

ANNUAL INDIANA ADVANCED PLACEMENT
PERFORMANCE REPORT
2012

Indiana Department of Education

Dr. Leslie G. Fatum

Assistant Director, College & Career Readiness Curriculum

State Coordinator for AP, IB, and Dual Credit

lfatum@doe.in.gov

OVERVIEW OF AP IN INDIANA, 2012 Participation and Success

Advanced Placement (AP) is a research-backed method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting to qualified high school students. Students who demonstrate success in AP courses are predicted to outperform their peers who do not take or have not had success in these courses. The current research suggests passing/qualifying on an exam (scoring a 3, 4, or 5 on a scale of 1-5) is predictive of greater college success.¹ The Indiana Department of Education (IDOE) has committed to expanding **participation and success** on AP exams in order to have the highest percent of college-educated citizens in the United States.

The College Board collects individual student-level AP performance data throughout each student's secondary school experience. Using that data, the College Board publishes an annual "AP Report to the Nation" that provides individual state performance levels which may serve as comparative data. Associated with the research, the most important data presented is the number of graduates for the published year who passed an AP exam at some point during their high school career; the IDOE refers to this as the College Board Metric (CBM). According to the report for 2012, **Indiana ranks 26th (tied with Kentucky) in the nation in terms of AP performance; 15.6% of 2012 Hoosier graduates passed an AP exam during high school** (using CBM). As is described below, Indiana continues to lead the nation in the percentage of graduates taking an AP exam.

The formula for improving outcomes in Indiana on AP coursework must include an increase in both **participation and success** – more students, in all demographics, participating in AP coursework and the corresponding exam, and a greater percentage of those students passing the AP exam.

The IDOE goal in 2012 was to have 25% of Hoosier graduates earn college credit through AP, IB or dual credit at some point in their high school career; achieving this metric would place Indiana among the top performing states in the nation. The AP Annual Performance Report includes an action plan to reach this goal.

The following report contains information and/or analysis on each of the following items:

¹ *College Outcomes Comparisons by AP and Non-AP High School Experiences*. Hargrove, L., Godin, D., & Dodd, B. (2008) New York: The College Board

- (1) A report on the National Math and Science Initiative's (NMSI) AP Teacher Training and Incentive Program (AP-TIP IN) Federal "i3 Grant" in Indiana – starting in 2012.
- (2) 2012 Indiana AP growth compared to the 2012 national average AP growth.
- (3) 2012 Indiana AP growth compared to the 2011 Indiana AP results.
- (4) Current trends in Indiana's AP course participation and passage rates.
- (5) 2012 State and Federal funding for Advanced Placement and PSAT programs.
- (6) AP Teacher and Educator Training.
- (7) The IDOE AP Action Plan.

The major findings in the report:

In 2012:

- 15.6% of all Indiana public school graduates passed an AP exam during high school
 - Seventh consecutive year that Indiana's rate has improved
 - 32.6% of all Indiana graduates took an AP exam
- Since 2009 the number of public schools with 25% or more of their graduates who passed an AP exam has increased by more than 35%
 - 34 public schools met or surpassed the 25% benchmark (up from 25 in 2011)
- Between 2009-2012, Indiana trend data shows that:
 - Indiana has led the nation in the percentage of graduates taking an AP exam.
 - Indiana improved its national ranking in the percentage of graduates earning scores of 3 or higher on an AP exam by seven spots (from 33rd to 26th), which is the highest movement in the country.
 - Indiana ranks number four nationally for the increase in the percentage of graduates earning scores of 3 or higher on an AP exam.
- Slight gains in participation and success were exhibited by low-income graduates, with 14% of low-income graduates leaving high school having taken an AP exam (up from 12% in 2011); and 11% of low-income graduates scoring 3 or higher on an AP exam during high school (up from 9.7% in 2011).
- Indiana administered 65,970 exams to 41,302 students in 400 high schools.
- The participation gap for minorities is closing.

Report to Indiana Dept. of Education – National Math & Science Initiative Academic Year 2011-12:

Starting in January 2012, AP-TIP IN program activities began with visiting and selecting nine Indiana high schools for the first Indiana Cohort. These schools were announced at an event at the Indiana Statehouse on April 12, 2012, and included former Superintendent Tony Bennett, AP math, science and English Cohort 1 teachers, administrators, the Indiana DOE, members of the College Board's Midwest Regional

Office, friends of AP-TIP IN, and business people from our state.

Following the April Announcement Event, AP-TIP IN hired three Content Directors and had them in place by July 1, prior to the AP Summer Workshop and pre-AP ("Laying the Foundation") Summer Teacher Training. Both AP and pre-AP teacher professional development weeks were held in Indianapolis. The pre-AP workshop was held at Pike High School in the week from July 10-13, and the AP workshop was held there from July 17-20, 2012. Nearly all AP-TIP IN teachers (74 out of 78) attended the AP Summer Workshop, and more than 90 pre-AP teachers (grades 6-10) attended the "Laying the Foundation" training.

In the fall, the Content Directors conducted school audits to initiate the purchase of equipment for Cohort 1 schools and the AP-TIP IN team held a training meeting on Sept. 6 at Notre Dame for the key individuals in each school that work directly with the grant (entitled "Designated Administrators" or DA's). The final training activity was the 2-day Fall Conference, held at Notre Dame on October 5 and 6. The Fall Conference brought together 73 of the 78 AP-TIP IN Cohort 1 teachers for meetings and training on additional AP topics.

By the end of 2012, Saturday Study Sessions were held on October 27, November 10 and December 1 for English and on Dec. 1 for Math. In addition, the Content Directors had completed two of the four required vertical team meetings and made visits to schools a minimum of 3 times during the months of August through December.

December activities concluded with the release of the Cohort 2 Request for Participation (RFP) to the remaining Indiana high schools named in the i3 grant. Some schools declined to participate in Cohort 2 and others have not communicated their continued interest in the grant. Site visits were conducted at five schools and all interested schools were asked to return the RFP document by the end of January 2013. Of the remaining 24 schools named in the grant, 17 returned RFP's.

Highlights for 2012 include:

Schools:

- Cohort 1 schools increased their enrollments in AP math, science and English courses for the 2012-13 school year; an average of 52% compared to the 2010-2011 school year enrollments.
- AP nights were conducted at 6 of the 9 program schools.

