

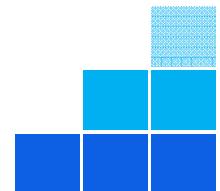
Data-Based Decision Making: The Road to AP Equity

Kelcey Edwards & Odette Duggan

APAC – July 2011

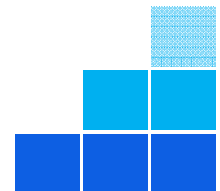
Overview

- Activity I: Survey
- AP Equity & Access
- Demographics
- Findings from the AP Coordinator Survey
- Activity II: Case Studies
- Strategy Brainstorm



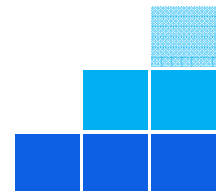
Outcomes

- Answers vs Tools
 - Answers depend on context
- Define and measure equity
- Evaluate data
 - What is needed
 - How to find it
 - How to analyze it



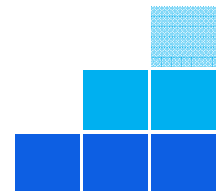
Audience?

- AP Coordinators
- Principals
- Teachers
- Counselors
- Researchers
- Equity & Access Colloquium attendees



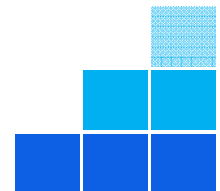
Key Concepts

- AP student vs AP examinee
- Cohort vs Admin(istration)
- Participation (Access) vs Performance (Success)
- APRN = AP Report to the Nation
- WICHE = Western Interstate Commission for Higher Education



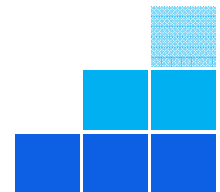
Key Concepts

- Expanding focus beyond race/ethnicity
 - Low-income, Gender, English Language Learners, etc.
 - We would love to!
 - Data limitations restrict state and national analyses
 - Can you apply these concepts and approaches within your schools to different populations of interest?



AP Equity and Access

Enfolding equity and access in the overall learning environment happens when educators treat **ALL** students as intellectuals, instead of treating some as being intellectually challenged.

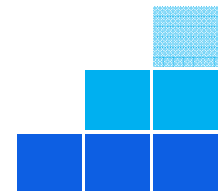


Equity and Access Policy

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. We encourage educators to:

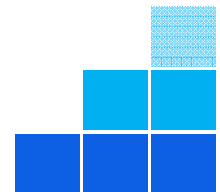
- Eliminate barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging course work **before** they enroll in AP classes

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.



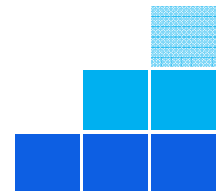
What does Equity in Education mean?

All students receive the individual support they need to reach and exceed a common standard.



What do we mean by Access?

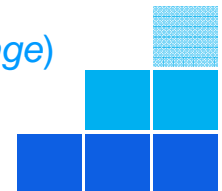
An institution's ability to provide all students with access to academically challenging course work



College Board Equity and Access Initiatives

- National AP Equity Colloquium
- AP Fellows
- AP Spotlight on Success Stories
- Organizational Strategies for Maximizing Equity & Access in K-12 Schools & A Self Assessment for Maximizing Equity & Access in K-12 Schools

(continued on next page)



College Board Equity and Access Initiatives

- Diversity Conferences

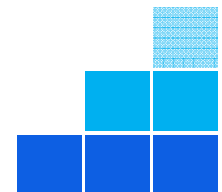
- Dream Deferred, Prepare , & Native American Student Achievement Initiative

- The College Keys Compact

- Call to action to member-school districts, colleges and universities, state education agencies, and nonprofit organizations. We're determined to make college access and success a reality for all students, including those from low-income backgrounds.

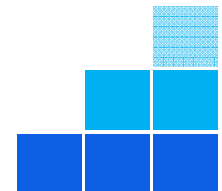
- National Office for School Counselor Advocacy (NOSCA)

- Promoting the value of school counselors as leaders in advancing school reform and student achievement.



