

KENTUCKY DEPARTMENT OF EDUCATION



ADVISORY GROUP MEETING SUMMARY

ADVISORY GROUP: Commissioner's Raising Achievement/Closing Gaps Council

MEETING DATE: February 21, 2013

LIAISON: Claude W. Christian

NOTE-TAKER/CONTACT: Claude W. Christian

ADVISORY GROUP MEMBERS PRESENT:

Shambra Mulder
Juan Pena
Chuck Hamilton
JJ Jackson
Barbara Connor

Terry Holliday (Commissioner)
Rebecca Powell
Deborah Mapp-Embry
Lisa James
Marlene James

Agenda Item:

Welcome and Review of Agenda

Discussion/Action:

- Dr. Holliday welcomed members and visitors.
- Discussed the latest report on the 41 priority schools and the data that supported the report.
 - Acknowledged that there has been some response to the report and provided a clearer explanation of what the data showed for those schools that are showing little or no improvement

Of **100** students entering 9th grade...

40 will graduate (average 40% graduation rate)

Of those **40** students who graduate...

6 students will meet the college and career ready standard established by the Kentucky Department of Education, Kentucky Board of Education and the Council on Post-Secondary Education

This equates to **1 in 17** students who are or will be college and career ready by the time they graduate.

Moreover, the data shows that **1 in 4** African American males are likely to be incarcerated by the age of 24.

Key Questions/Concerns:

- What can be done to not only identify the schools that are still struggling but highlight those schools that are showing progress with a concentrated focus on student success?
RESPONSE: Each of the Delivery Plans addresses a different aspect of the needs to get our students to college and career ready. One plan on which this group has had direct influence is the Gap Delivery Plan. Which leads us to our next agenda item.

Agenda Item:**Update on Gap Delivery Plan (Claude Christian)****Discussion/Action:**

- Council members were provided copies of the data gathered from the new state testing.
 - Gap Delivery Maps showing gaps by individual gap groups in quantiles (*attachment 1*)
 - Gap Maps showing district progress in raising achievement and closing gaps by individual gap groups (*attachment 2*)
 - Three year trend data for the 41 Priority Schools (*attachment 3*)
 - Charts showing students in the gap groups' proficiency status by grade level, subject and individual groups (*attachment 4*)
- Discussion focused on the needs that have been validated through the data.
- Dr. Powell and Mr. Hamilton expressed a need for a focus on “academic language”. Many students do not live in an environment where “formal, academic language” is regularly spoken.
 - They identified this as a potential barrier as most tests require the knowledge and use of said language.
 - Mr. Hamilton recounted a meeting with single parents who expressed this same concern and asked for help because they saw the hindrance it presented to their sons.
 - Mr. Christian identified this practice as “code switching” which is the ability to alter one’s “native” or “regular” vocabulary and sentence structure to suit a given situation.
- A question was raised concerning the need for a focus on English Language Learners and English as a Second Language issues.
 - KDE acknowledges the need to address this important area and is working to provide assistance and guidance.
 - Presently, there are no consultants in this area at KDE.
 - KDE is working to hire consultants to work in this area
 - Felicia Smith expressed thanks for making sure the information concerning the ongoing search for good consultants is made public.

Key Questions/Concerns:

- Are there proven strategies available from those priority schools showing success that can be made available to other schools that may become priority schools?
 - Yes. The Best Practices Strategy is in the process of developing a process for the self-identification and state validation (based on a rubric) of best practices. The first to be posted will come from the priority schools and the ten alternative programs that have been identified as best practice sites (*attachment 5*).
- Will the strategies posted online be connected to the school(s) using them successfully?
 - Over time some strategies will be connected to the schools. This will be similar to an earlier process of identifying successful “gap” schools. School demographics

will be included to show in which climate/environment/population the strategy has been successful.

- All strategies will not be linked to schools. Some are presently available in the CIITS environment under PD360. The Best Practices identified through this practice may be linked to PD360 as well.

Agenda Item:

Update on College and Career Ready Delivery Plan (Felicia Smith, Dale Winkler)

Discussion/Action:

- The College and Career Ready Delivery Plan defines how KDE will support districts to meet the KBE goal to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015. (*attachment 6*)
- There are two main target goals:
 - 1. Increase the percentage of students who are college- and career-ready from 34 percent to 67 percent by 2015.
 - 2. Increase the Averaged Freshman Graduation Rate from 76 percent to 90 percent by 2015.
- There are several strategies identified as having an impact on college and career readiness and graduation:
 - Collection and Use of Data: Persistence to Graduation
 - Course and Assessment Alignment
 - Unbridled Learning Accountability Model
 - Targeted Interventions
 - Career Readiness Pathways
 - Acceleration
 - Advanced Placement
 - Project Lead the Way
 - Early College Designs
 - College and Career Advising
 - Priority Schools
- Three of the strategies were discussed: Course and Assessment Alignment, Targeted Interventions and Advanced Placement
 - **Course and Assessment Alignment** focuses on the implementation of the new Kentucky Core Academic Standards (KCAS).
 - This strategy also focuses on making sure all students have access to rigorous courses and making sure courses are adequately aligned.
 - In some cases it was revealed that students were receiving repeat access to standards. This means that students may complete one course that was not adequately aligned. In the second level of that course the students would repeat as much as 6 weeks of instruction covered in the

- previous course.
 - Requires the increased attention to vertical and horizontal alignment of courses and standards.
 - This strategy is supporting the move toward standards-based reporting for grading to increase equity and consistency.
 - Teachers working with diverse learners
 - Focusing on Limited English Proficient (LEP) and English Language Learners (ELL)
- **Targeted Interventions** focuses on the use of data to identify students not meeting benchmark on EPAS (PLAN, EXPLORE and ACT tests) and implement individualized and targeted instruction or transitional interventions for those students.
 - Provided CCR data by populations based on Kentucky Online Testing (KYOTE) and COMPASS (*attachment 7*)
 - A connection was made between the work of the strategies in both the CCR and Gap Plans. Particularly Co-Teaching for Gap Closure.
- **Advanced Placement** is designed to provide access to more students
 - Working with Advance Kentucky (<http://www.advancekentucky.com/>) whose goal is to “dramatically expand access to and participation and success in rigorous college-level work in high school, particularly among student populations traditionally underrepresented in these courses.”
 - Shared a report released by College Board on AP (*attachment 8*) showing gains in the number of students taking the test. Also noted that approximately 50% of students taking the test are scoring 3 or higher.
 - KDE has received a grant that helps to offset the cost of taking the AP courses and tests
 - Kentucky leads in the number of students taking AP courses but still needs to work on increasing the number of students taking the AP exams.
 - Students who take AP courses are not required to take the exam.
 - Students do not have to take the course before they take the exam.
 - Presented a scatter plot showing the number of students taking AP courses and the success rates. Will have the graph enhanced with identifiers to show what each symbol represents.

Key Questions/Concerns:

- How can we make sure of the implementation of the “how”, not the “what” of the standards? And in what context is it being implemented?
 - Commissioner’s Delivery Unit has engaged focus groups that have worked in districts with district and teacher leaders on the needs and fidelity of the implementation of the standards.
 - From these focus groups and other observations, best practices are being gathered that can be shared across the state through the Best Practices Network in the Gap Delivery Plan.

- Does the CCR Plan provide support to the students who are CCR or is that done elsewhere? Who ensures that they have the information necessary to prepare for college?
 - We work closely with the Council on Post-Secondary Education.
 - There is also a strategy, College and Career Advising Strategy that reviews records and provides help to students to ensure they are on track to be CCR and to provide guidance on the process(es) application and admission.
- Why the encouragement to take the AP exams if there are other tests that can determine whether a student is CCR?
 - The AP exams expand on the level of rigor in the curriculum
 - While students can show CCR with ACT tests, those students who take the AP exam and score a three (3) or higher can also receive college credits, thereby presenting a cost savings once the student enters college.

Other Items (can include items not on formal agenda, action to be taken, next steps, food for thought):

For our next meeting:

- Consolidated Monitoring Feedback reports
- Assessment
 - What is the Predictive Validity of MAP and other assessments used in schools?
 - How is data mining taking place in schools?
 - How is this being used to identify successful teachers and what is being done with the information?
- Review of Goal 3: How do districts identify who is responsible for what?
- Update on Proficiency Delivery Plan

Attachments:

Attachment 1 – 2012 Gap Maps - quantiles

Attachment 2 - 2012 Gap Maps – groups

Attachment 3 - Progress of School Identified as Priority Over the Past Three Years... Trend-for CRACGC

Attachment 4 - Gap group Proficiency by Grade Level

Attachment 5 - Alternative Programs News release June 21, 2012

Attachment 6 - CCR Overview

Attachment 7 - CCR Data for Populations

Attachment 8 - AP Data for KY

Next Meeting: June 13, 2013

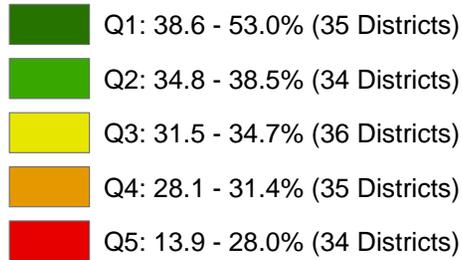
Capital Plaza Tower

Frankfort, KY

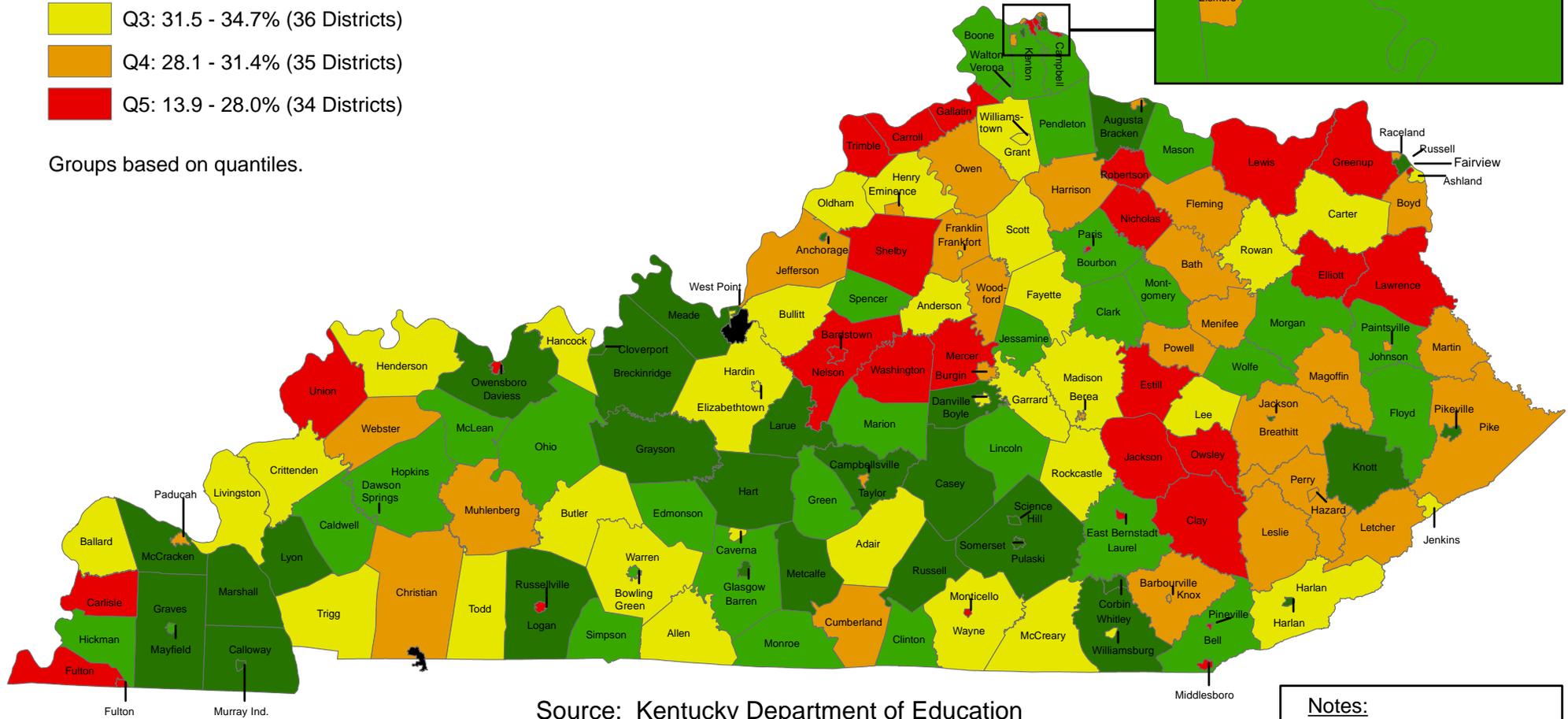
State Board Room

2012 Non-Duplicated Gap Group Proficiency Rates

Percentage of Students Proficient/Distinguished



Groups based on quantiles.



