ANNUAL INDIANA ADVANCED PLACEMENT PERFORMANCE REPORT 2014

Indiana Department of Education

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OVERVIEW OF AP IN INDIANA, 2014

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 that passed an AP exam at some point during their high school career; the IDOE refers to this as the College Board Metric (CBM). According to the report for 2014, Indiana ranks 25th in the nation in terms of AP performance; 18% of 2014 Hoosier graduates passed an AP exam during high school (using CBM). As is described below, Indiana is no longer surpassing the national average for the percentage of graduates taking an AP exam. Nonetheless, Indiana ranked 14th among all states when comparing the percentages of graduates who scored a 3 or higher, based upon the 10-year point changes: in 2004, only 8% of Indiana graduates achieved this status; by 2014, 18% have done so. This growth in performance significantly outpaced the national average.

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.

The IDOE goal in 2014 was to have 25% of Hoosier graduates earn college credit through AP, IB or dual credit at some point in their high school career; achieving this metric would place Indiana among the top performing states in the nation. The AP Annual Performance Report includes an action plan to reach this goal.

The following report contains information and/or analysis on each of the following items:

(1) An October, 2014 press release on the National Math and Science Initiative's (NMSI) AP Teacher Training and Incentive Program (AP-TIP IN) Federal "i3 Grant" in Indiana that started in 2012.
(2) 2014 Indiana AP growth compared to the 2014 national average AP growth.
(3) 2014 Indiana AP growth compared to the 2013 Indiana AP results.
(4) Current trends in Indiana's AP course participation and passage rates.
(5) 2014 State and Federal funding for Advanced Placement and PSAT programs.
(6) AP Teacher and Educator Training.
(7) The IDOE AP Action Plan.

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

The major findings in the report:

In 2014:

- **18%** of all Indiana public school graduates passed an AP exam during high school (up from 16.2% in 2013)
  - Ninth consecutive year that Indiana's rate has improved
  - 36.7% of Indiana graduates took an AP exam (up from 35% in 2013)
- Since 2009 the number of public schools with 25% or more of their graduates passing an AP exam has steadily increased
- Unfortunately, only very light gains in participation and success were exhibited by low-income graduates, with 17.2% of low-income graduates leaving high school having taken an AP exam (up from 16% in 2013); and 12.6% of low-income graduates scoring 3 or higher on an AP exam during high school (up from 12.2% in 2013).
- Indiana administered 72,958 exams to 44,390 students in 414 high schools.
- **50.9%** of all exams taken by Indiana students earned a qualifying score of 3 or higher - the first year Indiana has had more passing scores than not.
- The participation gap for African-American and Hispanic students is narrowing.

20 Indiana school districts earned a place on the **AP Honor Roll** in recognition of simultaneously increasing access to AP course work while increasing the percentage of students earning scores of 3 or higher on exams (7 have achieved this honor over multiple years*):

- Clark-Pleasant Community School Corporation*
- Clay Community Schools
- Crawford County Community School Corporation
- Diocese Fort Wayne-South Bend Education Office*
- Evansville-Vanderburgh School
- Fairfield Community Schools*
- Franklin Township Community School Corporation
- Greater Jasper Consolidated Schools
- Metropolitan School District of Perry Township
- MSD Boone Township
- MSD Martinsville Schools*
- MSD Steuben County
- MSD Wabash County Schools
- Northwest Allen County Schools
- Paoli Community School Corporation
- Rossville Consolidated School District
- School Town of Munster*
- Shenandoah School Corporation*
- South Newton School Corporation
- Western Boone County Community School District*

FOR IMMEDIATE RELEASE

October 28, 2014

2,000 INDIANA HIGH SCHOOL STUDENTS MAKE STRIDES FOR COLLEGE & CAREER IN "ADVANCED PLACEMENT" SUCCESSES

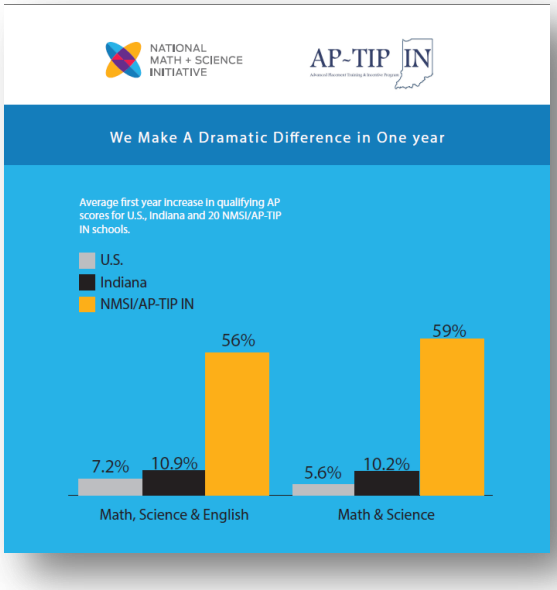
Higher level of achievement in AP math, science, and English courses will be saluted; "AP-TIP IN" program grows as Notre Dame supports teachers and students statewide*

SOUTH BEND, IN – October 28, 2014 – AP-TIP IN™ is elated to report major accomplishments from the second year of the program designed to considerably increase the number of high school students earning college credit from their success in Advanced Placement® math, science, and English courses.

Students and teachers in the following 20 public high schools leaped ahead together for college- and career-readiness during the 2013-2014 school year, with the Advanced Placement Training and Incentive Program for Indiana (AP-TIP IN):

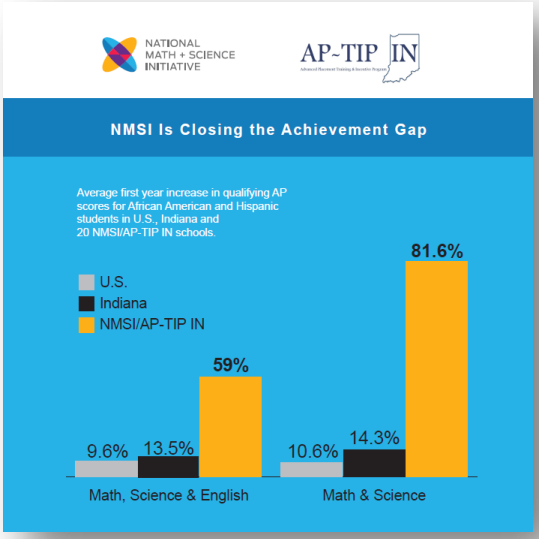
- *Ben Davis High School*
- *Crawford County High School*
- *Concord High School*
- *Elkhart Central High School*
- *Elkhart Memorial High School*
- *Gavit High School*
- *Hammond High School*
- *Jeffersonville High School*
- *Kokomo High School*
- *Lake Central High School*
- *Lawrence Central High School*
- *Lawrence North High School*
- *Mississinewa High School*
- *Perry Meridian High School*
- *Pike High School*
- *Richmond High School*
- *Southport High School*
- *Speedway High School*
- *Westfield High School*
- *Whiteland High School*

Participants demonstrated for a second year that the innovative model pioneered by the National Math and Science Initiative (NMSI) dramatically increases preparation and performance in the AP math, science, and English (MSE) tests. In the 2013-14 school year, nearly **2,000** students in these schools achieved a score of 3, 4, or 5 on nearly **3,000** AP MSE tests, thereby becoming eligible for college credit for those college courses. (Many students took more than one AP test.)



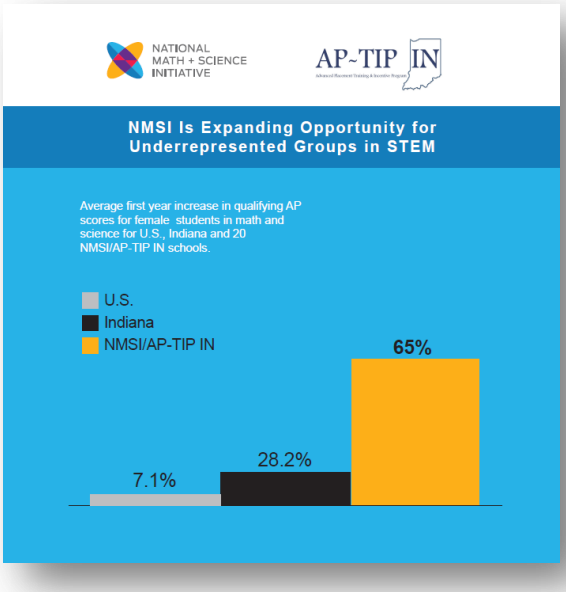
In fact, in their first year of participating in AP-TIP IN, participating schools' AP MSE scores **increased by an average of 56%**! This increase reflects the

success of the AP-TIP IN and NMSI model of preparing both students and teachers for mastery of advanced subject matter, and increased access to and enrollment in, designated AP courses.

