THE 10TH ANNUAL

AP® Report to the Nation

STATE SUPPLEMENT
FEBRUARY 11, 2014

Tennessee

CollegeBoard

Table of Contents

3 State Strategies

6 Fostering AP® Participation and Success

8 A Closer Look at Equity Gaps in AP Participation and Success

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, 2012).

The redesigned courses, Biology, Latin, and Spanish Literature and Culture, began in fall 2012, and the first AP Exam based on those redesigned courses was administered in May 2013. As a result, the data in this report reflect a blend of the old and redesigned exam results.

Tennessee has made progress in recent years in improving student access and supporting student performance in AP®. Just as we do in the national report, we wanted to take an opportunity to applaud your efforts and offer additional strategies for your consideration.

Current Picture

Congratulations. You are already using these strategies to build a robust AP Program. You:

- Include AP on the state school report card.
- Celebrate the 5 districts that have earned a spot on the AP Honor Roll through their hard work and dedication to increasing participation and success in AP, particularly for underrepresented students. *See page 5 for more details*.
- Invest in a two-year AP pilot to fund AP Exams in certain high schools to ascertain if state funding impacts student participation and performance in AP.
- Encourage your educators to participate in the development of AP, such as by becoming AP Exam Readers or participating in course and exam development committees. *See page 5 for more details.*

Opportunities

The following strategies have been proven effective. To build an even stronger AP program, you could:

- ☐ Include AP in the state accountability system.
  - Establish AP participation and performance indicators.
  - Set clear, measurable statewide goals toward improvement.
- ☐ Provide funding for teachers in underserved areas of the state to participate in professional development.
- ☐ Ensure that public colleges and universities develop AP Exam credit and placement policies based on institutional goals, alignment with corresponding courses, and objective outcomes research.
- ☐ Create opportunities for other schools and districts to learn from your AP Honor Roll winners.
- ☐ Provide targeted assistance and resources to schools serving traditionally underserved populations. For example, funding for materials, supplies, outreach efforts, and tutoring programs.
- ☐ Clearly communicate how AP fits into state graduation requirements, and share information about funding opportunities that enable students to participate and succeed in AP.
- ☐ Develop policies that allow AP course work and exam scores for sophomores and juniors to substitute for statewide graduation requirements and/or end-of-course assessments.
- ☐ Provide resources to schools and districts to support research-based programs that build content knowledge and skills—particularly in literacy and math—to prepare students for success in AP course work, and in college and careers.

Highlights

The following information dives a little deeper into the details of efforts worth celebrating and striving toward.

Participation in the Development of AP

2013 Reading participants—Total: **243**
Tennessee represents **2.1% of all Readers**

- AP High School Teachers: **145**
- College and University Faculty: **98**

2013 AP Professional Development Leaders—Total: **24**

2013 AP Development Committee Members—Total: **7**

French Language and Culture	Father Ryan High School
German Language and Culture	Hume-Fogg Academic Magnet High School
AP Capstone™ Seminar	Hume-Fogg Academic Magnet High School
Physics C	University of Tennessee
U.S. History	University of Tennessee
English Literature and Composition	Vanderbilt University
Latin	White Station High School

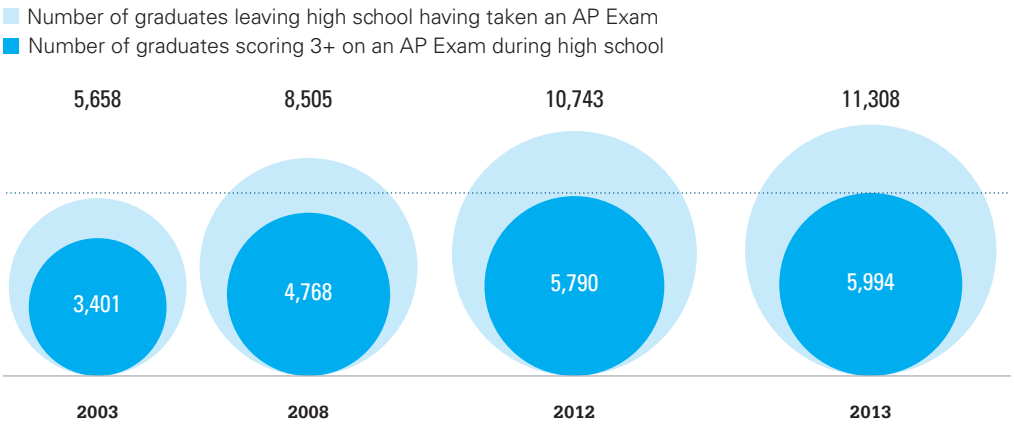
The AP Honor Roll

The AP Honor Roll recognizes and honors those outstanding school districts that simultaneously increase access to Advanced Placement® course work while increasing the percentage of students earning scores of 3 or higher on AP Exams. Achieving both of these goals is the ideal scenario for a district's AP program because it indicates that the district is successfully identifying motivated, academically prepared students who are likely to benefit most from rigorous AP course work.

