# Advanced Placement

*Propelling Students into the opportunities they have earned*

The Destination School Community

South Euclid Lyndhurst Schools

Joel Gulko
Senior Director

CollegeBoard

# A Brief History of the AP Program

| | |
|---|---|
| 1950s | Established in 1955 to provide rigorous, college-level courses and advanced placement in college |
| 1960s | Colleges begin giving credit for exam scores of 3 or higher; more schools adopt the courses |
| 1970s | McGill University (Canada) becomes the first international college to establish an AP policy (1975) |
| 1980s | Mellon Foundation offers grant to turn minority teachers into AP leaders (1987) |
| 1990s | Federal government provides $2.7 million grant and mandates support for low-income AP exam takers |
| Today | AP has shifted from a program with the sole purpose of advanced placement to a demonstration of rigor |

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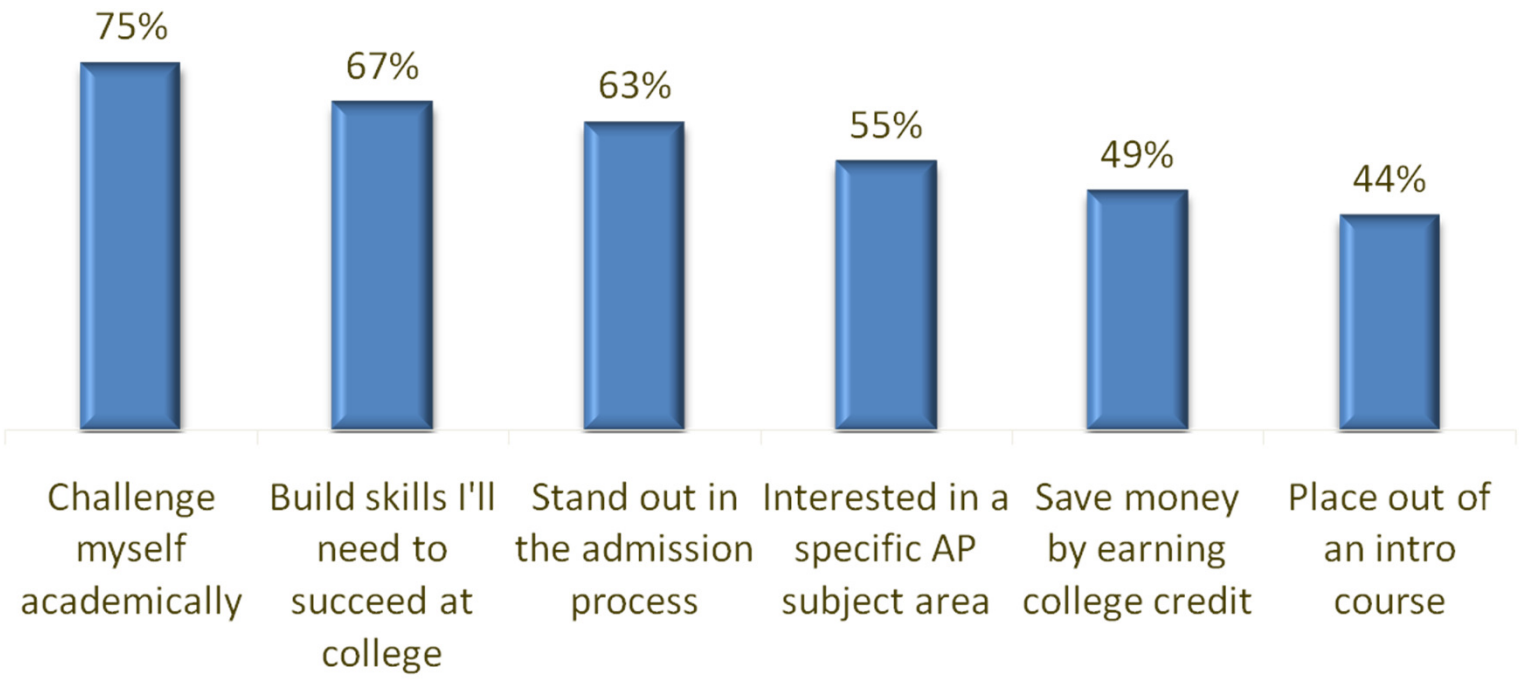
# Why Do They Take AP Courses?