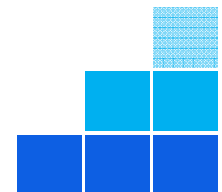
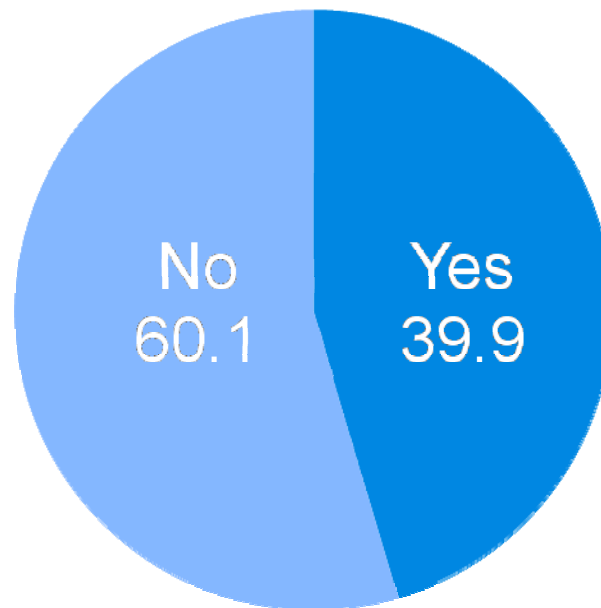
AP Coordinator Survey

- A glimpse of whether data are being used to address equity issues in schools across the country.....
- Why is it important that we have these conversations?



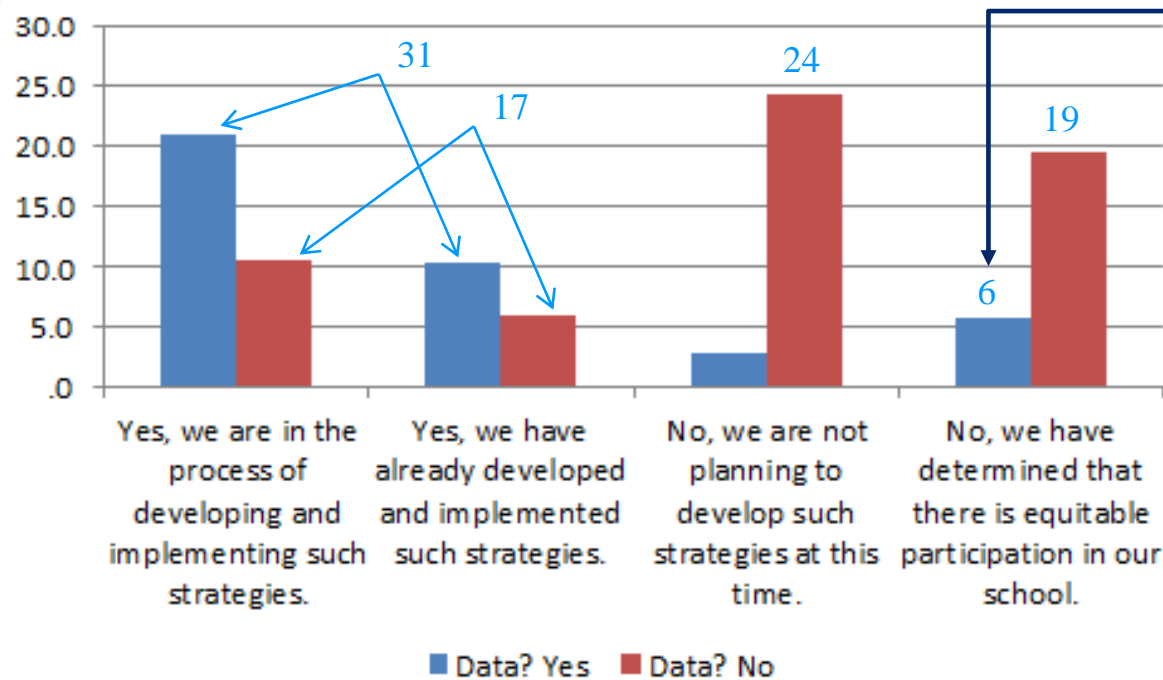
AP Coordinator Survey

- Does your school compare AP enrollment data against overall student enrollment data in order to identify inequities in AP participation? ($N=9,376$)

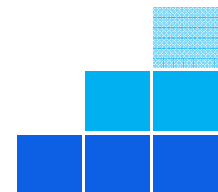


AP Coordinator Survey

Is your school working to identify and implement strategies that address inequitable AP participation among traditionally underserved student groups?

