

Finance Subcommittee on Primary and Secondary Education

The College Board

Ben Williams, Director, Government Relations

May 24, 2017

Chairman Hite, VC Sykes, and members of the Finance Primary and Secondary Education Subcommittee, thank you for the opportunity to speak with you today.

I am Ben Williams, Director of Government Relations for the Midwest Regional Office of the College Board.

The College Board is not-for-profit membership organization. Our members are post-secondary institutions, K12 districts and schools and other organizations that work to support college/career readiness and success. However, most people know the College Board for our iconic brands which include the SAT, the PSAT/NMSQT and Advanced Placement. There are xxx members of the College Board from Ohio. Our members are directly engaged in the governance of the organization at the national and regional level. Jefferson Blackburn-Smith, Vice-President of Enrollment at Otterbein College is the current Chair of the Midwest Regional Council.

The mission of the College Board is “Clearing a path for all students own their future.” There are two key tenets that really drive the College Board’s work in the primary and secondary education arenas: “Prepare” and “Propel.” So what do we mean by “Prepare?” To support “Prepare”, the College Board provides vertically assessments of college and career readiness in grades 8-12, personalized practice through Khan Academy, curricular resources and professional development for teachers in grades 7-12, resources and professional development for school counselors, and college/career planning tools.

Now let’s turn to “Propel.” The College Board is working help all students toward college and career success by removing barriers. For example, low-income SAT test takers are provided with benefits, including score sends and application fee waivers, to help ensure they can complete their college application process; guidance and resources, such as near peer mentoring, to support their college and career planning process; and a streamlined process for to request accommodations and new accommodations for ELL learners.

Now I’d like to turn to our work to support Ohio districts and schools.

The College Board has been working with districts/schools through the state of Ohio that have chosen to administer the SAT to all of their eleventh grade students. The College Board has a dedicated staff based in Ohio to work with administrators, counselors and teachers to fully leverage the data, tools and resources of that are part of the SAT and the SAT Suite of Assessments. For example, two Ohio school districts were recently named as winners of the Official SAT Practice District Challenge. A unique feature of the SAT is our partnership with Khan Academy to provide students with personalized practice that is

grounded in driving mastery of content that is directly tied to day-to-day classroom instruction. Further, this service is available for FREE to any student because the College Board believes that all students can benefit from productive practice.

One of the ways that students can get started with personalized practice is by using their PSAT/NMSQT test scores. Brunswick City Schools and Princeton City Schools had the 2nd and 3rd highest percentage of PSAT/NMSQT test takers connecting to Khan Academy in the country as of January 20th. Chromebooks were donated to local libraries in each district to ensure that all students can engage in productive practice. Districts and schools are excited by the resources and opportunities provided to all students through Official SAT Practice on Khan Academy. As districts have the opportunity to select which college entrance exam they wish to offer to their students in 17-18, we hope you encourage your local districts to learn more about the full range of support, data, tools and resources that are available for educators, students and parents.

The College Board also helps students put their best foot forward in the college preparation process through our Advanced Placement program. The Advanced Placement, or AP Program as it is commonly referred to, provides opportunities for students to engage in first-year college level work while in high school. It also provides students with the opportunity to earn college credit or placement into advanced courses based on the AP exam(s) taken in May each year.

Over the past 60 years, participation in AP has grown significantly. For two historically under-represented groups: students of color and students from low socio-economic backgrounds, growth has been particularly strong. In “AP at Scale: Public School Students in Advanced Placement, 1990–2013,” American Enterprise Institute researcher Nat Malkus presents data showing that increasing numbers of students are embracing and succeeding in AP courses. The report points out that while AP participation increased significantly between 2000 and 2009, there was no corresponding drop in the test scores of AP students, demonstrating that the program continued to grow while maintaining its high level of quality. Malkus wrote, “Expanding at scale without sacrificing rigor is the rarest kind of success in public education, and AP is showing just that.” He also noted that “AP’s dramatic growth has made it an indispensable part of public education, but the real feat has been maintaining quality at scale.” Malkus called AP perhaps “the single happiest education story of the century.”

But the ability for students, especially low-income students to benefit from AP course and exams is in jeopardy. For the past decade, Ohio utilized the Federal AP Test Fee Grant to provide support for low-income AP student exam fees. The Every Student Succeed Act (ESSA) eliminated the dedicated funding for the program. As a result, states, districts and schools are struggling with how to continue to provide exam fee support so that there continues to be equitable access to AP. Several states already provide or have decided to allocate state funds to ensure that the cost of the exam is not a barrier for low-income students in the future.

It is because this funding is in jeopardy that I am here today to ask you to support language the House passed in HB 49. This language would direct ODE to put any unused federal funds of the new Title IV,

Part A federal grant toward the cost of AP/IB exams for low income students. The above language is an important step in the right direction; however, we are concerned since dozens of programs have access to this new unknown amount of money, that there will not be any unused funds to prioritize. It is because of those concerns that we would ask for consideration of 500k per FY to help offset exam costs for the free and reduced lunch population.

