Louisiana Believes

COLLEGE READINESS AND SUCCESS:
Building and Sustaining an AP® Program

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DEPARTMENT of EDUCATION

Welcome

➢ You are being placed in broadcast mode as you join the session to reduce background noise.

➢ No need to worry as there is no audio being shared at the moment. To access audio during the presentation, please dial 1-800-832-0736 and use room number 2834406.

➢ Today's webinar slide deck is available for download at http://www.louisianabelieves.com/resources/library/webinars

➢ If you have any issues, please contact Tristen Guillory via the Q & A pod to the right of the screen or email tristen.guillory@la.gov.

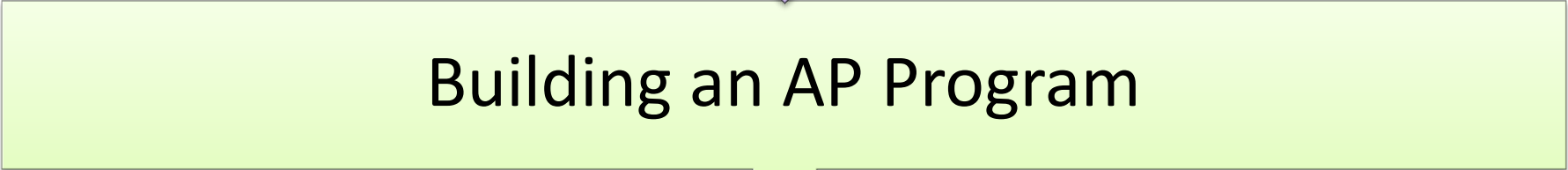➢ We will begin shortly. Thank you.

Topics for Discussion

What is AP?

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Making the Case for AP

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Building an AP Program

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Leading an AP Program

What is AP®?

- College-level course taught exclusively for high school students
- Course offered at a high school
- Taught by high school teachers
- 38 courses and exams in a variety of subject areas
- Opportunity to earn college credit/placement
- Qualifying exam score required
- Accepted at over 90% of higher education institutions

A score of 3 or better correlates closely with college readiness.

Benefits of AP®

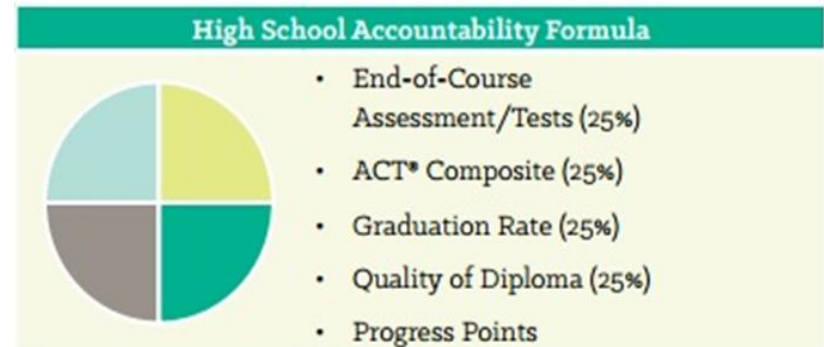**Research shows that students who complete AP® coursework are:**

✓ better prepared for college-level work
✓ stand-outs in the college admissions process
✓ more likely to continue beyond their freshman year in college
✓ more likely to graduate within 4-5 years
✓ more competitive in qualifying for scholarships

Sample Source: **AP® Students in College: An Analysis of Five-Year Academic Trends** (2007) by Rick Morgan and John Klaric.

Sample Source: **A Comparison of College Performance of Matched AP® and Non-AP® Student Groups** (2010) by Barbara G. Dodd and Daniel Murphy.

Seeking Rewards with AP®

The graduation index in the accountability system is the core measure for the extent to which high schools have prepared students for college or a career – with both treated as equally valuable. The table below indicates how AP® is rewarded in the accountability system for college and career pathway students.

