

2020 ANNUAL INDIANA ADVANCED PLACEMENT PERFORMANCE REPORT

Nathan Williamson
Director, Office of Title Grants & Supports
nwilliamson@doe.in.gov



OVERVIEW OF AP IN INDIANA, 2020

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 demonstrating success in AP courses are predicted to outperform their peers who did not take or have not had success in these courses. The current research suggests passing 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" providing 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. 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.

The following pages include:

- Statewide AP Participation and Performance Data
- Data Evidence and Policy Implications
- State Funding
- Teacher Training
- Recent Trends
- Changes to AP in 2020-2021

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

AP: PARTICIPATION AND PERFORMANCE OVERVIEW



2020 Indiana - Public Schools

Gender: All
Race/Ethnicity: All

2020 AP Participation and Performance

Overall Participation

Total	Student Ct	% Change	
Total	43,251	-7.7%	100.0%

Participation By Gender

Gender	Student Ct	% Change		
Female	24,972	-6.5%	57.7%	
Male	18,210	-9.6%	42.1%	
Another	69	Null	0.2%	

Participation by Race/Ethnicity

Race/Ethnicity	Student Ct	% Change		
American Indian	272	134.5%	0.6%	
Asian	2,640	7.4%	6.1%	
Black	2,141	-19.2%	5.0%	
Hispanic or Latino	4,056	-12.2%	9.4%	
Pacific Islander	22	-37.1%	0.1%	
White	31,095	-9.5%	71.9%	
Two or more races	1,949	1.1%	4.5%	
Other	0	Null	0.0%	
No Response	1,076	55.7%	2.5%	

Fee Reduction Usage

Students receiving Fee Reductions	8,119	18.8%	
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Overall Performance

Total	Exams Taken	% Change	Exams with score of 3, 4 or 5	% Change
Total	73,904	-6.4%	41,259	2.7%

Performance by Gender

Gender	Exams Taken	% Change	Exams with score of 3, 4 or 5	% Change
Female	41,396	-5.8%	22,689	8.7%
Male	32,416	-7.5%	18,527	-4.0%
Another	92		43	

Performance by Race/Ethnicity

Race/Ethnicity	Exams Taken	% Change	Exams with score of 3, 4 or 5	% Change
American Indian	389	151.0%	162	326.3%
Asian	6,045	6.1%	4,333	10.2%
Black	3,254	-18.4%	1,120	6.5%
Hispanic or Latino	6,388	-12.6%	2,914	7.6%
Pacific Islander	30	-44.4%	11	-38.9%
White	52,776	-8.1%	29,939	-1.2%
Two or more races	3,321	1.5%	1,822	11.9%
Other	0			
No Response	1,701	63.2%	958	96.7%

AP: EXAM PARTICIPATION AND PERFORMANCE (Part 1 of 3)



2020 Indiana - Public Schools

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	2019	78,967	100%	16,723	22,072	19,582	13,085	7,505	21%	28%	25%	17%	10%
	2020	73,904	100%	13,823	18,822	20,099	13,528	7,632	19%	25%	27%	18%	10%
2-D Art and Design	2019	597	1%	10	68	207	186	126	2%	11%	35%	31%	21%
	2020	648	1%	1	49	270	256	72	0%	8%	42%	40%	11%
3-D Art and Design	2019	136	0%	10	38	40	38	10	7%	28%	29%	28%	7%
	2020	120	0%	6	23	45	41	5	5%	19%	38%	34%	4%
Art History	2019	251	0%	33	67	76	57	18	13%	27%	30%	23%	7%
	2020	231	0%	25	56	75	46	29	11%	24%	32%	20%	13%
Biology	2019	4,923	6%	551	1,623	1,622	871	256	11%	33%	33%	18%	5%
	2020	4,394	6%	349	1,271	1,665	850	259	8%	29%	38%	19%	6%
Calculus AB	2019	6,270	8%	1,399	1,675	1,289	1,039	868	22%	27%	21%	17%	14%
	2020	5,367	7%	1,115	1,522	1,106	891	733	21%	28%	21%	17%	14%
Calculus BC	2019	1,510	2%	100	220	323	325	542	7%	15%	21%	22%	36%
	2020	1,373	2%	58	242	330	237	506	4%	18%	24%	17%	37%
Chemistry	2019	3,652	5%	1,136	998	926	372	220	31%	27%	25%	10%	6%
	2020	2,938	4%	837	884	677	363	177	28%	30%	23%	12%	6%
Chinese Language and Culture	2019	41	0%	6	2	9	4	20	15%	5%	22%	10%	49%
	2020	68	0%	14	7	12	7	28	21%	10%	18%	10%	41%
Comparative Government and Politics	2019	92	0%	21	18	16	17	20	23%	20%	17%	18%	22%
	2020	98	0%	27	25	12	19	15	28%	26%	12%	19%	15%
Computer Science A	2019	736	1%	212	114	156	126	128	29%	15%	21%	17%	17%
	2020	725	1%	190	122	180	122	111	26%	17%	25%	17%	15%
Computer Science Principles	2019	1,382	2%	109	252	555	297	169	8%	18%	40%	21%	12%
	2020	1,929	3%	164	408	743	459	155	9%	21%	39%	24%	8%
Drawing	2019	293	0%	0	19	120	101	53	0%	6%	41%	34%	18%
	2020	280	0%	3	23	78	138	38	1%	8%	28%	49%	14%
English Language and Composition	2019	10,095	13%	1,817	3,714	2,522	1,431	611	18%	37%	25%	14%	6%
	2020	9,837	13%	1,621	3,081	2,922	1,469	744	16%	31%	30%	15%	8%
English Literature and Composition	2019	7,760	10%	1,279	3,267	2,060	887	267	16%	42%	27%	11%	3%
	2020	6,960	9%	1,026	2,333	2,224	973	404	15%	34%	32%	14%	6%