Teachers:

- Content Directors have provided, on average, 33.5 hours of contact time, per teacher, per month (August through December).
- The participation rate of teachers in all activities for which they receive a

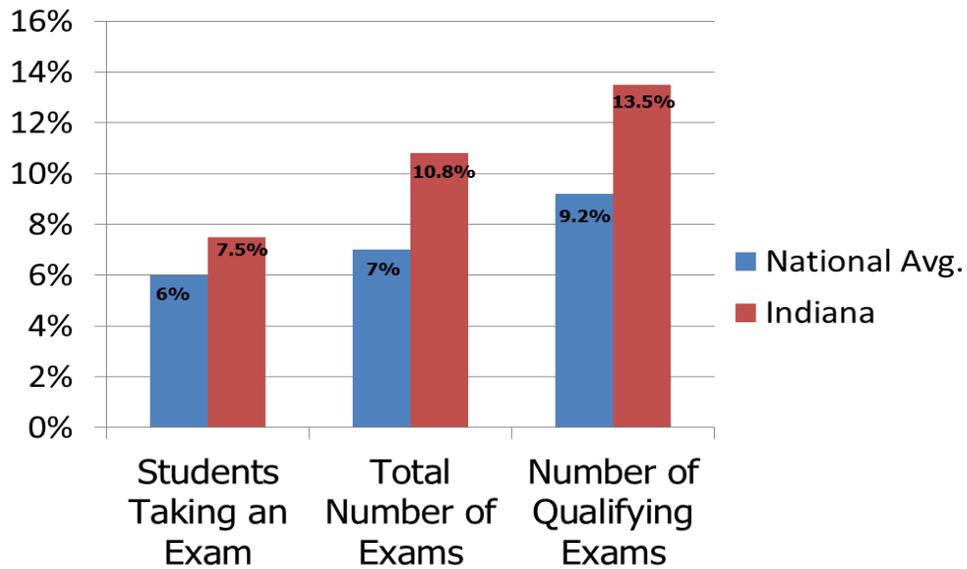
stipend is approximately 90% for all three content areas.

Students:

- Participation in the Saturday Study Sessions in the fall averaged 42% of enrollment in AP math, science and English courses. (Goal = 60%)

INDIANA 2012 ADVANCED PLACEMENT GROWTH:
COMPARED NATIONALLY

2012 Indiana AP Growth Compared Nationally

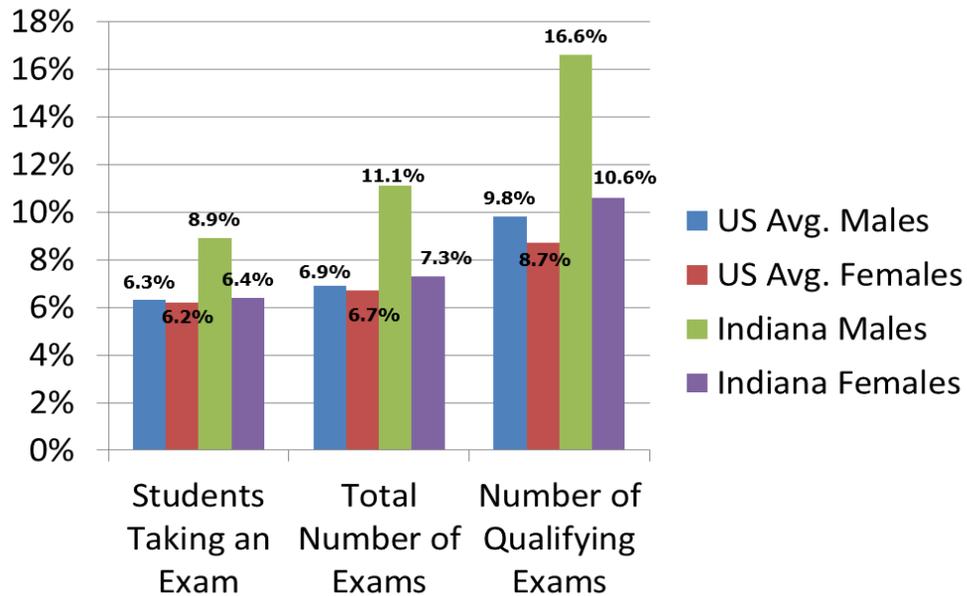


Growth: Nation vs. Indiana ALL STUDENTS

Compared to 2011:

- Indiana outpaced the nation with respect to the number of students taking an exam, the total number of exams, and the number of qualifying exams taken by all students.

2012 Indiana AP Growth Compared Nationally

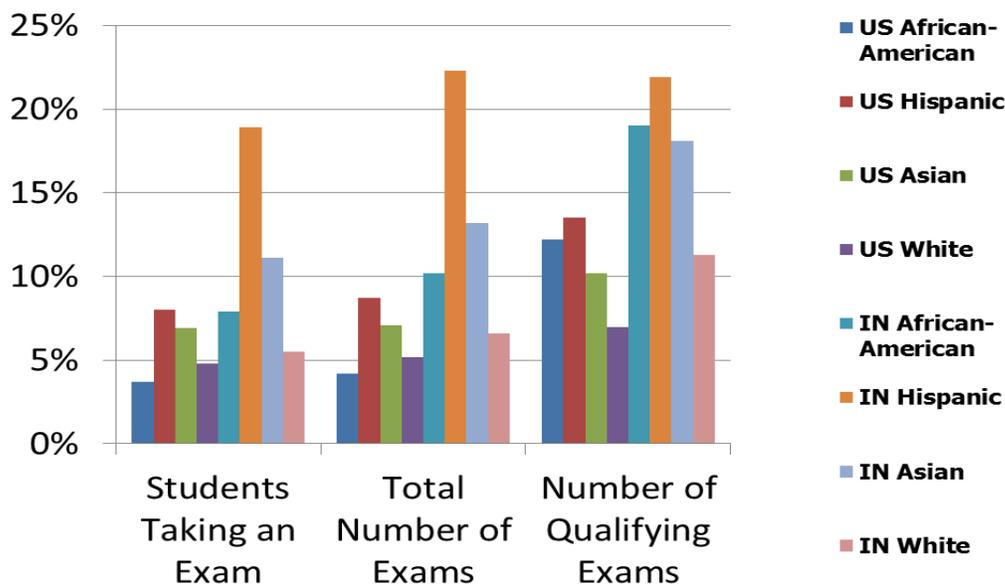


AP Growth: Male and Female Students

Compared to AP Growth in 2011:

- Indiana had a slight increase in overall growth of the number of female students taking an AP exam when compared to the national average, and a significant increase in the overall growth of the number of male students taking an exam.
- Indiana showed more growth in the total number of exams for both genders – particularly with respect to male students.
- Indiana males had a very large increase in growth of the number of qualifying exams when compared to the national average, but Indiana females also demonstrated an increase.

2012 Indiana Growth Compared Nationally



AP Growth: African-American, Hispanic, Asian & White Students Compared to AP Growth in 2011:

- Indiana’s **African-American** students showed significantly more overall growth when compared to the national averages for the number of students taking an exam (**7.9% vs. 3.7%**); the total number of exams taken (**10.2% vs. 4.2%**); and the number of exams with qualifying scores (**19% vs. 12.2%**).
- Indiana’s **Hispanic**² students showed tremendous growth over all national averages in the number of students taking an exam (**18.9% vs. 8%**); the total number of exams taken (**22.3% vs. 8.7%**); and the number of exams with qualifying scores (**21.9% vs. 13.5%**).
- Indiana’s **Asian** students also showed significantly more overall growth compared to national averages in terms of the number of students taking an exam (**11.1% vs. 6.9%**); the number of exams taken (**7.1% vs. 13.2%**); and the number of passing scores (**18.1% vs. 10.2%**).
- Indiana’s **White** students showed slightly more growth compared to national averages for the number of students taking exams and the total number of exams; and significantly higher growth in passing scores (**11.3% vs. 7%**).