Source: Kentucky Department of Education
Office of the Commissioner
Data based on average proficiency rates of the 2012 K-PREP
for all students in the non-duplicated gap group at the
elementary, middle and high school levels.

Notes:

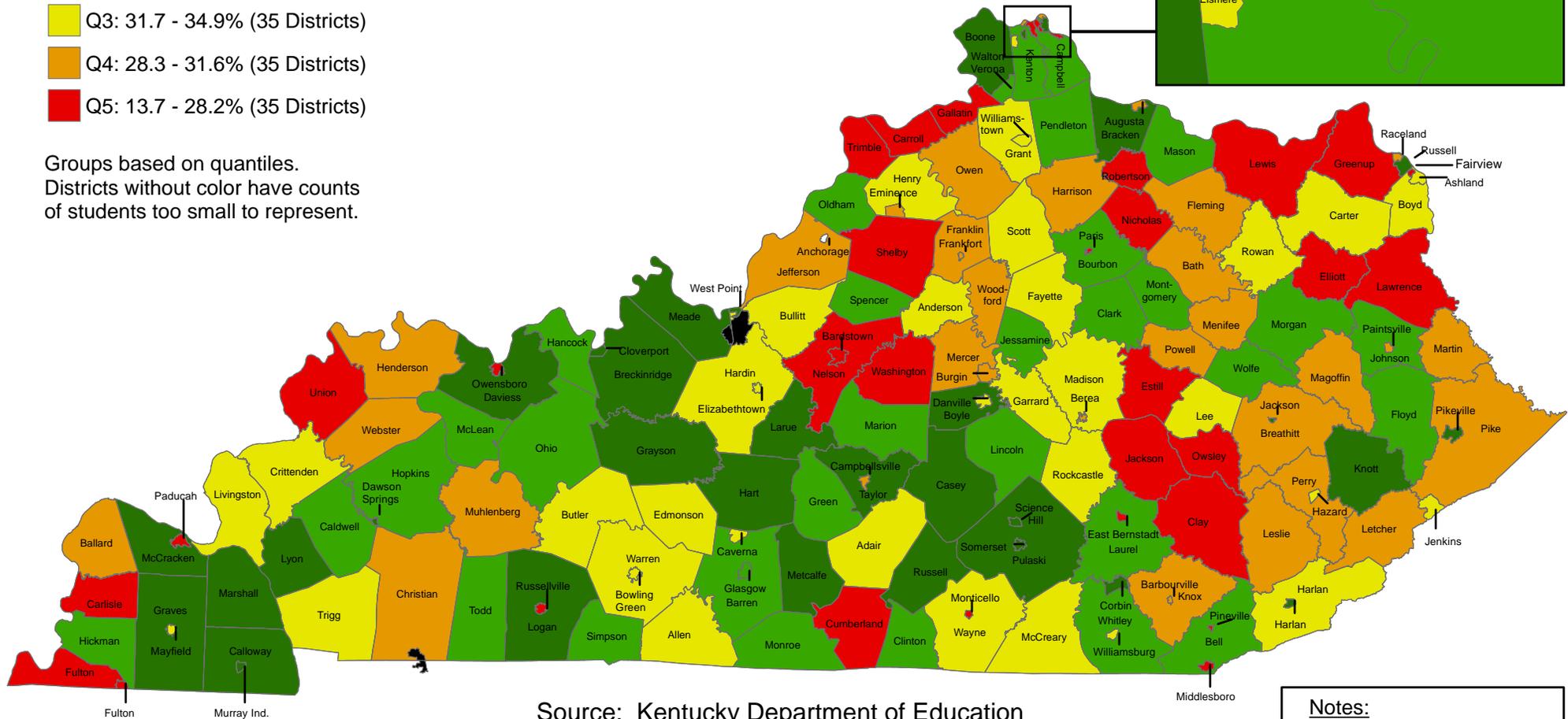
- * Independent districts are identified within county.
- * Military bases are shown in black.
- * Data as of 11/1/12.

2012 Gap Group Proficiency Rates Students with Free/Reduced Lunch

Percentage of Students Proficient/Distinguished

- Q1: 38.9 - 54.3% (34 Districts)
- Q2: 35.0 - 38.8% (34 Districts)
- Q3: 31.7 - 34.9% (35 Districts)
- Q4: 28.3 - 31.6% (35 Districts)
- Q5: 13.7 - 28.2% (35 Districts)

Groups based on quantiles.
Districts without color have counts of students too small to represent.



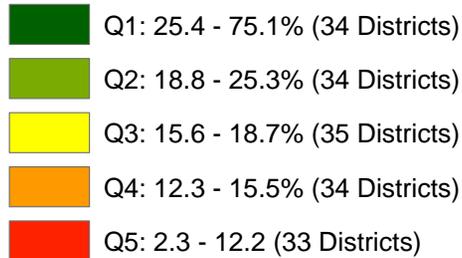
Source: Kentucky Department of Education
Office of the Commissioner
Data based on average proficiency rates of the 2012 K-PREP
for all students in the non-duplicated gap group at the
elementary, middle and high school levels.

Notes:

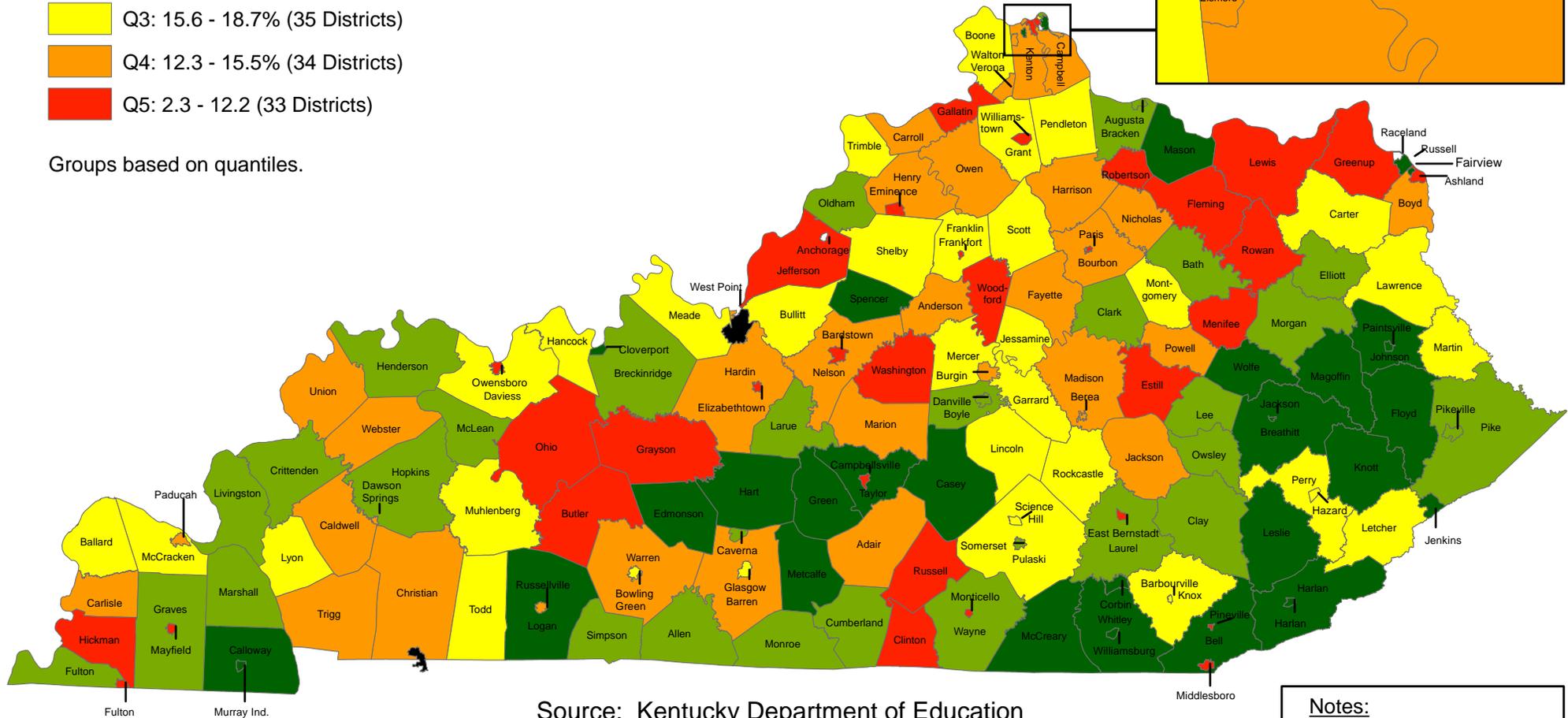
- * Independent districts are identified within county.
- * Military bases are shown in black.
- * Data as of 11/1/12.

2012 Gap Group Proficiency Rates Students with Disabilities

Percentage of Students Proficiency/Distinguished



Groups based on quantiles.

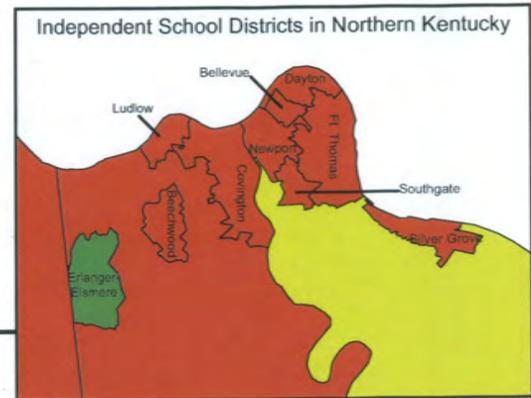


Source: Kentucky Department of Education
Office of the Commissioner
Data based on average proficiency rates of the 2012 K-PREP
for all students in the non-duplicated gap group at the
elementary, middle and high school levels.

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- * Data as of 11/1/12.

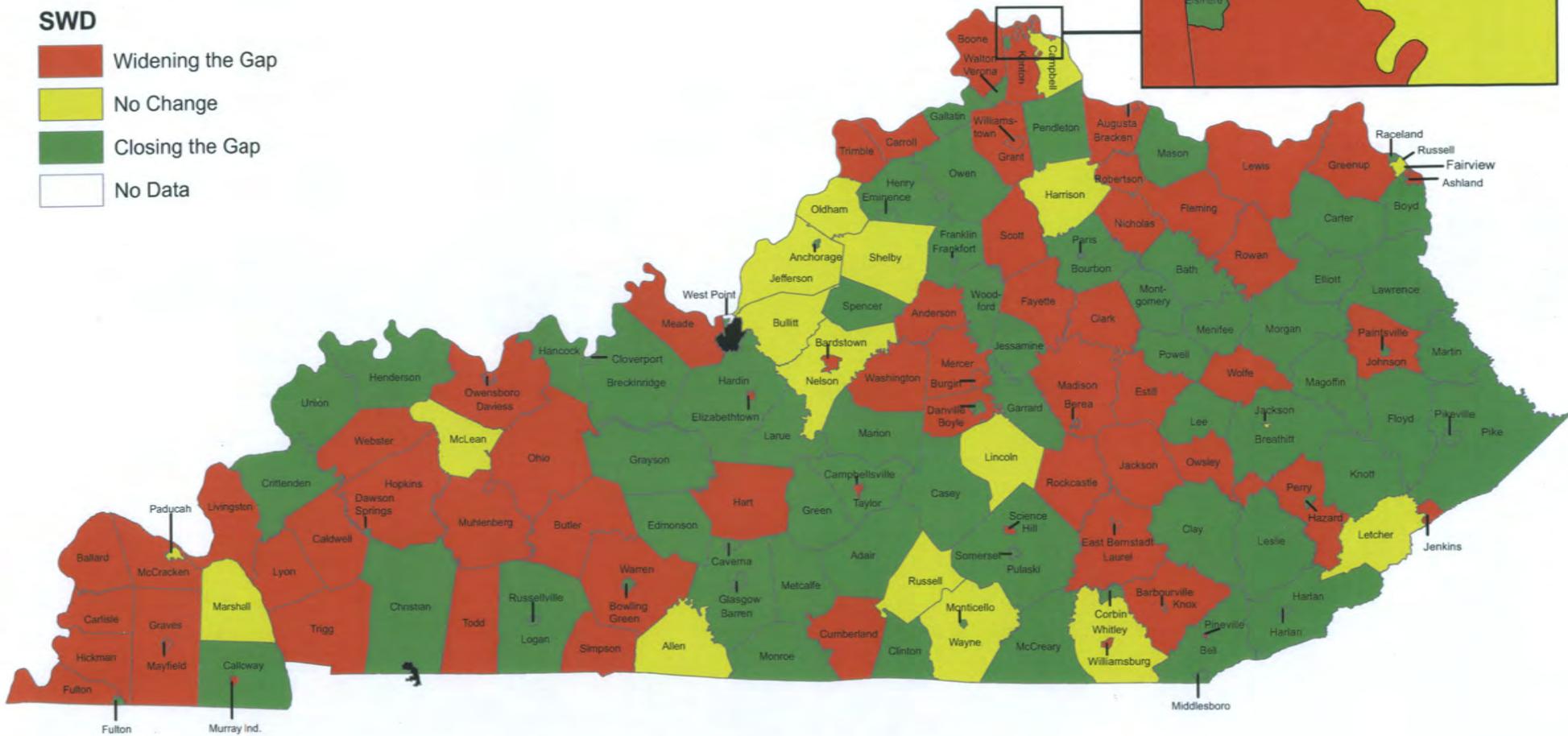
Gap Comparison Data 2009-2010 and 2010-2011 Students With Disabilities