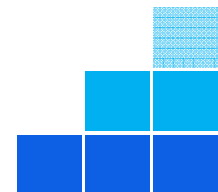
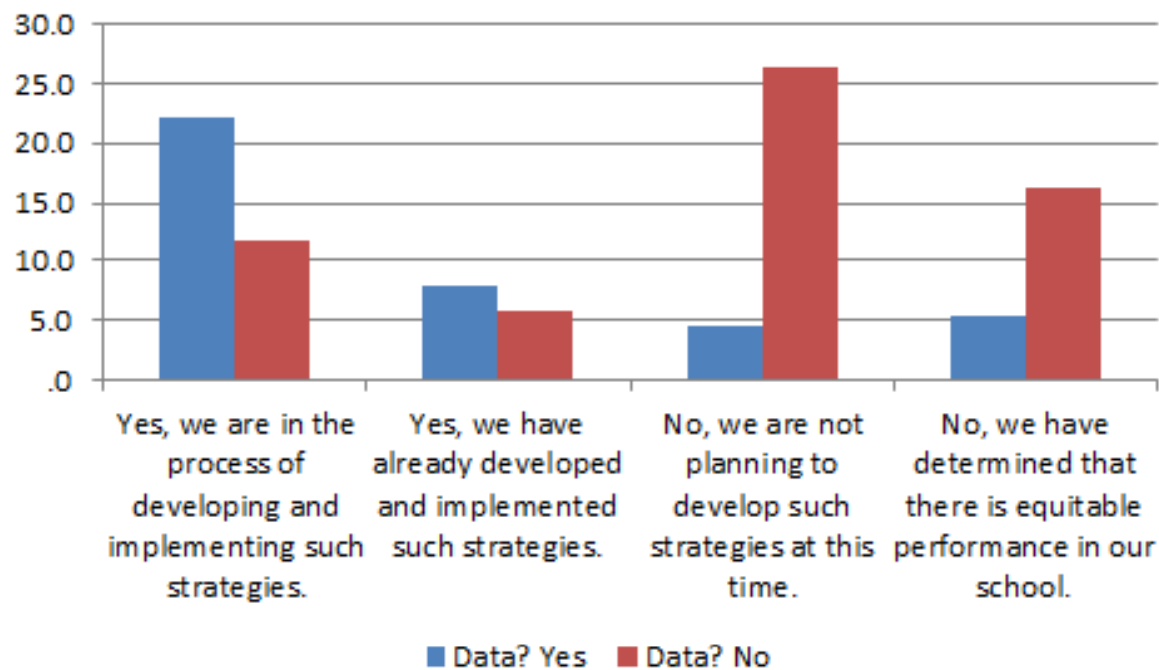


