

AP[®]



Advanced Placement *Propelling Students into the opportunities they have earned*

Joel Gulko
Senior Director



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

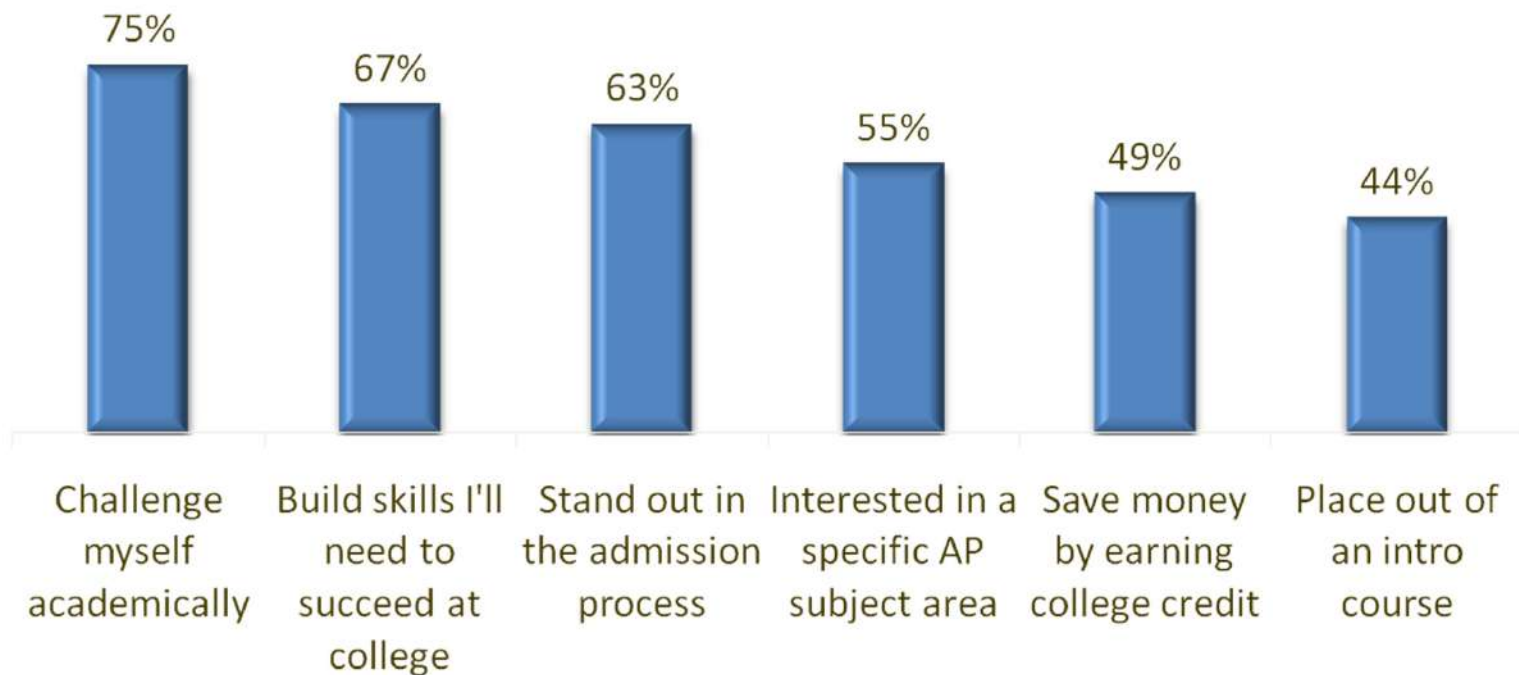
Federal government provides \$2.7 million grant and mandates support for low-income AP exam takers

Today

AP has shifted from a program with the sole purpose of advanced placement to a demonstration of rigor

Why Do They Take AP Courses?

