

Equity and Access: Using AP Potential to Support Traditionally Underserved Students

Lynn Demmons and Bill Heron

College Board, Southern Regional Office

**What is it about this
topic that brought
you to this session?**

Mission

- We're a not-for-profit membership organization committed to excellence and equity in education. Our mission is to connect students to college success and opportunity.

Is College Ready and Career Ready the Same?

With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is **yes.**”



College



Career

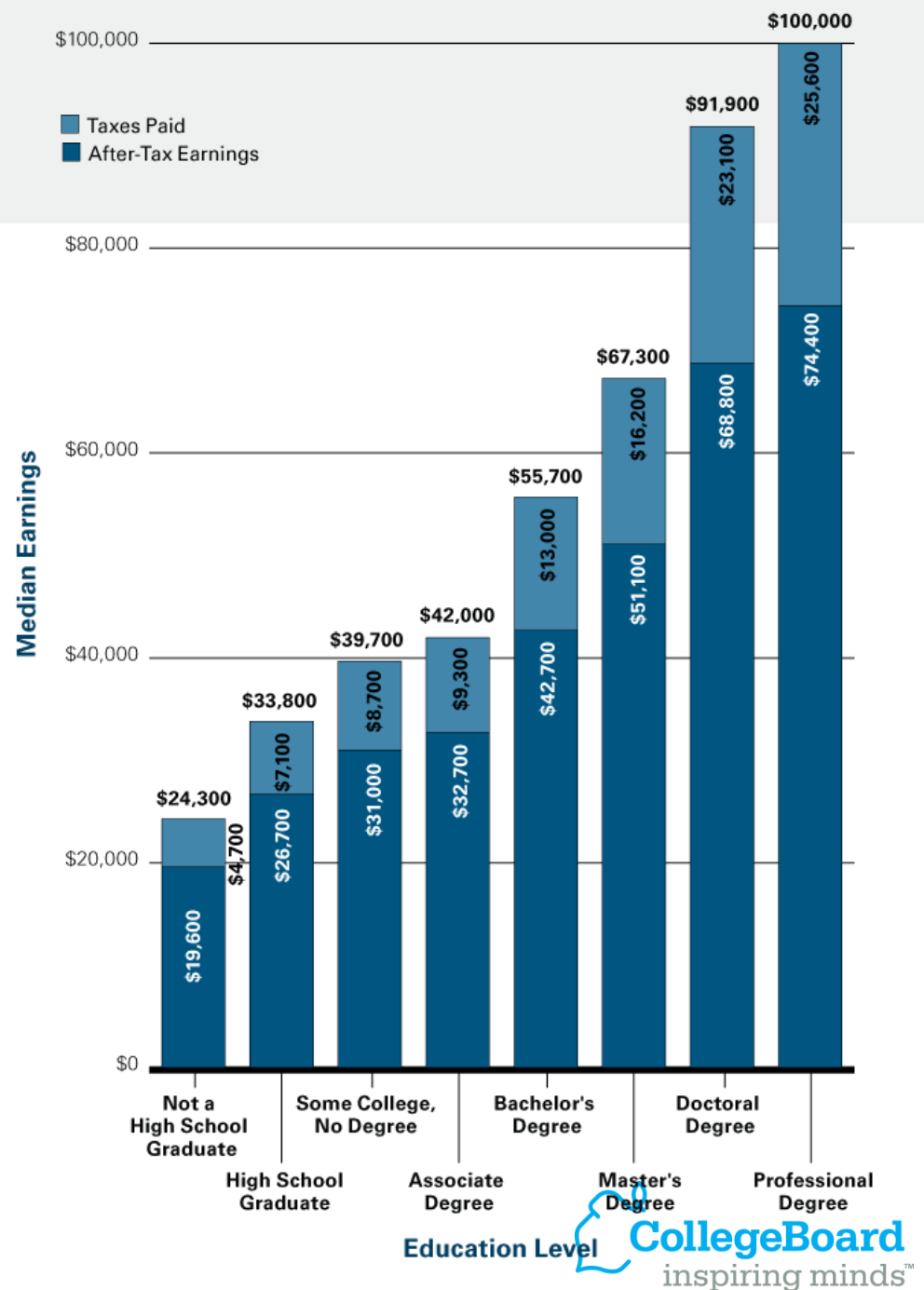
Correlation Between Education and Income

As an individual's education and skills increase, the income gap closes:

- Young adults with a high school diploma earn \$9,500 more annually than those without
- \$17,700 more annually with an associate degree
- **\$31,400 more annually with a B.A.**

Source: Sandy Baum and Jennifer Ma, *Education Pays: The Benefits of Higher Education for Individuals and Society*. The College Board, 2010.

Earnings of Full-Time Workers by Education Level



Sources: The College Board, *Education Pays 2010*, Figure 1.1; U.S. Census Bureau, 2009; Internal Revenue Service, 2008; Davis et al., 2009; calculations by the authors.

Advanced Placement Program® (AP)

Started in 1955 by the College Board, a national not-for-profit membership association whose mission is to connect students to college success and opportunity, the Advanced Placement Program (AP) enables students to pursue college-level studies while in high school. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both for college.

AP: A Collaboration

Colleges, Schools, and The College Board

Colleges

- Provide credit and/or advanced placement
- Participate in the development of the courses and exams
- Learn more at <http://aphighered.collegeboard.org/> and <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/9th-annual/ap-a-foundation-for-academic-success.pdf>.

Schools

- Offer the courses
- Administer the exams
- Participate in the development of the courses and exams
- AP teachers and college faculty gather for the annual AP Reading to grade AP Exams. Learn more at <http://apcentral.collegeboard.com/apc/public/homepage/4137.html>.

