



Forum 2019

AP in Connecticut: A State and District Approach to Expanding Access

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November 7, 2019

Introduction- Alan Bernstein

Connecticut's Approach- Michelle Rosado

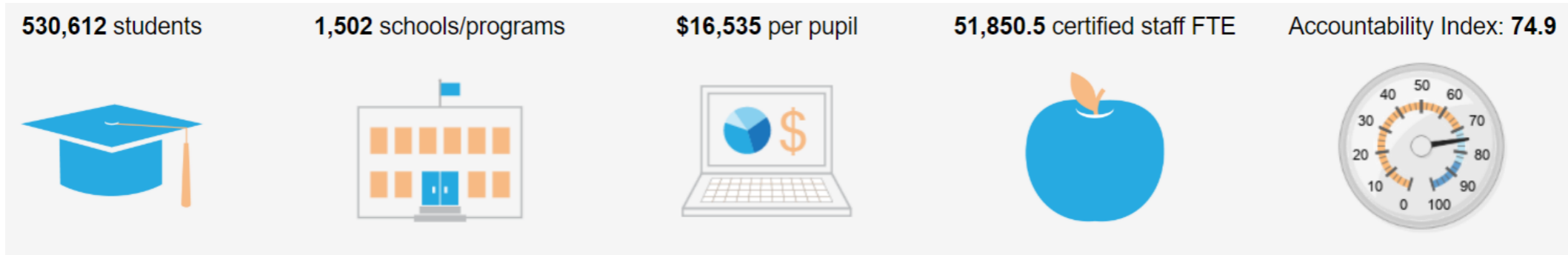
Milford's Approach- Francis Thompson

West Hartford's Approach- Julio Duarte

Questions

Expanding AP Access: Connecticut's Approach

CT- At a Glance



166,841 Students in Grades 9-12

42% of CT Students Eligible for Free or Reduced Price Lunch

7.6% EL Students

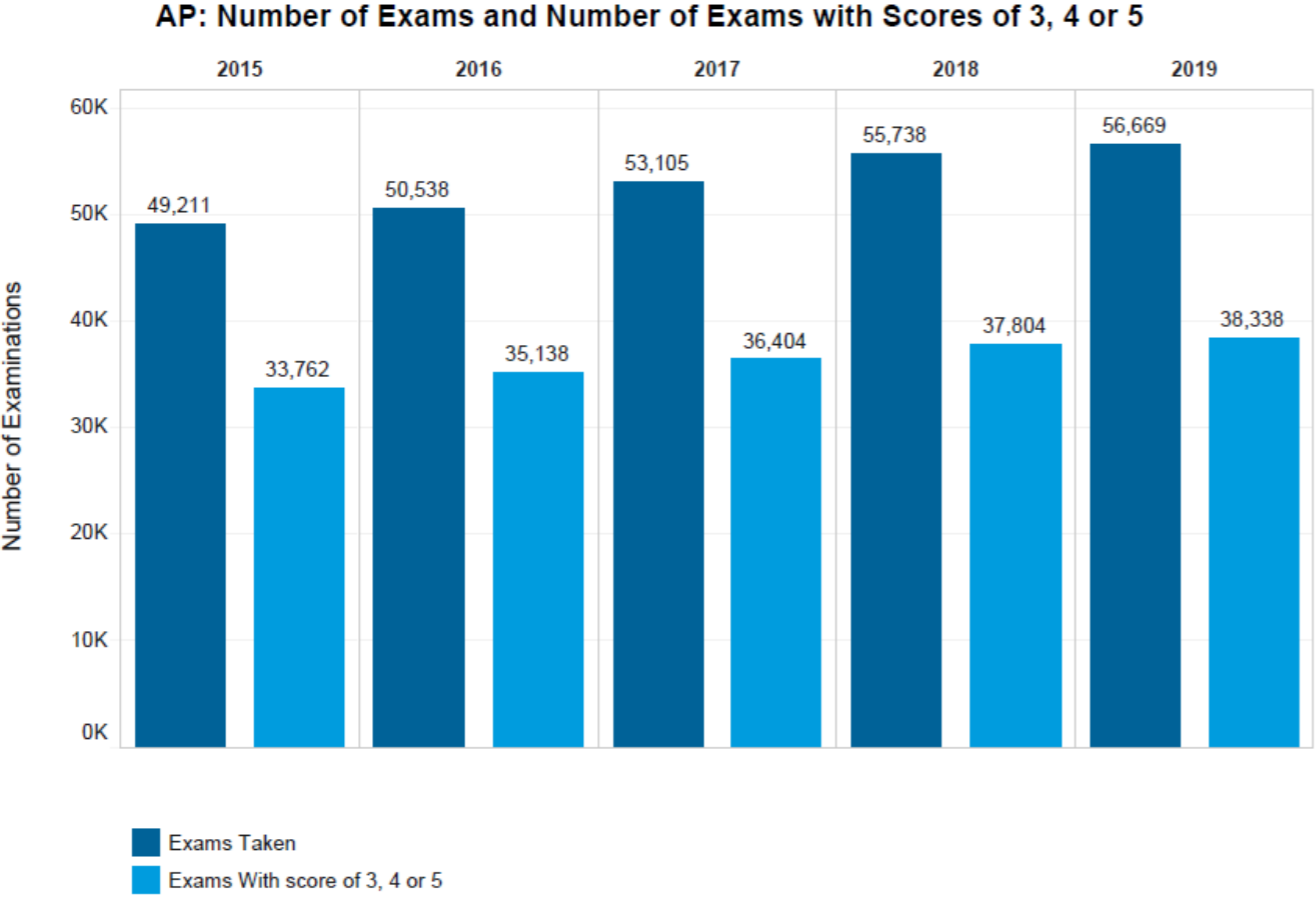
15.4% Students with Disabilities

87.9% Four Year Graduation Rate

44.8% Meeting College Readiness Benchmark

Source: CT Report Cards, 2017-18, www.edsight.ct.gov

AP Participation Has Increased for All Public School Students



Since 2008, AP participation in CT Public Schools has increased from 27.5% to 45.1% and percent scoring 3 or higher went from 19.9% to 32.2%.

Source: College Board, State and District Integrated Report, 2019

AP Participation Has Grown for Subgroups of Public School Students

- Connecticut has the third highest growth among students eligible for free-or-reduced price meals with respect to participation in the College Board’s Advanced Placement (AP) program. **Number of exams for students from low income families** increased 223 percent from 1,715 in 2010 to 5,533 in 2019.
