

Using the AP Instruction Planning Report to Improve Student Achievement

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A closer look at AP performance reveals thousands of students can achieve success with targeted support (based on 2011 AP Exam Results)

Thousands of students on the cusp of success in AP

Obstacles in their way

10-25% of “2s” can get a “3” with a 2 pt increase in raw score

38% of AP Biology “2s” would get a “3” with a 5 pt increase

175K+ students can earn a “3” with a 5 pt increase in 10 subjects

Biology – Laws of Thermodynamics

The student is able to predict how changes in free energy availability affect organisms, populations and ecosystems.

Calculus – Deductive Reasoning

The student uses continuity to reason deductively about the conclusion of theorems (e.g. mean value theorem, extreme value theorem, and intermediate value theorem.)

US History - Industrialization and Urbanization

The student recognizes patterns of continuity and change when studying the rise of big business and an industrial culture in the United States which encouraged massive migrations and urbanizations, and sparked government and popular efforts to reshape American economy, environment and identity.

Advanced
Placement

Mapping the Route to Your Destination...

Preparing
for the AP
Exam

Today...

Students
A look at
student
data

**Content
Area &
Question
Type**
Identifying
strengths
and
weaknesses

**Instructional
Strategies**
Creating a
hypothesis

**Planning for
Success**
Creating and
executing a
plan to
address
identified
needs

**Peer
Discussion**
Sharing ideas
and best
practices with
colleagues

AP Online Score Report System

Goals:

- To provide educators with AP Exam data in a dynamic and environmentally-friendly format
- To provide authorized AP teachers with direct access to their students' scores
- To provide teachers with earlier access to their AP Instructional Planning Reports so they can plan curriculum adjustments in a more timely manner
- To provide administrators with aggregate data, disaggregate data, usage reports, & options for updating student data