AP: A Collaboration

Colleges, Schools, and The College Board

The College Board

- Coordinates the development of the courses and exams
- Authorizes the use of the “AP” designation on secondary school transcripts for courses that meet college-level curricular and resource requirements
- Prints and distributes course materials, administrative materials, and the exams
- Scores the exams
- Reports results to colleges, students, schools, districts, and states
- Provides resources for administrators, counselors, teachers, and students (e.g., AP Central website, Advances in AP website, collegeboard.org, AP Teacher Communities, new AP student website)

Test Yourself: Some AP Basics

1. How many different AP courses are currently offered by the College Board?
 - a) 19
 - b) 31
 - c) 33
 - d) 34
2. Which of the following is not an AP course?
 - a) AP Anatomy
 - b) AP Human Geography
 - c) AP Spanish Literature
 - d) AP Studio Art: 2-D Design

Test Yourself: Some AP Basics

3. Which of the following are critical documents for teaching an AP course?
 - a) AP Course Description
 - b) AP sample syllabi
 - c) AP Released Exam
 - d) All of the above

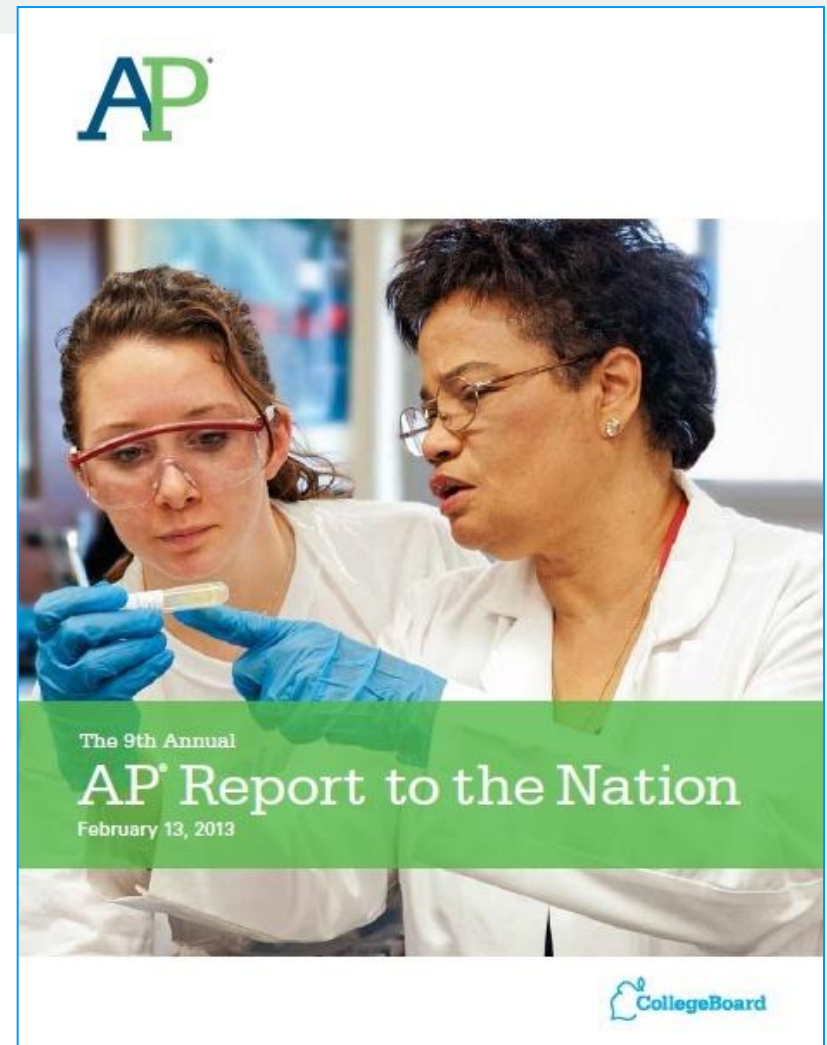
4. AP courses are designed to be equivalent to:
 - a) One semester of college instruction in that subject
 - b) Two semesters of college instruction in that subject
 - c) Five semesters of college instruction in that subject
 - d) a or b
 - e) a, b, or c

Test Yourself: Some AP Basics

5. What is the AP Exam fee for May 2014?
- a) \$86
 - b) \$87
 - c) \$89
 - d) \$90
6. How much of this exam fee does a school keep as a rebate to defray any costs involved with administering the AP Exams (proctor fees, site rental, equipment, etc.)?
- a) \$0
 - b) \$7
 - c) \$8
 - d) \$10

AP Report to the Nation

- Focuses on three critical goals:
 - Increasing rigor
 - Promoting equity
 - Developing critical knowledge and skills
- 32.4% of U.S. public school graduates took an AP Exam in high school.
- 19.5% of graduates earned at least one score of 3 or higher.
 - 8.7 point increase since the class of 2001
- Although more underserved minority and low-income students are taking AP courses and succeeding on AP Exams, these students remain underrepresented in AP classrooms.



More information and videos: apreport.collegeboard.org
Order free copies: www.collegeboard.org/apfreepubs

AP Report to the Nation

- In the class of 2012, more than 300,000 students identified as having a high likelihood of success in AP did not take any recommended AP Exam.
- Significant inequities in AP participation are seen along racial and ethnic lines.

Our Potential Loss

In each graduating class, **hundreds of thousands of students** demonstrate high potential for success in AP math course work



Where is the greatest potential lost?