AP: EXAM PARTICIPATION AND PERFORMANCE (Part 2 of 3)



2020 Indiana - Public Schools

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
Environmental Science	2019	3,255	4%	1,024	887	421	684	239	31%	27%	13%	21%	7%
	2020	3,056	4%	767	902	413	750	224	25%	30%	14%	25%	7%
European History	2019	1,213	2%	109	350	318	283	153	9%	29%	26%	23%	13%
	2020	1,066	1%	105	309	263	230	159	10%	29%	25%	22%	15%
French Language and Culture	2019	209	0%	8	38	75	60	28	4%	18%	36%	29%	13%
	2020	239	0%	33	38	68	67	33	14%	16%	28%	28%	14%
German Language and Culture	2019	114	0%	15	30	29	26	14	13%	26%	25%	23%	12%
	2020	125	0%	21	23	23	42	16	17%	18%	18%	34%	13%
Human Geography	2019	2,088	3%	669	375	460	389	195	32%	18%	22%	19%	9%
	2020	1,827	2%	503	201	493	433	197	28%	11%	27%	24%	11%
Italian Language and Culture	2019												
	2020												
Japanese Language and Culture	2019	19	0%	5	0	5	2	7	26%	0%	26%	11%	37%
	2020	25	0%	7	1	6	0	11	28%	4%	24%	0%	44%
Latin	2019	72	0%	15	26	23	4	4	21%	36%	32%	6%	6%
	2020	72	0%	17	21	24	8	2	24%	29%	33%	11%	3%
Macroeconomics	2019	1,294	2%	342	235	257	259	201	26%	18%	20%	20%	16%
	2020	1,136	2%	292	197	223	248	176	26%	17%	20%	22%	15%
Microeconomics	2019	1,809	2%	510	278	350	420	251	28%	15%	19%	23%	14%
	2020	1,571	2%	440	313	302	348	168	28%	20%	19%	22%	11%
Music Theory	2019	395	1%	51	88	112	80	64	13%	22%	28%	20%	16%
	2020	348	0%	42	94	101	48	63	12%	27%	29%	14%	18%
Physics 1	2019	2,808	4%	796	918	562	451	81	28%	33%	20%	16%	3%
	2020	2,557	3%	654	777	622	372	132	26%	30%	24%	15%	5%
Physics 2	2019	419	1%	68	156	116	45	34	16%	37%	28%	11%	8%
	2020	365	0%	38	122	121	64	20	10%	33%	33%	18%	5%
Physics C: Electricity and Magnetism	2019	374	0%	51	87	53	100	83	14%	23%	14%	27%	22%
	2020	356	0%	35	67	48	92	114	10%	19%	13%	26%	32%
Physics C: Mechanics	2019	763	1%	95	86	175	193	214	12%	11%	23%	25%	28%
	2020	782	1%	63	101	144	205	269	8%	13%	18%	26%	34%

AP: EXAM PARTICIPATION AND PERFORMANCE (Part 3 of 3)