TARGET:
Yes, we use data AND we have achieved equity



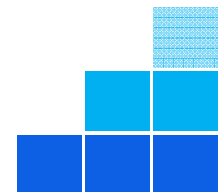
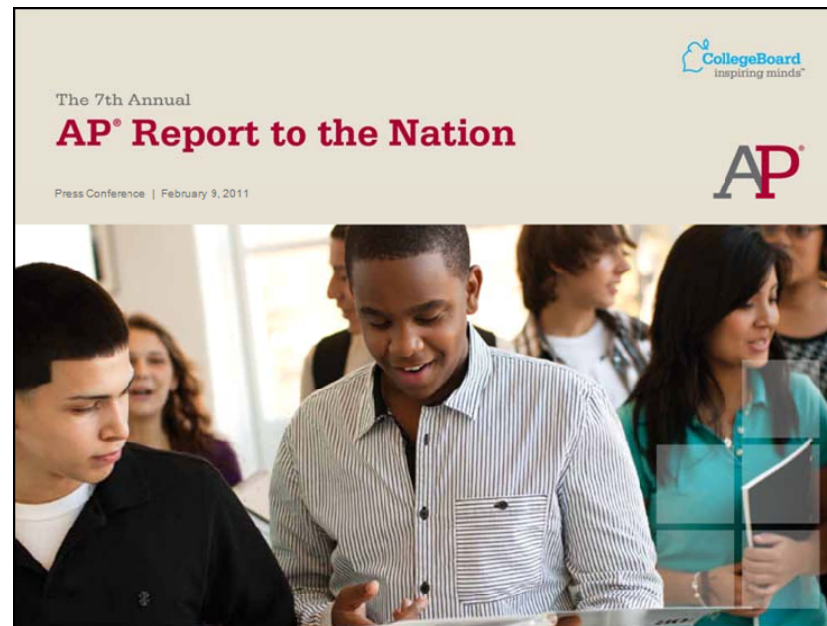
AP Coordinator Survey

Is your school working to identify and implement strategies that address inequitable AP performance among traditionally underserved student groups?



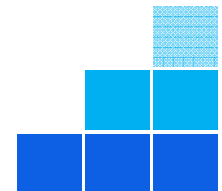
Equity – AP Report to the Nation

True equity is not achieved until the demographics both of AP classrooms and of the successful AP student population mirror the demographics of the state and nation.



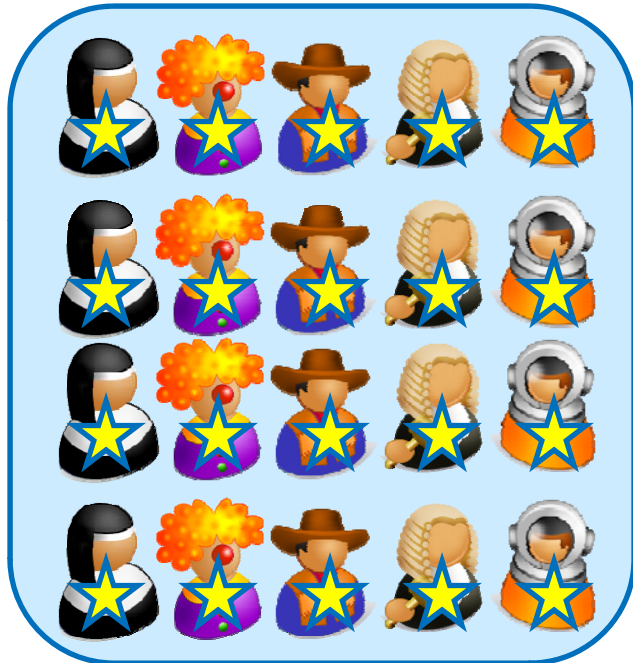
Equity – AP Report to the Nation

- Cohort
 - Most recent graduating class (retrospective snapshot)
 - AP experiences across four test administrations
- Public
 - Race/ethnicity only available for public schools (WICHE)
- State and National
 - 2-year lag in district and school-level enrollment (NCES)