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

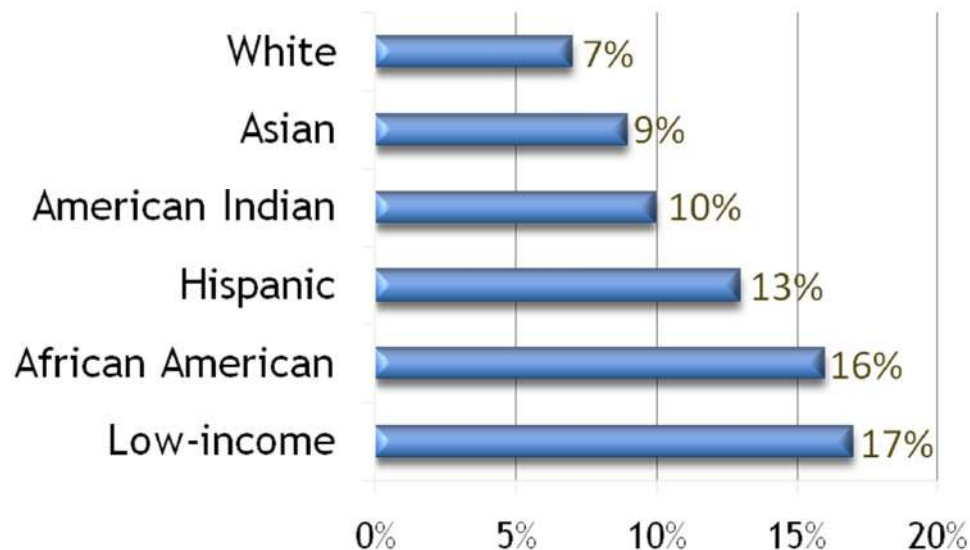


Source: Crux Market Research Inc., 2007: Q310

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.

*Compound Annual Growth Rate of
Student Participation in AP Exams,
2004-2010*



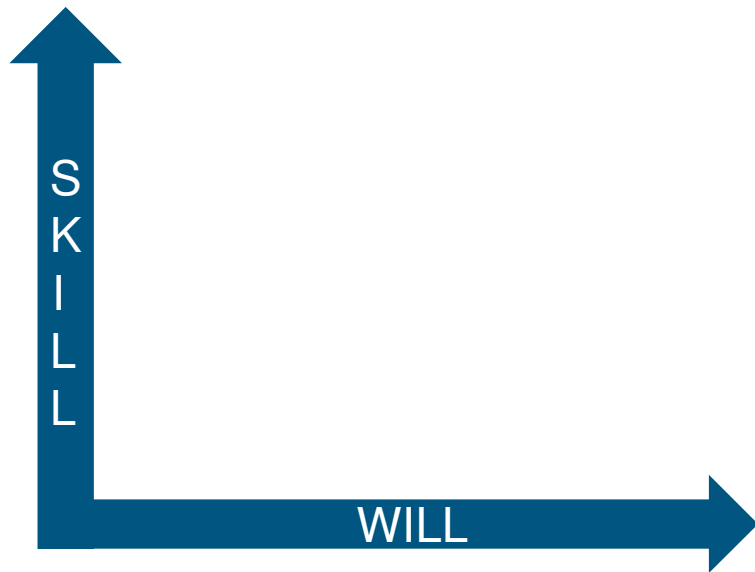
Source: AP Exam administration data, 2002-2010

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.

“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

“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?

