

Advanced Placement

State Board of Education Meeting
December 12, 2023

Presenters

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Division of Educator, Student, and School Supports
and

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Goals

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
- 4. Expand secondary learning opportunities for all students**
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding



Goal 4: Six Sets of Success Measures

Career and
Technical
Education (CTE)

Advanced
Placement (AP)

Early Middle
College (EMC)

Dual Enrollment
(DE)

International
Baccalaureate
(IB)

Special Education
Transition
Services

What is Advanced Placement?

- **High school courses** that teach **college-level material**
- **AP classes** are offered in **various subjects** (e.g., calculus, computer science, drawing, microeconomics, physics)
- **Enrolled AP students** can elect to **take an AP exam** for which they **may receive college credit** if they achieve above a minimum score and/or receive placement in higher level college courses
- **There is a fee to take the exam** - financial aid is available for students who qualify



Benefits of Advanced Placement

- Chance to **learn exciting subjects in greater depth**
- **Mental preparation** for college and university courses
- Directly **teach students how to study and manage their time**
- **Expand participation in rigorous coursework** in high school, particularly for those from underrepresented groups
- **Potential to receive course credit** from some colleges and universities
- **Opportunity to bypass introductory courses** within some colleges and universities and still receive college credit



Rigorous Learning Opportunities

- Dual Enrollment
- Early Middle College (EMC) programs
- International Baccalaureate (IB)[®] Diploma Programme (DP) & Career-related Programme
- Career and Technical Education
- Advanced Placement



Students participating in secondary school programs (duplicated count)

Student Group	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Career and Technical Education	107,930	109,005	110,316	110,710	111,073	102,988	106,077	108,874
Advanced Placement	71,625	77,776	80,691	79,546	78,086	74,699	69,731	71,979
Early Middle College	8,312	10,241	12,182	13,065	14,333	15,308	15,013	15,076
Dual Enrollment	28,568	27,916	28,711	30,155	31,789	30,134	29,528	31,106
International Baccalaureate	10,011	11,275	13,691	12,822	11,902	11,668	11,474	11,421
Total	226,446	236,213	245,591	246,298	247,183	234,797	231,823	238,456
Total number of high school students	490,590	495,477	479,634	481,347	462,804	468,127	461,204	453,641
Average program participation per student	0.46	0.48	0.51	0.51	0.53	0.50	0.50	0.53

Roles of Organizations

Michigan Department of Education (MDE)

- Provide guidance and support to districts
- Use the AP Potential Tool to send letters to parents and guardians of students who are likely to succeed in advanced coursework, encourage student participation in AP courses and other rigorous learning opportunities, such as dual enrollment, CTE, and IB
- Share statewide AP data annually with the Michigan State Board of Education as part of monitoring Michigan's Top 10 Strategic Education Plan

Roles of Organizations

Local Education Agencies (LEAs)

- Offer students an array of AP courses as part of the district course catalog
- Teach AP courses
- Submit enrollment data
- Administer AP exams

Michigan Virtual

- Offers online AP courses for Michigan students to access



Roles of Organizations

College Board (Non-profit organization)

- Provide free curriculum materials to districts for various AP classes
- Develop and distribute AP exams to districts
- Responsible for reporting AP performance data to students, schools, and states



Center for Educational Performance and Information (CEPI)

- Responsible for collecting and reporting Michigan AP enrollment data for all student groups



Enrollment vs Performance

Enrollment

- Students who participate in an AP course are AP enrollees
- Students may choose to participate in AP classes but not take the examination

Performance

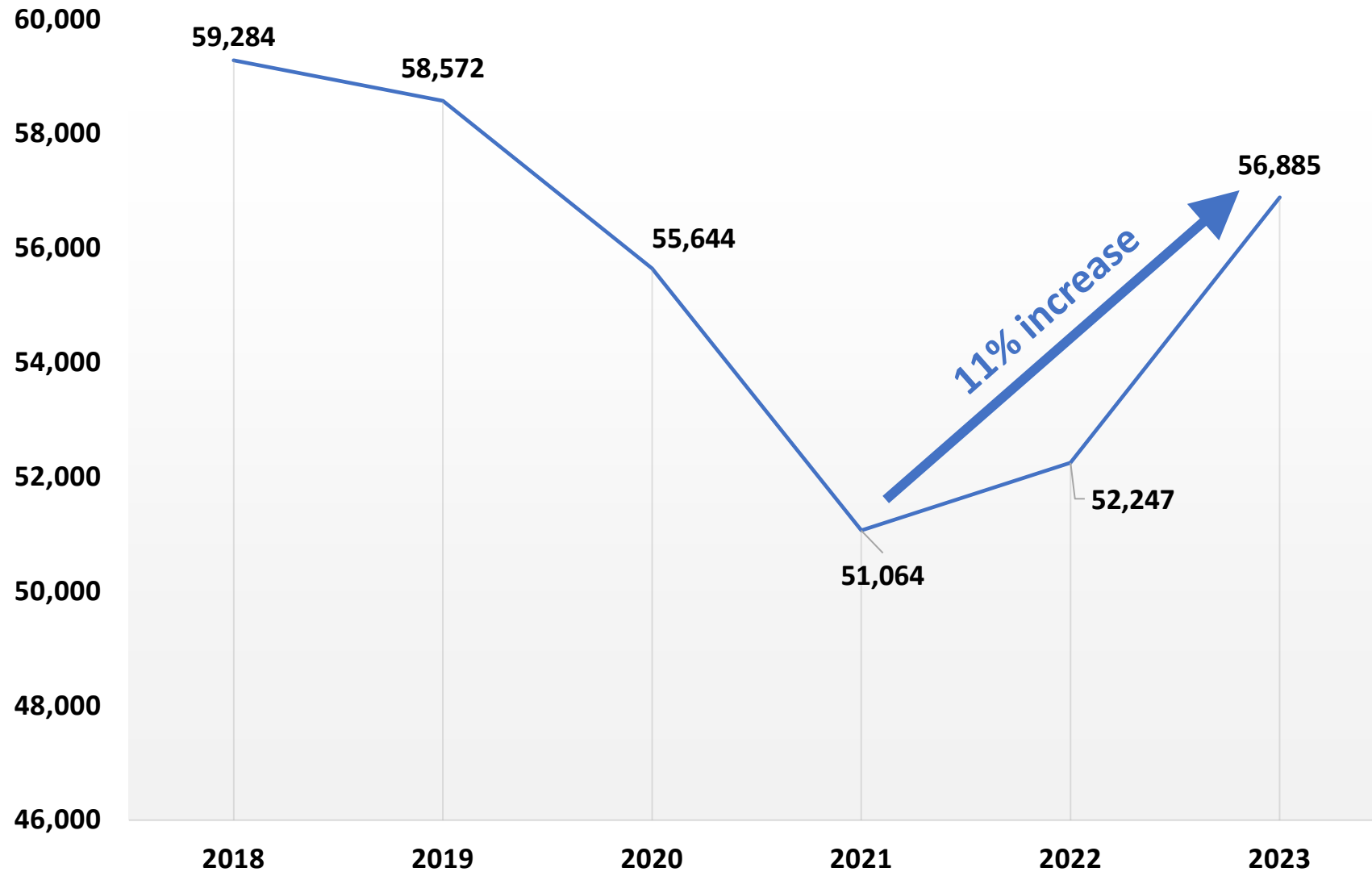
- Students who take the exam are included in the performance data
- Students who receive a 3, 4, or 5 on the exam may be eligible for course credits at some colleges and universities