***Students take AP to be exposed to academic rigor and to establish college-level skills.***




*Source: Crux Market Research Inc., 2007: Q310*

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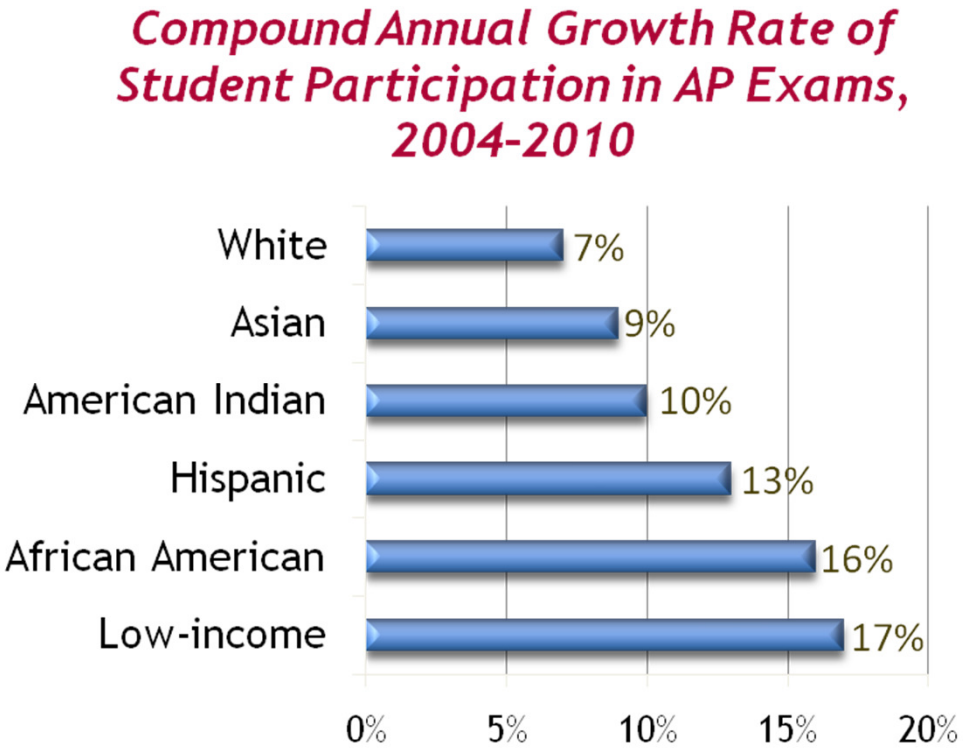
# How Has the AP Test-Taking Population Changed?

- Participation among traditionally underrepresented students has grown at a higher rate when compared with other students.
- Low-income and African American students are the fastest growing groups participating in AP.




*Source: AP Exam administration data, 2002-2010*

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# AP® Students Succeed in Their First Year and Beyond

- In general, AP students who earn credit for the introductory course perform well in subsequent courses within the same discipline
- AP students tend to earn higher final GPAs than non-AP students.
- AP students are also more likely to graduate from college in four or five years.

# Equity and Access Policy

- We strongly encourage educators to make equitable access a guiding principle for their AP programs by giving **all willing and academically prepared** students the opportunity to participate in AP.

# Equity and Access Policy

- We encourage educators to:
  - **Eliminate barriers** that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.
  - Make every effort to ensure their AP classes **reflect the diversity** of their student population.
  - Provide all students with access to academically challenging course work **before** they enroll in AP classes.

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# “Pass” Rate

- The percent of examinees who scored 3 or higher on AP exam during high school
- *It’s not that we don’t want to talk about it or aren’t concerned about students who aren’t successful…*
  - It’s that it’s difficult to interpret.
    - At least on a national and state level, as it reflects vastly different school/district policies as to who gets into AP, who takes the exam, and how well those student were prepared both prior to and during AP.
  - School/Districts naturally want to compare their outcomes to something else
    - But is it fair or meaningful to compare?
    - It is only appropriate if you have apples to apples

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# “Pass” Rate

- The percent of examinees who scored 3 or higher on AP exam during high school
  - What are the potential behavioral consequences?

The easiest way to increase pass rates is to build barriers to entry, as opposed to doing the hard work of making sure that students and teachers have the tools to succeed.

***Is that good for students?***

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# AP: Access & Performance 2014

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In 2008, 1.6 million students gained access to Advanced Placement classes. Their average AP exam score was 2.85.

In 2014, 2.3 million students gained access…and the average AP exam score climbed to 2.89.