Among students with high potential for success in AP math course work, only:

6 out of 10

Asian/Asian American/
Pacific Islander students



4 out of 10

white students



3 out of 10

Hispanic/Latino students



3 out of 10

black/African
American students



2 out of 10

American Indian/
Alaska Native students



...took any such AP math course.

AP and College Success

“One of the best standard predictors of academic success at Harvard is performance on Advanced Placement[®] Examinations.”

—William Fitzsimmons,
Dean of Admissions and Financial Aid, Harvard University

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.

For Students: The Benefits of AP

Prepare for success in college by taking college-level courses while still in high school

- Explore advanced topics — study in greater depth
- Develop advanced skills — form disciplined study habits
- Build confidence in capability to succeed in college

Opportunity to earn awards and scholarships and improve chances of college admission

Opportunity to earn college credit or advanced placement

- Possible tuition savings
- Appropriate placement in college courses
- Flexibility to pursue double major, combined B.A./M.A. programs, study abroad options

AP Benefits for Schools

- Improves quality of the curriculum
- Keeps students motivated and challenged
- Enables teachers to present students with advanced content
- Provides teachers and administrators with nationally normed feedback
- Gives teachers an opportunity for advanced study in their disciplines

2013 SAT Math Mean Scores by Math Course Years Completed

<u>Category</u>	<u>Math Mean</u>
All Students	514
Four Yr. Completers	515
More than 4 year Comp.	573
AP/Honors Completers	586

2013 SAT CR and Writing Mean Scores by ELA Course Years Completed

<u>Category</u>	<u>CR</u>	<u>Writing</u>
All Students	496	488
Four yr. completers	509	498
More than 4 Yr. comp.	519	516
AP/Honors Completers	552	542








Building an AP Program

Key Steps in Establishing Your School's AP Program

1. Obtain a College Board school code.
2. Select an AP Coordinator.
3. Complete the AP participation materials.
4. Participate in the AP Course Audit.

Adding an AP Course at Your School

• Administrators • Teachers • Both

Step 1 	Step 2 	Step 3 	Step 4 	Step 5 	Step 6 	Step 7 
Choose a course and add it to your catalog	Select a teacher	Recruit and register students	Obtain course materials	Complete AP Course Audit requirements	Attend AP professional development	Launch the course
<p>How to do it</p> <ul style="list-style-type: none"> Review AP Potential™ or other data to identify students who are prepared for college-level courses and exams Ensure that the new course is included in your 2013-14 course catalog <p>Ask yourself</p> <ul style="list-style-type: none"> Does the course align with your current schedule, accountability framework and class size and graduation requirements? <p>When to do it</p> <ul style="list-style-type: none"> Early to mid fall 	<p>How to do it</p> <ul style="list-style-type: none"> Select a teacher based on interest, availability, and your state's certification requirements Make plans to register the teacher for summer professional development (strongly recommended for new AP teachers) <p>Ask yourself</p> <ul style="list-style-type: none"> What are the strategies, supports and resources that will be used to foster the teacher's success? <p>When to do it</p> <ul style="list-style-type: none"> Mid to late fall 	<p>How to do it</p> <ul style="list-style-type: none"> Review updated AP Potential data in December and identify additional students for the new course Promote the new course to students and their parents Communicate clear policies and expectations Determine how many sections will be offered <p>Ask yourself</p> <ul style="list-style-type: none"> Would incentives such as applying extra weight for course grades support participation in the course and exam? <p>When to do it</p> <ul style="list-style-type: none"> Late fall to late spring 	<p>How to do it</p> <ul style="list-style-type: none"> Inventory existing materials Seek multiple vendors, including textbook retailers and resellers Utilize Web resources, including class resources posted on AP Central® and the online AP Teacher Community <p>Ask yourself</p> <ul style="list-style-type: none"> Is grant, foundation or donor support available for course materials? <p>When to do it</p> <ul style="list-style-type: none"> Late spring to early summer 	<p>How to do it</p> <ul style="list-style-type: none"> Submit Course Audit materials between March 2013 and January 2014 <p>Ask yourself</p> <ul style="list-style-type: none"> Do you want the new course reflected in the initial publication of the online AP Course Ledger? If so, submit Course Audit materials by the end of June 2013. <p>When to do it</p> <ul style="list-style-type: none"> Late spring to late fall 	<p>How to do it</p> <ul style="list-style-type: none"> Attend a weeklong AP Summer Institute (strongly recommended for new AP teachers) Consider attending a full-day workshop during the academic year <p>Ask yourself</p> <ul style="list-style-type: none"> Have you explored funding sources for training, including state, federal and College Board programs? <p>When to do it</p> <ul style="list-style-type: none"> Summer 	<p>How to do it</p> <ul style="list-style-type: none"> Start planning for the exam order, identifying space and equipment needed for the exam administration, and preparing students for the exam <p>Ask yourself</p> <ul style="list-style-type: none"> What are the strategies, supports and resources that will be used to foster the students' success? <p>When to do it</p> <ul style="list-style-type: none"> Late summer to early fall

► More information at www.collegeboard.org/how-to-start-an-ap-course

Building an AP Program

Building an AP Program involves four ongoing efforts:

- Motivating and recruiting students
- Preparing teachers
- Dedicating administrative resources
- Implementing curricula

Preparation for AP Courses

- The AP Development Committees recommend prerequisites for some AP courses.
- A student's individual motivation and completion of the prerequisite content should govern enrollment decisions.
- What it takes to take AP:
 - Character: curiosity, creativity, and commitment
 - Academic preparation: willingness to work hard
 - Motivation: determination to succeed

Recruiting and Encouraging Students to Take AP Courses

AP Potential™ is a free, Web-based tool that allows administrators to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows 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.

