Increasing Rigor and College Opportunities for At-Risk Hispanic Populations

Bridgeport High School
Bridgeport, Washington

Presented by:
Mike Selle, AP teacher
Tamra Jackson, High School Principal
Scott Sattler, Superintendent
Bridgeport, Washington
Plan

Bridgeport High School uses action-oriented practices that successfully increase educational opportunities and success across the education systems for Bridgeport’s Hispanic population.

With this in mind, increasing the participation in college-in-the-high-school classes and AP courses are at the forefront of our planning.
The Challenges Ahead

The mission of Bridgeport High School is the development and education of life-long learners. Our formula for success is the belief that rigorous preparation and persistence are fundamental building blocks for student achievement.

Methods to achieve this include:
- strong teacher-student relationships
- sharing of alumni college success stories
- increasing the number of students enrolling in college English and AP courses
- expanding the number of AP course offerings
- developing partnerships between Bridgeport High School and Wenatchee Valley College
- student-to-student mentoring
## Demographics

<table>
<thead>
<tr>
<th>Enrollment</th>
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<tbody>
<tr>
<td>October 2009 Student Count</td>
<td>174</td>
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<tr>
<td>May 2010 Student Count</td>
<td>164</td>
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<table>
<thead>
<tr>
<th>Gender (October 2008)</th>
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<tbody>
<tr>
<td>Male</td>
<td>84</td>
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<tr>
<td>Female</td>
<td>90</td>
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<table>
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<th>Ethnicity (October 2008)</th>
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<tbody>
<tr>
<td>Black</td>
<td>2</td>
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<tr>
<td>Hispanic</td>
<td>155</td>
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<td>White</td>
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<th>Special Programs</th>
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<tr>
<td>Free or Reduced-Price Meals (May 2010)</td>
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<td>Special Education (May 2010)</td>
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<tr>
<td>Transitional Bilingual (May 2010)</td>
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<td>Migrant (May 2010)</td>
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<table>
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<tr>
<th>Other Information</th>
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<tbody>
<tr>
<td>Annual Dropout Rate (2008-09)</td>
<td>3</td>
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<tr>
<td>On-Time Graduation Rate (2008-09)</td>
<td>34</td>
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<tr>
<td>Extended Graduation Rate (2008-09)</td>
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High school graduation is an accurate assessment of whether the nation’s public school system is adequately enrolling, retaining, and successfully graduating an educated populace to be productive citizens in society. In today’s increasingly competitive global economy, graduating from high school is more critical than ever to securing a good job and a promising future.

Nationally, the factors that have attributed to the low graduation rate of Hispanics include:
- lack of cultural understanding
- inadequate academic advising
- non-supportive school climate
- fewer rigorous courses available

Over 90% of the students attending school come from families whose income qualifies them for the federal Free or Reduced Lunch Program.

91.2% of our students are Hispanic.

In summary, Bridgeport is a financially depressed, isolated community without the resources to provide additional experiences for our students.
“The true discrimination that comes out of poverty is the lack of cognitive strategies. The lack of these unseen attributes handicaps in every aspect of life the individual who does not have them.”

The following spells out specific interventions that Bridgeport School District uses to address barriers and achievement gaps:

- supply translators for parents at all events, orientations and meetings (high school students are trained to translate)
- supply babysitting for families attending events, orientations and meetings
- pay for all assessments (specifically Compass, PSAT and all Advanced Placement Examinations)
- pay Wenatchee Valley College tuition for all college-in-the-high-school courses
- supply all educational materials, supplies and textbooks needed for the college-in-the-high-school course and all Advanced Placement courses
Additional specific interventions that Bridgeport School District uses to address barriers and achievement gaps:

- supply and support professional development for college-in-the-high-school and Advanced Placement teachers
- provide a computer lab for student use available before and after school and at lunch
- ensure an open enrollment policy for all Advanced Placement courses
- offer after-school HSPE (High School Proficiency Exam) test preparation courses in reading, writing and math
- offer summer school for remedial work and credit retrieval
Family Involvement

To further encourage students to participate in AP and College-in-the-High-School courses, the following opportunities are provided to Bridgeport families:

**Back-to-School Open Houses**
Parents learn about programs and upcoming events at these functions. Teachers, counselors, advisors, and administrators are available at these events for parents to ask questions and address concerns. All events have translators and child care available, and all evening events provide food.