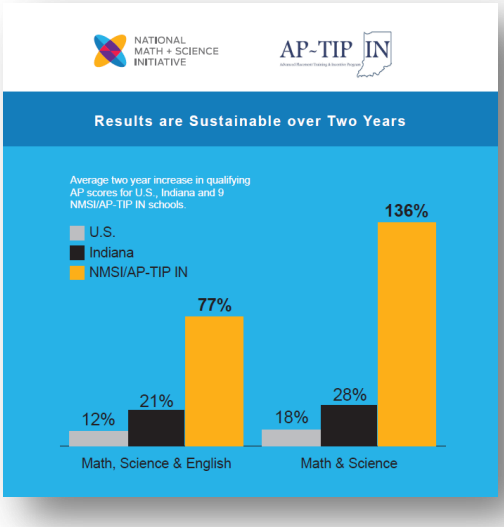


This increase in the first year is more pronounced with minorities and women students. On average, in their first year of participation, schools experienced an increase of **59%** in their African American and Hispanic student populations achieving college-level scores for math, science, and English AP exams. Counting only math and science, which are highlighted as STEM (science, technology, engineering, and math) disciplines prized by leading employers, this same group jumped nearly **82%** in the number scoring 3, 4, or 5.

Female students made similar gains, with an increase in math and science qualifying scores of **65%.** Such strides among these key underrepresented groups prove that students, when provided the opportunity and support, can close the achievement gap as they become STEM-literate and geared for college success.



The NMSI model, which has spread among several states in recent years, combines training and incentives for students and educators who want to take their high school expectations to the next level. Through the AP-TIP IN program, which is administered for Indiana by the University of Notre Dame's Institute for Educational Initiatives, participating public schools cooperate in year-round initiatives. These include extensive training of teachers, identification and cultivation of lead teachers, additional time-on-task for students through tutoring and exam preparation, and financial incentives for students and teachers when testing yields the qualifying scores.



After two years in the program, the nine "cohort 1" schools increased AP MSE *enrollments* by an average of **47%**, and the number of qualifying scores they achieved in the spring 2014 testing jumped **77%.** This is even more dramatic when observing the

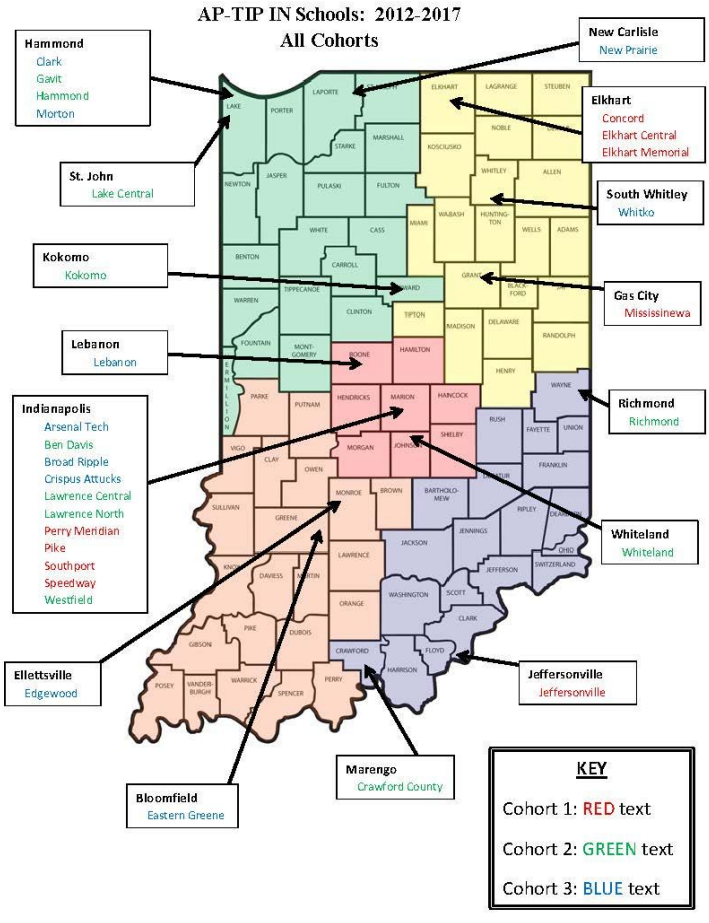
increases in math and science scores alone: **136%** for cohort 1 participants.

Increasing enrollments and access to AP math, science, and English courses is a goal of this grant; and the impact of the AP-TIP IN program opens doors to college success among underrepresented groups.

Progress continues toward the school-specific goals that cohort 1 and 2 participants set for themselves. By the end of the program's third year, 2014-2015, the nine cohort 1 schools committed to attain more than 1,600 AP math, science and English qualifying scores. Their students earned 1,200 of these scores in 2013-14 alone. The 11 schools of cohort 2 saw nearly 1,800 qualifying scores earned toward their three-year goal of 2,700 successful scores for students.

Starting in July 2014, a third cohort of 10 additional Indiana public high schools joined AP-TIP IN, thereby increasing the number of AP MSE enrollments from nearly **6,500** for the 2013-14 school year to approximately **9,600** MSE enrollments for the 2014-15 school year. The new participants, already working with Notre Dame's AP-TIP IN content directors under the NMSI model, are:

- Arsenal Tech High School
- Broad Ripple High School
- Clark High School
- Crispus Attucks Medical Magnet HS
- Eastern Greene High School
- Edgewood High School
- Lebanon Central High School
- Morton North High School
- New Prairie High School
- Whitko High School



The location of all cohort schools shown on this state map demonstrates the geographical and demographical diversity of this program.

Program Overview

AP-TIP IN™ is a statewide math-science initiative dedicated to helping Indiana's students reach new heights in rigorous academic achievement. Begun in 2012, this is a five-year partnership between Advanced Placement – Training and Incentive Program (AP-TIP IN) and the National Math and Science Initiative (NMSI). Under conditions of matching over the five years, NMSI has committed $7 million to AP-TIP IN.

NMSI Elements of Success

The NMSI Model, comprised of interrelated elements essential for success, is premised on proven success using a philosophy of inclusiveness and high expectations for each student to successfully prepare for and participate in academically rigorous coursework, i.e., the Advanced Placement (AP) Program

Success is measured by growth of students' participation in AP courses both in terms of enrollments (Pre-AP and AP) and of Qualifying Scores in eligible MSE courses

The eligible math, science and English (MSE) AP courses include: Calculus (AB, BC), Computer Science (A), Statistics, Biology, Chemistry, Environmental Science, Physics (B,C: Electricity and Magnetism, C: Mechanics), English Language and English Literature.

The components of the NMSI Model that AP-TIP IN is replicating are designed to be implemented in a coordinated complementary manner. Described briefly below are these interrelated components.

For Students:

AP Courses in MSE	►Rigorous AP college-level courses in math, science and English.
Open Enrollments:	►A culture of inclusiveness and preparation for more students to enroll in AP classes.
Student Time-on-Task:	►Tutoring, exam prep sessions, and other support made readily available to students.
Exam Fees:	►Supplements to help cover AP exam fees not provided from other sources.
Incentives:	►Students receive $100 per Qualifying Score (3, 4, or 5) on AP exams in eligible MSE courses.
Counseling/Recruiting:	►Supportive information to help in student/family decisions to prepare for and enroll in AP.

For Teachers/Administrators/Schools:

Lead Teachers/Mentors:	►Master AP teachers help guide vertical teams in their relevant subject matter on a path to academic achievement for AP students, conduct exam prep session for students, and more.
Teacher Training:	►For AP & Pre-AP teachers, 4-day summer institutes & other training during the academic year.
Vertical Teaming:	►Collaborations among high school and middle school teachers to coordinate preparation of students for success in AP classes.
Stipend & Incentives:	►AP teachers receive a $500 stipend to support additional responsibilities in extra training and teaching AP and $100 per qualifying score achieved by students in their eligible AP classes.
Threshold Bonuses:	►Achieving pre-set targets for Qualifying Scores (by class and by school) triggers bonuses for AP teachers and the designated school administrator.
Equipment & Supplies:	►Schools can receive up to $10,000 for equipment in eligible AP classes.