AP Potential

- Uses PSAT/NMSQT data
 - Identifies students who are likely to score a 3 or higher on a given AP Exam
 - Indicates AP courses for which students might be suited
- Promotes equity
 - Helps your school find candidates for AP courses
- Provides useful rosters for principals and counselors
 - Helps schools to increase enrollment in AP courses and add courses
- Access codes are emailed to principals, AP Coordinators, alternate AP Coordinators, and PSAT Coordinators, and they also appear on the PSAT/NMSQT Roster of Scores.

My College QuickStart™ and AP Potential™

My AP Potential

You can use this report to see your potential for AP courses based on your PSAT/NMSQT scores. AP cou [more...](#)

- 1 Review the full list of courses**
You may have potential for AP courses that aren't currently on your radar.
- 2 Take a closer look**
Sort your list to see courses related to the college majors that interest you. [Learn](#) more about each course and how it can help you succeed in college.
- 3 Talk to your school counselor and teachers**
They can help you decide the best course for you!

Communication

AP Courses	Potential	Matches Major	Your School Offered This Course
Psychology		✓	✓
Art History			✓
Calculus BC			✓
English Language		✓	✓
European History			✓

The shading of the steps icons illustrates the student's potential.

Interpret your report

Potential

Your scores show that you have the potential for success in this course. Speak with your school counselor to see if you have the appropriate prerequisite courses and find out how you can enroll. [less...](#)

Some Potential

Your scores show that you have some potential for success in this AP course. Having interest in the course subject as well as your dedication to working hard will only increase your chances for success. Speak with your school counselor to see if you have the appropriate prerequisite courses and find out how you can enroll. [less...](#)

Potential Not Yet Indicated

Your scores show that you may need more preparation and support to

Choosing a major puts a checkmark in the Matches Major column next to the appropriate courses.

This column tells the student if the course is likely offered at the school.

The student should look for courses that line up with his/her potential, future academic interests, and school offerings.

AP Potential

“A student in my school had not planned to enroll in an AP course, but after AP Potential indicated that she had the potential to do well, she accepted the challenge of taking the AP class, and then scored a 5 on the AP Exam.”

— Jo Anne Boggus

Principal

Ft. Lauderdale High School, FL

“I can’t say enough good things about AP Potential. The number of students enrolled in AP has nearly doubled. The kids love it — for those who are hesitant, it gives them the confidence to take AP.”

— Rhonda Stevens

Director of Guidance and Counseling

Perry High School, OK

AP Potential

- Identifies “diamond-in-the-rough” students
- Promotes equity
 - Helps identify students who initially might have been overlooked for AP courses
- Is a useful tool for principals, teachers, and counselors to
 - Expand AP programs
 - Increase enrollment in current AP courses



AP Potential

appotential.collegeboard.org



Traditional Methods of Identifying Students for AP Courses

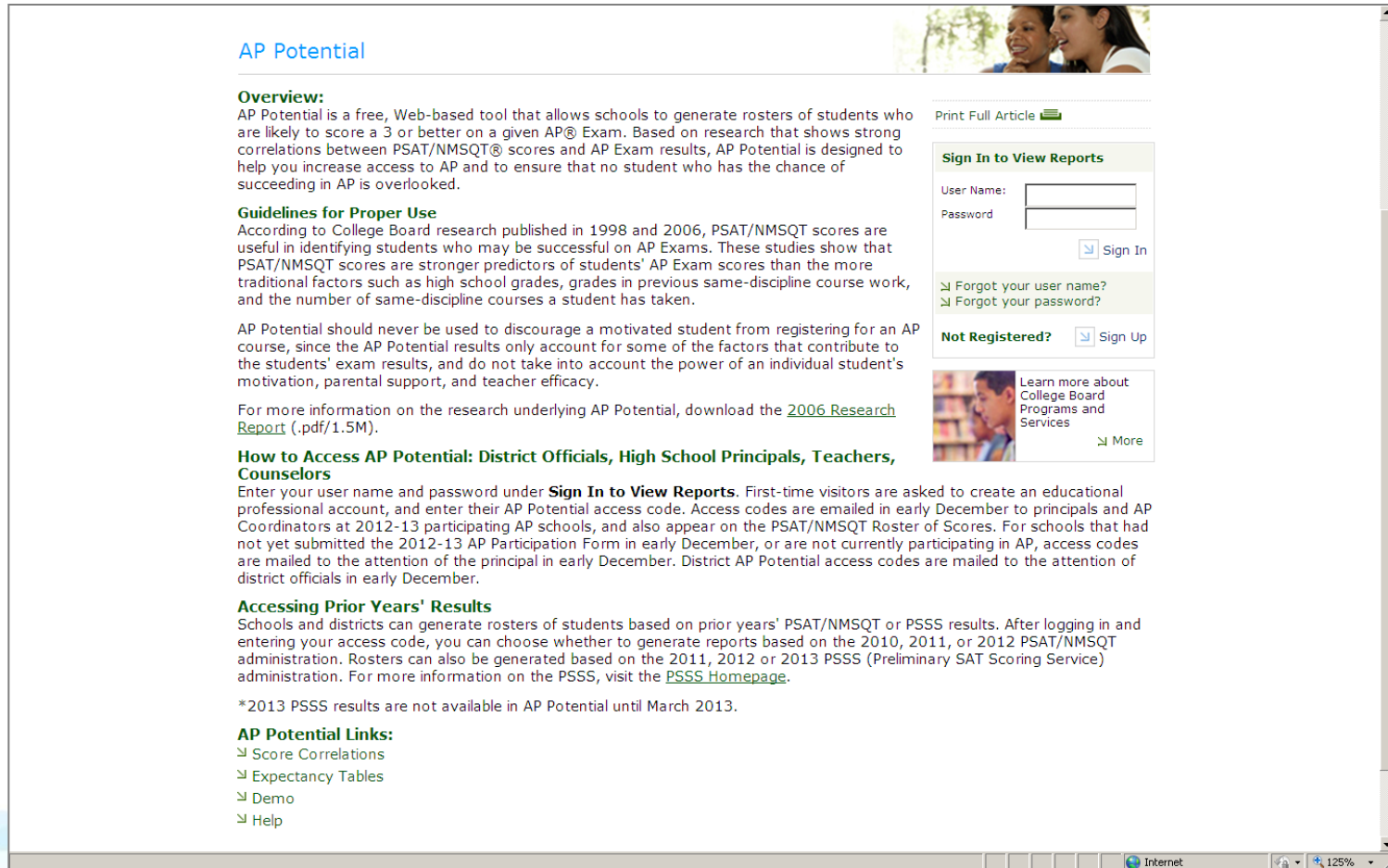
- Teacher recommendations
- Self-nomination
- History of courses completed
- Student grades
- Student discussion