² Students who self-identified as “Mexican-American,” “Other Hispanic,” or “Puerto-Rican.”

DATA EVIDENCE & IMPLICATIONS

The Data Shows:

Indiana **significantly outpaced** the national average growth across most³ identified subgroups in AP:

- for individual student **exam participation**
- for total number of **exams taken**
- for the total number of AP **exams qualified in all subgroups**

Policy Implications:

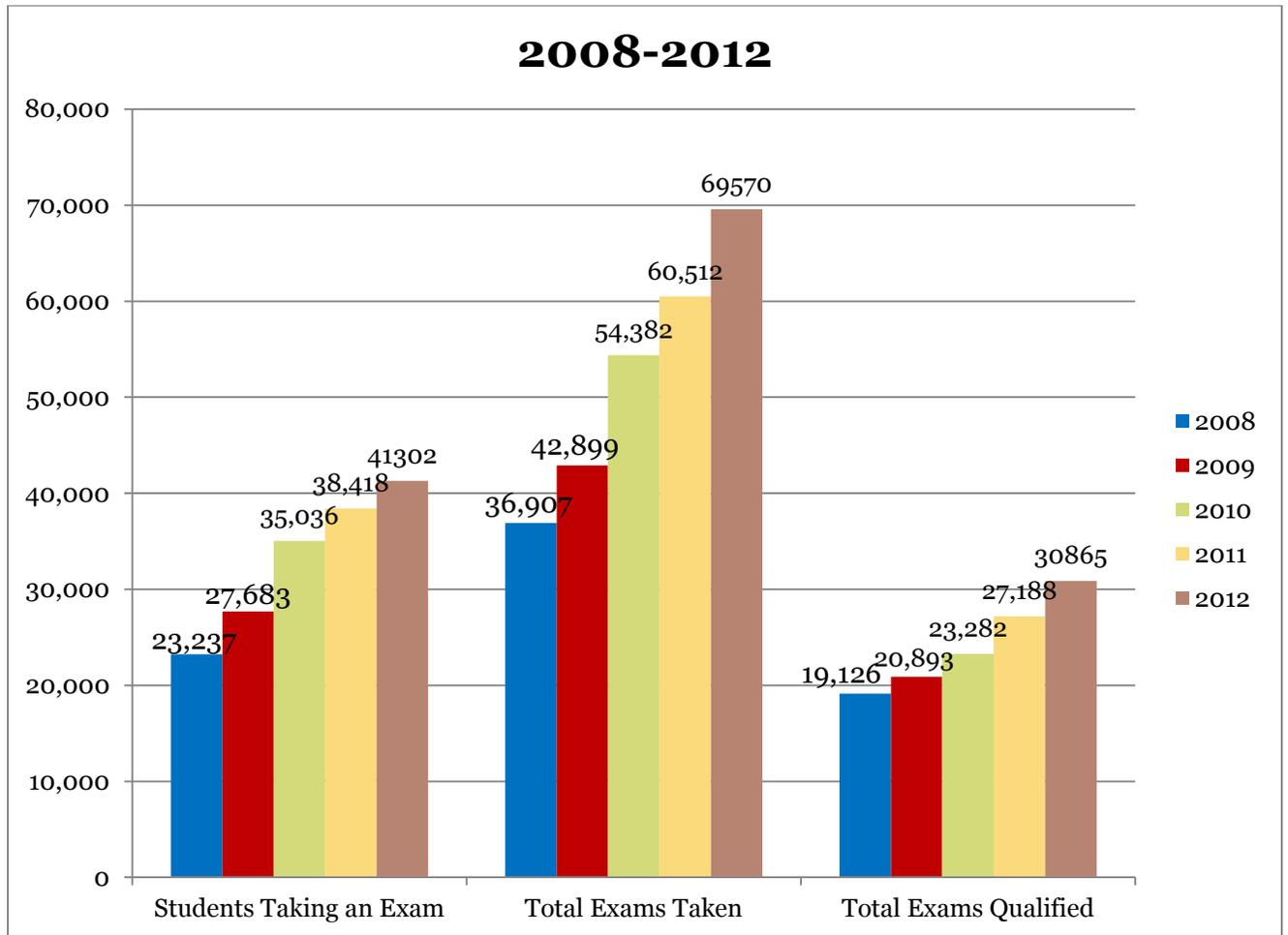
Growth in the number of qualifying scores (3-5) on AP exams in Indiana continues to outpace the participation growth in most identified subgroups, with the exception of Hispanic/Latino students. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, Indiana must:

- (1) Continue the significant increase in student participation growth rates on exams across all identified subgroups.
- (2) Utilize the AP Potential™ tool to identify underrepresented students who may find success in AP coursework.
- (3) Eliminate any barriers, real or perceived, to entrance to AP courses or exam participation
- (4) Significantly increase individual student qualification rates on exams for all identified subgroups
- (5) Continue to provide professional development opportunities for AP and Pre-AP teachers.

³ The figures for American Indian/Alaska Native students in Indiana were flat compared to 2011 data.