2010-2011 Gap Comparison

SWD

- Widening the Gap
- No Change
- Closing the Gap
- No Data



Source: Kentucky Department of Education
Original data may be found at: <http://openhouse.ky.gov>

Progress of School Identified as Priority Over the Past Three Years... Trend

| Priority School | Overall Score Above 50% (1 yr) * | Proficient/NI(1 yr) * | Percentile Above 5% (3 years) {4 pts} | Graduation Gain > 5% (3 years) * | CCR gain >10 (3 yrs) * | ACT/Explore % English Bench 2 yr Change Above 5 Percentage Points * | ACT/Explore% Math Bench 2 yr Change Above 5 Percentage Points * | ACT/Explore% Reading Bench Change Above 5 Percentage Points * | State or Above for P/D for Gap Group * | Growth Above 50% * | Turn-around Points * |
|---------------------|----------------------------------|-----------------------|---------------------------------------|----------------------------------|------------------------|---|---|---|--|--------------------|----------------------|
| Caverna HS | no | NI | no | yes | no | yes | yes | yes | | yes | 5 pts/13 |
| Fern Creek HS | yes | NI | yes | no | yes | no | no | no | yes | yes | 8 pts/13 |
| Robert Frost MS | no | NI | no | NA | NA | no | no | no | | no | 0 pts/11 |
| Lawrence County HS | no | NI | yes | yes | no | no | no | yes | | yes | 7 pts/13 |
| Leslie County HS | yes | NI | yes | no | yes | no | no | no | | yes | 7 pts/13 |
| Metcalfe County HS | yes | proficient | yes | yes | yes | no | yes | no | yes | yes | 11 pts/13 |
| Academy at Shawnee | no | NI | no | no | yes | yes | no | no | | no | 2 pts/13 |
| Valley HS | no | NI | no | no | no | yes | no | yes | | no | 2 pts/13 |
| Western MS | no | NI | no | NA | NA | no | no | no | | yes | 1 pt/11 |
| Western HS | no | NI | no | yes | yes | yes | yes | no | | no | 4 pts/13 |
| East Carter HS | yes | proficient | yes | no | yes | no | no | yes | | yes | 9 pt/13 |
| Christian County HS | yes | NI | yes | yes | yes | no | no | no | yes | yes | 9 pts/13 |
| Doss HS | no | NI | no | no | no | no | no | no | | no | 0 pt/13 |
| Fairdale HS | no | NI | yes | yes | no | no | no | no | yes | yes | 7 pts/13 |
| Greenup County HS | yes | NI | yes | no | yes | no | no | no | | yes | 7 pts/13 |
| Iroquois HS | no | NI | no | no | yes | no | no | no | | no | 1 pt/13 |
| Knight MS | no | NI | no | NA | NA | yes | no | no | | yes | 2 pts/11 |
| Sheldon Clark HS | yes | NI | yes | no | yes | no | no | no | | no | 6 pts/13 |
| Newport HS | no | NI | yes | no | yes | yes | no | no | | yes | 7 pts /13 |
| Seneca HS | no | NI | yes | no | no | no | no | no | | yes | 5 pts/13 |
| Southern HS | no | NI | no | no | yes | yes | yes | no | | yes | 4 pts/13 |
| Waggener HS | no | NI | yes | no | no | no | no | no | | yes | 5 pts/13 |

State Average or Above

* 1 Point

Yellow: Cohort 1, 2009

Green: Cohort 2, 2010

Blue: Cohort 3, 2011

All now PRIORITY SCHOOLS

Progress of School Identified as Priority Over the Past Three Years... Trend

| Priority School | Overall Score Above 50% (1 yr) * | Proficient/ NI(1 yr) * | Percentile Above 5% (3 years) {4 pts} | Graduation Gain > 5% (3 years) * | CCR gain >10 (3 yrs) * | ACT/ Explore % English Bench 2 yr Change Above 5 Percentage Points * | ACT/ Explore% Math Bench 2 yr Change Above 5 Percentage Points * | ACT/ Explore% Reading Bench Change Above 5 Percentage Points * | State or Above for P/D for Gap Group * | Growth Above 50% * | Turn-around Points * |
|----------------------|----------------------------------|------------------------|---------------------------------------|----------------------------------|------------------------|--|--|--|--|--------------------|----------------------|
| Dayton HS | no | NI | yes | yes | yes | yes | yes | yes | | yes | 10 pts/13 |
| Dayton MS | no | NI | yes | NA | NA | yes | no | yes | | yes | 7 pts/11 |
| Fleming County HS | YES | proficient | yes | yes | yes | no | no | yes | yes | yes | 11 pts/13 |
| Franklin-Simpson HS | yes | NI | yes | yes | no | yes | yes | yes | yes | yes | 8 pts/13 |
| Olmstead Academy N. | no | NI | no | NA | NA | no | no | no | | yes | 1 pt/11 |
| Central HS | yes | NI | yes | no | yes | yes | yes | no | yes | yes | 10 pts/13 |
| Knox Central HS | no | NI | yes | no | yes | no | no | no | yes | no | 6 pts/13 |
| Lee County HS | yes | NI | yes | no | yes | yes | yes | yes | yes | yes | 11 pts/13 |
| Lincoln County HS | yes | NI | yes | yes | yes | yes | yes | yes | yes | yes | 12 pts/13 |
| Livingston County HS | no | NI | yes | no | yes | no | no | no | | yes | 6 pts/13 |
| Monticello HS | yes | NI | yes | yes | yes | no | no | no | | no | 7 pts/13 |
| Myers MS | no | NI | no | NA | NA | no | no | no | | no | 0 pt/11 |
| Perry County Central | no | NI | no | no | no | yes | no | yes | | no | 2 pts/13 |
| Pulaski County HS | yes | proficient | yes | no | yes | yes | no | no | yes | yes | 10 pts/13 |
| Stuart MS | no | NI | no | NA | NA | no | no | no | | no | 0 pt/11 |
| Thomas Jefferson MS | no | NI | no | yes | NA | no | no | no | | yes | 2 pts/11 |
| Trimble County HS | No | NI | yes | no | no | yes | yes | yes | | yes | 8 pts.13 |
| Westport MS | NO | NI | no | NA | NA | no | no | no | | no | 0 pt/11 |
| Bryan Station HS | NO | NI | yes | yes | yes | no | yes | no | | yes | 8 pts/13 |

State Average or Above

*** 1 Point**

Yellow: Cohort 1, 2009

Green: Cohort 2, 2010

Blue: Cohort 3, 2011

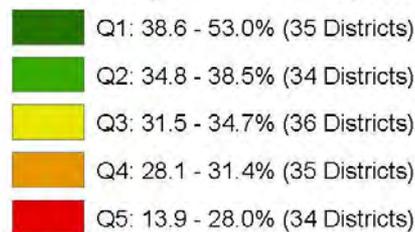
All now PRIORITY SCHOOLS

2012 Unduplicated Gap Group Proficiency Rates

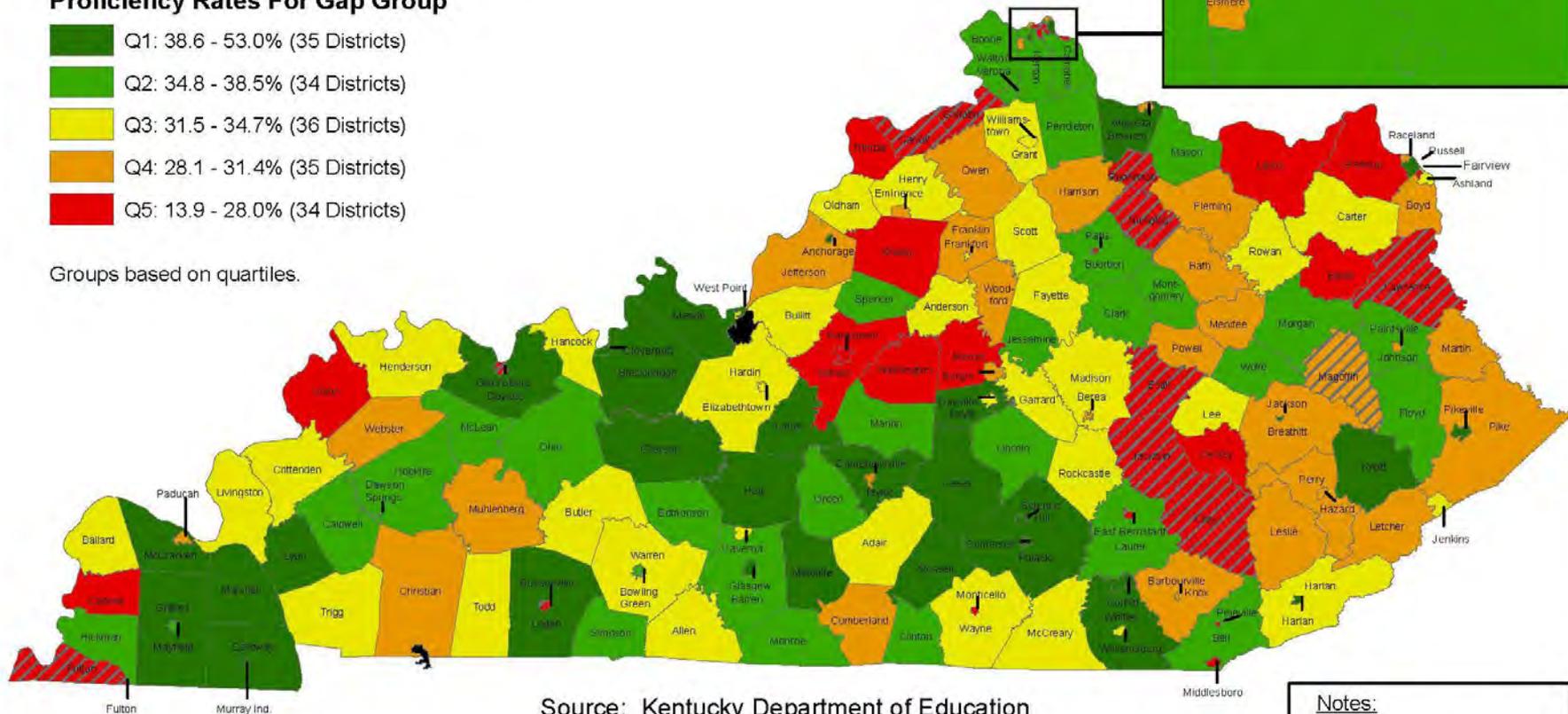
District Status

//// Focus District (17 Districts)

Proficiency Rates For Gap Group



Groups based on quartiles.