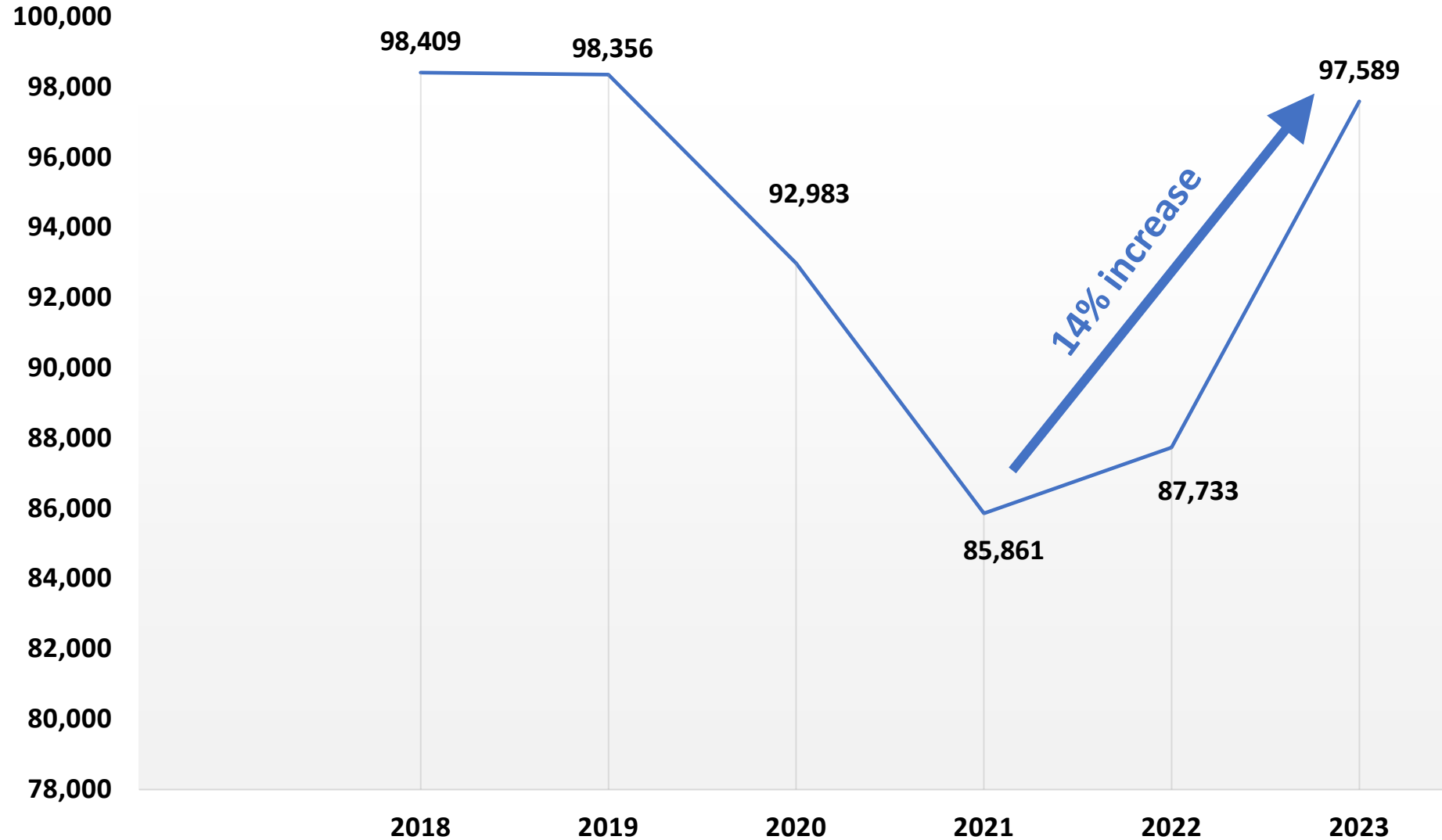
Advanced Placement Performance



Number of students taking one or more AP exam

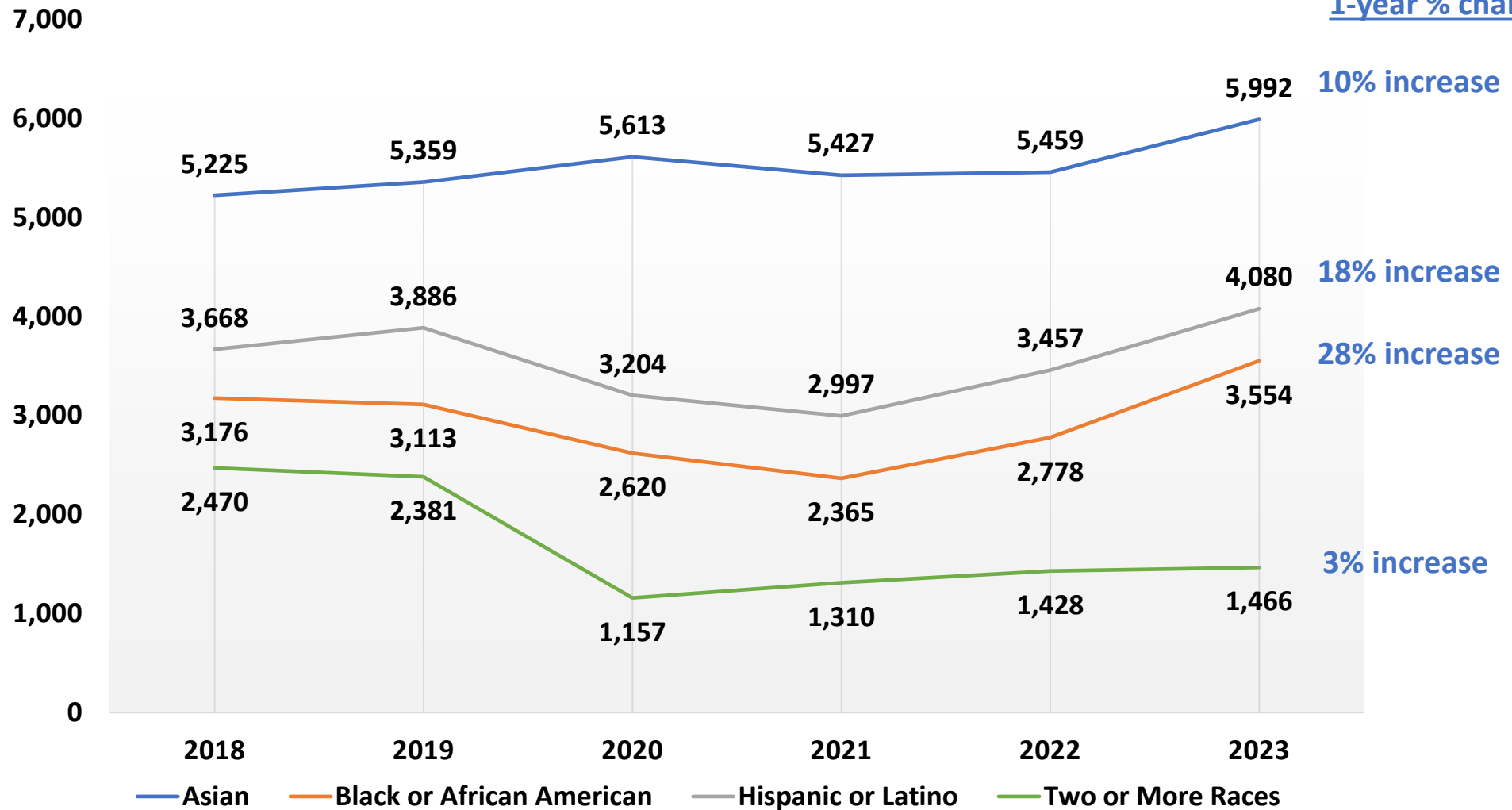