2012 INDIANA ADVANCED PLACEMENT GROWTH:
COMPARED TO PREVIOUS INDIANA GROWTH

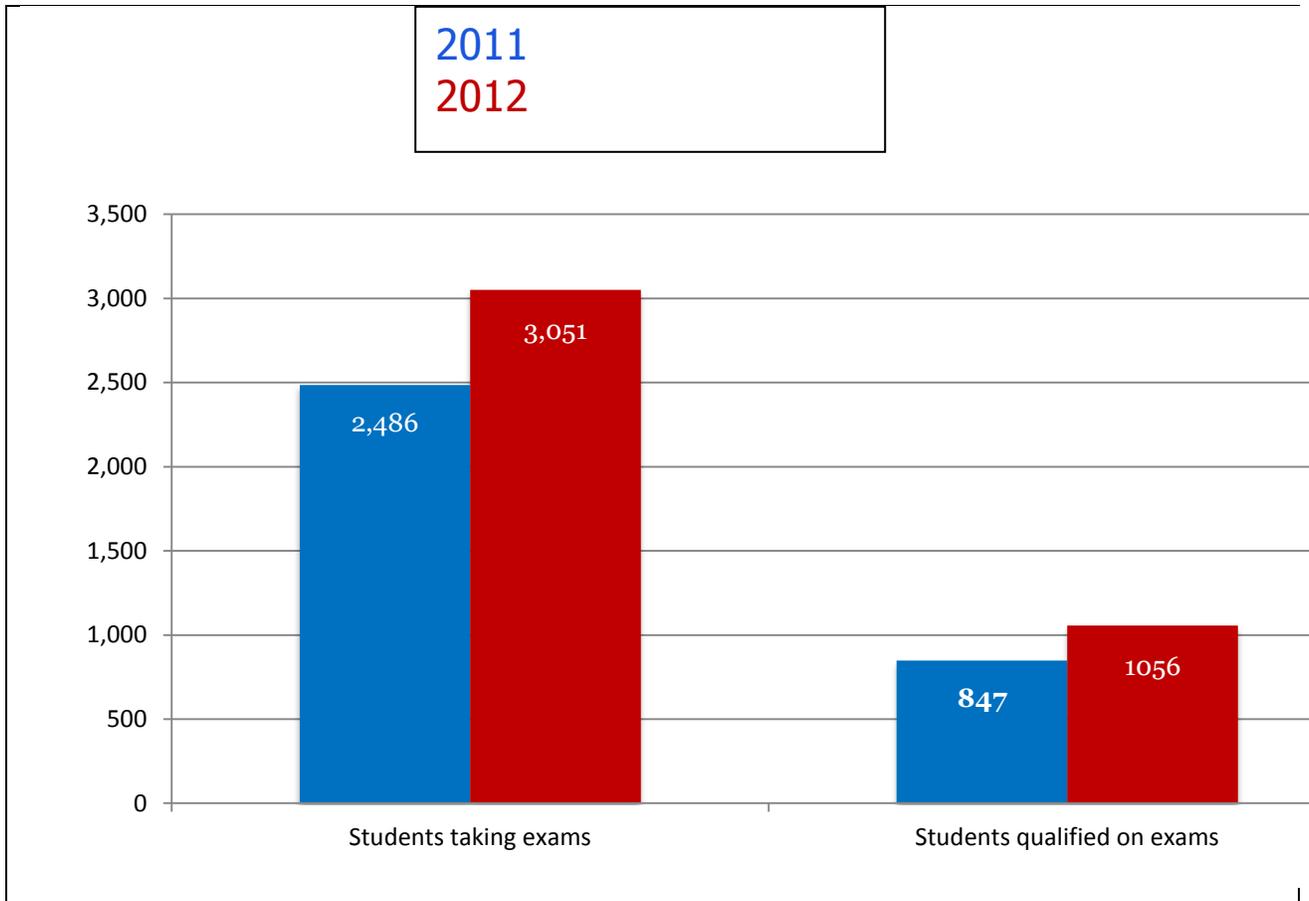
FOUR YEAR INDIANA AP GROWTH



Summary Findings Comparing 2012 results to 2011 (one year growth):

- 2884 exams/7.5% increase in the number of students taking an AP exam
- 9058 exams/14.9% increase in the number of total exams taken
- 3677 exams/13.5% increase in the number of qualifying exams

