

MINNESOTA DEPARTMENT OF

*Children  
Families &  
Learning*

**Advanced  
Placement  
And  
International  
Baccalaureate  
Program**

February 2003

FY 2002  
Report  
To the  
Legislature

As required by  
Minn. Stat. ?  
120B.13

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CHERI PIERSON YECKE, Ph.D.**

**FY 2002  
Report  
To the  
Legislature**

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**2002**  
**LEGISLATIVE REPORT ON**  
**ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS**

<b>TABLE OF CONTENTS</b>		<b>PAGE</b>
I.	Estimated Cost of Report Preparation	3
II.	Purpose	4
III.	Program Overview	5
	A. Advanced Placement	5
	B. International Baccalaureate	6
IV.	Legislative Program	7
V.	Program Implementation Summary	8
VI.	Program Participation	9
	A. Advanced Placement	9
	B. International Baccalaureate	11
VII.	Program Costs and Expenditures	12
VIII.	Program Trends	14
IX.	Challenges and Recommendations	15
X.	Conclusion	16
XI.	Staff Contacts	16

Appendices

**2002**  
**LEGISLATIVE REPORT ON**  
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**AS REQUIRED IN Minn. Stat. § 120B.13, Subd. 4**

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Children, Families & Learning in preparing this report is \$2,810.

## II. PURPOSE

The intent of the Advanced Placement (AP) and International Baccalaureate (IB) Program legislation is to provide financial incentives for schools to initiate or expand their AP and IB offerings and to promote rigorous courses of study as part of regular offerings for students in secondary schools. These incentives increase the ability of some schools to offer an AP or IB program by providing funding for:

- training and services for teachers of AP and IB courses; and
- subsidies for end-of-course student examination fees for AP and IB.

“These programs, in addition to providing academic rigor, offer sound curricular design, accountability, comprehensive external assessment, feedback to students and teachers, and the opportunity for high school students to compete academically on a global level. Advanced Placement and International Baccalaureate programs allow students to leave high school with the academic skills and self-confidence to succeed in college and beyond.” (Statement from legislation)

### **Background of State Funding:**

- State funding for the AP and IB programs was initiated in 1992, with the first recipients receiving financial support in FY 1993.
- Initial funding supported subsidies for exam fees for public and non-public students, teacher support, and teacher training. This was expanded in FY 1998 and 1999 to include student scholarships and teacher stipends for public and non-public schools. Teachers of non-public schools also received training scholarships for the first time in FY 1998. The student scholarships and teacher stipends were repealed for FY 2000 - 2001.
- The appropriation for FY 2002-2003 was \$2,000,000. The Advanced Placement Program was to receive 75 percent of the funding and the International Baccalaureate Program was to receive 25 percent. The advisory boards for each program determine the amounts of the expenditures each year for examination fees and training and support programs.
- In May of 2002, program funding was reduced from \$2,000,000 to \$1,000,000 for FY 2003.

### **Funding Benefits:**

- Students benefited from AP and IB programs in that they have been given an opportunity to earn college credit and/or advanced standing, thus saving both time and money. With sufficient credits, many students enter college with sophomore standing.
- Schools have benefited from AP or IB programs because they revitalize teachers and departments, and indicate to the public that the school values intellectual achievement and academic excellence.

- Most of Minnesota's public and private colleges and universities provide credit policies for Advanced Placement and International Baccalaureate course credits for exams taken by students.

### **III. PROGRAM OVERVIEW**

#### **A. Advanced Placement Program**

Since 1955, the College Board's Advanced Placement (AP) Program has offered high school students the opportunity to complete college-level courses while still in high school. The program consists of 34 college-level courses and exams in 19 disciplines. The AP Program, a cooperative educational endeavor, is based on the premise that college-level material can be taught successfully to able and well-prepared secondary school students. Each course, developed by a committee composed of college faculty and AP teachers, covers the breadth of information, skills and assignments found in corresponding college courses.

Students say they enjoy the challenge of the program; high school faculty find that AP courses greatly enhance students' confidence and academic interest; and college faculty find that these students are far better prepared for serious academic work. Other benefits for students include:

- Introduction to a rich, in-depth, and rigorous college-level curriculum;
- Opportunity to develop analytical reasoning skills, and form disciplined study habits;
- Smoother transition from high school to college due to the strong academic skills preparation;
- Opportunities to receive college credit, advanced standing or both; and
- Enhancement of their chances of being accepted by the college of their choice.