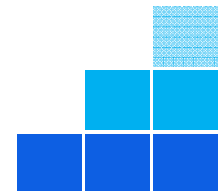


Equity – Comparing Groups

Successful AP Group

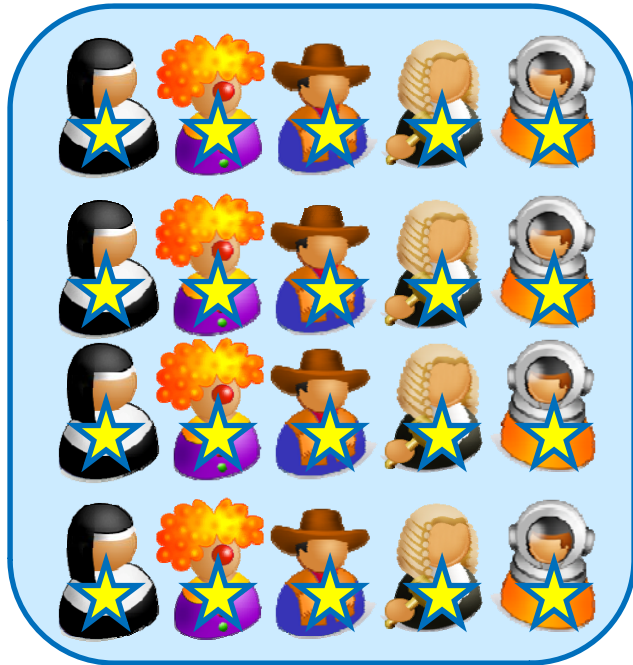


Graduating Class



Equity – Achieved

Successful AP Group

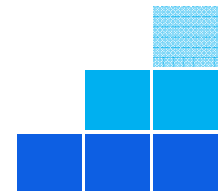


20% of those who scored 3 or higher on an AP exam were nuns

Graduating Class

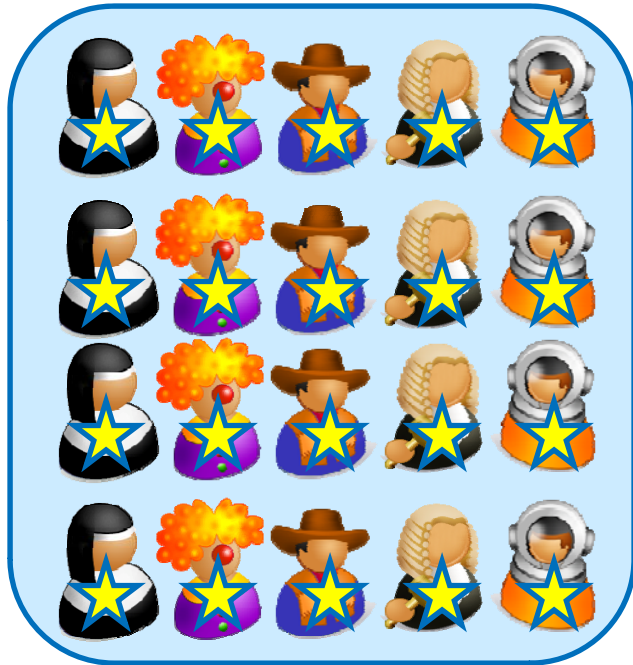


20% of graduates were nuns



Equity – Achieved (Over-representation)

Successful AP Group

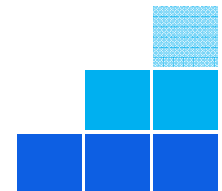


20% of those who scored 3 or higher on an AP exam were judges

Graduating Class

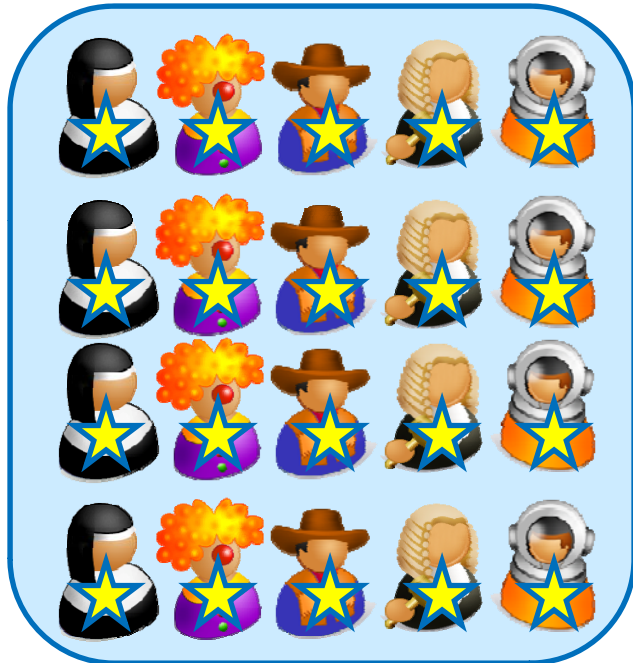


10% of graduates were judges



Equity – Not Achieved (Under-representation)

Successful AP Group

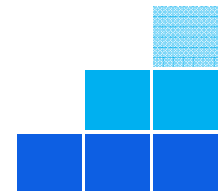


20% of those who scored 3 or higher on an AP exam were astronauts

Graduating Class



30% of graduates were astronauts



Can we close the equity gaps?