4th Annual Honor Roll Districts in Tennessee: **5**

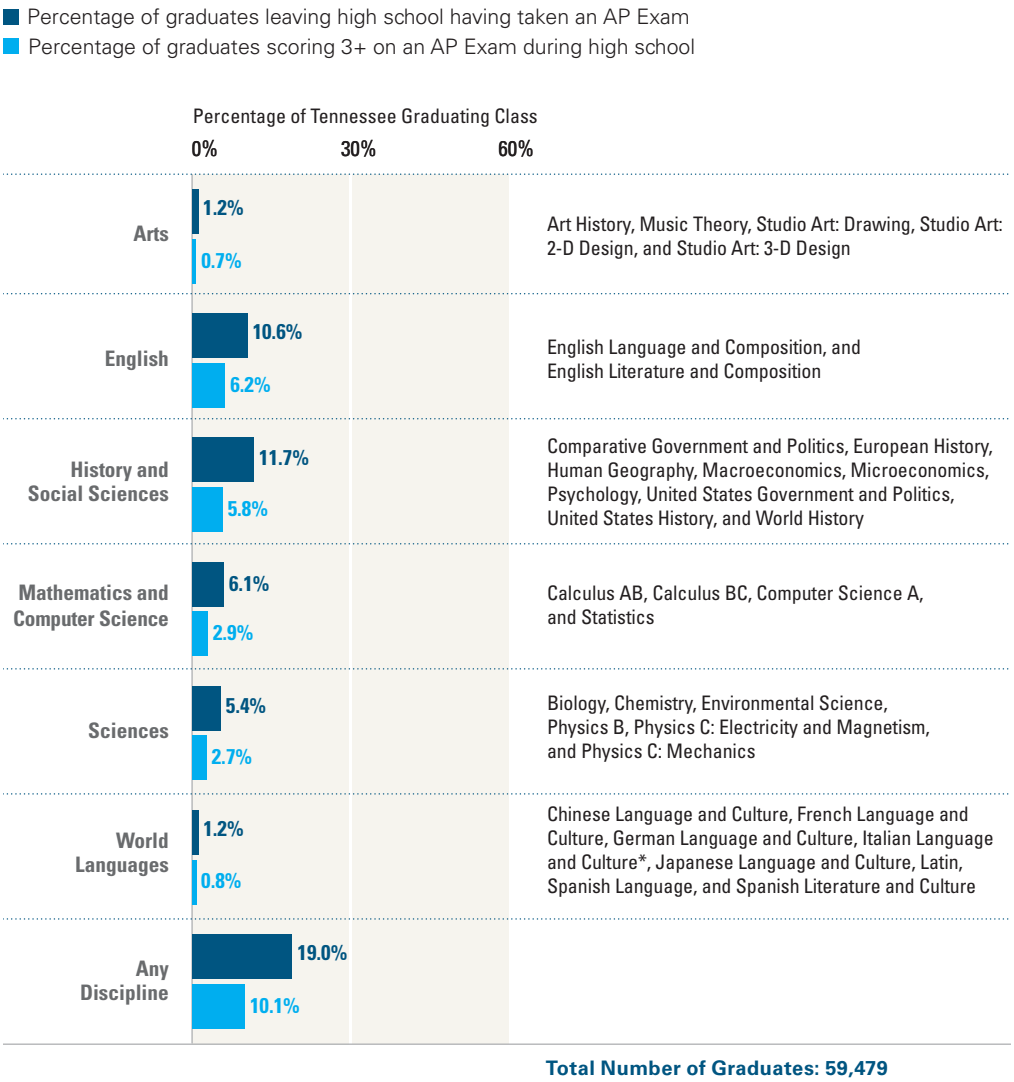
Blount County Schools
Diocese of Memphis
Lincoln County Department of Education
Maryville City School District
McMinn County Schools

