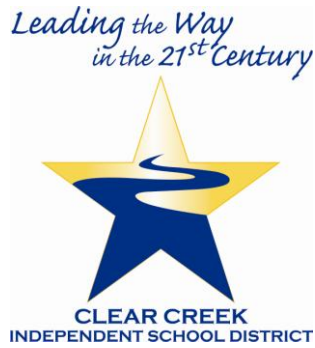




Pre-AP/AP Program Evaluation

2005-06 to 2009-10

**Office of Assessment and Evaluation
Clear Creek Independent School District**



2010 – 2011 Board of Trustees

Dee Scott, President

Ken Baliker, Vice President

Ann Hammond, Secretary

Robert Davee, Member

Charles Pond, Member

Win Weber, Member

Page Rander, Member

Greg Smith, Ph.D., Superintendent

Steven Ebell, Ed.D., Deputy Superintendent, Curriculum and Instruction

Robert Bayard, Director, Assessment and Evaluation

Kim Shelton, Data Analyst, Assessment and Evaluation

Clear Creek Independent School District

Education Support Center

2425 E. Main Street
League City, Texas 77573
(281) 284-0000

Website: www.ccisd.net

Pre-AP/AP Program Evaluation

Presented to Board of Trustees on August 8, 2011

Kathy Davis: _____
Signature Date

Robert Bayard: _____
Signature Date

Dr. Steven Ebell: _____
Signature Date

Dr. Gregory Smith: _____
Signature Date

Table of Contents

Introduction.....	1
Program Objectives.....	5
Program Description	6
Methods.....	6
Procedures.....	7
Analyses	9
Results and Implications	18
Limitations	20
Future Research	20
Conclusions.....	21
References.....	23
Appendices.....	25

Introduction

This study evaluated the effectiveness of the Pre-Advanced Placement/Advanced Placement (Pre-AP/AP) program in the Clear Creek Independent School District (CCISD) with respect to student participation in the program, student achievement on AP Exams, student satisfaction with the program, and teacher participation in professional development. The purpose of this study was to determine if the demographics of students participating in Pre-AP/AP courses and taking AP exams reflect the general student population, if the number of students participating in Pre-AP/AP courses and taking AP exams is increasing, if students taking AP courses are taking the corresponding AP exam, if students are satisfied with the program, and if teachers are participating in AP training provided through the College Board.

The Advanced Placement Program, introduced by the College Board in the 1950s, offers students the opportunity to participate in rigorous, college-level academic coursework while in high school. More than thirty AP courses are currently offered, with a culminating exam for each course. Students may earn college credit based on demonstrating mastery of the course content through the AP exam. Courses and exams are available in six academic areas: English/language arts (ELA), mathematics/computer science, science, social studies, fine arts, and languages other than English. Pre-AP courses are offered at the intermediate and high school levels as a means to provide more rigorous coursework and as preparation for AP courses. Pre-AP is based on the expectation that all students can perform well at rigorous academic levels and that preparing students for more rigorous academic levels and higher intellectual engagement should begin as early as possible (College Board, 2011).

AP exams, administered each year in May, include multiple choice questions and a free-response section composed of an essay or problem-solving activities. AP Studio Art, the only exception to this format, is assessed through a portfolio. Scores on AP exams range from 1 to 5, with scores of 3 and higher generally considered to be passing. While students are able to earn college credit for demonstrating mastery on AP exams, individual colleges and universities determine the minimum score they require on each AP exam for students to earn college credit. Students in grades 8 – 12 are eligible to take AP exams.

The College Board encourages equitable access to AP courses for all students. “The College Board also believes that true equity is not achieved until the demographics both of AP classrooms and of the successful AP student population mirror the demographics of the nation”

(College Board, 2011). In recent years there has been an increase in the number of minority students and economically disadvantaged students taking AP courses and exams, however, there are still gaps for some traditionally underrepresented students. The biggest participation gap is found in African American students who represented 14.6 percent of high school graduates nationally in 2010, but represented only 8.6 percent of the students who took an AP exam that year (College Board, 2011). The national gap for Latino/Hispanic students for 2010 was less than one percent. The gap for economically disadvantaged students was not available.

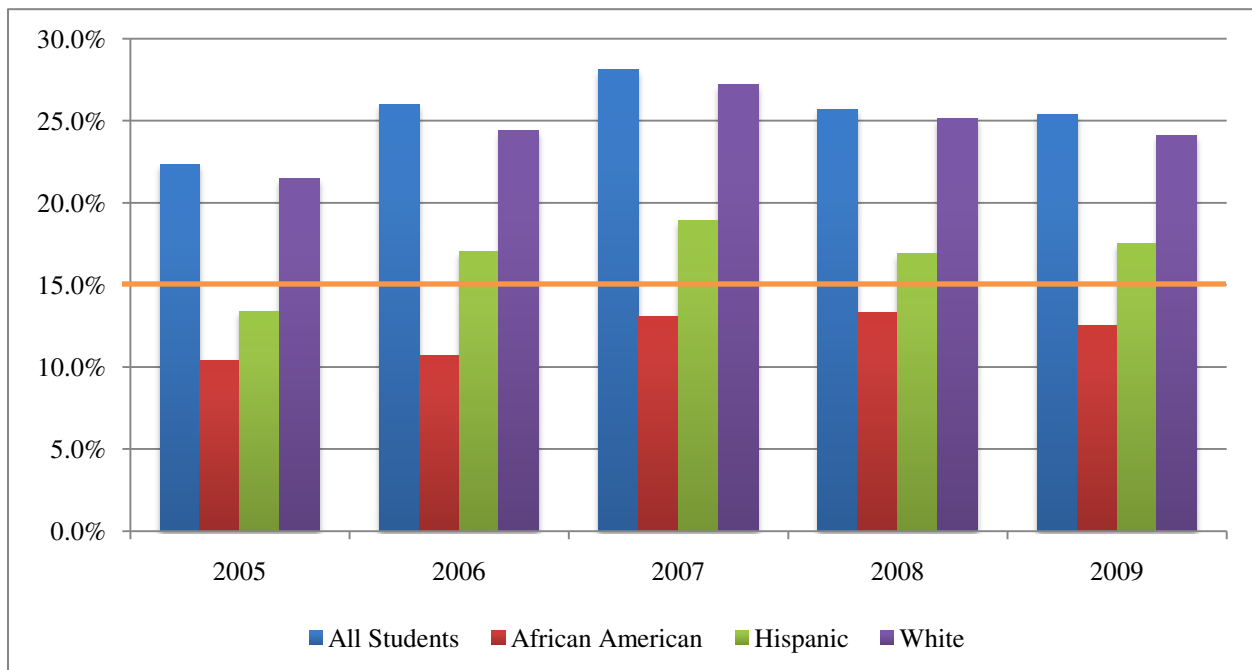
Numerous studies have been conducted to determine the relationship between AP participation and success in college. What has been consistently shown in research is that students scoring 3 or higher on a core content area AP exam are generally more successful in college and have higher graduation rates than comparable students who did not participate in AP courses (College Board, 2011; Holstead, Spradlin, McGillivray, & Burroughs, 2010). Research supports the same findings for traditionally underserved students including African American and Hispanic students. Research has also shown that students who participate in AP courses but do not take an AP exam, and students who take an AP exam but score a 1 or 2, are also more likely to graduate from college in five years or less, however the size of the effect is smaller for these students (Dougherty, Mellor, & Jian, 2006).

To encourage participation in AP exams, a number of financial incentives have been put into place over the years to encourage both students and schools to participate in the AP program, as well as to encourage teachers to participate in College Board training. One incentive program is the federal AP Incentive Program which was established by the No Child Left Behind Act. This program, administered through state education agencies, subsidizes student exam fees for economically disadvantaged students as well as provides additional incentives as available. In addition, many states, including Texas, have established incentive programs. The Texas AP Incentive Program was established by the Texas Legislature in 1993. Although little research is available on the impact of these incentives, data does indicate that incentives have contributed to some increase in AP exam participation (Holestead, Spradlin, McGillivray, & Burroughs, 2010). Recent incentives available to Texas schools and students include exam subsidies to reduce the cost of AP exams for students by \$30 per exam, reimbursement for teacher participation in College Board training, and financial awards to schools for each exam on which a student scores 3 or higher. Economically disadvantaged students are provided additional subsidies, bringing

their cost to less than \$10 per exam. Based on state budget cuts, financial awards for student scores have ended. It is unknown at this time whether exam subsidies for all students will be available for May 2012 exams.

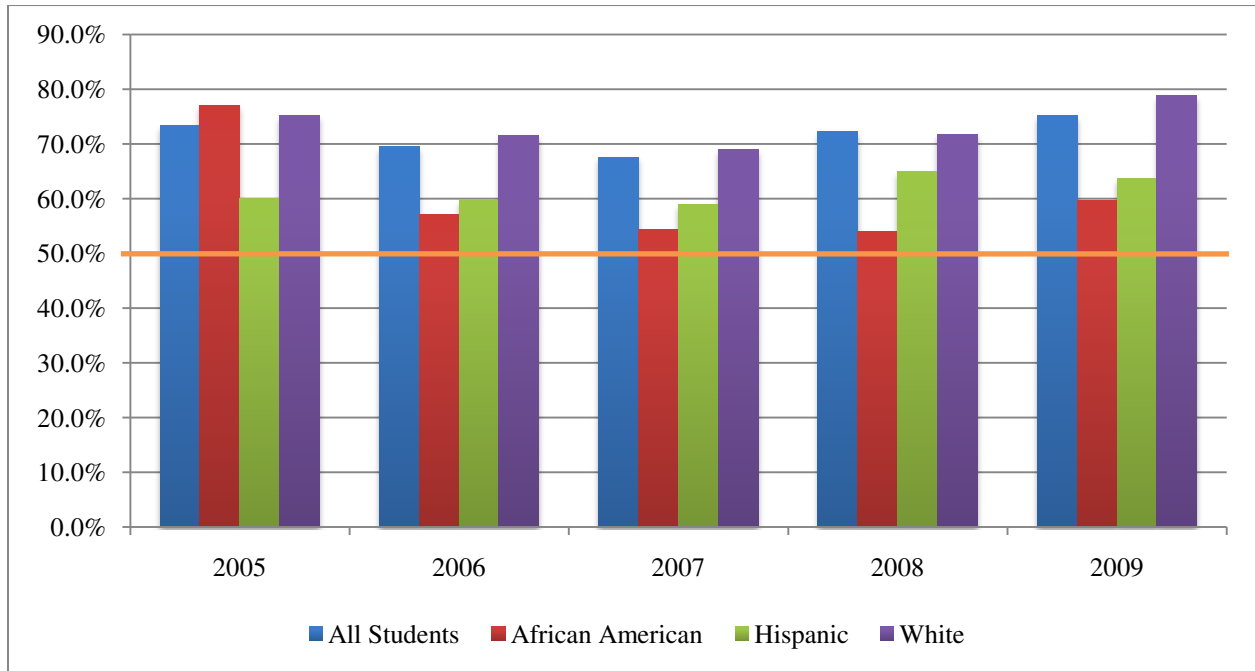
In the state of Texas, AP exam results are not used as an indicator for accountability ratings, however the results are used for one of the Gold Performance Acknowledgement (GPA) indicators in the Academic Excellence Indicator System (AEIS). The AP exam GPA is available for both campuses and districts. To receive acknowledgement on the GPA indicator for AP exams, two sets of criteria must be met for all students, African American students, Hispanic students, and White students. The first criteria is that at least fifteen percent of the non-special education students in 11th and 12th grade must take at least one AP exam. In addition, at least fifty percent of the non-special education 11th and 12th grade students taking an AP exam must earn at least one score of 3 or higher. At present, CCISD has not received the district level GPA for AP exams. As shown in Exhibit 1, the percentage of African American students in 11th and 12th grade who have taken at least one AP exam is less than the required fifteen percent to receive the AP exam GPA. As shown Exhibit 2, more than fifty percent of 11th and 12th grade students taking AP exams scored 3 or higher on at least one exam.