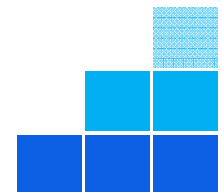
APRN

retroactive snapshot



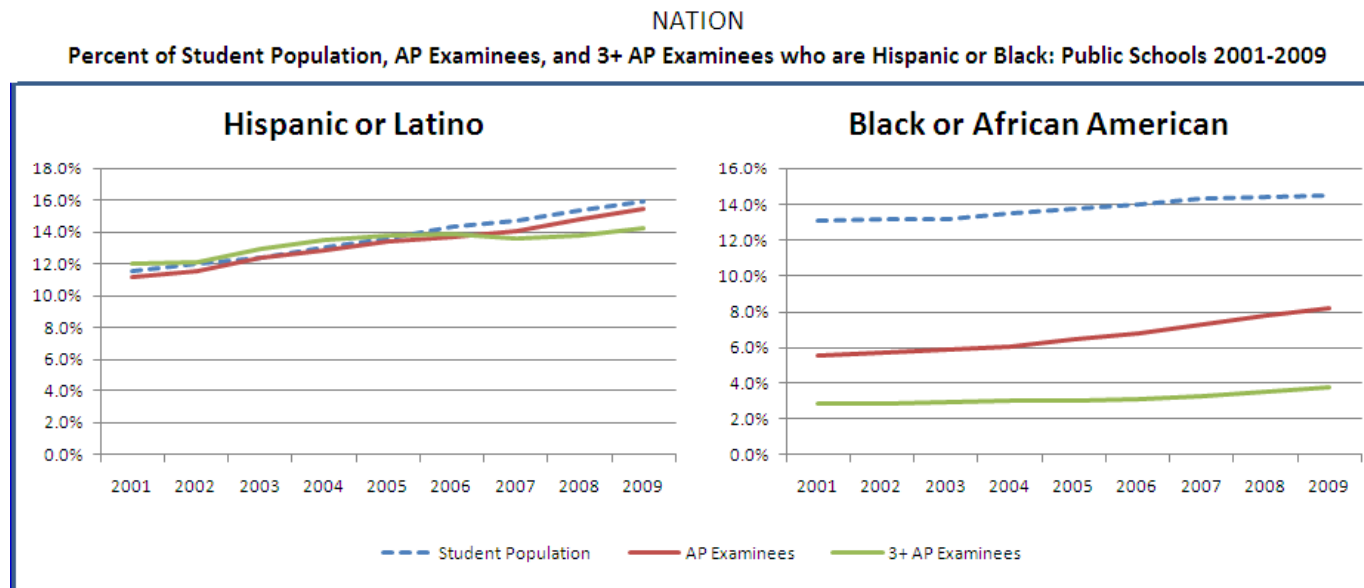
WICHE

proactive perspective



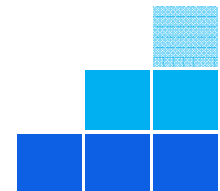
Equity Analysis

- Strategy- Use excel to visualize your data



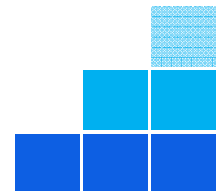
Equity gap: The distance between the student population (blue dotted line) and either of the other lines (Red=participation; Green=performance)

How have equity gaps for Hispanic or African American students changed over time?



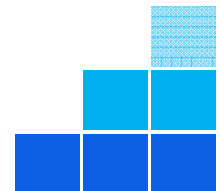
Activity

- Case Studies:
 - Small Town High School, OR
 - Suburban High School, FL
 - Big City High School, NJ
- Analyze and review findings (groups of 3-5)
- Share and compare findings



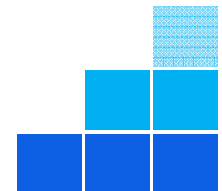
Questions to consider.....

