

ANNUAL INDIANA ADVANCED PLACEMENT PERFORMANCE REPORT 2017

Indiana Department of Education

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OVERVIEW OF AP IN INDIANA, 2017

Participation and Success

Advanced Placement (AP) is a research-backed method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting to qualified high school students. Students who demonstrate success in AP courses are predicted to outperform their peers who do not take or have not had success in these courses. The current research suggests passing/qualifying on an exam (scoring a 3, 4, or 5 on a scale of 1-5) is predictive of greater college success.¹ The Indiana Department of Education (IDOE) has committed to expanding **participation and success** on AP exams in order to have the highest percent of college-educated citizens in the United States.

The College Board collects individual student-level AP performance data throughout each student's secondary school experience. Using that data, the College Board publishes an annual "AP Report to the Nation" that provides individual state performance levels which may serve as comparative data. Associated with the research, the most important data presented is the number of graduates for the published year who passed an AP exam at some point during their high school career; the IDOE refers to this as the College Board Metric (CBM).

The formula for improving outcomes in Indiana on AP coursework must include an increase in both **participation and success** – more students, in all demographics, participating in AP coursework and the corresponding exam, and a greater percentage of those students passing the AP exam.

¹ *College Outcomes Comparisons by AP and Non-AP High School Experiences*. Hargrove, L., Godin, D., & Dodd, B. (2008) New York: The College Board

AP: Participation and Performance Overview

| | Indiana - All Schools | | | | Total Group - All Schools | | | |
|-----------------------|-----------------------|------------|------------------|-----------------|---------------------------|------------|------------------|-----------------|
| | # of Exam-Takers | % of Total | # of Exams Taken | # of Scores 3-5 | # of Exam-Takers | % of Total | # of Exams Taken | # of Scores 3-5 |
| Total | 50,154 | 100.0% | 84,425 | 44,253 | 2,741,426 | 100.0% | 4,957,931 | 2,877,789 |
| Change from last year | +2.8% | | +3.0% | +7.1% | +4.99% | | +5.37% | +5.45% |
| Female | 28,540 | 55.4% | 46,788 | 23,013 | 1,543,873 | 55.0% | 2,724,405 | 1,505,941 |
| Change from last year | +3.8% | | +4.0% | +8.4% | +5.1% | | +5.49% | +5.0% |
| Male | 21,614 | 44.6% | 37,637 | 21,240 | 1,197,553 | 45.0% | 2,233,526 | 1,371,848 |
| Change from last year | +1.5% | | +1.8% | +5.8% | +4.85% | | +5.24% | +5.95% |
| American Indian | 114 | 0.23% | 169 | 43 | 8,882 | 0.3% | 13,655 | 5,050 |
| Change from last year | -14.9% | | -17.2% | -22.4% | - | | - | - |
| Asian | 2,712 | 5.41% | 6,254 | 1,940 | 358,006 | 16.0% | 792,688 | 559,711 |
| Change from last year | 7.7% | | 9.5% | 9.9% | - | | - | - |
| Black | 2,632 | 5.25% | 3,942 | 719 | 197,300 | 6.3% | 310,508 | 92,499 |
| Change from last year | -2.0% | | -3.7% | 4.1% | - | | - | - |
| Hispanic or Latino | 4,342 | 8.66% | 6,935 | 1,832 | 625,315 | 21.4% | 1,062,625 | 452,275 |
| Change from last year | 10.2% | | 9.5% | 16.4% | - | | - | - |
| Pacific Islander | 26 | 0.05% | 41 | 10 | 4,883 | 0.2% | 8,006 | 3,298 |
| Change from last year | 4.0% | | -4.7% | -30.4% | - | | - | - |
| White | 37,604 | 74.98% | 62,550 | 20,536 | 1,381,717 | 50.0% | 2,480,419 | 1,595,245 |
| Change from last year | 1.5% | | 1.6% | 5.5% | - | | - | - |
| Two or More Races | 2,081 | 4.15% | 3,547 | 1,102 | 119,136 | 4.4% | 216,283 | 129,259 |
| Change from last year | 16.8% | | 18.5% | 29.0% | - | | - | - |
| Other | 20 | 0.04% | 32 | 9 | 722 | 0.0% | 1,153 | 594 |
| Change from last year | -47.4% | | -59.5% | -58.8 | - | | - | - |
| No Response | 623 | 1.24% | 955 | 265 | 45,465 | 1.5% | 72,594 | 39,858 |
| Change from last year | -1.3% | | -0.4% | 0.5% | - | | - | - |

AP: Exam Participation and Performance (Part 1 of 3)

AP : Exam Participation and Performance (Part 1 of 3)