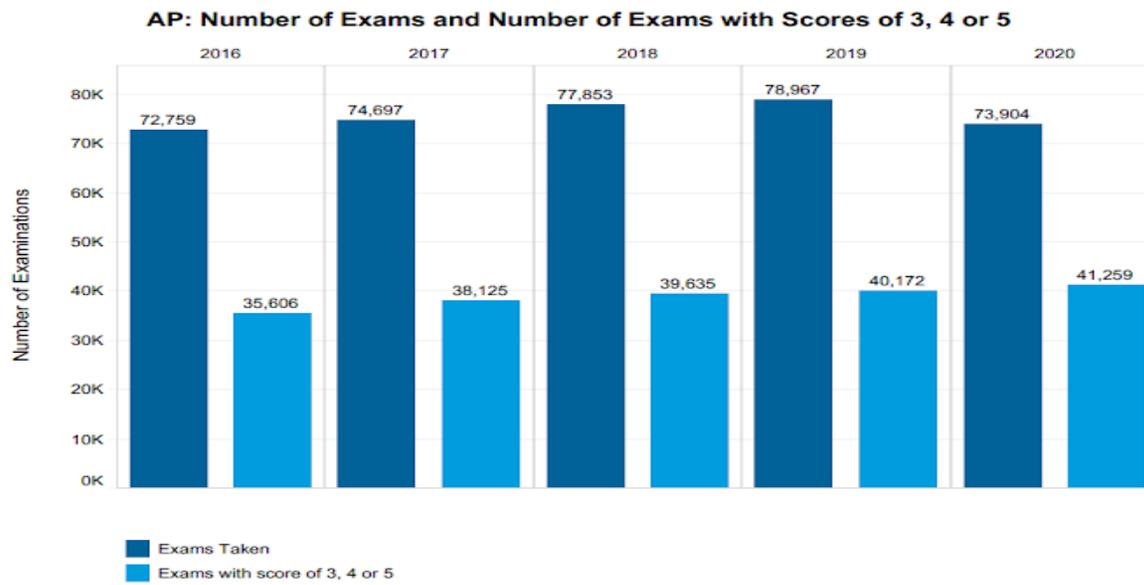
AP : Exam Participation and Performance (Part 3 of 3)

		# 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
Psychology	2019	5,004	6%	1,337	780	1,007	1,142	738	27%	16%	20%	23%	15%
	2020	4,746	6%	1,113	547	1,226	1,067	793	23%	12%	26%	22%	17%
Research	2019	347	0%	13	67	136	80	51	4%	19%	39%	23%	15%
	2020	495	1%	5	102	116	203	69	1%	21%	23%	41%	14%
Seminar	2019	844	1%	6	75	463	173	127	1%	9%	55%	20%	15%
	2020	987	1%	10	112	573	207	85	1%	11%	58%	21%	9%
Spanish Language and Culture	2019	1,141	1%	75	146	370	356	194	7%	13%	32%	31%	17%
	2020	1,190	2%	53	206	374	377	180	4%	17%	31%	32%	15%
Spanish Literature and Culture	2019	58	0%	0	8	30	14	6	0%	14%	52%	24%	10%
	2020	81	0%	1	23	33	13	11	1%	28%	41%	16%	14%
Statistics	2019	3,468	4%	885	707	859	582	435	26%	20%	25%	17%	13%
	2020	2,916	4%	586	660	671	569	430	20%	23%	23%	20%	15%
United States Government and Politics	2019	3,401	4%	683	942	966	430	380	20%	28%	28%	13%	11%
	2020	3,311	4%	760	790	796	550	415	23%	24%	24%	17%	13%
United States History	2019	7,659	10%	2,487	2,102	1,658	911	501	32%	27%	22%	12%	7%
	2020	7,342	10%	2,156	1,790	1,857	984	555	29%	24%	25%	13%	8%
World History: Modern	2019	4,475	6%	796	1,616	1,216	650	197	18%	36%	27%	15%	4%
	2020	4,343	6%	686	1,380	1,263	780	234	16%	32%	29%	18%	5%