# UNDERSTANDING THE SCORE INCREASE

# AP English Language and Composition

2013

**476,000**

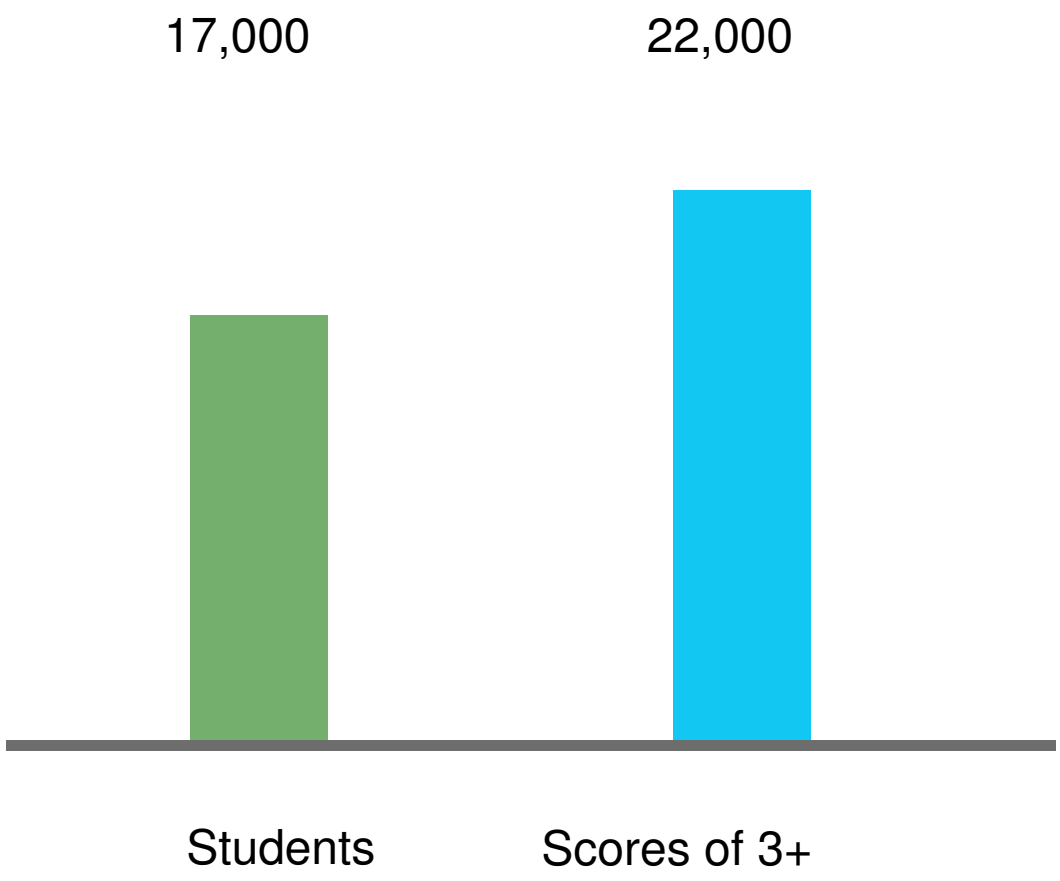
students earned an average score of **2.77**