Exhibit 1
CCISD 11th & 12th Grade Students Taking at Least One AP Exam
2005 – 2009



Data Source: AEIS

Exhibit 2
CCISD 11th & 12th Grade Students Scoring 3 or Higher on at Least One AP Exam
2005 – 2009



Data Source: AEIS

Program Objectives

All Clear Creek Independent School District program evaluations will utilize measurable objectives as the basis of the evaluation. In many cases there are not predetermined measurable objectives already established for a program that is being evaluated. In the absence of predetermined measurable objectives, the Office of Assessment and Evaluation will collaborate with the director/coordinator of the program to establish such measurable objectives before the program evaluation begins. Below are the measurable objectives determined by this process for the Pre-AP/AP program:

1. The demographics (African American, Hispanic, White, Economically Disadvantaged) of the students taking Pre-AP/AP courses will reflect the demographics of the general CCISD student population (plus or minus 3 percentage points) at both the campus and district level.
2. The demographics (African American, Hispanic, White, Economically Disadvantaged) of the students taking AP exams will reflect the demographics of the general CCISD student population (plus or minus 3 percentage points) at both the campus and district level.
3. The percent of students taking at least one Pre-AP/AP course will increase each year at both the campus and district level.
4. The percent of students taking at least one AP exam will increase each year at both the campus and district level.
5. The percentage of 11th and 12th grade students passing (as defined by a score of 3 or better) an AP exam will be higher than seventy-five percent of the forty comparable schools at each campus.
6. Fifty percent of the students taking an AP course will take the corresponding AP exam at both the campus and district level.
7. The average AP exam score for each test (minimum of 10 test takers) will increase each year.
8. One hundred percent of AP teachers will attend training in their content area by the beginning of the second year that they teach the course at both the campus and district level.
9. The average Likert scale score on a student satisfaction survey will be 4 on a 1 to 5 rating where 1 is strongly disagree and 5 is strongly agree at both the campus and district level.

Program Description

The goal of the Pre-AP/AP program in CCISD is to challenge and stimulate students to the highest level of their abilities. AP courses are offered at the high school level for all currently available AP courses except Italian and Japanese. Pre-AP courses are offered at the intermediate school and high school levels to provide students with opportunities for creative and critical thinking, and problem solving in preparation for potential future enrollment in AP courses.

To ensure quality instruction in Pre-AP/AP classrooms, all CCISD AP teachers are required to attend College Board summer institute training in the AP content area in which they teach prior to their second year as an AP teacher. This requirement was added for Pre-AP teachers during the 2010-11 school year. The Texas AP Incentive Program reimburses public school districts in Texas the registration fee for Pre-AP and AP teachers to attend this training. Prior to the 2008-09 school year, reimbursement was only available for AP teachers.

In CCISD, AP students taking an AP exam currently pay \$57 per exam, \$8 of which the College Board allows the campus to keep for AP exam administration costs. AP exam administration costs primarily include hiring AP exam proctors and purchasing exam supplies. Economically disadvantaged students in CCISD currently pay \$9 per exam with no exam administration fee.

Methods

Participants

Data from CCISD secondary schools were used in this study. Clear Creek High School, Clear Lake High School, and Clear Brook High School are comprehensive high schools that had Pre-AP/AP enrollment during the entire time period of the study. Pre-AP/AP at Clear Springs High School and Clear Horizons Early College High School began in 2007-08.

Design

This evaluation was conducted using data extracted from Public Education Information Management System (PEIMS) records, Academic Excellence Indicator System (AEIS) reports, College Board reports, the district's student information system in use during the particular years of the evaluation period, and AP professional development data collected from campuses. In addition, data was collected from student satisfaction surveys conducted in May 2011. Data was

aggregated using average scores and percentages in a variety of analyses as described in the analyses section below.

Independent (or Predictor) Variables

Independent variables included in this study consist of the Pre-AP/AP indicator, year of program, and the campus the student attended.

Dependent Variables

The dependent variables included in this study were exam scores and student satisfaction.

Instrument

A survey instrument to measure student satisfaction was developed through collaboration between the CCISD Advanced Placement coordinator and the CCISD Office of Assessment and Evaluation. This instrument consisted of a high school student version with 49 questions, and an intermediate student version with 43 questions. All questions were measured with a Likert scale from 1 to 5 with 1 being “Strongly Disagree” and 5 being “Strongly Agree”.

Procedures

Demographics

Equitable participation in the Pre-AP/AP program was analyzed for African American, Hispanic, White, and economically disadvantaged students. The percentages of students enrolled in at least one Pre-AP/AP course for these student groups were calculated and compared to the percentages of these students for the population as a whole. In addition, the percentages of students taking at least one AP exam for these student groups were calculated and compared to the percentages of these students for the population as a whole. These percentages were compared across campuses and years.

Pre-AP/AP Enrollment

Participation in Pre-AP/AP courses was analyzed to determine if the percent of students taking at least one Pre-AP/AP course increased each year at both the campus and district level. The percentage of students enrolled in a Pre-AP/AP course for each year of the study was calculated by dividing the number of students enrolled in at least one Pre-AP/AP course by the

total number of students. Seniors at Clear Horizons Early College High School who are enrolled in all college level core courses were excluded from the calculation since there are no remaining Pre-AP/AP courses in which they may enroll.

AP Exam Participation

Participation in AP exams was analyzed to determine if the percent of students taking at least one AP exam increased each year at both the campus and district level. In addition, the percent of students enrolled in an AP course who took the corresponding AP exam was analyzed to determine if fifty percent of the students enrolled in AP courses take the corresponding AP exam. The percentage of students taking at least one AP exam for each year of the study was calculated by dividing the number of students taking at least one AP exam by the total number of students. The percentage of students enrolled in an AP course who took the corresponding AP exam was calculated by dividing the number of students who took the AP exam for an AP course by the total number of students enrolled in the AP course.

AP Exam Scores

AP exam scores were analyzed using AP exam summary report data and AEIS comparable schools data for each of the CCISD high schools. The percentage of 11th and 12th grade students passing at least one AP exam at each CCISD high school was compared to the percentage of 11th and 12th grade students passing at least one AP exam at comparable schools. The analysis conducted was to determine if the percentage of 11th and 12th grade students passing at least one AP exam at each CCISD high school was higher than seventy-five percent of the schools in that school's AEIS comparison group for each year of the study. The percentage of 11th and 12th grade students passing at least one AP exam at the forty schools from the AEIS comparison group for each CCISD high school was sorted in descending order, and then divided into four quartiles. Campuses falling in the first quartile of the comparison group were considered to have performed better than seventy-five percent of the schools in that group.

In addition, the average AP exam scores for all grade levels were analyzed to determine if scores increased each year for exams in which ten or more students tested. Average AP exam scores for each year of the study were calculated by dividing the sum of scores earned for each exam that had a minimum of ten test takers, by the number of students who took the exam.

AP Professional Development

Participation in content specific AP professional development was analyzed for all teachers who taught at least one AP course for more than one year during the time of this study. The percentage of teachers completing the appropriate professional development was calculated by dividing the number of AP teachers completing the professional development by the total number of AP teachers who taught at least one AP course for more than one year during the time of this study.

Satisfaction Survey

Surveys were administered to Pre-AP/AP students to measure student satisfaction. The survey consisted of 49 questions for high school students and 43 questions for intermediate students. All questions were measured with a Likert scale of 1 to 5 with 1 being “Strongly Disagree” and 5 being “Strongly Agree”. The Likert scores were averaged to determine item score averages and total survey averages for each of the student surveys.

Finances

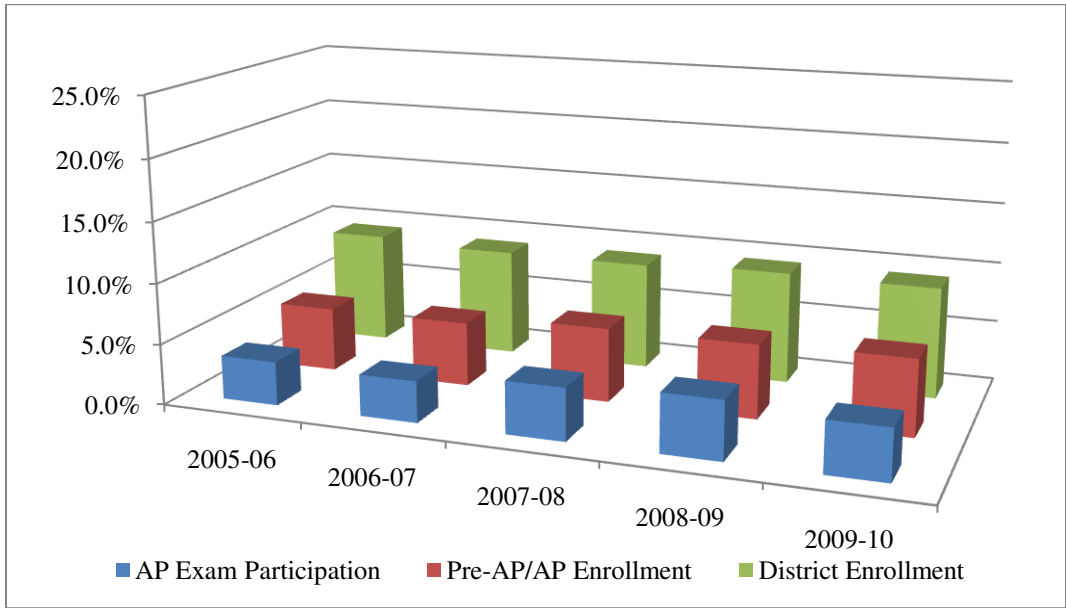
Expenditure data were collected from the CCISD Finance Department. Data were disaggregated by total expenditures during each year of the study.

Analyses

Demographics

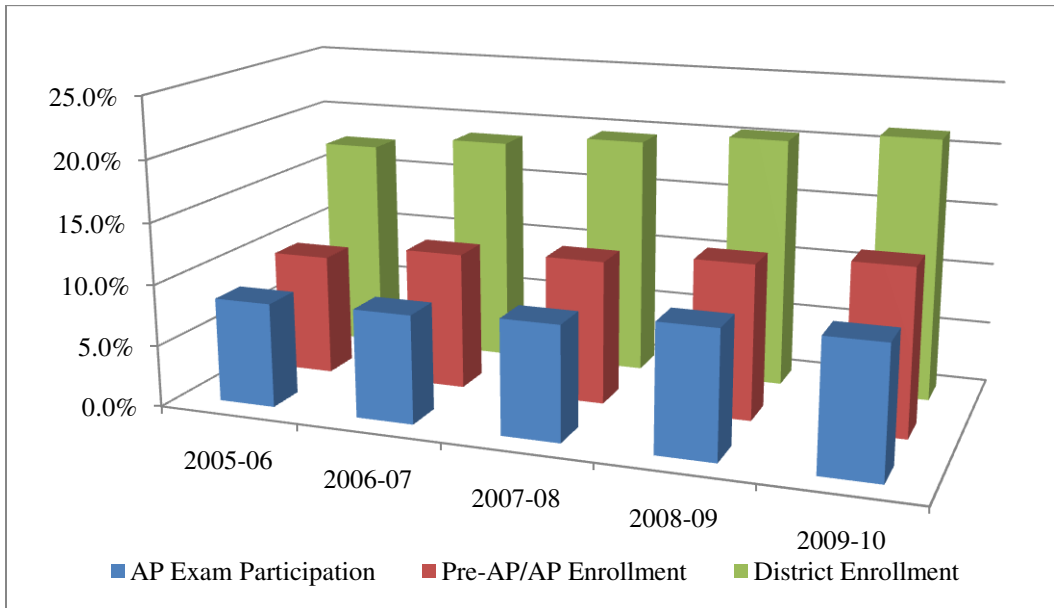
Appendices 1.1 and 1.2 compare the percentage of African American, Hispanic, White, and economically disadvantaged students enrolled in at least one Pre-AP/AP course to the percentages of these students in the population as a whole. Appendices 2.1 and 2.2 compare the percentage of African American, Hispanic, White, and economically disadvantaged students taking at least one AP exam to the percentages of these students in the population as a whole. These comparisons were completed by campus and year as well as by district and year. Exhibits 3.1 through 3.4 show these comparisons at the district level by year.