AP PERFORMANCE



2020 Indiana - Public Schools

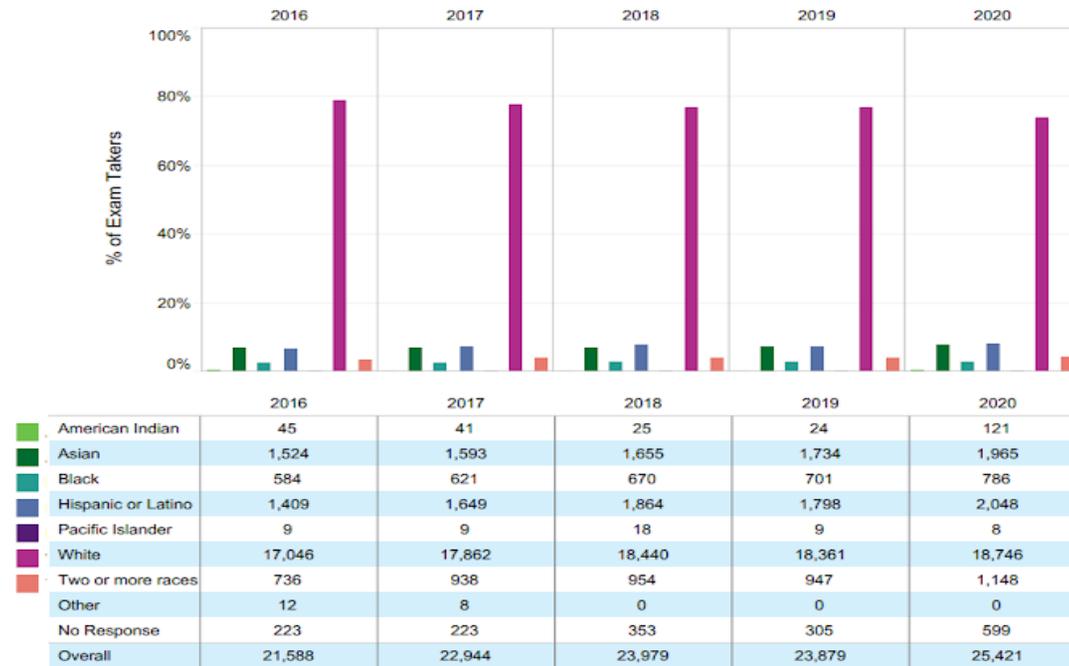


AP PERFORMANCE



2020 Indiana - Public Schools

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



DATA EVIDENCE AND IMPLICATIONS:

The Data Show:

- Participation in AP exams decreased from 2019 to 2020, with a total number of 48,206 (-7.4 percent) students participating.
- The total number of exams taken (82,957) resulting in a 6.3 percent decrease between 2019 to 2020.
- The number of exams earning a passing score of 3, 4, or 5 (47,410) increased by 2.4 percent, which is up considerably from the previous performance increase of only 0.8 percent the previous year.
- Approximately 57 percent of the exams taken received a passing score of 3, 4, or 5, which is up from the previous year's passing score rate of 52 percent.
- Hispanic or Latino student participation decreased by 12.0 percent; however, the number of passing scores for this subgroup increased by 7.3 percent, which is significant in that the previous year's trend was a decrease in performance.
- Black student participation decreased by 19.2 percent in 2020, as compared to a 2.5 percent increase in 2019. Conversely, the number of passing scores for this subgroup increased by 6.4 percent from 2019.
- Fee Reduced student participation increased by 7.7 percent to reach 18.8 percent in 2020. However, 47 percent of Indiana students are economically disadvantaged.
- The participation of underrepresented populations had been trending in the positive for two years; however, the impact of COVID-19, school closures, and resultant online AP exams drastically affected these subgroups' ability to participate. The statistics reflect this with only 4.9 percent Black and 9.3 percent Hispanic or Latino student participants. If these percentages were to reflect the state, then 12.3 percent of the AP participants would have been Black, and 12.8 percent would have been Hispanic. Additionally, 47 percent of the participants would have been eligible for fee reductions. These percentages do not reflect those of the state and are indicative of the need to increase access and equity among these subgroups throughout the state.

Policy Implications:

Despite a global pandemic, spring school closures, and the movement of all AP exams to an online platform, Indiana students were able to increase the number of passing exams by 2.4 percent with some tremendous increase in performance seen in Black and Hispanic or Latino subgroups who increased their passing exams by 6.4 percent and 7.3 percent respectively. Additionally, student participation only decreased by 10 percent overall due to the College Board's quick transition to online exams. However, the subgroups most affected are those most underrepresented.

Economically disadvantaged students represent 47 percent of Indiana's student population, but only account for 18.8 percent of those taking an exam. Many of these students lack access due to the limited capacity of their local education agency to support these courses and an alternate option is not made available.

With Graduation Pathways, a continued increase in AP participants is expected. Additionally, with the increase in resources

being offered to students, teachers, and administrators by the College Board, there could be further movement to Advanced Placement courses. Yet, a wide gap between participation and performance persists. Only 57 percent of exams taken earned a passing score of 3, 4, or 5 in 2020. While participation in and exposure to rigorous curriculum does benefit students, strategies should be developed to help local educational agencies also improve student performance.

Additionally, intentionality must be given to improving access and equity for underrepresented populations, particularly Black and Hispanic or Latino populations. If Indiana wishes to become one of the top performing AP states in the nation as measured by the number of graduates achieving a passing score on an AP exam at some point in their high school career and subsequently qualifying for post-secondary credit, Indiana must:

1. Develop a strategic plan ensuring equitable access to high quality AP courses for underrepresented subgroups regardless of geographic location.
2. Continue providing support to align curriculum in prerequisite courses for optimal AP course preparation.
3. Continue providing ongoing training for current AP STEM, English, and Computer Science educators, while also continuing to recruit new teachers.

CURRENT STATE FUNDING

ADVANCED PLACEMENT PROGRAM FUNDING

For fiscal year 2020-2021, the state appropriation will be \$4,420,000, which holds a 15 percent reserve of the total appropriation of \$5,200,000. The intention of this appropriation is to cover the cost of College Board Advanced Placement exams in math, English, and science for all Indiana students. Due to 15 percent of the appropriation being held in reserve, the full coverage of exam costs for math, English, and science AP exams for *all* students may be hindered. Historically, the appropriation funds the exam costs for all other AP exams taken by students qualifying for the Free or Reduced Lunch program; this will only be possible if enough funds are available. If funding remains after exams have been paid, it will be prioritized for use by teachers of math and science AP courses to attend professional development training for those courses.