Advanced Placement is open to any secondary school that is willing to organize one or more courses, foster teacher development, and administer the AP Exams. About 60 percent of the nation's high schools offer college-level AP course work. The number of AP courses varies from school to school, with an average of more than five per school. Student participation in the program has grown steadily since AP's inception more than forty years ago. In 1956, approximately 104 schools with 1,229 candidates took 2,199 examinations. In May of 2002, 937,951 students sat for 1,585,516 examinations in 14,157 secondary schools in the U.S. and overseas. These 14,157 schools included 60% of the nation's public schools and 46% of its non-public schools. This past year students in 80 countries took AP courses.

All AP exams (except Studio Art) contain both multiple-choice questions and free-response questions, which require essay writing, problem solving, and other skills. Most of the exams are three hours long, while exams taken for one-semester courses may be two hours. In Studio Art, students submit portfolios of their work instead of taking an exam. The Modern Language and Music Theory examinations also contain a performance section for which students record their responses on audiotape. In June, college and high school AP faculty members from around the world gather in the United States to evaluate and score the free-response sections of the AP exams. Each examined subject is graded on a scale of 1 to 5 (maximum).

In addition to earning scores for individual exams taken, students can also earn a diploma. The AP International Diploma (APID) was designed to accommodate American and international students at secondary schools in the U.S. and abroad who are applying to universities outside the United States. To

qualify for the APID, Students must earn AP grades of 3 or higher on four AP exams in three of five subject areas. For further information about the program, visit the Advanced Placement Program home page at <http://www.collegeboard.com/apcentral>

## **B. International Baccalaureate Program**

The International Baccalaureate Organization's (IBO) Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations in various subjects. The IBO grew out of international schools' efforts as early as 1924 to establish a common curriculum and university entry credentials for geographically mobile students. The DP is designed for highly motivated secondary school students aged 16 to 19. The programme is a comprehensive two-year international curriculum, available in English, French and Spanish, which offers 157 exams in 51 disciplines that generally allows students to fulfill the requirements of their national or state education systems. Based on the pattern of "no single country," it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general goals of the IB Program are to:

- provide students with a balanced, comprehensive education;
- facilitate geographic and cultural mobility; and
- promote international understanding through a shared academic experience.

Students who participate in the full Diploma Program are required to study and examine in six different academic subjects. At least three and not more than four of the six subjects are taken at the higher level, the others at standard level. Students who are not Diploma candidates can choose to take individual IB courses and subsequent exams. These students receive IB certificates.

The Diploma Programme's grading system is criterion referenced: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. The format of exams includes essay, multiple choice, short answer and oral. In some subject areas, students also prepare a portfolio for assessment. Each subject has at least two exam periods for different types of exams for a total of 4 hours of examination. Externally graded exams go through the IB Office in Cardiff, Wales. Each examined subject is graded on a scale of 1 to 7 (maximum). The award of the Diploma requires a minimum total of 24 points and satisfactory completion of the following three additional requirements:

- the *Extended Essay* of some 4000 words, which provides the first experience of the independent, original research paper in one of the six subject areas;
- a critical thinking course known as *Theory of Knowledge* which explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom; and
- a minimum of 150 hours participation in CAS (*Creativity, Action, and Service*), which are extracurricular community-action service activities, artistic, and physical activities.

Worldwide, there are over 1,100 IB schools in 113 countries that have an IB program. Currently, 387 U.S. secondary schools are authorized to offer the IB Diploma. Schools go through a rigorous application

process and an on-site visit to be certified as an IB school. In 2002, 25,024 US students took 67,697 exams. Throughout the world, 46,016 students took 152,909 exams. For further information about the program, visit the IB home page at <http://www.ibo.org>

#### **IV. LEGISLATIVE PROGRAM**

The *Advanced Placement and International Baccalaureate Program* became a part of the Education Omnibus bill in May of 1992. For FY 2000 and 2001, the program was funded at \$2,000,000 annually. M.S. 2000, section 120B.13, subdivision 1 indicates that, “The advanced placement program shall receive 75 percent of the appropriation each year and the international baccalaureate program shall receive 25 percent of the appropriation each year.” Following is a detailed description of the major program components:

##### **A. Teacher Training**

Critical to schools’ success is ongoing teacher training approved by Advanced Placement and International Baccalaureate. This component provides for the preparation of teachers to offer AP and IB courses to secondary students interested in challenging, in-depth learning opportunities. Teacher training, including content, instruction, and assessment strategies, assists teachers in working with the challenging curriculum. The funding provides tuition, room, and board for AP and IB training offered by the College Board and International Baccalaureate of North America.