| | | # of Exams | % of Total | # Score of 1 | # Score of 2 | # Score of 3 | # Score of 4 | # Score of 5 | % Score of 1 | % Score of 2 | % Score of 3 | % Score of 4 | % Score of 5 |
|-------------------------------------|------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Total # of Exams | 2016 | 81,953 | 100% | 18,796 | 21,845 | 19,498 | 13,302 | 8,512 | 23% | 27% | 24% | 16% | 10% |
| | 2017 | 84,425 | 100% | 16,951 | 23,221 | 21,133 | 14,522 | 8,598 | 20% | 28% | 25% | 17% | 10% |
| Art History | 2016 | 317 | 0% | 56 | 87 | 93 | 56 | 25 | 18% | 27% | 29% | 18% | 8% |
| | 2017 | 298 | 0% | 35 | 79 | 77 | 74 | 33 | 12% | 27% | 26% | 25% | 11% |
| Biology | 2016 | 4,930 | 6% | 710 | 1,576 | 1,628 | 793 | 223 | 14% | 32% | 33% | 16% | 5% |
| | 2017 | 4,956 | 6% | 446 | 1,543 | 1,833 | 896 | 238 | 9% | 31% | 37% | 18% | 5% |
| Calculus AB | 2016 | 7,477 | 9% | 3,038 | 821 | 1,227 | 1,110 | 1,281 | 41% | 11% | 16% | 15% | 17% |
| | 2017 | 7,369 | 9% | 1,787 | 1,899 | 1,497 | 1,120 | 1,066 | 24% | 26% | 20% | 15% | 14% |
| Calculus BC | 2016 | 1,536 | 2% | 191 | 106 | 263 | 216 | 760 | 12% | 7% | 17% | 14% | 49% |
| | 2017 | 1,709 | 2% | 142 | 241 | 352 | 296 | 678 | 8% | 14% | 21% | 17% | 40% |
| Chemistry | 2016 | 3,529 | 4% | 1,005 | 1,026 | 883 | 405 | 210 | 28% | 29% | 25% | 11% | 6% |
| | 2017 | 3,591 | 4% | 1,071 | 1,089 | 822 | 415 | 194 | 30% | 30% | 23% | 12% | 5% |
| Chinese Language and Culture | 2016 | 41 | 0% | 9 | 3 | 13 | 4 | 12 | 22% | 7% | 32% | 10% | 29% |
| | 2017 | 53 | 0% | 4 | 9 | 12 | 4 | 24 | 8% | 17% | 23% | 8% | 45% |
| Comparative Government and Politics | 2016 | 73 | 0% | 12 | 14 | 13 | 17 | 17 | 16% | 19% | 18% | 23% | 23% |
| | 2017 | 125 | 0% | 14 | 19 | 35 | 37 | 20 | 11% | 15% | 28% | 30% | 16% |
| Computer Science A | 2016 | 782 | 1% | 248 | 133 | 158 | 133 | 110 | 32% | 17% | 20% | 17% | 14% |
| | 2017 | 789 | 1% | 276 | 103 | 165 | 140 | 105 | 35% | 13% | 21% | 18% | 13% |
| Computer Science Principles | 2016 | | | | | | | | | | | | |
| | 2017 | 554 | 1% | 30 | 85 | 226 | 147 | 66 | 5% | 15% | 41% | 27% | 12% |
| English Language and Composition | 2016 | 10,587 | 13% | 1,645 | 3,891 | 2,652 | 1,540 | 859 | 16% | 37% | 25% | 15% | 8% |
| | 2017 | 11,381 | 13% | 1,546 | 3,969 | 3,126 | 1,886 | 854 | 14% | 35% | 27% | 17% | 8% |
| English Literature and Composition | 2016 | 8,807 | 11% | 987 | 3,655 | 2,544 | 1,211 | 410 | 11% | 42% | 29% | 14% | 5% |
| | 2017 | 8,727 | 10% | 1,058 | 3,588 | 2,547 | 1,135 | 399 | 12% | 41% | 29% | 13% | 5% |
| Environmental Science | 2016 | 3,389 | 4% | 1,119 | 920 | 539 | 652 | 159 | 33% | 27% | 16% | 19% | 5% |
| | 2017 | 3,632 | 4% | 1,044 | 994 | 593 | 761 | 240 | 29% | 27% | 16% | 21% | 7% |
| European History | 2016 | 1,516 | 2% | 192 | 512 | 436 | 225 | 151 | 13% | 34% | 29% | 15% | 10% |
| | 2017 | 1,366 | 2% | 117 | 418 | 367 | 293 | 171 | 9% | 31% | 27% | 21% | 13% |
| French Language and Culture | 2016 | 271 | 0% | 13 | 39 | 85 | 81 | 53 | 5% | 14% | 31% | 30% | 20% |
| | 2017 | 296 | 0% | 9 | 62 | 114 | 70 | 41 | 3% | 21% | 39% | 24% | 14% |

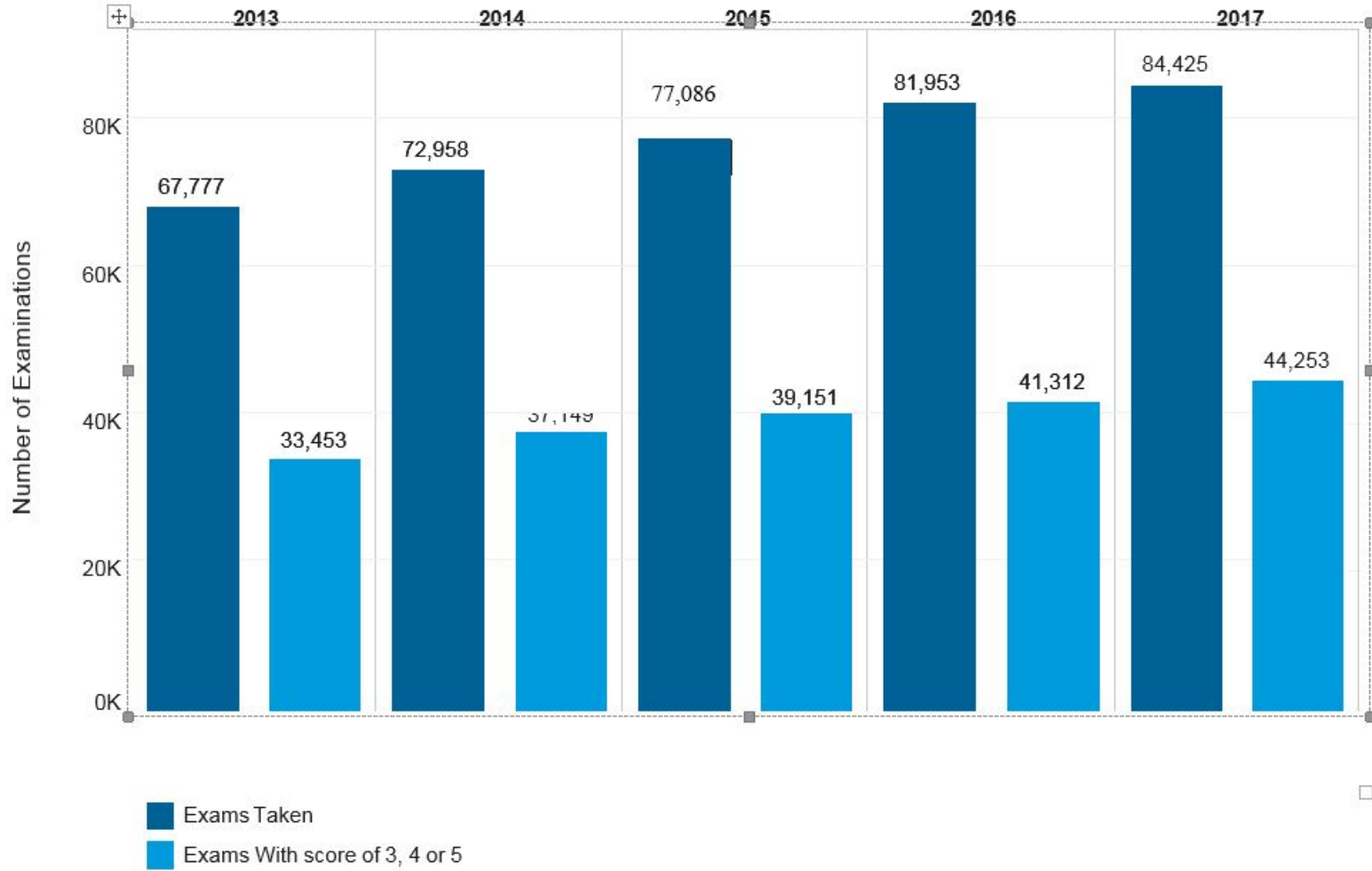
AP: Exam Participation and Performance (Part 2 of 3)

