	343	411	83%	272	423	64%	210	384	55%	209	275	76%
Plano ISD	385	421	91%	989	1,304	76%	1,053	1,394	76%	403	597	68%	342	538	64%
Frisco ISD															

SECTION III: PRACTICES FOR IMPROVING AP STUDENT PERFORMANCE

Common methods that districts use to improve AP exam scores include supporting teachers through professional development opportunities, vertically aligning the curriculum to prepare students for the challenging content of AP courses, and analyzing data about student performance. In this section, we feature the practices that seven Texas districts use to boost AP student performance. The majority of these districts provided information by responding to a short questionnaire about their practices for improving AP exam scores and policies about AP enrollment. Information for Coppell ISD and Allen ISD was drawn from the districts' websites.

HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT

To improve exam scores, Highland Park ISD uses data to evaluate AP programs each year, vertically aligns the curriculum, and ensures that teachers of AP courses provide high quality instruction. Each year during summer planning, the district annually reviews disaggregated AP performance data and plans curriculum and instructional programs accordingly. The district uses AP Participation, AP Longitudinal Chart, and AP Instructional reports to determine trends in the AP program, trends in individual tests, and areas needing additional support. The district also uses reports to compare their schools to other schools in Texas and in the nation.²⁵

To improve scores on writing response sections, Highland Park ISD uses released AP prompts and student responses from the previous year to help students prepare. District policy also requires all students enrolled in an AP course to take the AP exam for the course.

In addition to carefully analyzing data, Highland Park ISD hires and supports strong AP teachers. The district hires highly qualified teachers to teach AP courses and offers teachers opportunities for professional development. Highland Park collects and shares practices of highly effective AP teachers and gives teachers opportunities to learn best practices at AP conferences. **All teachers attend AP summer institutes every three years**, and the district provides financial support for teachers wishing to attend professional development outside of College Board offerings. Highland Park encourages teachers to network by joining the AP list-serve groups for their particular tests. The district works individually with teachers whose scores are below the national average, and provides individual mentoring (either in-building or outsourced) to teachers new to an AP course.²⁶

²⁵ Smartt, J. Op. cit.

²⁶ Ibid.

In addition to supporting teachers, Highland Park ISD vertically aligns the curriculum, integrating AP preparation into the curriculum with pre-AP course offerings. Pre-AP (PAP) courses typically lead to AP courses.²⁷

ENROLLMENT POLICIES

Students are not required to apply to enroll in AP courses at Highland Park ISD. The district offers open enrollment to all students. Teachers may informally advise students on their selection of and decision to enroll in AP courses. The district offers a formal advisement process for students through counselors.²⁸

McKINNEY INDEPENDENT SCHOOL DISTRICT

McKinney ISD works to improve Advanced Placement test scores by offering teachers professional development opportunities, designing curricula that prepare students for Advanced Placement courses, and cooperating with neighboring districts. Teachers at McKinney ISD attend College Board training for AP and pre-AP courses. **Consultants from the College Board also provide pre-AP training for middle school teachers at McKinney ISD.** The district encourages teachers to get involved in the AP program outside of the classroom by becoming AP readers, and several McKinney ISD teachers have served as AP readers.²⁹

McKinney ISD offers a pre-AP program beginning in middle school that prepares students for college-level work.³⁰ The district cooperates with a neighboring district, Allen ISD, to support pre-AP teachers. McKinney vertically aligns core area curricula, including course objectives and scoring rubrics, with TEKS, national standards, and College Board expectations. Finally, the district considers the Texas College and Career readiness standards when designing curricula. AP and pre-AP teachers hold regular vertical team meetings to calibrate and align curricula as much as possible.³¹

ENROLLMENT POLICIES

Students may enroll in the pre-AP program at McKinney as long as they have **successfully completed prerequisite requirements.**³² AP and pre-AP students must sign an agreement that sets the expectations for college preparatory courses so that students are prepared for the rigor of the AP program.³³

²⁷“2012-2013 Academic Planning Guide.” Highland Park High School. p. 8.

<http://hs.hpisd.org/Portals/0/Departments/Counseling/Academic%20Planning%20Guide.pdf>

²⁸ Smartt, J., Op. cit.

²⁹ Cleaver, M. Coordinator for Advanced Academics and LOTE, McKinney ISD. Email correspondence. September 17, 2013.

³⁰ “Advanced Placement.” McKinney Independent School District, 2013.

http://www.mckinneyisd.net/departments/curriculum-instruction/advanced_academics/advanced_placement/

³¹ Cleaver, M., Op. cit.

³² “Advanced Placement,” Op. cit.

³³ “Advanced Placement/Pre-Advanced Placement Agreement.” McKinney ISD.

<http://www.mckinneyisd.net/information/docs/AP%20and%20PreAP%20High%20School%20Contract.pdf>

FRISCO INDEPENDENT SCHOOL DISTRICT

Frisco ISD works to improve students' AP scores by vertically aligning the curriculum, analyzing exam performance data, providing subject-specific professional development opportunities for teachers, and offering weekly content review sessions for students.