FIGURE 1 Growth in AP® Participation and Success



More graduates are succeeding on AP Exams today than took them in 2003

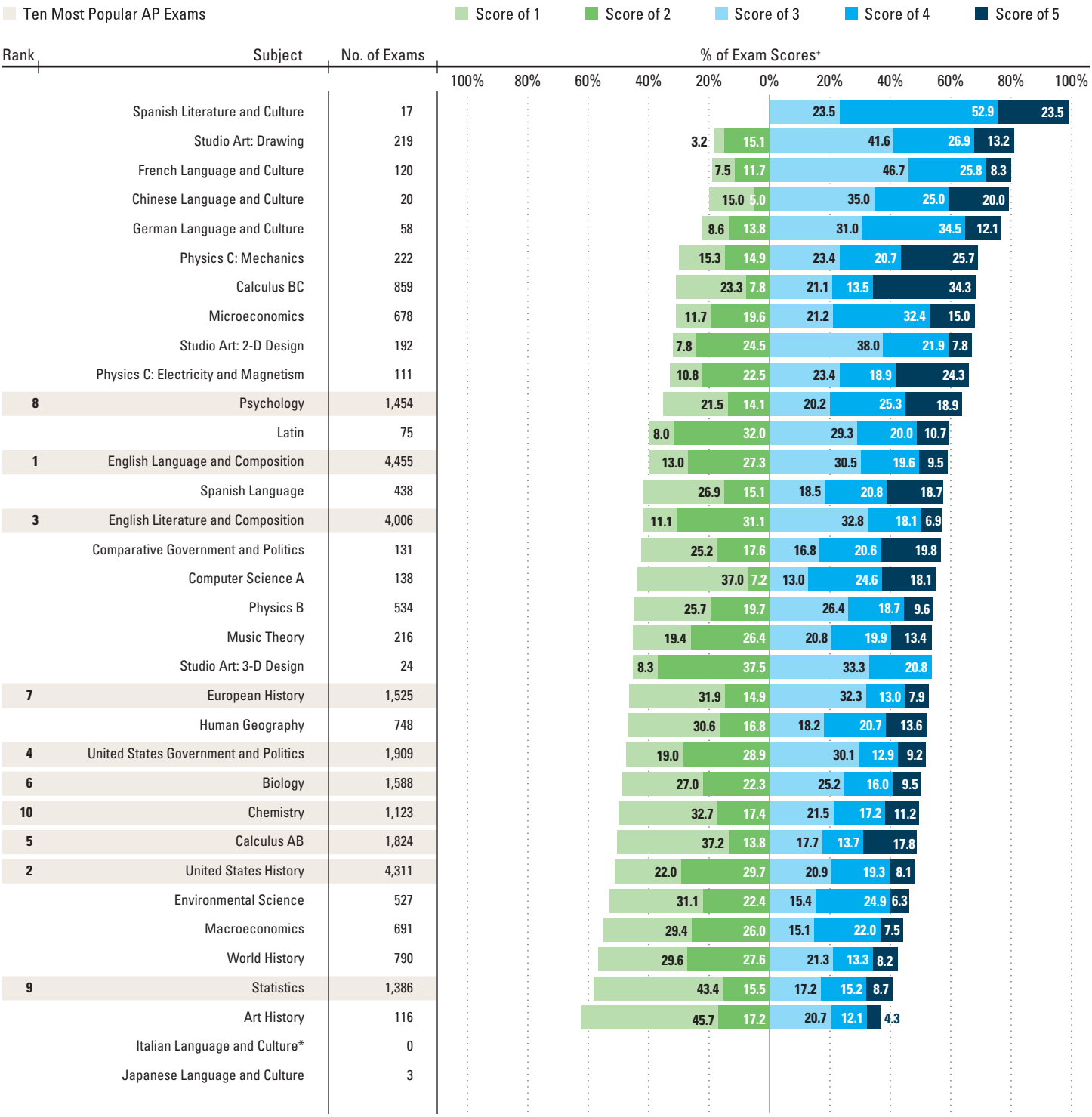
FIGURE 2 Participation in and Success on AP Exams in the Class of 2013



English had the greatest number of students achieving a score of 3 or higher

* 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 2013 During 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.

Subjects with fewer than five AP Exam takers were omitted from this figure.