Number of AP exams taken

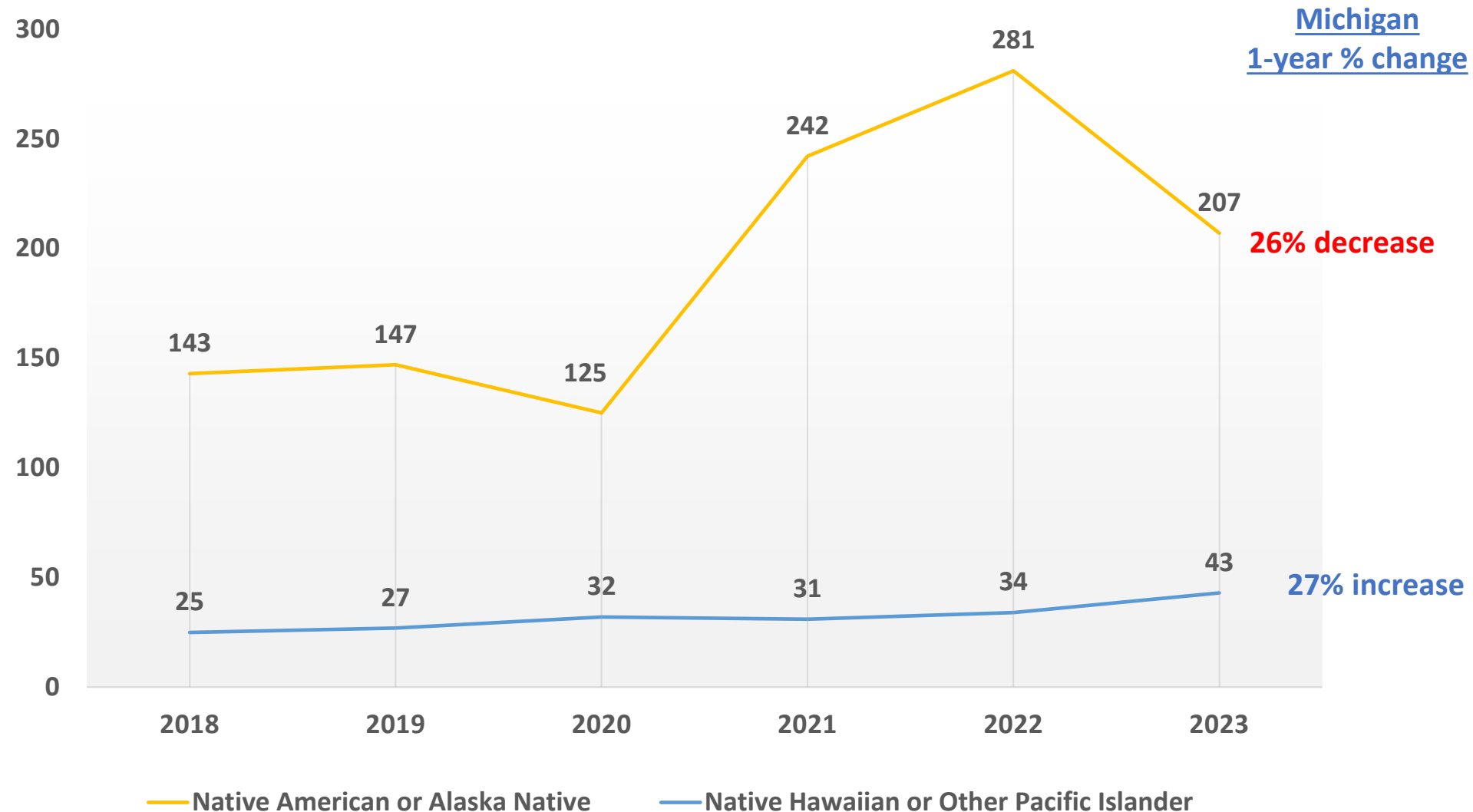


Number of students taking one or more AP exam (ethnicity)