Access to AP is Important

- AP access is linked to success in college. Rigorous high school curriculum is key
- Participation in AP is linked to college completion. It is a stronger indicator than socioeconomic status and GPA.

AP Potential

Promotes equity, expands AP Programs



AP Potential

Overview:
AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP® Exam. Based on research that shows 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.

Guidelines for Proper Use
According to College Board research published in 1998 and 2006, PSAT/NMSQT scores are useful in identifying students who may be successful on AP Exams. These studies show that PSAT/NMSQT scores are stronger predictors of students' AP Exam scores than the more traditional factors such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken.

AP Potential should never be used to discourage a motivated student from registering for an AP course, since the AP Potential results only account for some of the factors that contribute to the students' exam results, and do not take into account the power of an individual student's motivation, parental support, and teacher efficacy.

For more information on the research underlying AP Potential, download the [2006 Research Report](#) (.pdf/1.5M).


How to Access AP Potential: District Officials, High School Principals, Teachers, Counselors
Enter your user name and password under **Sign In to View Reports**. First-time visitors are asked to create an educational professional account, and enter their AP Potential access code. Access codes are emailed in early December to principals and AP Coordinators at 2012-13 participating AP schools, and also appear on the PSAT/NMSQT Roster of Scores. For schools that had not yet submitted the 2012-13 AP Participation Form in early December, or are not currently participating in AP, access codes are mailed to the attention of the principal in early December. District AP Potential access codes are mailed to the attention of district officials in early December.

Accessing Prior Years' Results
Schools and districts can generate rosters of students based on prior years' PSAT/NMSQT or PSSS results. After logging in and entering your access code, you can choose whether to generate reports based on the 2010, 2011, or 2012 PSAT/NMSQT administration. Rosters can also be generated based on the 2011, 2012 or 2013 PSSS (Preliminary SAT Scoring Service) administration. For more information on the PSSS, visit the [PSSS Homepage](#).

*2013 PSSS results are not available in AP Potential until March 2013.

AP Potential Links:

- ↳ Score Correlations
- ↳ Expectancy Tables
- ↳ Demo
- ↳ Help

Print Full Article 


Sign In to View Reports

User Name:

Password:

↳ Forgot your user name?
↳ Forgot your password?


Not Registered?

 Learn more about College Board Programs and Services

Step 1: Select Year

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AP Potential™ | PSAT/NMSQT® SOAS | State Agency Reports | Public Reports/Resources

AP Potential

- Home
- Select Administration Year
- Select Subjects
- Select Pool
- Student Roster
- Score Correlations
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Step 1 of 4: Select Administration Year

Schools and districts can generate rosters of students based on the current year's or prior years' PSAT/NMSQT® or PSSS results.

Select the administration for which you would like to generate a roster:

- 2010 PSAT/NMSQT administration
- 2011 PSAT/NMSQT administration
- 2012 PSAT/NMSQT administration
- 2011 PSSS administration
- 2012 PSSS administration
- 2013 PSSS administration

*2013 PSSS results are not available in AP Potential until March 2013.


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Step 1(a): Choose Student Roster Type

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Calculus AB

Calculus BC

Chemistry

Computer Science A

English Language

English Literature

Environmental Science

European History

Gov't & Politics: Comp.

Macroeconomics

Microeconomics

Music Theory

Physics B

Physics C: Elec. & Mag.

Physics C: Mechanics

Psychology

Statistics

U.S. History

World History

Reports & Research

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Perry High School, OK

Choose Your Student Roster Type

At this point, you can continue to generate a student roster on your own:

OR

You can generate a student roster using one of the following options:

Done

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Step 2: Select Subjects

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Step 2 of 4: Select Subjects



Select the subjects offered by your school, or those you are interested in offering.

- Select All Subjects
- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science A
- English Language
- English Literature
- Environmental Science
- European History
- Gov't & Politics: Comp.
- Gov't & Politics: U.S.
- Human Geography
- Macroeconomics
- Microeconomics
- Music Theory
- Physics B
- Physics C: Elec. & Mag.
- Physics C: Mechanics
- Psychology
- Statistics
- U.S. History
- World History

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Step 3: Select Pool

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AP Potential correlations are based on 10th and 11th grade PSAT/NMSQT candidates. While you may use AP Potential to generate rosters from 8th grade and 9th grade PSAT/NMSQT scores for courses leading up to AP, we encourage you to use additional indicators of success (e.g., grades in related course work, student interest/motivation, etc.) when making final course placement decisions.