AP-TIP IN
Advanced Placement Training & Incentive Program

AP-TIP IN is part of the University of Notre Dame Institute for Educational Initiatives and is affiliated with the National Math and Science Initiative

NATIONAL MATH + SCIENCE INITIATIVE

AP-TIP IN, currently funded as a five-year program, is soliciting new schools for future cohorts. Extensions and expansions of these strategies for student success will require new funding, including the support of companies who know their growth in Indiana depends on well-prepared employees. Additional information can be found at Notre Dame's AP-TIP IN website: http://iei.nd.edu/aptipin

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National Math and Science Initiative (NMSI) is an innovative non-profit organization created to scale programs proven to positively impact math and science education in the U.S. Launched in March 2007, NMSI was developed in response to the call for action by the National Academies' 2005 blue ribbon panel report, *Rising Above the Gathering Storm.* According to the panel of 20 experts, improving American students' performance in math and science coursework is the most effective way to increase the United States' global competitiveness. Exxon Mobil Corporation announced its support for the initiative with a commitment of $125 million. The Bill and Melinda Gates Foundation and the Michael & Susan Dell Foundation have also joined as funders. For more information about NMSI, please visit www.nms.org.

*College Board's Advanced Placement Program** enables students to pursue college-level studies while still in high school. Thirty-seven courses in 22 subject areas are offered. Based on their performance on rigorous AP exams, sections of which are scored by college faculty and experienced AP teachers, students can earn credit, advanced placement or both for college. More than 3600 colleges and universities around the world recognize AP for credit, placement and/or admissions decisions, including more than 90 percent of four- year colleges and universities in the United States. For more information, please visit www.collegeboard.com.

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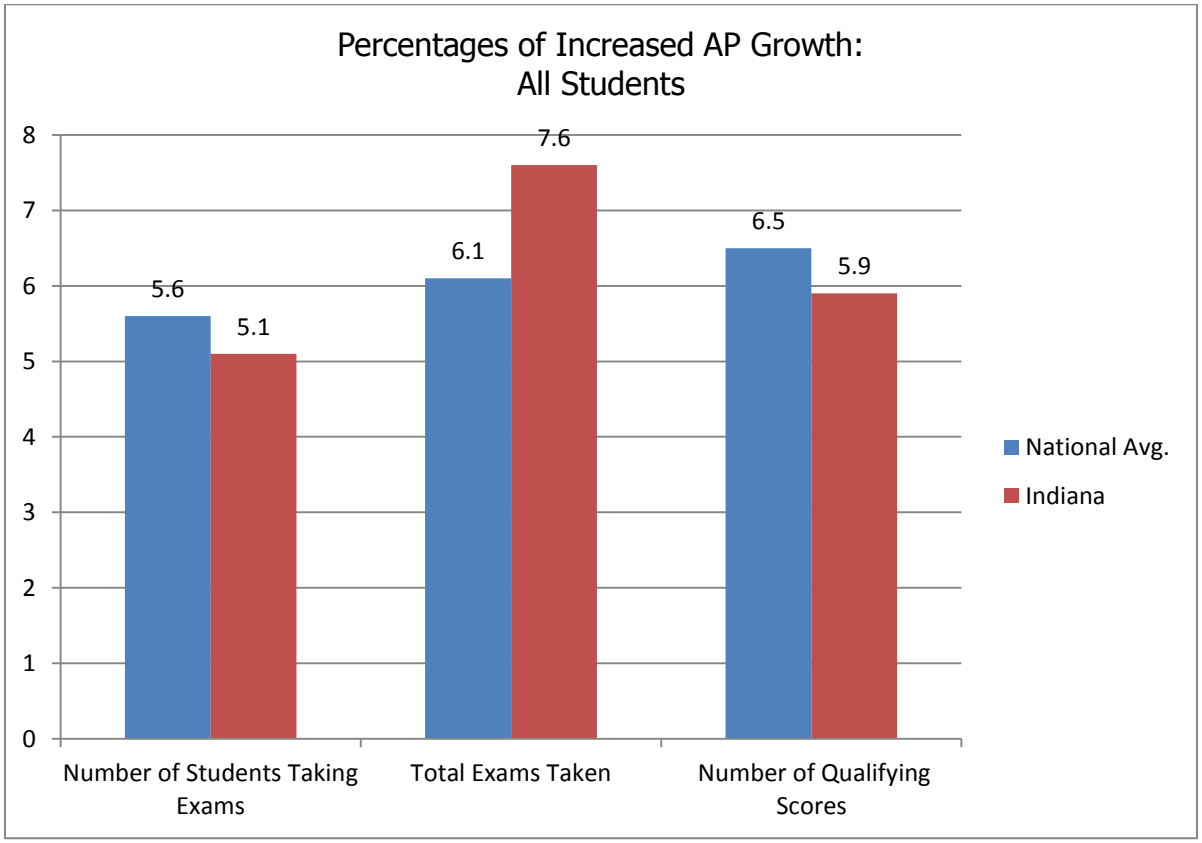
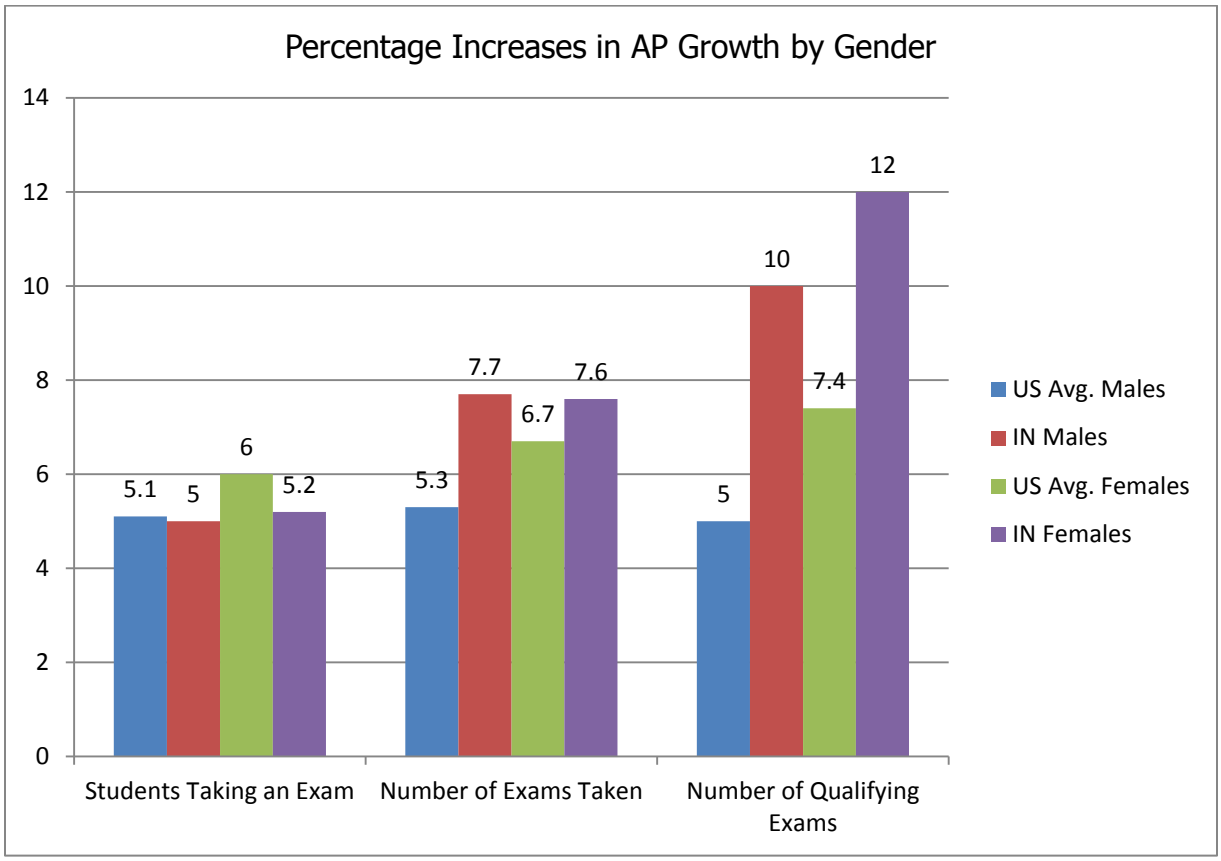
INDIANA 2014 ADVANCED PLACEMENT GROWTH:
COMPARED NATIONALLY