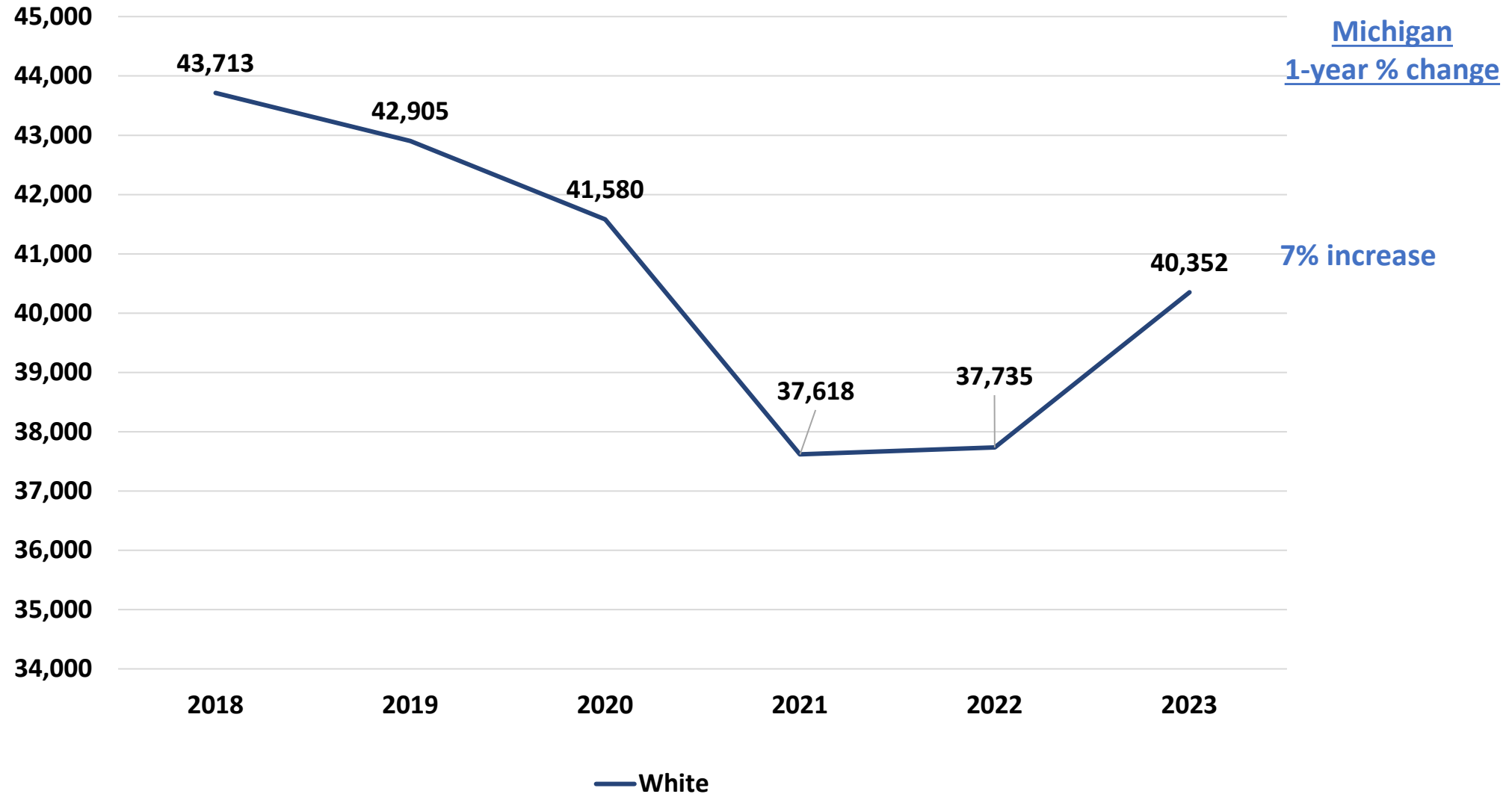
Michigan
1-year % change



Number of students taking one or more AP exam (ethnicity)



Number of students taking one or more AP exam (ethnicity)



Performance: Number of students with scores 3, 4, or 5 and number of AP exams with scores 3, 4, or 5

Student Group	2018	2019	2020	2021	2022	2023	1-year difference	Percent Change
Number of students with scores 3, 4, or 5	38,062	37,789	38,242	30,840	34,114	37,298	3,184	9%
Number of exams with scores 3, 4, or 5	62,922	63,057	61,591	51,074	56,394	63,725	7,331	13%

Data Source: College Board

Performance by ethnicity - students with scores 3, 4, or 5

Student Group	2018	2019	2020	2021	2022	2023	1-year difference	Percentage change
Asian	4,035	4,179	4,605	4,040	4,313	4,773	460	11%
Black or African American	990	996	1,079	631	851	1,176	325	38%
Hispanic or Latino	1,991	2,121	1,945	1,493	1,858	2,248	390	21%
Native American or Alaska Native	61	71	69	123	162	103	-59	-36%
Native Hawaiian or Other Pacific Islander	16	16	19	18	17	28	11	65%
Two or More Races	1,574	1,552	828	859	975	1,031	56	6%
White	28,896	28,454	28,797	23,026	25,227	27,154	1927	8%

Data Source: College Board

Michigan vs National 2022 to 2023



Number of Students Taking Exams

Michigan: 8.9% increase

National: 7.6% increase

Total Number of Exams Taken

Michigan: 11.2% increase

National: 8.6% increase

Number of Exams with 3+ Scores

Michigan: 13.0% increase

National: 11.2% increase

Michigan vs National (Ethnicity) 2022 to 2023



Number of Students by Ethnicity with Exam Scores 3+

- Black or African American with Exam Scores 3+
Michigan: 38% increase
National: 17% increase
- Hispanic or Latino with Exam Scores 3+
Michigan: 21% increase
National: 14% increase

Michigan vs National (Ethnicity) 2022 to 2023



Number of Students by Ethnicity Taking Exams

- Black or African American
Michigan: 28% increase
National: 11.5% increase
- Hispanic or Latino
Michigan: 18% increase
National: 12% increase