| | | # of Exams | % of Total | # Score of 1 | # Score of 2 | # Score of 3 | # Score of 4 | # Score of 5 | % Score of 1 | % Score of 2 | % Score of 3 | % Score of 4 | % Score of 5 |
|--------------------------------------|------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| German Language and Culture | 2016 | 128 | 0% | 14 | 17 | 35 | 39 | 23 | 11% | 13% | 27% | 30% | 18% |
| | 2017 | 122 | 0% | 26 | 24 | 24 | 31 | 17 | 21% | 20% | 20% | 25% | 14% |
| Human Geography | 2016 | 2,145 | 3% | 549 | 420 | 450 | 472 | 254 | 26% | 20% | 21% | 22% | 12% |
| | 2017 | 2,383 | 3% | 792 | 465 | 521 | 375 | 230 | 33% | 20% | 22% | 16% | 10% |
| Italian Language and Culture | 2016 | 3 | 0% | 0 | 0 | 0 | 0 | 3 | 0% | 0% | 0% | 0% | 100% |
| | 2017 | 3 | 0% | 0 | 0 | 0 | 0 | 3 | 0% | 0% | 0% | 0% | 100% |
| Japanese Language and Culture | 2016 | 18 | 0% | 7 | 0 | 5 | 1 | 5 | 39% | 0% | 28% | 6% | 28% |
| | 2017 | 21 | 0% | 5 | 1 | 8 | 3 | 4 | 24% | 5% | 38% | 14% | 19% |
| Latin | 2016 | 79 | 0% | 2 | 23 | 35 | 16 | 3 | 3% | 29% | 44% | 20% | 4% |
| | 2017 | 81 | 0% | 5 | 26 | 29 | 16 | 5 | 6% | 32% | 36% | 20% | 6% |
| Macroeconomics | 2016 | 1,496 | 2% | 428 | 292 | 232 | 317 | 227 | 29% | 20% | 16% | 21% | 15% |
| | 2017 | 1,592 | 2% | 435 | 261 | 274 | 371 | 251 | 27% | 16% | 17% | 23% | 16% |
| Microeconomics | 2016 | 1,839 | 2% | 546 | 306 | 412 | 384 | 191 | 30% | 17% | 22% | 21% | 10% |
| | 2017 | 1,819 | 2% | 461 | 252 | 342 | 474 | 290 | 25% | 14% | 19% | 26% | 16% |
| Music Theory | 2016 | 415 | 1% | 60 | 130 | 110 | 59 | 56 | 14% | 31% | 27% | 14% | 13% |
| | 2017 | 384 | 0% | 60 | 104 | 87 | 53 | 80 | 16% | 27% | 23% | 14% | 21% |
| Physics 1 | 2016 | 3,274 | 4% | 1,204 | 969 | 632 | 356 | 113 | 37% | 30% | 19% | 11% | 3% |
| | 2017 | 2,943 | 3% | 896 | 980 | 531 | 422 | 114 | 30% | 33% | 18% | 14% | 4% |
| Physics 2 | 2016 | 508 | 1% | 66 | 202 | 154 | 51 | 35 | 13% | 40% | 30% | 10% | 7% |
| | 2017 | 436 | 1% | 65 | 165 | 129 | 49 | 28 | 15% | 38% | 30% | 11% | 6% |
| Physics C: Electricity and Magnetism | 2016 | 370 | 0% | 61 | 99 | 55 | 77 | 78 | 16% | 27% | 15% | 21% | 21% |
| | 2017 | 379 | 0% | 49 | 86 | 68 | 102 | 74 | 13% | 23% | 18% | 27% | 20% |
| Physics C: Mechanics | 2016 | 849 | 1% | 105 | 136 | 159 | 223 | 226 | 12% | 16% | 19% | 26% | 27% |
| | 2017 | 981 | 1% | 119 | 158 | 211 | 249 | 244 | 12% | 16% | 22% | 25% | 25% |
| Psychology | 2016 | 4,833 | 6% | 1,168 | 820 | 979 | 1,121 | 745 | 24% | 17% | 20% | 23% | 15% |
| | 2017 | 5,199 | 6% | 1,218 | 858 | 1,114 | 1,244 | 765 | 23% | 17% | 21% | 24% | 15% |
| Research | 2016 | 229 | 0% | 0 | 57 | 92 | 53 | 27 | 0% | 25% | 40% | 23% | 12% |
| | 2017 | 212 | 0% | 0 | 27 | 69 | 54 | 62 | 0% | 13% | 33% | 25% | 29% |