- What stands out with regard to the community context?
- What stands out with regard to the current, past, and future enrollment? What challenges will these school face?
- Do the demographics of the AP student population reflect the overall student population?
- Do the demographics of the successful AP student population reflect the overall student population?
- Do the number or type of AP courses in a school restrict or constrain enrollment for any groups of students? If so, how?
- Will the strategies that work for today's students be effective in the years to come?



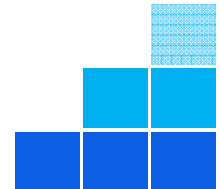
Strategies

- Evaluate past graduates (within grade, across time)
 - Current HS enrollment (within time, across grades)
 - Using future to project....future
 - Project demographics of incoming 9th graders before they arrive by looking at distribution of 8th graders from feeder schools.
- **Will strategies that work now continue to work in the future?**
- **Will your school be *reactive* or *proactive*?**



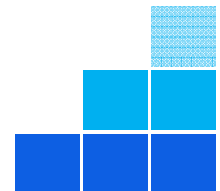
Final Thoughts

- Who?
 - Students, teachers/administrators, parents
- What....data do you need?
- Where do you get these data?
- When should we begin?
- Why should we do this?



Strategy Brainstorm

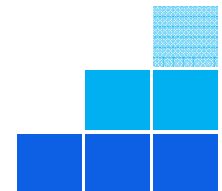
- What data do you need to assess equity?
- How do you get it?
- What if you can't analyze pre-HS data because students come from all over as opposed to feeder schools?
- If you know you have a problem, how do you address it?
- If certain groups aren't accessing AP, why? How can you help them participate?
- If certain groups aren't succeeding in AP, why? How can you help them achieve?



College Board Inspiration Awards

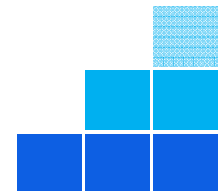
- If your school has greatly improved AP participation, graduation rates, and college attendance...
 - APPLY!
- If your school is just beginning to improve.....
 - aspire to APPLY!

<http://professionals.collegeboard.com/k-12/awards/inspiration>



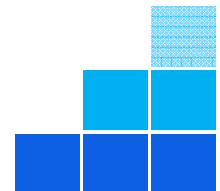
Questions?

- Researchers are encouraged to freely express their professional judgment. Therefore, points of view or opinions stated in College Board presentations do not necessarily represent official College Board position or policy.
- Access this presentation online at
 - <http://professionals.collegeboard.com/data-reports-research/cb/presentations>
- Please forward any questions, comments, and suggestions to:
 - Kelcey Edwards – kedwards@collegeboard.org
 - Odette Duggan – oduggan@collegeboard.org



Activity I –Audience Feedback

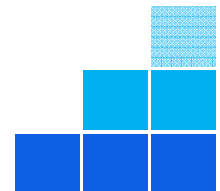
1. What data do you use to examine equity in AP?
 - AP Potential
 - Grades/Transcripts
 - AP Exam participation and results
 - Requests to enroll in AP courses
 - Attendance at AP recruitment events
 - AP course enrollment



Activity I –Audience Feedback

2. Where do you get it from?

- Student information management system
- AP CD Data Discs/Online Score Reporting website
- AP Potential, SOAS reports/data
- District office
- State tests



Activity I –Audience Feedback

3. List examples of how your school uses data to evaluate equity in AP participation and/or performance.
 - Longitudinal analysis to determine progress of open access policy to AP in our schools
 - Guidance & administrations look for students who are not placed in rigorous classes but should be
 - compare course requests with actual class tests
 - Analyzing the gap between students taking and passing AP courses
 - Setting targets for number of boys in AP
 - Analyze data from AP Potential to recommend more AP courses for diverse populations; analyze data from AP score reports-who scored what breakdown by demographics; analyze AP course rosters demographic breakdowns by course/subject
 - Our data revealed that we needed to do more in middle school to get underserved populations ready for AP