AP Online Score Report for Teachers

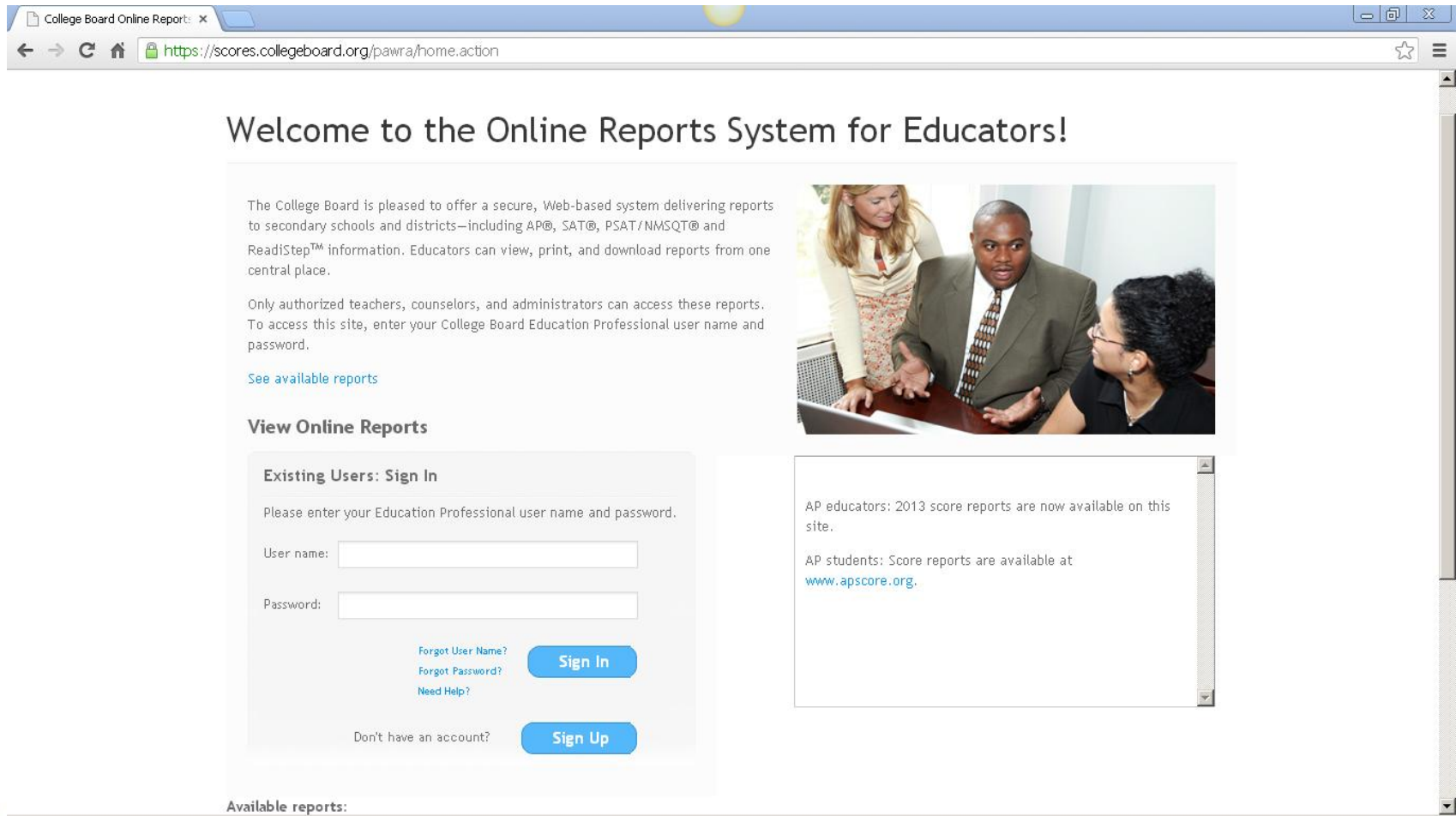
- ❑ AP Course Audit teachers will automatically be given access to the following reports as an Online Score Report teacher:
 - ❑ AP Instructional Planning Report
 - ❑ AP Instructional Planning Report – by section
 - ❑ Subject Score Report

- ❑ AP Course Audit teachers may be restricted, by administrators, to receive only summary data in the AP Instructional Planning Report



Accessing my AP Instructional Planning Report?

[Scores.collegeboard.org](https://scores.collegeboard.org)



The screenshot shows a web browser window with the address bar displaying <https://scores.collegeboard.org/pawra/home.action>. The page title is "College Board Online Reports: x". The main heading reads "Welcome to the Online Reports System for Educators!".

The page content includes:

- A welcome message: "The College Board is pleased to offer a secure, Web-based system delivering reports to secondary schools and districts—including AP®, SAT®, PSAT/NMSQT® and ReadStep™ information. Educators can view, print, and download reports from one central place."
- A security notice: "Only authorized teachers, counselors, and administrators can access these reports. To access this site, enter your College Board Education Professional user name and password."
- A link: [See available reports](#)
- A section titled "View Online Reports" containing a sign-in form for existing users.
- A sidebar with a photo of three people (two women and one man) looking at a laptop. Below the photo, there is a scrollable area with the following text:
 - AP educators: 2013 score reports are now available on this site.
 - AP students: Score reports are available at www.apscore.org.

The sign-in form for existing users includes:

- Section: **Existing Users: Sign In**
- Text: "Please enter your Education Professional user name and password."
- Fields: "User name:" and "Password:" with corresponding input boxes.
- Links: [Forgot User Name?](#), [Forgot Password?](#), and [Need Help?](#)
- Buttons: "Sign In" and "Sign Up".
- Text: "Don't have an account?"

At the bottom of the page, the text "Available reports:" is visible.

