AP Potential: Promoting Equity and Access to Georgia's Advanced Placement Programs

College Board & Georgia Department of Education

February 9, 2022
The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.

Every student deserves the opportunity to prepare for, enroll in, and graduate from college. That is what drives us. That is the ethic we share with educators across the globe. People like you.
Teachers Say **Learning Gaps** Impact Participation in AP

“Many students don't have confidence in their math ability because they had almost a full year online. I believe there will be a lot of gaps in knowledge.”

“The pandemic has affected the proficiency of students, and they're not confident that they can handle the AP curriculum or its workload.”

Of the teachers expecting enrollment declines:

58% say learning gaps impact participation

Fewer Georgia Students are Completing their AP Journey

- Research shows that when students are given access to advanced coursework opportunities, students:
  - Work harder.
  - Engage more in school.
  - Have fewer absences / suspensions.
  - Graduate at higher rates.
  (EdTrust, 2019)

- AP Classroom was built to help address student confidence. The percentage of Georgia teachers using AP Classroom aligns with those taking the exams.

- Georgia supports students through continued AP exam funding.
These webinars are recorded and archived on the GaDOE College Readiness website

**August 18 & 19, 2021**
Starting the year off right with APRO and AP Classroom; A look at resources to support you

**October 20, 2021**
Best practices from school and district leaders in using AP Classroom

**December 1, 2021**
Accessing and using PSAT and SAT data to support student learning and instruction

**January 12, 2022**
Learn about how to use Seminar to strengthen your AP programs – and why it appeals to students.

**January 19, 2022**
Use AP CSP to strengthen and diversify AP and CTAE programs while building a pipeline towards STEM careers

**January 26, 2022**
A roundtable session of GA AP leaders sharing how their schools and districts support AP and grow their

**February 9, 2022**
AP Potential: Promoting Equity and Access to Georgia’s Advanced Placement Programs
School & District
“Check-Up”
Essential Question:
How can schools support *access* and *equity* within AP Programs for all academically prepared students?
Factors in College Admissions

According to NACAC, college admission officers have consistently ranked the following features of the application in order of importance:

1. **Rigor of Schedule**
2. GPA
3. Standardized admission test scores (SAT/ACT)
4. Class Ranking
5. Essay / Sample Writing
6. Counselor and teacher recommendations
7. Interview
8. Community Service
9. Extracurricular activities
Advancing Equity in AP Programs - Considerations

Access
Course sequencing and expectations are appropriate and articulated to students and families consistently to establish AP as a program rather than a series of classes.

Analyzing Data
Consider what the objective data tells you about your program. Use the ongoing feedback to establish supportive practices or to adjust strategies.

Funding Assistance
Leaders have considered and articulated sources to eliminate financial barriers for students using College Board fee reductions, state and local funds, Title IV-A, and/or Title I.

Instructional Practices
Both teachers and students are aware of and using the built-in supports.

Advocacy & Policy
AP teachers and leaders know better than anyone the value of the AP Program to their students’ lives. They can lead the conversations and help drive policy that supports student opportunity expansion throughout local communities and Georgia.
Why Colleges Trust AP

“Rigorous enough to use as the basis for granting credit”

01
The learning standards and curricular requirements for an AP course are **developed by a committee of college faculty** and expert AP teachers.

02
The achievement expectations for an AP Exam are **informed by national experts** in the field and validated by studies of how well AP students do in subsequent college courses.

03
AP Exams measure student knowledge and skills using **rigorous psychometric standards**.

04
AP Exams are **scored by college faculty** and AP teachers led by tenured higher education faculty members from across the country.
Advancing Equity by Providing Access

Regardless of the score, completing an AP Exam has benefits.

Students who achieve 2s do significantly better in introductory college classes, compared to students with the same GPA and SAT® scores.

Many students who first earn an AP Exam score of 1 or 2 will then earn a higher score on the subsequent AP Exams they take.

