Equity and Access: Using AP Potential to Support Traditionally Underserved Students

Lynn Demmons and Bill Heron
College Board, Southern Regional Office
What is it about this topic that brought you to this session?
Mission

• We’re a not-for-profit membership organization committed to excellence and equity in education. Our mission is to connect students to college success and opportunity.
Is College Ready and Career Ready the Same?

With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is yes.”

Source: Achieve, Inc.
Correlation Between Education and Income

As an individual’s education and skills increase, the income gap closes:

- Young adults with a high school diploma earn $9,500 more annually than those without
- $17,700 more annually with an associate degree
- $31,400 more annually with a B.A.

Earnings of Full-Time Workers by Education Level

Sources: The College Board, Education Pays 2010, Figure 1.1; U.S. Census Bureau, 2009; Internal Revenue Service, 2008; Davis et al., 2009; calculations by the authors.
Started in 1955 by the College Board, a national not-for-profit membership association whose mission is to connect students to college success and opportunity, the Advanced Placement Program (AP) enables students to pursue college-level studies while in high school. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both for college.
AP: A Collaboration
Colleges, Schools, and The College Board

Colleges

• Provide credit and/or advanced placement
• Participate in the development of the courses and exams

Schools

• Offer the courses
• Administer the exams
• Participate in the development of the courses and exams
• AP teachers and college faculty gather for the annual AP Reading to grade AP Exams. Learn more at http://apcentral.collegeboard.com/apc/public/homepage/4137.html.
AP: A Collaboration
Colleges, Schools, and The College Board

The College Board

• Coordinates the development of the courses and exams
• Authorizes the use of the “AP” designation on secondary school transcripts for courses that meet college-level curricular and resource requirements
• Prints and distributes course materials, administrative materials, and the exams
• Scores the exams
• Reports results to colleges, students, schools, districts, and states
• Provides resources for administrators, counselors, teachers, and students (e.g., AP Central website, Advances in AP website, collegeboard.org, AP Teacher Communities, new AP student website)
Test Yourself: Some AP Basics

1. How many different AP courses are currently offered by the College Board?
   a) 19
   b) 31
   c) 33
   d) 34

2. Which of the following is not an AP course?
   a) AP Anatomy
   b) AP Human Geography
   c) AP Spanish Literature
   d) AP Studio Art: 2-D Design
Test Yourself: Some AP Basics

3. Which of the following are critical documents for teaching an AP course?
   a) AP Course Description
   b) AP sample syllabi
   c) AP Released Exam
   d) All of the above

4. AP courses are designed to be equivalent to:
   a) One semester of college instruction in that subject
   b) Two semesters of college instruction in that subject
   c) Five semesters of college instruction in that subject
   d) a or b
   e) a, b, or c
Test Yourself: Some AP Basics

5. What is the AP Exam fee for May 2014?
   a) $86
   b) $87
   c) $89
   d) $90

6. How much of this exam fee does a school keep as a rebate to defray any costs involved with administering the AP Exams (proctor fees, site rental, equipment, etc.)?
   a) $0
   b) $7
   c) $8
   d) $10
AP Report to the Nation

• Focuses on three critical goals:
  • Increasing rigor
  • Promoting equity
  • Developing critical knowledge and skills

• 32.4% of U.S. public school graduates took an AP Exam in high school.

• 19.5% of graduates earned at least one score of 3 or higher.
  • 8.7 point increase since the class of 2001

• Although more underserved minority and low-income students are taking AP courses and succeeding on AP Exams, these students remain underrepresented in AP classrooms.

More information and videos: apreport.collegeboard.org
Order free copies: www.collegeboard.org/apfreepubs
AP Report to the Nation

• In the class of 2012, more than 300,000 students identified as having a high likelihood of success in AP did not take any recommended AP Exam.

• Significant inequities in AP participation are seen along racial and ethnic lines.
“One of the best standard predictors of academic success at Harvard is performance on Advanced Placement® Examinations.”