CFL Staff Responsibilities:

- Provide teacher training opportunities to assist districts in developing a variety of courses;
- Prepare applications, including scholarship forms, for teachers to attend in-state and out-of-state training;
- Work with Augsburg College, Carleton College, and College of Saint Benedict-St. John’s University to identify courses for preparing teachers to teach AP or Pre-AP courses;
- Work with Augsburg College, Carleton College, and College of Saint Benedict-St. John’s University to determine the amount of scholarship funding and disseminate brochures promoting summer training opportunities;
- Facilitate payment of teacher scholarships to Augsburg College, Carleton College, and College of Saint Benedict-St. John’s University or directly to the district for pre-paid, in-state or out-of-state training; and
- Provide direct services to schools/teachers who are considering offering an AP or IB Program.

##### **B. Subsidies for Student Exam Fees**

The intent of this activity is to assist public and non-public students in paying the costs for exam fees for AP/IB courses. This involves development of a fee schedule for payment of a major portion of the exam fee for all students and the entire fee for students of low-income families.

CFL Staff Responsibilities:

- Communicate opportunities for exam fee subsidies to all Minnesota schools and students;

- Prepare applications to gather data from individual schools regarding their school program, including the number of students tested, exams taken, courses offered, and teachers involved in Minnesota's public and nonpublic schools;
- Work with Educational Testing Service (ETS) to create remitting forms for state payment of fees;
- Work with the College Board and schools to determine projection of students testing, to pay for exam fees for all AP exams, and to provide testing data results; and
- Prepare documentation to provide direct payment of exam subsidies to districts.

### C. Administration

This activity involves overall administration of activities to implement all program components.

CFL Staff Responsibilities:

- Prepare and maintain the budget;
- Prepare annual reports to the legislature and respond to legislative inquiries;
- Meet regularly with Advanced Placement and International Baccalaureate Advisory Boards;
- Work with Minnesota public and private universities and colleges to prepare *Credit Policies for Advanced Placement and International Baccalaureate Courses*;
- Do informational presentations for groups of interested parents, teachers and students;
- Respond to hundreds of phone and email requests from program coordinators, teachers, parents, and students for information regarding various aspects of the AP and IB Programs; and
- Communicate regularly with AP and IB coordinators regarding program information, program start-up, application processes, and payments to their school or district.

## V. PROGRAM IMPLEMENTATION SUMMARY

The AP and IB Programs are expanding to meet the intent of the legislation to make available rigorous, challenging courses of study in all parts of the state and a variety of course offerings within schools or districts. The program provides financial incentives to support the two program components. Program growth is indicated in the following ways: (See Figures 1, 2, 3, and 4 for five year comparisons of growth and expenditures.)

### A. Teacher Training Results (\$199,682):

#### Advanced Placement

- Of monies allocated for teacher training by the AP Advisory Board, teachers spent \$101,575.
- This is the third and final year training scholarships were available for teachers to attend the College of Saint Benedict-St. John University for AP Vertical Team Training. Seventeen teachers participated in the 2002 training, a decrease of 62%.
- Carleton College provided 22 AP course offerings for teacher training, a decrease of 3 from FY 2001. Of the 187 Minnesota teachers attending training at Carleton, 121 were new to AP and had never received training before.
- Augsburg College provided training for the second year to 72 Minnesota teachers. They offered 6 standard AP courses and one Pre-AP course in Social Studies Vertical Team Training.

- The number of teachers receiving scholarships for in-depth training decreased by 12% (from 338 to 295 teachers)
- Due to conflicts in their schedule or courses not offered at Augsburg College, Carleton College, or College of St. Benedict-St. John's University, 19 AP teachers attended out-of-state training – an 47% decrease from the previous year.
- The number of teachers participating in follow-up training at fall conferences increased slightly (from 500 to 509) for AP teachers.
- AP schools offered 69 new courses.

