

**ANNUAL REPORT ON**

**OKLAHOMA'S**

**ADVANCED PLACEMENT<sup>®</sup>**

**INCENTIVES PROGRAM**



**Fiscal Year 2011**

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## INTRODUCTION

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses, and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program.

The AP Program has been administered since 1955 by the College Board. As in other College Board programs, AP procedures are determined by representatives of member institutions (Public and independent schools, colleges, and universities). AP's operational services are provided by Educational Testing Service (ETS).

In 2002, the AP program was composed of 35 rigorous courses/examinations offered in 19 subject areas. Approximately 14,000 high schools in the United States, Canada and overseas teach AP courses and offer the annual examinations. About 2,900 colleges and universities grant credit and advanced placement to entering students whose AP grades meet their requirements.

Each AP Exam consists of two or more sections. One part is multiple-choice questions, except in Studio Art, while the other section consists of free-response questions in a variety of formats: essays, audio taped responses, the analysis of historical documents, extended problem solving, and case studies management.

AP courses make substantial academic demands on students. Most courses are a full year in length. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a strong college program. This experience helps students develop the intellectual skills and self-discipline they will need in college.

AP Course Descriptions and the annual AP Examinations are developed for each subject in committees made up of college faculty who teach introductory courses and experienced high school AP teachers. Periodic surveys of college courses and AP courses provide the committee with information about contemporary subject content and approaches to teaching; the course descriptions are updated every two years.

The multiple-choice portion of AP Exams contributes breadth to the examinations, enabling students to demonstrate their knowledge of many aspects of a subject and increasing the reliability and validity of the exams. The free-response sections permit students to demonstrate depth and complexity in their understanding as well as an ability to organize and present their thoughts effectively.

Students take the AP Exams each year in May. The multiple-choice portions of the exams are scored by computer and the free-response sections are scored by college and high school consultants at the AP Reading in June. Grade reports are sent to students, schools, and colleges in July.

The AP grading scale used in the reports is as follows:

5 = Extremely well-qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

In August, high school principals receive a special report on their classes in which five or more students have taken a specific AP Exam. The reports show the performance of the school's students on the free-response questions as well as, for most subjects, on significant categories of multiple-choice questions.

The College Board provides extensive professional development for teachers of AP courses, as well as those teachers of Pre-AP courses which lead to AP classes. In addition, Oklahoma provides AP professional development for administrators, curriculum coordinators and guidance counselors as a means of ensuring the understanding and benefits of the AP program components. Week-long Advanced Placement Summer Institutes are offered around the country for focused studies of specific courses and the accompanying content and teaching strategies.

The International Baccalaureate (IB) Organization's Diploma Programme, created in 1968, is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The Diploma Programme's grading system is criterion-referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

There are six academic subjects in the IB Diploma Programme. These are studied concurrently and students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups, although a second subject from groups I to 5 may be substituted for group 6. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs.

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Grades reflect attainment of

knowledge and skills relative to set standards applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

Responsibility for all academic judgments about the quality of candidates' work rests with some 3,400 IB examiners worldwide, led by chief examiners with international authority in their fields. Some 40,000 students were assessed by the IBO in 2001. Each year approximately 80 percent of candidates who attempt the diploma succeed in earning it. Examinations are offered in May for northern hemisphere schools and in November for those in the southern hemisphere.

The Oklahoma Advanced Placement Incentives Program fosters the growth and development of AP and IB programs for Oklahoma public high schools by providing financial and professional development assistance to districts, administrators, teachers, and students.

## AP COURSES

### Arts

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

### English

- English Language and Composition
- English Literature and Composition

### History and Social Science

- European History
- Government and Politics: Comparative
- Government and Politics: United States
- Human Geography
- Macroeconomics
- Microeconomics
- Psychology
- United States History
- World History

### Mathematics and Computer Science

- Calculus AB
- Calculus BC
- Computer Science A
- Statistics

### Sciences

- Biology
- Chemistry
- Environmental Science
- Physics B
- 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: Vergil
- Spanish Language
- Spanish Literature

## **IB COURSES**

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### **Group 1 - language A1**

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

### **Group 2 - second language**

All diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

### **Group 3 - individuals and societies**

Subjects included in this group are: business and management, economics, geography, history, history of the Islamic world, information technology in a global society (at SL only), philosophy, psychology, and social anthropology.