...Accessing Your Report

College Board Online Report: x

https://scores.collegeboard.org/pawra/ap/apDashboard.action

CollegeBoard

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Logged in as: Raphael Curtis, Southern Regional Office

Account Information | Log Out

AP[®] | PSAT/NMSQT[®] | readⁱstep[®] | SAT[®]

Home | Administrator Tools | Sample Reports | Help

Role: Regional Staff | Organization: Trevor Packer High School | [New Organization Search](#)

Exam Year: 2013 ▾

AP[®] Online Reports Home - 2013

You have 1 notification [Hide x](#)

Report data for Trevor Packer High School were last updated Jun 28, 2013

✓ Report data for Trevor Packer High School were last updated Jun 28, 2013

School Summary by Student Demographics

Report summarizing your school's AP scores by education level, ethnicity, gender, and fee reduction status.

[View Report](#) | [Customize Report](#)

School Summary with Comparable Groups

Report comparing the AP scores at your school to comparable groups, overall and by individual subject.

[View Report](#) | [Customize Report](#)

Current Year Score Summary

Report listing the total numbers of each AP score (1 to 5) for each AP subject offered at your school.

[View Report](#)

...Accessing Your Report

College Board Online Report: x
https://scores.collegeboard.org/pawra/ap/apViewReport.action?reportId=9

CollegeBoard | Online Reports | AP Central | Testing | Data, Reports and Research | More ▾

Logged in as: Raphael Curtis, Southern Regional Office | Account Information | Log Out

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Home | Administrator Tools | Sample Reports | Help

Cognos Viewer - School Instructional Planning Report | RCURTIS

Print / Download Options

AP[®] Instructional Planning Report (2013)

✓ Data Updated Jun 28, 2013, Report Run Aug 19, 2013

This subject-specific report compares your students' performance on specific topics in this AP Exam with the performance of all students on these same topics, helping teachers target areas for increased attention and focus in the curriculum. Other uses of the report, such as teacher evaluation or institutional ranking, are not warranted. Students who tested on late-testing dates are not included in this report.

Interpreting this report

Page 2

The charts on page 2 compare your students with the global population on the multiple-choice and free-response sections of this exam. The total population of students who took this exam (global group) is evenly divided into fourths, based on their performance on the section. **These fourths do NOT correspond with the final AP score of 1, 2, 3, 4 or 5.** The percentages of your students that fall into each fourth are represented by the blue bars. For example, the right-most blue bar shows the percentage of your students who fall into the highest fourth. If your students' score distribution is comparable to the global population, then your students will group evenly (approximately) across the fourths. Grouping of your students in the higher fourths indicates higher performance than the total population; grouping of students in the lower fourths indicates performance below the total population. [More information](#) [Report Navigation Help](#)

Page 3

On page 3, the following columns appear in each table: Number of Questions (Multiple Choice table only), Max Possible (Free Response table only), Global Mean and Group Mean. The Global Mean column provides all AP students' average scores on specific content areas; the Group Mean column provides this information for your students. The right side of each table, Number of Students in Group, shows the number of your students that fell into the fourths. Fourth's are derived from dividing the total student population equally into four parts based on their performance in each content area. The numbers in the Number of Questions column for the multiple-choice content areas are simply the maximum possible scores. Beginning in 2011, no points will be deducted for incorrect answers to multiple-choice questions. The mean score for the content areas will be the average number of multiple choice questions answered correctly.

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AP Instructional Planning Reports

Students

A look at your student data



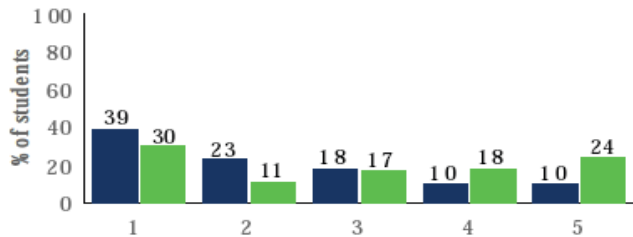
- The top bar graph and chart show how this group of students performed overall versus the global population.
- The bottom two bar graphs and charts show student performance on multiple-choice and free-response sections.

