

GWI: Increasing Awareness, Access & Success

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ETHS School Profile

September, 2013

Total Enrollment: 3,120

Low-Income: 41.4%

Asian: 3.9%

Black or African American: 30.9%

Hispanic/Latino: 16.6%

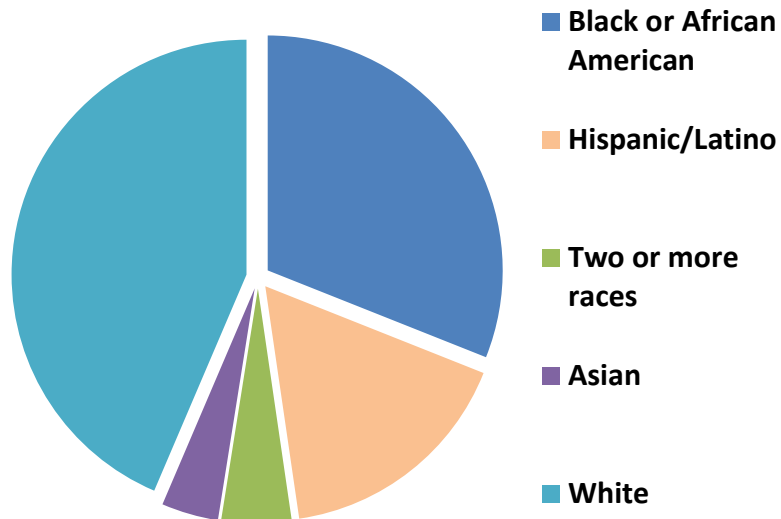
Two or more races: 4.8%

White: 43.4%

College Bound (Class of 2012): 72%

2 Year Colleges: 16%

4 Year Colleges: 55%



Awareness

Access

Success

A Paradigm Shift:

College Eligible vs. College Ready
Admission vs. Graduation

Awareness

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Traditional College Readiness Predictors

Grades

Achievement Tests

College Matriculation Predictors

Application Completion

FAFSA Completion

Secondary Course Placement

Post-Secondary Course Placement

College Matching (or fit)

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It's never too early!

- Parent Engagement
- PreK-16 partnerships
 - Goals
 - Academics
 - Careers
 - Campus exposure
 - Financial aid
 - Transition
- School-wide/city-wide coordination

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**What does your school do to help
students gain awareness and access
to opportunity?**

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Deliberate: *adj.* intentional.

Strategy: *n.* a plan of action intended to accomplish a specific goal.

t h i n k i n g



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College Success Research

Hargrove, L., Godin, D., & Dodd, B. (2007) **College Outcomes and the AP Experience: Does the AP Grade “2” Matter?** Paper presentation at American Educational Research Association, April 2007, Chicago, IL.

Keng, L., & Dodd, B. (2007) **An Investigation of College Performance of AP and Non-AP Student Groups.** Paper presentation at American Educational Research Association, April 2007, Chicago, IL.

Bowen, W.G., Chignos, & M.M., McPherson, M.S. (2009) **Crossing the Finish Line: Completing College at America’s Public Universities.** Princeton, NJ: Princeton University Press.

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College Success Research Outcomes

- An AP exam score of 2 correlates with better college performance than students who did not take an AP course or took the course and skipped the exam.
- An AP exam score of 2 had higher four-year graduation rates than AP courses alone, and other non-AP courses.
- AP students had higher first-year and fourth-year GPAs than those who did not take AP courses in high school.

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College Admission

•Selectivity: *More applicants in an applicant pool than size in its entering class.*

- The number of students applying to three or more colleges has grown every year. Therefore, a larger pool of applicants exists, and at the same time, admission standards have increased.
- The number of students graduating from high school has risen each year since the 1995-96 school year, when this year's class was being born!

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Course Selection and College

- AP, IB, and other rigorous courses help colleges identify students who have challenged themselves in preparation for college success.
- High school students who do well on AP Exams appear more likely to succeed in college course work and to graduate on time.
- Rigor is a major factor for highly selective colleges and universities within holistic review.