### **Group 4 - experimental sciences**

The subjects available in group 4 are: biology, chemistry, physics, environmental systems (SL), design technology. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

### **Group 5 - mathematics**

All candidates for a diploma are required to complete a mathematics course, and four options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

### **Group 6 - arts and electives**

This includes visual arts, music and theatre arts, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context. Students may elect

certain subjects from other groups or a specially approved course (school-based syllabus). In September 2001 group 6 becomes arts only and will include dance and film. Classical languages will move to group 2 and computer science to group 5. The program has the strengths of a traditional and broad curriculum, but with three important additional features.

### **Theory of Knowledge (TOK)**

TOK is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the program's two years.

### **Creativity, action, service (CAS)**

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS program encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

### **An extended essay of 4,000 words**

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programs of study, for example by selecting a topic in one of their higher level (HL) courses. Or they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

## **OKLAHOMA ADVANCED PLACEMENT INCENTIVES PROGRAM**

Funding for the Oklahoma Advanced Placement Incentives Program in the amount of \$4.2 million for 2001-2002 consists of the following components:

- Teacher training to attend College Board AP Conferences, Oklahoma Advanced Placement AP and Pre-AP Conferences, AP Summer Institutes, IB Institutes and Conferences
- Materials and equipment grants of \$5,000 for AP or IB classes
- Second-time materials and equipment grants of \$2500 after four years of successful implementation of the original AP or IB grant course
- Exam fee subsidy of \$49 for students with economic need taking AP exams
- Exam fee subsidy of \$25 per AP exam for any student taking more than one AP or IB exam unless receiving fee subsidy for economic need
- Score incentives of \$100 to the school sites for each score of 3 or better on an AP exam OR 4 or better on an IB exam
- AP and IB Vertical Team grants of up to \$25,000

## OKLAHOMA'S LEGISLATIVE STATUTE

Enacted in 1997, Senate Bill (SB) 337 established the Oklahoma Advanced Placement Incentive Program to be administered by the State Department of Education. (The Oklahoma Legislature appropriated funds in 1996; however, the program was managed through administrative rule prior to SB 337.) The purpose of the program was to establish, organize, and administer a program designed to improve the course offerings available to high school students throughout the state and to prepare students for admission to and success in a postsecondary educational environment. The incentives consisted of the following components:

- financial assistance to public school teachers and schools to build and maintain successful Advanced Placement Programs;
- test fee assistance to public school students in financial need.

Contingent upon the provision of appropriated funds designated for the Oklahoma Advanced Placement Incentive Program, the State Board of Education was authorized to award schools:

- one-time equipment and/or instructional materials grant for the purpose of providing an advanced placement course
- subsidized training for advanced placement courses in a form, manner and time prescribed by the Department
- one hundred dollars for each score of three or better on an advanced placement test, these funds to be used for the purpose of advanced placement program development
- a share of the advanced placement test fee for those students who demonstrate financial need

Senate Bill 1015, enacted in 2000, added these components to the original program:

- test fee assistance to public school students who take more than one advanced placement test in one year
- second-time grants to school sites demonstrating successful implementation, as defined by the State Board of Education, of the courses for which the first grants were awarded. Schools could qualify for additional grants a minimum of four years after receiving a grant award
- subsidized training for pre-advanced placement courses and International Baccalaureate courses
- one hundred dollars to school sites for a score of four or better on and International Baccalaureate exam
- a share of the advanced placement test fee for those students who take more than one advanced placement test in one year
- a share of the International Baccalaureate examination fee for students who demonstrate financial need
- grants for the purpose of developing an advanced placement vertical team

Senate Bill 790, enacted in 2001, required the State Department of Education to issue to the Governor and members of the Senate and House of Representatives Education Committees a report on the Advanced Placement Incentive Program for the previous school year, consisting of the elements of this report.

**2001-2002 OKLAHOMA ADVANCED PLACEMENT INCENTIVE  
PROGRAM DATA**

Number of students taking an Advanced Placement exam.....	<b>8,944</b>
Number of exams taken .....	<b>14,433</b>
Number of exams receiving a score of three or better .....	<b>7,654</b>
Number of school sites that have received funding .....	<b>543*</b>
First-time materials and equipment grants.....	133
Second-time materials and equipment grants .....	26
AP Vertical team grants.....	40
Incentive awards.....	198
Number of school sites offering Advanced Placement courses.....	<b>285</b>
Number of school sites with students taking an Advanced Placement exam.....	<b>260</b>
Number of students who receive assistance with test fee.....	<b>8,551</b>
Test fee assistance for low-income students (\$49 each) .....	2,094
Test fee assistance for multiple exams (\$25 each exam).....	6,457
Professional development for Oklahoma public school teachers to attend College Board AP Conferences, Oklahoma AP and Pre-AP Conferences AP Summer Institutes, and IE Institutes and Conferences.....	<b>1,624</b>