High School Accountability Formula

- End-of-Course Assessment/Tests (25%)
- ACT® Composite (25%)
- Graduation Rate (25%)
- Quality of Diploma (25%)
- Progress Points

GRADUATION INDEX POINTS AWARDED	STUDENT RESULT
150 pts.	Four-year graduate with any diploma achieving an advanced statewide Jump Start credential OR having at least one test score at the following levels: AP® score of 3 or higher, IB® score of 4 or higher, or CLEP® score of 50 Four-year graduates achieving both an advanced statewide Jump Start credential and a qualifying test score listed above will generate 160 points
110 pts.	Four-year graduate with any diploma achieving a basic statewide Jump Start credential OR having at least one passing course grade for TOPS credit of the following type: Advanced Placement®, college credit, dual enrollment*, or International Baccalaureate® Four-year graduates achieving both a basic statewide Jump Start credential and a passing course grade for TOPS credit will generate 115 points

How will LEAs be able to provide AP® offerings to their students?

- The Louisiana Department of Education has worked to secure funding to provide exam fee reimbursement and training for AP teachers.

- Grant applications will available in February 2016 through the Superintendent's newsletter and www.louisianabelieves.com.

- AP courses are also available via LDE's Supplemental Course Academy. Click here for more information.

AP® Exam Subject Areas

AP Capstone

- AP Research
- AP Seminar

Arts

- AP Art History
- AP Music Theory
- AP Studio Art: 2-D Design
- AP Studio Art: 3-D Design
- AP Studio Art: Drawing

English

- AP English Language and Composition
- AP English Literature and Composition

History & Social Science

- AP Comparative Government and Politics
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP United States Government and Politics
- AP United States History
- AP World History

Math & Computer Science

- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP Statistics

Sciences

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- AP Physics 1: Algebra-Based
- AP Physics 2: Algebra-Based

World Languages & Cultures

- AP Chinese Language and Culture
- AP French Language and Culture
- AP German Language and Culture
- AP Italian Language and Culture
- AP Japanese Language and Culture
- AP Latin
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

What's Changing in AP®?

2015–16	2016–17
• AP Art History	• AP Calculus AB and BC
• AP European History	• AP Computer Science Principles
• AP Research	• AP World History

Transition Support

➢ **AP European History** and AP **U.S. History** teachers can access free online professional development that provides samples of the new question types to use with their students, video modeling of key instructional strategies, and resources to help implement these strategies in their classrooms.

➢ Resources for **AP Art History** and **AP European History** — including course and exam descriptions and sample exam questions — are now available on AP Central. Resources to help teachers develop, revise, and submit their syllabi for these courses are available on the **AP Course Audit website**.

➢ Launching in 2016-17, **AP Computer Science Principles** is a new computer science course designed to broaden participation in STEM fields by introducing students to the creative aspects of programming and the real-world impact of computing.

2016 AP Exam Schedule

Week 1: May 2 - 6	Week 2: May 9 - 13
AP Chemistry	AP Biology
AP Environmental Science	AP Music Theory
AP Psychology	AP Physics C: Mechanics
AP Computer Science A	AP Physics C: Electricity and Magnetism
AP Spanish Language and Culture	AP U.S. Government and Politics
AP English Literature and Composition	French Language and Culture
AP Calculus AB	Spanish Literature and Culture
AP Calculus BC	AP English Language and Composition
AP German Language and Culture	AP Italian Language and Culture
AP U.S. History	AP Macroeconomics
AP Art History	AP Statistics
AP Physics 1: Algebra-Based	AP Comparative Government and Politics
AP Japanese Language and Culture	AP Human Geography
AP Physics 2: Algebra-Based	AP Microeconomics
AP Chinese Language and Culture	AP Latin
AP European History	

AP® Courses

The AP® name cannot be attached to courses that are not duly authorized by AP® Course Audit.

All schools wishing to label a course "AP" must be authorized to do so through participation in the AP® Course Audit.

All AP courses must be authorized by the AP® Course Audit in order for schools to qualify for 2016 AP exam fee reimbursement.