**Grade Reports**
Report cards are mailed home to parents every three weeks showing student progress.
Family Involvement

**Parent Action Committee (PAC) and Migrant Meetings**

Parents learn about the educational system and opportunities they have available to them to become involved in their students’ education. At these meetings parents are given tools to become more proactive in the school system. Parents also learn about local adult education opportunities where they can take evening courses concerning parenting skills, learning English and pursue a GED for both Washington and Mexico.

**Student-led Parent Conferences**

In such a conference parents learn about their child’s citizenship goals, academic goals, educational goals, and career goals using the Navigation 101 model. Students present an electronic portfolio which outlines and discusses these goals. Parents also receive current student grades.
**Parent/Family Nights**

These are held to inform and educate parents about specific programs and graduation requirements. Parents learn about credit requirements for graduation, state testing requirements, college-in-the-high-school, and Advanced Placement courses. Parents also learn about activities, clubs, and extra curricular opportunities available to their students.

**Freshman Orientation**

Within the first month of school in the fall, 9th grade students attend an orientation in the evening and are required to bring at least one guardian. Credits, expectations, opportunities and class offerings are explained. At this time parents learn about the students’ fifth-year plan.
## Hispanic WASL Scores

Bridgeport’s 10th Grade Hispanic WASL/HSPE Scores:

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>2010-2011 HSPE</td>
<td>73.0%↑</td>
<td>64.7%↓</td>
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<tr>
<td>State Hispanic Average</td>
<td>62.1%</td>
<td>75.1%</td>
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<tr>
<td>2008-2009</td>
<td>81.4%↑</td>
<td>72.7%↓</td>
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<tr>
<td>State Hispanic Average</td>
<td>71.2%</td>
<td>78.2%</td>
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<tr>
<td>2007-2008</td>
<td>78.8%↑</td>
<td>78.8%↑</td>
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<tr>
<td>State Hispanic Average</td>
<td>68.7%</td>
<td>76.1%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>80.0%↑</td>
<td>80.0%↑</td>
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<tr>
<td>State Hispanic Average</td>
<td>66.1%</td>
<td>68.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>56.4%↓</td>
<td>38.5%↓</td>
</tr>
<tr>
<td>State Hispanic Average</td>
<td>62.6%</td>
<td>59.9%</td>
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<tr>
<td>2004-2005</td>
<td>63.2%↑</td>
<td>57.9%↑</td>
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<tr>
<td>State Hispanic Average</td>
<td>53.1%</td>
<td>43.7%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>55.6%↑</td>
<td>51.9%↑</td>
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<tr>
<td>State Hispanic Average</td>
<td>41.5%</td>
<td>42.7%</td>
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## Course Enrollment

The following are courses offered and the number of students enrolled in Bridgeport’s Advanced Placement and College-in-the-High-School courses:

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<thead>
<tr>
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<tr>
<td>College English (18)</td>
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<tr>
<td>AP Psychology (23)</td>
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<tr>
<td>AP U.S. History (16)</td>
<td>AP U.S. History (22)</td>
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<tr>
<td>AP Spanish (4)</td>
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<td>AP Biology (9)</td>
<td>AP Spanish (29)</td>
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<td>AP Government (11)</td>
<td>AP Biology (13)</td>
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<td>AP World History (19)</td>
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<td>AP Human Geography (16)</td>
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<td>Middle School AVID</td>
<td>9th Grade AVID</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Middle School AVID</td>
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Washington Public Schools
Advanced Placement Performance by District: High School Class of 2009

Percent of graduating class earning a 3 or higher on at least one AP exam during high school
- Less than 1%
- 1% - 9%
- 10% - 19%
- 20% - 29%
- 30% or greater
- No 12th grade enrollment data

Sources: 2007-2008 NCES 12th grade district enrollment, 2008-2009 College Board Advanced Placement Cohort Data and 2007-2008 School District Boundary Files (purchased from Proximity). AP Cohort data represents all public school students from a given year's public high school class who took an AP exam at any point in high school.

Notes: The most recent NCES enrollment data available at the time of map production was for the 2007-2008 school year. A degree of caution should be exercised when reviewing participation numbers as they may not reflect accurate district enrollments for the 2008-2009 school year.
All participating partners share with Bridgeport students that to be successful in life, 21st century students must engage in a higher educational rigor to compete in the global job market.