- **Number of exams for Hispanic students** increased 231 percent from 1,385 in 2010 to 4,578 in 2019

	2015	2016	2017	2018	2019
American Indian	45	27	21	28	29
Asian	1,883	1,882	2,036	2,187	2,370
Black	606	524	606	662	699
Hispanic or Latino	1,408	1,992	2,152	2,421	2,522
Pacific Islander		10	16	7	7
White	14,276	14,195	14,531	14,625	14,534
Two or more races		666	711	808	866
Other	547	32	4	0	0
No Response	388	235	227	363	348
Overall	19,153	19,563	20,304	21,101	21,375

	2015	2016	2017	2018	2019
American Indian	71	35	47	56	55
Asian	2,453	2,432	2,620	2,828	3,024
Black	1,733	1,586	1,725	1,904	1,924
Hispanic or Latino	2,515	3,532	3,884	4,357	4,578
Pacific Islander		21	22	15	13
White	18,837	18,615	19,278	19,469	19,518
Two or more races		1,000	1,060	1,223	1,256
Other	834	36	5	1	0
No Response	730	353	319	558	496
Overall	27,173	27,610	28,960	30,411	30,864

Number with students with score of 3 or higher

Number of students taking one or more exams

Source: College Board, State and District Integrated Report, 2019

Actions Taken By Connecticut to Increase Access to AP

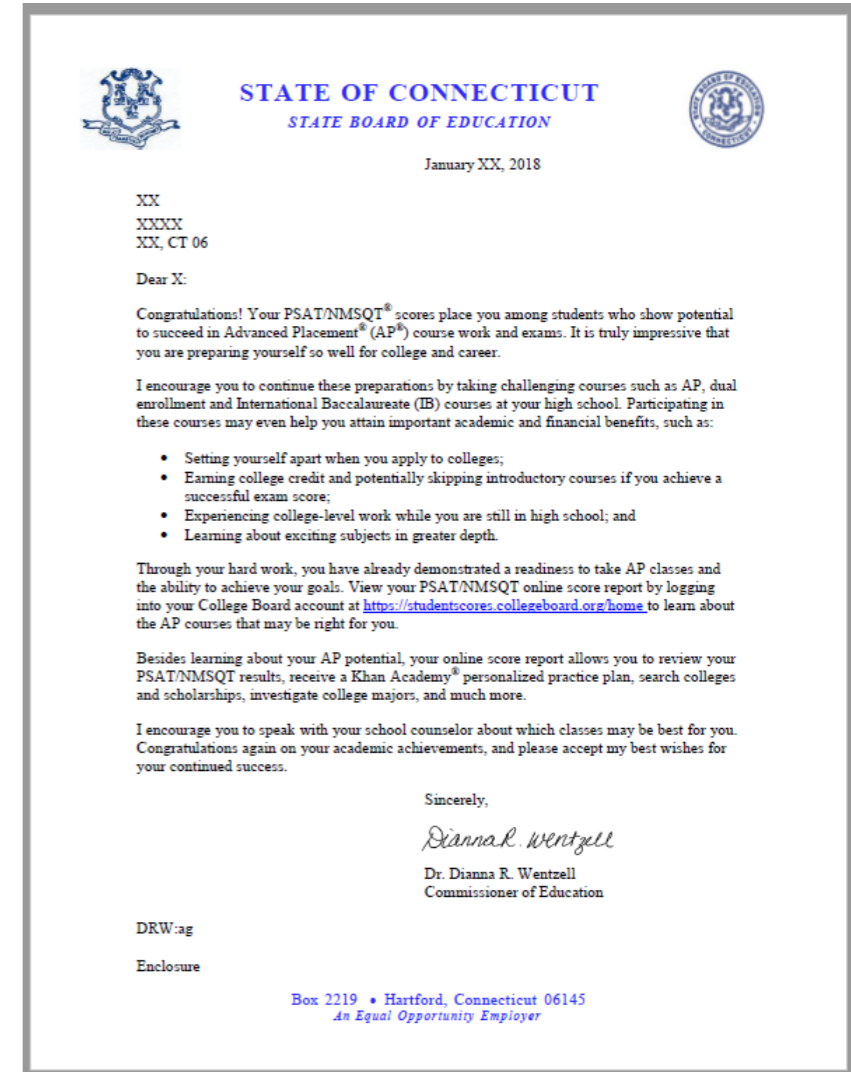
1. Partnership with College Board
2. AP Potential Activation Campaign
3. AP Fee Waivers for Students from Low Income Families
4. CT SAT School Day
5. PSAT/NMSQT Costs Covered for Students from Alliance Districts (33 districts)
6. Part of a Robust Accountability System
7. Uniform Credit Policy
8. Supportive Leadership
9. Communication Plan and Data Sharing