Download the 2015-16 AP Course Audit Calendar today!

AP® Course Audit Overview

- The AP® Course Audit was created at the request of both secondary school and college members of the College Board who sought a means for the College Board to:

  1. Provide AP teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses.

  2. Give colleges and universities confidence that AP courses are designed to meet the same clearly articulated college-level criteria across high schools.

- All schools wishing to label a course "AP" must submit the subject-specific AP® Course Audit form and the course syllabus for each teacher of that AP course.

- For more information on the AP® Course Audit, click here

Get Connected through AP® Central

Visit apcentral.collegeboard.org for more information on:

- Teacher Community / Electronic discussion groups

- Tips, tools, and resources for AP teachers

- Up-to-date information on courses and exams

- Opportunities for professional growth

- AP Program data, research, and statistics

AP® Insight
A Roadmap to AP Success

Empowering teachers and students with a road map to AP success.

Expert AP educators have embedded their best strategies into **AP Insight**, a set of research-based tools targeting concepts and skills critical to college success.

AP Insight

- Focuses on challenging areas
- Provides instructional feedback early and often
- Incorporates year-round support in the form of Teacher Communities

Available for 2015-16:
- AP Biology
- AP World History
- AP Chemistry

Launching in 2016-17:
- AP Calculus
- AP U.S. History

Access to AP Insight is available for a subscription fee based on the size of your AP program or classroom. Contact apinsight@collegeboard.org to learn more about implementing AP Insight within your AP Program.

AP® Exam Scores

5 — **Extremely Well Qualified**

Equivalent to grades of A+ and A in the comparable college course

4 — **Well Qualified**

Equivalent to grades of A-, B+, and B in the comparable college course

3 — **Qualified**

Equivalent to grades of B-, C+, and C in the comparable college course
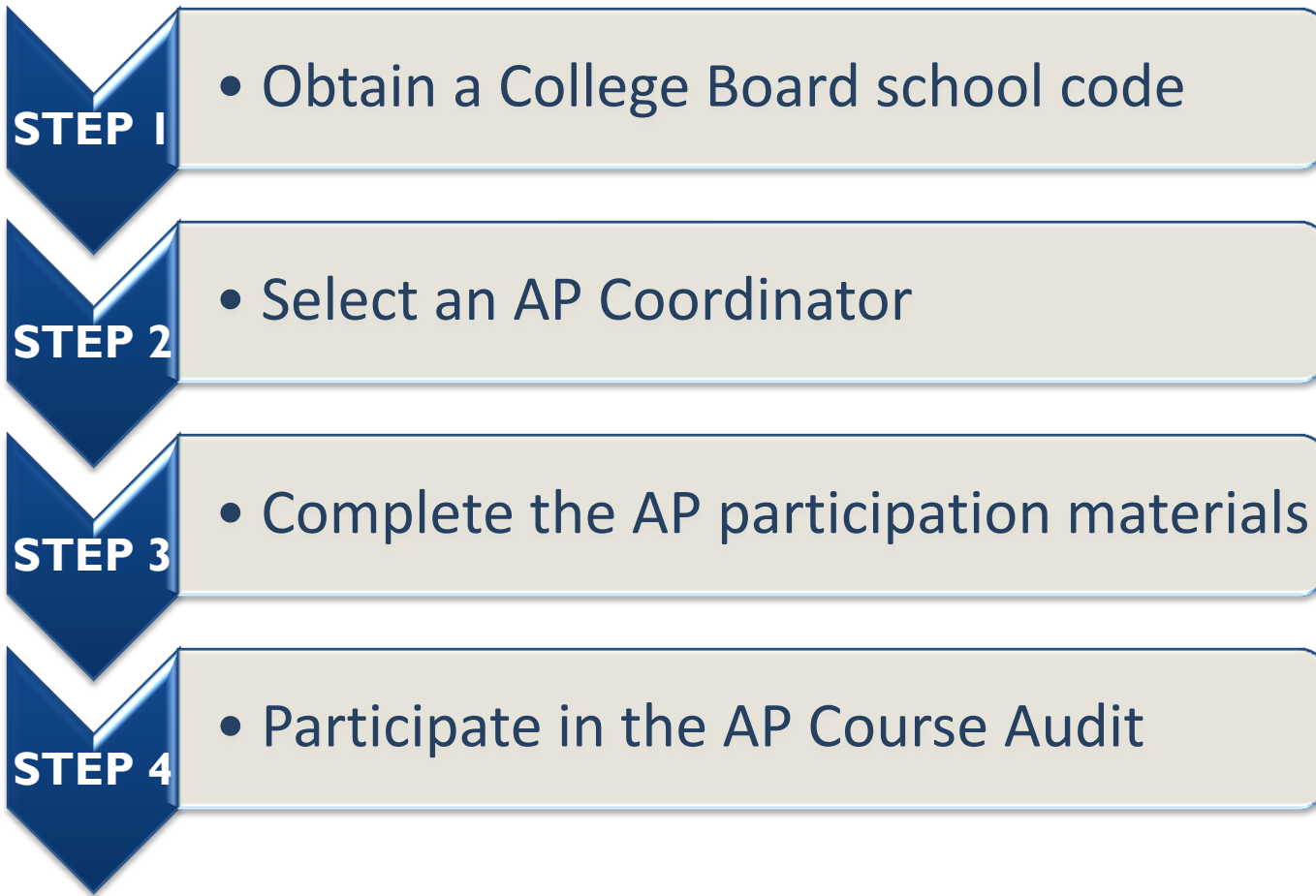
2 — **Possibly Qualified**