Advancing Equity by Providing Access

There are 38 available AP courses that can be offered. Does your school or district AP population provide variety of these? Do the offerings align with student interests? Are there competing courses?

- **AP Capstone**
  - AP Seminar
  - AP Research

- **Arts**
  - Art History
  - Music Theory
  - Studio Art: Drawing Portfolio
  - Studio Art: 2-D Design Portfolio
  - Studio Art: 3-D Design Portfolio

- **English**
  - English Language and Composition
  - English Literature and Composition

- **History and Social Sciences**
  - Comparative Government and Politics
  - European History
  - Human Geography
  - Macroeconomics
  - Microeconomics
  - Psychology
  - United States Government and Politics
  - United States History
  - World History

- **Mathematics and Computer Science**
  - Calculus AB
  - Calculus BC
  - Computer Science A
  - Computer Science Principles
  - Statistics

- **Sciences**
  - Biology
  - Chemistry
  - Environmental Science
  - Physics 1: Algebra-based
  - Physics 2: Algebra-based
  - Physics C: Electricity and Magnetism
  - Physics C: Mechanics

- **World languages**
  - Chinese Language and Culture
  - French Language and Culture
  - German Language and Culture
  - Italian Language and Culture
  - Japanese Language and Culture
  - Latin
  - Spanish Language and Culture
  - Spanish Literature and Culture
Traditional Methods of Identifying Students for AP

- Teacher recommendations
- Self-nomination
- History of courses completed
- Student grades
- Student discussion

Are you “gate-keeping” through your current methods?
Advanced Placement Trends: Georgia Public Schools, 2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Takers</th>
<th>AP Exams</th>
<th>Exam Scores of 3+</th>
<th>Percentage of Exams Taken that Yielded Score of 3 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>87,539</td>
<td>153,145</td>
<td>92,050</td>
<td>57.3%</td>
</tr>
<tr>
<td>2018</td>
<td>87,789</td>
<td>154,565</td>
<td>92,645</td>
<td>59.6%</td>
</tr>
<tr>
<td>2019</td>
<td>84,207</td>
<td>151,728</td>
<td>76,598</td>
<td>61.1%</td>
</tr>
<tr>
<td>2020</td>
<td>76,598</td>
<td>139,155</td>
<td>87,332</td>
<td>62.8%</td>
</tr>
<tr>
<td>2021</td>
<td>76,016</td>
<td>138,954</td>
<td>80,886</td>
<td>58.2%</td>
</tr>
</tbody>
</table>
Advancing Equity through Analyzing Your Data

Take an objective, data-driven look at where you are. Does your school or district data reveal inclusionary or exclusionary practices? How are you using your findings?

Percentage of 12th-graders who took an AP Exam in high school:
- Less than 1%
- 1%-9%
- 10%-19%
- 20%-29%
- 30% or greater
- No 12th-grade enrollment data
Does your school or district AP population align with your enrollment? What are the achievement gaps in your school?

GaDOE Enrollment by Ethnicity/Race; March 5, 2021 (FTE)

Source: https://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex.entry_form
Does your school or district AP population align with your enrollment? What are the achievement gaps in your school?

59% of K-12 Students in Georgia are eligible for Free or Reduced-Price Lunch (2020)

17.5% of AP Exam Takers used an AP Exam Fee Reduction during the 2021 administration
In 2021, Georgia public and private high school students took a total of **96,380 AP Exams** that resulted in scores of 3, 4, or 5. This represents an estimated **289,140 college credits**.

At an average rate of **$293* per credit hour**, the **total potential cost savings** for the state’s students and families was **$84,718,020.00**.
Who is Eligible for Fee Waiver Benefits?