Partnership with the College Board

- Collaboration with NE Regional Office- specifically Alan Bernstein
- Attendance at AP National Meetings sponsored by the College Board
- Shared vision and communications with schools

AP Potential Activation Campaign

- The CSDE uses the College Board's AP potential to generate a list of those students who show AP potential based on their October PSAT/NMSQT score.
- The CSDE began the practice of mailing student letters in 2014.
- Superintendents are notified before letters are sent.
- Each year over 22,000 letters are sent.
- Schools are also encouraged to use AP potential.



AP Fee Waivers for Students From Low Income Families

- Connecticut covers the remainder of AP fees for low income students from public schools
- Encourages students to take AP by removing barriers.
- Covered all fees since 2013 and partial fees prior to 2013.

Year	Number of AP Exams	State Investment
2019	10,505	566,029
2018	8992	499,376
2017	7063	374,339
2016	6764	359,722
2015	6701	355,112
2014	5966	328,130
2013	5568	250,560

Connecticut SAT School Day

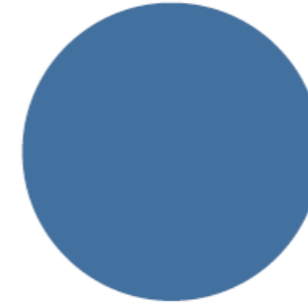
Connecticut SAT School Day



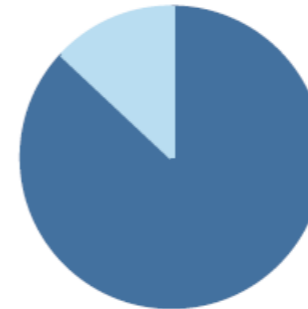
- SAT satisfies the requirements of Connecticut Public Act No. 15-238, which states that effective in the 2015-16 school year students enrolled in Grade 11 should be administered a nationally recognized college readiness assessment that is approved by the State Board of Education (October 7, 2015) and that measures essential and grade-appropriate skills in reading, writing and mathematics.
- Cost covered by the state for ALL Grade 11 public school students.
- Nationally comparable measure of CCR as well as credential for college admission, course placement and scholarships.
- Given during the school day removes weekend test barriers.
- Fee Waiver students get additional benefits such as unlimited free score sends.

PSAT/NMSQT

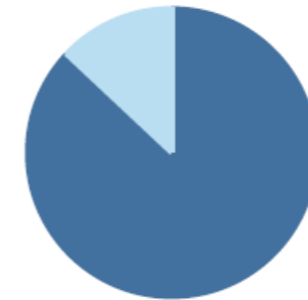
- PSAT/NMSQT costs covered by CT for Grade 11 students from Alliance Districts (33 lowest performing districts).
- These costs have been covered for over fifteen years.
- High participation in SAT Suite of Assessments=focus on college and career ready.



100% of graduates in the class of 2019 took the SAT during high school



87% of 11th graders took the PSAT/NMSQT last fall



87% of 10th graders took the PSAT/NMSQT or PSAT 10 in 2018-19

Connecticut's Next Generation Accountability System

Schools earn points on available indicators

Indicator	Elem.	Middle	High	Mid / High
Indicator 1: Academic Achievement (ELA/Math/Science weighted equally in elementary, middle, and middle/high schools and at a ratio of 3:3:2 for high schools)	300	300	800	300
Indicator 2a: Academic Growth	400	400		400
Indicator 2b: Progress Toward English Language Proficiency	100	100	100	100
Indicator 4: Chronic Absenteeism	100	100	100	100
Indicator 5: Preparation for CCR – Coursework			50	50
Indicator 6: Preparation for CCR – Exams			50	50
Indicator 7: On-track to High School Graduation		50	50	50
Indicator 8: 4-year Adjusted Cohort Graduation			100	100
Indicator 9: 6-year Adjusted Cohort Graduation			100	100
Indicator 10: Postsecondary Entrance			100	100
Indicator 11: Physical Fitness	50	50	50	50
Indicator 12: Arts Access			50	50
Total Possible Points	950	1000	1550	1450



Note: Indicator 3 is the participation rate.