*Guidance Counselor* and *Advisory Teachers* work directly with students in the areas of:
- high school graduation requirements
- admissions requirements and how they differ at community colleges and universities
- student-led conferences with the use of Navigation 101 (student portfolios on WOIS)
- reading and math strategies in Advisory period
- creating a five-year plan (ninth grade through post graduation)
Encouraging Participation

_Bridgeport High School College-in-the-High-School and Advanced Placement Alumni:_

-speak with students about their experiences as college-in-the-high-school and Advanced Placement students at Bridgeport High School and discuss how these experiences are now benefiting them at the college and university levels
-talk with students about their college experiences and the importance of grades and studying while still in high school
-participate in parent orientation and family nights by discussing how their high school experience prepared them for higher education and the benefits they have experienced because of their participation in the college-in-the-high-school and Advanced Placement programs
Advisory periods have been implemented to create continuity throughout the school. It is here that students are exposed to skills necessary for their success in more rigorous and challenging courses.

Each student is assigned an advisory teacher who continually monitors students’ academic and graduation goals for the duration of their high school careers.

Progress is reviewed every three weeks with each student to assure progress toward and achievement of goals in these areas. Students are required to keep a portfolio where Navigation 101 curriculum is stored to be shared in student-led parent conferences.
Advisories

Students attend a daily 25 minute advisory period where all students at each grade level (9-12) cover the same information and the same curriculum.

On Mondays and Wednesdays all students work on a “reading strategy”. On Tuesdays and Thursdays all students are working with the same “math strategy”. Fridays are spent reading the newspaper while students meet individually with the advisor.
Open Enrollment

Open-Enrollment is encouraged “to anyone who is willing to take on the challenge and has even a slight chance of being successful. The only thing a student has to do to qualify for Advanced Placement English, for example, is to sign up.”

Bridgeport High School has ensured that all students interested in taking any Advanced Placement courses have every opportunity to enroll in the courses of their choice and take the Advanced Placement examinations in the spring, regardless of prior grade point average or recommended prerequisite courses.
Recruitment Activities

*Family Information Night* – this event explains the benefits of taking college-in-the-high-school and Advanced Placement courses.

*College Fairs* – students visit various college and university campuses and classes.

*Class Visits* – eighth and ninth grade students sit-in on various college-in-the-high-school and Advanced Placement courses.

*AVID Students Shadow* - Middle school students are paired with juniors and seniors who follow a rigorous schedule.

*Presentations to Middle School* – High school students with rigorous course loads give presentations to AVID middle school classes.
Alumni Visits – Bridgeport High School alumni currently in college speak to groups of students about the benefits of being enrolled in college-in-the-high-school and Advanced Placement courses

Advanced Placement T-Shirts – students who complete one or more Advanced Placement course receive an AP t-shirt to wear the day of their AP exam

College Fridays – Staff and students wear college attire on Fridays to promote higher education.

AP Club (future activity) – students taking at least one college-in-the-high-school and Advanced Placement course will be automatic members of the AP Club.
Communication

**Bridgeport School District Website**
www.bridgeport.wednet.edu

**Phone Calls**
The student MECHA and Spanish clubs will call ALL parents one week prior to conferences, PAC meetings, board meetings, parent nights, orientations, etc. The message and invitation will be given in the language spoken in the home.

**KOZI** (local radio station)
Dates and events will be broadcast in English during the “Morning Cup of Coffee” show on KOZI, and then again in Spanish during the two hour Spanish broadcast time in the evening.

**Flyers and Posters**
Flyers and posters announcing events will be produced in both English and Spanish and posted throughout the community, especially near the post office, banks, service stations and at La Plaza (the local authentic Mexican food store).

**Bridgeport PAC** will be an avenue for disseminating information to migrant parents through meetings and translation.
Community Partners

**North Central Washington Library** encourages learning and research and supports student learning.

**Educational Service District #171** will provide avenues for professional development for teachers.

**Bridgeport Community Dollars for Scholars committee** as they continue to seek scholarship funds for Bridgeport High School seniors desiring to go to college.