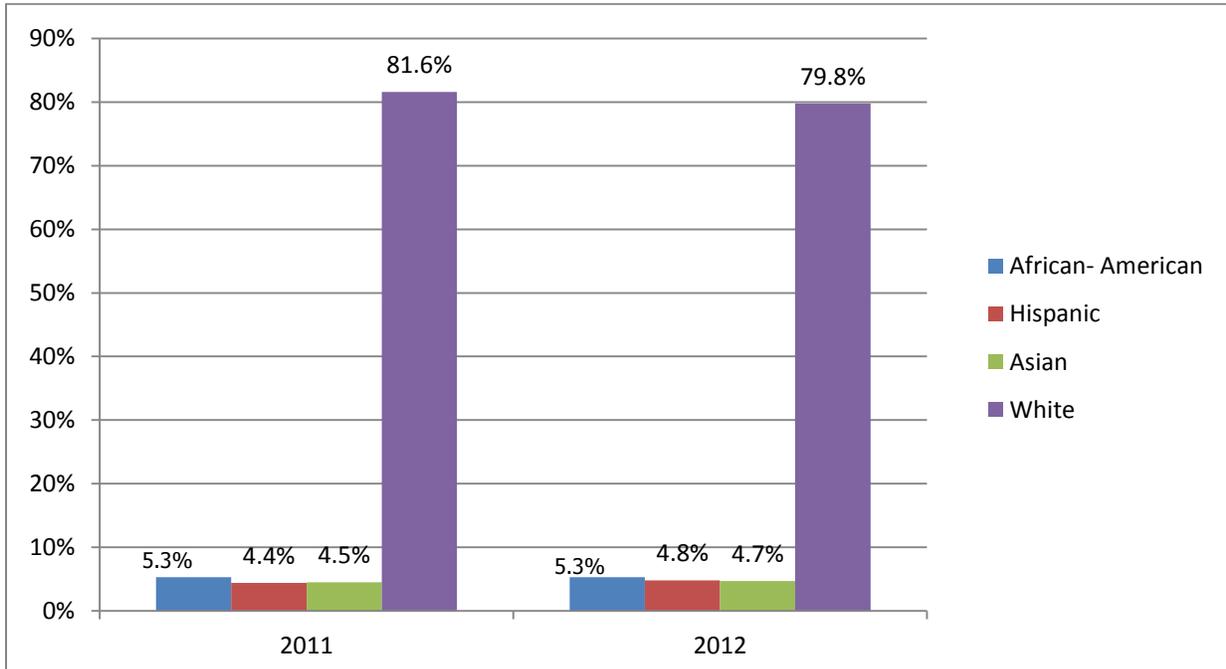
INDIANA 2012 AP PARTICIPATION GROWTH AMONG *LOW INCOME GRADUATES*



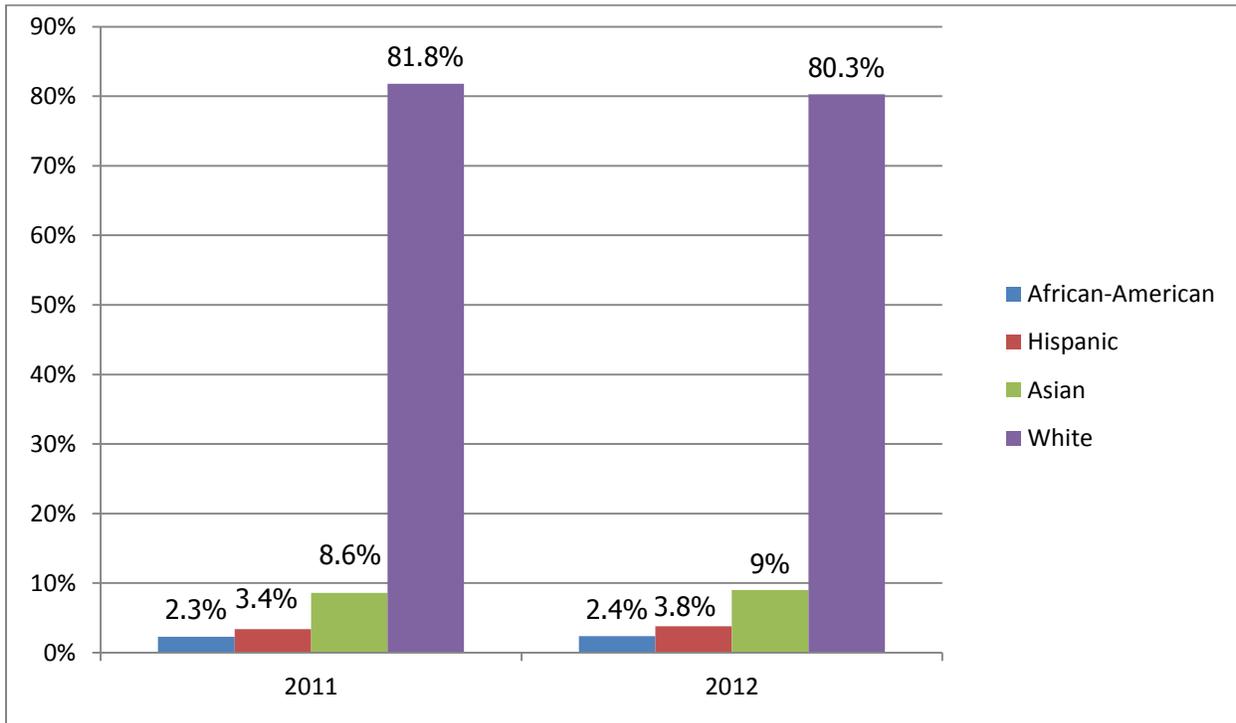
Summary Findings:

- Although an increasing number of low income students are taking and qualifying on AP exams, the rate is not equal that of the general population – almost half of all students qualify as low income; but only 11% of all qualifying AP exam scores in 2012 were from graduating students of low income.

INDIANA 2012 AP EXAM PARTICIPATION BY ETHNICITY



INDIANA 2012 AP EXAM QUALIFYING SCORES BY ETHNICITY



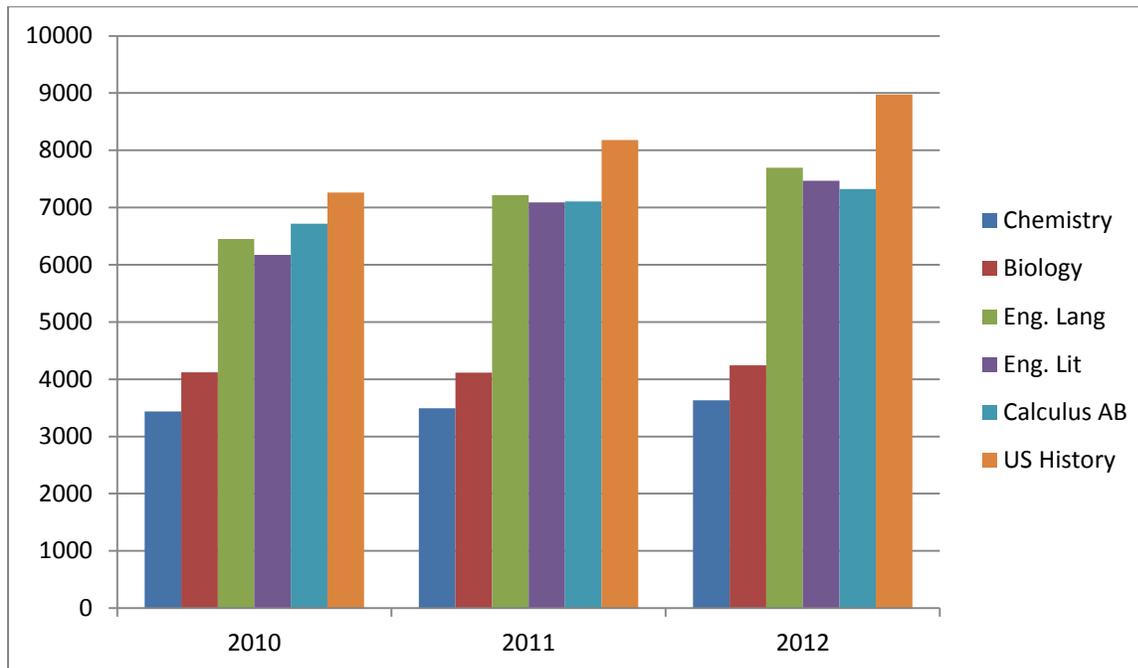
Policy Implications:

Indiana improved the number of students participating and passing AP exams in 2012. It also slightly narrowed the achievement gap for Hispanic students in participation – but not for African-American students. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, Indiana must:

- (1) Continue the significant increase in student participation growth rates on exams across all identified subgroups. This includes opening course enrollment policies for all students at all schools.
- (2) Significantly increase individual student qualification rates on exams for all identified subgroups.
- (3) Continue to encourage exam participation and success among minority students using targeted, measurable practices to encourage participation and success among these groups.
- (6) Improve the number of African American and Hispanic students qualifying on exams.
- (7) Eliminate all barriers, real and perceived, to course enrollment and exam participation.

TRENDS IN SUBJECT AREA PERFORMANCE:
INDIANA

2010, 2011 & 2012 Most Taken Advanced Placement Exams:
Indiana



Summary Findings for 2012 AP exam participation:

(1) The total number of exams for the six subjects represents 39,331/65,970 (**59.6%**) of all exams taken in Indiana.

(2) Chemistry, Biology and Calculus AB exams are covered by the state for all public and non-public, state-accredited school students

(a) Indiana covers all other math & science exams: Calculus BC, Statistics, three different Physics exams, and Environmental Science

(B) In 2012, Free & Reduced Lunch students have all non-math/science AP exams funded by a federal grant that are not covered by Indiana

(3) In 2012, there were 33 AP subject exams in total.