Connecticut's Next Generation Accountability System

Indicator 1 - Academic Achievement- CT SAT

Indicator 3 - 95% Participation- This does not contribute to the “accountability index” but impacts school classification- CT SAT

Indicator 6 - Preparation for Postsecondary and Career Readiness –Percentage of students in grades 11 & 12 achieving CCR benchmark on at least one of the following: **SAT** or ACT or **AP** or IB

Uniform Credit Policy

- The Connecticut State Colleges and Universities (CSCU) and the Connecticut State Department of Education (CSDE) announced in March 2019 that the Board of Regents for Higher Education (BOR) adopted a uniform policy for Advanced Placement exam credit and student placement.
- All CSCU institutions will grant academic credits to any student earning a score of 3 and higher on any AP examination. Students transferring from a CSCU community college to a CSCU university or Charter Oak State College or transferring between two-year colleges or between four-year institutions within CSCU with AP scores of 3 and higher shall be considered for the awarding of course credits and/or placement at any CSCU institution.
- 17- 4 state universities and 13 community colleges

Supportive Leadership, Communication Plan and Data Sharing

- Commissioner of Education has been very supportive of AP and expanding access.
- Information about AP, PSAT and SAT are communicated to stakeholders through an electronic newsletter- Student Assessment News.
- Emails are sent by CSDE and College Board to school staff about program updates.
- Data is shared by CSDE and College Board through EdSight and EdSight Secure, K-12 Portal and email communications.

Challenges

- Schools are not closely examining participation of FRL and other student subgroups in AP so gaps persist.
- AP potential letters are not well received by all schools and parents.
- State funding must be secured for fee waivers.
- Some schools do not offer many AP courses.
- It can be difficult to get AP teachers.
- Public universities and colleges have different viewpoints on importance of a uniform credit policy.

Expanding AP Access: Milford's Approach

Jonathan Law High School: AP Program 2009-19

Changing Mindsets
Opening Doors
Delivering Results

Jonathan Law High School:Milford, CT

Profile:

Milford: “Small City with a Big Heart”
Suburban, Shoreline Town
Two Sides of Town Phenomena (History)

Two High School Town
One Can; One Can't
Principal Hired: July, 2011

The Way It's Always Been...

	2008	2009	2010	2011	2012
Jonathan Law High School (070423)					
Total AP Students	100	107	134	127	162
Number of Exams	187	175	189	198	256
AP Students with Scores 3+	68	69	77	85	115
% of Total AP Students with Scores 3+	68.0	64.5	57.5	66.9	71.0

Total School Enrollment

2009: 989 / 107

2010: 943 / 134

2012: 926 / 162

AP Success Steps

- **Offer Courses**
- **Enroll students**
- **Students pass with 3 or higher**
- **Data Review**
 - **Widen The Funnel / Create Opportunities / Show Results**
 - **2009-2010 AP Government Cohort Analysis**
 - **2010-2011 AP Government Cohort Analysis**

Current AP Growth

AP Course Enrollment

	<u>2010-11</u>	<u>2011-12</u>	
AP US	13	9	-4
AP Eng Lang	9	40	+31
AP Euro	25	44	+19
AP Stats	53	33	-20
AP Chem	0	16	+16
AP Envir	14	14	0
AP Gov	24	60	+34
AP Span	0	5	+5
AP Lat	0	2	+2
AP Cal	8	20	+12
Macro	20	18	-2
Total			+93



AP Obstacles

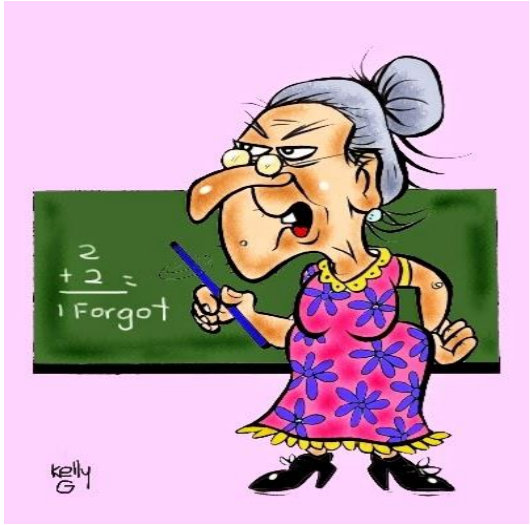
- Opportunity- course offered- schedule conflicts-guidance- Research training
- Student success- rigor- vertical teaming- teacher training- networking
 - AP Scholars
 - Either / Or Criteria for Success

And Then There's The Teachers----->



Removing the Obstacles

- Increase AP offerings
- Put The Right People on the Bus ---> In the Right Seats!
 - Rigor
 - Mindset
 - Require AP network
 - Professional development
- Vertical teaming



You Can and You Will Succeed

- 2009: 175 Exams, 107 Students, 69 exams passed
- 2016: 600 exams, 344 students, 348 exams passed
- 2019: 628 exams, 347 students, 350 exams passed