Exhibit 3.1
CCISD Pre-AP/AP Enrollment and AP Exam Demographics – African American
2006 – 2010



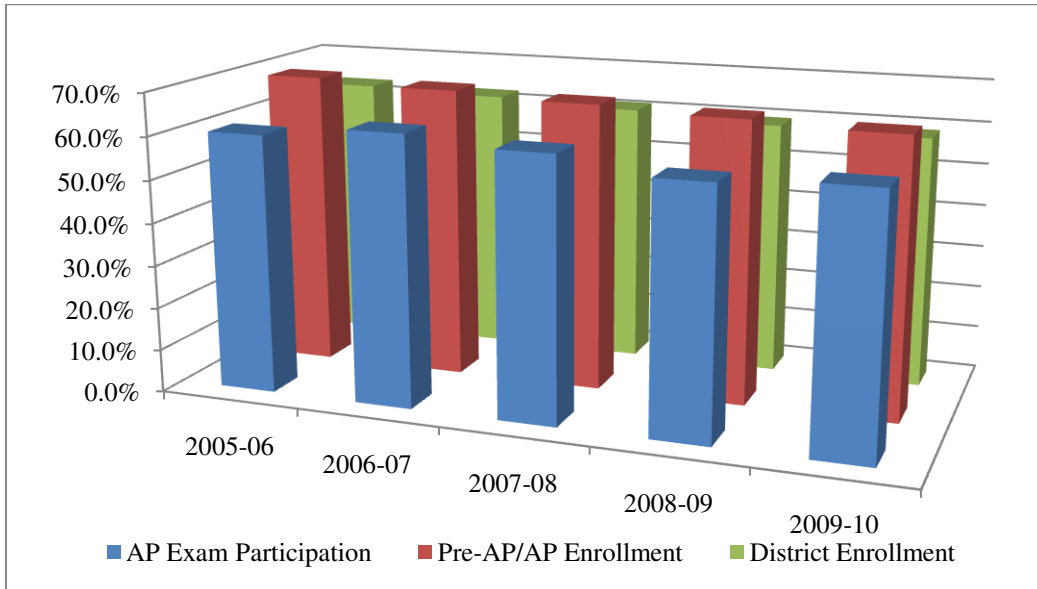
Data Source: AEIS, College Board, CCISD student information system

Exhibit 3.2
CCISD Pre-AP/AP Enrollment and AP Exam Demographics – Hispanic
2006 – 2010



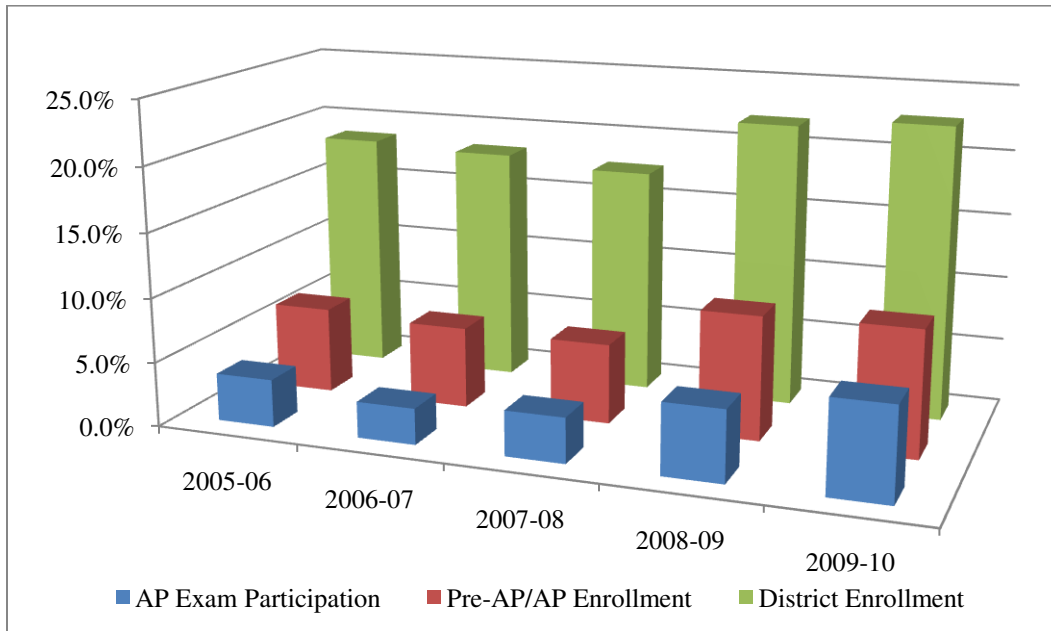
Data Source: AEIS, College Board, CCISD student information system

Exhibit 3.3
CCISD Pre-AP/AP Enrollment and AP Exam Demographics – White
2006 – 2010



Data Source: AEIS, College Board, CCISD student information system

Exhibit 3.4
CCISD Pre-AP/AP Enrollment and AP Exam Demographics – Economically Disadvantaged
2006 – 2010

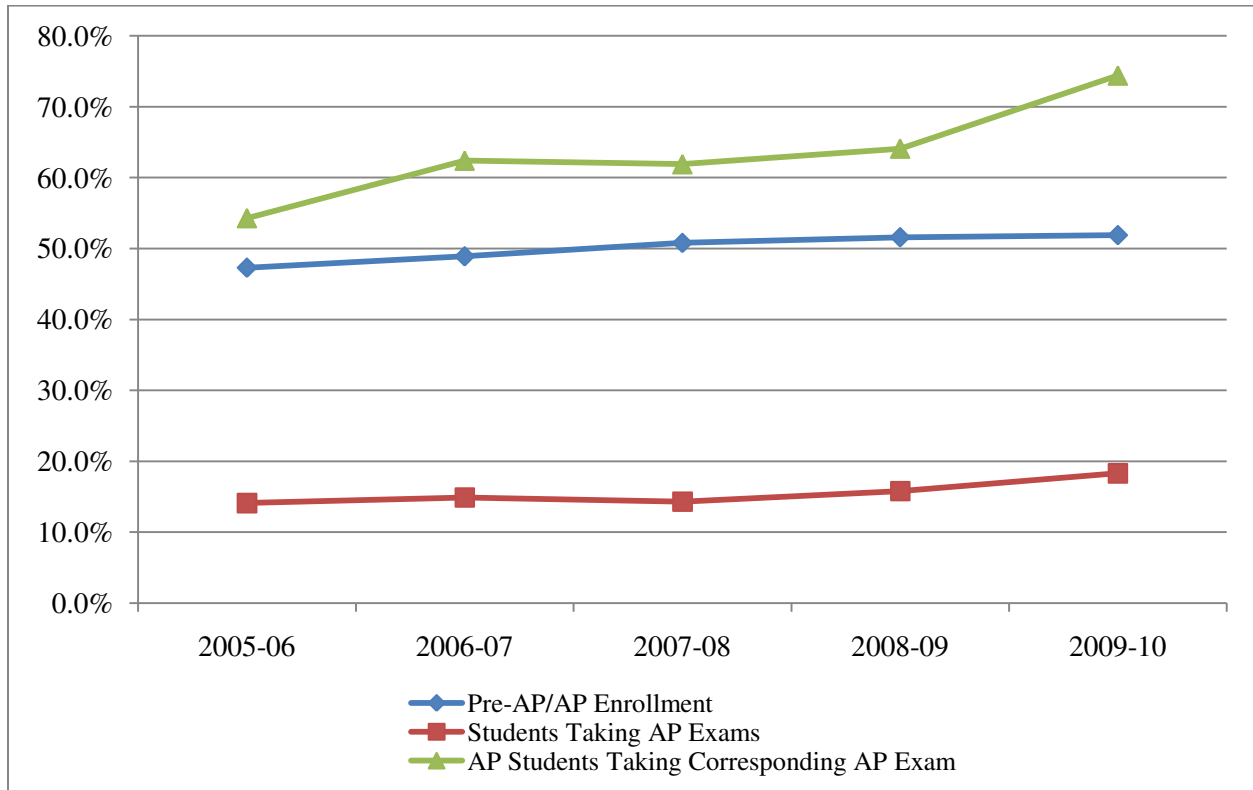


Data Source: AEIS, College Board, CCISD student information system

Pre-AP/AP Enrollment

Exhibit 4 provides a comparison of CCISD’s Pre-AP/AP enrollment and AP exam participation from 2006 – 2010. The data tables for the district level Pre-AP/AP enrollment and AP exam participation can be seen in Exhibits 5 – 7.

**Exhibit 4
CCISD Pre-AP/AP Enrollment Compared to AP Exam Participation
2006 – 2010**



Data Source: AEIS, College Board, CCISD student information system

Exhibit 5 shows the percentage of students taking at least one Pre-AP/AP course, for each year of the study. The analysis conducted was to investigate whether there was an increase in Pre-AP/AP enrollment each year. As seen in Exhibit 5, participation at the district level and on three intermediate campuses increased each year, and participation at Clear Horizons Early College High School was one-hundred percent for all years. There were not consistent year-to-year increases at the other campuses throughout the time period of the study.

Exhibit 5
Percent of Students Enrolled in at Least One Pre-AP/AP Course
2006 – 2010

Campus	2005-06 (baseline)	2006-07	2007-08	2008-09	2009-10
Clear Creek HS	41.5%	44.5%*	43.0%	43.5%*	43.9%*
Clear Lake HS	50.5%	51.7%*	54.7%*	53.7%	51.1%
Clear Brook HS	38.7%	42.1%*	42.2%*	43.7%*	43.6%
Clear Springs HS			47.5%	46.8%	45.5%
Clear Horizons ECHS			100.0%*	100.0%*	100.0%*
Seabrook IS	56.3%	58.5%*	61.2%*	61.7%*	62.0%*
Clear Lake IS	53.5%	57.4%*	61.2%*	55.4%	58.2%*
Space Center IS	61.6%	64.4%*	67.6%*	63.1%	63.0%
League City IS	55.4%	56.0%*	56.2%*	58.4%*	53.2%
Creekside IS	48.1%	45.3%	44.7%	49.5%*	50.7%*
Brookside IS	44.0%	39.8%	39.4%	39.2%	38.5%
Victory Lakes IS	34.2%	35.5%*	41.3%*	42.3%*	51.6%*
Westbrook IS	52.9%	53.1%*	54.6%*	66.1%*	71.1%*
CCISD	47.3%	48.9%*	50.8%*	51.6%*	51.9%*

* Met objective

Data Source: AEIS, CCISD student information system

AP Exam Participation

Exhibit 6 shows the percentage of high school students taking at least one AP exam for each year of the study. The analysis conducted was to investigate whether there was an increase in AP exam participation each year. There were not consistent year-to-year increases at all campuses, or at the district level throughout the time period of the study, however there was an overall increase in AP exam participation from 2006 to 2010 at all levels.

Exhibit 6
Percent of Students Taking at Least One AP Exam
2006 – 2010

Campus	2005-06 (baseline)	2006-07	2007-08	2008-09	2009-10
Clear Creek HS	8.9%	9.1%*	11.1%*	10.5%	13.2%*
Clear Lake HS	20.5%	22.4%*	20.9%	21.8%*	24.0%*
Clear Brook HS	13.0%	13.5%*	13.3%	13.3%	14.3%*
Clear Springs HS			3.9%	12.0%*	15.1%*
Clear Horizons ECHS			19.3%	42.4%*	52.9%*
CCISD	14.1%	14.9%*	14.3%	15.8%*	18.3%*

* Met objective

Data Source: AEIS, CCISD student information system

Appendices 3.1 and 3.2 show the percentage of students enrolled in an AP course who took the corresponding AP exam for each year of the study. The analysis conducted was to investigate whether fifty percent of the students enrolled in an AP course took the corresponding AP exam at both the campus and district level. Exhibit 7 shows that at the district level and on four of the five campuses, more than 50% of students enrolled in an AP course took the corresponding AP exam during the time period of the study. In addition, at the district level the percentage of AP students taking the corresponding AP exam increased twenty percent over the time period of the study.

Exhibit 7
Percent of Students Enrolled in an AP Course Taking the Corresponding AP Exam
2006 – 2010

Campus	2005-06	2006-07	2007-08	2008-09	2009-10
Clear Creek HS	50.1%*	46.7%	49.0%	50.4%*	66.7%*
Clear Lake HS	57.1%*	74.8%*	74.5%*	76.3%*	84.6%*
Clear Brook HS	54.1%*	60.7%*	54.0%*	56.3%*	62.0%*
Clear Springs HS			92.3%*	69.0%*	76.3%*
Clear Horizons ECHS			81.6%*	62.0%*	65.2%*
CCISD	54.3%*	62.4%*	61.9%*	64.1%*	74.4%*

* Met objective

Data Source: AEIS, College Board

AP Exam Scores

Exhibit 8 shows the percentage of 11th and 12th grade AP exam participants who passed at least one AP exam for each year of the study. Each campus was ranked and placed into a quartile based on the percentage of 11th and 12th grade examinees who passed at least one AP exam out of the forty schools in the school’s AEIS comparison group. The analysis conducted was to investigate whether the percentage of students passing AP exams at each campus was higher than seventy-five percent of the schools in their AEIS comparison group throughout the time period of the study. As seen in the exhibit, in seven of the fifteen instances CCISD high schools were in the first quartile of their comparison group. In 2008, all CCISD high schools were in the first quartile of their comparison group.