Trends in Indiana AP Performance

The AP Program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cut-points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above. (Source: College Board)

AP exam scores are thus translated,

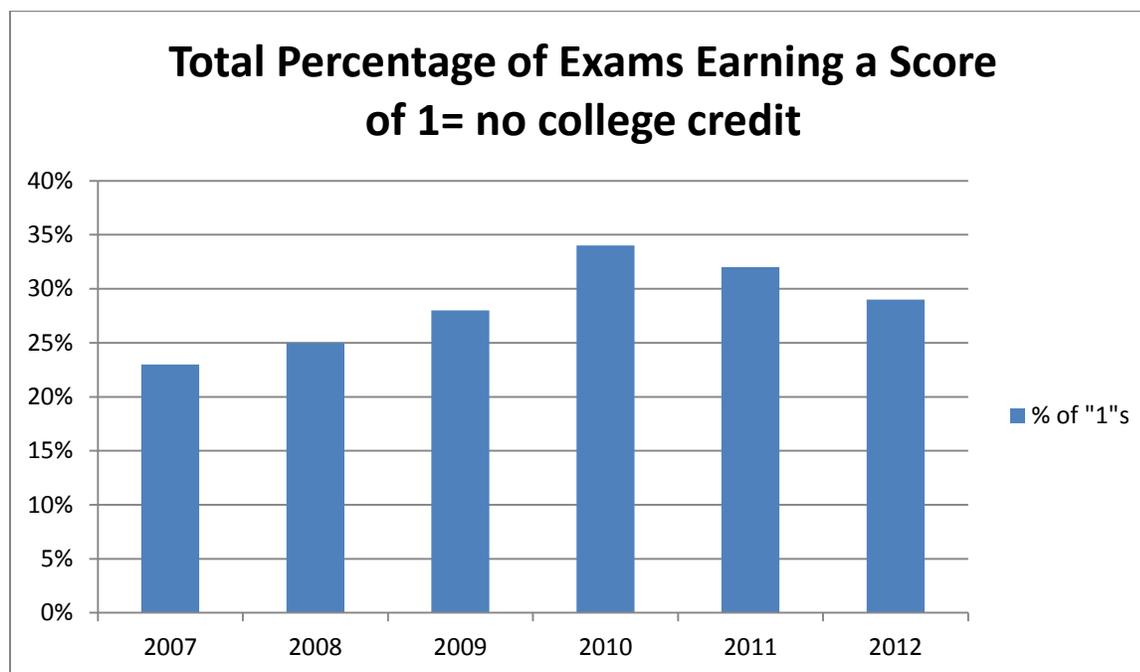
5 = A/ **extremely well qualified to receive college credit and/or placement**

4 = B/ **well qualified to receive college credit and/or placement**

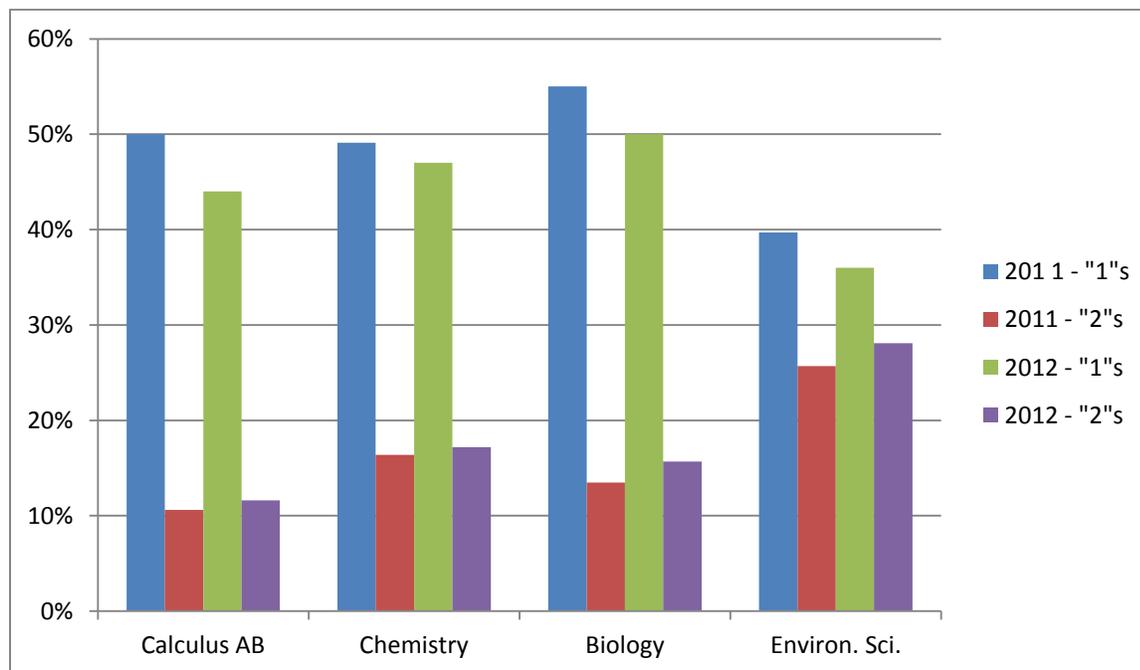
3 = C/ **qualified to receive college credit and/or placement**

2 = D/ **possibly qualified to receive college credit and/or placement**

1 = F/ **no recommendation for receiving college credit and/or placement**



AP Subject Area Trends: *Math and Science AP exams*



Huge participation gains were made in Environmental Science: there were 680 more AP exams in 2012 than in 2011, for a **38.7%** increase in the total number of exams. In addition, there were more qualifying scores of 3, 4, or 5 than in the previous year.

Calculus AB, Chemistry and Biology demonstrated a trend of decreasing numbers of "1"s, and increasing numbers of "2"s, as well an overall increase in the numbers of qualifying scores.

13% more students took the Calculus BC exam in 2012 than did in 2011.

Physics B and Physics C: Electricity and Magnetism saw slight decreases, both in the numbers of students taking these exams and their mean score. However, 13% more students took the Physics: Mechanics AP exam than in the previous year, and the mean score increased over the 2011 score.

TRENDS IN SUBJECT AREA PERFORMANCE FOR **INDIANA:**
DATA EVIDENCE & IMPLICATIONS

The Data Shows:

- Biology, Chemistry, Calculus AB, English Language, English Literature and U.S. History are the exams most taken by Indiana students.
- The percentage of students earning "1"s across all subject areas has begun to decrease, while the percentage of scores of "2" and above are increasing.
- Subjects with the highest percentage of students earning a "1" are:
 - (1) Calculus AB
 - (2) Chemistry
 - (3) Biology
 - (4) Environmental Science

Policy Implications:

Indiana is dramatically improving the number of students participating in AP exams and is also striving to keep pace with the qualification rate. According to the complete Texas study, students earning a "2," a score not considered a qualifying score, are still predicted to outperform their peers in college that did not take an AP course; scores of "2," while certainly not preferred, are not as concerning as the percentage of scores of "1". The highest percentage of "1"s is on four math and science exams, each of which are paid for by the state. This does NOT imply that these students should be removed from those courses and exams; it does imply that they and their teachers need to be better prepared. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, then Indiana must:

- (1) Provide on-going training for current AP math and science teachers
- (2) Recruit and train more quality AP math and science teachers
- (3) Provide more rigorous math and science classes to students before they enter AP courses; and align curriculum for optimal AP course preparation.
- (4) Encourage schools to align early high ability programs to AP course prerequisites.

ADAVANCED PLACEMENT FUNDING AND TEACHER TRAINING

CURRENT STATE FUNDING

ADVANCED PLACEMENT PROGRAM

For FY '11, \$953,284 was appropriated for the Advanced Placement Program; all of those monies were expended entirely on AP math and science exams for 11th and 12th grade test takers from accredited public and nonpublic schools.