2014

**506,000**

students earned an average score of **2.79**

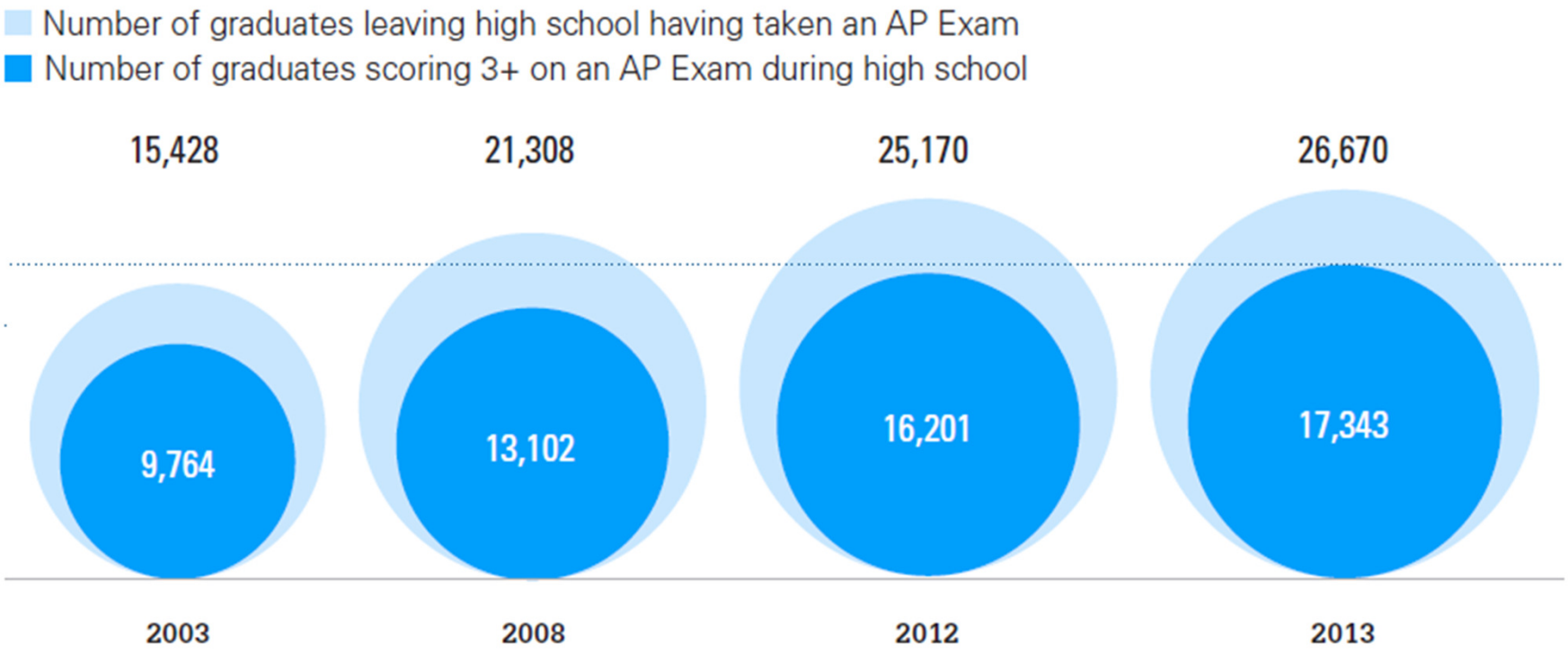
# AP World History



# Largest Increase in 3+ Scores

| | |
|---|---|
| World History | 20% |
| Italian | 18% |
| Human Geography | 17% |
| Macroeconomics | 16% |
| Computer Science | 16% |

# OH Growth in AP Participation and Growth
## *2013 Cohort*

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# OH AP – May Exam Administration Non Cohort

## AP Participation

- +7.7% Total AP
- +8.7% Female
- +6.5% Male
- +13.8% Black
- +23.7% Hispanic (Overall)

## AP Performance (3 or higher)

- +7.8% Total AP (6.6)
- +10.4% Female (7.8)
- +5.3% Male (5.3)
- +10.0% Black (12.0)
- +19.8% Hispanic (Overall) (12.5)

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# AP in Ohio: Largest Participation

- Biology
- Chemistry
- English Language and Composition
- English Literature and Composition (2)
- Government & Politics: United States (3)
- History: European
- History: United States (1)
- Calculus AB
- Psychology
- Statistics