**Bridgeport Chamber of Commerce, City of Bridgeport** and the local **Corps of Engineers** will aid in securing mentorships and job shadows where local experts share knowledge of their trades and occupations and advise students about educational requirements for various professions as well as learning about local and state government.

**The Wenatchee World** (closest daily newspaper) supplies 200 copies of the newspaper weekly to Bridgeport High School with the cooperation of selected sponsors to help defray the cost.

**Quad City Herald** and **The Chronicle** (local weekly newspapers) will be an avenue for announcing upcoming activities and events to parents, families, and community members.

**El Mundo** (North Central Washington’s weekly newspaper written in Spanish) will be an avenue for announcing upcoming activities and events to parents, families, and community members.
**Additional Partners**

**Wenatchee Valley College** as a partner in learning to:
- work in conjunction with Bridgeport High School English instructor to award credit for actual college courses offered on site.
- conduct the ASSET and Compass assessments for admission into college-in-the-high-school college English courses
- coordinate college visitation experiences
- maintain articulation agreements between BHS and WVC

**The College Board** as a partner in learning to:
- provide training and professional development for Advanced Placement teachers
- provide support through resources and online services

**Gear Up** as a partner in learning to:
- provide after school tutors
- finance college visits
- assist financially for meals and supplies needed for parent and family nights
- contribute funds for professional development for Advanced Placement teachers

**Professionals** in various fields will:
- participate as guest speakers
- provide job shadows
- provide work study opportunities
On January 9, 2009, in his article “New Data on AP’s Impact” Jay Mathews of the Washington Post quoted two separate studies supporting the idea that taking Advanced Placement courses in high school helps prepare students to be successful in college.

“A study of 78,000 students found college graduation rates much higher for those who, while in high school, took Advanced Placement exams – but failed them – than those who took no AP exams at all.”


“The (College Board) study compared the college outcomes of AP students who had low SAT scores with the outcomes of non-AP students with low SAT scores, and found the AP students did better. Similarly, AP students from low-income families, who often struggle in college, did better than non-AP students from low-income families.”

College Outcomes Comparisons by AP and Non-AP High School Experiences by Linda Hargrove, Donn Godin and Barbara Dodd (2008)

Participation in AP and other advanced courses is increasingly being considered formally and informally in college admissions decisions.
Dougherty, Mellor, and Jian (2006) explored the effects of AP course participation and AP Examination performance on college completion. They found that students who earned a 3 or better on one or more AP Examinations in the areas of English, mathematics, science, or social studies were more likely to graduate from college in five years or less compared to non-AP students, even after controlling for prior academic achievement and other student-level (e.g., free or reduced price lunch status) and school-level demographic characteristics (e.g., percentage of low income students, district dropout rate).

The same was true for students who earned a 1 or 2 on AP Examinations and for students who took an AP course but not an exam, although the size of the effect was smaller.

Two studies conducted by the U.S. Department of Education found that the academic intensity of a student’s high school curriculum was highly predictive of college completion.


Students who take an AP Examination may earn college credit or course exemption if they receive satisfactory exam grades. The American Council on Education recommends that students who earn a grade of 3 or higher on an AP Exam should be awarded credit placement into higher-level courses.

Bridgeport Student Essays

• “I plan to help illegal students have opportunities equal to those who are documented students. I want to become an immigration lawyer. I know that nothing in life is free or easy, so by preparing myself by taking college courses and AP classes is something I am grateful for.” – Maria Cristina
• “I knew that colleges were going to look closely at my high school transcripts and I wanted to have an edge over the other students who were applying to the same school as I was.” – Danielle
• “Now that my parents and the school have given me the opportunity to get an education and be someone in this world, I am not going to let this chance go by. I will show my parents, siblings, and future children that no matter what the circumstances, you can do everything you set your mind to.” – Sandra
• “These classes give students an opportunity to challenge themselves and prove to themselves that anything is possible with hard work and dedication.” – Nery
• “In the end, taking AP in the high school will better prepare me for college, because I will have good study skills and I am always up for the challenge.” – Rubi
• “My peers also respect me more as a student not just as friend. My friends don’t pressure me to hang out with them when I tell them I’m working on an outline or any other homework.” – Pedro
“The AP classes at my school have confronted me with a genuine college level class experience. They have motivated me to push myself and go beyond my general expectations. Not only have these classes provide me with college credit but have also given me the self-confidence every high school student needs in order to go to the next level. If I can get a passing grade in these classes I know I will succeed in college.” –Andres