Exhibit 8
11th and 12th Grade AP Examinees Passing at Least One AP Exam
2006 - 2009

Year	Campus	Examinees ≥ Criterion	Rank	Quartile
2006	Clear Creek HS	72.7%	12	2
	Clear Lake HS	73.7%	12	2
	Clear Brook HS	57.7%	12	2
2007	Clear Creek HS	69.1%	15	2
	Clear Lake HS	72.7%	14	2
	Clear Brook HS	56.5%	15	2
2008	Clear Creek HS	69.5%	10	1*
	Clear Lake HS	77.1%	6	1*
	Clear Brook HS	65.3%	8	1*
	Clear Horizons ECHS	66.7%	7	1*
2009	Clear Creek HS	75.4%	9	1*
	Clear Lake HS	86.2%	2	1*
	Clear Brook HS	68.8%	8	1*
	Clear Springs HS	54.9%	23	3
	Clear Horizons ECHS	26.2%	30	3
2010	Clear Creek HS	70.9%	Not available until December 2011	
	Clear Lake HS	87.5%		
	Clear Brook HS	71.8%		
	Clear Springs HS	65.1%		
	Clear Horizons ECHS	50.0%		

*Met objective

Data source: AEIS

Appendix 4 shows the average AP exam score for each exam in which at least ten students tested, for each year of the study. AP exams are scored on a 1 to 5 scale, with passing defined as a score of 3 or higher. Average exam scores at the state and global level are provided in Appendix 4 for comparison. The analysis conducted was to investigate whether the average AP exam score for each exam would increase throughout the time period of the study. Exhibit 9 shows that the overall average AP exam score did increase during the time period of the study, however average scores by exam did not consistently increase.

Exhibit 9
Average AP Exam Scores
2006 – 2010

AP Exam	2005-06 (baseline)	2006-07	2007-08	2008-09	2009-10
Art History	2.17	2.02	2.34*	1.76	2.63*
Biology	3.16	3.10	3.17*	2.75	2.97*
Calculus AB	3.13	3.47*	3.02	3.36*	3.34
Calculus BC	4.20	4.24*	3.90	3.91*	4.04*
Chemistry	2.68	2.33	2.67*	2.75*	2.93*
Chinese Language & Culture	N/A	4.43	4.71*	4.57	4.94*
Computer Science A	2.90	2.53	2.69*	3.24*	3.05
Computer Science AB	3.20	3.59*	3.12	3.67*	N/A
Economics: Macro	3.01	2.43	2.53*	2.60*	2.78*
English Language & Composition	3.05	3.21*	3.53*	3.44	3.48*
English Literature & Composition	3.27	3.31*	3.27	3.46*	3.39
Environmental Science	2.08	2.08	2.40*	3.18*	2.90
European History	3.58	2.97	3.23*	3.53*	2.95
French Language	X	1.88	2.00*	X	2.04*
Government & Politics: Comparative	2.83	3.75*	X	X	X
Government & Politics: United States	3.22	2.78	3.15*	3.42*	3.02
Human Geography	3.65	3.61	3.71*	3.14	3.14
Music Theory	3.13	3.37*	3.16	2.83	2.97*
Physics B	2.90	3.43*	3.33	3.66*	3.21
Physics C: Electricity & Magnetism	3.82	3.14	3.32*	3.32	3.12
Physics C: Mechanics	3.58	3.69*	3.75*	3.48	3.42
Psychology	2.96	2.81	3.06*	2.94	2.99*
Spanish Language	3.28	2.71	3.19*	3.11	3.28*
Spanish Literature	3.43	3.65*	3.33	2.90	3.15*
Statistics	3.14	2.75	3.56*	3.28	3.49*
Studio Art: Drawing	3.90	3.22	3.29*	3.61*	3.83*
Studio Art: 2-D Design	2.95	3.33*	2.88	2.94*	3.31*
U.S. History	2.81	2.91*	2.79	3.19	3.21*
World History	3.10	3.40*	3.28	3.26	3.23
All Exams	3.08	3.03	3.13*	3.24*	3.24

* Met objective

Data Source: AEIS, The College Board

AP Professional Development

Exhibit 10 shows the percentage of AP teachers at each campus who completed AP professional development through the College Board. The analysis conducted was to investigate whether one hundred percent of AP teachers who taught AP courses for multiple years during the time period of this study, completed the appropriate College Board training. Based on data provided, no campus had one hundred percent of their AP teachers complete College Board training during the time period of this study. It is important to note that no centralized records have been kept on AP training, therefore the numbers reported may be lower than the actual attendance.

Exhibit 10
Percent of AP Teachers Completing College Board Professional Development
2006 – 2010

Campus	AP Teachers	Completed Training	Percent
Clear Creek HS	29	18	62%
Clear Lake HS	38	29	76%
Clear Brook HS	26	19	73%
Clear Springs HS	9	6	67%
Clear Horizons ECHS	3	2	67%
CCISD	105	72	70%

Data Source: Campus administration

Satisfaction Survey

Appendices 5.1 and 5.2 show the student satisfaction survey questions with their corresponding average Likert scale score. On the high school student survey, the average Likert scale score on each question ranged from 3.15 to 3.99. The overall average for high school students was 3.66. Questions 25 and 34 were asked for information gathering purposes only, therefore they were not included in the calculation of the overall average. On the intermediate school student survey, the average Likert scale score on each question ranged from 3.23 to 4.14. Five questions on the intermediate school student survey had an average Likert scale score greater than 4.00. The overall average for intermediate students was 3.77.

Finances

Exhibit 11 displays the financial data with respect to Pre-AP/AP program district expenses. These expenditures represent the costs associated with the purchase of instructional

materials for Pre-AP/AP courses, College Board professional development for Pre-AP/AP teachers, costs associated with Pre-AP/AP curriculum writing, and costs associated with AP exam administration that were not covered by AP exam fees collected from students. In 2006-07, *Laying the Foundations* training was provided for all ELA, math, and science Pre-AP teachers in the district which significantly increased professional development expenditures associated with the Pre-AP/AP program. In 2008-09, a larger number of students than usual qualified for AP exam fee reductions. This resulted in the district covering many of the expenses for the May 2009 AP exam administration.

Exhibit 11
Pre-AP/AP Expenditures
2006 – 2010

Year	Total Expenditures	AP Incentive Grant Expenditures	Local Expenditures	N	Cost per Student (All)	Cost per Student (Local)
2005-06	\$68,591.17	\$68,591.17	N/A	8802	\$7.79	N/A
2006-07	\$195,824.26	\$112,474.52	\$83,349.74	9147	\$21.41	\$9.11
2007-08	\$130,614.03	\$82,431.89	\$48,182.14	9734	\$13.42	\$4.95
2008-09	\$174,197.95	\$104,226.33	\$69,971.62	10155	\$17.15	\$6.89
2009-10	\$135,491.85	\$100,697.50	\$34,794.35	10384	\$13.05	\$3.35

Data Source: CCISD Finance Department

Results and Implications

Demographics

In general, the demographics of Pre-AP/AP students do not reflect the demographics of the general population at the campus or district levels. African American, Hispanic, and economically disadvantaged students are consistently underrepresented while White students are consistently overrepresented. Strategies may need to be considered to close these gaps.

Pre-AP/AP Enrollment

The percentage of students enrolled in at least one Pre-AP/AP course increased at the district level for each year of the study. Percentages did not increase consistently from year-to-year at the campus level during the time period of the study; however, some of this may be attributed to shifting student enrollment from new campus openings and other factors, such as the increase of students in the WAVE Gifted and Talented Magnet Program that occurred during the time of the study.

AP Exam Participation

The percentage of students taking at least one AP exam increased over the time period of the study at both the campus and district levels, although the increase was not consistent from year-to-year. In addition, the percentage of students taking AP exams for courses in which they were enrolled was higher than fifty percent for each year of the study at the district level and at four of the five campuses. This percentage increased during the time of the study at the district level.

AP Exam Scores

The analyses for AP exam scores show that the percentage of 11th and 12th grade AP exam participants passing at least one AP exam was higher than seventy-five percent of the students from the comparison group schools for all CCISD campuses in 2008 and for three of the five campuses in 2009. In addition, overall average AP exam scores for the district increased over the time period of the study for all AP exams for which ten or more students tested. Year-to-year increases for each exam, however, were not consistent. Increased participation on AP exams, as seen in CCISD during the period of the study, is often associated with decreases in AP exam scores, therefore the lack of consistent year-to-year increases should not necessarily be viewed as a negative. Areas of concern would be any exam with a steady or declining participation that have also seen a decrease in the average score.

AP Professional Development

AP teachers have participated in content specific College Board training; however, based on the information provided, no campus appears to have had one hundred percent of AP teachers complete College Board training during the time period of the study. Given that no centralized records were kept on AP professional development participation, the numbers reported may be lower than the actual attendance.

Satisfaction Survey

In general, students enrolled in Pre-AP/AP classes have a satisfaction level that is above neutral based on average Likert scale scores. Intermediate school students were more satisfied with their experience in Pre-AP courses than high school students were with their experience in Pre-AP/AP courses. The overall average for high school students was 3.66. The overall average for intermediate students was 3.77.

Finances

Annual Pre-AP/AP local expenditures averaged \$47,259.57 during the time period of this study. This translates to an average annual local cost per student of \$4.86.

Limitations

There were many limitations to conducting this study. Data were not always available in the format needed and in some cases were not available at all. Pre-AP course information for the 2005-06 through 2007-08 school years was not consistently coded at the campus level. On the student surveys, campuses determined how to administer the survey, whether through one or more Pre-AP/AP courses, or through advisory. This resulted in a non-random sampling of students being surveyed on some or all of the campuses. There is no centralized system for documenting participation in Pre-AP/AP summer institute professional development. In addition, local expenditures for the Pre-AP/AP program were not coded to the program until the 2006-07 school year.

Future Research

It may be noteworthy in the future to look at the correlation between Pre-AP/AP participation and commended rates on TAKS and advanced academic performance on STAAR.

Conclusions

In general, participation in the Pre-AP/AP program in CCISD and student performance on AP exams has increased; however, Pre-AP/AP students' demographics are not reflective of the general population. Below is a summary of the previously stated objectives and an indication of whether the objective was met, partially met, or not met:

Objective 1 (**Not Met**): The demographics (African American, Hispanic, White, Economically Disadvantaged) of the students taking Pre-AP/AP courses will reflect the demographics of the general CCISD student population (plus or minus 3 percentage points) at both the campus and district level.

Objective 2 (**Not Met**): The demographics (African American, Hispanic, White, Economically Disadvantaged) of the students taking AP exams will reflect the demographics of the general CCISD student population (plus or minus 3 percentage points) at both the campus and district level.

Objective 3 (**Partially Met**): The percent of students taking at least one Pre-AP/AP course will increase each year at both the campus and district level.

Objective 4 (**Partially Met**): The percent of students taking at least one AP exam will increase each year at both the campus and district level.

Objective 5 (**Partially Met**): The percentage of 11th and 12th grade students passing (as defined by a score of 3 or better) an AP exam will be higher than seventy-five percent of the forty comparable schools at each campus.

Objective 6 (**Partially Met**): Fifty percent of the students taking an AP course will take the corresponding AP exam at both the campus and district level.

Objective 7 (**Partially Met**): The average AP exam score for each test (minimum of 10 test takers) will increase each year.

Objective 8 (**Not Met**): One hundred percent of AP teachers will attend training in their content area by the beginning of the second year that they teach the course at both the campus and district level.

Objective 9 (**Not Met**): The average Likert scale score on a student satisfaction survey will be 4 on a 1 to 5 rating where 1 is strongly disagree and 5 is strongly agree at both the campus and district level.

In addition, costs associated with the Pre-AP/AP program have varied based on need, but have averaged less than \$5 per student for the four years in which local funds were designated for the Pre-AP/AP program.

Recommendations

Clear Creek ISD's Superintendent will make recommendations regarding the Pre-AP/AP program based on the information provided in this program evaluation.