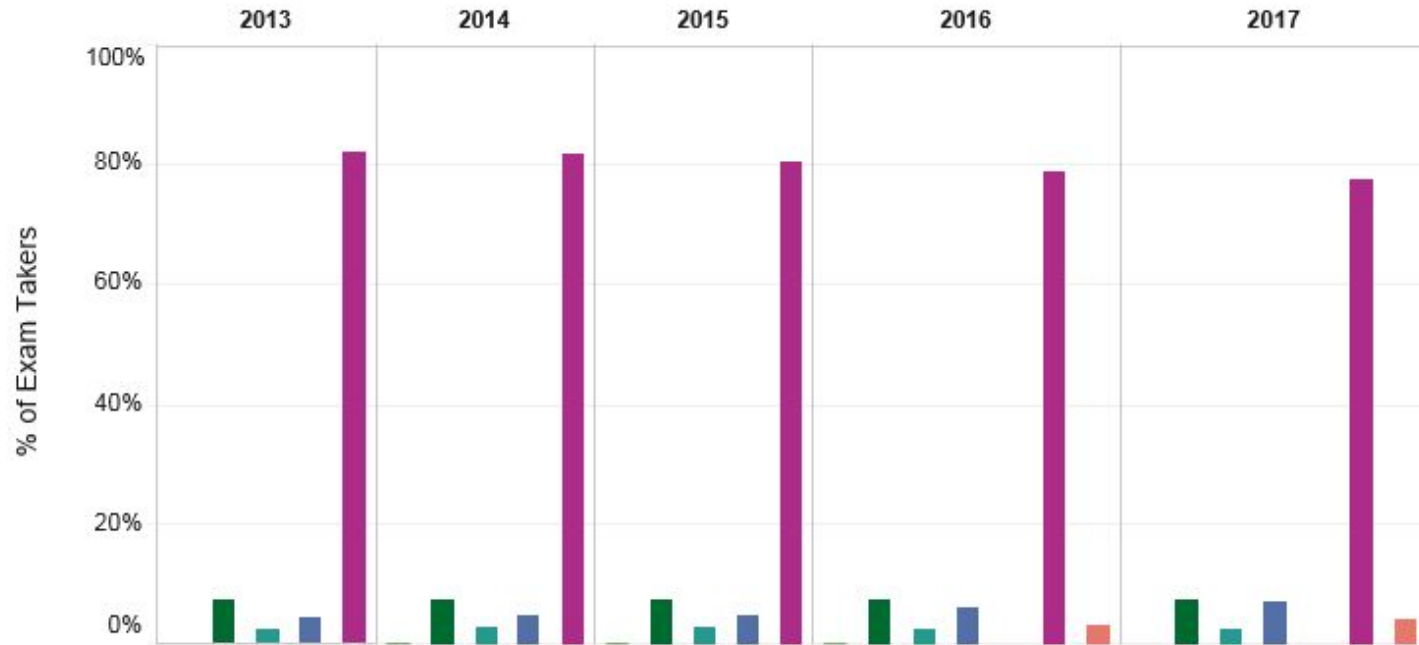
AP: Exam Participation and Performance (Part 3 of 3)

| | | # of Exams | % of Total | # Score of 1 | # Score of 2 | # Score of 3 | # Score of 4 | # Score of 5 | % Score of 1 | % Score of 2 | % Score of 3 | % Score of 4 | % Score of 5 |
|---------------------------------------|------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Seminar | 2016 | 373 | 0% | 3 | 35 | 182 | 83 | 70 | 1% | 9% | 49% | 22% | 19% |
| | 2017 | 531 | 1% | 2 | 15 | 314 | 126 | 74 | 0% | 3% | 59% | 24% | 14% |
| Spanish Language and Culture | 2016 | 1,120 | 1% | 49 | 202 | 338 | 322 | 209 | 4% | 18% | 30% | 29% | 19% |
| | 2017 | 1,186 | 1% | 56 | 197 | 403 | 335 | 195 | 5% | 17% | 34% | 28% | 16% |
| Spanish Literature and Culture | 2016 | 65 | 0% | 8 | 18 | 23 | 12 | 4 | 12% | 28% | 35% | 18% | 6% |
| | 2017 | 83 | 0% | 2 | 19 | 38 | 20 | 4 | 2% | 23% | 46% | 24% | 5% |
| Statistics | 2016 | 3,657 | 4% | 942 | 591 | 838 | 778 | 508 | 26% | 16% | 23% | 21% | 14% |
| | 2017 | 3,666 | 4% | 1,007 | 738 | 892 | 548 | 481 | 27% | 20% | 24% | 15% | 13% |
| Studio Art: 2-D Design Portfolio | 2016 | 466 | 1% | 7 | 110 | 151 | 128 | 70 | 2% | 24% | 32% | 27% | 15% |
| | 2017 | 521 | 1% | 8 | 54 | 180 | 164 | 115 | 2% | 10% | 35% | 31% | 22% |
| Studio Art: 3-D Design Portfolio | 2016 | 129 | 0% | 2 | 29 | 45 | 39 | 14 | 2% | 22% | 35% | 30% | 11% |
| | 2017 | 136 | 0% | 4 | 27 | 49 | 38 | 18 | 3% | 20% | 36% | 28% | 13% |
| Studio Art: Drawing Portfolio | 2016 | 267 | 0% | 4 | 50 | 89 | 69 | 55 | 1% | 19% | 33% | 26% | 21% |
| | 2017 | 240 | 0% | 0 | 26 | 73 | 75 | 66 | 0% | 11% | 30% | 31% | 28% |
| United States Government and Politics | 2016 | 3,708 | 5% | 1,028 | 937 | 894 | 463 | 386 | 28% | 25% | 24% | 12% | 10% |
| | 2017 | 3,933 | 5% | 1,044 | 969 | 1,001 | 507 | 412 | 27% | 25% | 25% | 13% | 10% |
| United States History | 2016 | 8,547 | 10% | 2,530 | 2,276 | 1,816 | 1,217 | 708 | 30% | 27% | 21% | 14% | 8% |
| | 2017 | 8,249 | 10% | 2,461 | 2,177 | 1,785 | 1,196 | 630 | 30% | 26% | 22% | 14% | 8% |
| World History | 2016 | 4,180 | 5% | 788 | 1,343 | 1,238 | 579 | 232 | 19% | 32% | 30% | 14% | 6% |
| | 2017 | 4,479 | 5% | 657 | 1,494 | 1,225 | 796 | 307 | 15% | 33% | 27% | 18% | 7% |