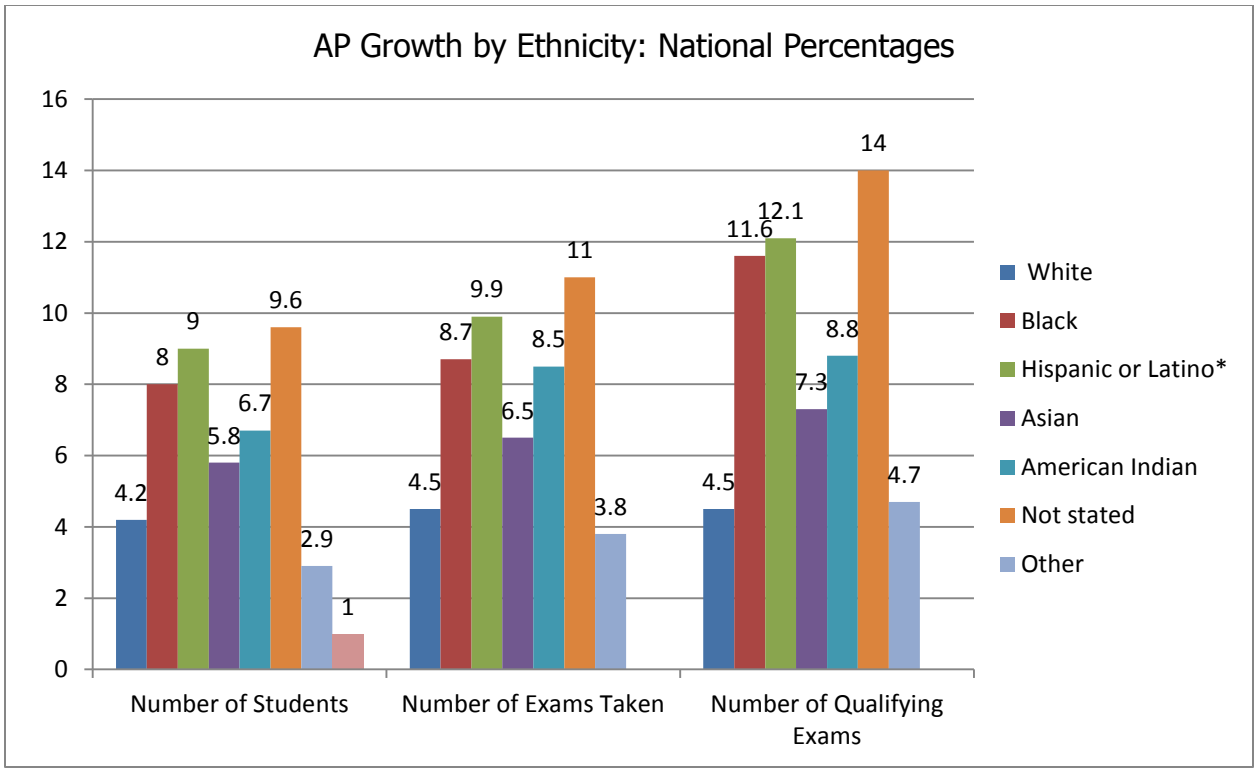
Compared to 2013:

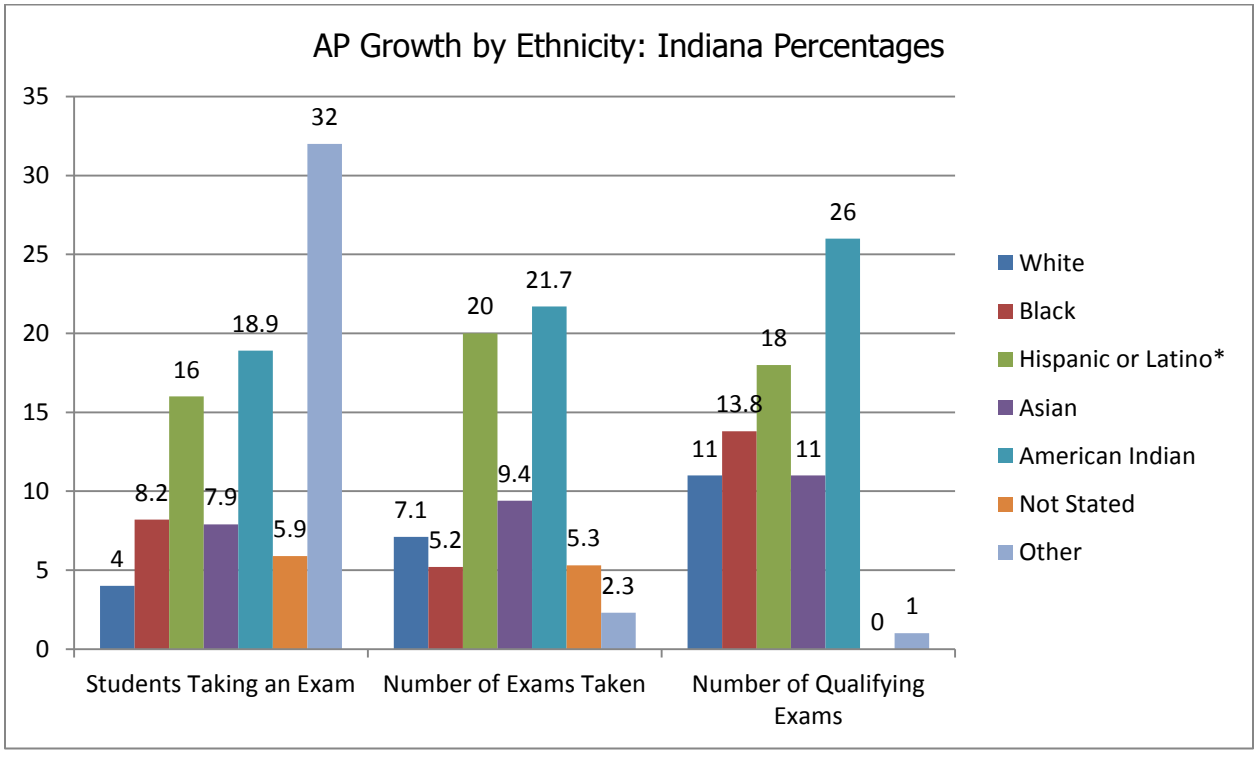
- Indiana continued to outpace the nation with respect to the percentage of qualifying exams taken by all students in 2014. In addition – compared to 2013 – Indiana exceeded the growth in total exams taken. Prior to 2013, Indiana exceeded the national averages for all three categories; demonstrating that other states are just now catching up with respect to growth in AP participation.



Compared to AP Growth in 2013:

- Indiana students in both genders continued to exceed the national average in growth in the percentage of qualifying exams (especially those taken by males). They also beat the national percentage increase in the total number of exams taken by both genders. Nationally, the total number of students taking an AP exam was slightly higher than in Indiana, but the numbers were much closer than was the case in 2012 – meaning that Indiana's growth in 2014 was significant.