—William Fitzsimmons, Dean of Admissions and Financial Aid, Harvard University
Equity and Access Policy

The College Board strongly encourages 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.
For Students: The Benefits of AP

Prepare for success in college by taking college-level courses while still in high school

- Explore advanced topics — study in greater depth
- Develop advanced skills — form disciplined study habits
- Build confidence in capability to succeed in college

Opportunity to earn awards and scholarships and improve chances of college admission

Opportunity to earn college credit or advanced placement

- Possible tuition savings
- Appropriate placement in college courses
- Flexibility to pursue double major, combined B.A./M.A. programs, study abroad options
AP Benefits for Schools

• Improves quality of the curriculum
• Keeps students motivated and challenged
• Enables teachers to present students with advanced content
• Provides teachers and administrators with nationally normed feedback
• Gives teachers an opportunity for advanced study in their disciplines
<table>
<thead>
<tr>
<th>Category</th>
<th>Math Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>514</td>
</tr>
<tr>
<td>Four Yr. Completers</td>
<td>515</td>
</tr>
<tr>
<td>More than 4 year Comp.</td>
<td>573</td>
</tr>
<tr>
<td>AP/Honors Completers</td>
<td>586</td>
</tr>
</tbody>
</table>
## 2013 SAT CR and Writing Mean Scores by ELA Course Years Completed

<table>
<thead>
<tr>
<th>Category</th>
<th>CR</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>496</td>
<td>488</td>
</tr>
<tr>
<td>Four yr. completers</td>
<td>509</td>
<td>498</td>
</tr>
<tr>
<td>More than 4 Yr. comp.</td>
<td>519</td>
<td>516</td>
</tr>
<tr>
<td>AP/Honors Completers</td>
<td>552</td>
<td>542</td>
</tr>
</tbody>
</table>
Building an AP Program
Key Steps in Establishing Your School’s AP Program

1. Obtain a College Board school code.
2. Select an AP Coordinator.
3. Complete the AP participation materials.
4. Participate in the AP Course Audit.
# Adding 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 2013-14 course catalog.
- **Ask yourself**
  - Does the course align with your current schedule, accountability framework and class size and graduation requirements?
- **When to do it**
  - Early to mid fall

## Step 2: Select a teacher
- **How to do it**
  - Select a teacher based on interest, availability, and your state’s certification requirements.
  - Make plans to register the teacher for summer professional development (strongly recommended for new AP teachers).
- **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

## 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.
  - Utilize class resources posted on AP Central® and the online AP Teacher Community.
- **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

## Step 4: Obtain course materials
- **How to do it**
  - Inventory existing materials.
  - 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

## Step 5: Complete AP Course Audit requirements
- **How to do it**
  - Submit Course Audit materials between March 2013 and January 2014.
  - Do you want the new course reflected in the initial publication of the online AP Course Ledger? If so, submit Course Audit materials by the end of June 2013.
- **Ask yourself**
  - Have you explored funding sources for training, including state, federal and College Board programs?
- **When to do it**
  - Summer

## 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**
  - 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

## 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.

More information at [www.collegeboard.org/how-to-start-an-ap-course](http://www.collegeboard.org/how-to-start-an-ap-course)
Building an AP Program involves four ongoing efforts:

• Motivating and recruiting students
• Preparing teachers
• Dedicating administrative resources
• Implementing curricula
Preparation for AP Courses

• The AP Development Committees recommend prerequisites for some AP courses.

• A student’s individual motivation and completion of the prerequisite content should govern enrollment decisions.