### **International Baccalaureate**

- Of monies allocated for teacher training by the IB Consortium, IB teachers spent \$98,107.
- The number of teachers receiving scholarships for in-depth training decreased by 20% (from 110 to 88 teachers).
- Most in-depth IB training is offered out-of-state. A full-range of IB course offerings is provided at the Armand Hammer World College in Montezuma, New Mexico, each summer for beginning and experienced teachers. IB teachers and coordinators also attended training for curriculum updates in Atlanta, GA; Denver, CO; Vancouver, BC; Toronto, ON; Rio Rico, AZ; Pittsburgh, PA; St. Pete Beach, FL; New York, NY; Savannah, GA; Danvers, MA; Tysons Corner, VA; Salt Lake City, UT; Cincinnati, OH; Pacific Grove, CA; Victoria, BC; Oxford, GB; Calgary, AB; and Indianapolis, IN.
- The number of teachers participating in follow-up training at fall networking meetings decreased 55% (from 133 to 60) for IB teachers.
- IB schools offered 7 new courses in 2002.

## **B. Student Fee Subsidy Results (\$1,411,744):**

### **Advanced Placement**

- Financial assistance of \$48 per exam was provided for most students and low-income student received fee subsidies of \$49 from the State and a \$22 fee reduction from the College Board.
- The number of students testing increased from 14,839 to 16,011, an increase of 8%.
- The number of AP exams taken increased from 23,015 to 24,578, an increase of 7%.
- The number of low-income students participating in exams increased from 430 to 581, an increase of 35% and the number of exams subsidized for low-income students increased from 624 to 837, a 34% increase.

### **International Baccalaureate**

- Financial assistance of \$148 for the first exam and \$45 for any additional exams was provided, with the full amount of \$175 provided for low-income students.
- The number of students testing increased from 1043 to 1151, an increase of 10%, while the number of exams increased from 2215 to 2585, an increase of 17%. The number of exams taken per student remained at 2.1.
- The number of low-income students participating in exams increased from 164 to 180, an increase of 9% and the he number of exams subsidized for low-income students increased from 346 to 372, a 7.5% increase.

## VI. PROGRAM PARTICIPATION

### A. Advanced Placement Program

In May 2002, 16,011 students took 24,578 AP exams. (See Figure 2) Of the 16,011 students, 2,580 were in grades 9 and 10; 5,100 were in grade 11; and 8,010 were in grade 12. There are 2,139 students of color, representing 13% of all Minnesota students testing in Advanced Placement. These 2,139 students took 3,400 exams or 14% of Minnesota exams. The following chart (Figure 1) illustrates the distribution of candidates and exams by ethnic group for Minnesota:

**Figure 1\***

<b>Ethnic Group</b>	<b>FY '98</b> Students	<b>FY '99</b> Students	<b>FY '00</b> Students	<b>FY '01</b> Students	<b>FY '02</b> Students	<b>FY '02</b> Exams
Am. Indian/Alaskan Native	26	38	35	44	40	57
Asian/Asian American	538	611	743	922	1,034	1,726
Black/Afro-American	96	109	133	175	193	273
Latino: Chicano/Mexican	36	60	64	76	80	125
Latino: Puerto Rican	7	6	10	12	18	24
Latino: Other	48	56	69	87	99	173
Other	171	199	269	314	294	471
Not Stated	749	633	267	343	381	551
White	9,370	10,181	11,428	12,866	13,872	21,178
<b>Total</b>	<b>11,041</b>	<b>11,893</b>	<b>13,018</b>	<b>14,839</b>	<b>16,011</b>	<b>24,578</b>

\* Data was provided by the National Office of the College Board, New York, in the 2002 *Minnesota and National Summary Reports*.

The AP Program is in its tenth year of receiving funding for exam fees for all students. Of the 490+ public and non-public high schools in Minnesota, 238 schools participated in AP, representing 48.6% of the high schools. The number of public schools participating increased by 8 and the non-public schools participating in the AP Program decreased by 1. (See Appendix for the 2002 listing of participating public and non-public schools.)