In 2012, Testing and Remediation paid \$953,284 from the FY12 appropriation and \$933,194 from the FY13 appropriation – for a total of \$1,886,478.

PSAT PROGRAM

In 2011, \$717,449 was appropriated for the PSAT program to provide funding for 10th grade students to take the PSAT in accredited public and nonpublic schools. The cost to IDOE is \$13 per exam. In 2012, \$685,172 from the Testing and Remediation Fund was used to pay for 65,882 tests at \$10.40 per test.

CURRENT FEDERAL FUNDING

ADVANCED PLACEMENT TEST FEE PROGRAM

- Provides supplemental AP exam fee funding for qualified Free and Reduced Lunch students

In Indiana, these funds are intended to pay for all non-math & science exams taken by identified Free and Reduced Lunch students in 2012. However, the 2012 federal award was \$390,111. We spent \$407,888 for AP exams and \$64,580 for IB exams, leaving a shortfall of \$82,672. In 2013, the IDOE was told that there would be no supplemental funds awarded for 2012 expenses.

TEACHER TRAINING

Number of PSAT/NMSQT workshops for Indiana educators:

- 9 workshops
- 43 institutions (schools, district, IDOE)
- 162 participants

INDIANA'S ADVANCEMENT PLACEMENT POSSIBILITIES BASED ON AP POTENTIAL

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 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 (Preliminary SAT/National Merit Scholar Qualifying Test) 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 grades than the more traditional signposts such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken.

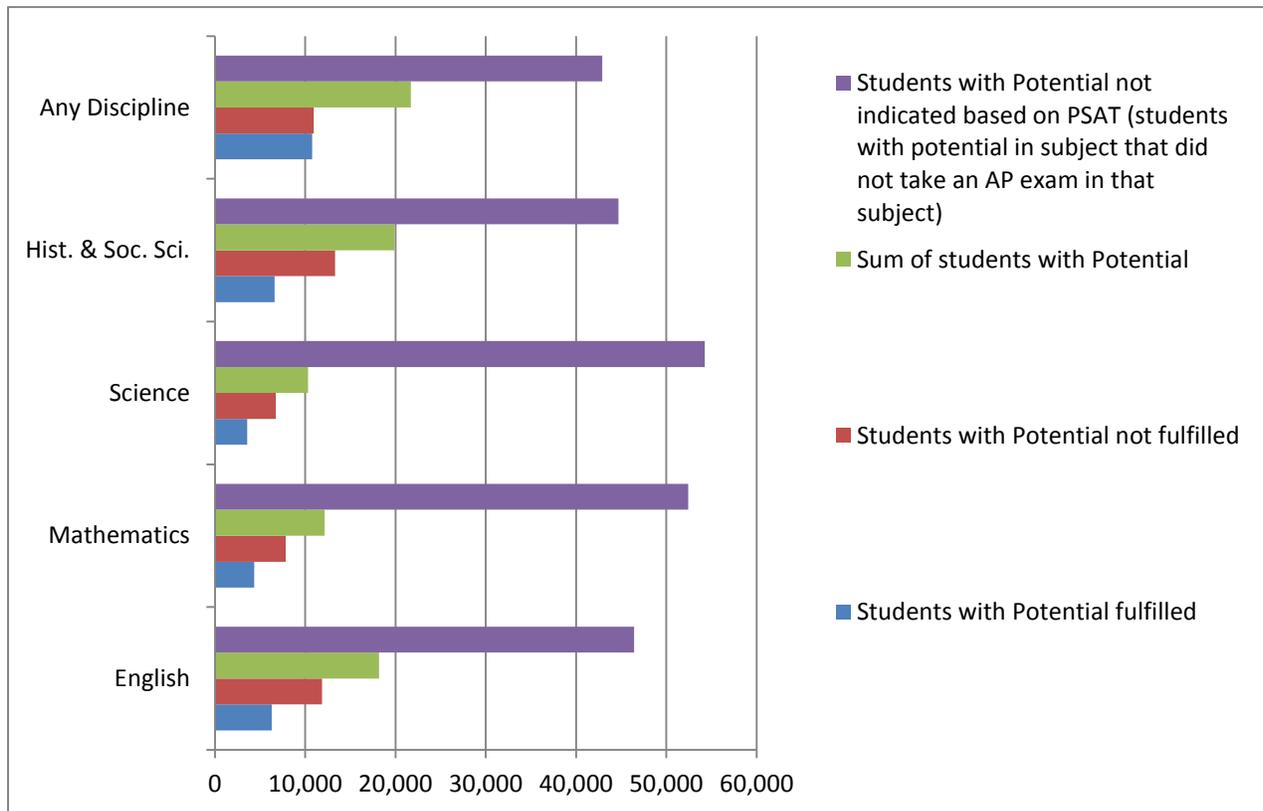
AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental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

AP Potential Workshops have been offered for free to educators throughout Indiana. In the 2009-10 and 2010-11 school years 171 educators (teachers, administrators and guidance personnel) from 128 high schools participated.

In 2011-12, 162 educators participated in PSAT/NMSQT workshops, including AP Potential workshops.

⁴ Source: The College Board

Indiana Statewide Report on the Significant Gap between Potential and Success in Advanced Placement Courses⁵



AP Potential and fulfillment of AP Potential are based on 23 AP Exams that are listed below according to their respective content area:

- English: English Language and English Literature
- Mathematics: Calculus AB, Calculus BC, Computer Science A, and Statistics
- Science: Biology, Chemistry, Environmental Science, Physics B, Physics C: Mechanics, and Physics C: Electricity and Magnetism
- History & Social Science: Comparative Government & Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, US Government and Politics, US History, and World History
- Arts: Art History and Music Theory

⁵ The above reflects 2012 graduating students in correlation with expectancies generated by the 2009-2010 PSAT test scores.

INDIANA ADVANCED PLACEMENT POTENTIAL:
DATA EVIDENCE & IMPLICATIONS

The Data Shows:

- Across all disciplines, at least 50% of all AP test takers with Potential did not have qualifying scores.
- Across all disciplines, there was an average of 66% of PSAT takers with Potential not indicated based on their PSAT exam. These are students who demonstrated potential in a subject that did not take an AP exam in that subject.

Policy Implications:

If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates passing an exam at some point during their high school career, then Indiana must:

- Ensure that more students take the PSAT in both grades 10 and 11.
- Ensure that all secondary schools utilize AP Potential.
- Ensure that more students are encouraged to take AP courses that offer highly effective instruction.
- Ensure that AP teachers have the professional development needed to help their students be successful in their classes and on the exams.