• What it takes to take AP:
  • Character: curiosity, creativity, and commitment
  • Academic preparation: willingness to work hard
  • Motivation: determination to succeed
Recruiting and Encouraging Students to Take AP Courses

AP Potential™ is a free, Web-based tool that allows administrators to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows strong correlations between PSAT/NMSQT® scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.
AP Potential

- Uses PSAT/NMSQT data
  - Identifies students who are likely to score a 3 or higher on a given AP Exam
  - Indicates AP courses for which students might be suited
- Promotes equity
  - Helps your school find candidates for AP courses
- Provides useful rosters for principals and counselors
  - Helps schools to increase enrollment in AP courses and add courses
- Access codes are emailed to principals, AP Coordinators, alternate AP Coordinators, and PSAT Coordinators, and they also appear on the PSAT/NMSQT Roster of Scores.

appotential.collegeboard.org
My AP Potential

You can use this report to see your potential for AP courses based on your PSAT/NMSQT scores. AP cou more...

1. **Review the full list of courses**
   You may have potential for AP courses that aren't currently on your radar.

2. **Take a closer look**
   Sort your list to see courses related to the college majors that interest you.
   Learn more about each course and how it can help you succeed in college.

3. **Talk to your school counselor and teachers**
   They can help you decide the best course for you!

<table>
<thead>
<tr>
<th>AP Courses</th>
<th>Potential</th>
<th>Matches Major</th>
<th>Your School Offered This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpret your report**

- **Potential**
  - Your scores show that you have the potential for success in this course. Speak with your school counselor to see if you have the appropriate prerequisite courses and find out how you can enroll.

- **Some Potential**
  - Your scores show that you have some potential for success in this AP course. Having interest in the course subject as well as your dedication to working hard will only increase your chances for success. Speak with your school counselor to see if you have the appropriate prerequisite courses and find out how you can enroll.

- **Potential Not Yet Indicated**
  - Your scores show that you may need more preparation and support to succeed in this course. Speak with your school counselor to discuss your options.

The shading of the steps icons illustrates the student’s potential.

Choosing a major puts a checkmark in the Matches Major column next to the appropriate courses.

This column tells the student if the course is likely offered at the school.

The student should look for courses that line up with his/her potential, future academic interests, and school offerings.
“A student in my school had not planned to enroll in an AP course, but after AP Potential indicated that she had the potential to do well, she accepted the challenge of taking the AP class, and then scored a 5 on the AP Exam.”

— Jo Anne Boggus
Principal
Ft. Lauderdale High School, FL

“I can’t say enough good things about AP Potential. The number of students enrolled in AP has nearly doubled. The kids love it — for those who are hesitant, it gives them the confidence to take AP.”

— Rhonda Stevens
Director of Guidance and Counseling
Perry High School, OK
AP Potential

- Identifies “diamond-in-the-rough” students
- Promotes equity
  Helps identify students who initially might have been overlooked for AP courses
- Is a useful tool for principals, teachers, and counselors to
  Expand AP programs
  Increase enrollment in current AP courses
AP Potential
appotential.collegeboard.org
Traditional Methods of Identifying Students for AP Courses

• Teacher recommendations
• Self-nomination
• History of courses completed
• Student grades
• Student discussion
Access to AP is Important

- AP access is linked to success in college. Rigorous high school curriculum is key.

- Participation in AP is linked to college completion. It is a stronger indicator than socioeconomic status and GPA.
AP Potential

Promotes equity, expands AP Programs

Overview:
AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP® Exam. Based on research that shows strong correlations between PSAT/NMSQT® scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked.

Guidelines for Proper Use
According to College Board research published in 1998 and 2006, PSAT/NMSQT scores are useful in identifying students who may be successful on AP Exams. These studies show that PSAT/NMSQT scores are stronger predictors of students’ AP Exam scores than the more traditional factors such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken.

AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students’ exam results, and do not take into account the power of an individual student’s motivation, parental support, and teacher efficacy.

For more information on the research underlying AP Potential, download the 2006 Research Report (.pdf/13M).