*\*Some school sites may have received funding in more than one category)*

**Financial Impact**

First-time materials and equipment grants (263 grants to 121 districts) ...	\$1,315,000
Second-time materials and equipment grants (65 grants to 20 districts) .....	\$162,500
Exam fee subsidy for students in economic need and for any student taking more than one AP exam .....	\$212,000
Score incentive awards (198 school districts).....	\$665,800
AP Vertical Team grants (40 grants to 40 districts).....	\$721,628
Professional development for Oklahoma public school teachers for approved training .....	\$989,750
College Board	800,000
Tulsa University	189,750
Administrative Costs .....	\$55,000
<b>TOTAL</b> .....	<b>\$4,121,678</b>

**INVOLVEMENT OF OKLAHOMA EDUCATORS  
IN THE ADVANCED PLACEMENT PROGRAM LEADERSHIP**

Serving as College Board AP/Pre-AP consultants.....	85
Trained as new consultants this year.....	15
Serving as AP consultants at the AP readings.....	96
Serving on AP examination development committee.....	1
John Gelder, Chemistry, Oklahoma State University	
Serving on Southwestern region AP Advisory Council.....	4
Candace Smalley, Calculus, Moore Public Schools	
Gayle St. John, English, Norman Public Schools	
Sherry Fowlks, English Pre-AP HS, Tulsa Public Schools	
John Gelder, Chemistry, Oklahoma State University	
AP Special Recognition Award.....	1
Michael McLaughlin, AP U.S. History, Edmond Public Schools	

## PROGRAM BENEFITS

The Advanced Placement Incentive Program offers Oklahoma students college-level courses taught in high schools by trained high school teachers. Teachers use college-level materials and course descriptions developed by a committee of college faculty and AP teachers. Course descriptions reflect courses taught in colleges throughout the country.

Students who complete AP courses:

- are better prepared academically
- are more likely to choose challenging majors
- are likely to complete more college work in four years
- are likely to perform significantly better than students who did not take AP courses
- are more likely to exercise leadership
- are more likely to graduate with a double major
- are twice as likely to go into advanced study
- gain college-level analytical, communication, and study skills as well as academic confidence
- can earn college credit and/or advanced standing at over 90 percent of United States colleges and universities if they successfully complete an AP Examination
- can gain national/international recognition\*

*\* Willingham & Morris. 1986; University of Texas Study. 1988; College Board Study*

Schools which provide AP programs:

- provide a challenging academic program for motivated students
- provide a rewarding professional development opportunity for teachers
- demonstrate their commitment to high academic standards
- enhance a school's overall academic reputation
- provide useful data to guide school reform

In June 1999, the U.S. Department of Education released a study by Clifford Adelman showing that by the time students enter college, the type of courses they took in high school is more important than test scores, class rank, or grade averages. Adelman found that students participating in AP courses were significantly more likely to attain a college degree than those without an AP experience.

## CONCLUSION

The Oklahoma Advanced Placement Incentives Program continues to grow in Oklahoma due to a variety of factors, including:

- Awareness of the benefits of Advanced Placement courses;
- Legislative initiatives funding materials and equipment grants, AP and IE examination fee subsidies, AP, Pre-AP and IB teacher training, public school score incentives, Oklahoma AP and Pre-AP Professional Development Conferences for AP Vertical Teams, and AP and IB Vertical Team grants;
- Collaboration of the Oklahoma State Department of Education, the College Board and the International Baccalaureate Organization; and
- The hard work and dedication of a vast number of Oklahoma teachers and administrators.

## DEFINITIONS

For purposes of the Oklahoma Advanced Placement Incentives Program:

1. "Advanced placement course" means a high school level preparatory course for a college advanced placement test that incorporates all topics specified by the College Board and the Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board;
2. "Pre-advanced placement course" means a middle school, junior high school, or high school level course that specifically prepares students to enroll and participate in an advanced placement course;
3. "Advanced placement vertical team" means a group of middle school or junior high school and high school educators in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills necessary for success in the advanced placement program;
4. "Advanced placement test" means the advanced placement test administered by the College Board and Educational Testing Service;
5. "International Baccalaureate course" means a high school level preparatory course for an International Baccalaureate examination that incorporates each topic specified by the International Baccalaureate Organization on its standard syllabus for a particular subject area;
6. "International Baccalaureate examination" means the International Baccalaureate examination administered by the International Baccalaureate Organization;
7. "College Board" means the College Board and Educational Testing Service;
8. "Department" means the State Department of Education; and
9. "Program" means the Oklahoma Advanced Placement Incentive Program.