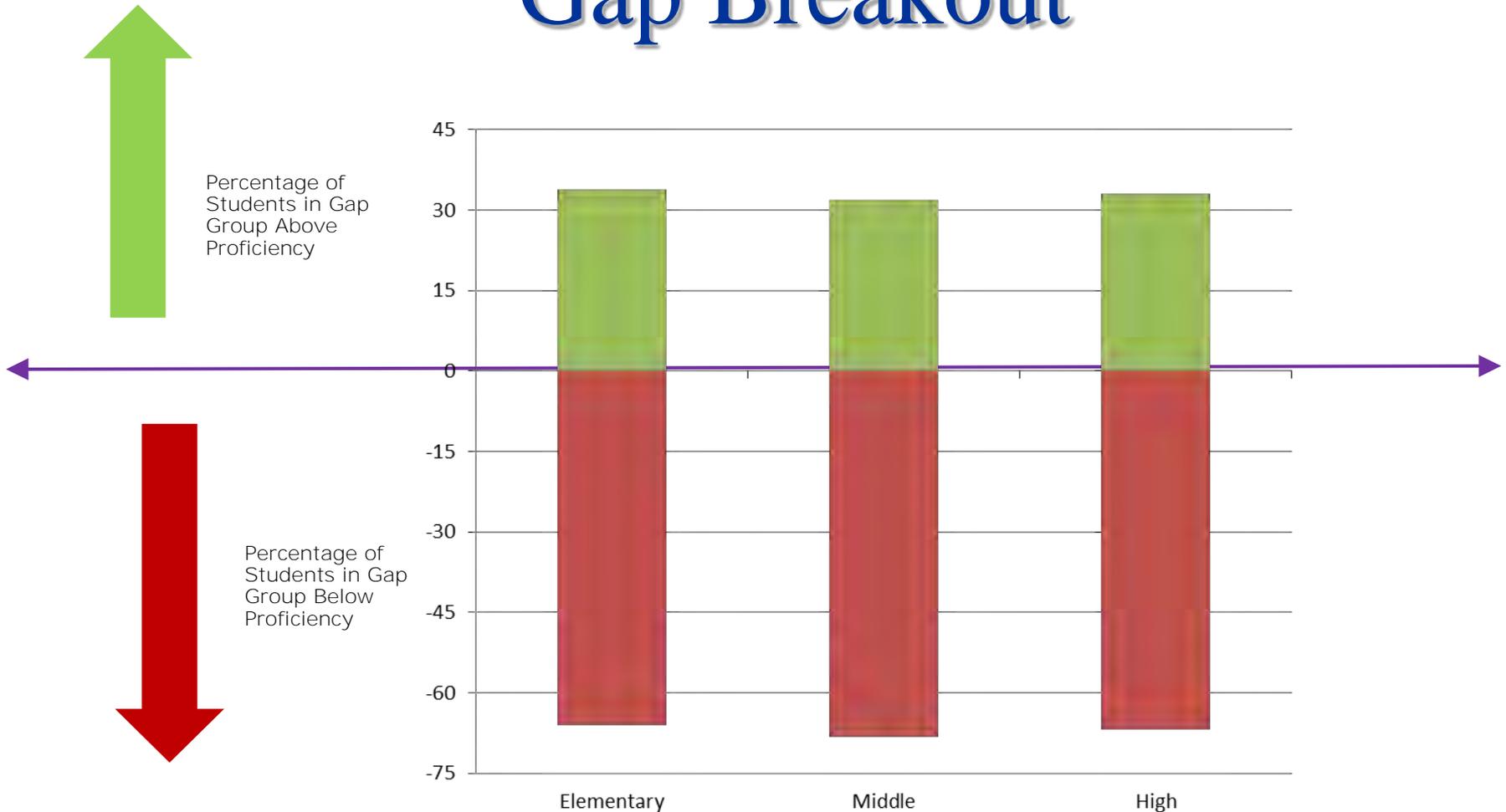


Source: Kentucky Department of Education
Office of the Commissioner
Data based on average proficiency rates of the 2012 KPREP
for all students in the unduplicated gap group at the
elementary, middle and high school levels.

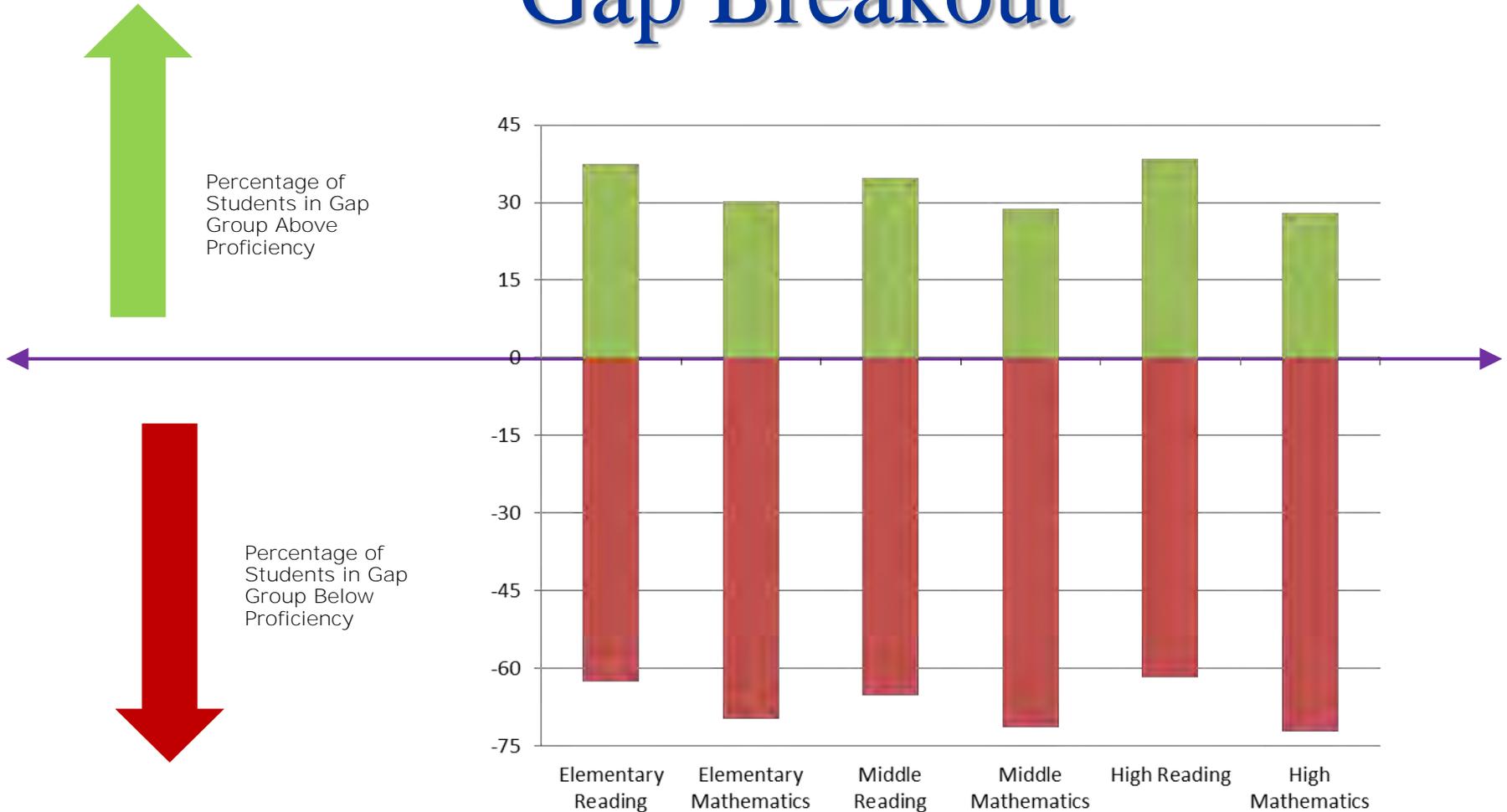
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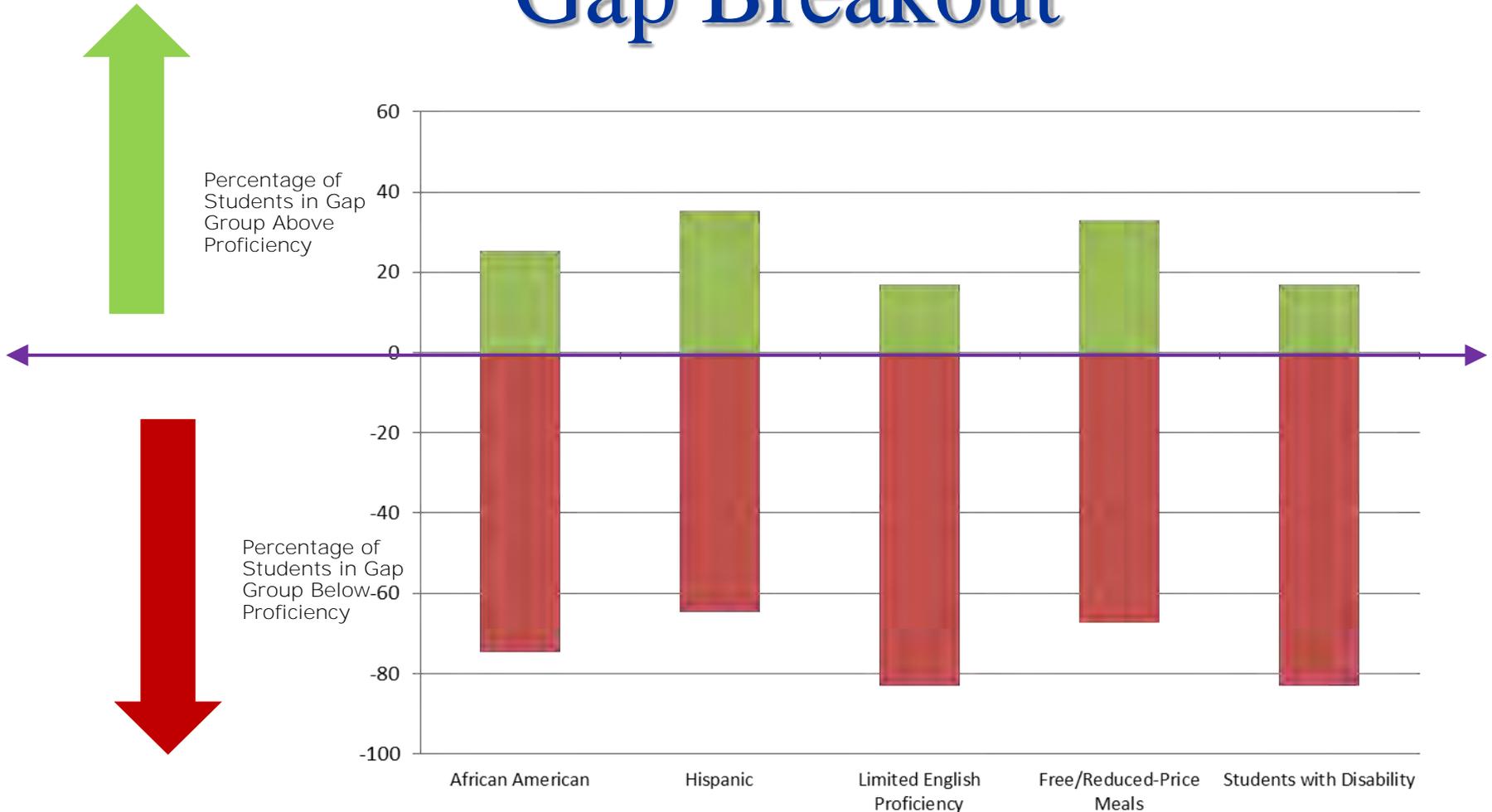
Gap Breakout



Gap Breakout



Gap Breakout





KENTUCKY DEPARTMENT OF EDUCATION

NEWS RELEASE

No. 12-043

June 21, 2012

MEDIA CONTACT: Lisa Y. Gross

Office: (502) 564-2015 **Cellular:** (502) 330-5063 **E-mail:** lisa.gross@education.ky.gov

TEN ALTERNATIVE PROGRAMS SELECTED AS BEST PRACTICE SITES

(FRANKFORT, Ky.) – Ten alternative education programs have been selected as Best Practice Sites in an effort designed to recognize the work of educators and programs that serve at-risk students.

The Kentucky Department of Education (KDE) began the project in 2009 to highlight exemplary practices in A5 and A6 programs in public school districts. A5 programs are school district-operated and -housed instructional programs that provide services to at-risk students with unique needs, and A6 programs are district-operated instructional programs that are located in non-district facilities or schools that serve youth who are considered state agency children through the Kentucky Educational Collaborative for State Agency Children (KECSAC), the Department of Juvenile Justice, the Department of Community Based Services and/or the Department for Mental Health and Mental Retardation Services.

The programs were nominated in three categories:

- Category 1: Curriculum, Instruction and Assessment
- Category 2: Culture, Support and Professional Development
- Category 3: Leadership, Resources/Organization and Planning

The ten programs named as Best Practice Sites for 2012 are:

| SCHOOL DISTRICT | PROGRAM | RECOGNITION |
|------------------|--|-----------------------------------|
| Boyd County | Ramey-Estep High | Exemplary in all three categories |
| Calloway County | Calloway County Day Treatment | Exemplary in all three categories |
| Calloway County | Calloway County Alternative Education Center | Exemplary in all three categories |
| Jefferson County | Brooklawn School | Exemplary in all three categories |
| Jefferson County | Maryhurst School | Exemplary in all three categories |
| Jefferson County | Peace Academy | Exemplary in all three categories |
| Jessamine County | Providence School | Exemplary in all three categories |
| Laurel County | McDaniel Learning Center | Exemplary in all three categories |
| Monroe County | Monroe County Falcon Academy | Exemplary in Category 1 |
| Rowan County | Morehead Youth Development Center | Exemplary in all three categories |

(more)

Visit our website at <http://www.education.ky.gov>.