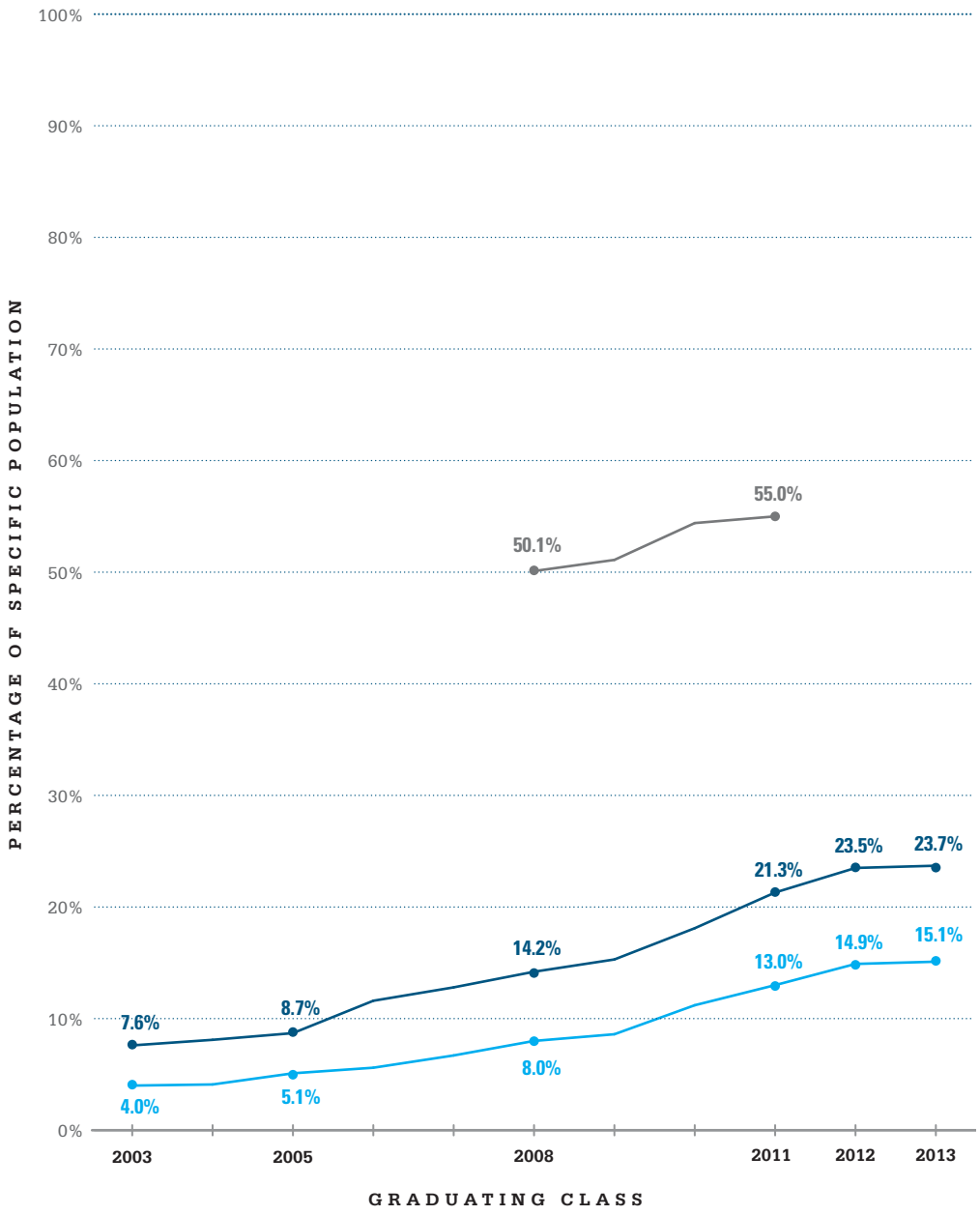
Low Income

FIGURE 4 Trends in AP Exam Participation and Success

The percentage or number of ...
- K–12 students eligible for free or reduced-price lunch*
- graduates leaving high school having taken an AP Exam who are from low-income backgrounds
- graduates scoring 3+ on an AP Exam during high school who are from low-income backgrounds

5,985

AP Exams were taken by low-income graduates in the class of 2013



	2003	2008	2012	2013
●	**	**	**	**
●	432	1,211	2,525	2,682
●	137	382	860	903

*Estimates reflect the percentage of K–12 public school students eligible for free or reduced-price lunch. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics: 2008* (Table 42), *2009* (Table 42), *2010* (Table 44), *2011* (Table 45), and *2012* (Table 46).