Calculus AB

Your Group Total Students: 71

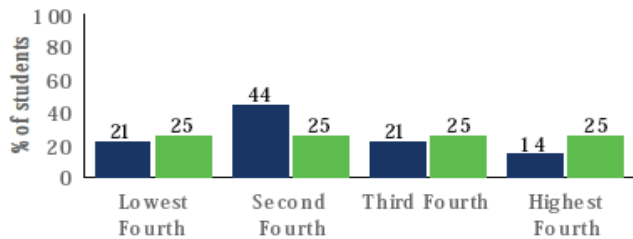
Global Total Students: 254,353

Overall Score Distributions



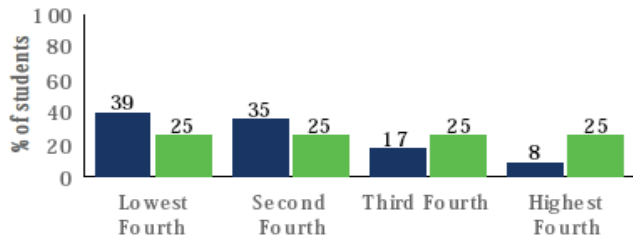
Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	28	16	13	7	7
% Students in Your Group	39.4	22.5	18.3	9.9	9.9
% Students Globally	29.6	11.3	17.4	18.1	23.6

Multiple-Choice Section



Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	15	31	15	10
% Students in Your Group	21.1	43.7	21.1	14.1
% Students Globally	25.0	25.0	25.0	25.0

Free-Response Section



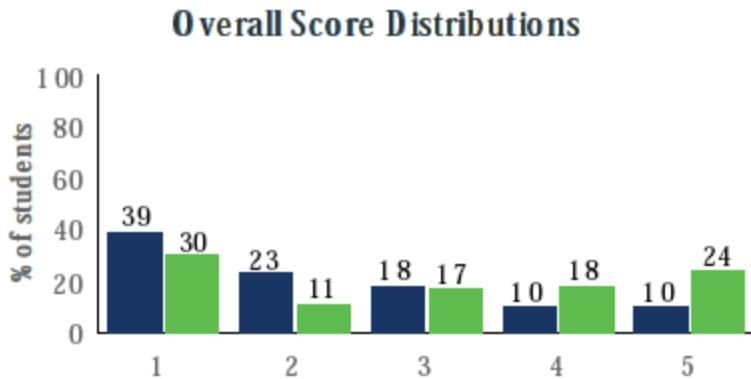
Free-Response Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	28	25	12	6
% Students in Your Group	39.4	35.2	16.9	8.5
% Students Globally	25.0	25.0	25.0	25.0

Using AP Instructional Planning Reports

How many students were below proficiency, at proficiency, and above proficiency?

Overall Score Distributions	1	2	3	4	5
Number of Students in Your Group	28	16	13	7	7
■ % Students in Your Group	39.4	22.5	18.3	9.9	9.9
■ % Students Globally	29.6	11.3	17.4	18.1	23.6

How does this data compare to global data and to your prior year's data?



You really want to look for statistically significant differences in your data.

Remember, your class size will affect the % differences.

Page 2: Provides a detailed view of students' performance on specific content categories on multiple-choice & free-response sections

Performance on Multiple-Choice Section (Maximum Possible Score = 54)

Content Area	Number of Questions	Global Mean	Group Mean	Number of Students in Your Group			
				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
DIFFERENTIAL CALCULUS	30	16	15	12	30	15	14
INTEGRAL CALCULUS	15	8	6	17	22	23	9
PART A (NO CALCULATOR)	28	13	13	14	22	23	12
PART B (CALCULATOR ACTIVE)	6	4	3	31	14	10	16
PART B (CALCULATOR)	17	10	8	16	29	13	13
Multiple-Choice Summary		28	25	15	31	15	10