Page 2 – Best Practice Sites

School districts nominated their programs for recognition based on criteria developed by the KDE Alternative Education Advisory Committee. Applications were screened, and finalists received site visits from a KDE review committee.

Each program selected as a Best Practice Site will receive \$1,000 for instructional support and will be formally recognized at a future meeting of the Kentucky Board of Education. Information on the schools also will also be posted on the KDE website, so that other schools can use the program as a model.

##

**KENTUCKY DEPARTMENT OF EDUCATION
COLLEGE AND CAREER READINESS
DELIVERY PLAN**

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students a more complex and competitive workplace.

Therefore, in February 2011, the Kentucky Department of Education (KDE) secured the Commonwealth Commitment from all districts to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015.

This plan defines how KDE will support districts to meet this vision and overcome this challenge. There are two main target goals:

1. Increase the percentage of students who are college- and career-ready from 34 percent to 67 percent by 2015.
2. Increase the Averaged Freshman Graduation Rate from 76 percent to 90 percent by 2015.

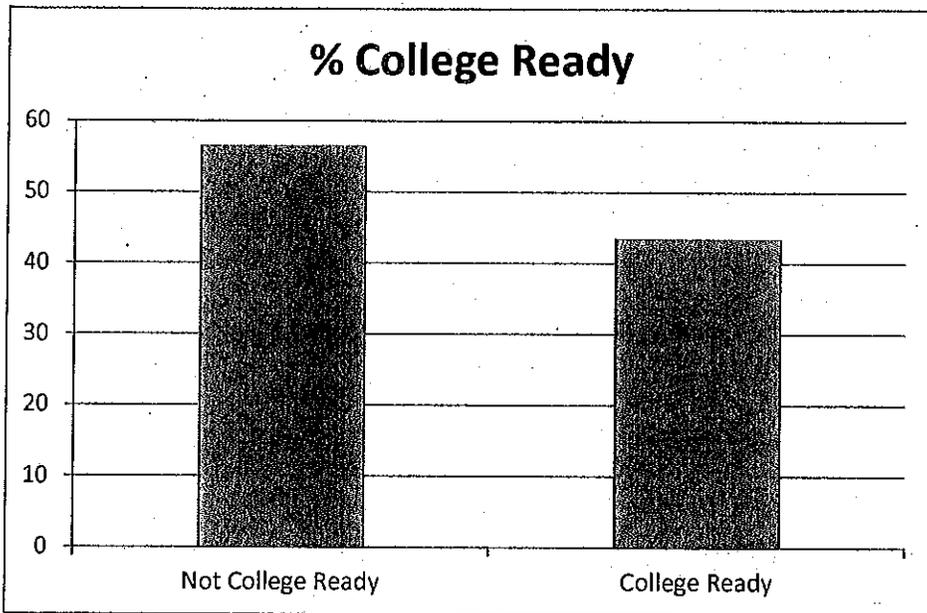
Listed below are the strategies identified as having an impact on college and career readiness and graduation:

- Collection and Use of Data: Persistence to Graduation
- Course and Assessment Alignment
- Unbridled Learning Accountability Model
- Targeted Interventions
- Career Readiness Pathways
- Acceleration
 - Advanced Placement
 - Project Lead the Way
 - Early College Designs
- College and Career Advising
- Priority Schools

Today we will highlight three of the strategies and explain how GAP populations are being addressed.

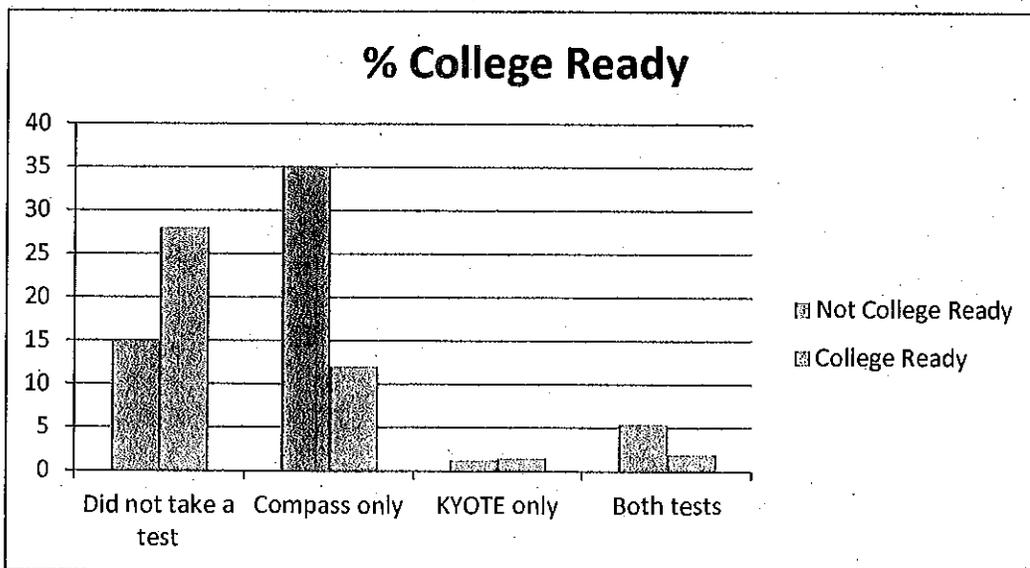
ALL STUDENTS

| | |
|-------------------|---------------|
| Not College Ready | College Ready |
| 56.53 | 43.47 |



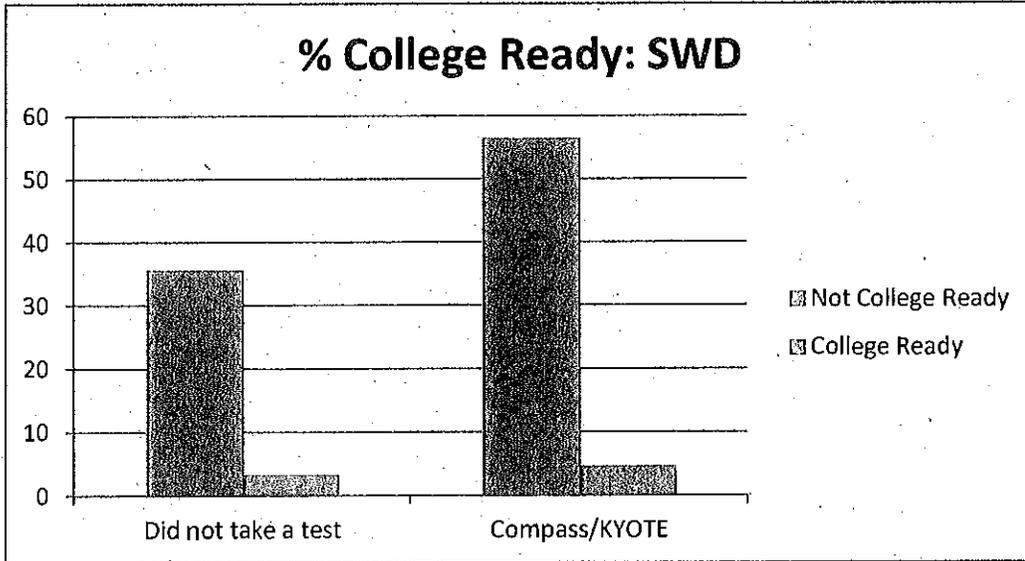
ALL STUDENTS BY TEST (NOTE: Due to small N, I collapsed the Compass/KYOTE test takers)

| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 14.92 | 28.05 |
| Compass only | 34.95 | 12.03 |
| KYOTE only | 1.24 | 1.45 |
| Both tests | 5.43 | 1.94 |



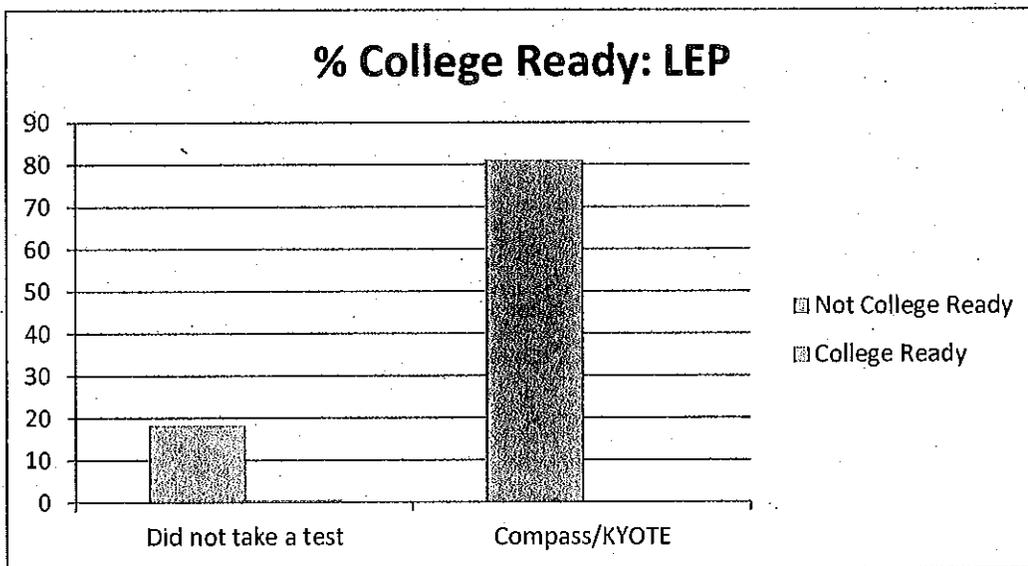
SWD STUDENTS ONLY

| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 35.61 | 3.32 |
| Compass/KYOTE | 56.41 | 4.66 |



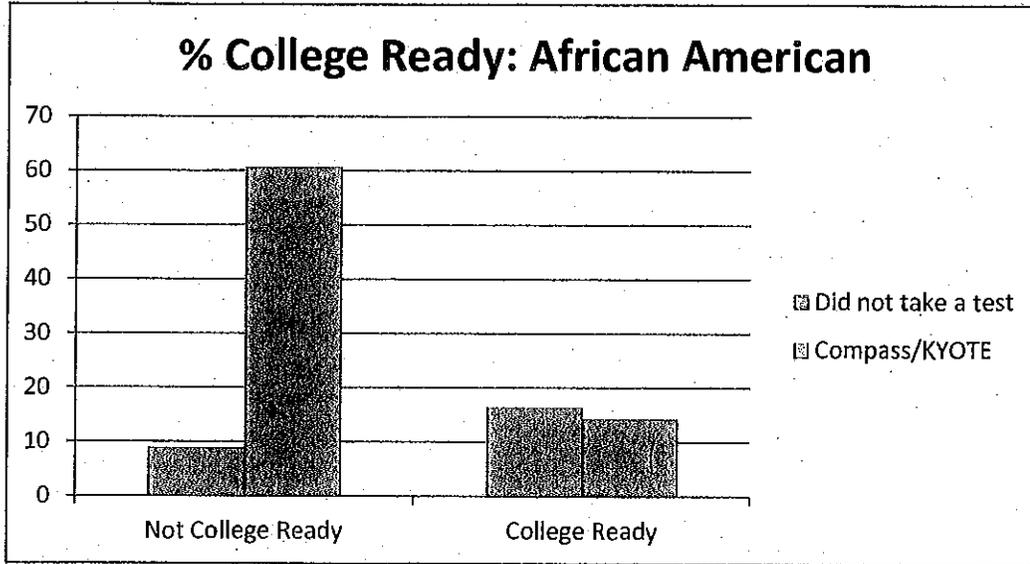
LEP STUDENTS ONLY

| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 18.3 | 0.65 |
| Compass/KYOTE | 81.05 | 0 |