For fiscal year 2019-2020, IDOE spent approximately \$4,519,000 on AP examination fees. With the current limitation of \$4,420,000, the State of Indiana will not be able to fully fund all students' AP exams as has historically been true. The students most affected are those eligible for the Free or Reduced Lunch program as the funds will be exhausted with STEM and English exam costs leaving little to cover those remaining exams in other disciplines such as World Languages, Government and Economics.

TEACHER TRAINING

College Board and IDOE continue to partner to provide opportunities for educator education by communicating free opportunities for students, parents, and administrators that are being provided by College Board. Prior to COVID-19, plans were being developed to collaborate with College Board to target 3 areas of the state that show little to no participation in the program to support course creation and provide teacher training. As travel restrictions prevented this plan, focus was shifted to investigate the potential of funding an online entity. This online entity would support the students in geographic areas that lack the capacity to sustain multiple AP courses/instructors, thus increasing the equitable access to all STEM and English AP courses, and therefore, ensuring equitable access to this subsidy. Further budget constraints and the necessity to retain 15 percent of the appropriation for reserve has put a pause on these plans.

College Board continues to provide free webinars for educators and administrators. College Board has also created AP Daily, which has live and on-demand access to lessons for each unit of each course accessible by all registered students and instructors.

In addition to this, the AP-TIP IN Program, sponsored by Notre Dame University, provides training and incentives to an ever-growing cohort of Indiana schools. In response to COVID-19, AP-TIP IN has moved all school and teacher support virtual. With this, they can offer additional free AP teacher support through their webinars and Regional Teacher Collaboratives. This program represents an important partnership for the state. The report from Karen Morris, Program Director, is provided below.

AP-TIP IN PROGRAM UPDATE

Karen M. Morris Program Director
November 11, 2020

The AP-TIP IN program continues to work with Indiana public high schools to support college and career readiness for Indiana students. Now completing its eighth year, the focus on expanding the STEM areas of AP math, AP science, and AP English remains with its program goals of:

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

These goals of access and success are hallmarks of the AP-TIP IN program. During the 2019-20 school year, AP-TIP IN served 20 Indiana public high schools and 112 AP math, science, and English (MSE) teachers in two cohorts: Cohorts 6 and 7. At these schools,

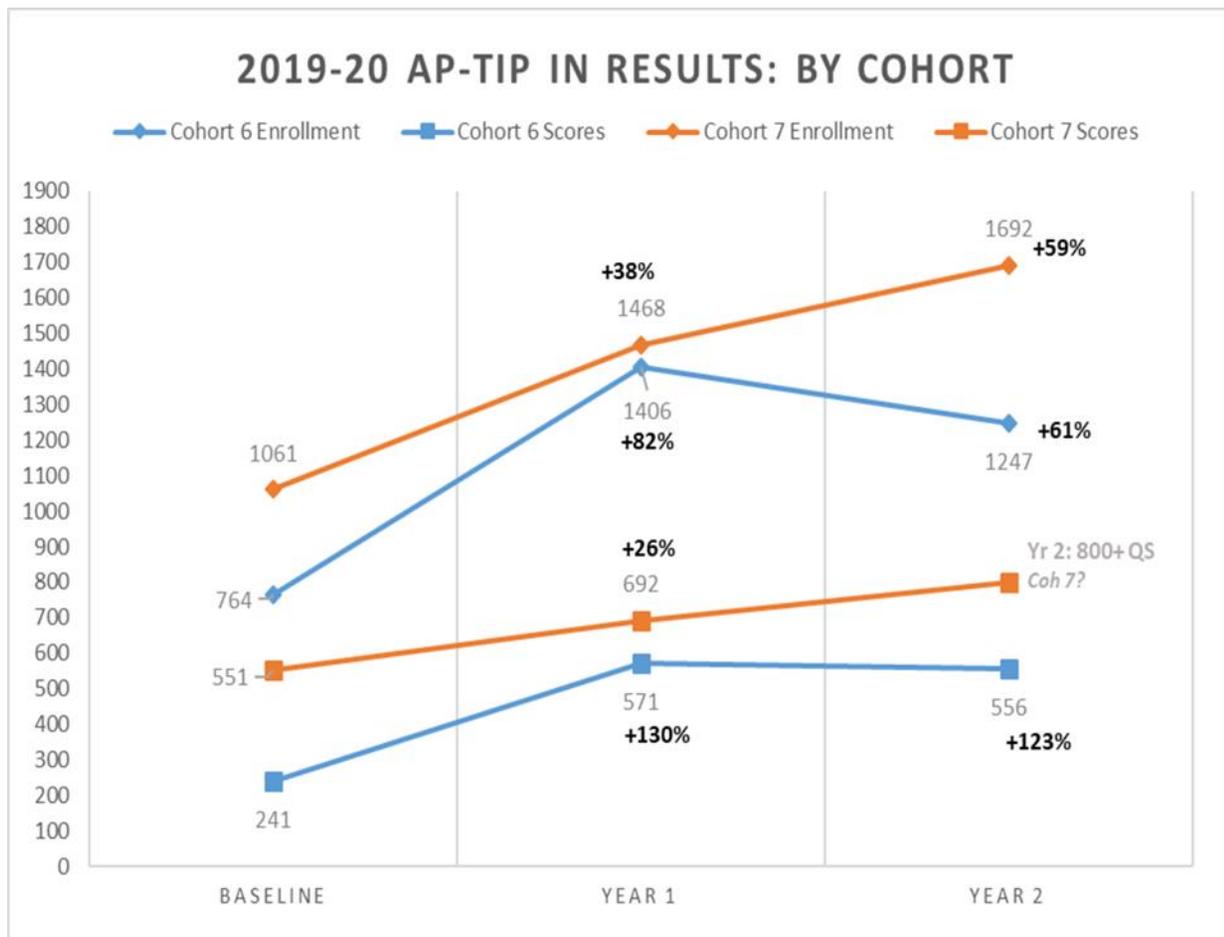
1,981 students took 2,713 AP MSE courses and exams. Cohort 6 and 7 schools included the following:

Cohort 6 Schools		Cohort 7 Schools	
Boonville	Scottsburg Shakamak	Carroll Senior Franklin	LaPorte Northfield Jr-Sr
East Chicago Central	Washington Township	Central Gibson Southern	Portage Southwood Jr-
Kouts	Western	Hebron	Sr
Morgan Township	Whiting	Jimtown	
New Palestine			

The AP-TIP IN program provides teacher professional development and support, support for students, and pays awards to students and teachers reaching their success goals in the participating Cohort schools. Professional development includes: the AP Summer Institute in Indianapolis, a September Fall Conference meeting focusing on implementation of and strategies for AP MSE courses, and a Mock Exam Reading hosted in March. Combined with monthly support from Math, Science, and English Content Directors, program teachers receive more than 50 hours of professional development annually. The Mock Exam Reading professional development is greatly valued by teachers as it calibrates student work compared to other students in the program, and trains teachers to read (i.e. score) the exams; essentially mimicking how the College Board conducts its reading. Additionally, teachers value that the Mock Exams (administered in February) provide students with an experience of exam pacing and endurance, help students to learn effective prompt attack techniques, and provide students with a roadmap for study approximately six-weeks prior to national AP exams.

At the end of the 2019 – 2020 school year, the AP-TIP IN program had to change its mode of work due to the impact of the COVID pandemic. The Mock Exam Reading moved from an in- person to an online training event in the matter of five weeks. Teachers were not able to have their students’ Mock Exams scored during the event, and instead turned to alternate methods. Many were scored by the AP-TIP IN Content Directors themselves. Moving to online instruction also challenged many of our rural school communities, and vulnerable students who had limited- to-no access to reliable internet resources or who didn’t have computers readily available seemed to have disappeared from many school rosters. We observed this in participation rate of AP-TIP IN students in the May 2020 AP MSE exams. Historically our participation rate averages 95 percent (based on January course rosters), however, for the 2020 AP MSE exams, this rate dropped to 89 percent. This decline in AP exam participation was felt at both the state and the national levels, however, seemed more significant for us as it impacted the vulnerable populations that we strive to serve.

Despite this decline in participation, the AP-TIP IN program still experienced increases in access to AP MSE courses (as measured by exam participation) and success on AP MSE exams (determined as an earned 3, 4, or 5 on an AP exam) compared to school baseline data, as shown in Graph 1