AP Growth by Ethnicity: National Percentages
16
14
12
10
8
6
4
2
0
4.2
8
9
5.8
6.7
9.6
2.9
1
4.5
8.7
9.9
6.5
8.5
11
3.8
4.5
11.6
12.1
7.3
8.8
14
4.7
Number of Students
Number of Exams Taken
Number of Qualifying Exams
White
Black
Hispanic or Latino*
Asian
American Indian
Not stated
Other


AP Growth by Ethnicity: Indiana Percentages
35
30
25
20
15
10
5
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8.2
16
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18.9
5.9
32
7.1
5.2
20
9.4
21.7
5.3
2.3
11
13.8
18
11
26
0
1
Students Taking an Exam
Number of Exams Taken
Number of Qualifying Exams
White
Black
Hispanic or Latino*
Asian
American Indian
Not Stated
Other

AP Growth by Ethnicity: National Percentages vs. Indiana Percentages:

- **White** students in Indiana showed **increased growth** in both the number of AP exams taken and those achieving qualifying scores, when compared with the national averages
- **Black** students in Indiana demonstrated **slightly more growth** with respect to the number of students taking an AP exam, and 2 points higher growth in the number of qualifying scores. **However, Indiana lagged behind the national average in the total number of AP exams taken by Black students.**
- **Hispanic or Latino**[2] students showed **significant growth** in all three categories, both nationally and statewide; however, Indiana's growth was **much greater**.
- **Asian** students in Indiana **surpassed the national averages** for growth in the number of students, the number of AP exams taken, and the number of qualifying scores obtained.
- Although the total numbers were still small, **American Indian** students in Indiana showed **greatly increased growth** in participation and success, as measured by all three categories when compared to national averages.
- Analysis of students who chose not to self-report their ethnicity – the **"Not Stated"** designation – shows that there was significant growth in all three categories as measured by the national averages. In Indiana, however, growth in the number of students taking an AP exam and the number of exams taken was much lower; in addition, there was negative growth with respect to these students' performance, as fewer achieved qualifying scores compared to 2013 results.
- The final designation – students who chose **"Other"** to describe their ethnicity – showed **greatly increased growth** in the number of Indiana students taking an AP exam, when compared to the national average. Indiana growth was lower when comparing national averages for the number of AP exams taken, as well as those achieving qualifying scores.

[2] Students who self-identified as Mexican, Other Hispanic, or Puerto Rican

Data Evidence & Implications:

Indiana outpaced the nation with respect to the participation and success of its Hispanic or Latino, Asian, and American Indian students. Black students in Indiana barely kept pace with the total number of students taking an AP exam when compared with the national average, although they did show increased growth in the number of qualifying exams. ***However, the state fell well behind the nation when it came to the total number of AP exams taken by Black students.***

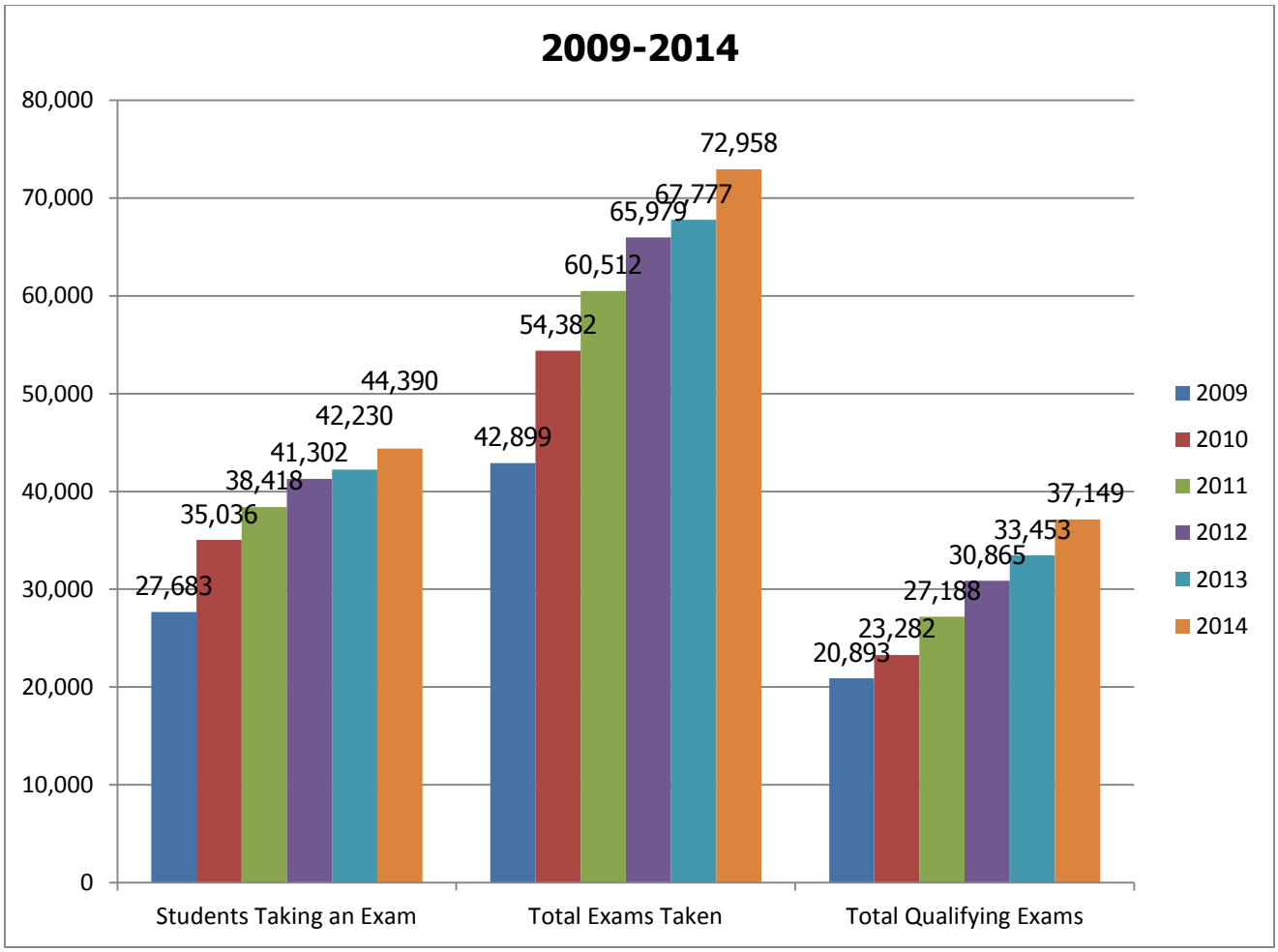
The implications of this data evidence might include one or more of the following:

- Decreased access to AP courses in schools with large populations of Black students;
- Decreased recruiting of Black students into AP courses, compared to other student groups;
- Decreased interest among Black students to take AP courses; either because they lack confidence in their ability to be successful (a recruiting/coaching problem) and/or they are more interested in pursuing other advanced courses, such as Dual Credit or International Baccalaureate.

Whatever the reason(s), if Indiana wishes to become one of the top performing AP states in the nation, as measured by the number of graduates qualifying on an exam at some point during their high school career, Indiana must:

(1) Continue the significant increase in student participation growth rates on exams across all identified subgroups.
(2) Utilize the AP Potential™ tool to identify underrepresented students who may find success in AP coursework.
(3) Eliminate any barriers, real or perceived, to entrance to AP courses or exam participation.
(4) Significantly increase individual student qualification rates on exams for all identified subgroups.
(5) Continue to provide professional development opportunities for AP and Pre-AP teachers; especially to those who teach underrepresented students.