Performance on Free-Response Section (Maximum Possible Score = 54)

Question/Problem	Max Possible Score	Global Mean	Group Mean	Number of Students in Your Group			
				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
MODELING RATE - AB & BC	9	2.6	2.0	13	17	19	22
PARTICLE MOTION	9	2.6	1.9	0	36	21	14
MODEL NUMERICALLY/ANALYTICALLY - AB & BC	9	3.7	2.6	16	34	12	9
GRAPHICAL ANALYSIS OF F & F'/FTC-AB & BC	9	2.6	1.4	0	46	18	7
AREA AND VOLUME	9	4.1	2.8	26	19	18	8
SEPARABLE DIFF. EQ./TANGENT LINE	9	3.2	2.0	0	40	21	10
Free-Response Summary		18.7	12.7	28	25	12	6

Indicates that the distribution is not displayed because more than half of the total AP global group earned the same score.

** Indicates that the distribution is not displayed because there were fewer than five questions in the category.



Getting a Clearer Picture

Multiple Choice

MC GLOBAL	MC GROUP	$\Delta\%$
28	25	89%

Free Reponse

GLOBAL	GROUP	$\Delta\%$
18.7	11.6	62%



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				Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
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Content Area & Question Type

Identifying strengths and
weaknesses

Look at each content area and the question types



Performance on Multiple Choice

DATA

- Content Area:
- Number of questions:
- Global Mean:
- Group Mean:
- # of Students | Each group:
 - Highest Fourth:
 - Third Fourth
 - Second Fourth
 - Lowest Fourth

ANALYSIS

- Based on the data, are students in your group successful in this content area?
- What is the evidence to support your assessment of success?
 - Evidence from APIP Report?
 - Evidence other than APIP report?
 - Classroom Activities
 - Classroom Assessments

Performance on Free Response

DATA

- Question/Problem (Topic):
- Maximum # of Points Possible:
- Global Mean:
- Group Mean:
- # of Students in Each Group:
 - Highest Fourth
 - Third Fourth
 - Second Fourth
 - Lowest Fourth

ANALYSIS

- Based on the data, are students in your group successful in this content area?
- What is the evidence to support your assessment of success?
 - Evidence from APIP report?
 - Evidence other than APIP report?
 - Classroom Activities
 - Classroom Assessments

Using AP IPR for Improving AP Scores

Things to Consider

- Is the group mean the same as the global mean?
- How difficult did the students find the Free-Response question compared to the total group?
- Are the students evenly distributed?
- Compare group vs. global on the subsections of the exam.
- What teaching strategies may improve multiple choice and/or Free Response Questions student performance?





What does my data tell me about my students?

Instructional Strategies

Creating a hypothesis



CREATING A HYPOTHESIS

If students performed better on multiple choice questions, was it because of the structure of the formative assessments?

If students performed better on certain content areas than others, was it due to instructional strategies used to teach that content?

Considering instructional practices, create a hypothesis about why the students may or may not have reached expectations.



Identify and Design

Planning for Success

Creating a plan to address identified
needs

Creating an AP IPR logistical plan for 2013-2014

What is your primary hypothesis for why students performed as they did on each section of the exam?

What activities/strategies did you use to teach and assess their progress on those sections?

What are the quick fixes that you can put into place for this year?

What issues/concerns will take longer to address?

Look at your AP Audit Syllabus and analyze where you covered those sections/topics, etc. What adjustments might you need to make?



Best Practices for Improving AP Scores

- Make strategic use of resources available through AP Central (Previously Released Test Items—do you know where there are FREE ones? 😊)
- Use AP Online Communities as a trusted resource.
- Use the data from the AP Online Score Report to guide curricular and instructional adjustments.
- Revise your syllabus to make pacing adjustments.