The number of students testing and exams taken in FY 2002 demonstrate moderate gains. The number of AP students testing in spring of 2002 increased by 8% and exams taken increased by 7%. Low-income students represent 4% of students testing and take 3% of the exams. However, participation of low-income students increased by 35% and the number of exams taken increased by 34%. This may be a result of the federal initiative to increase the number of low-income students preparing for and taking exams. Through the Federal Advanced Placement Incentive Program, we are beginning to reach students who want challenging courses in urban and smaller, rural schools through on-line AP course offerings from Apex Learning. The federal program provides funds for schools with 24% or greater free and reduced lunch students to participate in the on-line AP courses.

Minnesota students scoring 3 or better in a range of 1-5 was at 63.9%, an increase of 6.2% from 2001. The high for Minnesota was 66%, scored in 1994. The percent of scores at 3 or better for National is 63.1% and Global is 63.4%. In 2002, 7,777 male students took 11,263 exams with an average score of 3.10 and 8,934 female students took 13,315 exams with an average score of 2.88. HESO sponsored scholarships for 96 AP students taking 5 or more exams and scoring 3 or better.

In June, 2002, 187 Minnesota teachers attended the one-week, in-depth summer training at Carleton and 509 teachers attended the follow-up training in November, an insignificant increase for both. However, the number of teachers attending out-of-state training decreased by 47%. (See cost differences for in-state vs. out-of-state on page 12-13.) Augsburg College offered 6 standard courses and Vertical Team Training in Social Studies to assist schools planning for AP and Pre-AP preparation and alignment of courses. New AP courses offered went from 109 to 69, a decrease of 37% from the previous year. The following chart reflects Minnesota's AP program:

**Figure 2**

<b>Advanced Placement</b>	<b>FY '98</b>	<b>FY '99</b>	<b>FY '00</b>	<b>FY '01</b>	<b>FY '02</b>
Public Schools Funded	177	180	179	188	196
Non-public Schools Funded	31	37	36	43	42
<b>Total AP Schools Testing</b>	<b>208</b>	<b>217</b>	<b>215</b>	<b>231</b>	<b>238</b>
<b>Total Students Taking Exams</b>	<b>11,041</b>	<b>11,893</b>	<b>13,018</b>	<b>14,839</b>	<b>16,011</b>
<b>Total Exams Taken</b>	<b>16,151</b>	<b>17,870</b>	<b>19,577</b>	<b>23,015</b>	<b>24,578</b>
Low Income Students	354	299	290	430	581
Low Income Exams	395	488	417	624	837
Exams per Student	1.46	1.50	1.50	1.55	1.53
% Of Scores 3 or above (Range 1-5)	58.5%	61.4%	62.1%	57.7%	63.9%
Students Receiving Scholarships	1704	682	----	----	(HESO) 96
<b>Total Teacher Training</b>	<b>688</b>	<b>730</b>	<b>780</b>	<b>838</b>	<b>804</b>
Carleton	208	246	200	185	187
College of St. Benedict			21	45	17
Augsburg				72	72
Out-of-State		14	34	36	19
UM Midwest Regional Conference	480	470	525	500	509
Courses Offered					911
New Courses Offered	99	88	98	109	69
Teachers					941

## **B. International Baccalaureate Program**

In FY 2002, Minnesota had eleven International Baccalaureate schools. With 11 (See Appendix for the 2002 listing of participating schools) out of 327 IB schools in the U.S., Minnesota ranks 12th out of 39 states and the District of Columbia in number of schools offering an IB Program. Several other metro area schools are considering offering the IB Program; however, none have gone forward with the application process. Parents from international countries and other states in our country frequently inquire about Minnesota IB schools in anticipation of moving to Minnesota. Our metro area could support several more IB schools.

The number of students testing increased by 10% and the number of exams taken increased by 17% in FY 2002. The number of diplomas earned went up from 74 to 96, an increase of 30%. Of the 134 students who attempted the diploma program, 96 received the diploma, a 71.6% pass rate. Attempting the diploma demonstrates a high desire on the part of students to participate in challenging rigorous, learning opportunities that prepare them for college. Central High School in St. Paul, ranking 74, and Southwest High School in Minneapolis, ranking 29, are among the 100 schools in the world with students taking the greatest number of IB exams.

Students are scoring very well in relation to the number of exams taken. Although the percent of scores 4 or better on a scale of 1-7 increased only slightly from the previous year, Minnesota students still did very well with 72.4% of scores at 4 or better. HESO sponsored scholarships for 33 IB students taking 5 or more exams and scoring a 4 or better on the exams.

