

AP® and Traditionally Underserved Students

AP is a Powerful Tool That Prepares Minority and Low-Income Students for College Success

Recent research shows that participation in high quality curricula, held true and consistent by a universal, external assessment such as the AP® Exam, dramatically boosts the likelihood of traditionally underserved students experiencing success in college.

Important findings include

- African-American and Hispanic students who take AP courses and exams earn significantly higher GPAs in college than African-American and Hispanic students who take regular or dual enrollment courses.
- Minority and low-income students participating in AP have much higher college graduation rates than minority and low-income students who did not take AP courses.

“AP is not for the elite, it is for the prepared.”

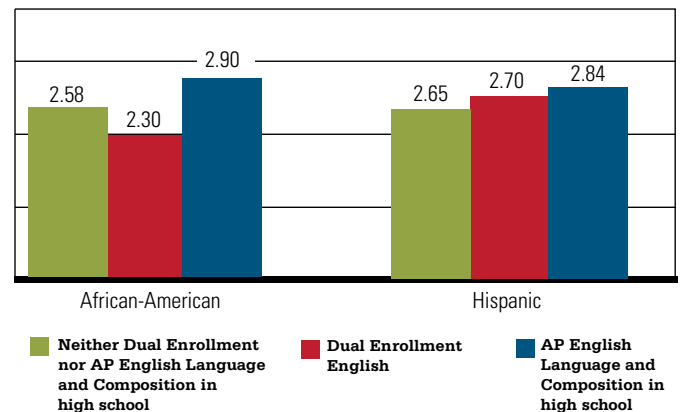
—Terry Grier, former superintendent Guilford County Schools

African-American and Hispanic AP Students Outperform their Non-AP Student Peers in College

A statewide study¹ of Texas students who entered Texas public colleges and universities enabled researchers at the Texas Higher Education Coordinating Board to compare the college success of minority students, in relation to the high school courses they took.

The results show that African-American and Hispanic students who took AP courses and exams earned higher grades in college than other African-American and Hispanic students from the same SAT® range and the same socioeconomic background who had taken only regular high school courses or dual enrollment courses.

1st Year GPA of AP English Students Compared to Matched Dual Enrollment and Other Students in College



The Science Academy of South Texas, a public school that draws students from three rural counties in the Rio Grande Valley, has sent several migrant workers' children to high-tech colleges by exposing them to difficult AP assignments. Norma Flores, a senior, says she often started school late in the fall because her migrant-laborer family needed her in the cornfields. "I had to work twice as hard to catch up," she says. But next fall, fortified by college-level courses, she will study aerospace engineering at the University of Texas-Pan American campus.

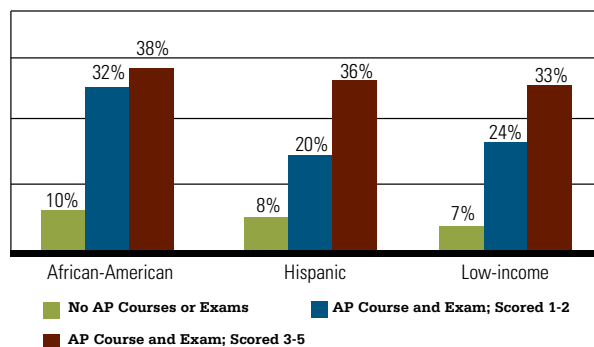
—Newsweek, June 2, 2003

¹ Linda Hargrove, Donn Godin and Barbara Dodd, "College Outcomes Comparison by AP and Non-AP High School Experiences." The College Board. 2008.

Texas Studies Show That AP® Students Complete Bachelor's Degrees at Much Higher Rates

Minority and low-income students who participate in AP®, and particularly those who score 3 or better on the AP Exam, experience much higher probability of earning a college degree within 5 years of beginning college than matched populations of minority and low-income students.²

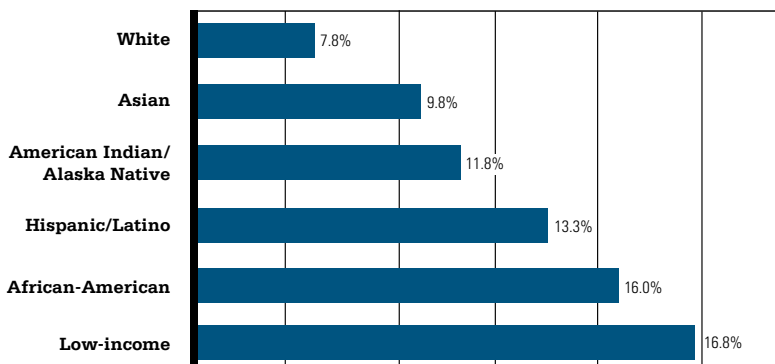
Five-Year Graduation Rates



Minority and Low-Income Students Deserve Greater Access to AP

Minority and low-income student participation in AP is growing significantly, but these students still remain significantly under-represented in AP classrooms. From 2002 to 2007, the compound annual growth rate of African-American, Hispanic and low-income students has been significantly higher than among white and Asian students.

Compound Annual Growth Rate of Student Participation in AP Exams



Achieving Equity: A 7-Point Plan

School and district leaders can take the lead in expanding access to, and success in, AP through a straightforward 7-point plan:

1	Announce a major commitment to equity in AP.	Launch high-profile public campaigns to increase student access to and success in AP courses.
2	Conduct an inventory of current AP offerings and capacity.	Determine extent and rigor of AP offerings in high schools as well as effectiveness of teacher training for Pre-AP® and AP courses.
3	Support teacher professional development for AP and Pre-AP teachers.	Offer year-round training for AP and Pre-AP teachers and hands-on professional development for school and district leaders.
4	Align middle and high school curricula.	Incorporate state, local and College Board standards to ensure that students have the opportunity to be prepared for success in an AP course through their previous course work.
5	Use AP Potential™ to identify prospective AP students.	Administer the PSAT/NMSQT® to all 10th and 11th graders; use the free AP Potential program to identify those students likely to succeed on AP Exams, based on those scores (www.collegeboard.com/appotential).
6	Mandate AP course offerings.	Require all high schools to offer AP courses in at least the four core areas: Mathematics, Science, English and Social Studies.
7	Offset the AP Exam fee for low-income students.	Combine federal funds and the College Board AP Fee Reduction to make the AP Exams free for all students from low-income families.

² Chrys Dougherty, Lynn Mellor and Shuling Jian. "The Relationship between Advanced Placement and College Graduation." National Center for Education Accountability, 2005.