Before each school year, AP and Pre-AP teachers carefully analyze Summary of Skills and Answers (SOAS) reports from the College Board. Teachers gather to discuss results, identify weaknesses, and tailor instruction accordingly. The district shares all SOAS reports and AP data with every teacher in the district to create an environment that encourages the sharing of instructional practices. AP teachers throughout the district also collaborate through Professional Learning Communities (PLCs). To provide teachers with professional development, the district funds AP and Pre-AP summer institutes for teachers. Teacher attendance is funded prior to the initial teaching assignments of pre-AP or AP courses each year.³⁴

Frisco ISD provides special professional development opportunities to AP Math and Biology teachers. During the summer of 2013, the district offered "A Day with an AP Reader" program for all Calculus and Pre-AP Pre-Calculus teachers. Further, the district is using a new tool for AP Biology teachers called AP Insight. The program provides significant professional development for AP Biology teachers to help identify the Challenge Areas within their courses. The program includes an online resource that provides formative assessment structures to allow teachers to identify the specific content gaps of the students.³⁵ To help students prepare for upcoming exams, Frisco ISD offers Super Saturday review sessions in each content area. In Saturday Sessions, students complete practice exams, review practice exam results, and participate in teacher-led content reviews.

Frisco ISD vertically aligns the curriculum to prepare students for AP courses. The district uses a backward design approach to Pre-AP curriculum writing that begins with what students should know and be able to do upon entering the AP course.

ENROLLMENT POLICIES

Frisco ISD has a district policy of open enrollment for all students in Pre-AP and AP courses.³⁶

ALLEN INDEPENDENT SCHOOL DISTRICT

Allen ISD vertically aligns the curriculum by offering Pre-Advanced Placement courses to prepare students for AP coursework.³⁷ As noted in the profile for McKinney ISD above, Allen

³⁴ Kordel, K. Area Director of Secondary Instruction, Frisco ISD. Email correspondence. October 3, 2013.

³⁵ Ibid.

³⁶ Ibid.

³⁷ "Information About Advanced Courses." Allen ISD. p. 1.

<http://www.allenisd.org/cms/lib/TX01001197/Centricity/Domain/1641/Advanced%20Academics%20Information%20For%208th%20grade%202012.pdf>

ISD works with the advanced academics program at McKinney to provide support for pre-AP teachers.

ENROLLMENT POLICIES

Advanced Placement courses are open to all students, though some courses require students to complete prerequisites.³⁸ Lowery High School lists the following as characteristics of a ‘typical’ successful student in an advanced class:

- Good attendance and no discipline issues
- Able to complete homework/projects with little parental supervision
- Strong personal work ethic and time management skills
- Able to work well under academic and time pressure with multiple commitments
- Completes all assignments on time and attends tutoring regularly³⁹

COPPELL INDEPENDENT SCHOOL DISTRICT

To prepare students for AP courses, Coppell ISD offers middle and high school students pre-AP courses that emphasize Critical Reading, Writing, Analysis and Evaluation, and Independent Learning. **Pre-AP courses in math and English begin in grade 6, and courses in Science and Social studies begin in grade 7.**⁴⁰

ENROLLMENT POLICIES

Coppell ISD has an open enrollment policy for AP courses. All students who are willing to accept the challenge of a rigorous curriculum are considered for admission to AP and Pre-AP courses.⁴¹

PLANO ISD

Teachers of AP courses at Plano ISD are highly qualified and receive advanced training through AP workshops, conferences, and university coursework. To prepare students in grades 11 and 12 for the AP program, Plano offers a limited number of courses to students in grades 9 and 10. These courses serve as an “academic bridge” to smooth the transition from high school to college.⁴²

³⁸ Ibid., p. 1.

³⁹ Bulleted points taken verbatim from: Ibid.

⁴⁰ “Testing/Assessment.” Coppell Independent School District, 2013. <http://www.coppellisd.com/Page/520>

⁴¹ Ibid.

⁴² “Advanced Placement (AP).” Plano Independent School District. <http://www.pisd.edu/parents/advanced.academics/ap/index.shtml>

ENROLLMENT POLICIES

Plano ISD requires students to complete prerequisites for some AP courses. The district encourages students to meet with counselors to plan their coursework so that they can complete all necessary prerequisites for AP courses.⁴³

RICHARDSON INDEPENDENT SCHOOL DISTRICT

Richardson ISD requires students who wish to enroll in Pre-AP or AP courses to have reading comprehension and math scores at grade level or higher, positive teacher feedback regarding the student's ability, and exemplary past academic performance. Students in grades 11 and 12 must have passed the TAAS writing, reading, and math subtests and have PSAT/SAT scores of 1000 or higher.⁴⁴

LEWISVILLE INDEPENDENT SCHOOL DISTRICT

To prepare students for exams, Lewisville ISD has **expanded the Advanced Placement strand throughout the curriculum** with courses designated "Pre-Advanced Placement" or "Advanced Placement." Pre-Advanced Placement courses provide a rigorous curriculum that prepares students for AP courses, but do not require students to complete examinations at the end of the course.⁴⁵

⁴³ Ibid.

⁴⁴ "Pre-AP/AP Program." Richardson Independent School District.
http://www.risd.org/Group/Parents/Testing/PreAP_AP_Program.html

⁴⁵ "2012-2013 High School Course Description Guide," Op. cit., p. 19.

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds partner expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

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CAVEAT

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