Attendance at training is a reflection of the number of curriculum and program changes in any one year. Teachers attending in-depth training last year, including summer, decreased from 110 to 88 teachers, a decrease of 20%. There is also a considerable decrease in new courses offered, in part because there are no new schools offering an IB Program. The State does not fund new schools until they are approved by the International Baccalaureate Organization in Geneva, Switzerland.

The IB Coalition changed from doing conferences for all content areas to networking meetings in a few content areas. Consequently, participation at the winter networking meetings decreased from 133 to 60, a decrease of 55%. This event provides an opportunity for Minnesota teachers to meet according to their curriculum area to discuss instructional strategies and curriculum changes and to mentor their new colleagues in IB. Five years of program data is summarized in Figure 3 below:

**Figure 3**

<b>International Baccalaureate</b>	<b>FY '98</b>	<b>FY '99</b>	<b>FY '00</b>	<b>FY '01</b>	<b>FY '02</b>
Schools Funded	10	10	10	11	11
<b>Total Students Taking Exams</b>	<b>876</b>	<b>1023</b>	<b>977</b>	<b>1043</b>	<b>1151</b>
<b>Total Exams Taken</b>	<b>1911</b>	<b>2013</b>	<b>2283</b>	<b>2215</b>	<b>2585</b>
Low Income Students		101	122	164	180
Low Income Exams	119	209	230	346	372
Exams per Student	2.1	2.0	2.3	2.1	2.1
% Of Scores 4 or above (Range 1-7)	68%	70%	71%	71.9%	72.4%
Diplomas Earned	70	85	87	74	96
Students Receiving Scholarships	161	99	----	----	(HESO) 33
<b>Total Teacher Training</b>	<b>162</b>	<b>171</b>	<b>175</b>	<b>243</b>	<b>148</b>
Out-of-State	62	91	79	110	88
Minnesota	100	80	96	133	60
Courses Offered					239
New Courses Offered	18	12	16	32	7
Teachers					236

## VII. PROGRAM COSTS AND EXPENDITURES

**AP Teacher Scholarships** provided up to \$605 at Carleton and \$535 at Augsburg for tuition, room, and board costs to teachers attending in-depth summer training. Up to \$755 was available for cost of tuition, travel, room, and board for AP teachers who attended training out-of-state. Criteria for out-of-state travel included: (1) the training was not available in Minnesota, (2) teachers had attended training at Carleton twice already, or (3) the dates at Carleton were not feasible for participants.

**IB Teacher Scholarships** provided up to \$1200 for tuition, room, board, and travel expenses to teachers attending in-depth training offered in a variety of locations throughout the United States and Canada. This covers approximately 85% of the cost of training. On average, the actual cost of out-of-state training is approximately \$1300 per teacher. Nearly all training for IB teachers is done out-of-state, depending on where the New York office schedules the training.

**AP Exam fee subsidies** for \$48 of the \$78 total cost were provided for all exams. Subsidies of \$49 were available to students of low-income families, applying for fee reductions. The College Board provided the \$22 fee reduction and the school is expected to provide the \$7 waiver for students.

**IB Exam fee subsidies** of \$148 of \$175 were provided for the first exam and \$45 for each additional exam for all students. The IB students who qualified for financial assistance received subsidies for per capita costs (\$75 per candidate) registration (\$48 per candidate), and subject tests (\$52 per test). For schools with diploma candidates a single fee of \$316 is paid for the extended essay and theory of knowledge requirements of the program.

**AP and IB** teachers/schools used criteria defined by the Bureau of Labor Statistics for Low-income Families to determine students qualified for financial assistance. Most schools use free and reduced lunch as the criteria for determining fee reduction. Other family circumstances (i.e., job loss of parent, major medical expenses) documented by the local coordinator were accepted for exam fee subsidies.

**Payment Schedule** for exams is difficult to determine. With the rate of increase in students testing in the past three years, it was not possible to pay the entire exam fee in FY '02. Consequently, it was decided to cover at least 61% of the AP exam cost, down from 88% the previous year. This assured that all students taking exams would receive some level of support for exam fees. Projections for a 10% increase in AP and IB exams was close to the actual number of students participating and exams taken. In February 2002, all contracts were on hold, including the one for AP with The College Board. A contract with the College Board allowed the State to make one payment to them for the portion of the exam cost paid by the State. Consequently, the State had to reimburse all AP schools individually, after schools made the entire payment to the College Board first.