AP: Number of Exams and Number of Exams with Scores of 3, 4 or 5



AP Performance by Race/Ethnicity - Students with Scores of 3, 4 or 5



| | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------|--------|--------|--------|--------|--------|
| American Indian | 64 | 72 | 60 | 49 | 43 |
| Asian | 1,511 | 1,634 | 1,756 | 1,810 | 1,940 |
| Black | 554 | 629 | 698 | 669 | 719 |
| Hispanic or Latino | 885 | 1,069 | 1,136 | 1,579 | 1,832 |
| Pacific Islander | | | | 14 | 10 |
| White | 17,166 | 18,535 | 19,164 | 19,555 | 20,536 |
| Two or more races | | | | 841 | 1,102 |
| Other | 568 | 588 | 592 | 15 | 9 |
| No Response | 107 | 98 | 387 | 258 | 265 |
| Overall | 20,855 | 22,625 | 23,793 | 24,790 | 26,456 |

DATA EVIDENCE AND IMPLICATIONS:

The Data Shows:

- Total number of exams taken has increased 3%, while scores of a 3,4, or 5 has increased 7.1%.
- Exams taken have increased and exams scores of 3, 4, or 5 have increased every year over the past 6 years
- From 2016 to 2017, there was a 3.8% increase in the number of female students taking an exam and a 1.5% increase in male students.
- Popular subjects (more than 3000 tests) with the highest percentage of qualifying tests:
 - (1) Psychology (60%)
 - (2) English Language & Composition (52%)
 - (3) Biology (60%)
 - (4) Statistics (52%)
 - (5) World History (52%)

Policy Implications:

Indiana is improving the number of students participating in AP exams and is also striving to keep pace with the qualification rate. If Indiana wishes to become one of the top performing AP states in the nation, measured by the number of graduates qualifying on an exam at some point during their high school career, then Indiana must:

1. Provide ongoing training for current AP math, English, science and social studies teachers.
2. Recruit and train more quality AP math, English, science and social studies teachers.
3. Provide more rigorous math, English, science and social studies classes to students before they enter AP courses; and align curriculum for optimal AP course preparation.
4. Encourage schools to align early high ability programs to AP course prerequisites.

ADVANCED PLACEMENT FUNDING AND TEACHER TRAINING

CURRENT STATE FUNDING

ADVANCED PLACEMENT PROGRAM FUNDING

For Fiscal Years 2017-2018 and 2018-2019, the state appropriation will be \$5,200,000 per year. This appropriation is to provide funding for students of accredited public and nonpublic schools to take the College Board Advanced Placement math, English, and science exams and to supplement any federal funds awarded for non-math-and-science and English Advanced Placement exams taken by students qualified for the Free or Reduced Price Lunch program. Any remaining funds available after exams have been paid shall be prioritized for use by teachers of math and science AP courses to attend PD training for those courses.

PSAT PROGRAM FUNDING

For Fiscal Year 2017-2018 the state appropriation is \$1,900,000 and for Fiscal Year 2018-2019, the state appropriation will increase to \$2,200,000. The appropriation is to provide funding for students of accredited public and nonpublic schools in grade 10 and 11 to take the PSAT exam.

FEDERAL FUNDING

THE USDOE ended the grant to support eligible low-income students who (1) are enrolled in an advanced placement course and (2) plan to take an advanced placement test in 2016. There was no federal funding for 2017 exams.

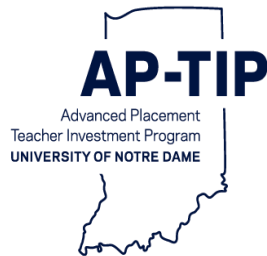
TEACHER TRAINING

In 2017, in addition to the professional development provided to AP TIP-IN educators:

AP One-Day Workshops – Butler University

- 609 teachers attended
- Workshop offered for 24 AP courses

AP Mentoring is a teacher-to-teacher support program for teachers of all experience levels offered by the College Board. The College Board's AP Mentoring is the only program of its kind in the nation that specifically recruits, selects and trains mentor teachers who are active AP teachers in their AP subject area to mentor other AP teachers. AP Mentoring is available for teachers of AP English Literature and Composition, AP Computer Science and Principles, and AP U.S. History. Mentee teachers meet monthly over a twelve month period to discuss instructional needs in their AP classrooms. Mentee teachers with 0 to 2 years of AP teaching experience are grouped together in order to provide focused support as they build knowledge of the AP Program; likewise, more experienced teachers will be grouped together to share strategies and best practices. Mentees also have exclusive access to sample exemplary lesson plans and instructional activities specifically designed for use in the AP classroom. In addition, mentees receive exclusive access to classroom resources developed by their mentor teachers to support them throughout their mentoring experience. Funding allows for 56 teachers to participate in the AP Mentoring program.