Expanding AP Access: West Hartford's Approach

Conard



High

School

Closing the Opportunity Gap



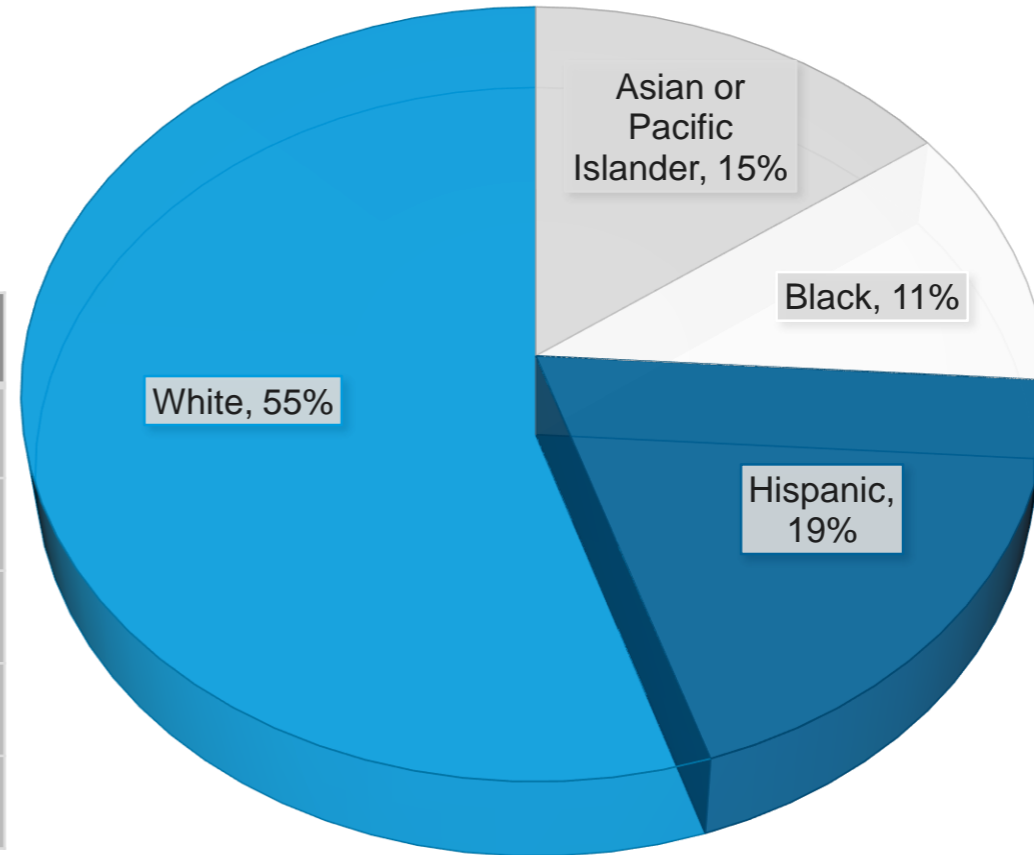
Demographics 2019-20



Total Students

1444

Ethnicity	Total
American Indian	2
Asian/Pacific Islander	218
Black	159
Hispanic	270
White	795



Who we serve:

- 52 English learners (4%)
- 113 students with 504 plans (8%)
- 161 students with disabilities (11%)
- 450 economically disadvantaged (32%)
- 46 Different Home Languages

- (1) Spanish 112
- (2) Vietnamese 58
- (3) Portuguese 25
- (4) Mandarin 24
- (5) Nepali 17