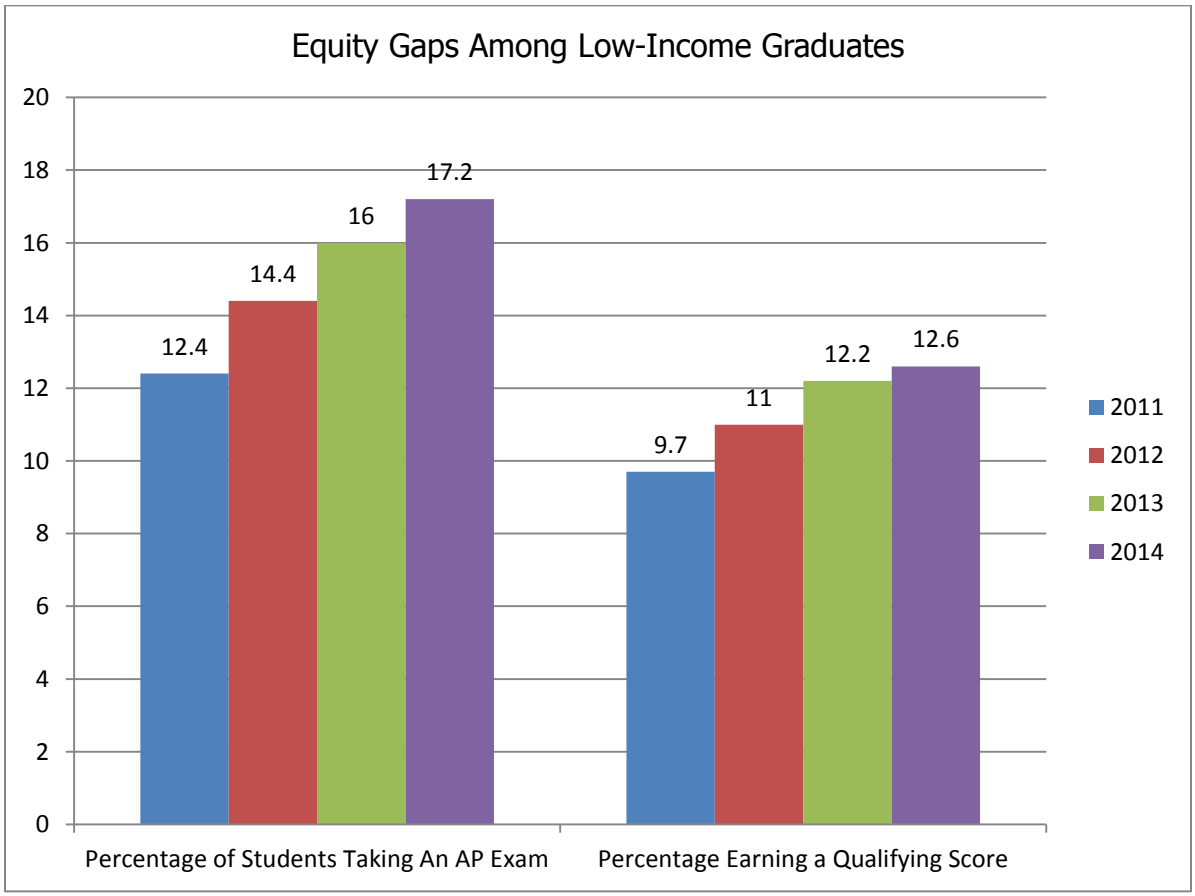
2014 INDIANA ADVANCED PLACEMENT GROWTH:
COMPARED TO PREVIOUS INDIANA GROWTH



<u>Summary Findings Comparing 2014 results to 2013 (one year growth)</u>:

- 2,160 students/5.1% increase in the number of students taking an AP exam
- 5,181 exams/7.6% increase in the number of total exams taken
- 3696 exams/11% increase in the number of qualifying exams

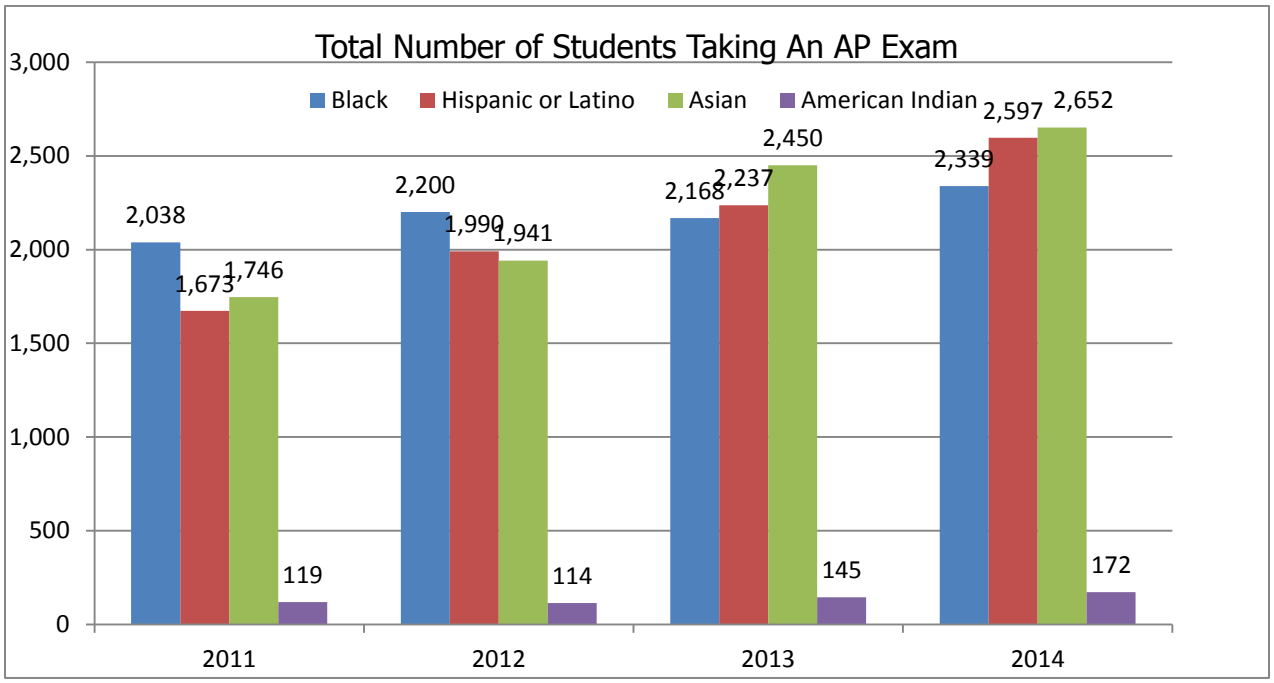
INDIANA 2014 AP PARTICIPATION GROWTH AMONG ***LOW INCOME GRADUATES***



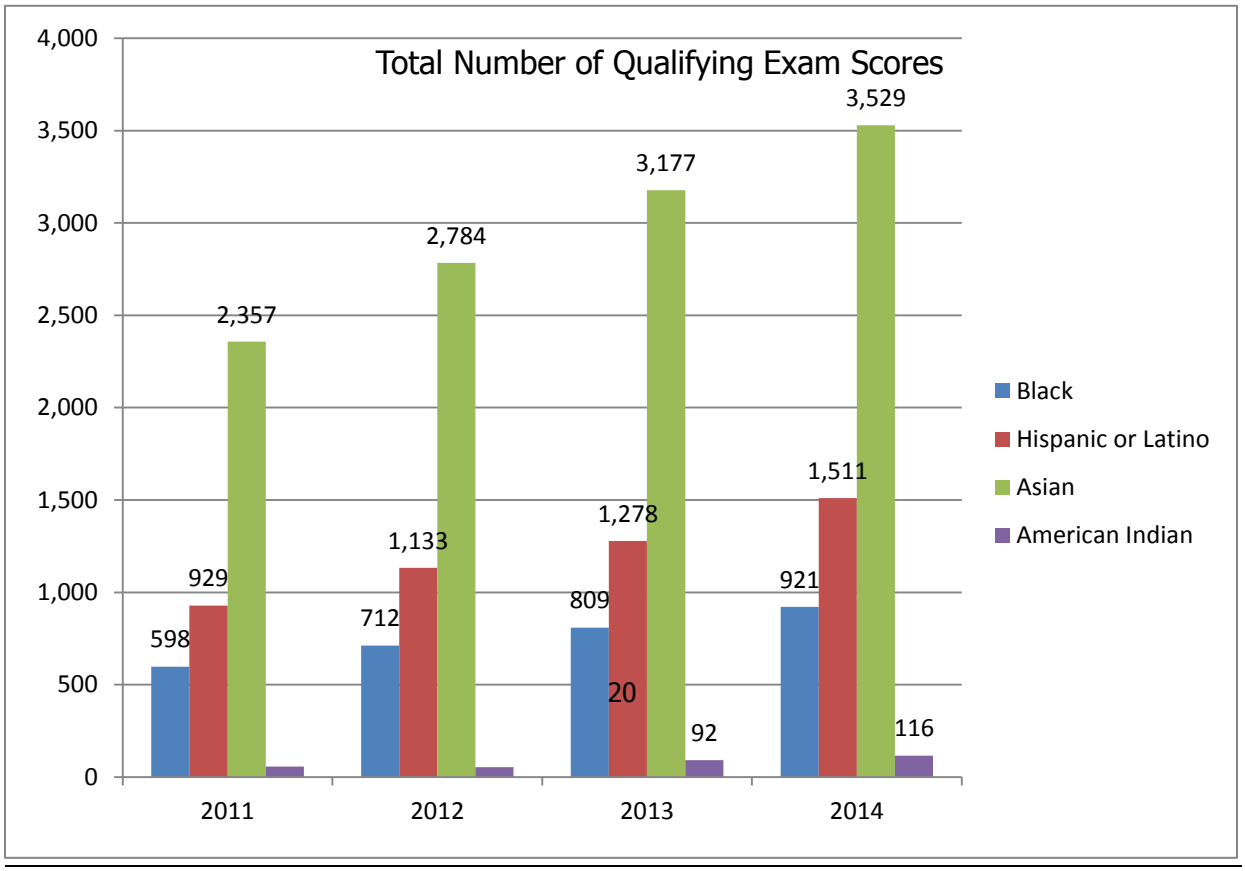
Summary Findings:

- Although an increasing number of low income graduates are taking and qualifying on AP exams, the rate is not equal to that of the general population: approximately 48% of all Indiana students qualify as low income; but only 12.6% of Indiana low income graduates in the Class of 2014 earned a qualifying score on an AP exam during high school.