How to Access AP Potential: District Officials, High School Principals, Teachers, Counselors
Enter your user name and password under Sign In to View Reports. First-time visitors are asked to create an educational professional account, and enter their AP Potential access code. Access codes are emailed in early December to principals and AP Coordinators at 2012-13 participating AP schools, and also appear on the PSAT/NMSQT Roster of Scores. For schools that had not yet submitted the 2012-13 AP Participation Form in early December, or are not currently participating in AP, access codes are mailed to the attention of the principal in early December. District AP Potential access codes are mailed to the attention of district officials in early December.

Accessing Prior Years’ Results
Schools and districts can generate rosters of students based on prior years’ PSAT/NMSQT or PSSS results. After logging in and entering your access code, you can choose whether to generate reports based on the 2010, 2011, or 2012 PSAT/NMSQT administration. Rosters can also be generated based on the 2011, 2012 or 2013 PSSS (Preliminary SAT Scoring Service) administration. For more information on the PSSS, visit the PSSS Homepage.

*2013 PSSS results are not available in AP Potential until March 2013.

AP Potential Links:
- Score Correlations
- Expectancy Tables
- Demo
- Help
Step 1 of 4: Select Administration Year

Schools and districts can generate rosters of students based on the current year’s or prior years’ PSAT/NMSQT® or PSSS results.

Select the administration for which you would like to generate a roster:

- 2010 PSAT/NMSQT administration
- 2011 PSAT/NMSQT administration
- 2012 PSAT/NMSQT administration
- 2011 PSSS administration
- 2012 PSSS administration
- 2013 PSSS administration

*2013 PSSS results are not available in AP Potential until March 2013.

Rhonda Stevens
Director of Guidance and Counseling
Perry High School, OK

"I can’t say enough good things about AP Potential. The number of students enrolled in AP has nearly doubled. The kids love it -- for those who are hesitant, it gives them the confidence to take AP."

Print This Page
Step 1(a): Choose Student Roster Type

Choose Your Student Roster Type

At this point, you can continue to generate a student roster on your own:

Continue to generate a student roster manually

OR

You can generate a student roster using one of the following options:

- Identify students with potential to succeed in existing AP courses at your school
- Identify students with potential to succeed in AP courses not offered at your school

Close
Step 2: Select Subjects

Select the subjects offered by your school, or those you are interested in offering.

- Select All Subjects
- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- English Language
- English Literature
- Environmental Science
- European History
- Gov't & Politics: Comp.
- Gov't & Politics: U.S.
- Human Geography
- Macroeconomics
- Microeconomics
- Music Theory
- Physics B
- Physics C: Elec. & Mag.
- Physics C: Mechanics
- Psychology
- Statistics
- U.S. History
- World History

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Step 3: Select Pool

Choose Grade Level
Choose the grade level(s) for the students you wish to find.

- All Grades (2415 total test takers in all grade levels)
- 8th Grade (0 test takers in this grade level)
- 9th Grade (3 test takers in this grade level)
- 10th Grade (1279 test takers in this grade level)
- 11th Grade (1127 test takers in this grade level)

Selecting "All grades" generates data for all students who took the PSAT/NMSQT or PSSS (students who marked the following responses on their answer sheets: not yet in 8th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade, other, and no response).

Define the Pool
A pool reflects the probability of students receiving an AP Exam score of 3, 4, or 5. For example, if you set your pool at 60, your roster includes all students whose probability of receiving an AP Exam score of 3, 4, or 5 is anywhere between 60% and 100%. Get more information on defining pools.

Adjust the percentages below to increase or decrease the number of students included on your roster of potential AP students. You may select a different percentage for each AP subject.

<table>
<thead>
<tr>
<th>Define Pool</th>
<th>Subject</th>
<th>2013 Potential AP Students</th>
<th>2012 AP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Art History</td>
<td>896</td>
<td>0</td>
</tr>
<tr>
<td>60</td>
<td>Chemistry</td>
<td>802</td>
<td>0</td>
</tr>
<tr>
<td>60</td>
<td>English Literature</td>
<td>896</td>
<td>0</td>
</tr>
</tbody>
</table>

Next
Step 4: Student Roster

2012 PSAT/NMSQT administration

Using this Roster
A "Y" indicates the student is in the pool you defined. Click on a student's name to view student details. Click on a subject to view the student list for that subject. Note: AP Potential™ does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

Export Data
You can capture this roster electronically, including confidential student data (name, address, date of birth, ethnicity, gender), by clicking "Export Data." This file does not contain PSAT/NMSQT® or PSSS score data.