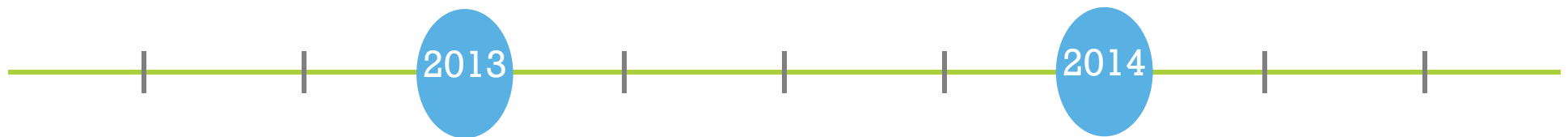
AP: Access & Performance 2014

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



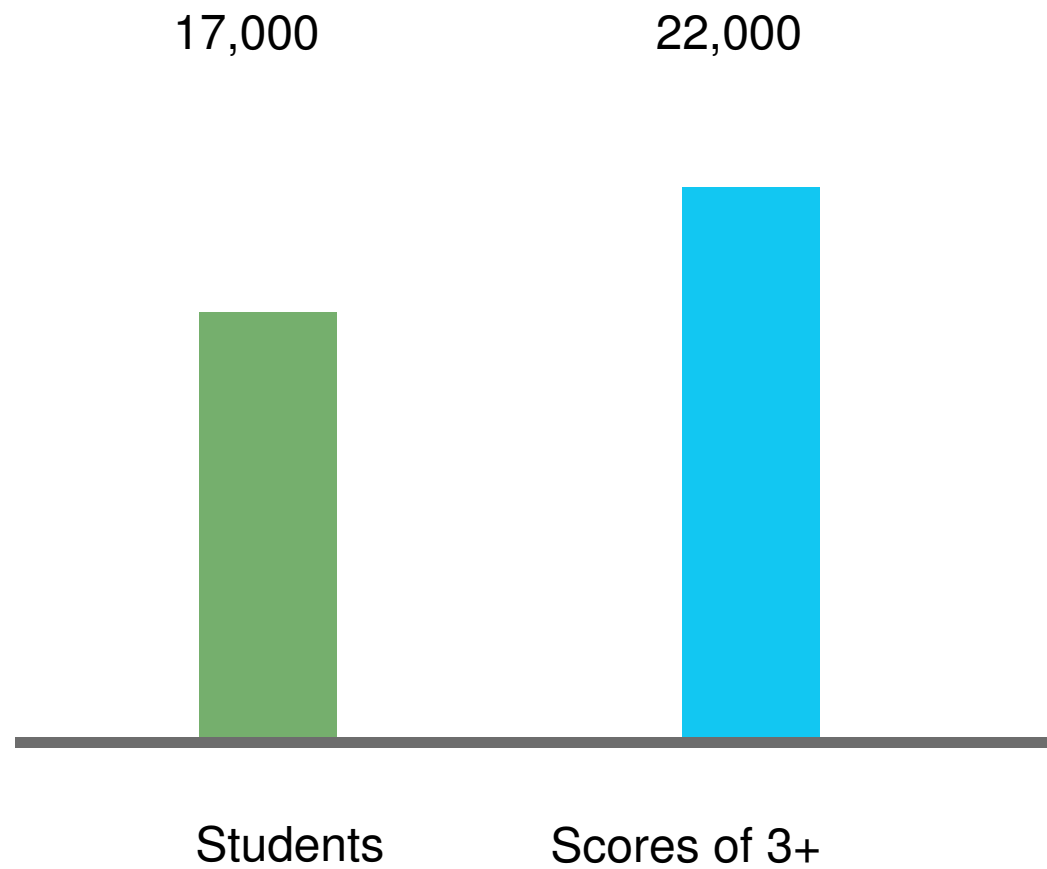
476,000

students earned an
average score of **2.77**

506,000

students earned an
average score of **2.79**

AP World History



Largest Increase in 3+ Scores

World History	20%
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Italian	18%
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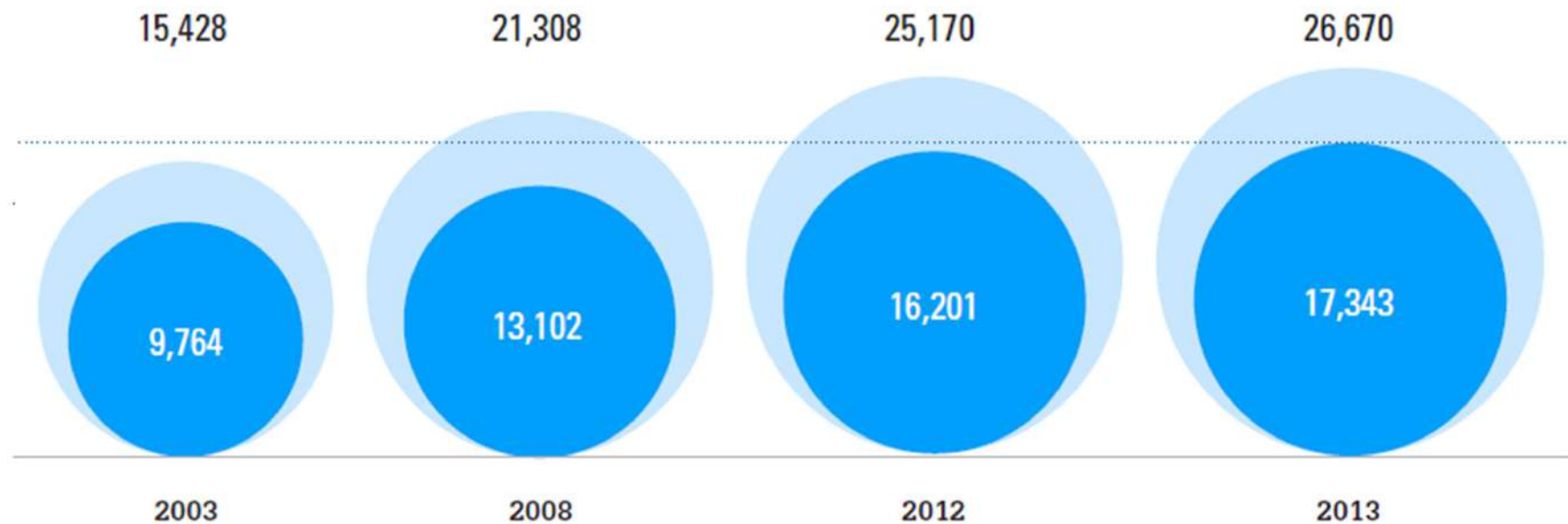
Human Geography	17%