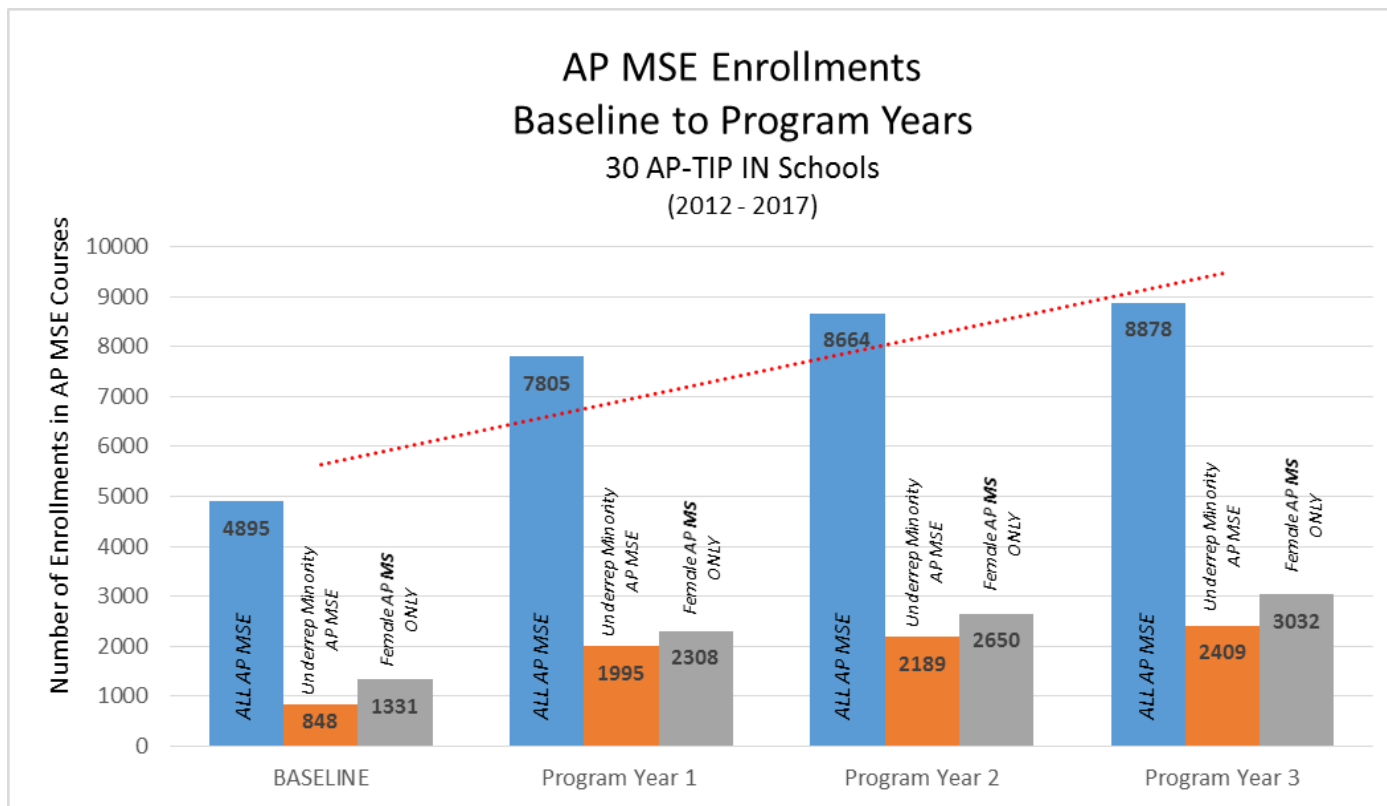
AP-TIP IN Program Update

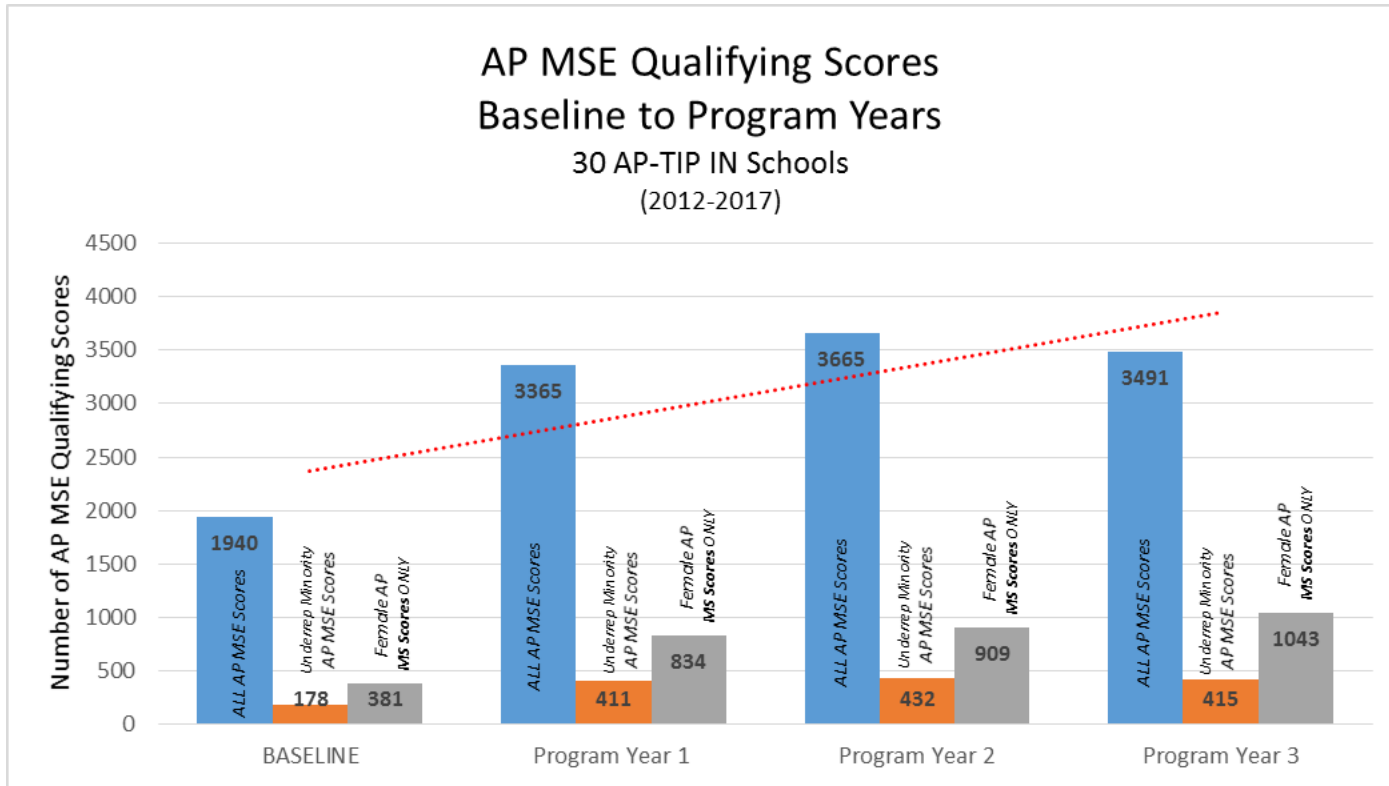
Karen M. Morris
AP-TIP IN Program Director
October 24, 2017