References

- College Board (2011). *The 7th annual AP report to the nation*. Retrieved May 16, 2011 from apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_RTN_2011.pdf
- Dougherty, C., Mellor, L. & Jian, S. (2006). *The relationship between Advanced Placement and college graduation*. Austin, TX: National Center for Educational Accountability. Retrieved May 16, 2011 from www.nc4ea.org/files/relationship_between_ap_and_college_graduation_02-09-06.pdf
- Everson, H.T., & Donnelly, S. W. (2010). *The College Board's Advanced Placement program: A review of the literature* (Advanced Programs Initiative Working Paper). City University, New York, NY. (No. 2010-01).
- Ewing, M. (2006). The AP program and student outcomes: A summary of research. *Research Notes*. Retrieved May 16, 2011 from professionals.collegeboard.com/profdownload/pdf/RN-29.pdf
- Hargrove, L., Godin, D., & Dodd, B. (2008). *College outcomes comparisons by AP and non-AP high school experiences*. Retrieved May 16, 2011 from professionals.collegeboard.com/profdownload/pdf/08-1574_CollegeOutcomes.pdf
- Holstead, M. S., Spradlin, T. E., McGillivray, M. E., & Burroughs, N. (2010). *The impact of Advanced Placement incentive programs*. Bloomington, IN: Center for Evaluation and Education Policy. Retrieved May 16, 2011 from ceep.indiana.edu/projects/PDF/PB_V8N1_Winter_2010_EPB.pdf
- Keng, L., & Dodd, B. (2008). *A comparison of college performances of AP and non-AP student groups in 10 subject areas*. Retrieved May 16, 2011 from professionals.collegeboard.com/profdownload/pdf/08_1789_RD.ResearchReport_Web_081230.pdf
- Mattern, K. D., Shaw, E. J., & Xiong, X. (2009). *The relationship between AP exam performance and college outcomes*. Retrieved May 16, 2011 from professionals.collegeboard.com/profdownload/pdf/09b_269_RReport2009_Groups_Outcomes_WEB_091124.pdf
- Texas Education Agency (2011). *Advanced Placement and International Baccalaureate examination results in Texas 2009-10*. Retrieved July 6, 2011 from www.tea.state.tx.us/acctres/ap_ib_index.html

Appendices

Appendix 1.1

Pre-AP/AP Student Demographics by Campus

Clear Creek High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP/AP	6.0%	12.2%	72.1%	6.1%
	Total Campus	9.1%	17.2%	67.9%	13.1%
	Difference	-3.1%	-5.0%	4.2%	-7.0%
2006-07	Pre-AP/AP	6.1%	14.1%	70.3%	6.6%
	Total Campus	8.9%	18.2%	67.3%	11.9%
	Difference	-2.8%*	-4.1%	3.0%*	-5.3%
2007-08	Pre-AP/AP	5.5%	13.0%	72.5%	4.9%
	Total Campus	8.0%	18.5%	68.1%	10.7%
	Difference	-2.5%*	-5.5%	4.4%	-5.8%
2008-09	Pre-AP/AP	5.4%	12.8%	73.8%	7.1%
	Total Campus	8.5%	19.9%	66.8%	16.1%
	Difference	-3.1%	-7.1%	7.0%	-9.0%
2009-10	Pre-AP/AP	5.4%	14.1%	75.0%	8.0%
	Total Campus	7.3%	21.1%	68.0%	16.1%
	Difference	-1.9%*	-7.0%	7.0%	-8.1%

Clear Lake High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP/AP	2.8%	6.3%	69.4%	4.0%
	Total Campus	5.4%	10.5%	69.9%	7.4%
	Difference	-2.6%*	-4.2%	-0.5%*	-3.4%
2006-07	Pre-AP/AP	2.7%	7.6%	68.7%	2.6%
	Total Campus	5.1%	12.1%	68.8%	6.9%
	Difference	-2.4%*	-4.5%	-0.1%*	-4.3%
2007-08	Pre-AP/AP	3.1%	7.5%	69.4%	2.4%
	Total Campus	4.7%	12.6%	69.1%	6.5%
	Difference	-1.6%*	-5.1%	0.3%*	-4.1%
2008-09	Pre-AP/AP	2.9%	8.0%	68.6%	4.7%
	Total Campus	4.9%	13.1%	68.4%	11.1%
	Difference	-2.0%*	-5.1%	0.2%*	-6.4%
2009-10	Pre-AP/AP	2.6%	8.5%	67.4%	3.6%
	Total Campus	5.5%	13.3%	67.7%	9.6%
	Difference	-2.9%*	-4.8%	-0.3%*	-6.0%

* Met objective

Data Source: AEIS, CCISD student information system

Clear Brook High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP/AP	7.8%	13.5%	58.1%	8.7%
	Total Campus	13.3%	17.6%	56.0%	14.5%
	Difference	-5.5%	-4.1%	2.1%*	-5.8%
2006-07	Pre-AP/AP	8.7%	13.8%	57.2%	8.7%
	Total Campus	14.0%	18.3%	54.4%	13.6%
	Difference	-5.3%	-4.5%	2.8%*	-4.9%
2007-08	Pre-AP/AP	10.7%	13.4%	55.2%	8.4%
	Total Campus	15.6%	19.3%	51.5%	14.7%
	Difference	-4.9%	-5.9%	3.7%	-6.3%
2008-09	Pre-AP/AP	10.7%	14.1%	54.1%	12.0%
	Total Campus	16.8%	19.6%	49.9%	19.5%
	Difference	-6.1%	-5.5%	4.2%	-7.5%
2009-10	Pre-AP/AP	10.1%	15.8%	51.3%	14.2%
	Total Campus	16.3%	21.2%	48.0%	20.4%
	Difference	-6.2%	-5.4%	3.3%	-6.2%

Clear Springs High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2007-08	Pre-AP/AP	11.9%	14.1%	60.3%	5.5%
	Total Campus	12.5%	18.6%	60.1%	9.6%
	Difference	-0.6%*	-4.5%	0.2%*	-4.1%
2008-09	Pre-AP/AP	10.8%	16.6%	58.8%	9.4%
	Total Campus	13.6%	19.5%	58.7%	14.2%
	Difference	-2.8%*	-2.9%	0.1%*	-4.8%
2009-10	Pre-AP/AP	9.3%	15.5%	60.8%	7.9%
	Total Campus	12.3%	19.4%	59.2%	12.4%
	Difference	-3.0%*	-3.9%	1.6%*	-4.5%

Clear Horizons Early College High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2007-08	Pre-AP/AP	8.7%	21.7%	50.2%	15.0%
	Total Campus	8.7%	21.7%	50.2%	15.0%
	Difference	0.0%*	0.0%*	0.0%*	0.0%*
2008-09	Pre-AP/AP	7.8%	20.4%	49.8%	22.3%
	Total Campus	7.8%	20.4%	49.8%	22.3%
	Difference	0.0%*	0.0%*	0.0%*	0.0%*
2009-10	Pre-AP/AP	5.5%	24.0%	48.6%	25.2%
	Total Campus	5.5%	24.0%	48.6%	25.2%
	Difference	0.0%*	0.0%*	0.0%*	0.0%*

* Met objective

Seabrook Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	2.6%	7.6%	82.0%	4.8%
	Total Campus	3.5%	11.0%	80.1%	10.4%
	Difference	-0.9%*	-3.4%	1.9%*	-5.6%
2006-07	Pre-AP	2.2%	8.7%	81.9%	3.5%
	Total Campus	3.2%	11.4%	79.5%	10.4%
	Difference	-1.0%*	-2.7%*	2.4%*	-6.9%
2007-08	Pre-AP	2.4%	12.5%	77.5%	4.7%
	Total Campus	3.4%	13.9%	76.7%	10.7%
	Difference	-1.0%*	-1.4%*	0.8%*	-6.0%
2008-09	Pre-AP	3.1%	11.2%	77.8%	9.9%
	Total Campus	4.1%	14.4%	75.0%	18.0%
	Difference	-1.0%*	-3.2%	2.8%*	-8.1%
2009-10	Pre-AP	3.1%	13.4%	74.4%	6.3%
	Total Campus	4.2%	15.1%	73.8%	12.4%
	Difference	-1.1%*	-1.7%*	0.6%*	-6.1%

Clear Lake Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	6.1%	9.5%	63.4%	7.2%
	Total Campus	8.5%	15.1%	61.2%	16.4%
	Difference	-2.4%*	-5.6%	2.2%*	-9.2%
2006-07	Pre-AP	4.8%	11.7%	62.5%	9.0%
	Total Campus	8.0%	16.6%	59.0%	18.4%
	Difference	-3.2%	-4.9%	3.5%	-9.4%
2007-08	Pre-AP	5.2%	11.6%	63.5%	8.1%
	Total Campus	7.1%	17.8%	59.5%	15.0%
	Difference	-1.9%*	-6.2%	4.0%	-6.9%
2008-09	Pre-AP	5.0%	14.5%	65.3%	13.2%
	Total Campus	9.6%	21.5%	57.1%	23.6%
	Difference	-4.6%	-7.0%	8.2%	-10.4%
2009-10	Pre-AP	7.3%	14.4%	64.4%	12.9%
	Total Campus	11.5%	20.1%	57.3%	23.8%
	Difference	-4.2%	-5.7%	7.1%	-10.9%

* Met objective

Data Source: AEIS, CCISD student information system

Space Center Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	2.5%	6.7%	73.0%	2.8%
	Total Campus	7.1%	10.1%	69.5%	9.9%
	Difference	-4.6%	-3.4%	3.5%	-7.1%
2006-07	Pre-AP	2.7%	7.3%	71.5%	2.7%
	Total Campus	6.6%	11.1%	68.2%	8.9%
	Difference	-3.9%	-3.8%	3.3%	-6.2%
2007-08	Pre-AP	2.8%	7.6%	73.5%	4.0%
	Total Campus	7.5%	11.4%	68.2%	10.5%
	Difference	-4.7%	-3.8%	5.3%	-6.5%
2008-09	Pre-AP	3.2%	8.7%	70.5%	6.8%
	Total Campus	8.2%	15.0%	62.3%	18.0%
	Difference	-5.0%	-6.3%	8.2%	-11.2%
2009-10	Pre-AP	3.3%	9.0%	68.9%	6.7%
	Total Campus	6.5%	16.4%	62.1%	18.1%
	Difference	-3.2%	-7.4%	6.8%	-11.4%

League City Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	3.5%	8.4%	82.2%	6.8%
	Total Campus	5.6%	13.2%	76.6%	14.3%
	Difference	-2.1%*	-4.8%	5.6%	-7.5%
2006-07	Pre-AP	2.3%	10.3%	81.0%	6.5%
	Total Campus	4.1%	14.2%	77.0%	14.1%
	Difference	-1.8%*	-3.9%	4.0%	-7.6%
2007-08	Pre-AP	3.3%	11.1%	80.8%	7.1%
	Total Campus	5.4%	15.3%	75.5%	13.3%
	Difference	-2.1%*	-4.2%	5.3%	-6.2%
2008-09	Pre-AP	4.3%	11.8%	79.0%	11.1%
	Total Campus	6.4%	16.6%	73.1%	18.3%
	Difference	-2.1%*	-4.8%	5.9%	-7.2%
2009-10	Pre-AP	3.1%	12.0%	79.5%	13.3%
	Total Campus	5.3%	19.2%	71.6%	21.8%
	Difference	-2.2%*	-7.2%	7.9%	-8.5%

* Met objective

Data Source: AEIS, CCISD student information system

Creekside Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	8.6%	15.8%	65.6%	12.2%
	Total Campus	11.4%	19.9%	61.1%	18.6%
	Difference	-2.8%*	-4.1%	4.5%	-6.4%
2006-07	Pre-AP	6.7%	17.9%	67.3%	11.7%
	Total Campus	9.7%	23.8%	60.4%	18.1%
	Difference	-3.0%*	-5.9%	6.9%	-6.4%
2007-08	Pre-AP	8.8%	18.4%	64.6%	10.2%
	Total Campus	10.7%	23.7%	59.6%	15.1%
	Difference	-1.9%*	-5.3%	5.0%	-4.9%
2008-09	Pre-AP	9.3%	19.9%	62.4%	12.8%
	Total Campus	10.8%	23.6%	59.7%	20.3%
	Difference	-1.5%*	-3.7%	2.7%*	-7.5%
2009-10	Pre-AP	8.0%	20.2%	63.4%	13.4%
	Total Campus	9.9%	23.1%	60.8%	22.2%
	Difference	-1.9%*	-2.9%*	2.6%*	-8.8%