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Admissions Criteria

- Rigor of curriculum
- Grades achieved in academic courses
- Standardized test scores
- Recommendations
- Honors, Activities, and Work Experience
- Essays

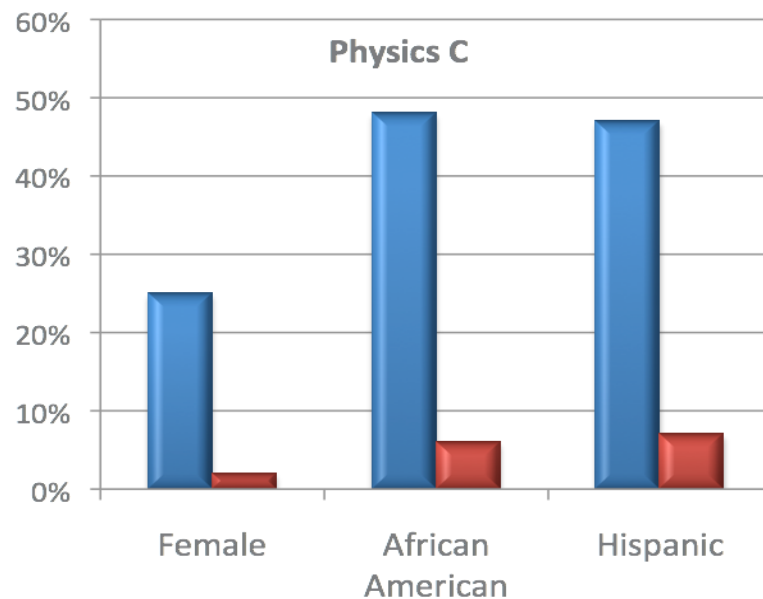
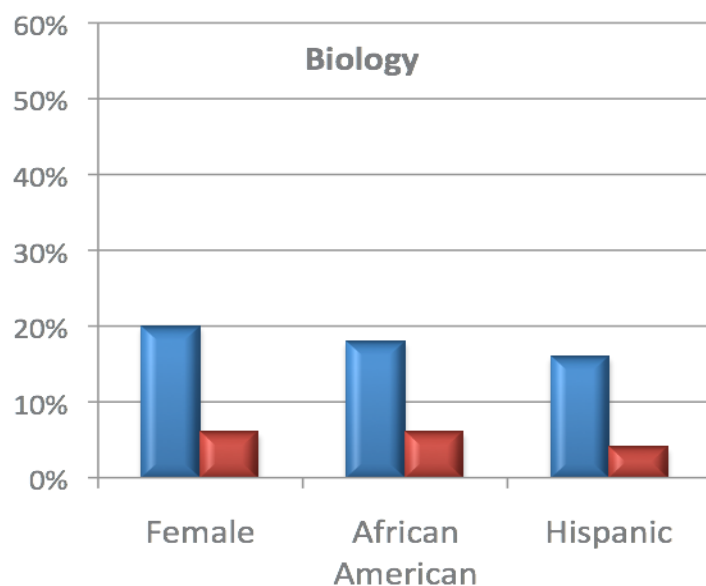
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The Correlation Between AP and Majors Is Strong for Underrepresented Populations

Traditionally underrepresented students who take AP Exams in some STEM subjects tend to major in these subjects.