INDIANA 2012-2014 AP EXAM PARTICIPATION BY UNDER-REPRESENTED STUDENTS



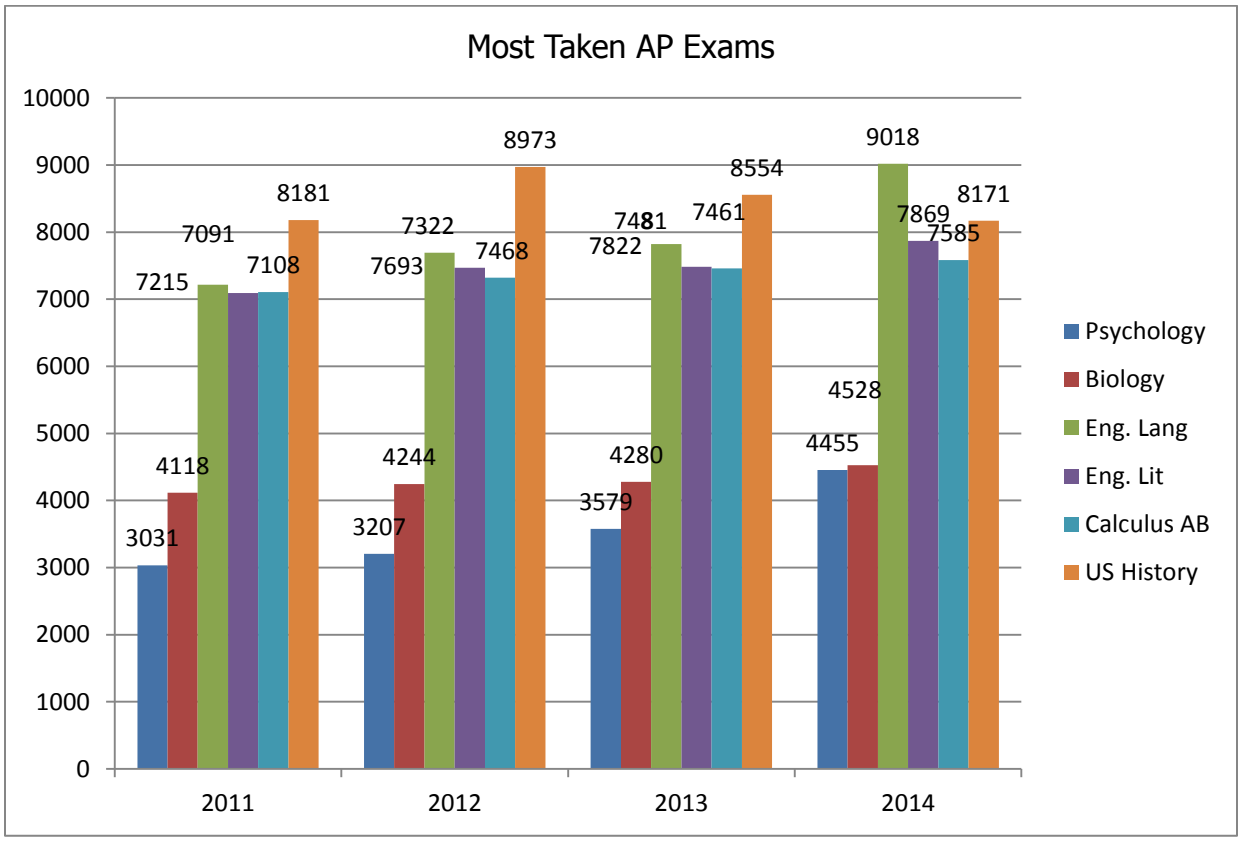
INDIANA 2012-2014 AP EXAM QUALIFYING SCORES BY UNDER-REPRESENTED STUDENTS



Policy Implications:

Between 2011 and 2014, the number of Hispanic and Asian students surpassed the number of Black students in both participation and success. National averages from the College Board and Indiana's data show that - although they currently constitute a small minority of overall AP test-takers - low income students from ***all*** demographics can be quite successful in terms of earning qualifying scores on AP exams. This is borne out by the significant achievements obtained by Indiana students participating in the AP TIP-IN National Math & Science Initiative program; many of whom come from minority and/or low income backgrounds. Thus, the inclusion of three Indianapolis Public Schools into the 2014 AP TIP-IN cohort is very positive with respect for the potential to increase the success of minority, low income students on AP exams.

INDIANA TRENDS IN SUBJECT AREA PERFORMANCE



Summary Findings for 2013 AP exam participation:

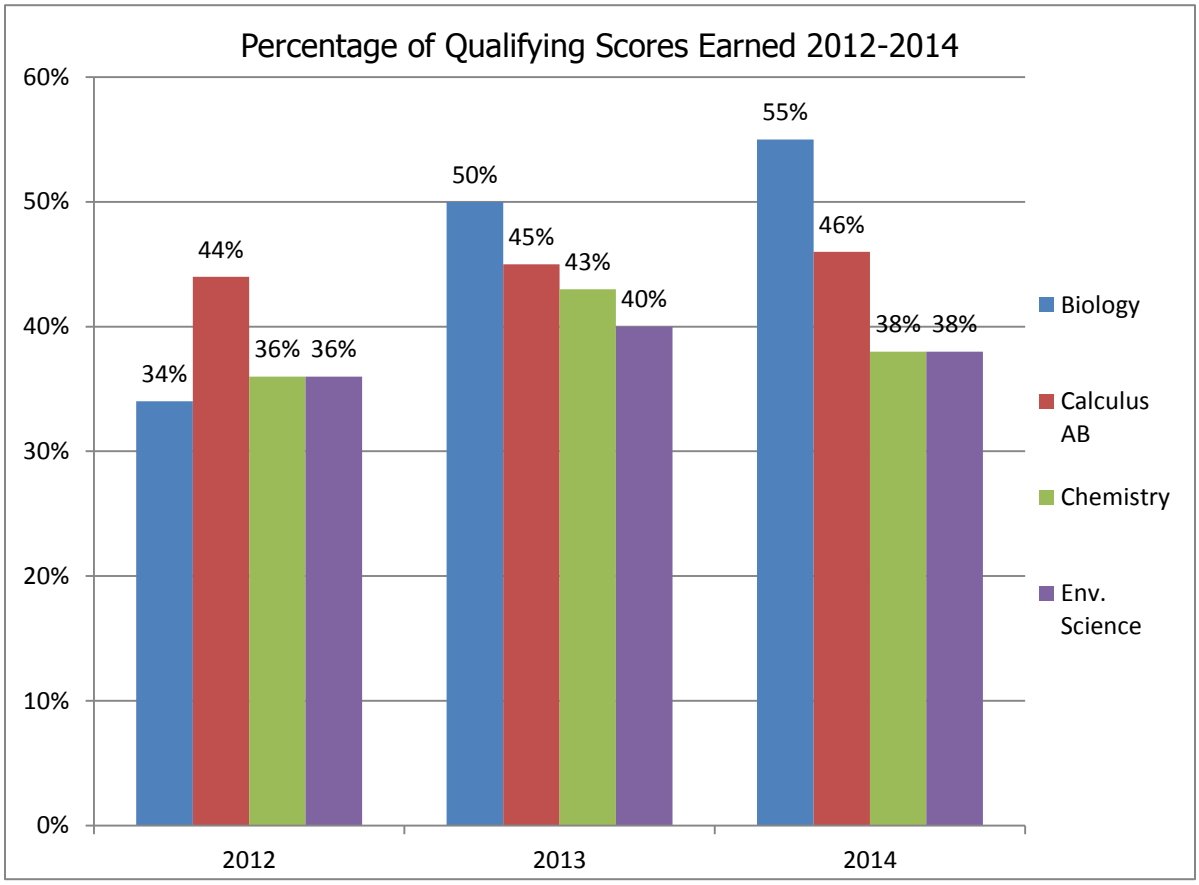
(1) The total number of exams for the six subjects represents 41,626/72,958 (**57%**) of all exams taken in Indiana.