**The Budget for FY '02** was \$2,000,000. Actual expenditures for AP were \$1,270,451 and \$340,975 for IB, bringing the total for FY '02 to \$1,611,426. The following chart provides five-year comparisons, in both the combined and individual programs:

<b>Figure 4</b>	<b>FY '98</b>	<b>FY '99</b>	<b>FY '00</b>	<b>FY '01</b>	<b>FY '02</b>
<b>AP &amp; IB Program Allocations (+000)</b>	1,875.0	1,875.0	1,875.0	1,875.0	2,000.0

**Combined Program Expenditures (+000)**

Teacher Training	182.9	210.4	228.5	387.9	199.7
Teacher Stipends	342.4	407.3	-----	-----	-----
Student Exam Subsidies	1,012.2	912.3	1,255.2	1,599.2	1,411.7
Student Scholarships	267.4	326.1	-----	-----	-----
<b>Totals</b>	<b>1,804.9</b>	<b>1,856.2</b>	<b>1,483.7</b>	<b>1,987.1</b>	<b>1,611.4</b>

**Advanced Placement Expenditures**

Teacher Training	120,854	137,936	156,867	252,129	101,575
Teacher Stipends	303,755	365,560	-----	-----	-----
Student Exam Subsidies	865,600	757,558	1,067,585	1,379,304	1,168,876
Student Scholarships	239,760	278,210	-----	-----	-----
<b>Totals</b>	<b>1,529,969</b>	<b>1,539,264</b>	<b>1,224,452</b>	<b>1,631,433</b>	<b>1,270,451</b>

**International Baccalaureate Expenditures**

Teacher Training	62,000	72,487	71,660	135,737	98,107
Teacher Stipends	38,690	41,690	-----	-----	-----
Student Exam Subsidies	146,552	154,760	187,630	219,913	242,868
Student Scholarships	27,600	47,945	-----	-----	-----
<b>Totals</b>	<b>274,842</b>	<b>316,882</b>	<b>259,290</b>	<b>355,650</b>	<b>340,975</b>

**VIII. PROGRAM TRENDS****A. Advanced Placement Program**

Minnesota is one of forty-three states and Washington D.C. that formally endorse the Advanced Placement Program for low-income students. (See *Federal and State Support for AP* in the attached appendix for the type of support provided by states and the federal government.) Minnesota is one of ten states, plus Washington D.C., providing exam subsidy for all students. Because of the leadership shown by Minnesota legislators and educators supporting exam subsidies and teacher training, the impact on student participation has been remarkable. Figure 5, below, illustrates Minnesota's level of growth over five years:

**Figure 5**

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Schools	208	217	215	231	238
Candidates	11,041	11,893	13,018	14,839	16,011
Exams	16,151	17,870	19,577	23,015	24,578

Overall, Minnesota has demonstrated considerable growth in relation to other midwestern states. Although the number of schools participating in AP has not grown to the extent desired, the number of students testing and exams taken has been consistently strong. (See attached appendix for the *School Report of AP Examinations 2001-2002 By State* for comparison with other states.)

**B. International Baccalaureate Program**

Although the number of Minnesota schools has remained quite constant, the growth in the number of IB schools throughout the world is exponential. The creation of a satellite office in Vancouver has helped with the growing number of new IB schools in the North American region. On a global basis, 20-25 new schools are visited each month for certification by the International Baccalaureate Organization. (See attached Appendix for the *IB Examination Summary By State* for comparisons.)

International Baccalaureate developed a Middle Years Programme, which offers a broad academic base along with Approaches to Learning and other areas of interaction. This can be a stand-alone program or considered part of the pre-IB preparation for the Diploma Program.

### C. College Credits and Policies

Participating colleges (3,388) in 21 countries receive AP grades and grant credit or appropriate placement to students who have done well on AP examinations. The IB Diploma is accepted as an admissions credential at 900 North American Colleges and in 102 countries. In a recent study, the U.S. Department of Education found that 85 percent of high school students who took AP and/or IB courses continued their education after high school, which correlates to degree completion.