 AP Students Who Chose Major

 Students Taking the Intro Course Who Chose Major

Adapted from Morgan & Klaric, 2007

Slide courtesy of College Board, Marc Geslani

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Retention

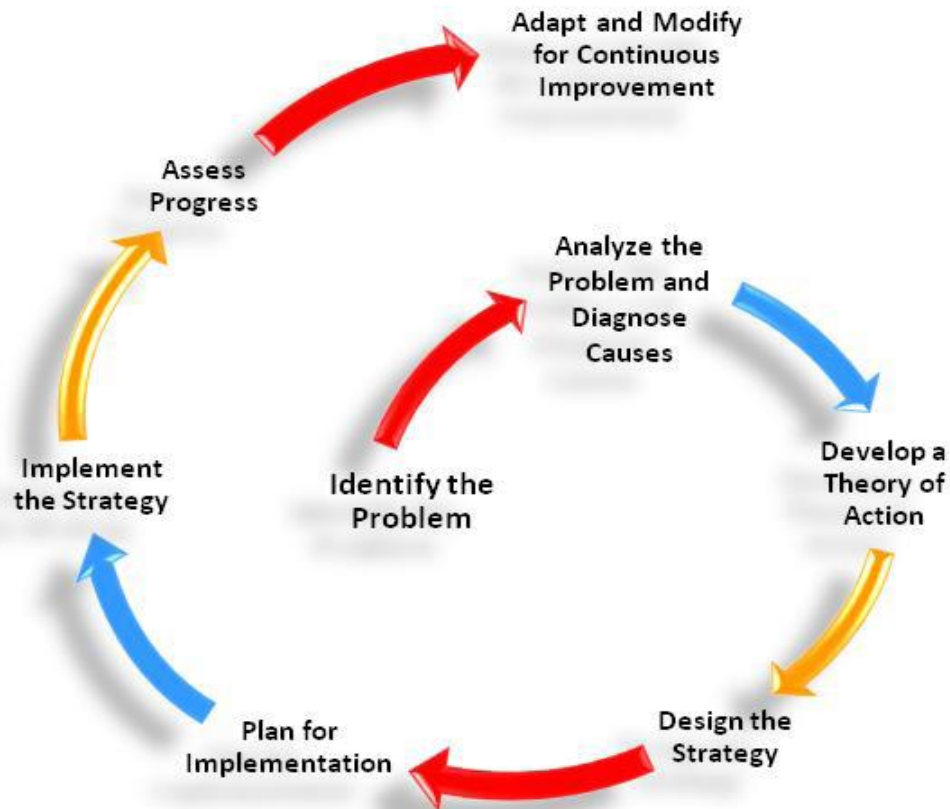
- Colleges and universities are looking for students who will STAY at their institutions
- What is offered at your high school if not AP, IB, honors, etc?
- Being challenged to the level to which they will be successful

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Problem Solving Model



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What are some of the barriers your school faces when working toward equity and access?

What barriers has your school overcome while opening access for students?

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English

Language and Composition

Literature and Composition

History & Social Sciences

European History

Psychology

United States History

Career & Technical Education

Government & Politics: United States

Science

Biology

Chemistry

3 Chemistry/Physics

4 Chemistry/Physics

Environmental Science

Physics 1

Physics 2

Physics C

Mathematics

Calculus AB

Calculus BC

Computer Science

Statistics

MV Calculus/Linear Algebra

Fine Arts

Art History

Portfolio/Studio

Music Theory

World Languages

5 French

4 German

Latin

4 Spanish Heritage Literature & Language

4 Spanish Literature & Language

5 Spanish Literature & Language

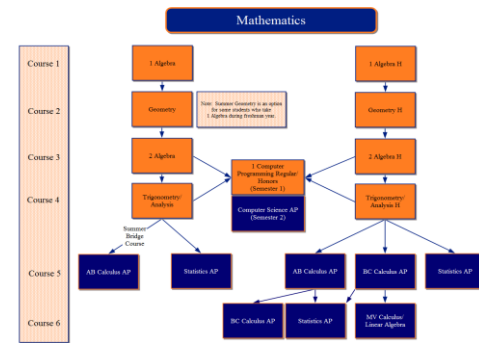
Advanced Spanish Language



FORUM

AP Classes 2014-2015

(29 Classes in 7 Departments)



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Restructuring of Freshman Year

Earned Honors Humanities 2011-2012

(English/History & Social Sciences)

Earned Honors Biology 2012-2013



Pathways to Advanced Placement

Awareness, Access & Success Work

Awareness

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Success

team Access & Success in Advanced Placement

- Monthly Meetings
- Inform, Inspire & Encourage
- Mentoring
- Tutoring
- Leadership
- Story Videos
- Fish Bowl
- Events
- Projects
- Support
- Present