Brookside Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	11.9%	14.1%	61.0%	13.3%
	Total Campus	15.1%	21.3%	54.7%	22.1%
	Difference	-3.2%	-7.2%	6.3%	-8.8%
2006-07	Pre-AP	12.6%	15.1%	63.5%	10.1%
	Total Campus	16.4%	19.9%	56.1%	21.9%
	Difference	-3.8%	-4.8%	7.4%	-11.8%
2007-08	Pre-AP	13.8%	15.0%	58.9%	10.7%
	Total Campus	16.9%	23.2%	50.2%	20.2%
	Difference	-3.1%	-8.2%	8.7%	-9.5%
2008-09	Pre-AP	11.3%	17.9%	58.6%	14.1%
	Total Campus	16.9%	24.4%	49.7%	26.7%
	Difference	-5.6%	-6.5%	8.9%	-12.6%
2009-10	Pre-AP	14.9%	18.6%	54.5%	18.0%
	Total Campus	16.2%	25.6%	48.9%	31.2%
	Difference	-1.3%*	-7.0%	5.6%	-13.2%

* Met objective

Data Source: AEIS, CCISD student information system

Victory Lakes Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	6.0%	14.7%	68.3%	9.4%
	Total Campus	12.0%	25.8%	57.2%	24.7%
	Difference	-6.0%	-11.1%	11.1%	-15.3%
2006-07	Pre-AP	8.2%	13.5%	68.7%	6.2%
	Total Campus	10.8%	27.9%	56.8%	23.3%
	Difference	-2.6%*	-14.4%	11.9%	-17.1%
2007-08	Pre-AP	8.4%	14.2%	67.7%	5.6%
	Total Campus	10.6%	25.3%	57.3%	22.1%
	Difference	-2.2%*	-11.1%	10.4%	-16.5%
2008-09	Pre-AP	7.3%	16.3%	65.9%	13.3%
	Total Campus	10.0%	25.7%	57.7%	26.9%
	Difference	-2.7%*	-9.4%	8.2%	-13.6%
2009-10	Pre-AP	7.2%	17.9%	65.2%	9.1%
	Total Campus	9.7%	20.2%	63.5%	16.0%
	Difference	-2.5%*	-2.3%*	1.7%*	-6.9%

Westbrook Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP	7.4%	8.2%	63.6%	10.5%
	Total Campus	17.0%	19.1%	49.2%	22.9%
	Difference	-9.6%	-10.9%	14.4%	-12.4%
2006-07	Pre-AP	7.0%	9.1%	58.6%	10.5%
	Total Campus	14.0%	20.3%	47.8%	21.7%
	Difference	-7.0%	-11.2%	10.8%	-11.2%
2007-08	Pre-AP	6.5%	11.3%	55.7%	10.9%
	Total Campus	14.3%	20.6%	46.5%	14.3%
	Difference	-7.8%	-9.3%	9.2%	-3.4%
2008-09	Pre-AP	6.5%	9.7%	53.3%	10.0%
	Total Campus	12.1%	17.9%	44.7%	18.8%
	Difference	-5.6%	-8.2%	8.6%	-8.8%
2009-10	Pre-AP	5.9%	11.4%	54.7%	11.1%
	Total Campus	11.7%	18.1%	47.1%	19.2%
	Difference	-5.8%	-6.7%	7.6%	-8.1%

Clear Creek Intermediate School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2009-10	Pre-AP	9.8%	12.8%	73.7%	14.2%
	Total Campus	11.3%	25.5%	60.4%	30.4%
	Difference	-1.5%*	-12.7%	13.3%	-16.2%

* Met objective

Data Source: AEIS, CCISD student information system

Appendix 1.2

Clear Creek ISD Pre-AP/AP Student Demographics

Clear Creek ISD

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	Pre-AP/AP	5.3%	9.9%	69.2%	6.7%
	Total Campus	9.3%	17.5%	63.1%	18.6%
	Difference	-4.0%	-7.6%	6.1%	-11.9%
2006-07	Pre-AP/AP	5.3%	11.2%	68.1%	6.3%
	Total Campus	8.9%	18.6%	62.3%	18.2%
	Difference	-3.6%	-7.4%	5.8%	-11.9%
2007-08	Pre-AP/AP	6.1%	11.7%	66.9%	6.2%
	Total Campus	8.9%	19.5%	61.1%	17.5%
	Difference	-2.8%*	-7.8%	5.8%	-11.3%
2008-09	Pre-AP/AP	6.1%	12.6%	65.7%	9.6%
	Total Campus	9.3%	20.4%	59.5%	22.0%
	Difference	-3.2%	-7.8%	6.2%	-12.4%
2009-10	Pre-AP/AP	6.3%	13.5%	64.6%	9.8%
	Total Campus	9.2%	21.3%	58.8%	22.7%
	Difference	-2.9%*	-7.8%	5.8%	-12.9%

* Met objective

Data Source: AEIS, CCISD student information system

Appendix 2.1

AP Exam Participation Demographics by Campus

Clear Creek High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	AP Exam	3.8%	12.0%	66.4%	4.7%
	Total Campus	9.1%	17.2%	67.9%	13.1%
	Difference	-5.3%	-5.2%	-1.5%*	-8.4%
2006-07	AP Exam	3.9%	12.5%	66.6%	3.3%
	Total Campus	8.9%	18.2%	67.3%	11.9%
	Difference	-5.0%	-5.7%	-0.7%*	-8.6%
2007-08	AP Exam	4.3%	14.2%	64.2%	4.6%
	Total Campus	8.0%	18.5%	68.1%	10.7%
	Difference	-3.7%	-4.3%	-3.9%	-6.1%
2008-09	AP Exam	3.7%	13.9%	68.4%	3.7%
	Total Campus	8.5%	19.9%	66.8%	16.1%
	Difference	-4.8%	-6.0%	1.6%*	-12.4%
2009-10	AP Exam	3.7%	12.5%	75.4%	3.1%
	Total Campus	7.3%	21.1%	68.0%	16.1%
	Difference	-3.6%	-8.6%	7.4%	-13.0%

Clear Lake High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	AP Exam	2.0%	4.6%	61.8%	1.7%
	Total Campus	5.4%	10.5%	69.9%	7.4%
	Difference	-3.4%	-5.9%	-8.1%	-5.7%
2006-07	AP Exam	2.4%	6.2%	64.2%	1.6%
	Total Campus	5.1%	12.1%	68.8%	6.9%
	Difference	-2.7%*	-5.9%	-4.6%	-5.3%
2007-08	AP Exam	2.4%	6.3%	62.8%	1.6%
	Total Campus	4.7%	12.6%	69.1%	6.5%
	Difference	-2.3%*	-6.3%	-6.3%	-4.9%
2008-09	AP Exam	2.6%	7.3%	59.5%	3.3%
	Total Campus	4.9%	13.1%	68.4%	11.1%
	Difference	-2.3%*	-5.8%	-8.9%	-7.8%
2009-10	AP Exam	1.9%	6.4%	59.1%	2.6%
	Total Campus	5.5%	13.3%	67.7%	9.6%
	Difference	-3.6%	-6.9%	-8.6%	-7.0%

* Met objective

Data Source: PEIMS records, College Board reports

Clear Brook High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	AP Exam	6.6%	13.1%	52.2%	6.8%
	Total Campus	13.3%	17.6%	56.0%	14.5%
	Difference	-6.7%	-4.5%	-3.8%	-7.7%
2006-07	AP Exam	4.8%	10.8%	57.2%	4.5%
	Total Campus	14.0%	18.3%	54.4%	13.6%
	Difference	-9.2%	-7.5%	2.8%*	-9.1%
2007-08	AP Exam	7.7%	10.3%	55.3%	4.3%
	Total Campus	15.6%	19.3%	51.5%	14.7%
	Difference	-7.9%	-9.0%	3.8%	-10.4%
2008-09	AP Exam	9.0%	9.3%	50.7%	6.1%
	Total Campus	16.8%	19.6%	49.9%	19.5%
	Difference	-7.8%	-10.3%	0.8%*	-13.4%
2009-10	AP Exam	7.1%	13.4%	48.8%	12.3%
	Total Campus	16.3%	21.2%	48.0%	20.4%
	Difference	-9.2%	-7.8%	0.8%*	-8.1%

Clear Springs High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2007-08	AP Exam	0.0%	6.7%	73.3%	2.2%
	Total Campus	12.5%	18.6%	60.1%	9.6%
	Difference	-12.5%	-11.9%	13.2%	-7.4%
2008-09	AP Exam	8.3%	13.4%	52.1%	6.0%
	Total Campus	13.6%	19.5%	58.7%	14.2%
	Difference	-5.3%	-6.1%	-6.6%	-8.2%
2009-10	AP Exam	6.5%	10.6%	58.5%	6.5%
	Total Campus	12.3%	19.4%	59.2%	12.4%
	Difference	-5.8%	-8.8%	-0.7%*	-5.9%

Clear Horizons Early College High School

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2007-08	AP Exam	12.5%	17.5%	35.0%	25.0%
	Total Campus	8.7%	21.7%	50.2%	15.0%
	Difference	3.8%	-4.2%	-15.2%	10.0%
2008-09	AP Exam	3.5%	18.4%	44.7%	22.8%
	Total Campus	7.8%	20.4%	49.8%	22.3%
	Difference	-4.3%	-2.0%*	-5.1%	0.5%*
2009-10	AP Exam	4.7%	20.3%	50.0%	27.3%
	Total Campus	5.5%	24.0%	48.6%	25.2%
	Difference	-0.8%*	-3.7%	1.4%*	2.1%*

* Met objective

Appendix 2.2

Clear Creek ISD AP Exam Participation Demographics

Clear Creek ISD

Year	Program	African American	Hispanic	White	Economically Disadvantaged
2005-06	AP Exam	3.6%	8.5%	60.4%	3.7%
	Total Campus	9.3%	17.5%	63.1%	18.6%
	Difference	-5.7%	-9.0%	-2.7%*	-14.9%
2006-07	AP Exam	3.4%	8.8%	63.0%	2.8%
	Total Campus	8.9%	18.6%	62.3%	18.2%
	Difference	-5.5%	-9.8%	0.7%*	-15.4%
2007-08	AP Exam	4.3%	9.3%	61.0%	3.5%
	Total Campus	8.9%	19.5%	61.1%	17.5%
	Difference	-4.6%	-10.2%	-0.1%*	-14.0%
2008-09	AP Exam	4.8%	10.3%	57.4%	5.5%
	Total Campus	9.3%	20.4%	59.5%	22.0%
	Difference	-4.5%	-10.1%	-2.1%*	-16.5%
2009-10	AP Exam	4.2%	10.5%	58.9%	7.2%
	Total Campus	9.2%	21.3%	58.8%	22.7%
	Difference	-5.0%	-10.8%	0.1%*	-15.5%

* Met objective

Data Source: PEIMS records, College Board reports

Appendix 3.1

Percent of AP Students Taking the Corresponding AP Exam by Campus

Clear Creek High School

Course	2005-06	2006-07	2007-08	2008-09	2009-10
Art History	10.6%	19.3%	17.6%	15.4%	60.0%*
Biology	42.3%	53.8%*	52.4%*	64.3%*	77.8%*
Calculus AB	58.3%*	29.0%	38.7%	75.8%*	89.7%*
Calculus BC	100.0%*	100.0%*	22.2%		66.7%*
Chemistry	72.7%*	83.3%*	35.6%	46.7%	
Computer Science A	41.8%	45.7%	61.5%*	46.2%	50.0%*
Computer Science AB	17.6%	40.0%	52.9%*	20.0%	
Economics: Macro	56.3%*	44.0%	51.6%*	25.0%	21.3%
Economics: Micro		100.0%*	100.0%*		
English Language & Composition	78.2%*	74.5%*	84.3%*	79.4%*	85.0%*
English Literature & Composition	77.0%*	80.2%*	76.3%*	68.9%*	81.3%*
Environmental Science			43.6%	31.3%	55.2%*
European History				50.0%*	
French Language	0.0%	11.1%	18.2%	30.0%	37.5%
French Literature			0.0%		
German Language	25.0%	50.0%*		40.0%	40.0%
Govt & Politics: United States	53.8%*	47.0%	49.1%	44.3%	68.5%*
Human Geography	41.7%	54.8%*	44.4%	54.8%*	55.1%*
Latin Literature			0.0%	0.0%	
Latin Vergil		0.0%			
Music Theory	66.7%*	38.9%	23.8%	36.4%	50.0%*
Physics B	75.0%*	36.8%	27.8%	43.8%	92.9%*
Physics C			27.8%	83.3%*	100.0%*
Psychology	15.3%	28.6%	37.4%	29.6%	38.9%
Spanish Language	79.3%*	62.8%*	47.1%	60.6%*	88.9%*
Spanish Literature	80.0%*	78.6%*	50.0%*	83.3%*	71.4%*
Statistics	52.8%*	3.1%	43.9%	35.1%	71.4%*
Studio Art: Drawing	55.6%*	61.5%*	20.0%	26.7%	16.7%
Studio Art: 2-D Design	40.0%	42.9%	60.0%*	27.3%	33.3%
Studio Art: 3-D Design	15.4%	20.0%	27.3%	66.7%*	100.0%*
U.S. History	70.8%*	74.8%*	66.7%*	77.6%*	86.9%*
World History	72.5%*	81.3%*	74.4%*	85.2%*	83.3%*