Sample Letters to Parents
Use our sample letter to encourage AP enrollment. Remember that AP Potential is not an official score reporting service; you should not include the PSAT/NMSQT® or PSSS scores in these letters.

Generate letters to parents
Generate Letters to Parents

Click below to create a mail merge of letters you can send to parents and students, based upon the student roster you generated. Send these letters to inform families of their child’s potential to succeed in specific AP courses. The letters are generated only for AP courses for which students have the level of AP Readiness you selected.

Go Back to Results

Sample Letter: English or Spanish

You can customize the letters by adding your name and contact information.

To add your contact information:

1. On the Edit menu, click Replace.
2. In the Find what box, enter the phrase: Paste your name and/or phone number/email address here.
3. In the Replace with box, enter your contact information name. You can enter your name, phone number and e-mail address. For example: Jane Doe at 301-555-1212, or Jane Doe at janedoe@example.com, or Jane Doe at 301-555-1212, janedoe@example.com.
4. Click Replace All. Your contact information is entered into every letter.

To add your name to the signature line of every letter:

1. On the Edit menu, click Replace.
2. In the Find what box, enter Paste Your Name Here.
3. In the Replace with box, enter your name. For example: Jane Doe.
4. Click Replace All. Your name is entered into the signature line of every letter.
AP Potential: Student Detail

A student in my school had not planned to enroll in an AP course, but after AP Potential indicated that she had the potential to do well, she accepted the challenge of taking the AP class, and then scored a 5 on the AP Exam.

Jo Anne Boggus
Principal
Ft. Lauderdale H.S., FL
The table below shows the number of students that participated in the correlation study, the section(s) of the PSAT/NMSQT that were used to predict performance, and the strength of the correlation between PSAT/NMSQT performance and AP performance for each AP Exam.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Sample Size</th>
<th>PSAT/NMSQT Section Used</th>
<th>PSAT/NMSQT Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>27,679</td>
<td>CR + W</td>
<td>.563</td>
</tr>
<tr>
<td>Biology</td>
<td>205,036</td>
<td>CR + M</td>
<td>.647</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>341,698</td>
<td>Math</td>
<td>.539</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>116,291</td>
<td>Math</td>
<td>.497</td>
</tr>
<tr>
<td>Chemistry</td>
<td>139,600</td>
<td>CR + M</td>
<td>.611</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>21,607</td>
<td>CR + M</td>
<td>.594</td>
</tr>
<tr>
<td>English Language</td>
<td>445,235</td>
<td>CR + W</td>
<td>.762</td>
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<tr>
<td>English Literature</td>
<td>500,972</td>
<td>CR + W</td>
<td>.754</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>109,290</td>
<td>CR + M</td>
<td>.668</td>
</tr>
<tr>
<td>European History</td>
<td>61,658</td>
<td>CR + M + W</td>
<td>.604</td>
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<tr>
<td>Government &amp; Politics:</td>
<td>22,037</td>
<td>CR + M + W</td>
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<td>Comparative</td>
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<tr>
<td>Government &amp; Politics:</td>
<td>271,889</td>
<td>CR + M + W</td>
<td>.648</td>
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<td>United States</td>
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<td>Human Geography</td>
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<td>Microeconomics</td>
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<td>Physics C: Mechanics</td>
<td>48,928</td>
<td>CR + M</td>
<td>.566</td>
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<tr>
<td>Physics C: Elec. &amp; Mag.</td>
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<td>Math</td>
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<tr>
<td>Psychology</td>
<td>212,402</td>
<td>CR + M + W</td>
<td>.618</td>
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<tr>
<td>Spanish Literature and Culture</td>
<td>19,643</td>
<td>CR + W</td>
<td>.409</td>
</tr>
</tbody>
</table>
## AP Potential: Expectancy Tables

### Expectancy Tables

Select a subject below to see specific data from the correlation study showing the percentage of students at any given PSAT/NMSQT score range who achieved AP Exam grades of 3 or higher and 4 or higher.