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Spring Training
ADVANCED PLACEMENT



AP Summer Bridge Courses



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Total Number of AP Exams Taken	
2005	1157
2006	1142
2007	1059
2008	1312
2009	1310
2010	1384
2011	1551
2012	1800
2013	1927

Total Unique Students Enrolled in AP	
2005	551
2006	537
2007	526
2008	630
2009	623
2010	618
2011	681
2012	766
2013	850
2014	948

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**Number of Exams with
Scores 3 or Higher**

2010

1027

2011

1008

2012

1253

2013

1293

**% scores of
3 or higher
have stayed
consistent
with growth**

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**Student
Enrollment
in AP**

% Black/African American Grades 11 & 12	
2005	13%
2006	10%
2007	13%
2008	18%
2009	21%
2010	25%
2011	29%
2012	30%
2013	32%
2014	38%

% Latino Grades 11 & 12	
2005	15%
2006	24%
2007	22%
2008	20%
2009	29%
2010	33%
2011	28%
2012	43%
2013	50%
2014	51%

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Number of Graduates in One or More AP Courses

	2012	2013	2014
Black	79	94	102
Latino	48	52	74
White	282	292	278
Total	437	497	506

506 out of 693 = 73%

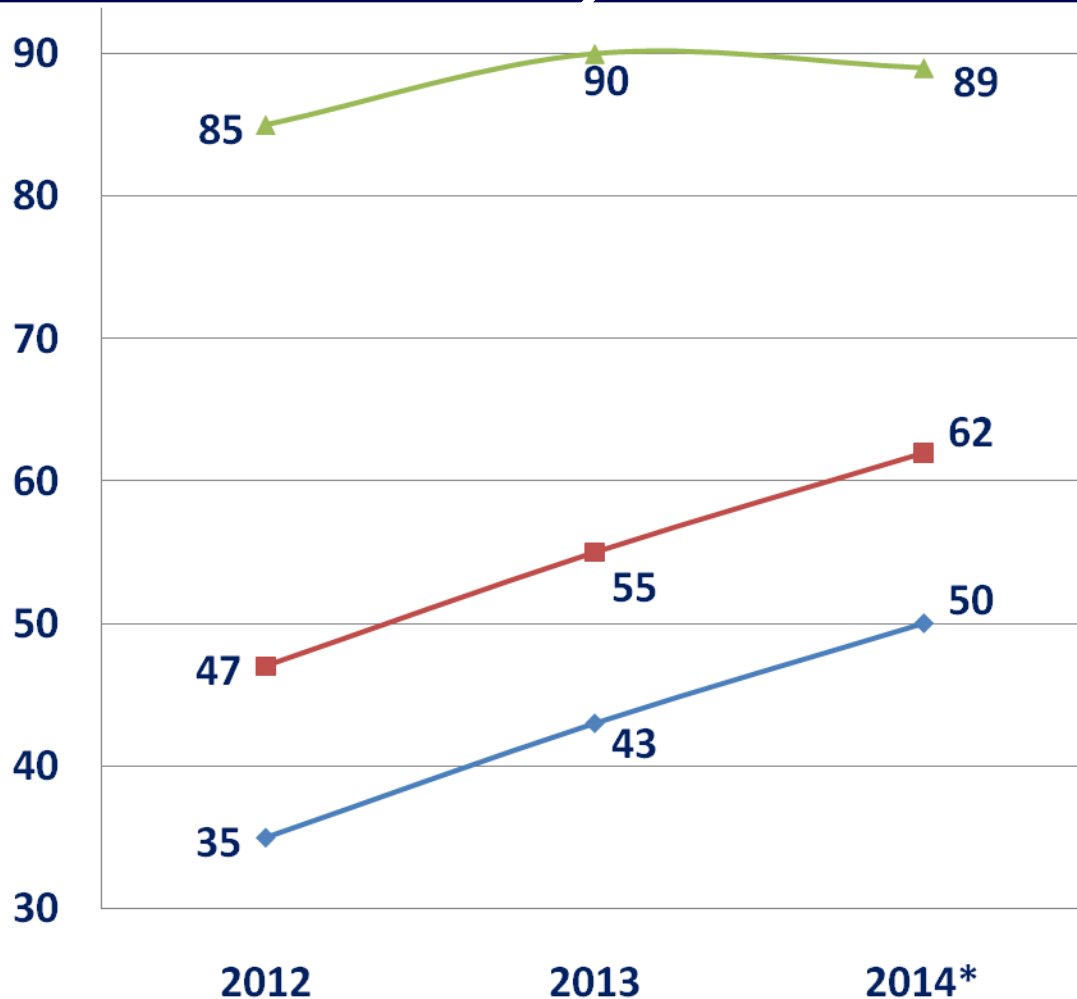
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DISTRICT 202