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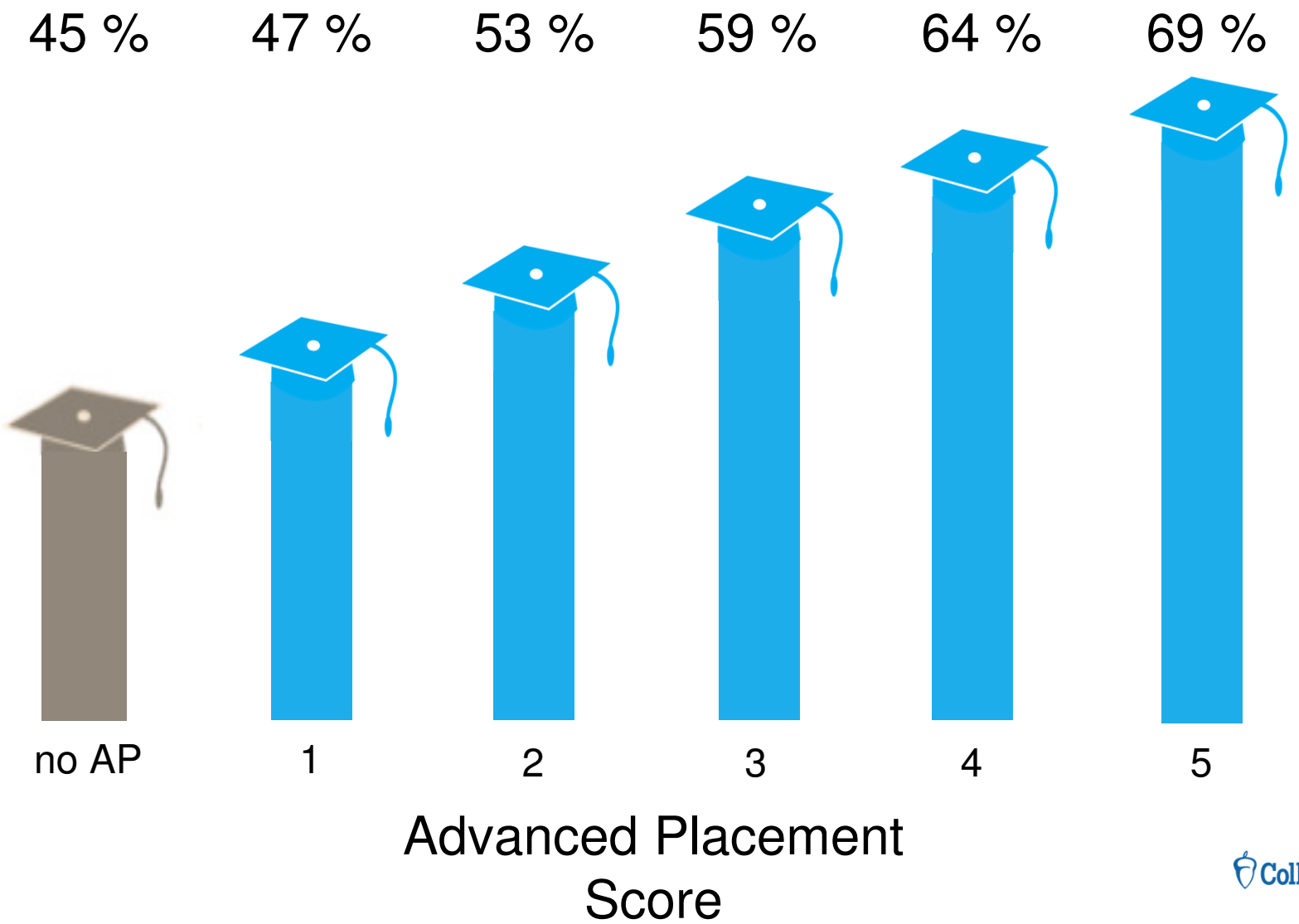
# Less Than 45% of College Students Are Awarded a Bachelor's Degree Within Four Years

# Finishing College in Four Years: The AP Advantage

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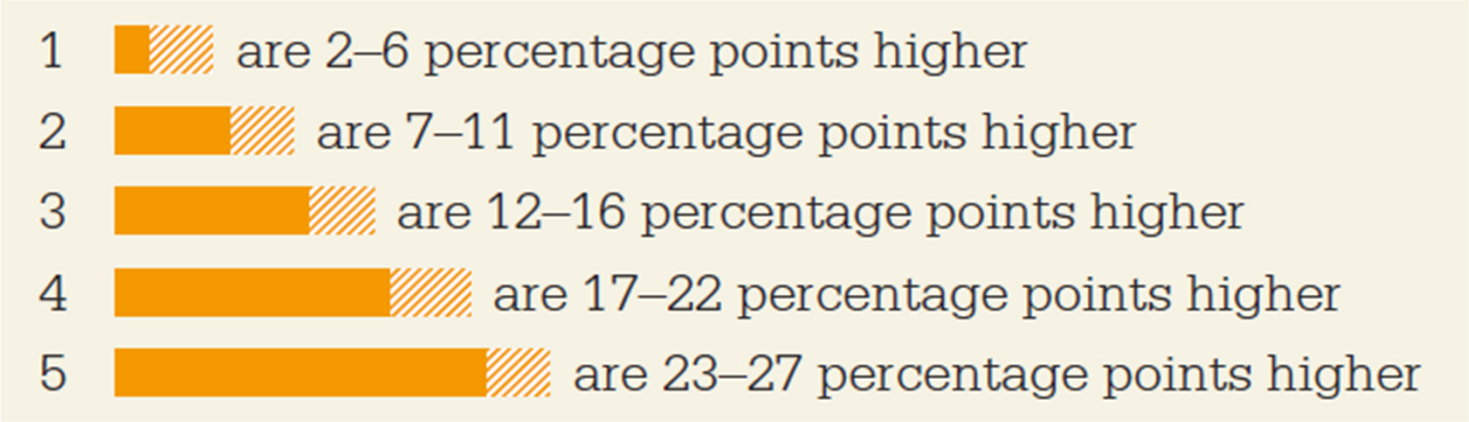
# The Importance of AP for Ohio Students

New research shows the benefits of AP for all students.[1] AP students, with an average AP Exam score of:




in expected on-time college graduation rate, compared to academically matched peers who don't take an AP Exam.