Conard High School



CHS School Profile

Grades 9-12

Traditional Public High School

Total Enrollment: 1444

College Bound (Class of 2018): 90%

4 Year Colleges: 73%

2 Year Colleges: 16%

Advanced Placement

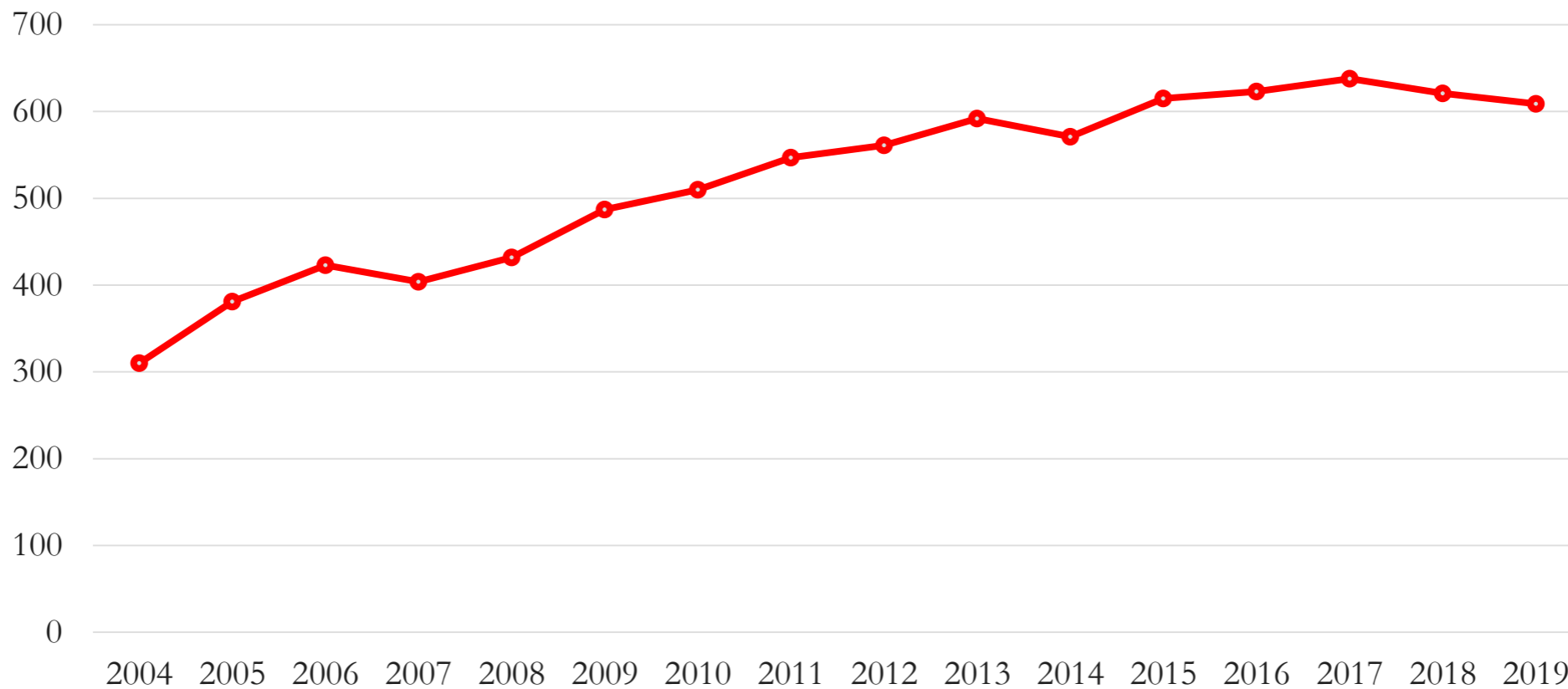
24 different AP courses offered

689 students (63% when grade 9 removed)

AP Biology	AP Computer Science A	AP Environmental Science	AP Psychology	AP Statistics
AP Calculus AB	AP Computer Science Principles	AP French	AP Research	AP Studio Art
AP Calculus BC	AP Economics	AP Modern European	AP Seminar	AP US Government
AP Chemistry	AP English: Language	AP Physics I	AP Spanish Language	AP US History
AP Chinese	AP English: Literature	AP Physics I and II	AP Spanish Literature	