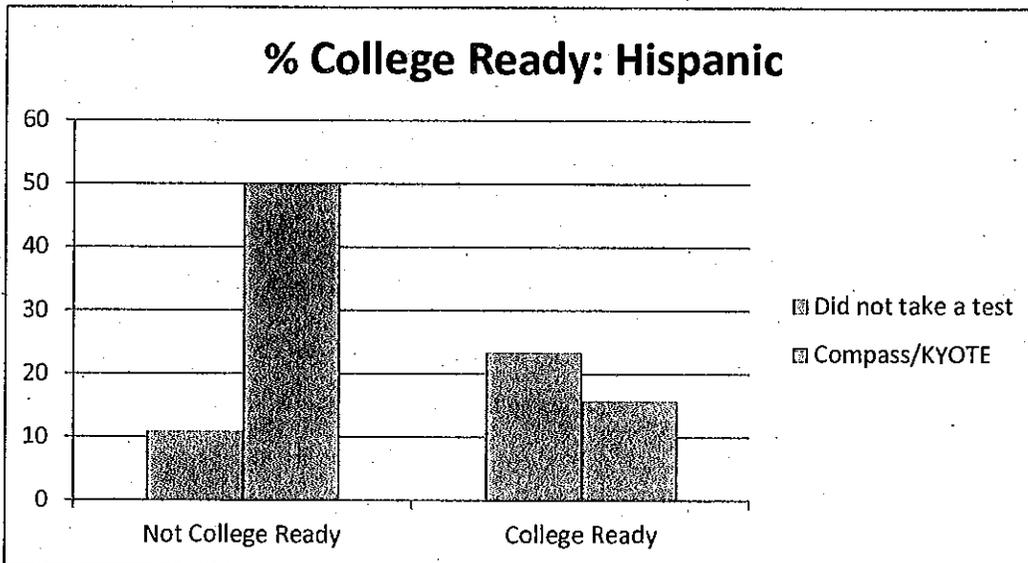
BLACK STUDENTS ONLY

| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 8.89 | 16.41 |
| Compass/KYOTE | 60.62 | 14.35 |

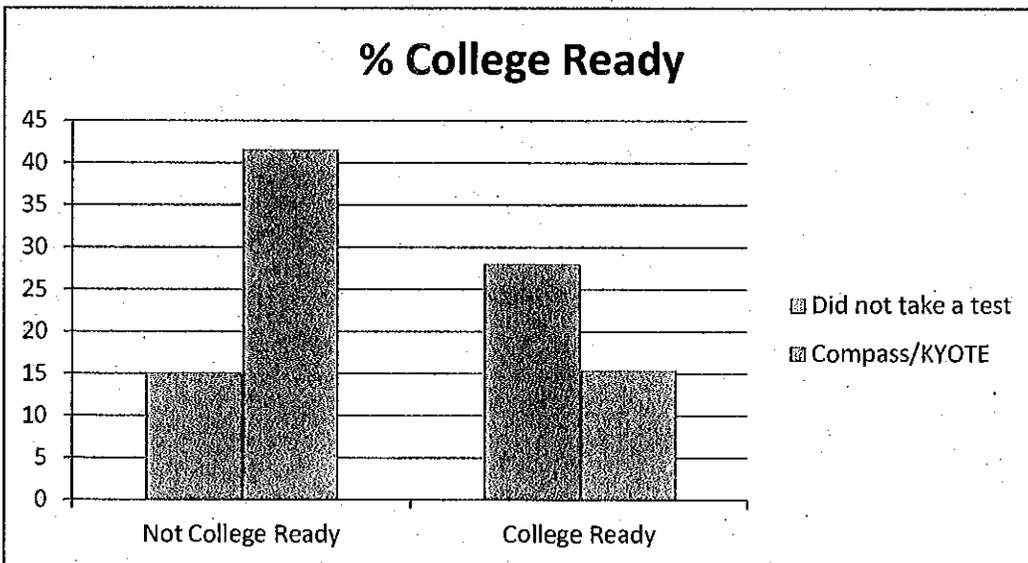


HISPANIC STUDENTS ONLY

| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 10.94 | 23.4 |
| Compass/KYOTE | 49.85 | 15.81 |



| | Not College Ready | College Ready |
|---------------------|-------------------|---------------|
| Did not take a test | 14.93 | 28.05 |
| Compass/KYOTE | 41.61 | 15.41 |

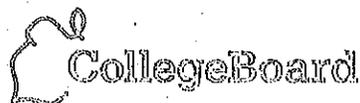




The 9th Annual

AP[®] Report to the Nation

State Supplement
February 13, 2013



AP[®] REPORT
TO THE NATION
STATE SUPPLEMENT
FEBRUARY 13, 2013

Kentucky

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About This Report

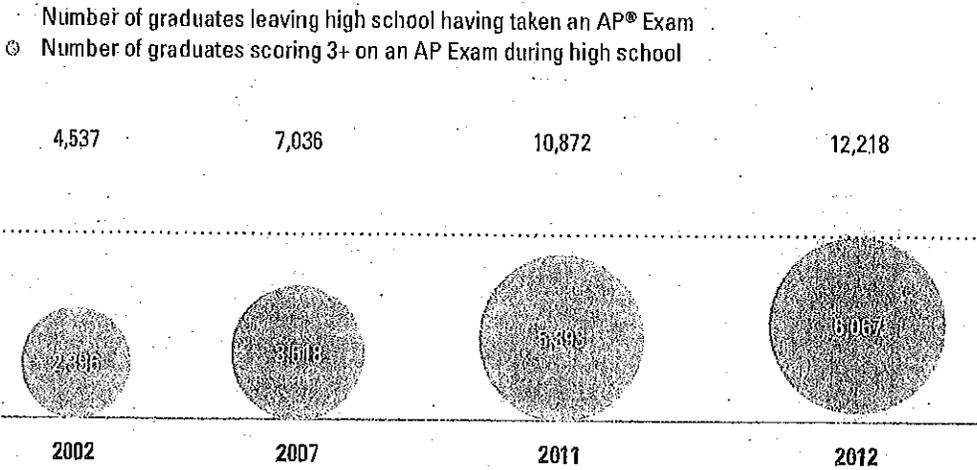
This report provides educators and policymakers with information they can use to celebrate their successes, understand their unique challenges, and set meaningful goals to increase opportunity for all students. It's important to note that while AP Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, AP results should never be used as the sole measure for gauging educational excellence and equity.

Because reliable demographic data for nonpublic schools are not available for all states, this report represents public school students only. Additionally, this report looks at students' entire experience with AP — tracking exams taken by graduates throughout their high school careers — as opposed to reporting exam results from a particular calendar year.

Additional data are available at apreport.collegeboard.org.

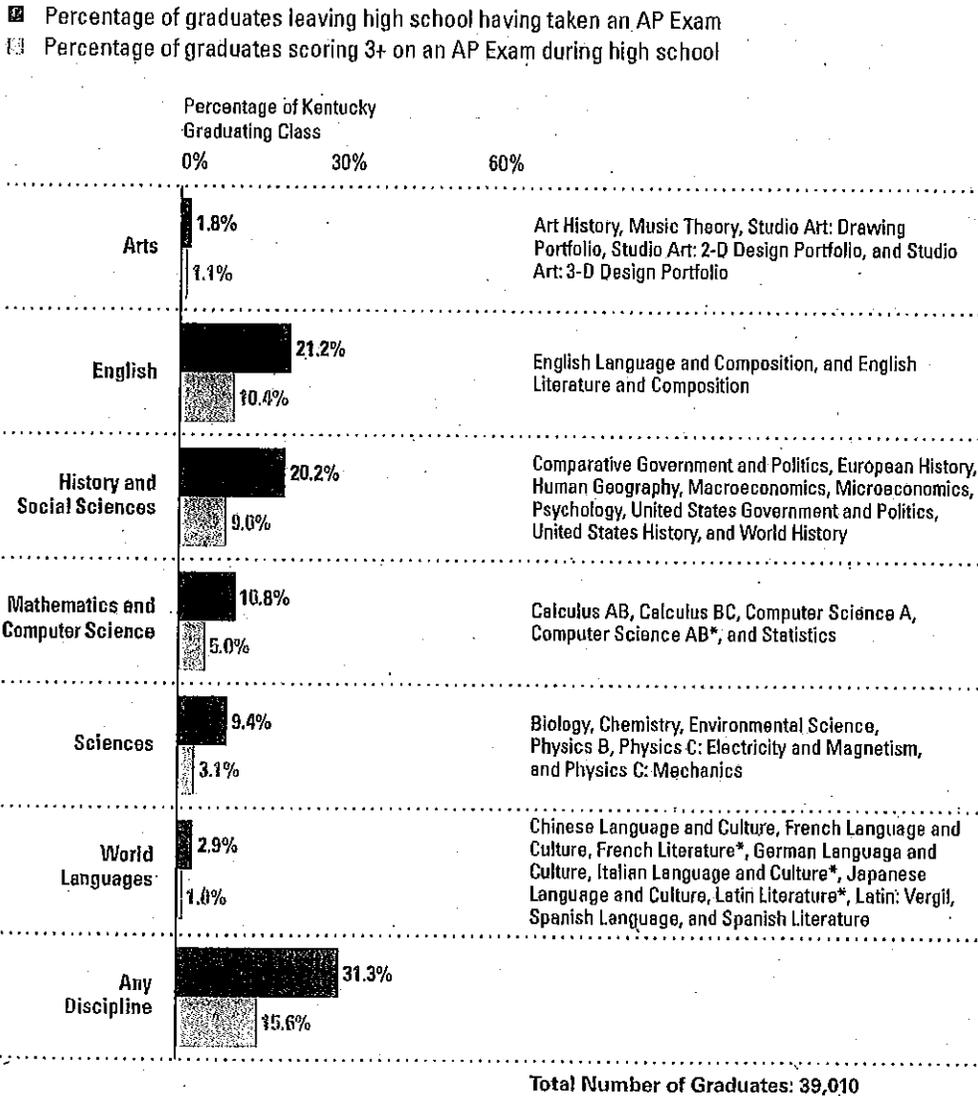
Note: Throughout this report, public high school graduates represent projections supplied in *Knocking at the College Door* (Western Interstate Commission for Higher Education, 2008).

Figure 1 | Growth in AP participation and success



More graduates
 are succeeding on
 AP Exams today
 than took them
 in 2002

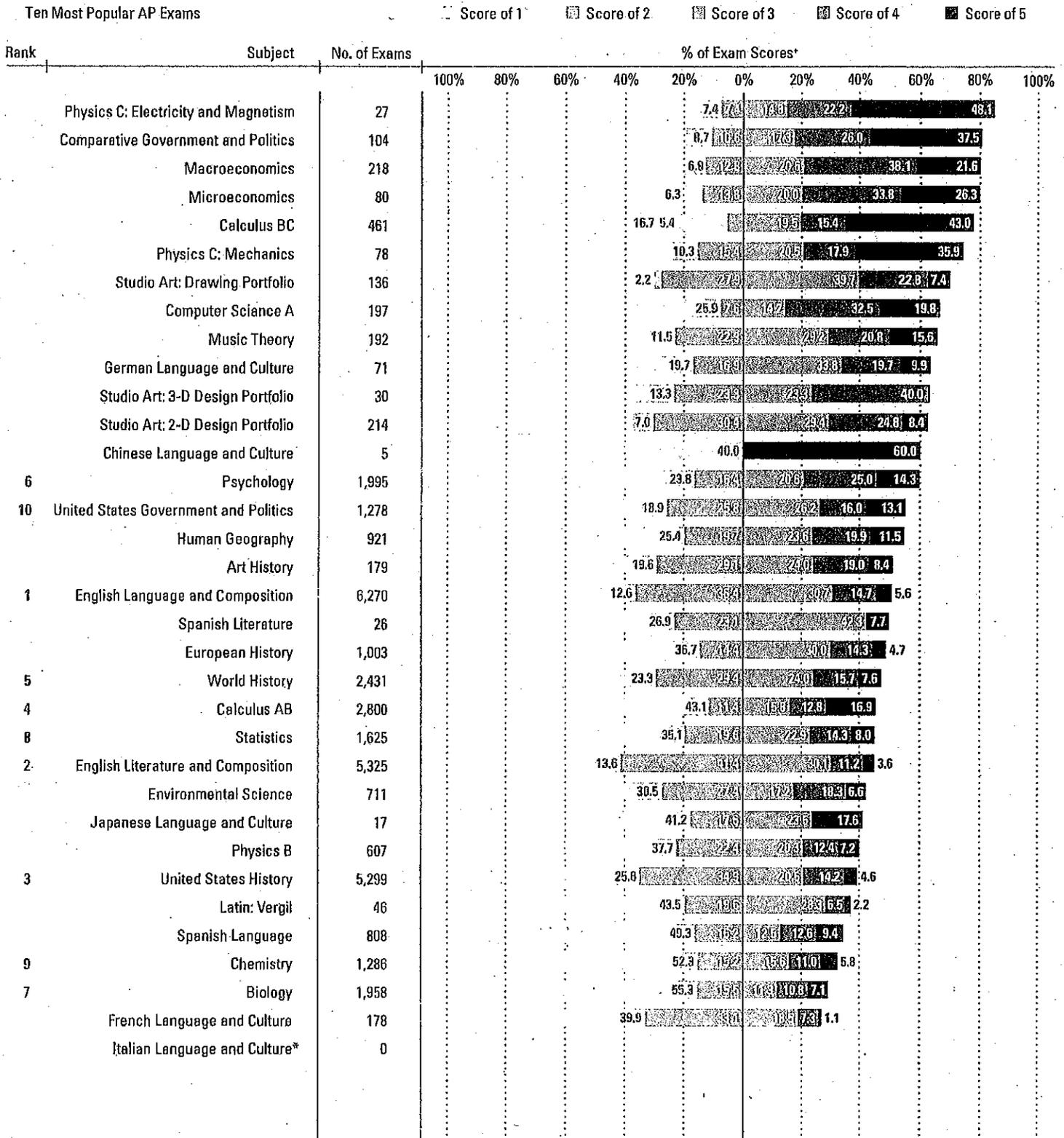
Figure 2 | AP participation and success by discipline / AP® Exam scores made up of Exams in 2012*



English
 had the greatest
 number of graduates
 scoring a 3 or higher

* The AP Computer Science AB, French Literature, and Latin Literature Exams were last offered in the 2008-09 school year. AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

Figure 3. Score distributions of AP Exams taken by the class of 2012 in this high school



* Due to rounding, percentages do not always add up to 100.0.