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Macroeconomics	16%
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Computer Science	16%
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OH Growth in AP Participation and Growth *2013 Cohort*

- Number of graduates leaving high school having taken an AP Exam
- Number of graduates scoring 3+ on an AP Exam during high school



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)

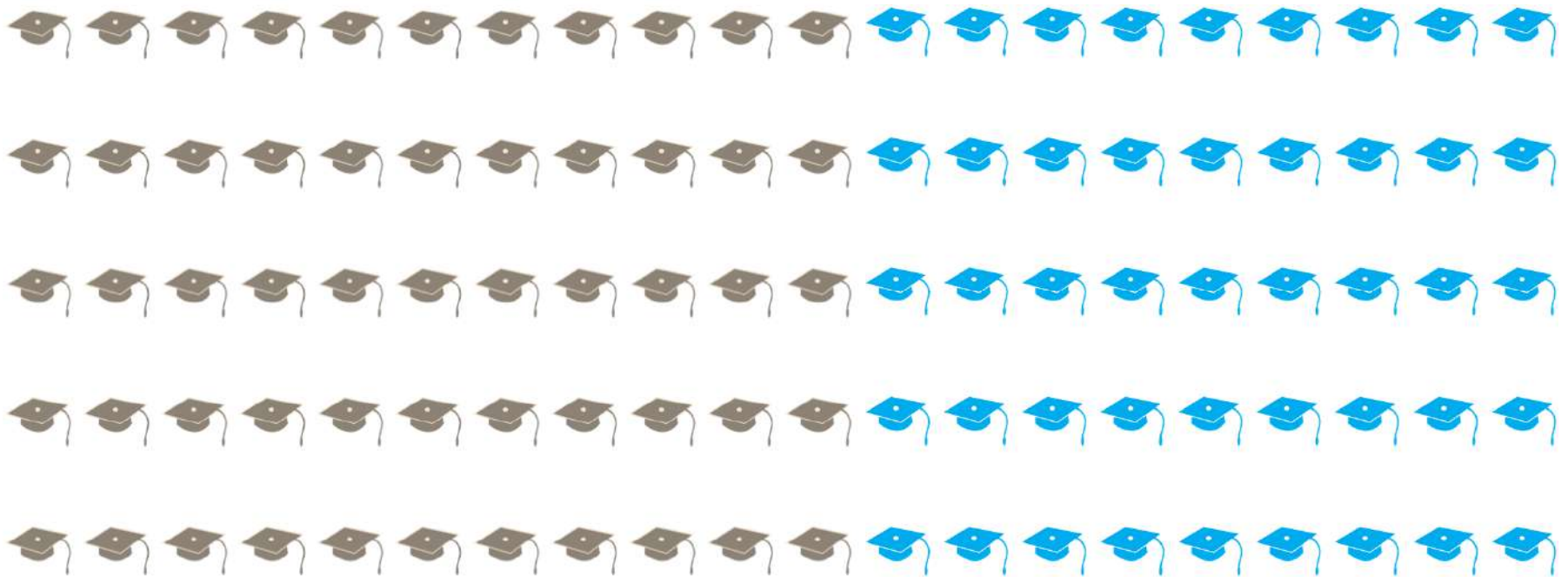
AP Performance (3 or higher)