Students are eligible for fee waivers benefits if they:

1. Are enrolled in or eligible to participate in the National School Lunch Program (NSLP);
2. Have an annual family income that falls within the Income Eligibility Guidelines set by the USDA Food and Nutrition Service;
3. Are enrolled in a federal, state, or local program that aids students from low-income families (e.g., Federal TRIO programs such as Upward Bound);
4. Are in a family that receives public assistance;
5. Live in federally subsidized public housing or a foster home or are homeless, OR
6. Are a ward of the state or an orphan.
Georgia 2021-22 AP Exam Funding

As in previous years, the state of Georgia will pay for one AP exam for Georgia public school students enrolled in AP courses in one of two categories:

- **Category 1** Ga Public School Students enrolled in an AP course and who individually qualify for the College Board fee reduction (FRL). For these students, the state of Georgia will pay for one AP Exam in any subject (with the exception of AP Seminar and AP Research Exams.)
  - MUST indicate in APRO (checkbox)
  - Schools forgo the $9 College Board rebate

- **Category 2** Ga Public School Students enrolled in an **AP STEM** course who do not qualify for the College Board fee reduction. For these students, the state of Georgia will pay for one AP STEM exam.
  - Nothing needs to be indicated in APRO
  - Schools forgo the $9 College Board rebate
  - STEM: Calculus AB & BC, Statistics, Biology, Chemistry, Environmental Science, All Physics, Computer Science A and Principles)

*Please be sure your teachers know about the GaDOE funding parameters*
Advancing Equity through Funding

- $53/exam low-income exam ($96 fee - $9 school rebate - $34 CB fee reduction = $53/low-income exam)

- Each student’s fee reduction status must be indicated in AP Registration and Ordering by the AP Coordinator by April 30th.
Advancing Equity with Instructional Resources

Enhanced Instructional Resources: Developed for teachers, by teachers to deepen instruction, scaffold skill development, and use actionable data through customizable practice throughout the year.

Over 71%* of Georgia Teachers have enrolled students in and are using the resources in AP Classroom.

Unit Guides
Course and exam descriptions (CEDs) for most AP courses include unit guides that outline the required content and skills covered on the exam, offer pacing and sequencing suggestions to help educators integrate material into their courses, and call out unit weighting to help focus instruction on topics that will make the biggest impact.

AP Daily
Short on-demand learning videos led by expert AP teachers that cover all course content and skills, and help educators use class time for focused discussions and collaboration.

Topic Questions
Quick, formative assessment questions aligned to the topic and skill pairings in each unit and to the AP Daily video. Teachers can pick questions developed specifically for the content and skills they're teaching to get just-in-time feedback and insight into student misunderstandings.

Personal Progress Checks
Created with formative AP questions, Personal Progress Checks measure student progress through each unit and throughout the year. They measure content and skills in each unit through multiple-choice questions that are scored automatically and include rationales to explain correct and incorrect answers.

Progress Dashboard
The dashboard helps educators and students recognize achievement, prioritize areas for additional support by pinpointing strengths and weaknesses of AP content and skills, and chart progress throughout the school year.

*Data as of January 26, 2022
Advancing Equity Through AP Potential
AP® Potential

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to succeed in AP.

Based on research that shows moderate to 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.

With AP Potential, schools, districts, and states can:
• Support access to AP for all academically prepared students
• Develop robust AP programs by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered
• Reduce time to recruit new AP students
• Meet college and career readiness accountability measures
AP® Potential

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to succeed in AP.

Uses all SAT Suite of Assessment exams (including PSAT/NMSQT, PSAT 8/9, and SAT) to help

- Identify students who are likely to score a 3 or higher on a given AP Exam
- Indicate AP courses for which students might be suited
- Promote equity
- School advisors and teachers can find candidates for AP courses
- Provide useful rosters for principals and counselors
- Helps schools to increase enrollment in AP courses and add course options to your school’s offerings.

PSAT/NMSQT & SAT provide AP Potential for 24 courses

PSAT 8/9 provides AP Potential for 5 courses:
- AP Computer Science Principles
- AP World History: Modern
- AP European History
- AP Art History
- AP Human Geography

New for December 2021
AP Seminar was added to the AP Potential tool.
AP Potential
Web Demonstration

http://www.collegeboard.com/counselors/app/demo.html
AP® Potential

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to succeed in AP.