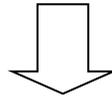
INDIANA DEPARTMENT OF EDUCATION ADVANCED PLACEMENT:
GOAL & ACTION PLAN

INDIANA DEPARTMENT OF EDUCATION:
ADVANCED PLACEMENT PERFORMANCE GOAL

Research reveals that **participating** in AP coursework exposes students to the academic rigor necessary to succeed in college, and **qualifying** on an AP exam is a strong predictor of college performance and graduation. 15.6% of Indiana's 2012 public school graduates earned a qualifying score on an AP exam over their high school career, ranking our state 26th in the nation:

THE CHALLENGE

	<i>Percentage of 2012 public school graduates qualifying on an AP exam</i>	<i>National Rank</i>
Maryland	29.6%	1
Indiana	15.6%	26



Indiana's Goal	25.0%	6
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THE SUCCESS FORMULA

The two necessary components for increasing the number of Hoosier graduates with AP success are: **Participation** and **Qualification**. In order for Indiana to become the top ranked AP state in the country, statewide:

- (1) **Participation** must increase, and
- (2) **Qualification** must increase.

Top ranked states like Maryland have high **participation** rates in conjunction with high **qualifying** rates. States that address only one of these components have dramatically fewer graduates with AP success.

INDIANA DEPARTMENT OF EDUCATION:
ADVANCED PLACEMENT ACTION PLAN

Action Plan/Benchmarks:

(A) 75% of 10th graders sign up for PSAT

(1) Result = 80% of all 10th graders took the PSAT in 2011-2012.

(B) 100% of schools learn how to utilize AP Potential through local workshops

Currently = 218/370 (59%)

(C) Recognition of top performing and top improving schools

- **34 schools** earned recognition in 2013 for their "Access and Success" performance in 2012; Recognition Event held on June 21 in the Statehouse Atrium

(D) Professional Development – **1110** Indiana Educators have participated in various AP development opportunities:

- Secured an additional 99 paid spots for a College Board workshop, November, 2012 with High Ability funds – 822 teachers attended
- Strategies: AP Vertical Teams in English
- Strategies: AP Vertical Teams for History and the Social Sciences
- Strategies: AP Vertical Teams in Mathematics
- AP Potential and Summary of Answers and Skills workshops – 43 institutions (in 2012) – 4 team members each
- AP Readers: Currently 90 high school educators and 146 college educators in Indiana serve as AP Readers. This asks teachers to grade AP exams from around the country, while working with peers in content specific groups. Perhaps the best professional development!
- National Math and Science Initiative; administered through AP-TIP IN at the University of Notre Dame.

(E) **Grants / Funding**

(1) Title II Learning Technology Grants

(2) Math Science Partnership Grant - **I.C. 20-36-3-8**

(3) Advanced Placement Incentive Program: March, 2011 - **I.C. 20-36-3-8**

(4) AP Fellows Grant

(F) High School Accountability

AP success is part of the college readiness metric.

(G) Instructional Reports – AP Instructional Reports provide individual AP teachers with skills-based results from the most recent AP exam administration; informing teachers of instructional practices that may be enhanced to further student success. These are provided to teachers in July following exam administration in May. *A webinar on the use of these reports* is available to all Superintendents, Principals, AP Coordinators and Curriculum Directors.

(H) Learning Connection for best practices – “AP Teachers and Coordinators” community

(I) HEA 1135, passed March, 2010: A significant number of college credits will be awarded through the implementation of this law. This translates to major savings for Indiana students, and potentially higher 4-year graduation rates. There is real value given to AP exam scores of 3 or higher. All public colleges’ AP articulation are posted on www.transferIN.net

(J) Although there is no researched link between AP Potential and Dual Credit, schools are encouraged to use the AP Potential report as a tool to identify students’ content strength for any advanced coursework.

2012 PSAT REPORT for 10th Grade

In **2012**: 66,310 out of 87,178 accredited public and private school 10th graders took the PSAT. Those numbers equate to 76% of that population in Indiana. (*Exams paid for by the State*)

In 2011: 65,867 out of 85,469 accredited public and private school 10th graders took the PSAT. Those numbers equate to 77% of that population in Indiana. (*Exams paid for by the State*)

In 2010: 65,145 out of 81,838 accredited public and private school 10th graders took the PSAT. Those numbers equate to 79% of that population in Indiana. (Exams paid for by the State)

In 2009: 57,608 out of 85,500 accredited public and private school 10th graders took the PSAT. Those numbers equate to 67% of that population in Indiana. (Exams paid for by the State)

In *2008*: 41,857 out of 86,050 accredited public and private school 10th graders took the PSAT.

Those numbers equate to 49% of that population in Indiana. (*Exams paid for by the State*)

Summary Findings:

- (1) Indiana is ahead of the national trend that reports 55% of PSAT test takers are 10th grade or younger
- (2) Indiana is becoming a national leader in 10th grade PSAT participation
- (3) Wide-spread use of PSAT results for student placement in AP courses based on individual student potential can have significant impact on overall AP achievement.

In 2012, 55 percent of the 3.5 million students who took the PSAT were sophomores or younger students. Schools that have opened up testing to these students have done so in order to give them:

- **Personalized skills feedback:** The feedback students receive helps identify skill gaps and provides suggestions for closing them while there is still time for significant improvement.
- **Free access to My College QuickStart**
<www.collegeboard.com/quickstart>: This personalized college and career planning kit incorporates responses students provide when they take the test and presents personalized information back to them in four main parts: My Online Score Report, My SAT Study Plan, My College Matches, and My Major & Career Matches (also includes MyRoad™).
- **A head-start on the road to college:** The PSAT encourages students to start planning for college and introduces them to the types of skills they'll need to succeed.

Schools have also found that the PSAT reports they receive are more robust when all students in a given grade participate in PSAT:

- **AP Potential™** <www.collegeboard.com/appotential>: This online tool allows schools to identify additional students who may be ready for the challenge and rigor of AP courses, based upon PSAT scores.
- **SOAS**
<<http://reporting.collegeboard.com/rms/reportAccess.do?reportId=2>> (**Summary of Answers and Skills**): This report uses aggregate data by grade level to identify specific academic skills that should be addressed in the classroom to prepare students for college success."

⁶ The College Board : Advanced Placement Program,® AP,® Pre-AP,® AP Central,® Thinking Maps,® AP Vertical Teams,® SAT,® and PSAT/NMSQT® are either registered trademarks or trademarks of the College Board in the U.S.A. or other countries.

Indiana Code 20-36-3-10 requires the following:

ANNUAL ADVANCED PLACEMENT REPORT

The department shall prepare an annual report concerning the implementation of the program and shall submit the report to the board before December 1 of each year. The report must include the pertinent details of the program, including the following:

- (1) The number of students participating in the program.*
- (2) The number of teachers attending a summer institute offered by the College Board.*
- (3) Recent trends in the field of advanced placement.*
- (4) The distribution of money under this program.*
- (5) Gender and minority participation.*
- (6) Other pertinent matters.*