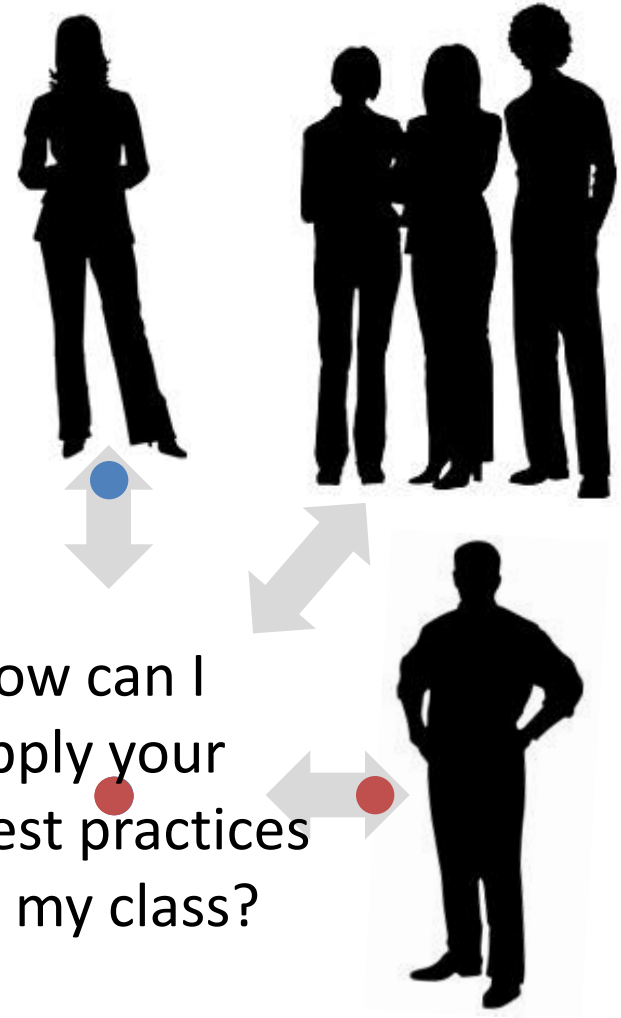


Best Practices for Improving AP Scores

- Make predictions on student scores and check your accuracy
- Become an AP Reader



Collaboration



<http://apcentral.collegeboard.com/>



AP Central



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- AP COURSES AND EXAMS
- PRE-AP
- INSTITUTES AND WORKSHOPS
- DISCUSSION GROUPS
- BECOME AN AP READER

AP COURSE HOMEPAGES

Select a Course



[AP Annual Conference 2013](#)
Las Vegas, July 17—21.
Register Today.



[AP Online Scores for Students](#)
AP scores will be available online for students in early July. Get the facts at www.apscore.org.



[What's Changing in AP](#)
Learn more about upcoming changes to AP courses and exams.

NEWS

[Explore AP](#)

See what students are saying about AP and how it helps them prepare for college and beyond.

[2013-14 AP Courses Now Operational](#)

Beginning in June, AP Chemistry, and AP Spanish Language and Culture course and exam information is now live on AP Central.

[AP Course Audit](#)

AP Course Audit is now accepting submissions for new courses that will be offered in the 2013-14 school year.

[Online Scores Access Schedule for Educators](#)

Find out when educators at your school or district can access 2013 score reports this summer.

[New AP Biology Online Professional Development](#)

Learn about the essential knowledge, science practices and inquiry-based labs in the redesigned AP Biology course. Reinforce what you know — when convenient and at your own pace.

EXPLORE AP

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EXPLORE PRE-AP

- [SpringBoard® Pre-AP Program](#)

Trevor Packer
AP_Trevor

[ap_trevor @chenraodas](#)
Please check here for information on score

Valuable Resource for Improving AP Scores

Subject specific online communities with discussion groups and a library of classroom-ready resources, cross-referenced to the curriculum framework for the course.

<https://apcommunity.collegeboard.org/>



“Happiness is not the absence of problems but the ability to deal with them.”

-- Japanese Proverb



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