- +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)

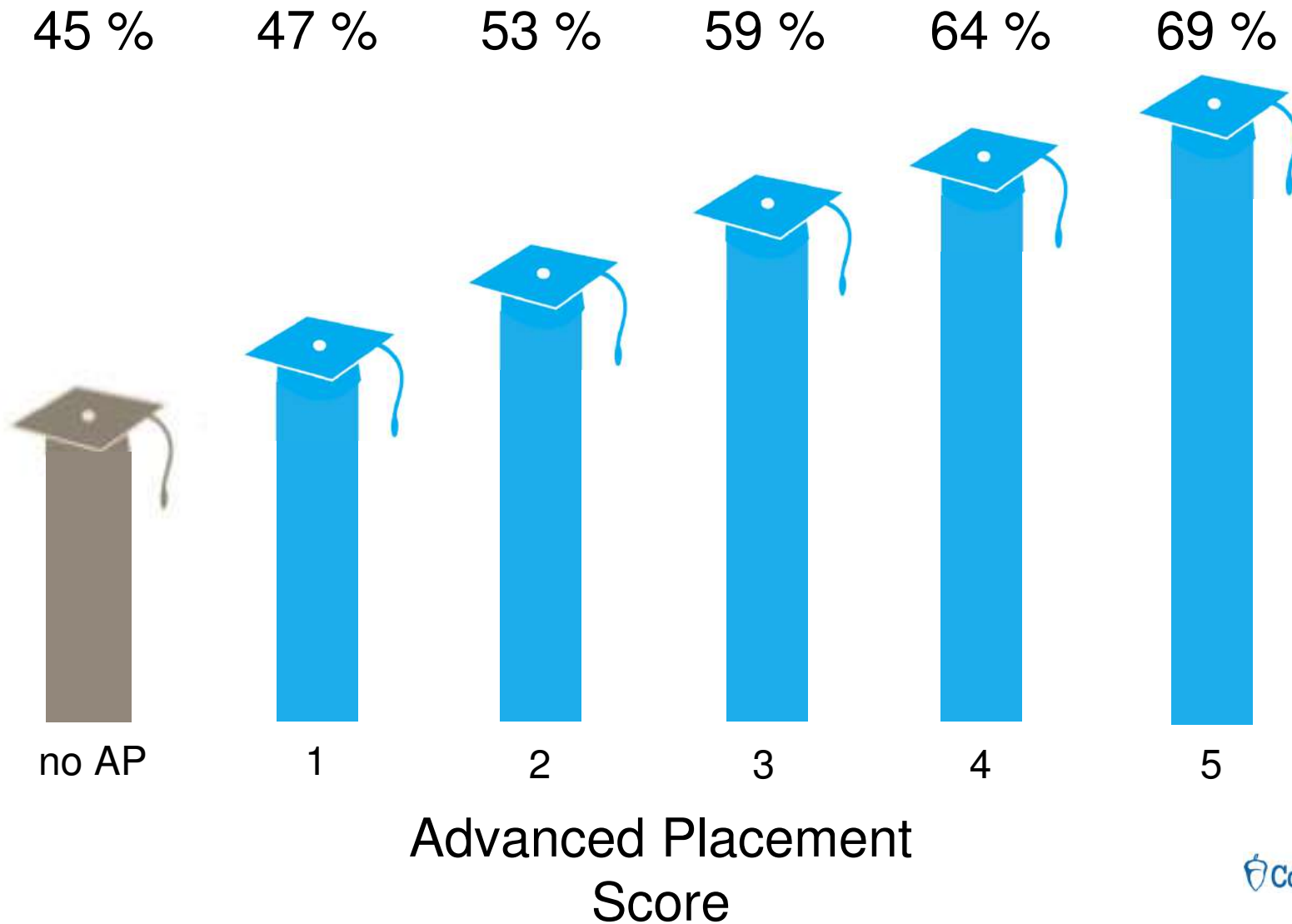
AP in Ohio: Largest Participation

- 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

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








Finishing College in Four Years: The AP Advantage



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:

- 1  are 2–6 percentage points higher
- 2  are 7–11 percentage points higher