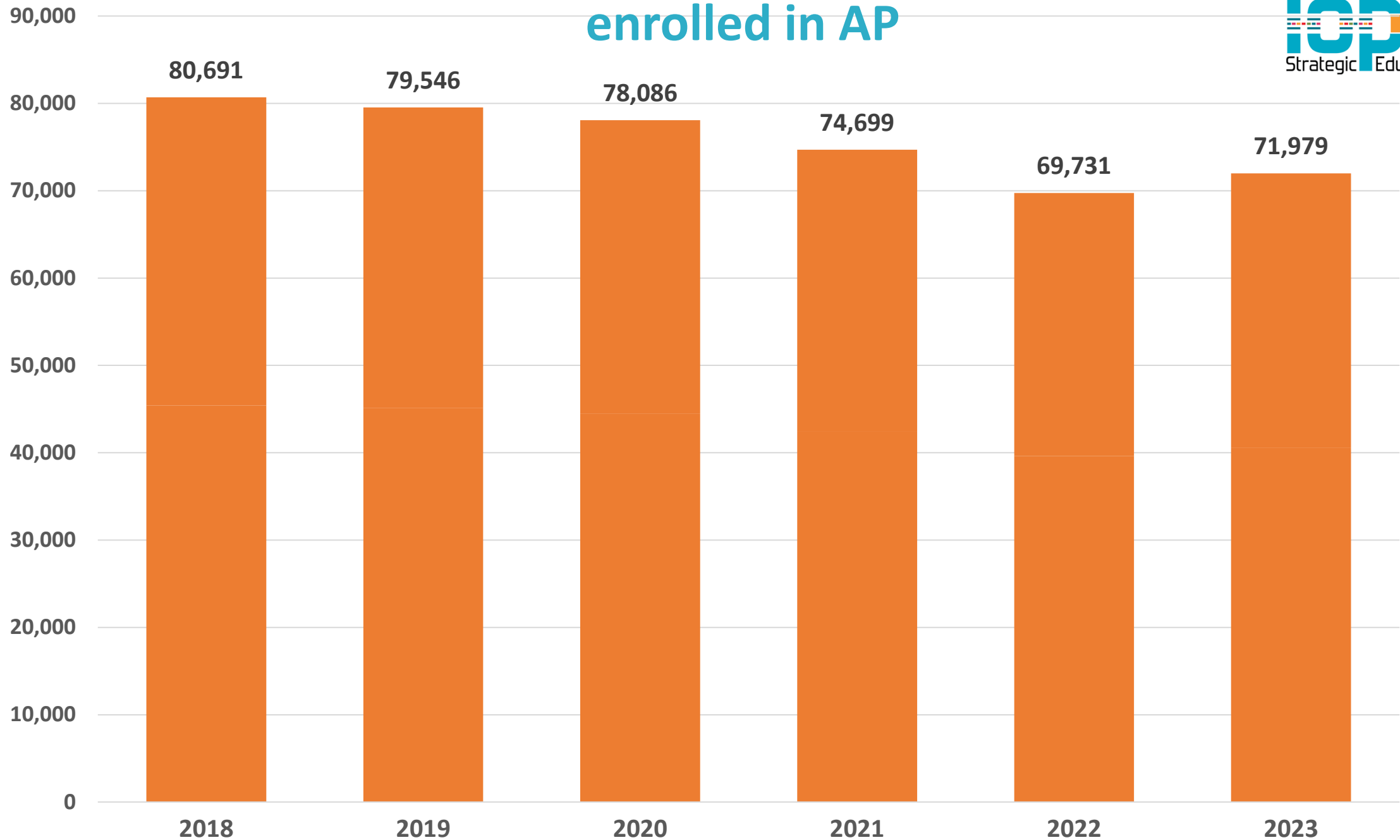
Advanced Placement Enrollment



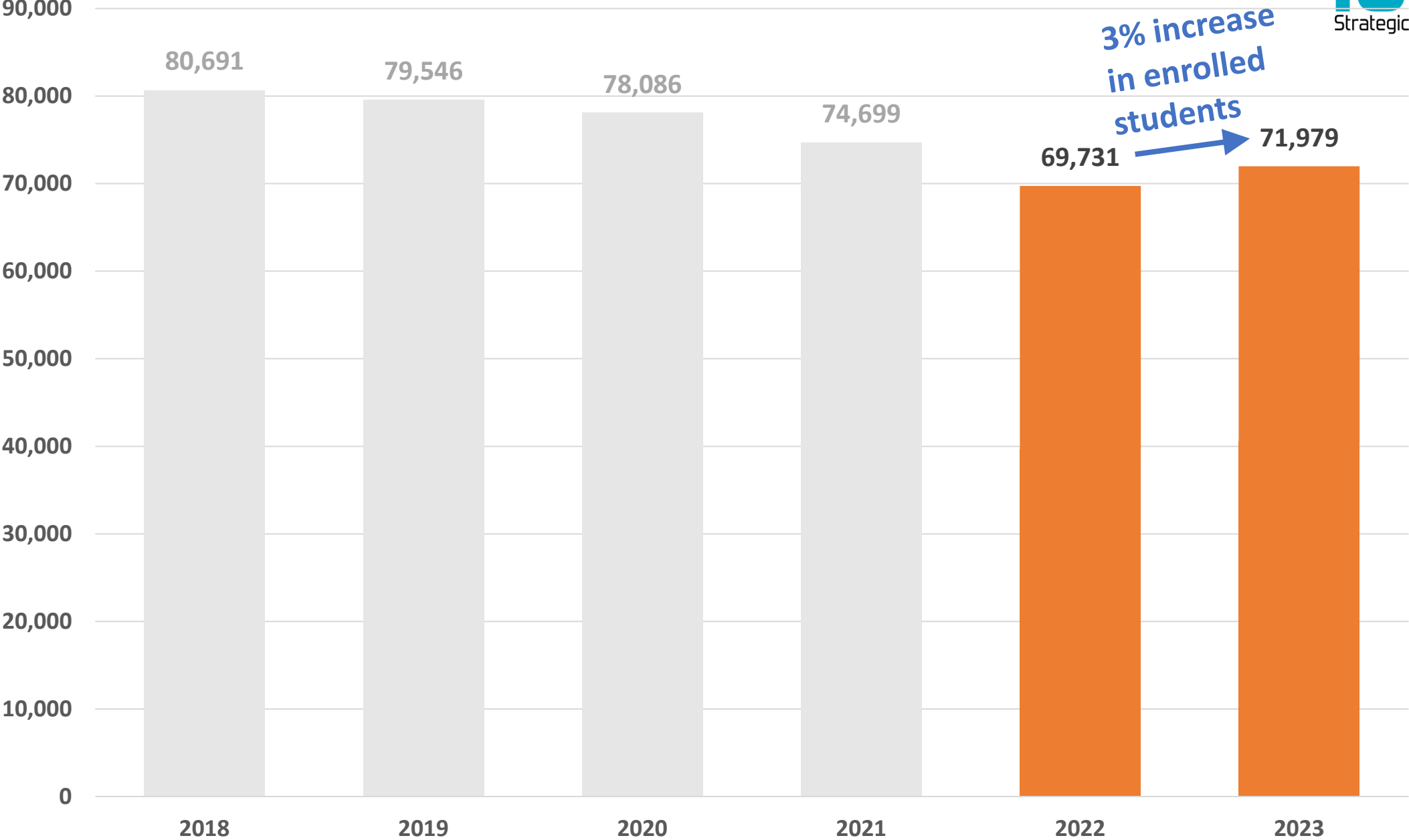
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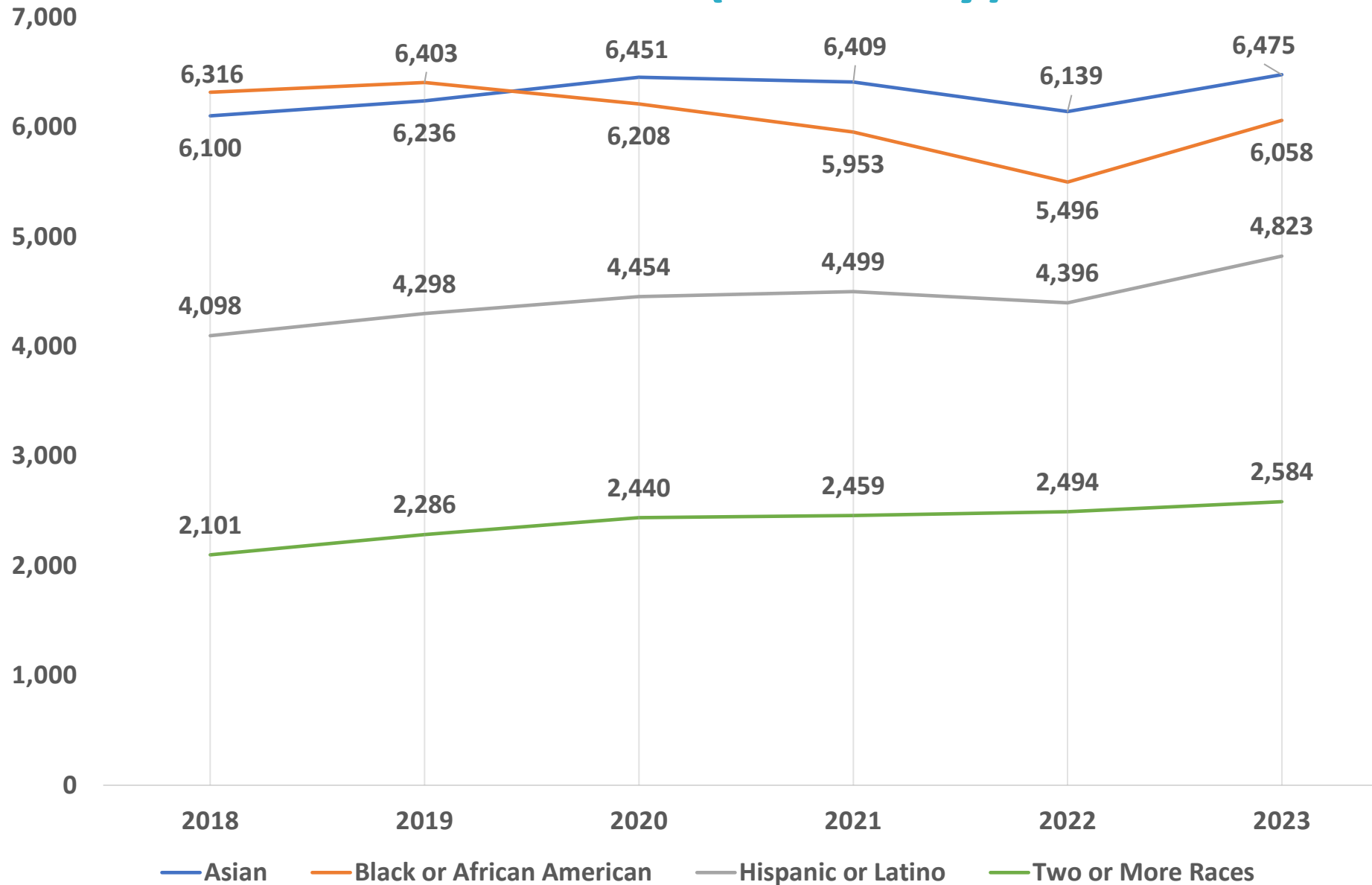
Total number of students enrolled in AP