The AP Potential tool enables you to

• Support access to AP for academically prepared students who might otherwise be overlooked in the course recruitment process

• Develop robust AP programs by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered based on the number of students showing AP Potential

• Reduce time to recruit new AP students

• Increase the number of underrepresented minorities who take AP courses and expand equity in your school or district
Students can use the information in the online score reports to:

- Pinpoint areas of academic strengths and weaknesses;
- Review Skills Insight™ to get targeted suggestions for improving performance;
- Identify test questions* and answer explanations* in areas of difficulty to clarify errors in understanding and answer selection;
- Link their College Board account with Official SAT Practice on Khan Academy.
Student Reports – AP Potential

- AP Potential is available on all student reports within the SAT Suite of Assessments.
- AP Potential information for grades 9 through 12 based on latest assessment taken.
  - PSAT 8/9 sees five courses only (AP Computer Science Principles, AP World History: Modern, AP European History, AP Art History, AP Human Geography).
- AP courses to college major matching.
- Search AP course offerings by high school.
Keith Haber
Coordinator | Humanities (Social Studies) & Advanced Learning
Henry County Schools
Unified Governance
A system for educating led by the Henry County Board of Education

CORE BELIEFS  |  We believe
Each student can learn at or above grade level and will have an equal opportunity to do so
Family and community involvement is critical to student success
All learning environments should be supportive, safe, and secure
Effective teachers, leaders, and staff, produce excellent results

CORE POLICIES  |  B.A.B., I.A.B., and I.B., call for
An Aligned System of Teaching & Learning
A System of Accountability
A Framework for Continuous Improvement
A Plan to Advance Opportunities, Access, and Outcomes

STRATEGIC ACTIONS  |  To advance
And accelerate learning opportunities and experiences for students
And support effective school leaders and teachers
Community and stakeholder engagement so that all students, families and employees feel welcomed and valued
Student and employee health, wellness, and support structures
A high-performing operational culture

PRIORITY OUTCOMES  |  Every student will be
Ready for kindergarten
Ready to read and write at or above grade level each year with a curriculum rich in literature and world languages
Ready for success in advanced coursework at every grade level
Ready for life with strong soft skills, personal health, and well-being
Ready for college, career and post-secondary success with industry certifications, competitive test scores and scholarship awards

Community-Inspired 2021-2026 Strategic Plan
Developed by the Henry County Board of Education

In Pursuit of Exceptional
Strategic Action #1: Advance PreK-12 learning opportunities and experiences for all students.

- PSAT 8/9 and NMSQT: Universal Screeners
  - Support for administration logistics
  - Instructional data and planning
  - Student empowerment
- Multiple measures
  - Shifting culture
Case Study

Keith is a rising 9th grader. He enjoys social studies and did well on the EOG, earning at the distinguished achievement level. His course grades in 8th grade Georgia Studies are consistently Cs. He doesn’t turn in all of his work, but his assessment average is an 88. His is in the 80th percentile pool on the AP Potential report for AP Human Geography, AP English Language & Composition, and 70th percentile pool for AP Biology.
Promoting Opportunity, Access and Outcomes

Strategic Action #1: Advance PreK-12 learning opportunities and experiences for all students.

- Multiple measures
  - Pools of students
  - Honors, AP, and Dual Enrollment
Quadrants B and D represent action or high degrees of application.

Honors courses are designed to scaffold students to more rigorous learning.

Four Principles of the Honors Instructional Framework.
- Close observation and analysis
- Evidence based writing
- Higher-order questioning
- Advanced academic conversation

Honors and AP courses are designed for Quadrant B and D learning.
Creating an Inclusive Environment

• Students should be invited to explore advanced coursework.
• Collaborate with counselors on student advisement.
• Consider Honors as a bridge to AP coursework.
• Be intentional...using data, inviting students, meeting with parents...
• Be inclusive
Advancing Equity Through Increased Knowledge
Advancing Equity in AP Programs - Considerations

Access
Course sequencing and expectations are appropriate and articulated to students and families consistently to establish AP as a program rather than a series of classes.