- 3  are 12–16 percentage points higher
- 4  are 17–22 percentage points higher
- 5  are 23–27 percentage points higher

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.*

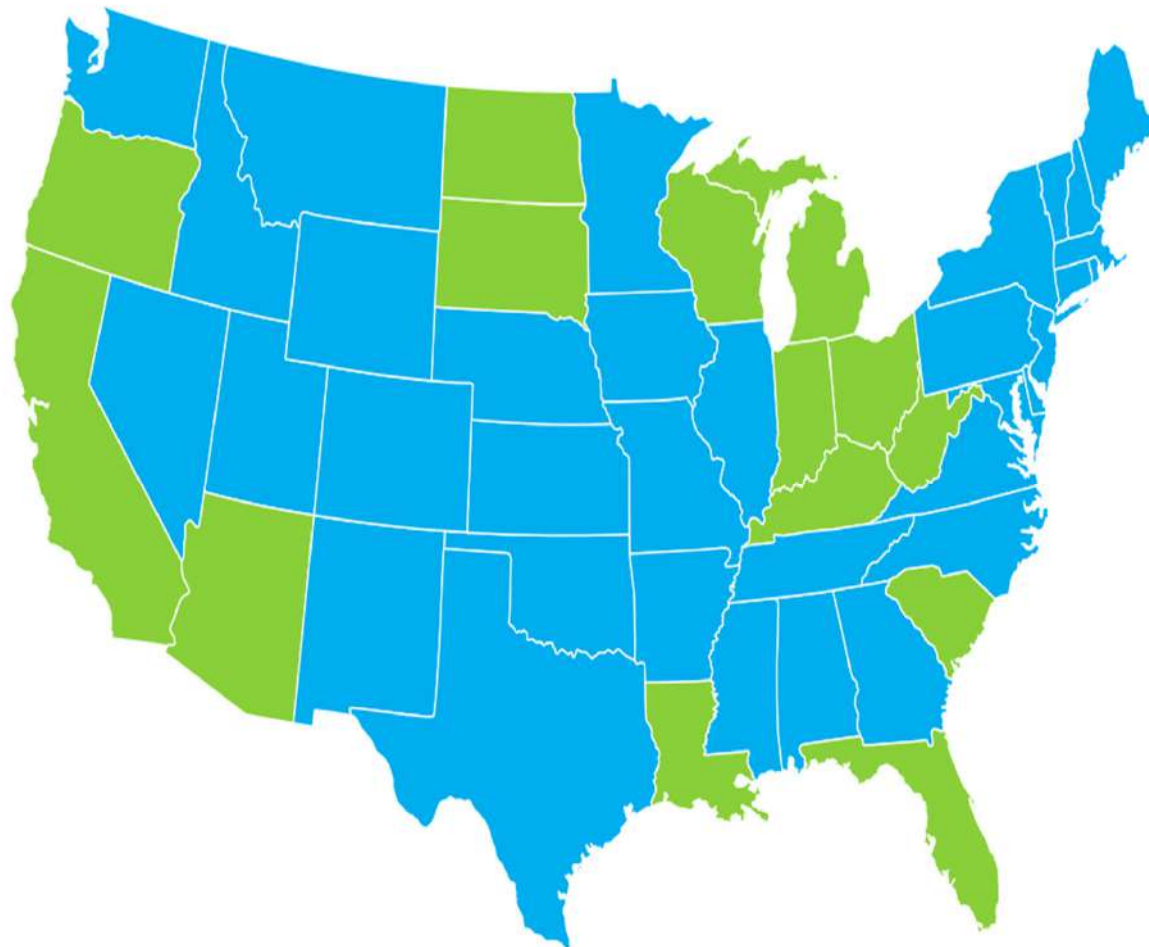
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Learning outcomes associated with AP test scores of 3, 4 and 5 are the same as the learning outcomes of corresponding college courses.