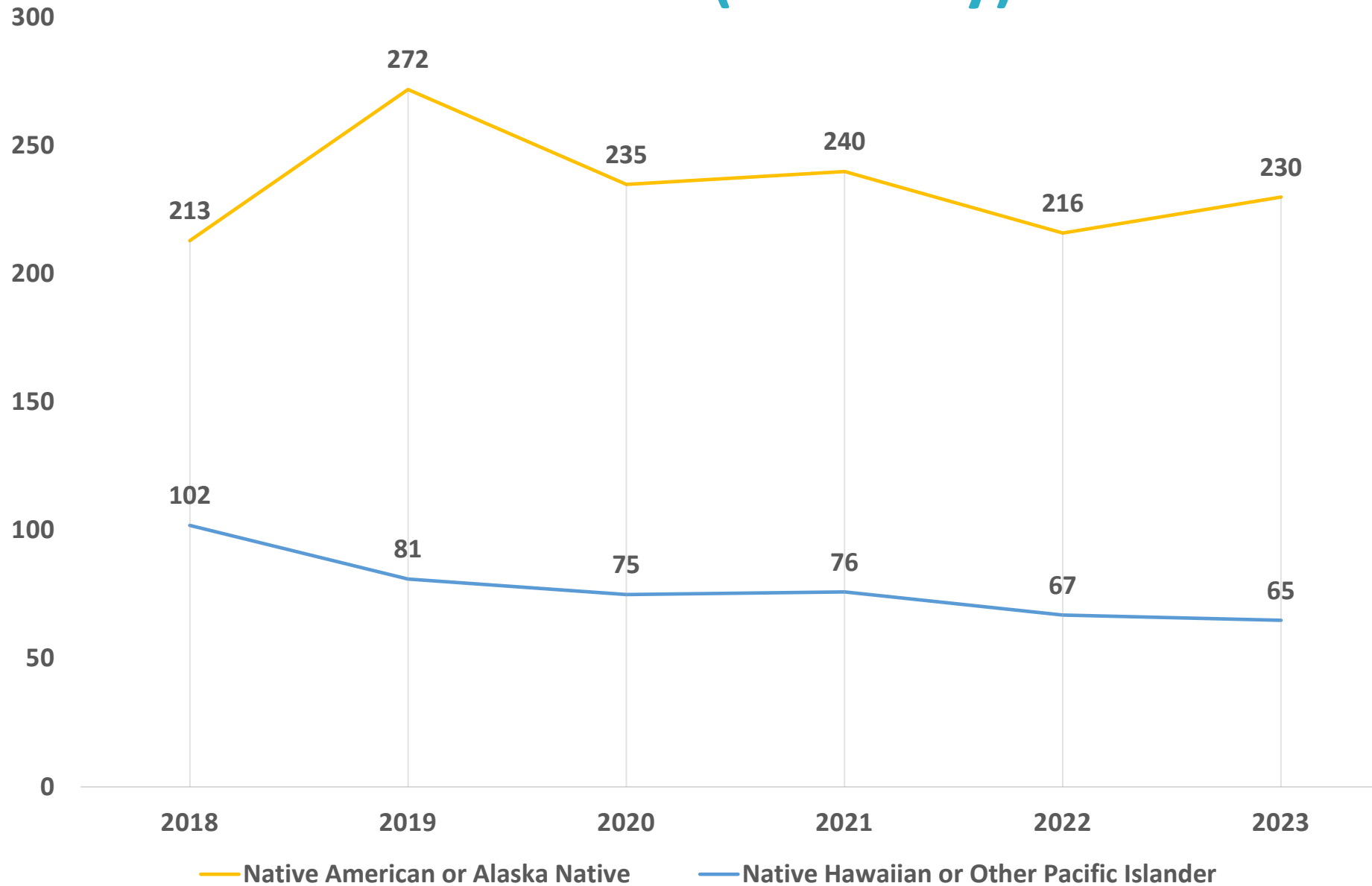
Total number of students enrolled in AP



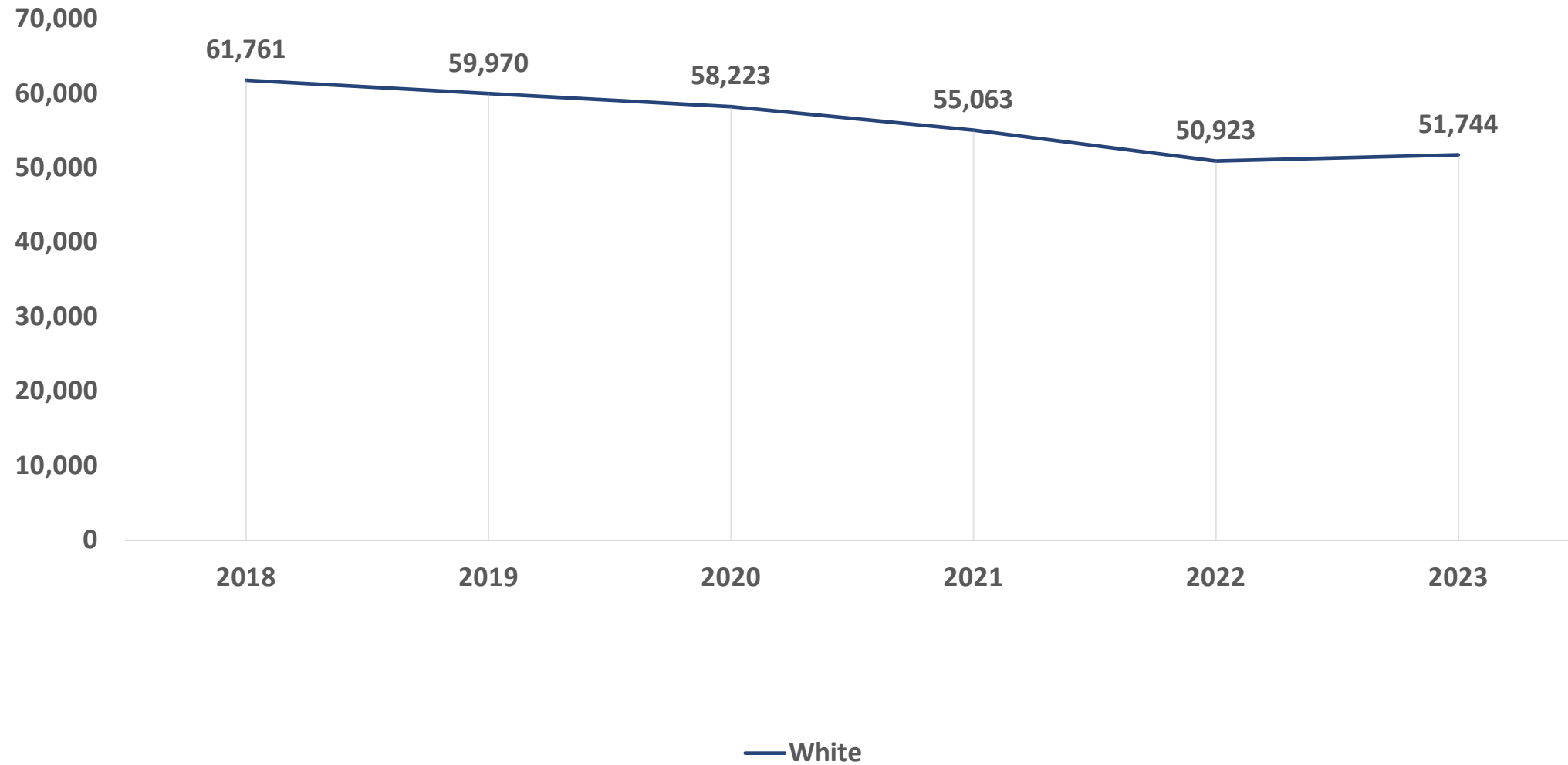