Starting in 2012, the AP-TIP IN program validated the strategies of the National Math and Science Initiative (NMSI) with funding from the U.S. DOE Investing in Innovation (i3) fund grant. The goals of the AP-TIP IN Program are to:

- Increase the number of students taking AP math, science, and English (MSE) courses (ACCESS); and
- Increase the number of AP MSE Qualifying Scores (scores of 3, 4, or 5) at program schools (SUCCESS) compared to baseline year.

From 2012 – 2017, 30 Indiana public high schools participated in the program. The graphs below show the impact of AP-TIP IN on these schools as each participated over three program years.





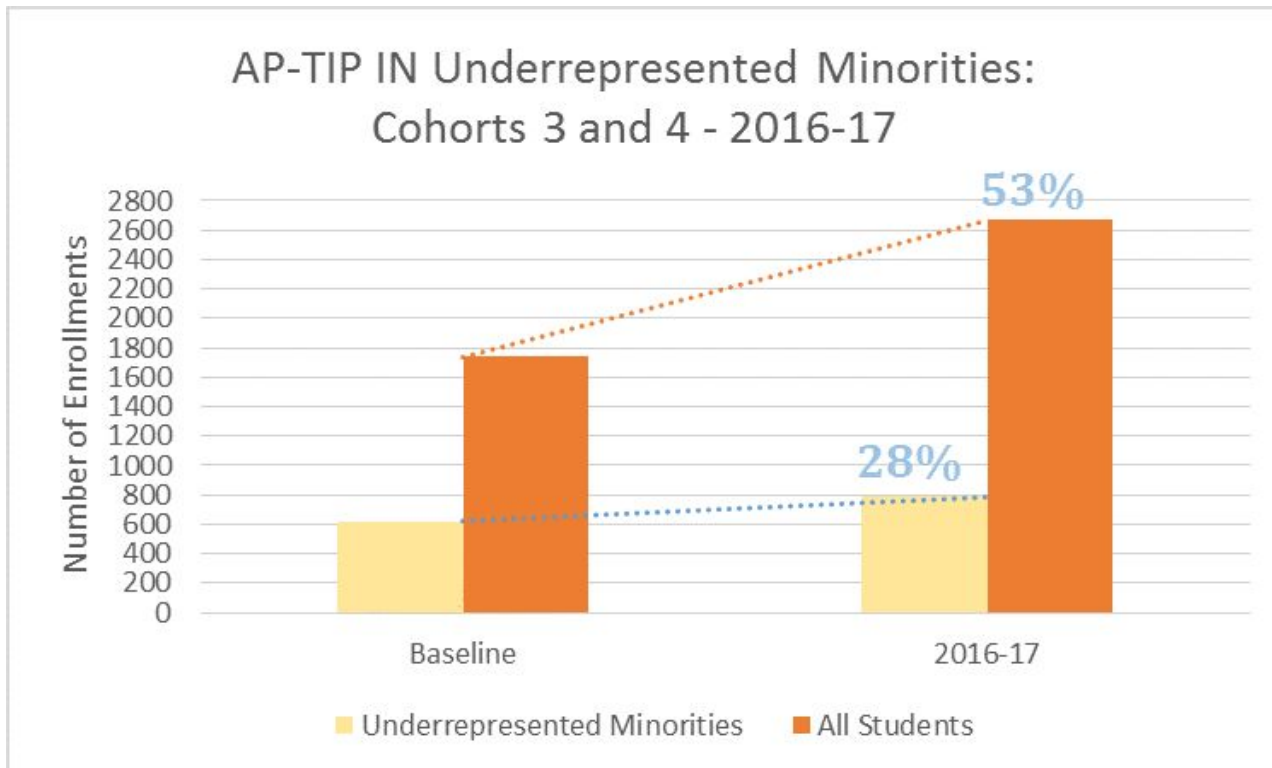
For the 2016-17 school year, AP-TIP IN added nine Cohort 4 schools to join its final NMSI cohort.

| Cohort 3 Schools | | Cohort 4 Schools | |
|------------------|-------------|------------------|--------------|
| Arsenal Tech | Edgewood | Argos | Mooreville |
| Broad Ripple | Lebanon | Clinton Prairie | Northwestern |
| G.R. Clark | Morton | Griffith | Twin Lakes |
| Crispus Attucks | New Prairie | Lowell | Washington |
| Eastern Greene | Whitko | Merrillville | |