Analyzing Data
Consider what the objective data tells you about your program. Use the ongoing feedback to establish supportive practices or to adjust strategies.

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Instructional Practices
Both teachers and students are aware of and using the built-in supports.

Advocacy & Policy
AP teachers and leaders know better than anyone the value of the AP Program to their students’ lives. They can lead the conversations and help drive policy that supports student opportunity expansion throughout local communities and Georgia.
18 educators and 25 students from throughout Georgia met with 13 Senate/House members between January 25th and 28th to thank them for their continued commitment & support of AP in Georgia. Students shared their experiences of why they chose AP and how a consistent statewide AP Credit Policy would help them and their classmates in planning for a successful future.
AP Capstone Program: Seminar for USG Admissions

University System of Georgia English faculty committee approved Advanced Placement Seminar to count as a Required High School Course English unit for USG admission which now matches the GaDOE high school graduation requirements.
Advancing Equity with Statewide Policy

As of fall of 2020, 31 states have implemented statewide or systemwide AP Credit policies, which typically require all public higher education institutions to award credit for AP Exam scores of 3 or higher. This means students can save time, money, and get a head start on their education when they enter college with credit they deserve.

Currently, Georgia does not have a consistent AP Credit policy.

*Starred states have one or more systemwide AP credit policies.*
Important notes about AP Potential

• AP Potential is one of many tools educators can use to help students in academic planning and course selection as class registration begins soon.

• AP Potential access codes were e-mailed to AP Coordinator, PSAT/NMSQT Coordinator, and Principal on in late December and early January

• AP Potential % likelihood can be adjusted to fit your school’s context; by default, it is set at 60%

• Rosters can be created and filtered in multiple ways: AP Course, Gender, Race/Ethnicity, Grade Level, etc.

• Demos and other helpful AP Potential webinars are available: http://www.collegeboard.com/counselors/app/demo.html
After considering potential AP students using your school’s standard process, check AP Potential for additional students that might have been overlooked. Share names with teachers so they can recruit for courses.

Use AP Potential to make a case for professional development - more teachers will need to be trained to handle an increased number of AP courses.
AP Potential Best Practices

Review AP Potential for 8th, 9th, and 10th graders in preparation for 11th or 12th grade AP courses and ensure that they are taking the correct preparatory courses.

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
Questions?

Access your school or district’s AP Potential Report: appotential.collegeboard.org

AP Services for K-12 Educators
877-274-6474
Email: apexams@info.collegeboard.org

AP Services for Students & Parents
888-225-5427
Email: apstudents@info.collegeboard.org

Account Help for All College Board Programs
866-315-6068
Now what?
Next Steps with AP Potential

- Share lists with appropriate AP® course teachers and teachers of feeder courses
- Send letters to parents
- Conduct AP course information sessions for students/parents (at lunch, before/after school, night presentations)
- Have current AP students visit feeder course classrooms to present information on the AP courses
- Have students explore their own AP Potential through SAT® Suite of Assessments Student Reporting Portal
- Distribute flyers/handouts with AP course information, “testimonial” statements of current/former AP students, college credit available at area colleges/universities
Teacher AP Summer Institutes Scholarships

Apply for a 2022 APSI Scholarship

Applications are open for 2022 AP® Summer Institute (APSI) Scholarships. These scholarships cover some or all of the cost of attending an APSI. This year the College Board is offering the three competitive scholarship programs; visit the [APSI Scholarships homepage](#) to learn more about each scholarship and how to apply:

**AP Fellows** *(application deadline - 2/14/22)*
- Provides scholarships of up to $1,000 to AP teachers at schools serving underrepresented and/or low-income students

**AP Rural Fellows** *(application deadline - 2/14/22)*
- Provides scholarships of up to $1,500 to AP teachers at rural schools serving low-income students

**AP Capstone** *(application deadline – 3/4/22)*
- Provides scholarships covering tuition for AP Capstone™ professional development to AP Capstone teachers at schools meeting specific criteria
2022 AP Exam Schedule

The complete schedule is posted on AP Central®.