More than 90 percent of U.S. colleges and universities have an AP and IB policy granting incoming students academic credit, placement, or both, for qualifying grades on AP/IB exams. The Minnesota Department of Education has prepared AP and IB *Minnesota College Credit Policy Guides* to inform and assist students as they make post-secondary education plans. Currently in Minnesota, most public and private institutions have AP and IB credit policies. These courses are equivalent to college freshman level courses and with enough qualifying grades, students often enter college with a sophomore level standing. (See attached list of Minnesota Colleges and Universities with credit policies.) Institutions that are part of Minnesota State Colleges and Universities (MnSCU) have adopted a policy establishing common practices among these higher education institutions for awarding credit based on student performance.

	<b>Public</b>	<b>Private</b>
Advanced Placement Policies	34	22
International Baccalaureate Policies	22	19

It is a concern of Minnesota colleges and universities that large numbers of Minnesota high school graduates, who participate in the AP and IB Programs, are attending colleges out-of-state. They tend to go to those states sharing tuition reciprocity with Minnesota. For example, 57 percent of AP test takers requested to have their grades sent to Minnesota colleges, and 43 percent had their scores sent to out-of-state colleges. Advanced Placement credits are accepted in over 300 colleges and universities in 20 countries. (See attached charts in the appendix for Minnesota and out-of-state colleges that receive grades from Minnesota students.)

## IX. CHALLENGES AND RECOMMENDATIONS

### A. Challenges

As the AP and IB Programs continue to grow, there is an ongoing need to provide services for advanced learners who are underserved, for support of teachers working with this level of student, and for support of schools initiating or expanding these programs. Challenging, rigorous learning opportunities are essential to an effective system that is setting standards for learning and for graduation. Specific challenges for implementing the AP/IB Program include:

- Increasing access to AP courses among students in rural communities. Midwest Small Schools Summit participants urged the development of publications and Web content aimed specifically at small schools' teachers and students to reduce the isolation felt by these groups, encouraged an increase of participation in state or College Board committees, and promoted expansion of on-site teacher professional development opportunities. Through the federal grant, Minnesota is providing resources to rural schools.
- Addressing Needs of Disadvantaged Students. Information and strategies need to be developed to encourage disadvantaged individuals to take more challenging courses, finish those courses and get a diploma. High school grades and class rank are often not the strongest predictors of college completion. What matters instead is how rigorous and challenging students' high school courses are, no matter what grades the students received.
- Preparing teachers for teaching the rigorous courses. This is a challenge at a time when many experienced AP and IB teachers are retiring. An additional aspect of this challenge is preparing and increasing the number of AP and IB ethnic teachers to be role models for ethnic students.

## **B. Program Recommendations**

Minnesota tradition supports many options and opportunities for students to engage in learning that is rich and stimulating and that will leave them well positioned for success in college and/or rewarding careers. Advanced Placement and International Baccalaureate Programs can provide courses and curriculum that are not only challenging, but also helpful to students in meeting graduation requirements. Both programs provide a means for students to learn at the highest levels while giving them self-confidence to accomplish college-level work.

General Recommendations for Department of Education Staff:

- Continue promotion of the AP/IB program to increase number of schools participating, number and variety of courses being offered, and number of students participating in the courses;
- Encourage more students (especially low-income and ethnic populations) to take exams; and
- Continue working with disadvantaged students (low-income, ethnic) to encourage and prepare them for participation in challenging courses of study through Pre-AP and Pre-IB programs.

Fiscal Recommendations for the Legislature:

- Provide support for the Governor's recommended budget proposal to insure that AP and IB exams are subsidized for low-income students.
- Provide support for training teachers to be prepared and available to teach the rigorous AP and IB courses throughout Minnesota.

## **X. CONCLUSION:**

The systemic changes in AP and/or IB courses result in rising expectations for teaching and learning from teachers, students, and their parents, which has a positive impact on the overall system. Often schools and teachers feel that if the AP and/or IB curriculum is good for some students, it must be good for all/many other students as well. This impacts quality of student products and expectations for performance achievement.

Although the AP/IB program is showing considerable growth, there is still a definite need to provide services for advanced learners who are underserved and to provide support for teachers working with that level of student. This program continues to support systemic change for schools.

## **XI. STAFF CONTACTS:**

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