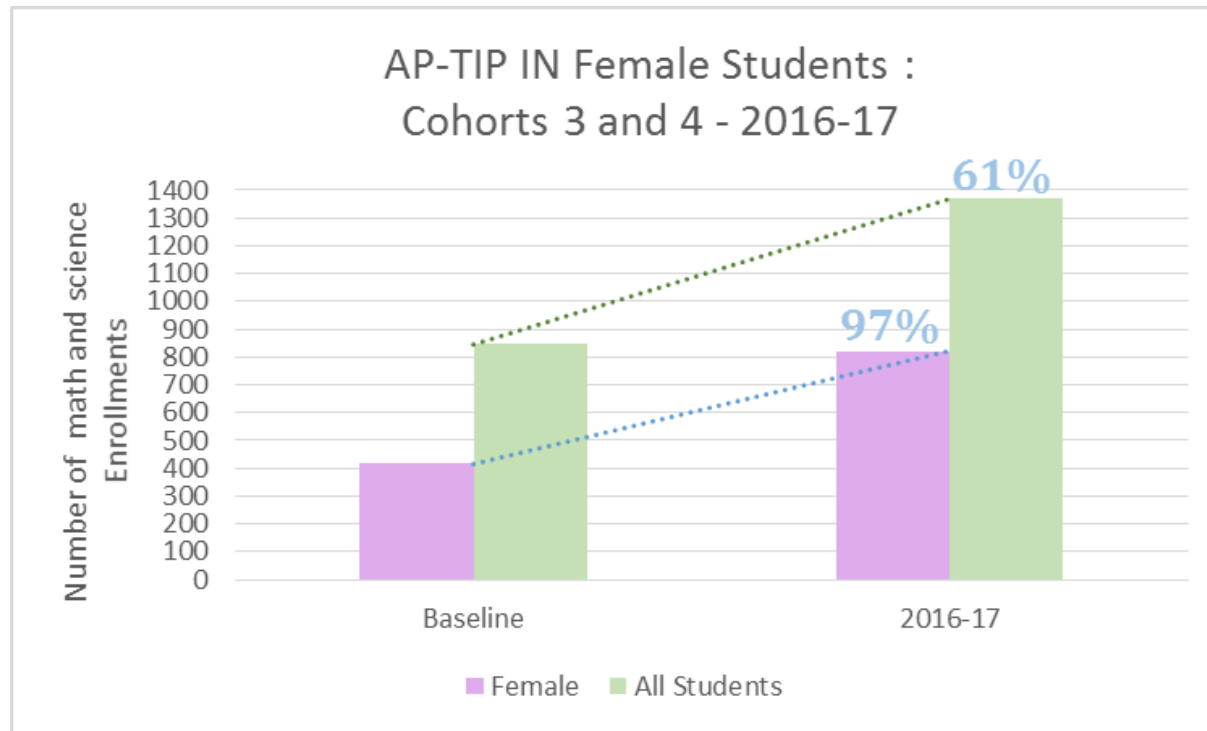
While funding was made available for teacher professional development and support from the Indiana Commission for Higher Education grants (Improving Teacher Quality Program and the STEM Teacher Recruitment Fund), teacher and student incentives were not available at the onset of this school year. As a result the aggressive enrollment increases in AP MSE courses previously experienced with AP-TIP IN schools was not as prominent with the Cohort 3 and 4 schools. Despite this, Cohort 3 and 4 schools were still able to increase enrollments by 53% compared to the baseline enrollments prior to AP-TIP IN participation.

Additionally, compared to their baselines, success in AP MSE courses was positive. While not as staggering compared to previous years, the 19 AP-TIP IN Cohort 3 and 4 schools were able to increase their AP MSE qualifying scores from a baseline of 496 to 796, an increase of 61%.

AP-TIP IN also tracks participation and success for historically underrepresented minority students in STEM. African American and Hispanic students are recruited to participate in AP Math, Science, and English (MSE) courses and females in AP math and science courses. The following graphs show how AP-TIP IN impacted those demographics in terms of AP enrollment in Cohort 3 and 4 schools during the 2016 – 17 school year.



African American and Hispanic student success also increased from a baseline of 54 AP MSE qualifying scores to 120 AP MSE qualifying scores earned this 2016 – 17 school year.



As an underrepresented group in STEM, female student participation in AP-TIP IN math and science courses is carefully tracked. The enrollment growth experienced by female students at Cohort 3 and 4 schools this 2016-17 school year was outpaced by the success with an increase in the number of qualifying scores from a baseline of 51 to 189.

To date, AP-TIP IN has worked with more than 320 AP MSE teachers and more than 19,000 students at 39 Indiana public high schools. These students have taken nearly 28,800 AP math, science, and English courses and earned more than 11,380 qualifying scores with a nearly a 40% success rate. This translates to approximately \$8,600,000* in college tuition saved for Hoosier families and by the state as students who earn qualifying scores are more likely to have a lower remediation rate and graduate on-time (*based on the average tuition cost for one-year of college at an Indiana public institute of higher education if a student enrolls in 30 credits; maintaining on-time graduation).

For the 2017-18 school year, AP-TIP IN was able to recruit eight Indiana high schools to participate in Cohort 5. Due to uncertainty in funding, one Cohort 4 school dropped out of the program. A successful grant application to ICHE’s Improving Teacher Quality Program is funding teacher professional development only for these schools for the 2017-18 school year. This funding does not support all aspects of the AP-TIP IN program, including Content Director mentoring and teacher and student incentives. These are important components of the AP-TIP IN Program. Expansion to new schools will require an investment in the AP-TIP IN program.

RECENT TRENDS FOR AP

Expansion of the AP Capstone program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

Indiana Schools offering AP Capstone

1. Carmel High School – Carmel, IN
2. Crawfordsville High School – Crawfordsville, IN
3. Crown Point High School – Crown Point, IN
4. Fishers High School – Fishers, IN
5. Hamilton Southeastern High School – Fishers, IN
6. Indiana Academy for Science, Math, and Humanities – Muncie, IN
7. Lawrence Central High School – Indianapolis, IN
8. Lawrence North High School – Indianapolis, IN
9. Lowell Senior High School – Lowell, IN
10. Madison Consolidated High School – Madison, IN
11. Perry Meridian High School – Indianapolis, IN
12. Signature School – Evansville, IN
13. Westfield High School – Westfield, IN