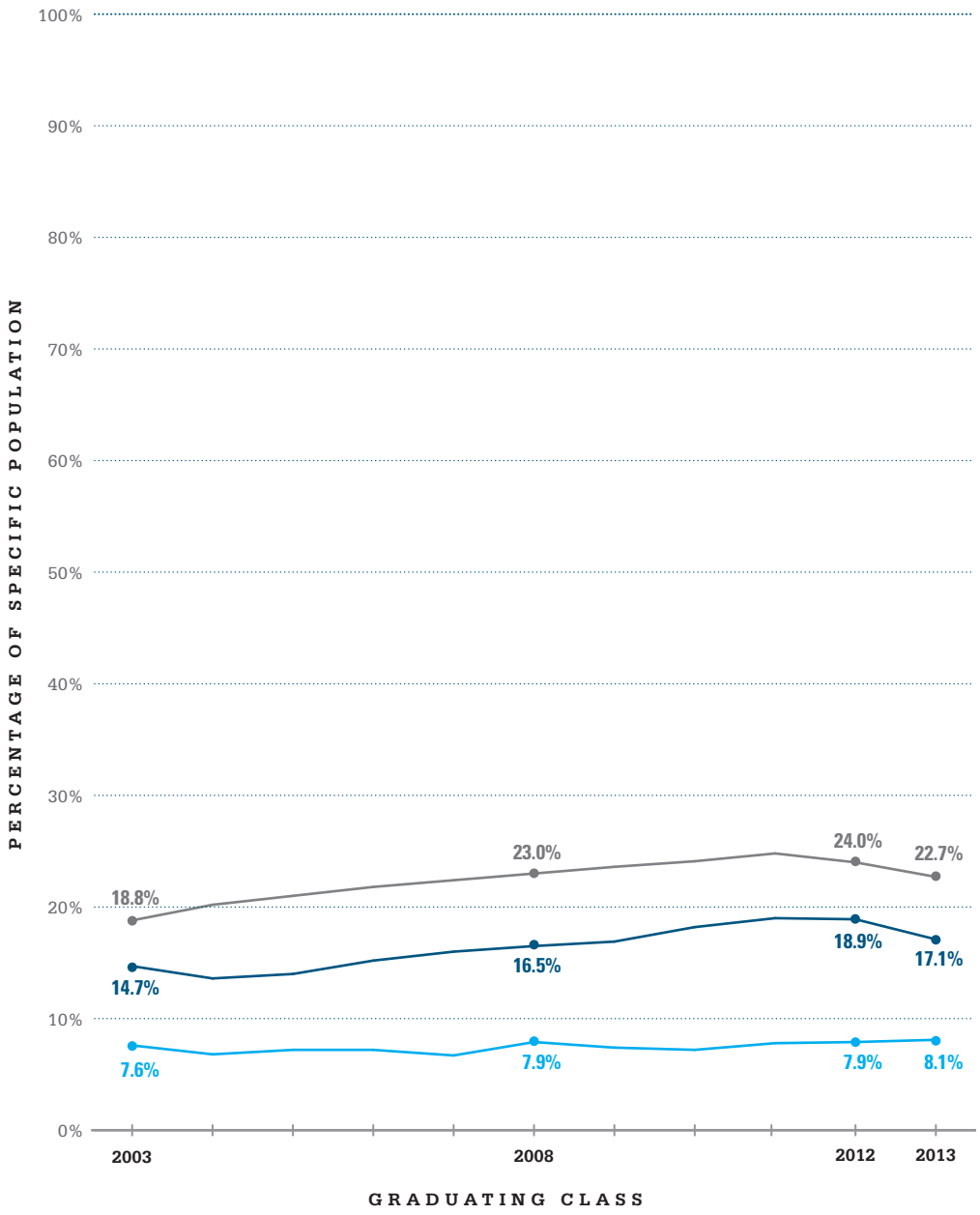
**The numbers of students in the graduating classes who are eligible for free or reduced-price lunch are not available.

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



1,932

black/African American graduates in the class of 2013 took an AP Exam during high school

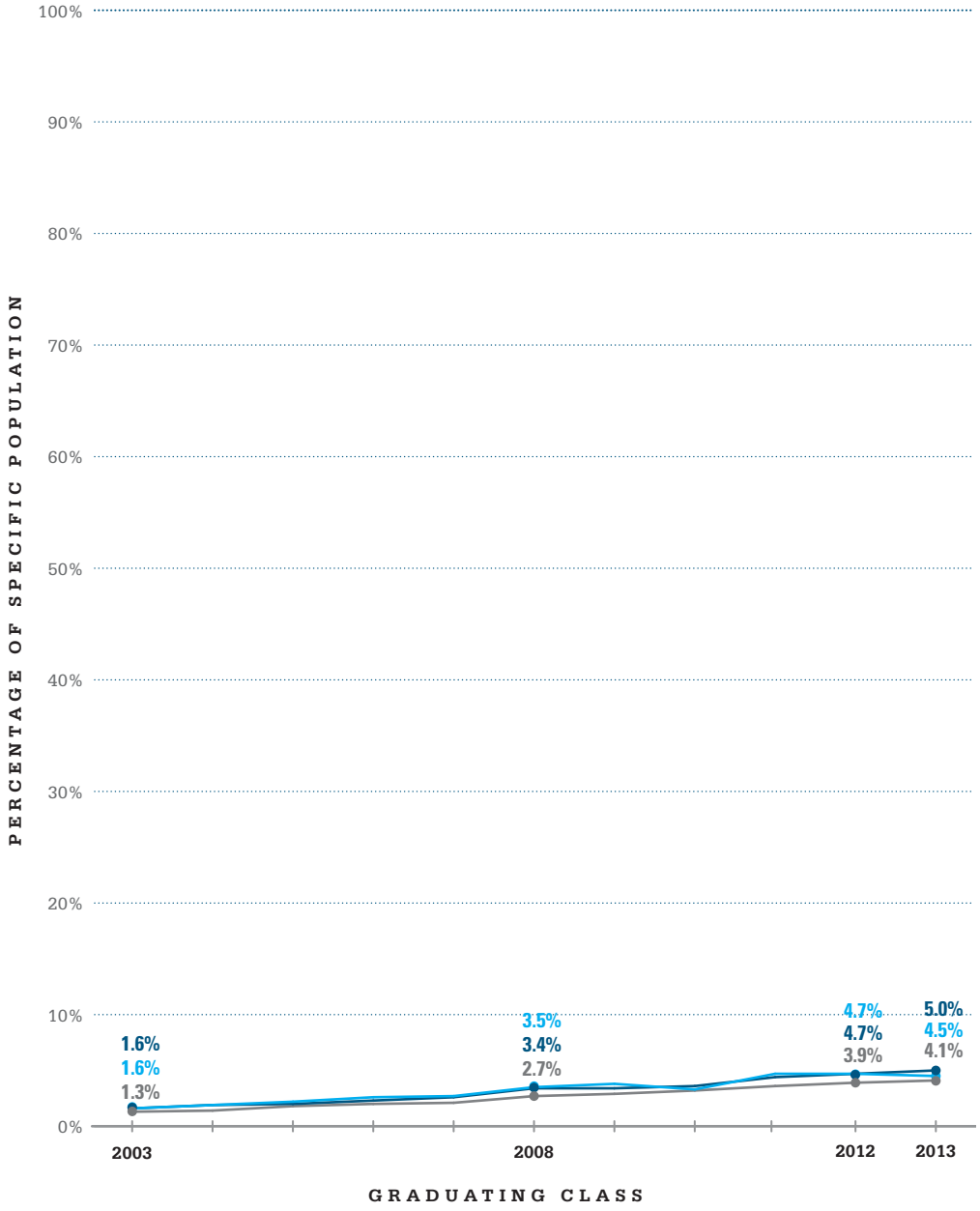
	2003	2008	2012	2013
students in the graduating class	8,309	13,207	14,532	13,524
graduates leaving high school having taken an AP Exam	830	1,401	2,026	1,932
graduates scoring 3+ on an AP Exam during high school	260	378	459	488