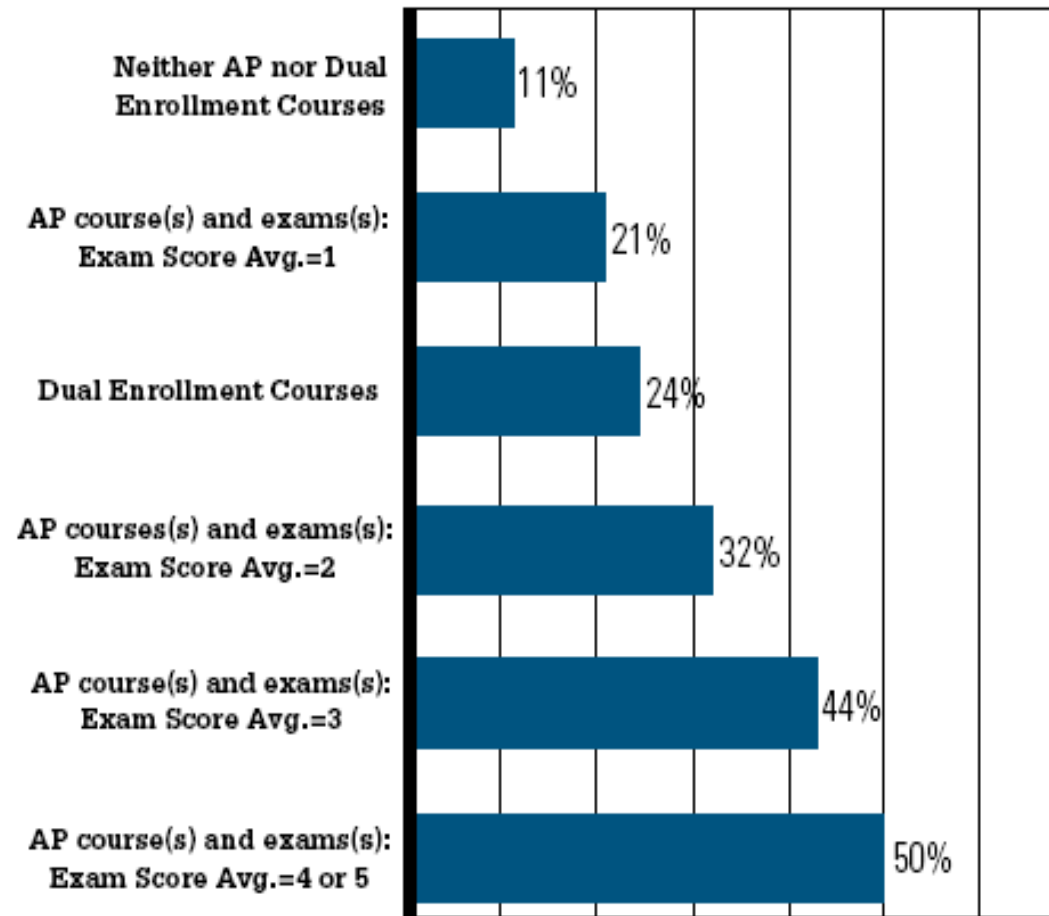
*Dr. Paula Compton
Associate Chancellor
Ohio Board of Regents*

Getting Credit Where Credit is Due



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

Percentage of Students with Varying AP and Non-AP Experiences Who Earn a Bachelor's Degree Within 4-Years



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.