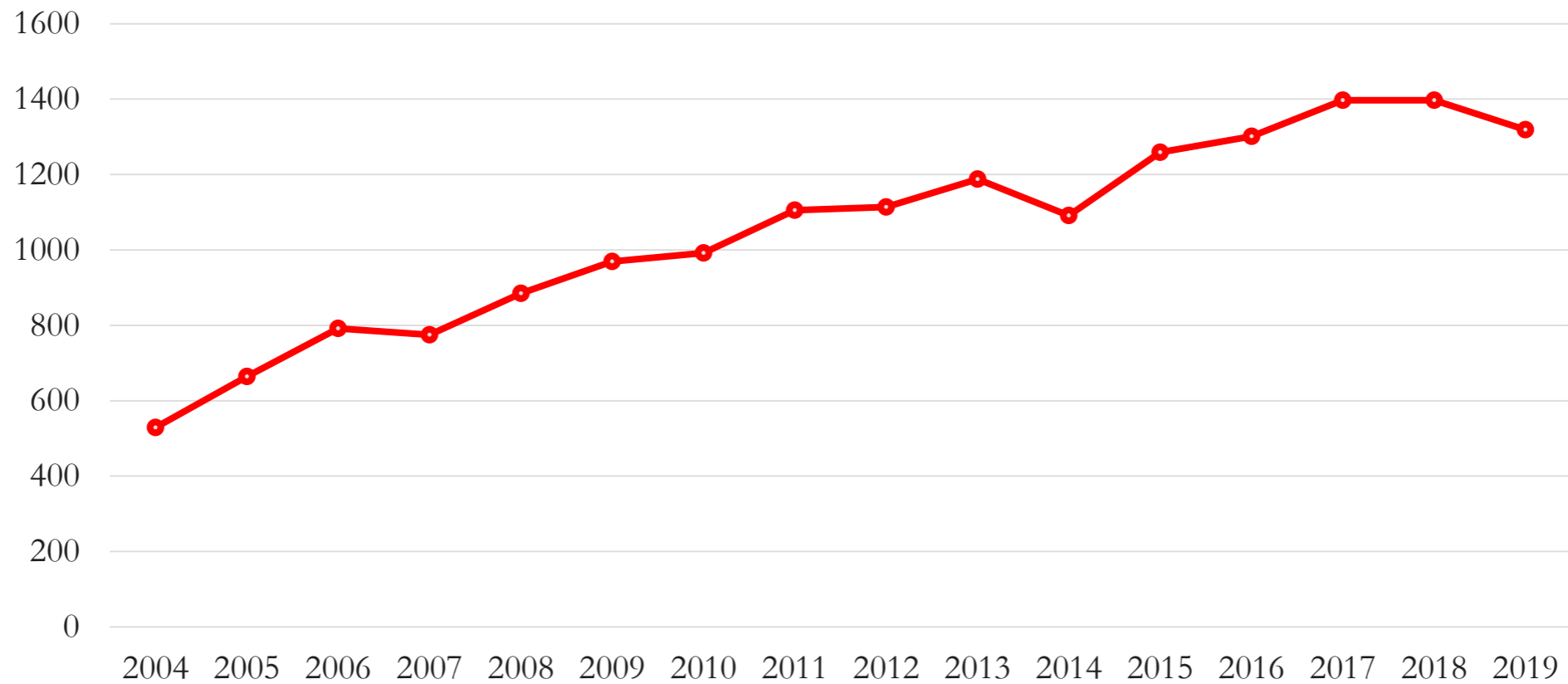
Advanced Placement Numbers

Number of Students Taking an AP Exam	
2004	310
2019	609



Advanced Placement Numbers

Number of AP Exams Taken	
2004	529
2019	1318



AP Equity and Excellence...

Number of seniors who scored a 3 or higher on at least one AP Exam at any point during their high school career divided by the total number of Conard seniors.

School Year	AP Equity and Excellence
2014	57%
2015	51%
2016	56%
2017	61%
2018	65%
2019	65%

Our AP Story...



Total
Exams
Administered

1318

Percent of
Possible Exams
Taken

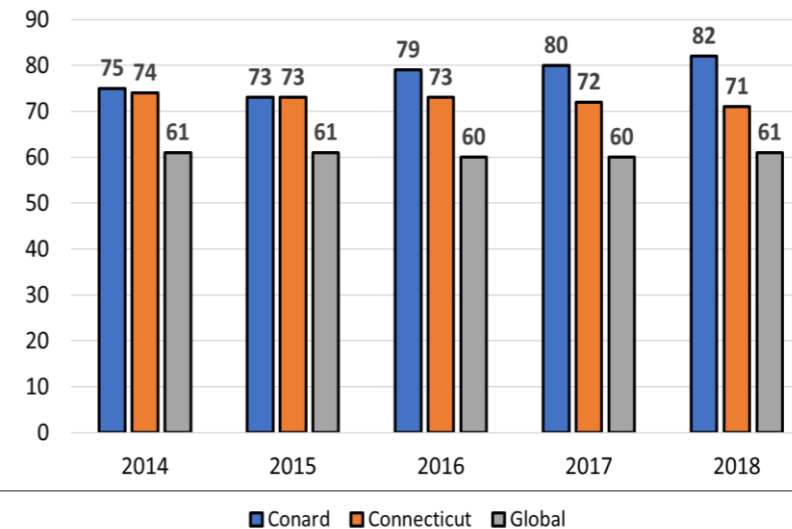
94%

Average
AP
Score

3.54



Percent of Total AP Students with 3+



Our Philosophy...

**Every student will take at least
one college level course before
they graduate!**

What is the right number?

Conard = 90% (College Bound)

How did we get here...

- Open enrollment.
- A culture that believes every child can succeed.
- Helping parents/guardians know why taking an AP class is important.
- Using SAT, PSAT, and the AP Potential List to identify students.
- Individual meetings to personalize the process.
- Never focus on the score.
- Support students (example: AP Boot Camp).
- Be mindful of summer assignments.
- Holding everyone accountable during course selection.

Course Selection...

- Encourage students to think about their possible career pathway.
- Teachers are required to have individual conversations with students.
- Counselors have individual meetings with each student.
- Teachers are asked to make their recommendation based on the highest level they believe a student could be successful in.
- Counselors help students create a manageable program of studies.

Let students know you believe in them!



Focus Group Takeaways...

- Be mindful of your words (example: It is really hard!)
- Students feel the pressure of representing a whole subgroup.
- Did not fully understand the benefits of taking an AP, ECE, or CCP course.
- Knowing that it is a college course makes it extra scary...if I don't do well I probably won't do well in college.
- Fair of failure.
- Not confident in their abilities even if doing well in standard courses.
- My parents have no idea what the benefits of these courses are and even discourage me from taking them.
- Worried that I will do all this work and then fail the AP exam so it was all for nothing.
- Did not see payoff from the sacrifice of time now for future rewards.

Relationship between the student and the staff member help to trump fears about taking AP courses.

A photograph of four young people (two men and two women) walking together on a paved street. They are all smiling and appear to be in conversation. The man on the far left is wearing a blue jacket and dark pants. The man next to him is wearing a grey hoodie and blue jeans. The woman next to him is wearing a striped shirt and blue jeans. The woman on the far right is wearing a blue denim jacket over a red top and dark pants. The background shows trees, a utility pole, and a red car parked on the side of the road. The entire image is overlaid with a semi-transparent blue filter. The word "Questions" is written in a large, white, sans-serif font across the center of the image.