The typical student who receives a score of 3 or higher on two AP Exams has the potential to save an average of more than $1,900 at a public four-year college in Ohio and $6,000 at a private institution.*

“

”

# Learning outcomes associated with AP test scores of 3, 4 and 5 are the same as the learning outcomes of corresponding college courses.

*Dr. Paula Compton*
*Associate Chancellor*
*Ohio Board of Regents*

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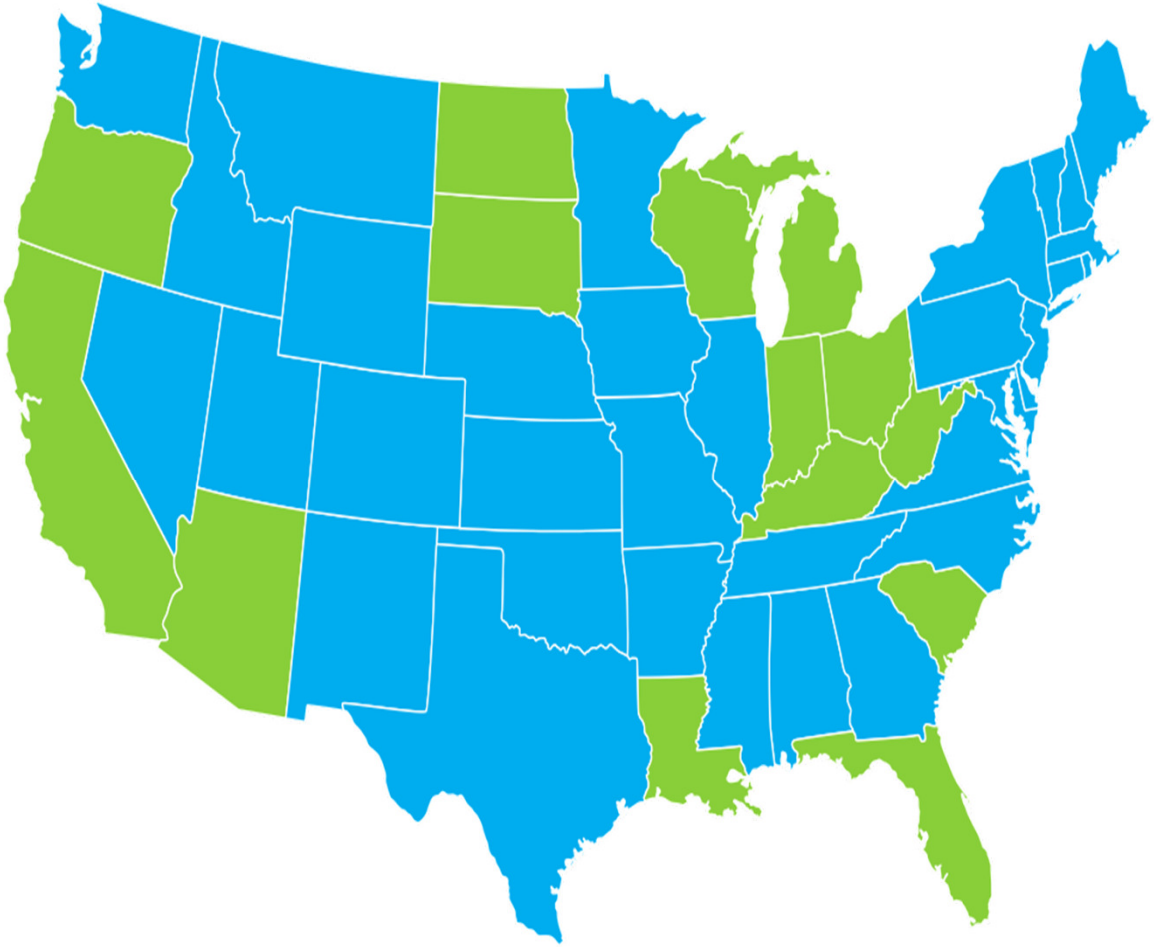
# Getting Credit Where Credit is Due