Hispanic/Latino

FIGURE 6 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 Hispanic/Latino



561

Hispanic/Latino graduates in the class of 2013 took an AP Exam during high school

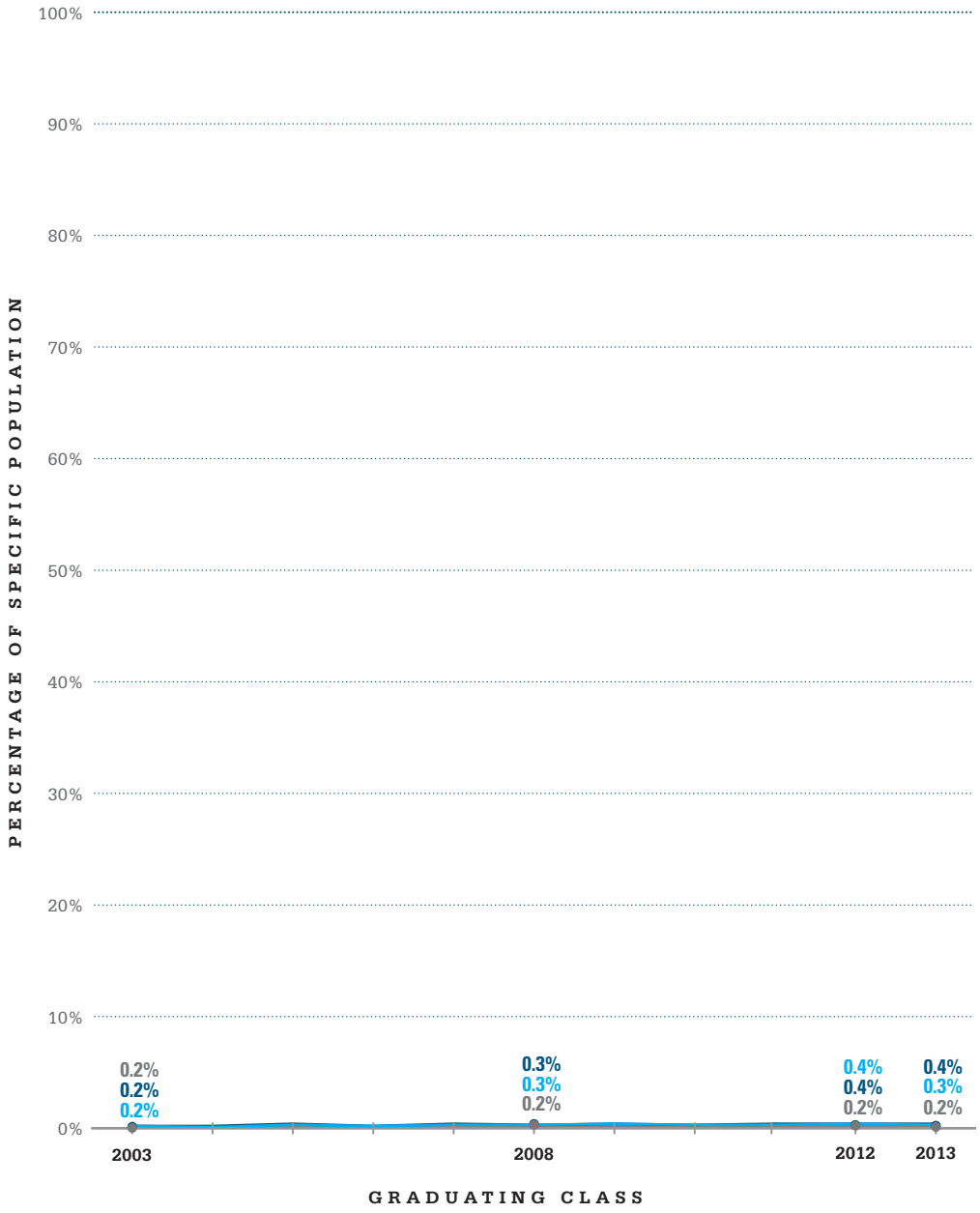
	2003	2008	2012	2013
●	553	1,567	2,350	2,461
●	91	285	502	561
●	55	165	271	267