1 — **No Recommendation**

AP® Exam Fee

For 2015-16, the College Board fee is $92 per AP Exam, of which the school keeps $9 per AP exam (except in the case of fee-reduced exams, where the schools are asked to forgo the rebate). School rebates may be used for:

- Professional development

- Textbooks and/or materials

- Fees for proctors or other AP Exam administration expenses

- Funds for other needs that will reduce the challenge of coordinating an AP Program

Building an AP® Program

Key Steps in Establishing Your School's AP Program

STEP 1
- Obtain a College Board school code

STEP 2
- Select an AP Coordinator

STEP 3
- Complete the AP participation materials

STEP 4
- Participate in the AP Course Audit

How to offer an AP® Course at Your School

STEP 1:
Choose a course and add it to your catalog

How to do it

- Review AP Potential or other data to identify students who are prepared for college-level courses and exams.

- Ensure that the new course is included in your course catalog
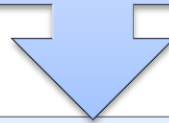
Ask Yourself

Does the course align with your current schedule, accountability framework, class size, and graduation requirements?
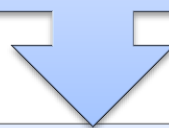
When to do it

Early to mid fall

How to offer an AP® Course at Your School

STEP 2:
Select a Teacher

How to do it

- Select a teacher based on interest, availability, and state/local certification requirements
- Make plans to register the teacher for summer professional development

Ask Yourself

What are the strategies, supports, and resources that will be used to foster the teacher's success?
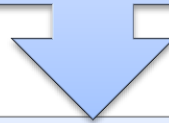
When to do it

Mid to late fall

How to offer an AP® Course at Your School

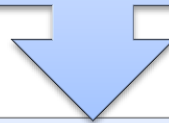## STEP 3:
Recruit and Register Students

How to do it

- Review updated AP Potential data in December and identify additional students for the new course

- Promote the new course to students and their parents and communicate clear policies and expectations

Ask Yourself

Would incentives such as applying extra weight for course grades support participation in the course and exam?

When to do it

Late fall to late spring

How to offer an AP® Course at Your School

STEP 4:
Obtain Course Materials

How to do it

- Inventory existing materials and seek multiple vendors, including textbook retailers and resellers

- Utilize web resources, including class resources posted on AP Central® and the online AP Teacher Community

Ask Yourself

Is grant, foundation or donor support available for course materials?