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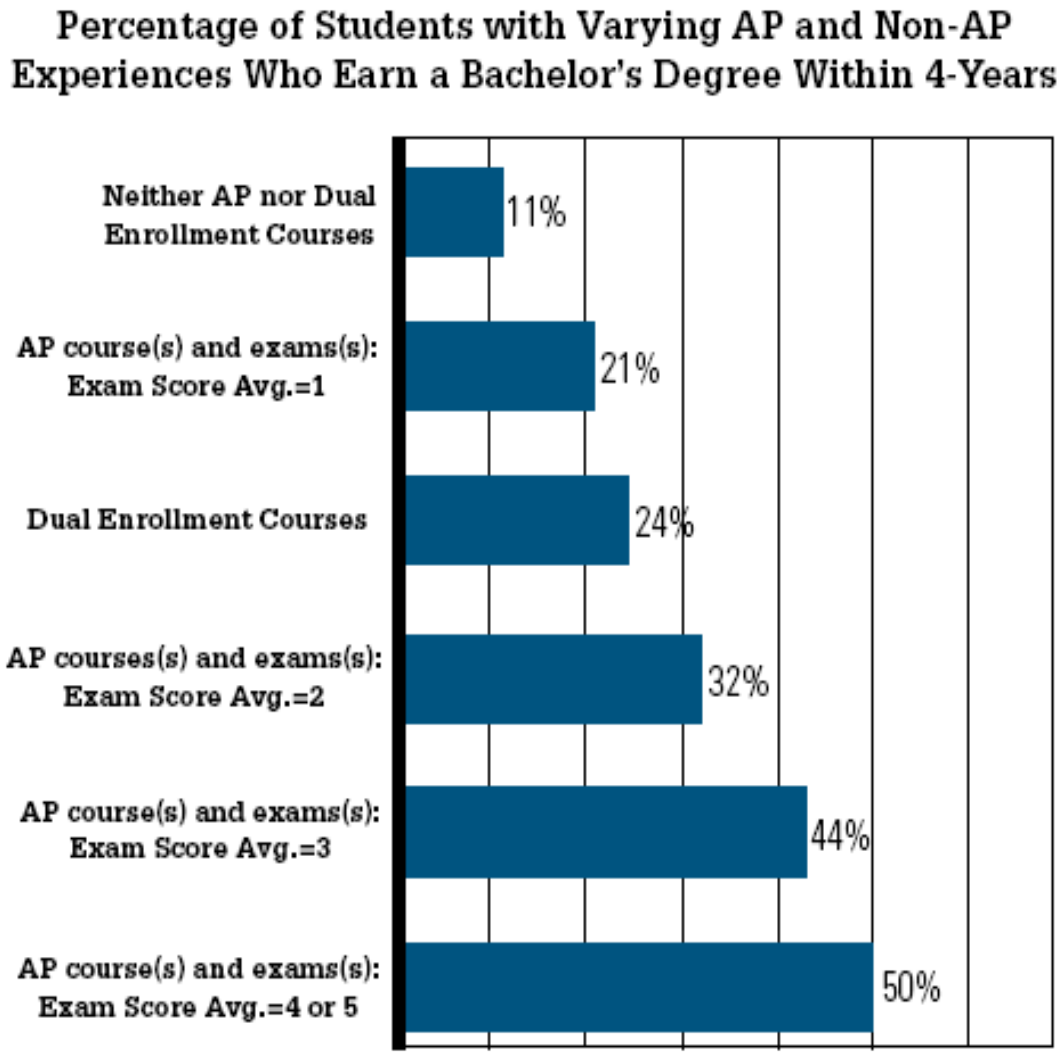
# Time to Degree: AP vs. Dual Enrollment and Non-AP




*Source: Hargrove, Godin & Dodd (2008)*

# The Challenge: Equitable Access to AP Courses

**Took Recommended AP** | **Did Not Take Recommended AP**

- Hundreds-of-thousands of students are not participating in the AP subjects for which they have a high potential for success

Note: "AP Potential" is defined here as a 70% or greater likelihood of scoring a 3 or higher on an AP Exam.
These data are based on projections from the 2 million students PSAT/NMSQT test takers in the class of 2010



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# Charles F. Brush: AP Potential PSAT (October 2013)

| Define Pool | Subject | 2014 Potential AP Students | 2013 AP Students | |
|---|---|---|---|---|
| | | | Exam Takers | Exams 3 or Higher |
| 60 | Biology | 27 | 5 | 3 |
| 60 | Calculus AB | 17 | 8 | 3 |
| 60 | Calculus BC | 42 | 7 | 2 |
| 60 | Chemistry | 25 | 0 | 0 |
| 60 | Comparative Government & Politics | 31 | 4 | 3 |
| 60 | English Language | 102 | 0 | 0 |
| 60 | English Literature | 52 | 6 | 5 |
| 60 | Environmental Science | 43 | 0 | 0 |
| 60 | European History | 81 | 10 | 8 |
| 60 | Music Theory | 47 | 0 | 0 |
| 60 | Psychology | 105 | 11 | 8 |
| 60 | Statistics | 37 | 7 | 3 |
| 60 | U.S. Government & Politics | 31 | 9 | 9 |
| 60 | U.S. History | 60 | 28 | 22 |