**Subject:** Art History

### AP Art History

<table>
<thead>
<tr>
<th>PSAT/NMSQT CR + W Score</th>
<th>Probability (%)</th>
<th>≥3</th>
<th>≥4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>133</td>
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AP Potential

• AP Potential is best used in combination with other important factors, including but not limited to the following:
  • Completion of appropriate prerequisite courses
  • Teacher efficacy
  • Student motivation to take an AP course
  • Interest in the subject
AP Potential Is Easy to Use

• You select specific criteria, such as grade level and AP subject area, and AP Potential generates a roster of students.

• AP Potential provides reliable predictions for 23 AP Exams.

• Export the data to a spreadsheet and download a sample letter to send to parents.

• AP Potential data are also available in the PSAT/NMSQT Student Data file.

• The Student Data file includes an AP Potential Indicator for each AP subject for which a given student has a 60 percent likelihood of scoring a 3 or higher on the AP Exam.
Feedback is not available for eighth-grade and younger students.

Feedback for ninth-grade students is limited to AP U.S. History and AP World History.

Motivating Students: Recruiting and Encouraging Students to Take AP Courses

- Create an AP “blitz”; use media resources:
  - Student newspaper, parent newsletter, local newspaper
  - Publicity brochure
  - Closed-circuit television
- Conduct class visits to earlier grades
- Utilize student organizations
- Contact admission officers and request AP information from local colleges
- Invite recent graduates with AP experience to talk to students
- Clearly explain the benefits of AP participation through:
  - School assemblies
  - Parent Nights
  - College Nights
  - PTA/PTSO meetings
  - School Board meetings
  - Community meetings: Elks, Rotary Clubs, etc.
  - Share AP website
Resources to Share the Value of AP

**Share AP**

**Resources for AP coordinators, teachers, school counselors and administrators**

**AP Online Scores for Students: Awareness Toolkit**

This July, AP students will get their scores online. They will not receive scores in the mail. AP Coordinators and teachers play a key role in informing students of this change and helping them get ready to access their AP scores online in July. To support these efforts, the AP Program has made the following resources available for you to download:

1. Educator Overview
2. Student poster

**Additional resources for AP coordinators, teachers, counselors and administrators**

**AP Informational Event Planner >> Coming Soon**

This quick reference guide gives you ideas and tips for planning and promoting successful informational events for parents and students, to support participation in AP courses.

**Digital Resources for AP Coordinators**

Use these templates and resources to help build student and parental awareness.

[www.collegeboard.org/shareap](http://www.collegeboard.org/shareap)
• What best practices do you have for communicating the value and commitment of the AP Program?
Think about the challenges you tackle every day. With each one you build greater confidence in your abilities. That’s what AP is all about. AP courses may be tough — they bring the college experience to your high school after all — but they also help you develop skills and knowledge that you can use in the real world. Even better, they introduce you to new possibilities — in college majors, in career options and in yourself.

### 1. The AP Experience
This is your college-level class.
AP is about having the experience of a college student. Today, in AP courses you’ll tackle challenging topics head on and investigate issues that matter to you. You’ll learn about exciting subjects in depth and your AP teacher and your classmates will help you learn and get the most out of AP.

### 2. Why Take AP?
Get yourself apart for college.
- Let colleges know that you’re serious about your education — with AP on your transcript you’ll show that you’ve challenged yourself with rigorous course work.
- Gain college credit and potentially save on tuition costs. If you do well on the AP Exam, you can take college-level courses.
- Experience college while you’re still in high school. Learn what is expected of you and develop skills you need now to get the most out of college later.