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



40

American Indian/Alaska Native graduates in the class of 2013 took an AP Exam during high school

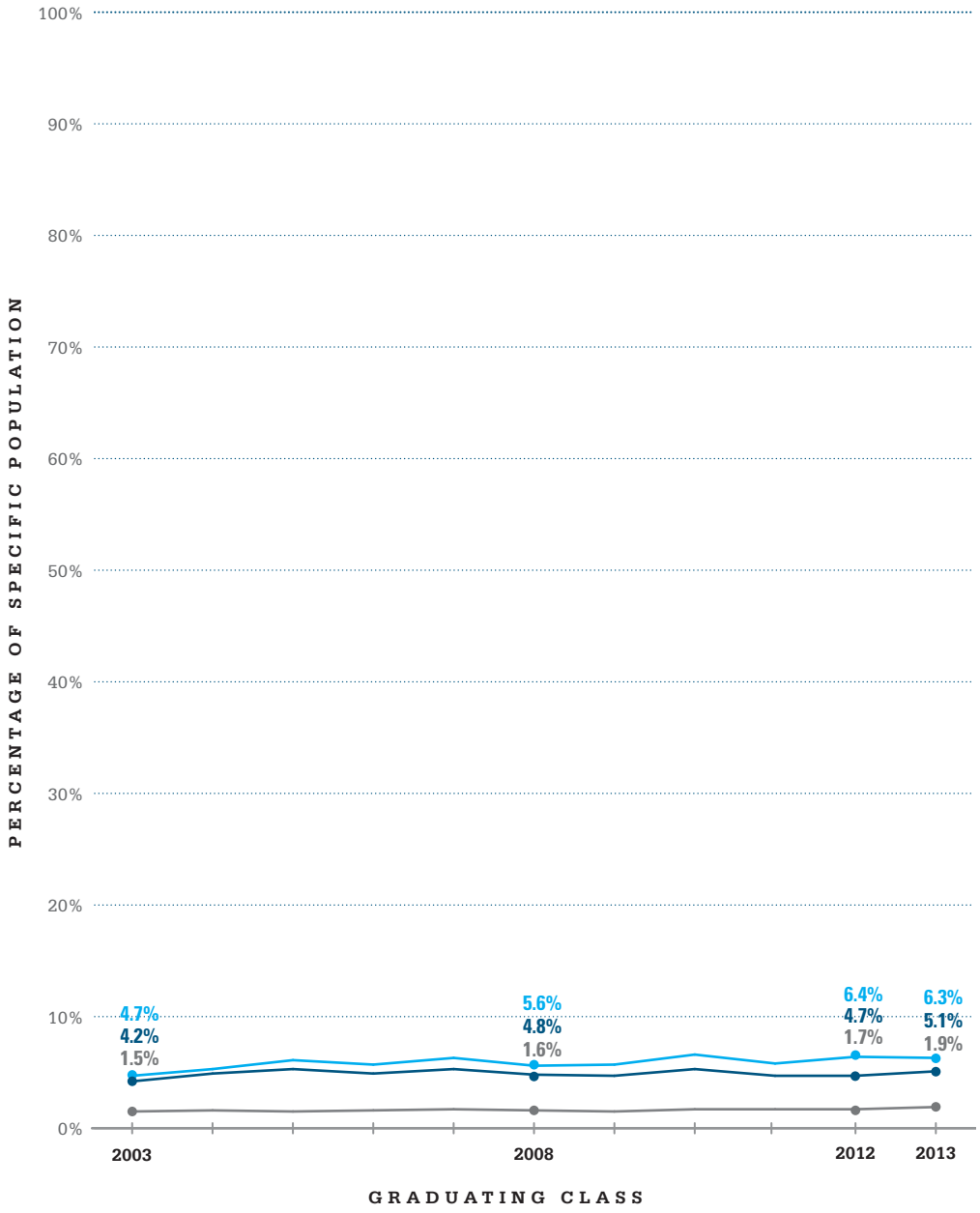
	2003	2008	2012	2013
students in the graduating class	84	105	107	99
graduates leaving high school having taken an AP Exam	13	23	45	40
graduates scoring 3+ on an AP Exam during high school	6	15	24	20