- The 2022 AP Exams will be administered in schools as paper and pencil* exams over 2 weeks in May.
- AP coordinators are responsible for notifying students when and where to report for the exams.
- Early testing or testing at times other than those published by College Board isn't permitted under any circumstances.
- Late testing dates are available if students can't test during the first 2 weeks of May.

*As usual, AP Chinese and AP Japanese Exams are administered in schools on computers.
In-School Digital AP Exams

AP English Literature and Composition and AP World History: Modern

- This year (2021-22 academic year), a limited number of schools will administer in-school, digital exams with improvements from last year’s at-home, contingency exams.

- Accordingly, the digital testing app has been updated for in-school use (e.g., enabling proctored in-school digital exam administration, students to go back to previous questions).

- For spring 2022, 2 AP subjects will be available as in-school digital exams: AP English Literature and Composition and AP World History: Modern.

- On September 17, schools that administered either exam last year were invited to apply at: cb.org/ap-2022-digital-interest

- The AP Program notified schools selected to participate on a rolling basis, beginning in late October.

- Only schools that complete the initial school interest form and are selected will be allowed to administer in-school digital AP Exams.
# Upcoming AP Deadlines

See the *AP Coordinator’s Manual, Part 1* for more information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 18, 2022</strong></td>
<td>Deadline to submit accommodations requests and supporting documentation (if needed) through SSD Online. <a href="#">Learn more about accommodations.</a></td>
</tr>
<tr>
<td></td>
<td>Requests for accommodations are not submitted through AP Registration and Ordering. <strong>SSD Online</strong> is a separate system.</td>
</tr>
<tr>
<td><strong>January 31, 2022</strong></td>
<td>Deadline to approve Course Audit forms for initial submissions, renew previously authorized courses for the 2021-22 school year, remove teachers not teaching or courses not being taught during the 2021-22 school year, and add online and distance learning courses being taught during the 2021-22 school year.</td>
</tr>
<tr>
<td>(11:59 p.m. ET)</td>
<td>Download the <a href="#">AP Course Audit User Guide</a> for detailed instructions on participating in the course audit.</td>
</tr>
<tr>
<td><strong>March 15, 2022</strong></td>
<td>Deadline to order all exams for AP courses that begin after November 15 and to update fall orders. (Fees may apply for changes made to fall orders.)</td>
</tr>
<tr>
<td>(11:59 p.m. ET)</td>
<td>Schools are encouraged to submit any known cancellations by this date to ensure timely processing and accuracy of the exam shipment.</td>
</tr>
</tbody>
</table>
# Exam Fees


## Exam fee for on-time exam orders
(by November 15, 2021, for full-year and first-semester courses and exam only sections; by March 15, 2022, for courses that start after November 15)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>School in the U.S., U.S. territories, Canada, and all DoDEA schools</td>
<td>$96 per exam</td>
<td></td>
</tr>
<tr>
<td>Schools everywhere else (Note: Fees may vary for exams at College Board–authorized test centers outside the U.S.)</td>
<td>$126 per exam</td>
<td></td>
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<tr>
<td>AP Capstone™ Exams (AP Seminar or AP Research)</td>
<td>$144 per exam</td>
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</tbody>
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## School rebate

| School rebate | $9 per exam |

## College Board fee reduction for eligible students

| College Board fee reduction | $34 per exam |
Questions?

Access your school or district’s AP Potential Report: appotential.collegeboard.org

AP Services for K-12 Educators
877-274-6474
Email: apexams@info.collegeboard.org

AP Services for Students & Parents
888-225-5427
Email: apstudents@info.collegeboard.org

Account Help for All College Board Programs
866-315-6068
Thank you for all that you continue to do for Georgia students!