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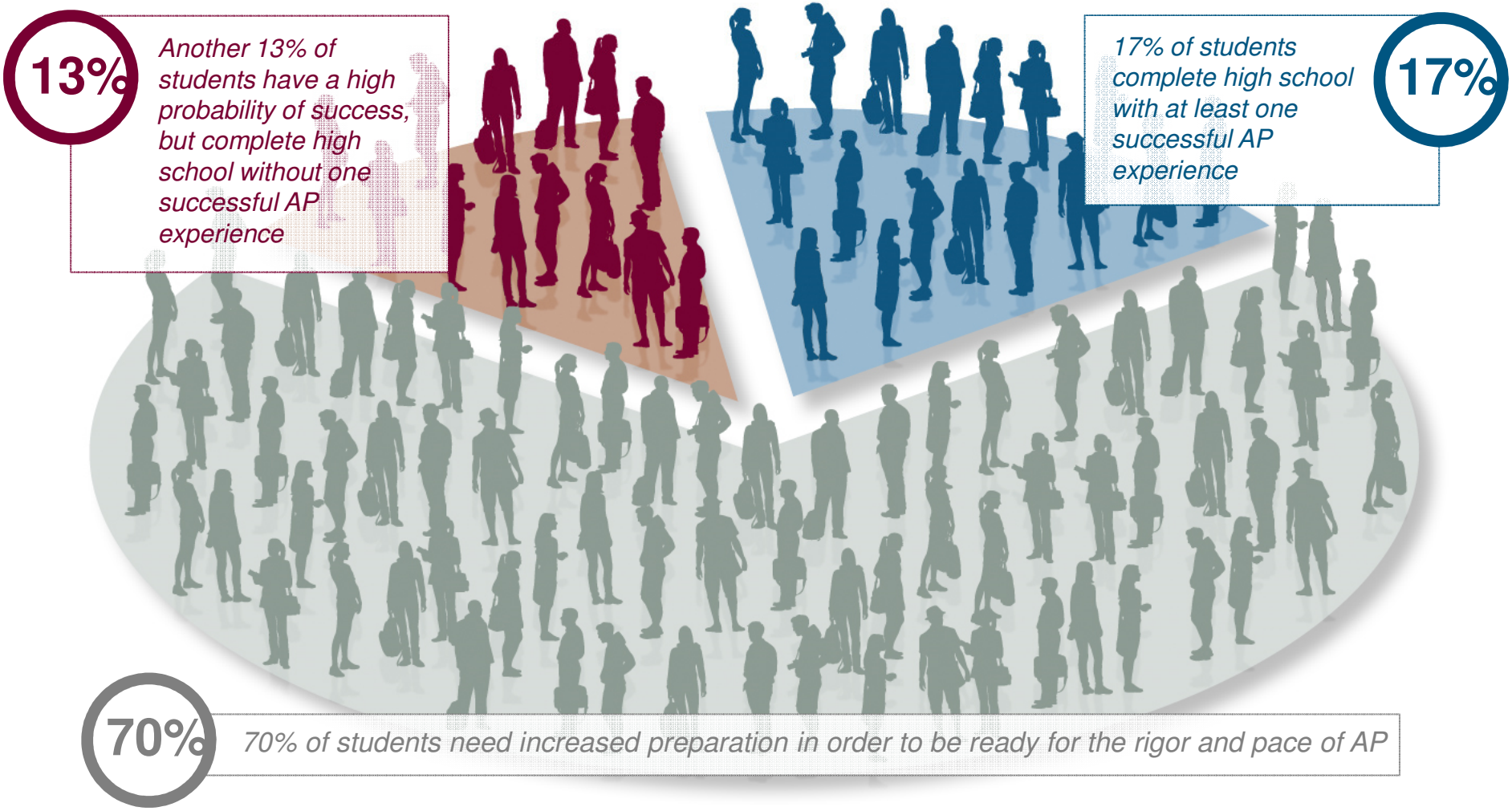
# The Challenge: **Rigor in Grades 6-11**

*Projections suggest that nearly **70% of all high school graduates** never develop readiness for a single AP course, let alone a full schedule of college courses*

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# Q & A

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