

FISCAL YEAR 2014

ANNUAL REPORT

OKLAHOMA'S ADVANCED PLACEMENT[®] INCENTIVES PROGRAM



JANET BARRESI

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Joel Robison
Chief of Staff

Marsha Thompson
Assistant State Superintendent of Instruction
Office of Instruction

Lori Boyd
Director of Advanced Placement/AVID
Office of Instruction

TABLE OF CONTENTS

Program Costs.....	4
Program Costs Versus Benefits	4
Program Data	4
Introduction to the Advanced Placement (AP) Program	5
AP Courses.....	8
International Baccalaureate Courses.....	9
Oklahoma's Advanced Placement Incentive Program	11
Oklahoma's Legislative Statute.....	12
Involvement of Oklahoma Educators in Advanced Placement Leadership.....	13
Program Benefits	14
Conclusion	15
Definitions.....	16

2013-14 OKLAHOMA ADVANCED PLACEMENT INCENTIVE PROGRAM

PROGRAM COSTS

First-time materials and equipment grants (41 grants to 24 districts)	\$195,429
Second-time materials and equipment grants (15 grants to 11 districts).....	\$36,733
AP Vertical Team grants (10 grants to 10 districts).....	\$245,539
AP Training grant (4 grants to 3 districts).....	\$66,033
Exam fee subsidy for students in economic need and for any student taking more than one AP/IB exam.....	\$647,699
Professional development for Oklahoma public school teachers for approved training.....	\$1,149,115
College Board	\$477,400
University of Oklahoma.....	\$170,775
University of Tulsa	\$500,940
TOTAL.....	\$2,340,548

PROGRAM COSTS VERSUS BENEFITS

Program costs.....	\$2,340,548
Tuition savings to Oklahoma public school students	\$4,474,875*

**Each score of three or higher is equivalent to approximately three hours of college credit. Average cost per credit hour = \$125. 11,933 X 3 X \$125 = \$4,474,875 in tuition savings.*

PROGRAM DATA

Number of students taking an Advanced Placement exam.....	15,001
Number of exams taken.....	25,761
Number of exams receiving a score of 3 or higher.....	11,933
Number of school sites that received funding.....	70*
First-time materials and equipment grants.....	41
Second-time materials and equipment grants	15
AP Vertical Team grants.....	10
AP Training grant	4

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

Number of school sites offering Advanced Placement courses.....	256
Number of school sites with students taking an Advanced Placement exam.....	275
Number of exams taken by students who receive assistance with test fee.....	20,747
Exams receiving test fee assistance for low-income students (\$43 each)	7,168
Exams receiving test fee assistance for multiple exams (\$25 each exam)	13,579
Number of Oklahoma public school teachers to attend professional development through College Board AP Conferences, Oklahoma AP and Pre-AP Conferences, AP Summer Institutes, and IB Institutes and Conferences.....	2,138

Introduction to the AP Program

The Advanced Placement® (AP®) Program is a cooperative educational endeavor between the College Board, secondary schools, and colleges and universities. It allows high school students to undertake college-level academic learning, and gives them the opportunity to show 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).

The AP program is composed of 34 rigorous courses/exams offered in six subject areas. Approximately 18,000 high schools in the United States, Canada, and overseas teach AP courses and offer the annual exams. About 3,200 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, with the exception of Studio Art. One part includes multiple-choice questions, 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 exams 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 exams, 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 its most recent review of the AP Program, the American Council on Education recommended, as a general rule, that colleges and universities award credit for AP scores of three or higher on any AP examination.

In August, high school principals, AP Coordinators, and AP teachers receive online access to a special report on classes in which five or more students have taken a specific AP exam. The report shows the performance of the school's students. In addition, educators receive an Instruction Planning Report that gives performance data from students and suggestions for improving AP performance.

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 (APSI) are offered around the country for focused studies of specific courses and the accompanying content and teaching strategies. In the summer of 2012, the University of Oklahoma and the University of Tulsa offered a total of four weeks of APSIs in Oklahoma.

The International Baccalaureate Organization's Diploma Program, created in 1968, is a demanding pre-university course of study that leads to exams. It is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving International Baccalaureate (IB) diploma holders access to the world's leading universities. The Diploma Program's grading system is criterion referenced: each student's performance is measured against well-defined levels of achievement consistent from one exam 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 Program. 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 one to five may be substituted for group six. 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 6,500 IB examiners worldwide, led by 65 senior examiners with international authority in their fields. Some 105,000 students were assessed by the IB in 2010. Each year approximately 78 percent of candidates who attempt the diploma succeed in earning it. Exams are offered in May for northern hemisphere schools and in November for those in the southern hemisphere. Currently, there are 2,295 schools in 141 countries that offer the IB Diploma Program.

The Oklahoma Advanced Placement Incentives Programs 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
- Japanese Language and Culture
- Latin
- Spanish Language and Culture
- Spanish Literature and Culture
- Italian Language and Culture

IB COURSES

Group 1 - Language A1

More than 80 languages have been offered for exam as part of IB'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 including classical languages. 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 two 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, information technology in a global society (at standard level only), philosophy, psychology, and social anthropology.

Group 4 - Experimental Sciences

The subjects available in group four are: biology, chemistry, physics, environmental systems and societies, computer science, and 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, dance, film, 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). 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)

IB'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. IB 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 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 \$3.5 million for 2013-2014 consisted of the following components:

- Teacher training to attend Regional Oklahoma Advanced Placement (AP) and Pre-AP Conferences, AP Summer Institutes, IB Institutes and Conferences
- First Time 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
- AP and IB Vertical Team grants of up to \$25,000
- AP and IB Training grants of up to \$25,000
- Exam fee subsidy of \$43 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
- Advancement Via Individual Determination (AVID) implementation grants not to exceed \$40,000 per site and totaling \$650,000 statewide
- National Math and Science Initiative (NMSI) program implementation at 3 public high school sites, totaling \$225,000

OKLAHOMA'S LEGISLATIVE STATUTES

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 an 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 exam 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.

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

Serving as College Board AP/Pre-AP Consultants.....30

Serving as AP Readers.....193

High School..... 101

College.....92

Serving on AP Exam Development Committee3

Biology – Gordon Uno, University of Oklahoma
English Language – Kevin McDonald, Edmond Memorial High School
Seminar – Teresa Reed, University of Tulsa

PROGRAM BENEFITS

The Advanced Placement Incentive Program provides Oklahoma students with college-level courses taught while in high school. These are taught 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 in courses in the same discipline than students who did not take AP courses
- Are more likely to exercise leadership
- Are more likely to graduate with a double major, minor, internship, or study abroad experience
- 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 exam

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

Originally released in 1999 and renewed in 2006, Clifford Adelman's study for the U.S. Department of Education showed that the intensity of a student's high school curriculum is the most important predictor of degree completion. The factor of high school curricular intensity was more important than test scores, class rank, or grade averages.

CONCLUSION

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

- Awareness of the benefits of AP courses.
- Legislative initiatives funding materials and equipment grants, AP and IB exam 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 students, 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.