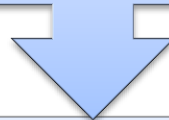**When to do it**

Late spring to early summer

How to offer an AP® Course at Your School

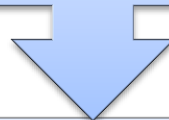## STEP 5:
Complete AP Course Audit Requirements

How to do it

Submit Course Audit materials between March and January

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Ask Yourself

- Do you want the new course reflected in the initial publication of the only [AP Course Ledger](#)?

- If so, submit Course Audit materials by the end of June
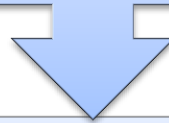
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When to do it

Late spring to late fall

How to offer an AP® Course at Your School

STEP 6:
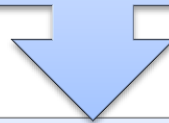### Attend AP Professional Development

How to do it

- Attend a weeklong AP Summer Institute (strongly recommended for new AP teachers)
- Consider attending a full-day workshop during the academic year

Ask Yourself

Have you explored funding sources for training, including state, federal, and College Board programs?
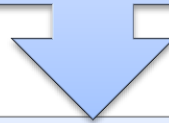
When to do it

Summer

How to offer an AP® Course at Your School

STEP 7:
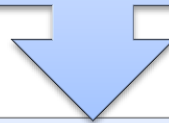### Launch the Course

How to do it

Start planning for the exam order, identifying space and equipment needed for the exam administration, and preparing students for the exam

Ask Yourself

What are the strategies, supports, and resources that will be used to foster the students' success?

When to do it

Late summer to early fall

Leading an AP® Program

AP Leadership should focus on the following:

Vision and Goals

Communication

Attention to Results

Goals should be specific and measureable

Sample Goal #1

The percentage of students in each graduating class engaged in a college-level experience will increase x% each year.

Sample Goal #2

The current gap between the percentage of underrepresented students in AP classes and that in the school is x. Reduce the gap by y%.

Communication

- Communicate your vision

- Articulate course content and skill development

Attention to Results

- Monitor Course participation yearly

- Monitor course grade and exam scores

- Provide information to teaches and administrators

- Discuss subject exam scores

- Celebrate efforts and achievements

Schedule an AP Instructional Planning Report Workshop for your school or district today!

Teachers will learn to interpret and organize instructional strategy around data resulting from annual AP Instructional Planning Reports. Participants will also explore additional resources currently available online.

For more information or to schedule a workshop, contact rcurtis@collegeboard.org

Building an AP Program: A 6-Point Plan

1	**Announce a major commitment to equity in AP.**	**Launch high-profile public campaigns to increase student access to and success in AP courses.**
2	**Conduct an inventory of current AP offerings and capacity.**	**Determine extent and rigor of AP and pre-AP offerings in high schools ; Require all high schools to offer AP courses in at least the four core areas: Mathematics, Science, English and Social Studies**
3	**Support professional development for AP and Pre-AP teachers, administrators**	**Offer year-round training for AP and Pre-AP teachers and hands-on professional development for school and district leaders.**
4	**Align middle and high school curricula.**	**Establish team teaching of AP skills throughout feeder and AP courses through vertical teaming, SpringBoard, PLCs**
5	**Use data to inform curriculum, identify AP students, increase participation/performance**	**Administer the PSAT/NMSQT to 9th-11th graders; use the free AP Potential program to identify those students likely to succeed on AP Exams, based on those scores. Use SOAS and District Integrated Summary Reports**
6	**Support students.**	**Implement AP exam reviews, study groups, summer bridge programs; offset the AP Exam fee for low-come students**

CollegeBoard

Q & A

You may now submit questions using the Q & A pod on the right hand side of your screen.

Contact Information

For more information on building and sustaining an AP® Program

please contact:

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