### Let’s Talk About AP
Interested in learning more about AP courses? This conversation starter can talk with a counselor or teacher about what makes sense for you.

#### What AP course is right for me?

1. Think about what interests you:
   - What courses do you enjoy most in school? What subject?
   - What college majors are you considering? What careers exist?

2. Ask your counselor or teacher the following questions:
   - What AP courses does our school offer?
   - Are there AP courses at another school that I’m ready to do well at?
   - Are there other courses that can help me succeed in AP or prepare for college and career?

3. Find out how AP works at your school.
   - Are there any requirements for students to enroll in AP?
   - What is our school’s placement deadline?
   - Does our school only accept AP courses, or do other classes count as well?
   - What is the effect of taking the AP Exam? Is there assistance with payment?
   - What should I talk with my parents/guardians about?
   - What tools or workbooks should I get from an AP course at our school?
   - Are there study groups or peers who can offer help if I need it?
   - What can I do to help me prepare for AP?

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**Telephone Outreach and PA Announcement Scripts**

Let students and parents know that AP scores will be online this year.

**Automated Telephone Outreach**

Many schools and districts have access to automated outreach services to students and parents. Here is a sample message and customize it to let them know about AP Online Scores for AP courses.

**PA Announcement Scripts**

This message is for all your school’s AP students. There is an important day for you to get you AP scores. This July, your AP scores will only be available online. You will not get AP scores this July, but you can sign up for a free College Board account at apscore.org. AP scores will be only available online, so we encourage you to sign up for a free College Board account today.

Thank you for your help in getting the word out to students and families about the change in AP score reporting. For more information and to access additional resources, visit collegeboard.org/shareas.
Share AP Resources

- **Scripts** for automated telephone outreach and school announcements
- **Student Brochure** describing the unique benefits of AP
- **Parents’ Night Presentation (PPT)** to introduce parents to AP
- **AP Informational Event Planner** with ideas and tips for planning and promoting successful informational events for parents and students to support participation in AP courses
- **Digital Resources for AP Coordinators** to help build student and parental awareness for AP events and activities:
  - Email Template for Parents
  - Email Template for Parents – Spanish
  - Text for "Robocalls" in English and Spanish
  - Banner Ads for School Websites
- **AP YouTube Channel** with videos featuring AP students and teachers that can be used in presentations to students, parents, colleagues, and the community.
Motivating Students: Recruiting and Encouraging Students to Take AP Exams

Many schools offer incentives for taking the AP Exam, such as

• Waiving final course exam if the student takes the AP Exam
• Giving greater weight to AP grades when calculating GPA
• Paying the AP Exam fees

Whatever incentives you choose to implement, make sure they’re clearly explained in an “AP participation” document each student and parent receives and signs.
Motivating Students: Recruiting and Encouraging Students to Take AP Courses

Grade Weighting as an Incentive

• 75% of schools offering AP give extra GPA weight for AP courses.
  • Most commonly, schools give .76–1.0 additional weight.
New AP Student Website

AP Student Home
Explore AP
AP Courses
Taking the Exam
AP Scores
Credit & Placement

 HAVE YOU SIGNED UP TO GET YOUR SCORES ONLINE?

Sign up to get your scores

Upcoming Dates
- May 6-10, 13, 17: Exam administration dates
- May 20-24: Late-testing administration dates

AP courses can help you get ahead in college
Discover how AP can help

Are you ready to test your best?
Get practice questions

Getting started in AP is easier than you think
Learn about over 30 AP courses

► apstudent.collegeboard.org
Next Steps

• With whom will you share the information learned?
• What are your goals for using the data?
• What resources do you need to accomplish the goal(s)?
• What strategies will you use to accomplish the goal(s)?
Questions
Contact Information

Southern Regional Office
State and District Partnerships

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