*Met objective

Data Source: College Board reports, CCISD student information system

Clear Lake High School

Course	2005-06	2006-07	2007-08	2008-09	2009-10
Art History	5.9%	76.9%*	88.9%*		92.3%
Biology	62.1%*	79.2%*	74.7%*	67.6%*	91.1%*
Calculus AB	65.5%*	83.6%*	79.3%*	84.6%*	95.0%*
Calculus BC	84.2%*	91.7%*	83.3%*	97.3%*	97.2%*
Chemistry	45.7%	75.9%*	70.6%*	77.5%*	80.4%*
Chinese Language & Culture				66.7%*	25.0%
Computer Science A	61.7%*	80.3%*	51.1%*	81.8%*	82.8%*
Computer Science AB	77.8%*	63.2%*	83.3%*	71.4%*	
Economics: Macro	41.6%	34.7%	55.0%*	46.3%	52.6%*
English Language & Composition	45.0%	86.2%*	91.3%*	96.5%*	97.5%*
English Literature & Composition	58.9%*	86.4%*	74.5%*	85.5%*	80.6%*
Environmental Science	32.3%	12.5%	40.0%	53.3%*	91.8%*
European History	37.8%	79.7%*	52.5%*	36.8%	67.9%*
French Language	25.0%	59.3%*	35.0%	15.4%	59.1%*
French Literature	20.0%	50.0%*	40.0%	0.0%	
German Language	14.3%	20.0%	33.3%	20.0%	100.0%*
Govt & Politics: Comparative	29.7%	90.9%*			
Govt & Politics: United States	54.9%*	62.3%*	58.7%*	65.1%*	70.6%*
Human Geography			35.5%	87.5%*	93.8%*
Latin Literature			50.0%*		
Latin Vergil	0.0%	50.0%*		0.0%	63.6%*
Music Theory	48.1%	61.8%*	71.0%*	26.1%	55.6%*
Physics B	27.1%	49.0%	72.2%*	64.1%*	76.2%*
Physics C	60.9%*	68.4%*	84.8%*	82.8%*	90.4%*
Psychology	54.8%*	62.2%*	57.0%*	68.0%*	82.5%*
Spanish Language	65.0%*	69.0%*	85.0%*	85.4%*	87.2%*
Spanish Literature	53.8%*	87.5%*	100.0%*	90.0%*	81.3%*
Statistics	72.0%*	89.9%*	76.3%*	87.5%*	81.4%*
Studio Art: Drawing	50.0%*	76.9%*	85.0%*	81.3%*	77.8%*
Studio Art: 2-D Design	47.4%	69.2%*	92.3%*	73.7%*	88.2%*
Studio Art: 3-D Design	30.0%	45.5%	50.0%*	100.0%*	100.0%*
U.S. History	75.9%*	82.8%*	88.1%*	87.2%*	88.6%*
World History	82.6%*	94.0%*	90.0%*	90.0%*	91.7%*

*Met objective

Data Source: College Board reports, CCISD student information system

Clear Brook High School

Course	2005-06	2006-07	2007-08	2008-09	2009-10
Biology	50.0%*	55.1%*	53.8%*	72.4%*	71.4%*
Calculus AB	68.8%*	69.8%*	59.5%*	69.4%*	82.8%*
Calculus BC	68.4%*	80.0%*	77.3%*	75.0%*	100.0%*
Chemistry	64.7%*	66.7%*	34.2%	20.0%	85.0%*
Chinese Language & Culture				100.0%*	100.0%*
Computer Science A	50.0%*	65.3%*	71.0%*	57.7%*	73.3%*
Computer Science AB	10.0%	81.8%*	0.0%	85.7%*	
Economics: Macro	26.8%	34.1%	32.3%	19.8%	17.3%
English Language & Composition	79.0%*	89.2%*	86.6%*	75.7%*	91.0%*
English Literature & Composition	88.6%*	76.6%*	74.3%*	74.8%*	74.5%*
Environmental Science		90.9%*	29.0%	10.4%	22.0%
European History	45.0%	26.1%	34.6%	25.3%	29.5%
French Language	0.0%	0.0%	100.0%*	0.0%	0.0%
German Language	0.0%	0.0%	0.0%	0.0%	0.0%
Govt & Politics: United States	31.6%	58.5%*	46.3%	48.4%	56.0%*
Human Geography				68.4%*	96.6%*
Latin Literature		9.1%			
Latin Vergil	0.0%		25.0%	0.0%	40.0%
Music Theory	18.2%	7.1%	23.1%	61.5%*	28.6%
Physics B					62.5%*
Physics C	38.5%	60.0%*	66.7%*	76.9%*	
Psychology	53.8%*	52.8%*	55.2%*	60.0%*	71.2%*
Spanish Language	47.1%	46.7%	27.8%	42.3%	62.5%*
Spanish Literature	22.2%	20.0%	71.4%*	55.6%*	50.0%*
Statistics	20.1%	42.9%	21.1%	60.0%*	61.4%*
Studio Art: Drawing	0.0%	0.0%	33.3%	37.5%	0.0%
Studio Art: 2-D Design	50.0%*	77.8%*	58.3%*	55.6%*	76.9%*
Studio Art: 3-D Design	0.0%				
U.S. History	76.2%*	84.6%*	79.0%*	77.1%*	86.4%*
World History	85.0%*	87.0%*	90.7%*	84.7%*	92.3%*

*Met objective

Data Source: College Board reports, CCISD student information system

Clear Springs High School

Course	2005-06	2006-07	2007-08	2008-09	2009-10
Biology					90.7%*
Calculus AB				100.0%*	85.3%*
Calculus BC					100.0%*
Chemistry				92.9%*	82.4%*
Computer Science A			83.3%*	50.0%*	16.7%
Computer Science AB				50.0%*	
Economics: Macro					50.0%*
English Language & Composition				46.6%	83.3%*
English Literature & Composition					89.6%*
Environmental Science					66.7%*
French Language					75.0%*
Govt & Politics: United States					53.0%*
Human Geography				69.0%	89.3%*
Music Theory					68.8%*
Physics B					77.8%*
Physics C					100.0%*
Psychology				85.7%*	58.3%*
Spanish Language				80.0%*	58.3%*
Statistics					60.0%*
Studio Art: 2-D Design				75.0%*	25.0%
Studio Art: 3-D Design				66.7%*	100.0%*
U.S. History				66.9%*	79.9%*
World History			95.0%*	91.2%*	95.6%*

Clear Horizons Early College High School

Course	2005-06	2006-07	2007-08	2008-09	2009-10
English Language & Composition			56.3%*	74.5%*	60.3%*
Human Geography				66.7%*	61.5%*
World History			93.9%*	53.5%*	74.4%*

*Met objective

Data Source: College Board reports, CCISD student information system

Appendix 3.2

Percent of AP Students Taking the Corresponding AP Exam

Clear Creek ISD

Course	2005-06	2006-07	2007-08	2008-09	2009-10
Art History	10.1%	22.5%	26.0%	15.4%	72.7%*
Biology	52.3%*	61.0%*	62.7%*	67.3%*	87.2%*
Calculus AB	64.1%*	66.4%*	61.8%*	79.3%*	89.2%*
Calculus BC	76.9%*	90.0%*	74.0%*	93.3%*	96.5%*
Chemistry	60.8%*	76.4%*	45.3%	59.6%*	81.9%*
Chinese Language & Culture				75.0%*	62.5%*
Computer Science A	49.4%	60.8%*	59.4%*	67.1%*	75.0%*
Computer Science AB	30.6%	62.5%*	61.3%*	53.8%*	
Economics: Macro	42.0%	36.8%	45.8%	34.9%	34.2%
Economics: Micro		100.0%*	100.0%*		
English Language & Composition	63.0%*	83.5%*	86.8%*	78.2%*	86.7%*
English Literature & Composition	71.2%*	82.3%*	74.8%*	77.6%*	80.2%*
Environmental Science	32.3%	44.4%	37.8%	28.2%	51.4%*
European History	41.2%	58.3%*	42.3%	31.9%	48.3%
French Language	17.6%	40.5%	31.3%	19.2%	55.0%*
French Literature	20.0%	50.0%*	33.3%	0.0%	
German Language	14.3%	12.5%	9.1%	21.4%	53.8%*
Govt & Politics: Comparative	29.7%	90.9%*			
Govt & Politics: United States	48.7%	57.1%*	51.1%*	52.2%*	60.9%*
Human Geography	41.7%	54.8%*	38.8%	74.0%*	79.7%*
Latin Literature		9.1%	28.6%	0.0%	
Latin Vergil	0.0%	37.5%	25.0%	0.0%	56.3%*
Music Theory	42.2%	43.9%	39.6%	38.3%	52.2%*
Physics B	39.1%	45.6%	50.0%*	58.2%*	78.8%*
Physics C	52.8%*	66.0%*	73.4%*	82.2%*	92.2%*
Psychology	34.3%	41.7%	46.8%	48.4%	58.5%*
Spanish Language	66.3%*	60.9%*	53.5%*	68.3%*	77.6%*
Spanish Literature	56.8%*	70.4%*	73.3%*	76.0%*	76.0%*
Statistics	38.7%	43.8%	53.5%*	64.7%*	74.1%*
Studio Art: Drawing	46.2%	56.3%*	60.6%*	47.6%	63.2%*
Studio Art: 2-D Design	45.7%	61.1%*	73.3%*	60.8%*	73.0%*
Studio Art: 3-D Design	21.6%	30.8%	30.8%	71.4%*	100.0%*
U.S. History	75.1%*	81.6%*	81.8%*	79.3%*	86.0%*
World History	81.2%*	89.4%*	89.3%*	80.7%*	87.7%*

*Met objective

Data Source: College Board reports, CCISD student information system

Appendix 4

Clear Creek ISD Average AP Exam Scores

AP Exam	2005-06	2006-07	2007-08	2008-09	2009-10
Art History	2.17	2.02	2.34*	1.76	2.63*
Tested	18	52	41	21	24
State Average	2.49	2.60	2.53	2.48	2.66
Global Average	2.72	2.88	2.79	2.74	2.89
Biology	3.16	3.10	3.17*	2.75	2.97*
Tested	125	109	139	102	117
State Average	2.75	2.68	2.34	2.32	2.30
Global Average	3.04	3.04	2.68	2.71	2.65
Calculus AB	3.13	3.47*	3.02	3.36*	3.34
Tested	247	245	214	256	323
State Average	2.62	2.49	2.60	2.57	2.44
Global Average	3.02	2.94	3.03	2.99	2.81
Calculus BC	4.20	4.24*	3.90	3.91*	4.04*
Tested	35	29	59	44	57
State Average	3.54	3.47	3.42	3.40	3.57
Global Average	3.71	3.71	3.72	3.72	3.86
Chemistry	2.68	2.33	2.67*	2.75*	2.93*
Tested	69	108	54	55	69
State Average	2.60	2.55	2.37	2.41	2.34
Global Average	2.84	2.79	2.80	2.80	2.76
Chinese Language & Culture	N/A	4.43	4.71*	4.57	4.94*
Tested	N/A	14	14	21	17
State Average	N/A	4.80	4.71	4.75	4.60
Global Average	N/A	4.70	4.76	4.69	4.61
Computer Science A	2.90	2.53	2.69*	3.24*	3.05
Tested	97	125	108	106	94
State Average	2.81	2.72	2.81	2.87	2.90
Global Average	2.90	2.84	2.89	3.04	3.15
Computer Science AB	3.20	3.59*	3.12	3.67*	N/A
Tested	15	27	17	15	N/A
State Average	3.28	3.20	3.34	3.32	N/A
Global Average	3.38	3.38	3.52	3.59	N/A
Economics: Macro	3.01	2.43	2.53*	2.60*	2.78*
Tested	153	133	197	142	128
State Average	2.40	2.33	2.27	2.34	2.35
Global Average	2.74	2.80	2.78	2.86	2.82