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**Percent of Graduates
in 1 or More AP Course**

—◆— Black
—■— Latino
—▲— White

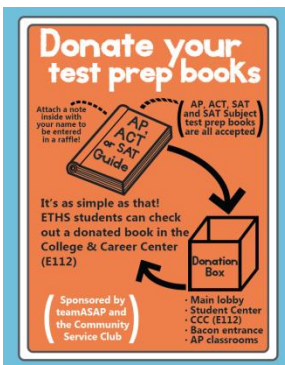
Overall	
2012	62%
2013	70%
2014*	73%

EVANSTON TOWNSHIP HIGH SCHOOL

DISTRICT 202

teamASAP

tinyurl.com/teamasap



AP ACADEMY

Saturday, May 3rd

9AM-12PM

Room W201

AP Exam Prep for Current AP Students

EVANSTON TOWNSHIP HIGH SCHOOL

DISTRICT 202

Awareness

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ETHS AP Agreement



ETHS Advanced Placement Agreement

Philosophy – Evanston Township High School seeks to create opportunities for all students to stretch themselves academically in an area of their interest within a supportive environment.

Advanced Placement courses are one way to make that happen. ETHS offers 29 different AP courses in 7 different departments.

AP

"People might not get all they work for in this world, but they must certainly work for all they get." -Frederick Douglass

Advanced Placement courses are college level courses. The pacing, difficulty, skill development and content of AP curriculum are designed to help students competently prepare for success in college. All students interested in attending a college or university should strongly consider taking at least one AP course.

ETHS Advanced Placement Agreement

This AP agreement is designed to inform students and parents of the specific requirements and expectations of AP enrollment. Students wishing to enroll in an AP course for the 2014-2015 academic year must return the ETHS AP Agreement with signatures indicating that the details of the agreement are understood.

Benefits of Taking an AP Course

- Gain in-depth exploration of an area of interest or potential college major or minor
- Develop college-level academic skills including: advanced study skills, analytical reading and writing, the ability to communicate ideas to make connections, critical thinking and problem solving
- Master skills required for success in college: time management, collaboration and self-advocacy
- Develop character and leadership skills
- Enhance traits such as grit, curiosity, imagination, agility, adaptability and initiative
- Increase interest in college
- Increase opportunities for college admission
- Increase eligibility for some scholarships
- Increase potential to receive college credit or advanced placement in college courses

College Success Research Outcomes

- AP students with a proficient AP exam score perform better in college than students who did not take an AP course or took the course and skipped the exam.
- AP students with a proficient AP exam score had higher four-year college graduation rates than taking AP courses alone and taking other non-AP courses.
- AP students had higher first-year and fourth-year GPAs in college than those who did not take AP courses in high school.

AP Exam Expectation and Information

All students enrolled in an Advanced Placement class are expected to take the corresponding AP Exam and to perform at their highest level possible. Students must take the exam to receive the 1.0 grade point value increase. The grade awarded to you by your teacher does not substitute for a proficient AP exam score, but your grade will be taken into account when you apply to college. There is a fee associated with each AP exam and financial assistance is often available to students with financial need.

Student Agreements

I will continue to grow in all the following areas throughout the course(s).