Number of students enrolled in AP (ethnicity)



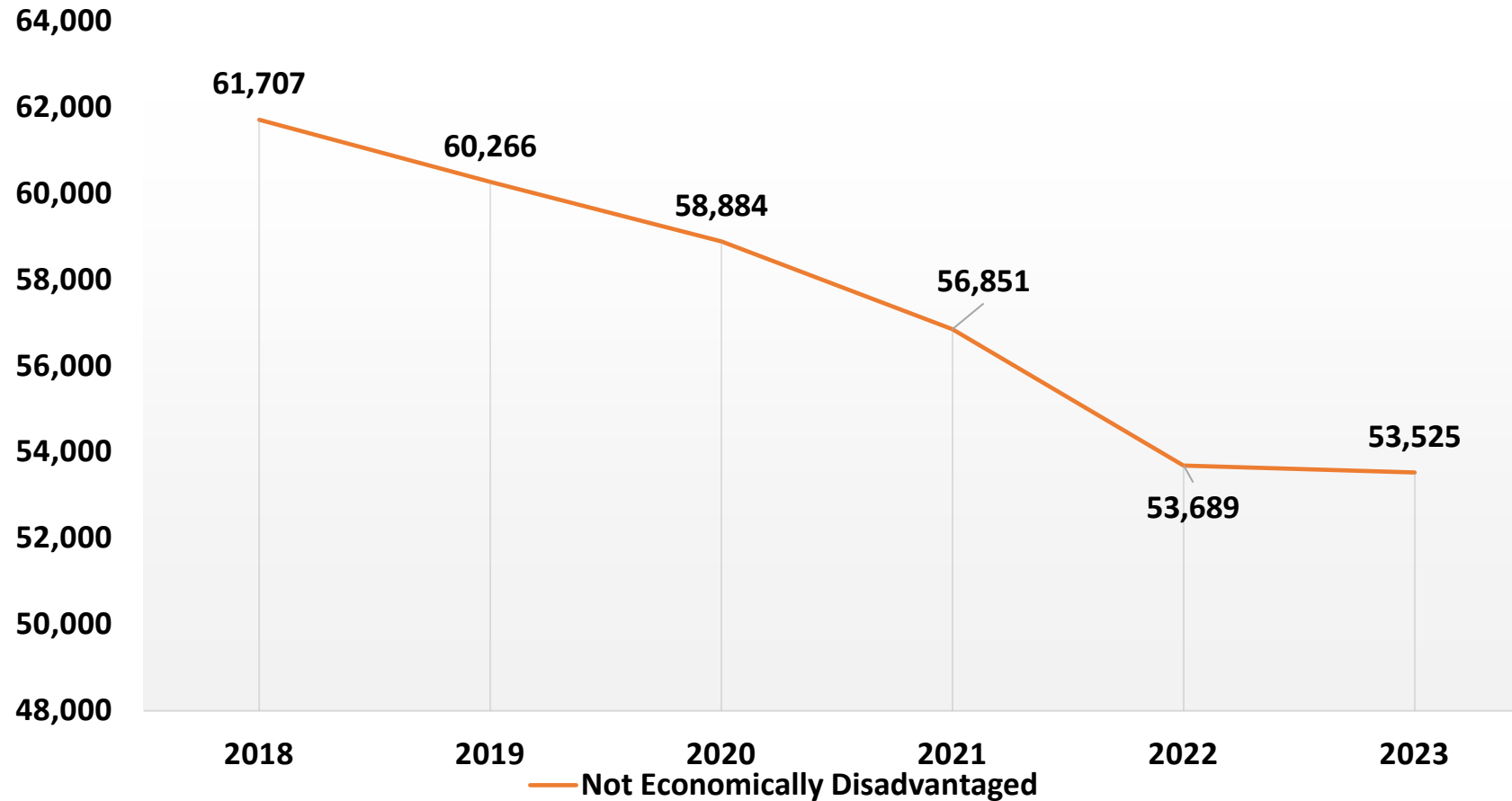
Number of students enrolled in AP (ethnicity)