AP Exam	2005-06	2006-07	2007-08	2008-09	2009-10
English Language & Composition	3.05	3.21*	3.53*	3.44	3.48*
Tested	389	394	374	436	511
State Average	2.32	2.50	2.48	2.53	2.59
Global Average	2.65	2.85	2.82	2.88	2.91
English Literature & Composition	3.27	3.31*	3.27	3.46*	3.39
Tested	259	265	254	284	298
State Average	2.65	2.59	2.56	2.60	2.58
Global Average	2.89	2.87	2.84	2.84	2.83
Environmental Science	2.08	2.08	2.40*	3.18*	2.90
Tested	13	13	35	34	108
State Average	2.35	2.52	2.48	2.43	2.38
Global Average	2.59	2.66	2.72	2.60	2.61
European History	3.58	2.97	3.23*	3.53*	2.95
Tested	45	67	61	49	56
State Average	3.20	2.88	2.91	3.11	3.05
Global Average	2.99	2.84	2.70	2.92	2.86
French Language	X	1.88	2.00*	X	2.04*
Tested	X	17	13	X	23
State Average		2.30	2.30		2.12
Global Average		2.82	2.80		2.70
Government & Politics: Comparative	2.83	3.75*	X	X	X
Tested	12	12	X	X	X
State Average	2.54	2.42			
Global Average	2.74	2.92			
Government & Politics: U.S.	3.22	2.78	3.15*	3.42*	3.02
Tested	190	212	197	151	189
State Average	2.44	2.32	2.34	2.41	2.27
Global Average	2.74	2.67	2.64	2.78	2.65
Human Geography	3.65	3.61	3.71*	3.14	3.14
Tested	17	18	17	140	313
State Average	2.74	2.53	2.63	2.56	2.45
Global Average	2.85	2.58	2.63	2.57	2.47
Music Theory	3.13	3.37*	3.16	2.83	2.97*
Tested	30	30	38	18	37
State Average	2.91	2.79	3.01	2.75	2.89
Global Average	3.13	2.97	3.17	2.97	3.04

AP Exam	2005-06	2006-07	2007-08	2008-09	2009-10
Physics B	2.90	3.43*	3.33	3.66*	3.21
Tested	51	35	21	32	43
State Average	2.41	2.44	2.44	2.41	2.33
Global Average	2.76	2.88	2.88	2.88	2.86
Physics C: Electricity & Magnetism	3.82	3.14	3.32*	3.32	3.12
Tested	11	14	44	37	42
State Average	3.29	3.26	3.19	3.20	3.11
Global Average	3.50	3.53	3.49	3.55	3.47
Physics C: Mechanics	3.58	3.69*	3.75*	3.48	3.42
Tested	19	26	40	46	43
State Average	3.02	3.06	3.05	2.94	3.06
Global Average	3.27	3.35	3.41	3.29	3.39
Psychology	2.96	2.81	3.06*	2.94	2.99*
Tested	111	118	145	126	158
State Average	2.79	2.68	2.70	2.79	2.65
Global Average	3.14	3.09	3.13	3.22	3.11
Spanish Language	3.28	2.71	3.19*	3.11	3.28*
Tested	87	77	81	84	74
State Average	3.44	2.95	3.23	3.26	3.32
Global Average	3.37	3.12	3.28	3.32	3.39
Spanish Literature	3.43	3.65*	3.33	2.90	3.15*
Tested	23	20	21	20	20
State Average	2.56	2.61	2.62	2.42	2.50
Global Average	2.78	2.83	2.84	2.73	2.82
Statistics	3.14	2.75	3.56*	3.28	3.49*
Tested	125	205	165	140	213
State Average	2.78	2.73	2.68	2.72	2.63
Global Average	2.86	2.80	2.86	2.83	2.84
Studio Art: Drawing	3.90	3.22	3.29*	3.61*	3.83*
Tested	20	18	17	18	23
State Average	3.18	3.13	3.10	3.11	3.15
Global Average	3.02	3.05	3.06	3.10	3.16
Studio Art: 2-D Design	2.95	3.33*	2.88	2.94*	3.31*
Tested	20	24	25	34	32
State Average	2.96	3.07	3.10	3.12	3.12
Global Average	2.92	3.06	3.10	3.12	3.15

AP Exam	2005-06	2006-07	2007-08	2008-09	2009-10
U.S. History	2.81	2.91*	2.79	3.19*	3.21*
Tested	462	518	476	474	525
State Average	2.23	2.27	2.12	2.30	2.26
Global Average	2.74	2.75	2.57	2.72	2.72
World History	3.10	3.40*	3.28	3.26	3.23
Tested	289	264	316	362	327
State Average	2.24	2.38	2.28	2.33	2.26
Global Average	2.62	2.72	2.56	2.64	2.57
All Exams	3.08	3.03	3.13*	3.24*	3.24

*Met objective

X – Fewer than ten students tested

N/A – Exam not offered by The College Board

Data source: College Board reports

Appendix 5.1

Pre-AP/AP High School Student Satisfaction Survey Questions (N = 1633)

The following questions were used on the student satisfaction survey given to high school students currently enrolled in Pre-AP/AP courses in Clear Creek ISD. Responses for each item were 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree unless otherwise indicated.

Question	Average Likert Score
1. Current campus: <i>CBHS, CCHS, CFHS, CHECHS, CLHS</i>	N/A
2. Current campus: <i>CSHS</i>	N/A
3. Current grade level <i>9th, 10th, 11th, 12th</i>	N/A
4. Is this your first year to be enrolled in a PreAP/AP course? <i>Yes/No</i>	N/A
5. Compared to when I first began taking PreAP/AP courses, my writing skills are stronger.	3.77
6. Compared to when I first began taking PreAP/AP courses, my problem-solving skills are stronger.	3.89
7. Compared to when I first began taking PreAP/AP courses, my critical thinking skills are stronger.	3.90
8. Students at my school are encouraged to participate in PreAP/AP courses.	3.67
9. Prior to enrolling for a PreAP/AP course, I was able to get the information I needed about available PreAP/AP courses.	3.65
10. Prior to enrolling for a PreAP/AP course, I was able to get the information I needed about the course prerequisites.	3.74
11. The materials and resources used in PreAP/AP courses are appropriate to the course(s).	3.83
12. I choose to take PreAP/AP courses because they challenge me.	3.67
13. Topics covered in PreAP/AP courses are interesting.	3.45
14. PreAP/AP teachers are knowledgeable about the subject matter.	3.87
15. The tutoring I receive for PreAP/AP courses is beneficial.	3.48
16. PreAP/AP teachers manage the classroom effectively.	3.68
17. Taking PreAP/AP courses has given me useful skills.	3.81
18. In PreAP/AP courses, students are regularly engaged in intellectual academic discussions.	3.52
19. PreAP/AP course expectations are clearly communicated to the students prior to enrollment.	3.51
20. PreAP/AP teachers are well organized.	3.50
21. After enrolling for a PreAP/AP course, I was able to easily obtain information on required materials.	3.66
22. My experience in PreAP/AP courses has contributed to my growth in developing future college and/or career goals.	3.77
23. The quality of teaching in PreAP/AP courses is good.	3.69
24. PreAP/AP teachers communicate with me about my progress.	3.29

25. I enrolled in PreAP/AP courses only to boost my GPA.	3.16
26. I enrolled in PreAP/AP courses to enhance my transcript with more rigorous courses for college admissions purposes.	3.80
27. Taking PreAP/AP courses has given me useful knowledge.	3.81
28. The level of coursework in PreAP/AP courses is challenging to me.	3.60
29. PreAP/AP teachers are readily available to tutor or provide additional help outside regular class time.	3.63
30. Overall, the education I am receiving from PreAP/AP courses is good.	3.91
31. I feel that my PreAP/AP course experience has prepared me for college courses.	3.63
32. AP teachers encourage their students to participate in AP exams.	3.99
33. While enrolled in an AP course, I was able to get the information I needed about taking the AP exam for the course.	3.78
34. My participation in AP exams was influenced by being eligible for semester exam exemptions for courses in which I took the AP exam.	3.31
35. I am satisfied with my experience in PreAP/AP courses.	3.76
36. I would recommend participation in PreAP/AP courses to my friends.	3.83
PreAP/AP coursework has helped me increase my proficiency in:	
37. Study Skills	3.62
38. Time management	3.52
39. Collaboration	3.60
40. Flexibility/adaptability	3.66
41. Initiative/self-direction	3.78
42. Social/cross-cultural awareness	3.66
43. Productivity	3.72
44. Accountability/responsibility	3.82
45. Leadership	3.63
During your enrollment in a PreAP/AP course, how satisfied were you with the:	
46. Counseling center	3.15
47. School library	3.41
48. Online library resources	3.34
49. AP exam preparation resources	3.53

Data Source: CCISD Student Satisfaction Survey

Appendix 5.2

Pre-AP Intermediate Student Satisfaction Survey Questions (N = 3594)

The following questions were used on the student satisfaction survey given to high school students currently enrolled in Pre-AP/AP courses in Clear Creek ISD. Responses for each item were 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree unless otherwise indicated.

Question	Average Likert Score
1. Current campus: <i>Bayside, Brookside, Clear Creek, Clear Lake, Creekside</i>	N/A
2. Current campus: <i>League City, Seabrook, Space Center, Victory Lakes, Westbrook</i>	N/A
3. Current grade level <i>6th, 7th, 8th</i>	N/A
4. Is this your first year to be enrolled in a PreAP course? <i>Yes/No</i>	N/A
5. Compared to when I first began taking PreAP courses, my writing skills are stronger.	3.83
6. Compared to when I first began taking PreAP courses, my problem-solving skills are stronger.	4.01*
7. Compared to when I first began taking PreAP courses, my critical thinking skills are stronger.	3.93
8. Students at my school are encouraged to participate in PreAP courses.	3.59
9. Prior to enrolling for a PreAP course, I was able to get the information I needed about available PreAP courses.	3.91
10. Prior to enrolling for a PreAP course, I was able to get the information I needed about the course prerequisites.	3.82
11. The materials and resources used in PreAP courses are appropriate to the course(s).	4.01*
12. I choose to take PreAP courses because they challenge me.	3.74
13. Topics covered in PreAP courses are interesting.	3.49
14. PreAP teachers are knowledgeable about the subject matter.	3.54
15. The tutoring I receive for PreAP courses is beneficial.	3.80
16. PreAP teachers manage the classroom effectively.	4.05*
17. Taking PreAP courses has given me useful skills.	3.53
18. In PreAP courses, students are regularly engaged in intellectual academic discussions.	3.71
19. PreAP course expectations are clearly communicated to the students prior to enrollment.	3.68
20. PreAP teachers are well organized.	3.80
21. After enrolling for a PreAP course, I was able to easily obtain information on required materials.	3.95
22. My experience in PreAP courses has contributed to my growth in developing future college and/or career goals.	3.90
23. The quality of teaching in PreAP courses is good.	3.33
24. PreAP teachers communicate with me about my progress.	4.04*

25. Taking PreAP courses has given me useful knowledge.	3.70
26. The level of coursework in PreAP courses is challenging to me.	4.14*
27. PreAP teachers are readily available to tutor or provide additional help outside regular class time.	3.97
28. Overall, the education I am receiving from PreAP courses is good.	3.92
29. I feel that my PreAP course experience has prepared me for high school courses.	3.88
30. I am satisfied with my experience in PreAP courses.	3.68
31. I would recommend participation in PreAP courses to my friends.	3.61
PreAP coursework has helped me increase my proficiency in:	
32. Study Skills	3.75
33. Time management	3.82
34. Collaboration	3.87
35. Flexibility/adaptability	3.82
36. Initiative/self-direction	3.91
37. Social/cross-cultural awareness	3.98
38. Productivity	3.81
39. Accountability/responsibility	3.44
40. Leadership	3.71
During your enrollment in a PreAP/AP course, how satisfied were you with the:	
41. Counseling center	3.52
42. School library	3.52
43. Online library resources	3.23

Data Source: CCISD Student Satisfaction Survey

**2425 East Main Street
League City, Texas 77573
(281) 284-0000
www.ccisd.net**

Clear Creek Independent School District Mission Statement

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.