Step 3 of 4: Select Pool



Choose Grade Level

Choose the grade level(s) for the students you wish to find.

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- All Grades (2415 total test takers in all grade levels)
- 8th Grade (0 test takers in this grade level)
- 9th Grade (3 test takers in this grade level)
- 10th Grade (1279 test takers in this grade level)
- 11th Grade (1127 test takers in this grade level)

Selecting "All grades" generates data for all students who took the PSAT/NMSQT or PSSS (students who marked the following responses on their answer sheets: not yet in 8th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade, other, and no response).

Define the Pool

A pool reflects the probability of students receiving an AP® Exam score of 3, 4, or 5. For example, if you set your pool at 60, your roster includes all students whose probability of receiving an AP Exam score of 3, 4, or 5 is anywhere between 60% and 100%. [Get more information on defining pools.](#)

Adjust the percentages below to increase or decrease the number of students included on your roster of potential AP students. You may select a different percentage for each AP subject.

Define Pool	Subject	2013 Potential AP Students	2012 AP Students	
			Exam Takers	Exams 3 or Higher
60	Art History	896	0	0
60	Chemistry	802	0	0
60	English Literature	896	0	0

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Step 4: Student Roster

AP Potential

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Step 4 of 4: Student Roster



2012 PSAT/NMSQT administration

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Using this Roster

A "Y" indicates the student is in the pool you defined. Click on a student's name to view student details. Click on a subject to view the student list for that subject. Note: AP Potential™ does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

Export Data

You can capture this roster electronically, including confidential student data (name, address, date of birth, ethnicity, gender), by clicking "Export Data." This file does not contain PSAT/NMSQT® or PSSS score data.

[Export Data](#) (approx. 171 K)

Sample Letters to Parents

Use our sample letter to encourage AP enrollment. Remember that AP Potential is not an official score reporting service; you should not include the PSAT/NMSQT or PSSS scores in these letters.

[Generate letters to parents](#)

Grade	Subject »	Art History	Chemistry	English Lit.
		Pool »	60.0	60.0
10th Grade				
AARIAN, A		Y		
AARON, A		Y	Y	
AARON, A			Y	
ADAM, A S		Y	Y	
ADAN, A U			Y	
ADOLFO, A R		Y	Y	Y
ADRIEL, A		Y	Y	Y
AFIA, A			Y	
AGNES, A			Y	
AHMAD, A S		Y	Y	Y
AHMED, A		Y		Y
AIMEE, A		Y	Y	Y
AKYILAH, A			Y	
AL ANDER, A L		Y	Y	Y
ALBIN, A			Y	

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Generate Letters to Parents

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Generate Letters to Parents



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Click below to create a mail merge of letters you can send to parents and students, based upon the student roster you generated. Send these letters to inform families of their child's potential to succeed in specific AP courses. The letters are generated only for AP courses for which students have the level of AP Readiness you selected.

[Go Back to Results](#)

Sample Letter: [English](#) or [Spanish](#)

You can customize the letters by adding your name and contact information.

To add your contact information:

1. On the **Edit** menu, click **Replace**.
2. In the **Find what** box, enter the phrase: **Paste your name and/or phone number/email address here**.
3. In the **Replace with** box, enter your contact information name. You can enter your name, phone number and e-mail address. For example: **Jane Doe at 301-555-1212, or Jane Doe at janedoe@example.com, or Jane Doe at 301-555-1212, janedoe@example.com**.
4. Click **Replace All**. Your contact information is entered into every letter.

To add your name to the signature line of every letter:

1. On the **Edit** menu, click **Replace**.
2. In the **Find what** box, enter **Paste Your Name Here**.
3. In the **Replace with** box, enter your name. For example: **Jane Doe**
4. Click **Replace All**. Your name is entered into the signature line of every letter.

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AP Potential: Student Detail



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"A student in my school had not planned to enroll in an AP course, but after AP Potential indicated that she had the potential to do well, she accepted the challenge of taking the AP class, and then scored a 5 on the AP Exam."

Jo Anne Boggus
Principal
Ft. Lauderdale H.S., FL

Student Detail

AARON, AARON

N/A

Current Grade: 10th

DOB: Not Available

Ethnicity: Other

Gender: Female

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2012 PSAT/NMSQT Critical Reading Score: 57
Math Score: 52
Writing Score: 50

Subject	Meets Criteria	Percent of students with the same PSAT/NMSQT who received AP grade of 3 or above
Art History	Y	60.0
Chemistry		40.0
English Literature	Y	60.0

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AP Potential: Score Correlations

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Score Correlations

The table below shows the number of students that participated in the correlation study, the section(s) of the PSAT/NMSQT that were used to predict performance, and the strength of the correlation between PSAT/NMSQT performance and AP performance for each AP Exam.