* AP Italian Language and Culture was discontinued after the 2008-09 school year, and was reinstated in 2011-12.

Discontinued subjects, as well as those with fewer than five AP Exam takers, were omitted from this figure.

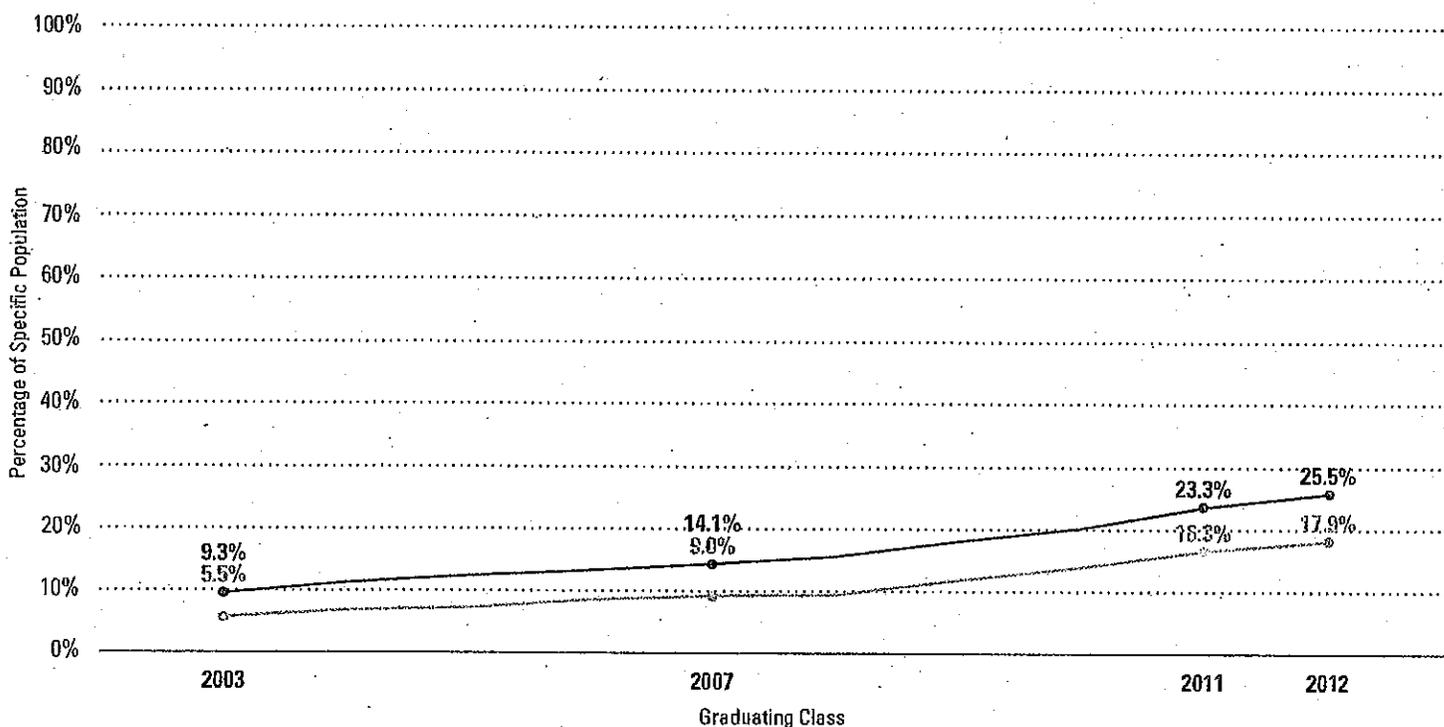
Low Income

Figure 4 | Trends in AP Exam Participation and Success

The percentage or number of ...

- ⊙ graduates leaving high school having taken an AP Exam
- ⊙ graduates scoring 3+ on an AP Exam during high school
- ... who are from low-income backgrounds

7,821
 exams were taken
 by low-income
 graduates in the
 class of 2012



| | 2003 | 2007 | 2011 | 2012 |
|---|------|------|-------|-------|
| ⊙ | 479 | 995 | 2,529 | 3,114 |
| ⊙ | 145 | 318 | 881 | 1,086 |

At time of press, the numbers of low-income students for each graduating class and for low-income AP Exam takers prior to the class of 2003 were not available.

Black/African American

Figure 5 | Trends in AP Exam participation and success

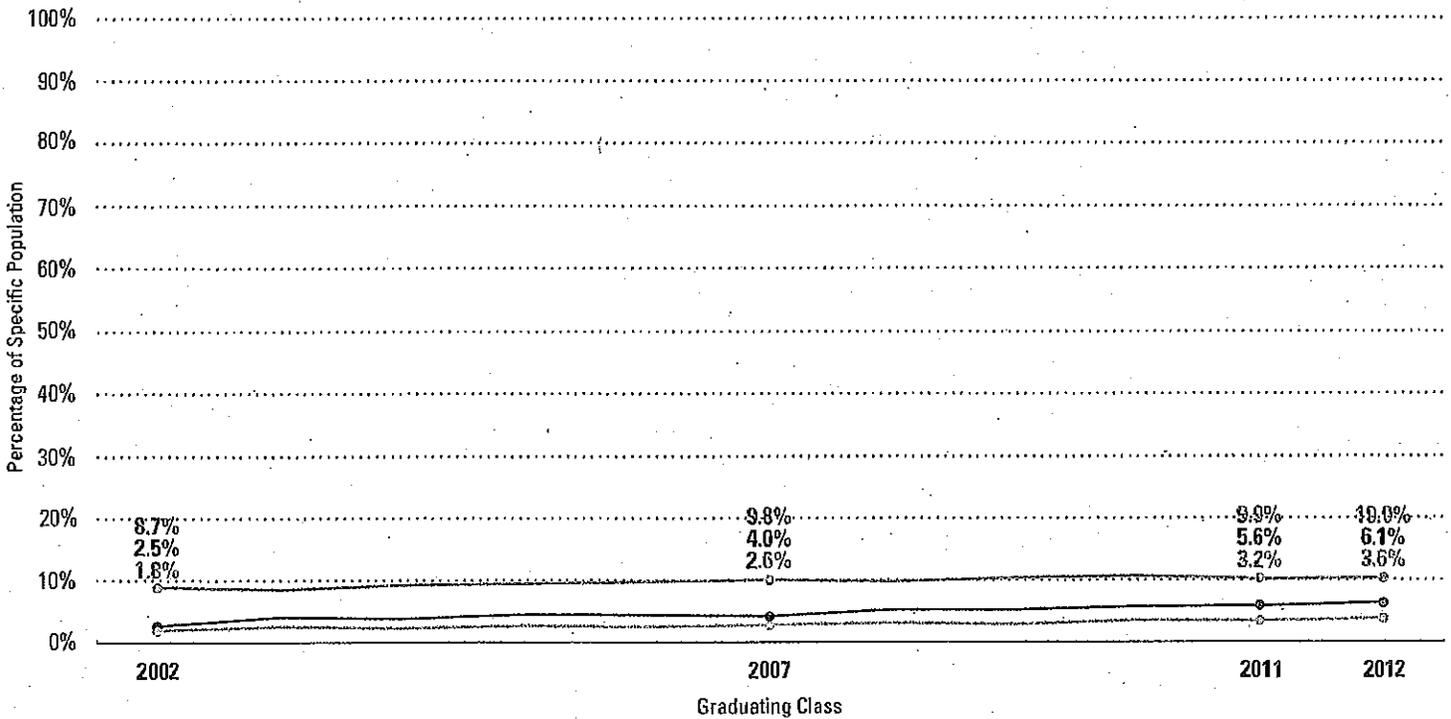
The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are black/African American

745

black/African American graduates in the class of 2012 took an AP Exam during high school



| | 2002 | 2007 | 2011 | 2012 |
|---|-------|-------|-------|-------|
| • | 3,151 | 3,781 | 3,912 | 3,882 |
| • | 114 | 281 | 608 | 745 |
| • | 43 | 90 | 170 | 217 |

Hispanic/Latino

Figure 6: Trends in AP Exam Participation by Race/Ethnicity

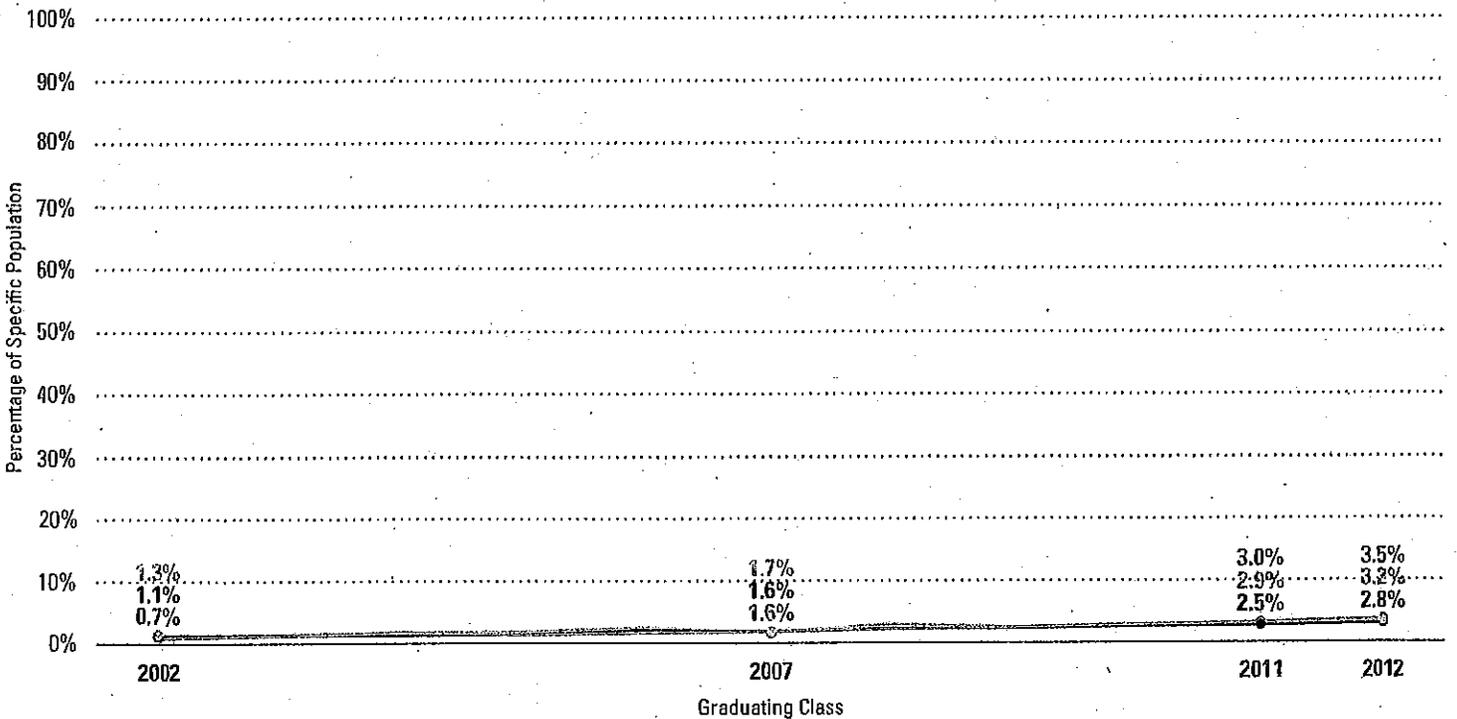
The percentage or number of ...