- I have a growth mindset.
- I will be open with others about stress, difficulties and concerns.
- I believe that I am capable of doing the work to be successful in my AP class(es).
- I know that more college opportunities are available to me by successfully completing my AP course(s).
- I will engage in the learning process.
- I will be determined and use the supports in place.
- I will have fun!
- I expect and accept challenging work.
- I know there will be a greater time commitment.
- I am interested in the subject and want to focus on it and challenge myself.
- I will maintain strong work habits and studying routines.
- I work well independently and in collaborative groups.
- I realize the workload is more rigorous and I am ready for that responsibility.
- I will be organized and can manage more than one assignment at a time.
- I will be responsible for any work missed due to absence.
- I will ask questions in class when I don't understand something.
- I am willing to do outside reading, research and writing.
- I am able to initiate supplemental work on my own.
- I am motivated to learn new concepts and ideas.

Pre-AP Course Supports

- ☒ Pathways to AP Forum – Wednesday, December 11 - 6-30PM - ETHS Auditorium
- ☒ AP Winter Combine - Saturday, January 25 - 9AM-12PM - Beardsley Cafeteria
- ☐ AP Spring Training - Saturday, March 8 - 9AM-12PM - Beardsley Cafeteria
- ☐ AP Summer Assignment (if applicable)
- ☐ AP Summer Bridge Course (if offered)
- ☐ AP Summer Camp – Week of August 4th - 2014

Please visit tinyurl.com/teamasap and www.eths.k12.il.us/ap for more information.

AP Course Supports

- Your teacher, other teachers of the course, department chairperson
- Classmates and structured study groups
- teamASAP and AP Recruitment & Retention Coordinator
- Your counselor and College & Career Coordinator
- AM Support/Study Centers/Homework Center/Wildkit Academy
- AP Review Books (available in the College & Career Center)
- Review Sessions/Mock AP Exams
- Web resources: Teacher Websites/teamASAP/Get a Five /Khan Academy/YouTube/AP Central

ETHS Advanced Placement Agreement

Student's Name: _____

ID: _____ Year in School: _____

Counselor: _____

Enrollment in Multiple Advanced Placement Courses

If you are intending to enroll in multiple Advanced Placement courses during a single academic year, you are encouraged to take into consideration other academic, extra-curricular, volunteer and employment commitments. Because of the rigor associated with AP courses, students must decide on whether or not their schedules can accommodate the amount of out-of-class time and dedication required for success. Pay particular attention to remaining a balanced student to avoid any unintended consequences.

Balanced mental health as outlined in the National Mental Health Plan (2008) is "a state of emotional and social well-being in which the individual can cope with the normal stress of life and achieve his or her potential. It includes being able to work productively and contribute to community life."

List Advanced Placement Course(s):

I have read and understand the ETHS AP Agreement and have considered the commitment needed to be successful in the AP course(s) which I have requested. I am aware that most AP courses require preliminary work including the completion of summer assignments. I understand that I will not be able to drop an Advanced Placement course except under very unique circumstances. Schedule changes will be contingent upon space availability, extenuating circumstances and the teacher's appraisal of my capabilities to do the work. I recognize that there may be periods when difficult material will be presented and avoiding the struggle will not be the answer. Seeking help and new methods to learn are likely to remedy the temporary frustration level. I agree to do my best in my advanced placement course(s) and on the exam. I will have fun!

Printed Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Please return this form to the Counseling Office (E118) by **FEBRUARY 12, 2014**.

If you have any questions or concerns, please do not hesitate to contact your counselor or Mr. Dale Leibforth, ETHS Advanced Placement Recruitment & Retention Coordinator at ethsap@eths202.org or visit our websites at www.eths.k12.il.us/ap and tinyurl.com/teamASAP

Awareness

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**Continuously
Looking at
Data to Inform
Work**

Class	College in Fall	AP Course by Graduation
2006	72%	52%
2007	72%	51%
2008	76%	59%
2009	77%	63%
2010	79%	59%
2011	72%	65%
2012	72%	62%
2013	75%	70%
2014		73%

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