Questions

Contact Information and Slides

Alan Bernstein

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Julio Duarte

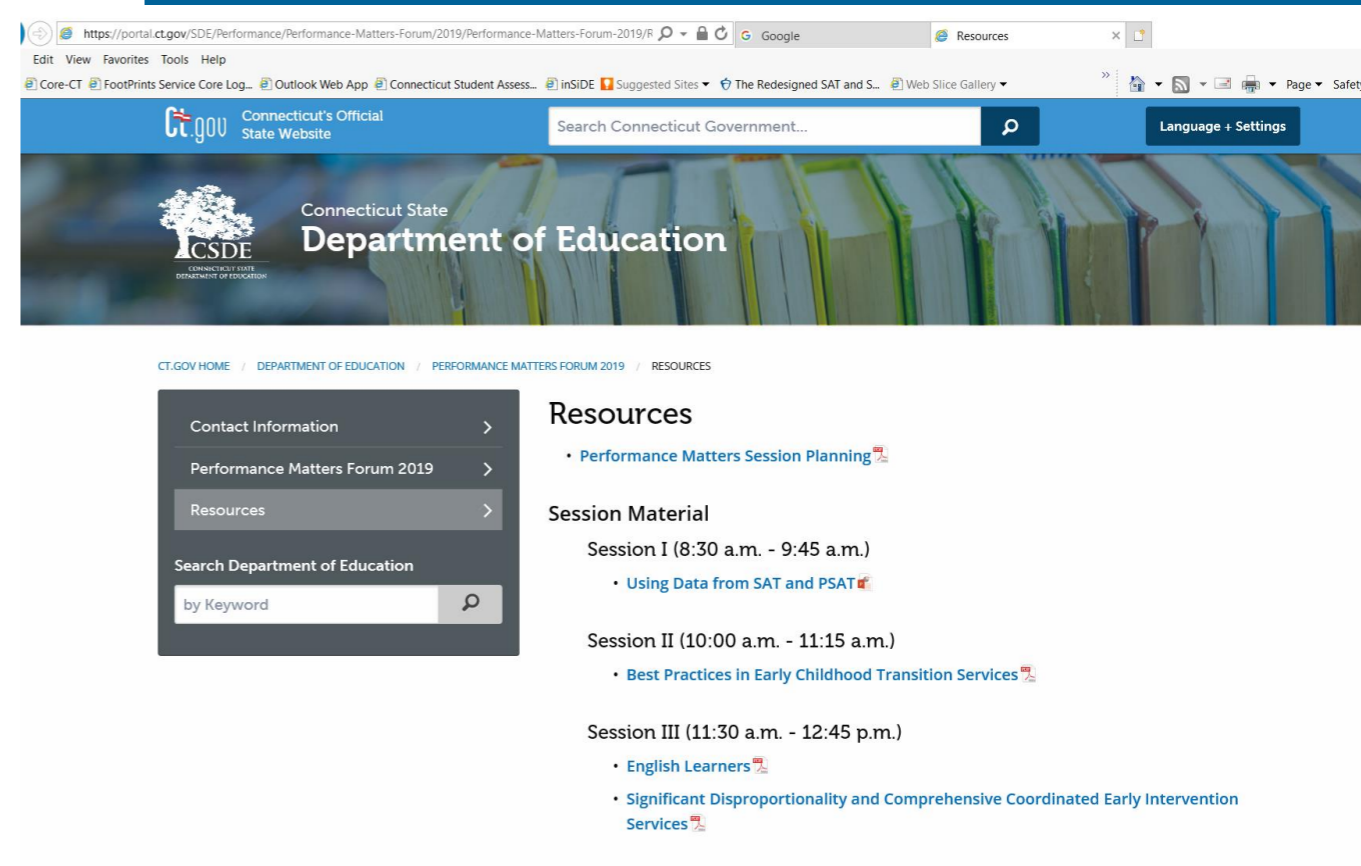
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The screenshot shows a web browser displaying the Connecticut State Department of Education website. The URL in the address bar is <https://portal.ct.gov/SDE/Performance/Performance-Matters-Forum/2019/Performance-Matters-Forum-2019/R>. The page features a blue header with the Connecticut State Department of Education logo and a search bar. Below the header, there is a navigation menu with the following items: Contact Information, Performance Matters Forum 2019, Resources, and a search bar for the Department of Education. The main content area is titled "Resources" and lists three sessions:

- Performance Matters Session Planning
- Session I (8:30 a.m. - 9:45 a.m.)
 - Using Data from SAT and PSAT
- Session II (10:00 a.m. - 11:15 a.m.)
 - Best Practices in Early Childhood Transition Services
- Session III (11:30 a.m. - 12:45 p.m.)
 - English Learners
 - Significant Disproportionality and Comprehensive Coordinated Early Intervention Services

Thank you!

 CollegeBoard
Forum 2019