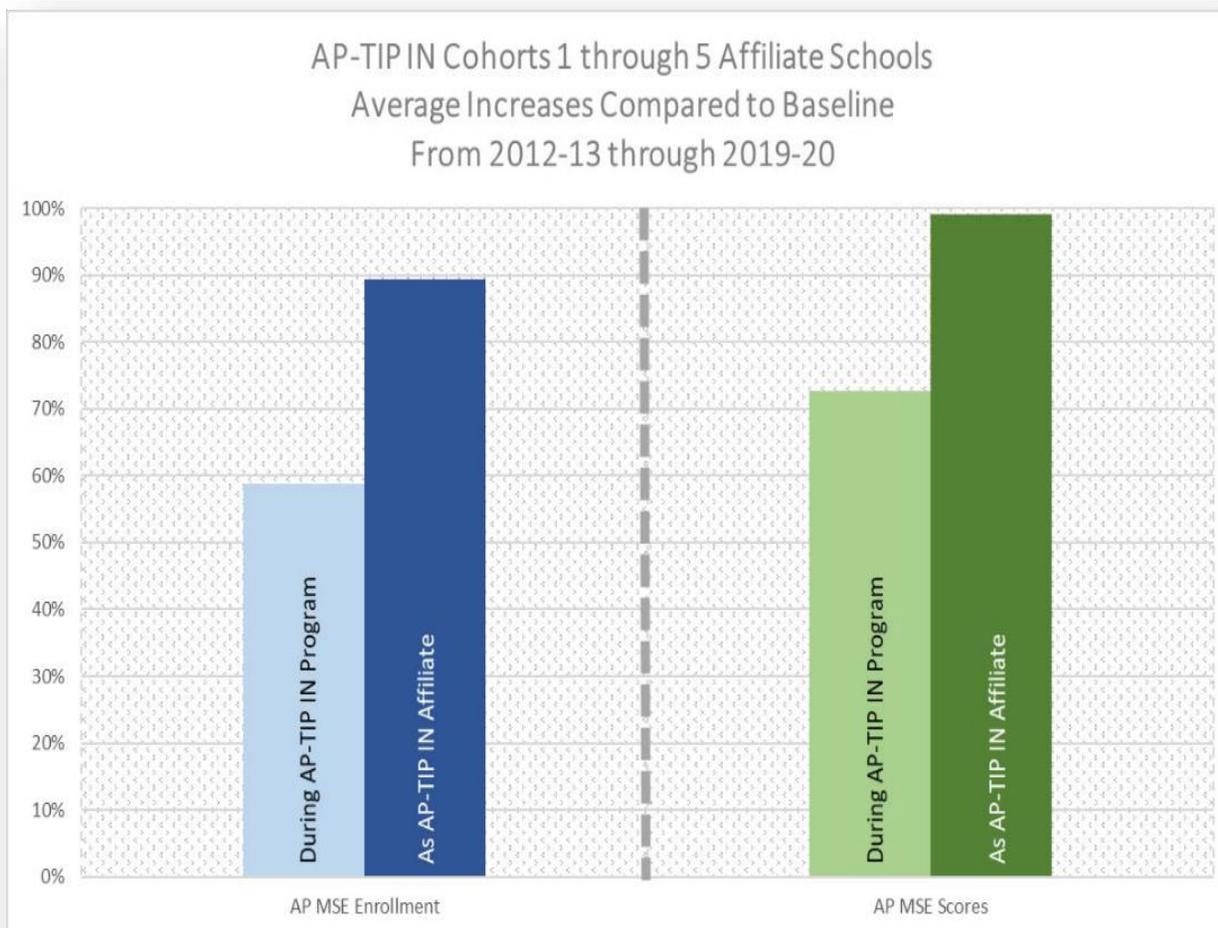


For the 2020 – 2021 school year, AP-TIP IN challenged Cohort 7 school administrators to work on strategies that maintain students in their AP courses through the national AP exams. Taking cues from the College Board, we expanded our Remote Teacher Collaborative meetings to discuss content topics and ways to engage and support students. We also added new Virtual Student Study Sessions specifically for students. Held once per month in the evenings and on Saturdays, students are provided with additional AP-specific content support from exemplary teachers who have been through the AP-TIP IN program. We look forward to seeing the results of these efforts on the 2021 AP Exams.

In addition to cohort schools, AP-TIP IN continues its effort with schools that have exited the program, the Affiliate schools. In the 2019-20 school year, Affiliate Schools included the following:

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Concord Elkhart Central Elkhart Memorial Mississinewa Pike Speedway	D.E. Gavit Hammond Kokomo Lake Central Whiteland	Arsenal Tech Crispus Attucks Eastern Green Edgewood G.R. Clark Morton New Prairie Whitko	Argos Griffith Lowell Merrillville Mooresville Northwestern Twin Lakes Washington (SB)	Avon Clay Clinton Central Marion Michigan City Muncie Central New Albany Providence Cristo Rey

AP-TIP IN also tracks the continued success of its Affiliate Schools after they exit the program. Graph 2 shows the average percent increases on enrollment (blue bars) and success (green bars) compared to baseline data for Affiliate schools during their tenure in AP-TIP IN and in the years afterwards. It is exciting to note that, on average, Affiliate Schools who continue their AP-TIP IN efforts and continue to commit to enrollment increases, also reap the benefit of increases in the number of Qualifying Scores their students receive. Affiliate Schools continue to help their students achieve, which demonstrates the sustainability of the AP-TIP IN program.