Asian/Asian American/ Pacific Islander

FIGURE 8 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 Asian/Asian American/Pacific Islander



577

Asian/Asian American/Pacific Islander graduates in the class of 2013 took an AP Exam during high school

	2003	2008	2012	2013
●	648	906	1,049	1,158
●	239	408	507	577
●	159	267	368	377

White

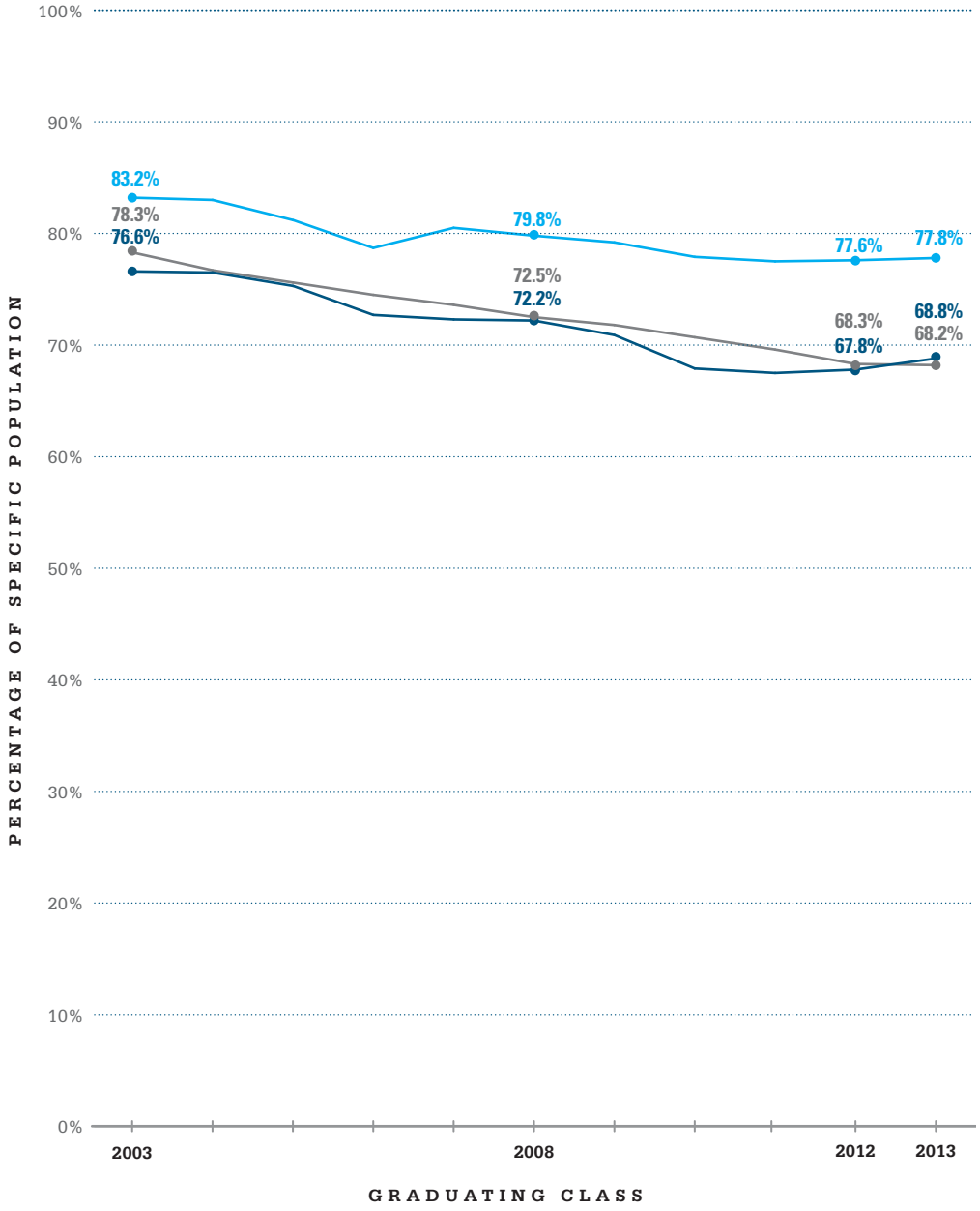
FIGURE 9 Trends in AP Exam Participation and Success

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 white

7,775

white graduates in the class of 2013 took an AP Exam during high school



	2003	2008	2012	2013
students in the graduating class	34,519	41,700	41,291	40,538
graduates leaving high school having taken an AP Exam	4,334	6,140	7,287	7,775
graduates scoring 3+ on an AP Exam during high school	2,831	3,805	4,493	4,666

CollegeBoard

ABOUT THE COLLEGE BOARD

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT®, and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

© 2014 The College Board. College Board, Advanced Placement, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. AP Capstone is a trademark owned by the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org.

apreport.collegeboard.org