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AP Exam	Sample Size	PSAT/NMSQT Section Used	PSAT/NMSQT Correlation
Art History	27,679	CR + W	.563
Biology	205,036	CR + M	.647
Calculus AB	341,698	Math	.539
Calculus BC	116,291	Math	.497
Chemistry	139,600	CR + M	.611
Computer Science A	21,607	CR + M	.594
English Language	445,235	CR + W	.762
English Literature	500,972	CR + W	.754
Environmental Science	109,290	CR + M	.668
European History	61,658	CR + M + W	.604
Government & Politics: Comparative	22,037	CR + M + W	.598
Government & Politics: United States	271,889	CR + M + W	.648
Human Geography	25,017	CR + M + W	.644
Macroeconomics	112,839	CR + M	.595
Microeconomics	68,095	CR + M	.633
Music Theory	19,842	Math	.465
Physics B	90,807	CR + M	.583
Physics C: Mechanics	48,928	CR + M	.566
Physics C: Elec. & Mag.	21,847	Math	.465
Psychology	212,402	CR + M + W	.618
Spanish Literature and Culture	19,643	CR + W	.409

AP Potential: Expectancy Tables

Education Policy & Advocacy | Membership | Testing Basics | College Guidance | K-12 Services | Higher Ed Services | Professional Development | **Data, Reports & Research**

Data, Reports & Research > Reports > AP Potential™ > Expectancy Tables

AP Potential™

PSAT/NMSQT® SOAS

State Agency Reports

Public Reports/Resources

AP Potential

Home

Score Correlations

Expectancy Tables

Demo

Help

Expectancy Tables

Select a subject below to see specific data from the correlation study showing the percentage of students at any given PSAT/NMSQT score range who achieved AP Exam grades of 3 or higher and 4 or higher.

Print Full Article 

Subject:

AP Art History

PSAT/NMSQT CR + W Score

Probability (%)	≥3	≥4
90	133	155
80	121	142
70	112	134
60	106	127
50	99	120
40	93	114
30	86	107
20	78	99
10	65	86
Total N = 27,679	17,067	10,027

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AP Potential

- 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

AP Potential Is Easy to Use

- You select specific criteria, such as grade level and AP subject area, and AP Potential generates a roster of students.
- AP Potential provides reliable predictions for 23 AP Exams.
- Export the data to a spreadsheet and download a sample letter to send to parents.
- AP Potential data are also available in the PSAT/NMSQT Student Data file.
- The Student Data file includes an AP Potential Indicator for each AP subject for which a given student has a 60 percent likelihood of scoring a 3 or higher on the AP Exam.

8th Grade and 9th Grade PSAT Test Taker Information

- Feedback is not available for eighth-grade and younger students.
- Feedback for ninth-grade students is limited to AP U.S. History and AP World History.
- Demo of AP Potential
<http://www.collegeboard.com/counselors/ap/p/demo.html>.

Motivating Students: Recruiting and Encouraging Students to Take AP Courses

- Create an AP “blitz”; use media resources:
 - Student newspaper, parent newsletter, local newspaper
 - Publicity brochure
 - Closed-circuit television
- Conduct class visits to earlier grades
- Utilize student organizations
- Contact admission officers and request AP information from local colleges
- Invite recent graduates with AP experience to talk to students
- Clearly explain the benefits of AP participation through:
 - School assemblies
 - Parent Nights
 - College Nights
 - PTA/PTSO meetings
 - School Board meetings
 - Community meetings: Elks, Rotary Clubs, etc.
 - Share AP website

Resources to Share the Value of AP

Share AP[®]



Resources for AP coordinators, teachers, school counselors and administrators

AP Online Scores for Students: Awareness Toolkit

This July, AP students will get their scores online. They will not receive scores in the mail. AP Coordinators and teachers play a key role in informing students of this change and helping them get ready to access their AP scores online in July. To support these efforts, the AP Program has made the following resources available for you to download:

1. [Educator Overview](#)
2. Student poster

Additional resources for AP coordinators, teachers, counselors and administrators

AP Informational Event Planner >>Coming Soon

This quick reference guide gives you ideas and tips for planning and promoting successful informational events for parents and students, to support participation in AP courses.

Digital Resources for AP Coordinators

Use these templates and resources to help build student and parental

► www.collegeboard.org/shareap

AP Parent Sessions

- What best practices do you have for communicating the value and commitment of the AP Program?

Share AP Resources

Telephone Outreach and PA Announcement Scripts

Let students and parents know that AP® scores will be online this year.

Automated Telephone Outreach

Many schools and districts have access to automated outbound services to students and parents. Here is a sample message and customize to let them know about AP® Online Scores for

<<Your school name>> is calling to let all AP students and their parents know that this year only be available online. Students will not receive scores in the mail. To get scores, students must free College Board account by going to apcentral.collegeboard.org. We encourage students to take this step for a free College Board account so they'll be ready to access their AP scores in July. For more apcentral.collegeboard.org.

PA Announcement Scripts:

This message is for all our <<your school name>> AP students. There is an important change to get your AP scores. This July, your AP scores will only be available online. You will not get scores in the mail. To get your AP scores, you must sign up for a free College Board account at apcentral.collegeboard.org. Again, AP scores will only be available online, so we encourage you to sign up for a free College Board account today.

AP students: Here's an important reminder for you. This July, your AP scores will only be available online. To get your scores this year, you must sign up for a free College Board account at apcentral.collegeboard.org. Again, AP scores will only be available online this year so we encourage you to sign up for a free College Board account today.

Thank you for your help in getting the word out to students and families about the change in AP score reporting. For more information and to access additional resources, visit collegeboard.org/shareap.



Advanced Placement

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AP Program: Cre
3,344 views 3 mont
Gelber talks about
Learn more:

Gelber
Senior in AP® Literatu

Think about the challenges you tackle every day. With each one you build greater confidence in your abilities. That's what AP is all about. AP courses may be tough — they bring the college experience to your high school after all — but they also help you develop skills and knowledge that you can use in the real world. Even better, they introduce you to new possibilities — in college majors, in career options and in yourself.

Qualities like Curiosity, Creativity and Commitment — things you use every day in other parts of your life to achieve your goals — are key ingredients for success in AP®.