Since the program’s 2012 inception, AP-TIP IN has worked with 487 AP MSE teachers and more than 25,000 students at 58 Indiana public high schools of all different sizes (grade 9 – 12 enrollments from 228 to more than 3,300) and different contexts (rural, urban and suburban). As of the 2020 AP exams, students at AP-TIP IN schools have collectively taken more than 36,400 AP math, science, and English courses and earned more than 14,800 qualifying scores (a 41 percent success rate; which is an increase compared to last year!). This translates to nearly \$12,000,000* 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 college-level course at an Indiana public institute of higher education if a student enrolls in 30 credits; maintaining on-time graduation). The AP-TIP IN program has impacted teachers and schools, some to a large extent. At the end of this narrative are the stories from some of our schools: teachers and administrators who want to share their thoughts of the program.

Moving into the 2020-2021 school year (under the COVID pandemic), AP-TIP IN has nine new schools starting the program, Cohort 8. These schools applied for AP-TIP IN using a competitive application process and committed to the growth of their AP MSE programs despite the pandemic. The table below shares the Cohort 8 schools and their commitment to AP math, science, and English course and enrollment growth.

School Nam	% AP MSE Enrollment Increase	New AP MSE Courses Added
Central Noble (Albion) Size: 425 students	86	AP Computer Science Principles AP Physics 1 AP Statistics
East Noble (Kendallville) Size: 1,131 students	4	
Hanover Central (Hanover) Size: 722 students	29	AP English Language
Norwell (Ossian) Size: 835 students	74	AP Physics 1 AP Statistics
River Forest (Hobart) Size: 531 students	28	AP Statistics
Sheridan (Sheridan) Size: 317 students	133	AP English Language
Washington (Washington) Size 724 students	88	AP Computer Science Principles AP Statistics
Wawasee (Syracuse) Size: 920 students	114	AP English Language
White River Valley (Switz City) Size: 246 students	45	AP English Literature AP Environmental Science AP Statistics

Funding to implement the AP-TIP IN program at Cohort 6 and 7 schools was provided through a grant from the Lilly Endowment, which funded all program activities, teacher support, student support, and teacher and student awards. This grant has now ended. AP-TIP IN has received partial funding support for schools in Cohorts 7 through 9 (the 2020 – 2022 biennium), however, we are seeking to fully fund these cohorts as well as provide support for new schools beyond 2022.

RECENT TRENDS FOR AP

AP Computer Science Principles

AP Computer Science Principles launched nationwide in 2016, with the course being offered in 2,500 schools and over 50,000 students taking the exam. In 2017, the number of schools offering the course increased to 3,700 with over 70,000 students taking the exam. In Indiana, only 33 high schools offered the course in 2017-2018, with 920 students taking the exam.

Indiana continues to see an increase in participation in AP Computer Science Principles, with 2096 students taking the exam in 2020. This upward trend is evident with an increase of 70 percent between 2018 and 2019, and another increase of 34 percent between 2019 and 2020. While the number of participants continues to rapidly increase, the performance has maintained a relatively high percent of students earning a passing score of 3, 4, or 5 on the exam at 70 percent.

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. AP Computer Science Principles has had a positive effect on females and underrepresented minorities, providing critical exposure to STEM fields. The number of females enrolled in AP computer science courses more than doubled from 2016 to 2017, and the same was true for Black and Hispanic or Latino students. In 2020, females comprised 22 percent of the students enrolled in these courses. A strategic plan will be created to continue encouraging more schools to offer both AP Computer Science courses.

AP Capstone program

AP Capstone™ is a College Board program equipping students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. The program cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. Participation in AP Capstone fulfills the Employability Skills portion of Graduation Pathways, serving as a Project-Based Learning Experience. Indiana saw a 43 percent increase in students taking AP Research, with 78 percent of those students earning a passing score. Additionally, there was a 21 percent increase in students taking the AP Seminar course, with 88 percent of those students earning a passing score.

CHANGES TO AP IN 2020-2021

Resources and Supports for all AP courses

College Board launched AP Classroom during the 2019-2020 school year, which has resources and supports for all AP students, teachers, and coordinators. These resources are designed to motivate students and improve success in AP courses. Through an on-line platform, teachers now have access to unit guides, assessment bank questions, and performance dashboards. Students can answer questions on-line and can do their own progress monitoring. These tools should assist teachers, especially new AP teachers, improve AP exam results. Streamlined exam ordering, student registration labels, fall registration, and exam day improvements will help AP coordinators maximize their time. Collaboration with the College Board will be important to ensure that AP teachers are accessing and fully utilizing these resources.

Fall Registration

Starting last fall, students must register for AP exams by November 13, and due to the unprecedented times, College Board is waiving any cancellation fee if students choose to not take the exam come spring. However, late fees will be assessed if students are not registered by November 13. There will not be any fees if students transfer schools in the middle of the year. Students should be encouraged to register for exams as the exposure to rigorous curriculum and exam preparation has many benefits. It is the belief that committing to an exam early increases student engagement and commitment to the course.