(2) Biology and Calculus AB exams are covered by the state for all public and non-public, state-accredited school students

(a) Since 2013, the number of AP Chemistry exams has declined, and Psychology has become more popular among Indiana exam takers
(b) English Language & Composition exams were the most popular in 2014
(c) Calculus AB continues to grow in popularity among Indiana AP test-takers

(3) In 2014, there were 34 AP subject exams in total.

INDIANA TRENDS IN AP MATH AND SCIENCE



Trends: Biology and Calculus AB showed **increases in the percentages of qualifying scores** from 2013 to 2014.

In particular, **Biology** showed significant gains in the percentage of qualifying scores since 2012.

10.3% more students took the **Calculus BC** exam in 2014 than did in 2013; continuing to show significant growth in participation by students. In addition, **79.5%** of Calculus BC test takers earned scores of 3 or above.

53% (1655/3094) of students earned qualifying scores in **AP Statistics** in 2014.

463 more Indiana students took an AP **Physics** exam in 2014 than did in 2013.

TRENDS IN INDIANA AP PERFORMANCE

The AP Program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cut-points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above. (Source: College Board)

AP exam scores are thus translated,

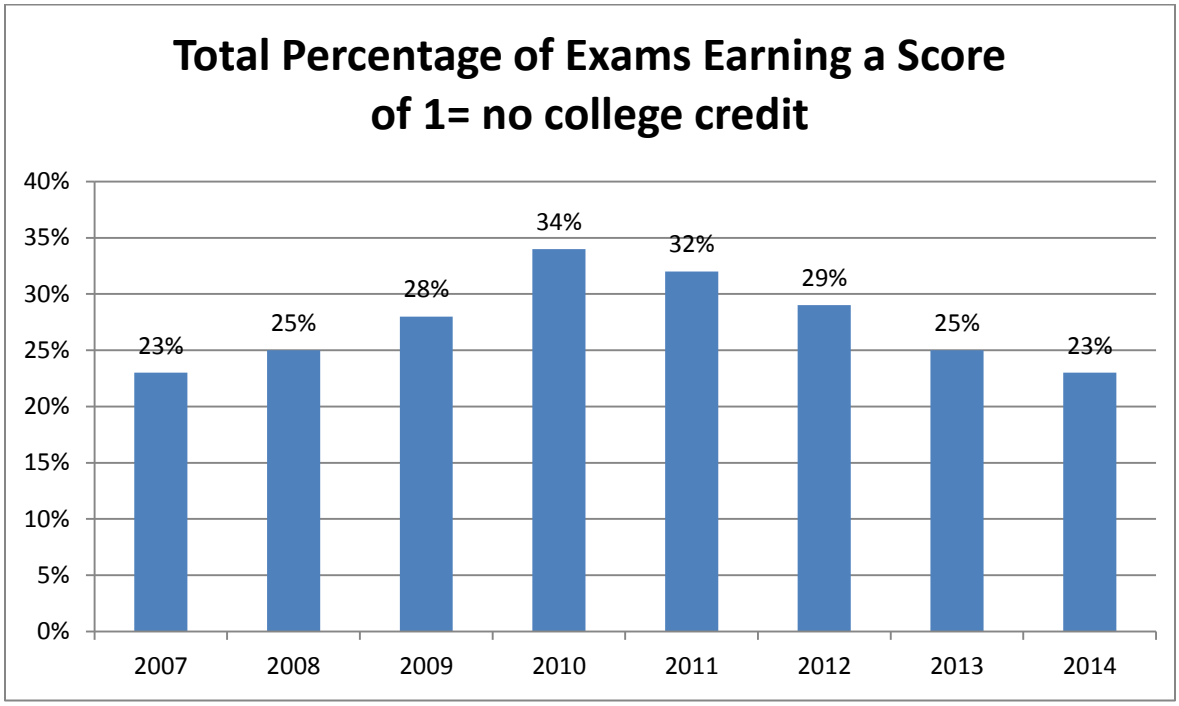
5 = A/ **extremely well qualified to receive college credit and/or placement**

4 = B/ **well qualified to receive college credit and/or placement**

3 = C/ **qualified to receive college credit and/or placement**

2 = D/ **possibly qualified to receive college credit and/or placement**

1 = F/ **no recommendation for receiving college credit and/or placement**



TRENDS IN SBUJECT AREA PERFORMANCE FOR INDIANA:
DATA EVIDENCE AND IMPLICATIONS:

The Data Shows:

- Biology, Calculus AB, English Language, English Literature, U.S. Government & Politics, Psychology, and U.S. History are the exams most taken by Indiana students.

- The percentage of AP exams earning a score of "1" is decreasing, while the percentage of scores of "2" and above are increasing.

- Popular subjects (more than 3000 tests) with the highest percentage of qualifying tests:
  (1) Psychology (57%)
  (2) English Language & Composition (53%)
  (3) Biology (55%)
  (4) Statistics (53%)

Policy Implications:

Indiana is improving the number of students participating in AP exams and is also striving to keep pace with the qualification rate. According to the complete Texas study, students earning a "2," a score not considered a qualifying score, are still predicted to outperform their peers in college that did not take an AP course; scores of "2," while certainly not preferred, are not as concerning as the percentage of scores of "1". Of the four math and science exams profiled in this report, all showed decreases in the number of "1s" over the number of "2s" earned on the subject exams. This is a clear reflection of the fact that both students and teachers are becoming better prepared. 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 on-going training for current AP math and science teachers.

(2) Recruit and train more quality AP math and science teachers.

(3) Provide more rigorous math and science 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

In 2013, the FY14 appropriation of $2,800,000 was expended on 2013 exams and to reimburse the Testing and Remediation fund for 2012 costs. In 2013, the State paid for 22,414 AP math or science exams.

In 2014, a portion of the FY15 appropriation of $3,300,000 was expended on 2014 exams. In 2014, the State paid for 24,721 math or science exams, and covered the shortfall generated by decreased federal funding for 8,750 non-math and science AP exams taken by low income students.

PSAT PROGRAM FUNDING

The State pays for all PSAT sophomores enrolled in accredited schools.

The PSAT appropriations for FY13 and FY14 were $707,000 each year, including $42,000 State Budget Agency reserves. In 2013, $658,000 was spent on PSAT exams. The FY 15 appropriation was also $707,000 with a reserve of $42,000.

FEDERAL FUNDING

ADVANCED PLACEMENT TEST FEE PROGRAM FUNDING

- Provides supplemental AP and IB exam fee funding for qualified Free and Reduced Lunch students

The 2014 AP Test Fee Grant Award totaled $409,510. This amount covered $37 per non-math or science AP exam and $90 for IB exams taken by low income students. It did not cover the entire costs of these exams, nor did it cover IB registration costs as it had previously done.

TEACHER TRAINING
In 2014, in addition to the professional development provided to AP TIP-IN educators:

Number of AP Potential and SOAS (PSAT/NMSQT) workshops for Indiana educators:

- 4 Workshops
- 27 Districts/29 Schools
- 86 Participants

Number of ReadiStep SOAS (PSAT 7,8,9) workshops for Indiana educators:

- 2 Workshops
- 9 Districts/15 Schools
- 86 Participants

AP/Pre-AP Workshops at Butler University (November 24th and 25th):

- 23 workshops
- 116 teachers

Number of *AP Day with a Reader* Workshops at the Indiana Association for the Gifted (IAG) Conference in December, 2014:

- AP Reader English (rescheduled and held on March 5): 28 participants
- AP Reader Calculus: 10 participants
- AP Reader Biology: 12 participants

Indiana Code 20-36-3-10 requires the following:

ANNUAL ADVANCED PLACEMENT REPORT

The department shall prepare an annual report concerning the implementation of the program and shall submit the report to the board before December 1 of each year. The report must include the pertinent details of the program, including the following:

(1) The number of students participating in the program.

(2) The number of teachers attending a summer institute offered by the College Board.

(3) Recent trends in the field of advanced placement.

(4) The distribution of money under this program.

(5) Gender and minority participation.

(6) Other pertinent matters.