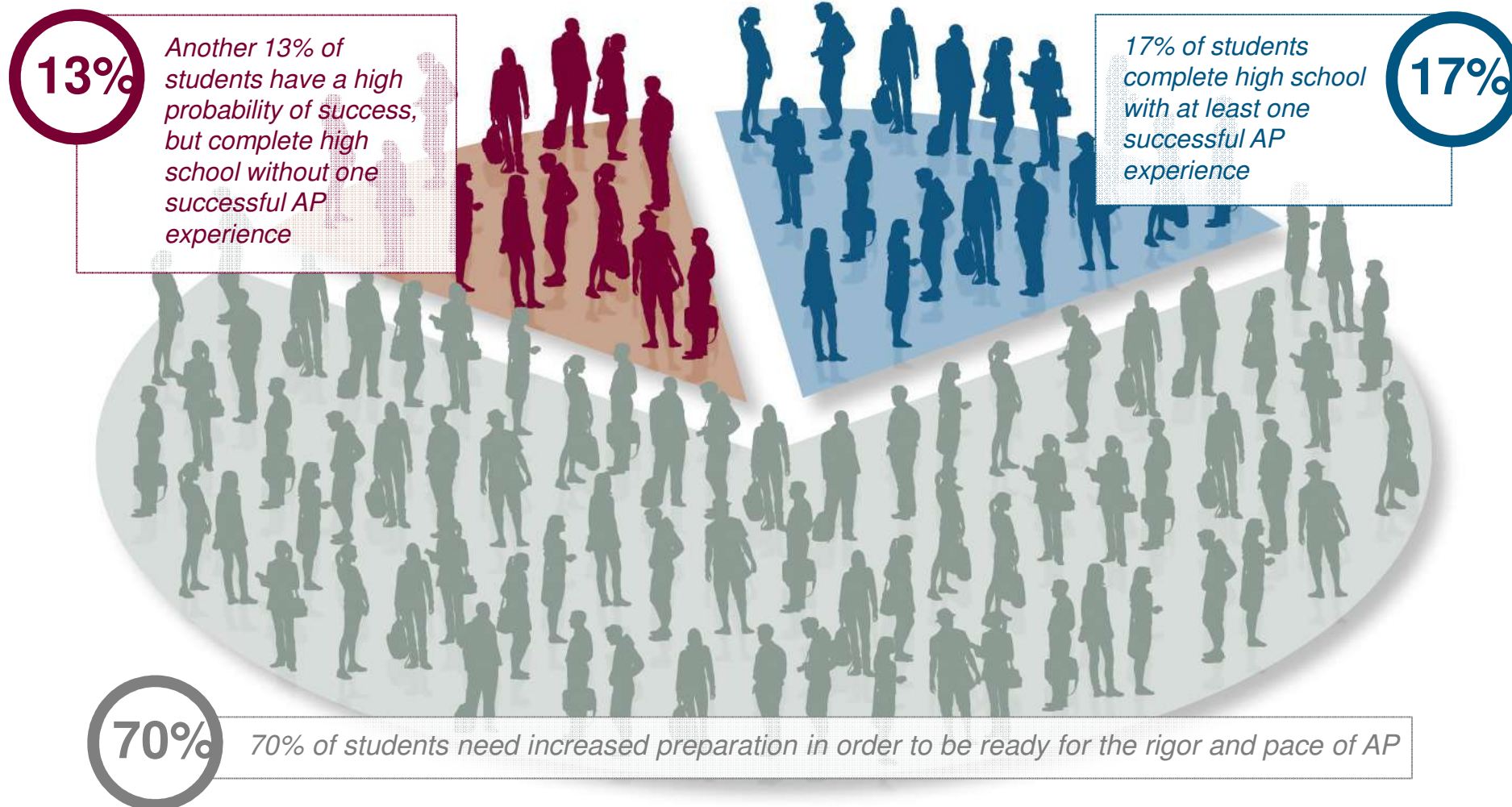
These data are based on projections from the 2 million students PSAT/NMSQT test takers in the class of 2010



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

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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K12 Services