- ⊙ students in the graduating class
- ⊙ graduates leaving high school having taken an AP Exam
- ⊙ graduates scoring 3+ on an AP Exam during high school

... who are Hispanic/Latino

348

Hispanic/Latino graduates in the class of 2012 took an AP Exam during high school



| | 2002 | 2007 | 2011 | 2012 |
|---|------|------|-------|-------|
| ⊙ | 249 | 616 | 1,178 | 1,349 |
| ⊙ | 51 | 111 | 271 | 348 |
| ⊙ | 32 | 59 | 155 | 197 |

American Indian/ Alaska Native

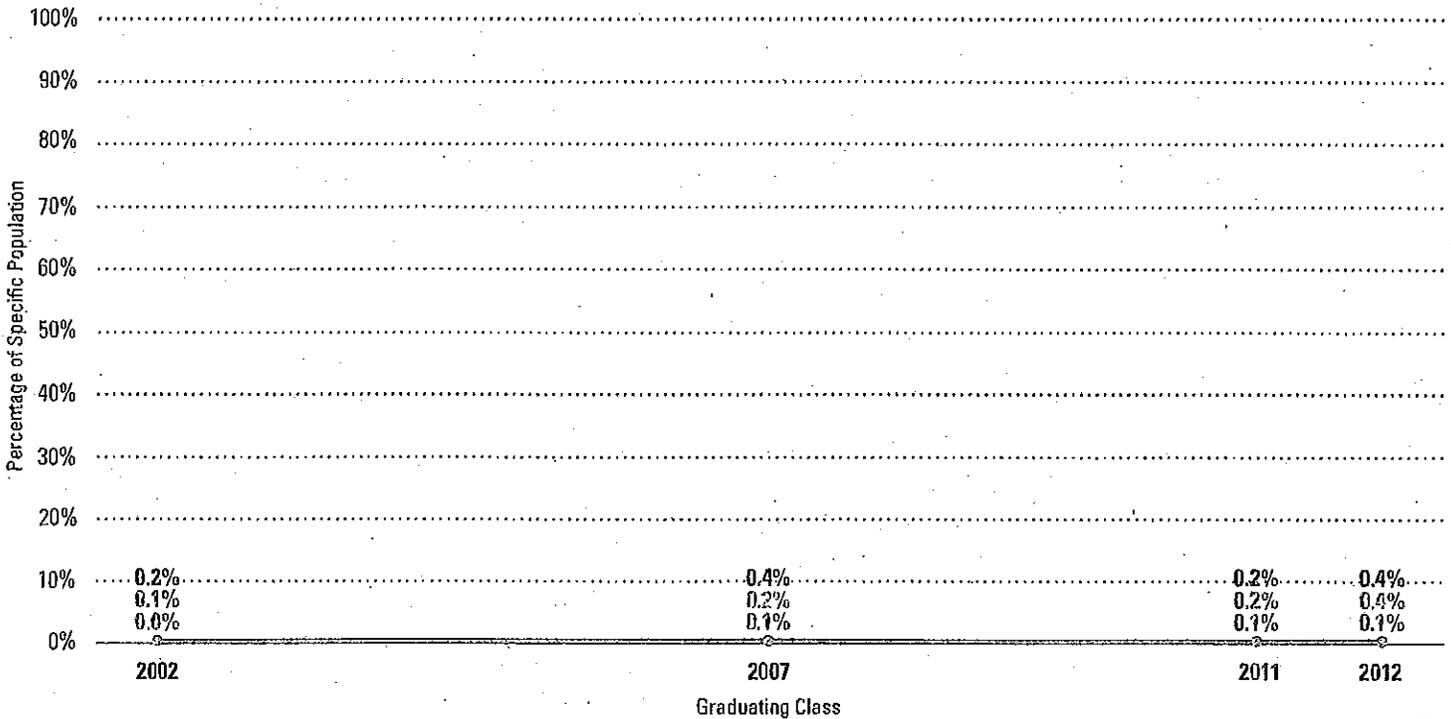
Figure 7 // Trends in AP Exam participation and success

The percentage or number of ...

- ⊙ students in the graduating class
- ⊙ graduates leaving high school having taken an AP Exam
- ⊙ graduates scoring 3+ on an AP Exam during high school

... who are American Indian/Alaska Native

43
 American Indian/
 Alaska Native
 graduates in the
 class of 2012 took
 an AP Exam during
 high school



| | 2002 | 2007 | 2011 | 2012 |
|---|------|------|------|------|
| ⊙ | 31 | 55 | 41 | 32 |
| ⊙ | 9 | 25 | 25 | 43 |
| ⊙ | 1 | 8 | 10 | 22 |

Asian/Asian American/ Pacific Islander

Figure 39 | Increase in AP Exam participation and success

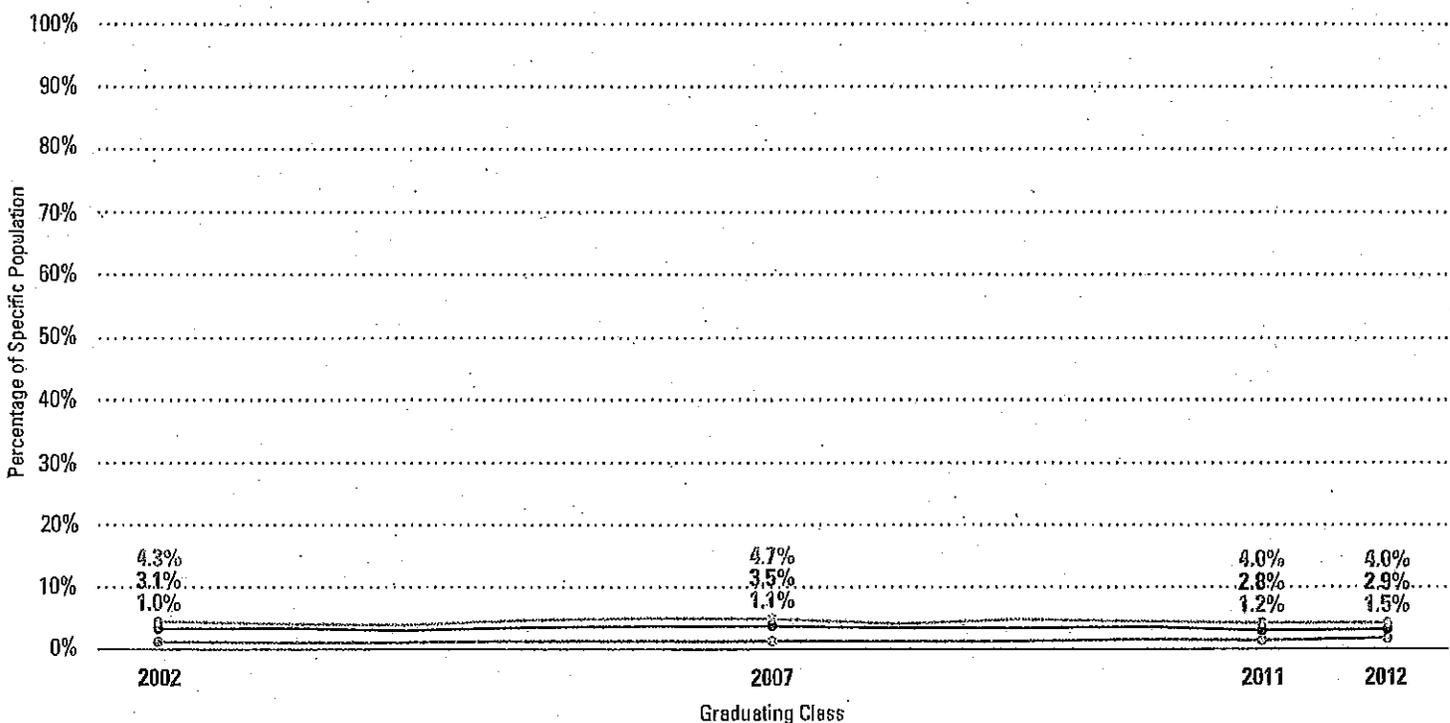
The percentage or number of ...

- students in the graduating class
- graduates leaving high school having taken an AP Exam
- graduates scoring 3+ on an AP Exam during high school

... who are Asian/Asian American/Pacific Islander

360

Asian/Asian American/Pacific Islander graduates in the class of 2012 took an AP Exam during high school



| | 2002 | 2007 | 2011 | 2012 |
|---|------|------|------|------|
| ○ | 350 | 432 | 489 | 589 |
| ○ | 142 | 248 | 299 | 360 |
| ○ | 104 | 165 | 216 | 240 |

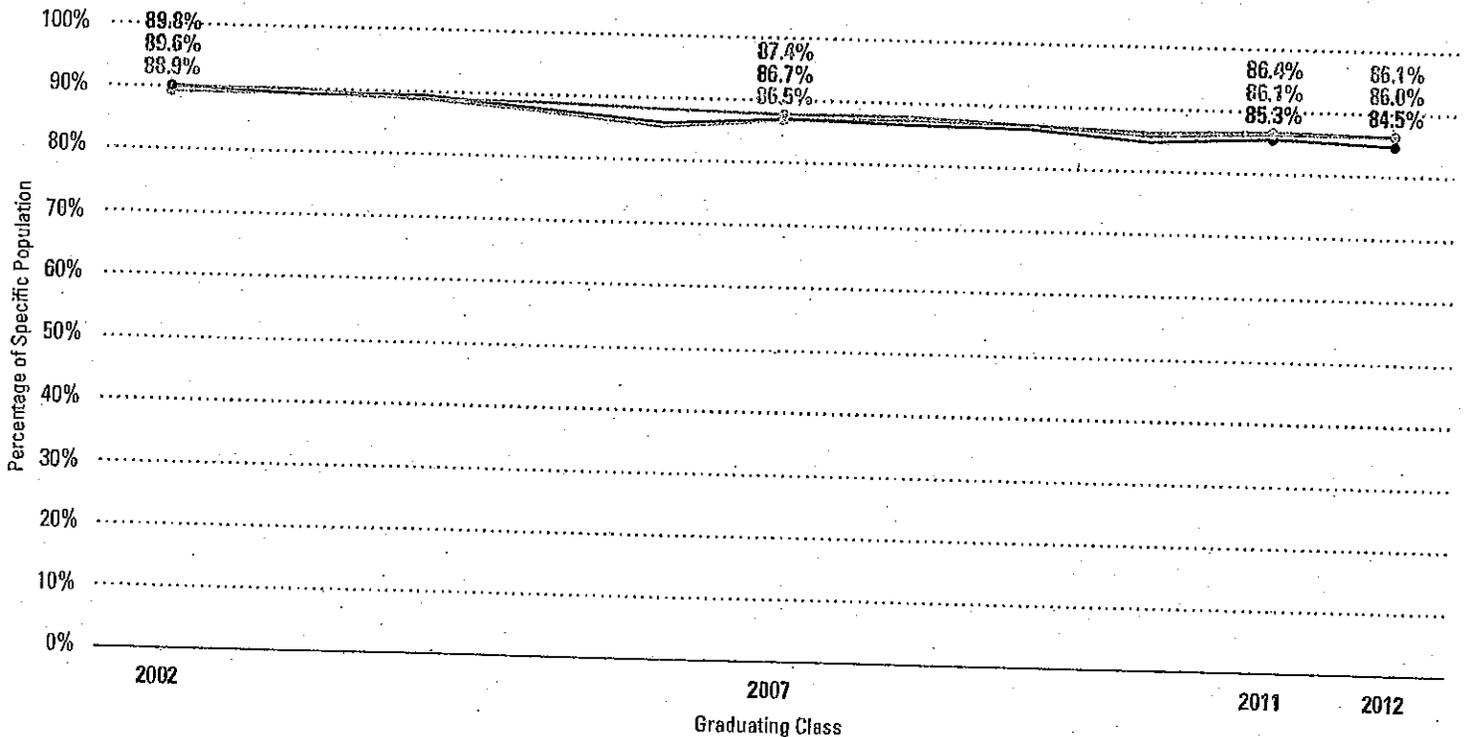
White

Measures of AP Participation and Success

The percentage or number of ...

- students in the graduating class
 - graduates leaving high school having taken an AP Exam
 - graduates scoring 3+ on an AP Exam during high school
- ... who are white

10,321
 white graduates in
 the class of 2012
 took an AP Exam
 during high school



| | 2002 | 2007 | 2011 | 2012 |
|---|--------|--------|--------|--------|
| • | 32,556 | 33,740 | 34,082 | 33,548 |
| • | 4,076 | 6,103 | 9,269 | 10,321 |
| • | 2,130 | 3,044 | 4,642 | 5,224 |



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