If you're ready to explore and follow your passions, if you're willing to get academically prepared for exciting classes and put in the effort once you're in them, then you may be ready for AP.

- ### 3. AP & Your Future
- Getting started is easy.
- Learn more about AP at exploreap.org, where you can watch videos and hear from students that took AP courses.
 - Speak to a counselor or a teacher and ask these three questions: What AP courses are offered at my school? Are there any requirements for students to enroll? What is the deadline for enrolling?
 - Discuss your options with your parents or guardians to determine if AP makes sense for you.

1. The AP Experience

This is your college-level class.

AP is about having the experience of a college student, today. In AP courses you'll tackle challenging topics head on and investigate issues that matter to you. You'll learn about exciting subjects in-depth and your AP teacher and your classmates will help you learn and get the most out of AP.

- ### 2. Why Take AP?
- Set yourself apart for college.
- Let colleges know that you're serious about your education — with AP on your transcript you'll show that you've challenged yourself with rigorous course work.
 - Earn college credit and potentially skip introductory courses if you do well on the AP Exam. This can save tuition costs.
 - Experience college while you are still in high school. Learn what is expected of you and develop skills you need now to get the most out of college later.

- ### Pick an AP class that's right for you.
- Start with your interests — What do you enjoy? What do you want to learn more about?
 - Explore the AP courses offered at your school and see how they can get you started on a path to many college majors and careers at exploreap.org.
 - Ask your counselor or teacher how you can get ready for AP. This might include courses you need to take before an AP course.
 - Select the course that fits you best and enroll.

Be confident

You have what it takes to succeed in AP and you'll have help every step of the way. Speak to your counselor or teacher. They'll help you get the information you need to determine the best next steps for you.

Interested in learning more about AP courses? This conversation starter can talk with a counselor or teacher about what makes sense for you.

What AP course is right for me?

It starts with your interests. Most schools offer a selection of AP courses, so it's important to keep your mind open — there may be an AP course you hadn't thought of that can help you reach your goals.

1. **Think about what interests you:**
 - Which courses do you enjoy most in school? What subject?
 - What college majors are you considering? What careers excite you?

2. **Ask your counselor or teacher the following questions:**
 - What AP courses does our school offer?
 - Are there AP courses at our school that I'm likely to do well in?
 - Are there other courses that can help me succeed in AP or prepare for college and careers?

What steps do I need to take?

Your counselor and teachers can help you get the information you need. They'll help you get into the right course at the right time.

3. **Find out how AP works at your school.**
 - Are there any requirements for students to enroll in AP?
 - What is our school's enrollment deadline?
 - Does our school weight AP grades in our GPAs, and if so, how?
 - What is the cost of taking the AP Exam? Is there assistance with payment?
 - May I speak with a student who has taken an AP course?
 - What should I share with my parents/guardians?
 - What kind of workload should I expect from an AP course at our school?
 - Are there study groups or people who can offer help if I need it?
 - What can I do next to help me prepare for AP?

Share AP Resources

- **Scripts** for automated telephone outreach and school announcements
- **Student Brochure** describing the unique benefits of AP
- **Parents' Night Presentation (PPT)** to introduce parents to AP
- **AP Informational Event Planner** with ideas and tips for planning and promoting successful informational events for parents and students to support participation in AP courses
- **Digital Resources for AP Coordinators** to help build student and parental awareness for AP events and activities:
 - Email Template for Parents
 - Email Template for Parents – Spanish
 - Text for "Robocalls" in English and Spanish
 - Banner Ads for School Websites
- **AP YouTube Channel** with videos featuring AP students and teachers that can be used in presentations to students, parents, colleagues, and the community.

Motivating Students: Recruiting and Encouraging Students to Take AP Exams

Many schools offer incentives for taking the AP Exam, such as

- Waiving final course exam if the student takes the AP Exam
- Giving greater weight to AP grades when calculating GPA
- Paying the AP Exam fees

Whatever incentives you choose to implement, make sure they're clearly explained in an "AP participation" document each student and parent receives and signs.

Motivating Students: Recruiting and Encouraging Students to Take AP Courses

Grade Weighting as an Incentive

- 75% of schools offering AP give extra GPA weight for AP courses.
 - Most commonly, schools give .76–1.0 additional weight.

New AP Student Website

The screenshot shows the AP Student Website homepage. At the top left is the "AP Students" logo. To the right are links for "Sign in" and "Help", and a search bar labeled "Search AP". Below the logo is a navigation menu with links: "Explore AP", "AP Courses", "Taking the Exam", "AP Scores", and "Credit & Placement". The main content area features a large banner with the text "HAVE YOU SIGNED UP TO GET YOUR SCORES ONLINE?" and a "Sign up to get your scores" button. To the right of the banner is a "Sign In" form with fields for "User Name" and "Password", and a "Sign In" button. Below the banner are several promotional cards: "Upcoming Dates" (listing exam dates for May), "AP courses can help you get ahead in college" (with a "Discover how AP can help" button), "Are you ready to test your best?" (with a "Get practice questions" button), "Getting started in AP is easier than you think" (purple card), and "Learn about over 30 AP courses" (orange card).

- AP Student Home
- Explore AP
- AP Courses
- Taking the Exam
- AP Scores
- Credit & Placement

▶ apstudent.collegeboard.org

Next Steps

- With whom will you share the information learned?
- What are your goals for using the data?
- What resources do you need to accomplish the goal(s)?
- What strategies will you use to accomplish the goal(s)?



Questions

Contact Information

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State and District Partnerships

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