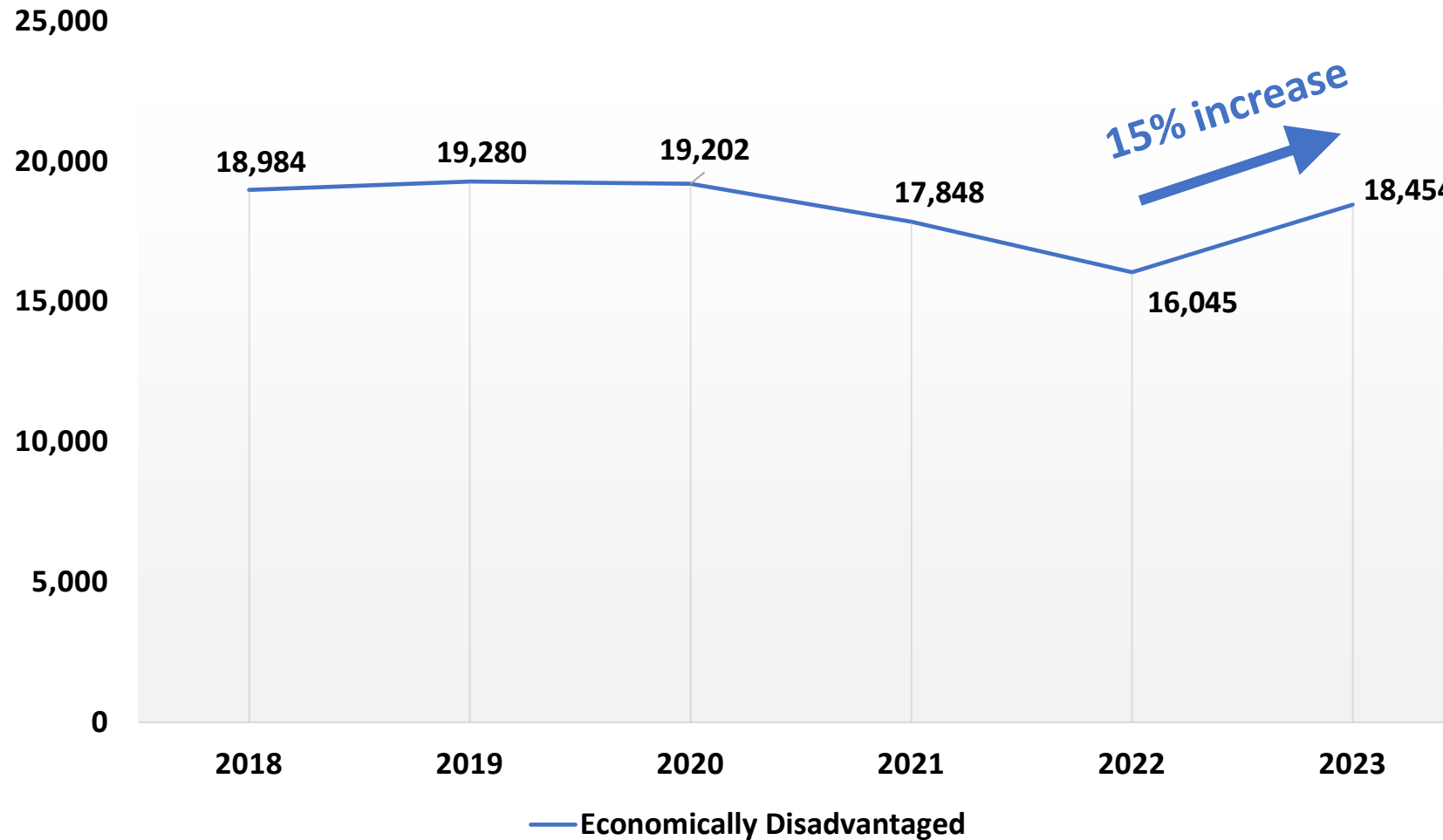
Number of students enrolled in AP (ethnicity)



Number of students enrolled in AP (not economically disadvantaged)



Number of students enrolled in AP (economically disadvantaged)



AP Potential Tool

- LEAs can generate rosters of students with the potential to be successful in AP coursework
- Free online platform via the College Board
- Based on students' spring PSAT 8/9, PSAT 10 results
- State education agencies (SEAs), in collaboration with the College Board, can use the tool for mass communication to students on their potential to be successful in AP and related rigorous academic options
 - MDE is one of two SEAs using the tool and sending letters to students in grades 9 and higher
 - 2022 – over 40,000 letters sent
 - 2023 – nearly 90,000 letters sent
- Encouragement letters may provide validation and motivate students to stay in high school and graduate



AP Tool Highlights

Communication to Dr. Rice from a student's aunt, who wrote, *'My sister received this letter for her daughter. Her daughter sometimes doesn't have all the confidence. This brought tears to my sister and her. She will be taking an AP class....What you do has impact.'*

Dr. Rice received an email from a parent that read: "Thanks for sending this letter. It meant a great deal to my daughter and our family."

Some MDE Student Advisory Council members shared their appreciation for the letter.

Tammy Triplett, MDE Senior Executive Management Assistant, received a phone call from a frantic parent. The parent had accidentally thrown away the letter stating that their child would be a strong candidate to take advanced courses. The child was very upset because they wanted it. The parent asked MDE to send a replacement, which Tammy was more than happy to do.

Students can thrive when they are told that they are talented and capable!



Questions?