“Taking Advanced Placement classes is a win-win situation. I study hard and prepare myself for the next chapter of my life, increasing my knowledge throughout the school year. At the end of the school year we take AP tests, and if I pass them I will have the opportunity to receive college credit. If not, it still does not matter because it does not go against my grade. During that year I learned a vast amount of knowledge which no one can take away from me. The world can take everything from me, my money, power, glory but my knowledge will stay with me till death. Through my eyes I cannot lose by taking an AP or college-in-the-high-school class.” –Juan
“From my experience, taking college level and AP classes has significantly helped me financially and educationally. College classes in the high school and AP classes have long and short term benefits for our students. I am proud to be graduating from Bridgeport High School.” –Kathy

“I put on my hiking boots and started climbing the steep mountain, my high school. In our small, lively high school, it’s the opposite. You are not cool unless you are taking difficult classes. . . . These new standards encouraged me to do my best, and I’m almost to the peak of my mountain.” –Annie

“One of my teachers, has been the one pushing us to get our scholarships and applications done before it was too late. Thanks to her pushing, I got my work done and have been accepted to half of the colleges to which I have applied. The other half are still pending, but I believe in myself and predict that I will get in. She also always gave me advice on college data and never let me down due to my legal status. Just as my family believes in me, so does she and she has shown that belief to me since my sophomore year.” –Mariela
Bridgeport Graduates

- “Taking College English during high school was a really smart thing to do. In high school I was required to take four years of English anyway, so might as well take College English because it will benefit me greatly. I know it helped me out and today I am happy that I took College English-in-high-school because it covered three of my graduation requirements at WSU. I also took AP Psychology which covered another of my graduation requirements. Taking these classes during high school saved me time and money. It has saved me almost a semester of college and the expenses of that semester. Taking AP classes and College English is the best thing a student can do to save time and money for college. It also helped me with the transition from high school work to college work. It prepared me and it saved me from having to take English again in college.” —Adilene

- “As one of the first students to experience college English at Bridgeport High School, I had a unique experience—very small class environment and unlimited resources. This experience was an excellent opportunity for me to earn college credit and gain exposure to the rigor of college courses. After matriculating to UW, these credits allowed me to take advance English courses (an opportunity unavailable without this class). Most importantly, I was exposed and prepared for college classes in a lower stakes environment. For example, there were three students in the class, which allowed for critical teacher-student and student-student interaction. Finally, Bridgeport High School provided me with an opportunity that has positively impacted my pursuit of higher education. The staff was instrumental in preparing me for a successful career!” —Brook
“Having the opportunity to take College English and AP classes in High School has impacted my college comprehension tremendously. Taking these courses has prepared me for the workload expected of me at the college level. They helped me learn and understand more in depth about certain topics and have also given me the opportunity to earn college credits. I have gained better study skills and feel more confident about my work. I am now attending the University of Washington and am grateful that I had the opportunity to take these courses.” – Lessy

“Taking college English classes while in high school benefited me in various ways. It helped me earn my high school English credits as well as get them transferred to Washington State University. It helped me transition from high school work to college work. In addition, I didn't have to take English classes at WSU, allowing me to take other necessary classes and save some money on tuition.” – Eugenia
“As a junior in high school and starting my first college course I never realized all of the benefits that would arise. While attending Bridgeport High School I earned 25 college credits, representing 4 English classes and 1 Accounting course. As far as the advantages, I honestly just thought it would be nice not to have to take two more years of English in college. However, everything changed once I started school at Gonzaga University in the fall of 2007. . . the potential benefits of taking AP and college courses while in high school are practically limitless. Not only did my family save financially, but I personally benefitted from the academic rigor, and thus was a much better prepared college student than many of my peers.” –Kirsten

“I took College English classes during my junior and senior years in high school and AP Psychology my senior year. Taking these advanced classes during high school has helped me and they challenged me to analyze and think critically. These classes benefited me in learning new ideas and new vocabulary that I have found useful in my current college career endeavors.” –Maria
Contact Information

Scott Sattler, Superintendent
ssattler@bridgeport.wednet.edu

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tjackson@bridgeport.wednet.edu

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