The research is clear. Students who participate in AP courses and exams have better post-secondary outcomes – across a variety of indicators – compared to students who pursue other options such as dual credit. Attached are the findings from three studies which highlight key post-secondary outcome metrics. In addition, The Ohio Department of Higher Education has conducted its own research on the performance of AP students. Their findings, which I quote, “Relative to students without AP tests, AP credit recipients record substantially higher first-year grade point average (GPA), the number of attempted hours, course completion rates, and first-to-second year persistence rates.” mirror those found in numerous other studies. Given these findings, Ohio would be well served to continue to ensure that all students, including those that need financial support to fully participate in AP exams, have the opportunity and resources to do so.

Many states, districts and schools provide multiple pathways so that students can determine the best options based on individual college and career interests and aspirations. However, not all options can or should be considered equal in terms of quality, rigor, and outcomes. One of the concerns we hear most often from district/schools in Ohio pertains to the rule that College Credit Plus courses must be given the same weight as AP, IB or other forms of college level course work. Local districts are in the best position to evaluate the quality and rigor of the programs offered in their schools and should be able to determine how various options are calculated into the high school grade point average. If, as the research indicates, post-secondary outcomes are not the same for these various options, why should the impact on a student’s high school grade point average be the same?

Just as the Ohio has researched the impact of the AP Credit Policy, we encourage the state to investigate the outcomes of College Credit Plus. While dual credit has been available for many years, College Credit Plus is very different model which is relatively new and unproven. Our hope is that the state will engage in a thorough study of the program to inform recommendations to improve the program.

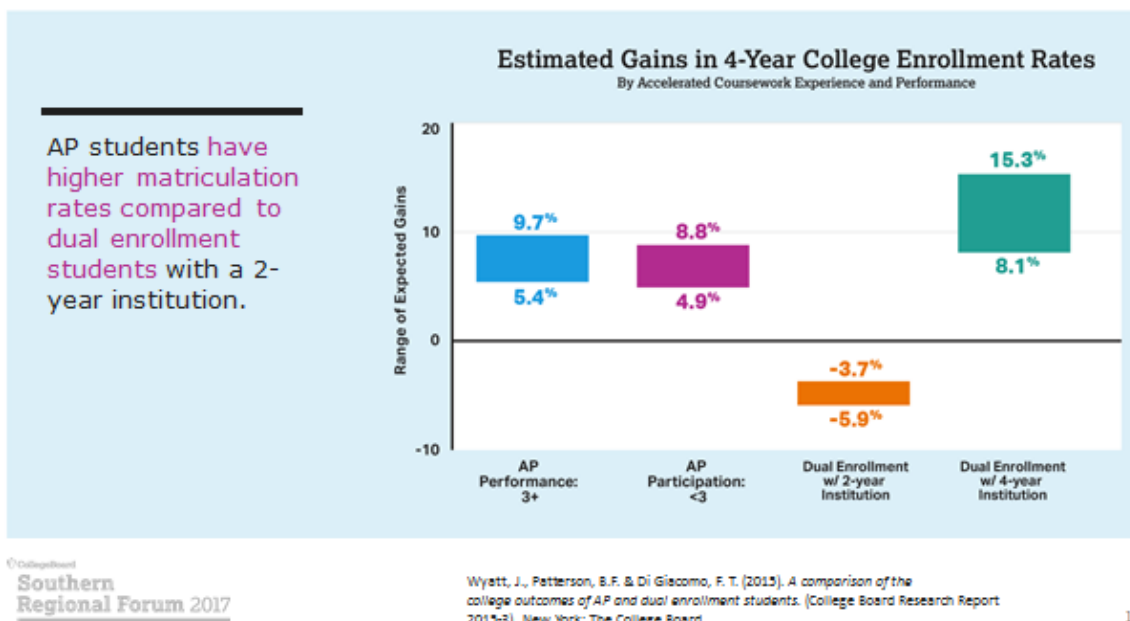
One of the strengths of the College Board is our willingness to adapt current programs or offer new options as the needs of educators and students change. As you probably know, virtually every field today — from the arts and the media to lab sciences — requires an understanding of computing. It’s important to give students the opportunity to learn the fundamentals of computer science and understand its application across a wide range of careers and disciplines. In response to the need for more students to have an understanding of and experience with computer science, the College Board launched AP Computer Science Principles (AP CSP). AP CSP is designed to focus on the innovative aspects of computing as well as the computational thinking that helps students make connections to their everyday lives. AP Computer Science Principles has been designed to attract and engage a wide

variety of students, including those traditionally underrepresented in computer science, such as women and minorities

During the 2016-17 academic year, 66 schools in Ohio are offering AP CSP. We look forward to supporting policy changes that will make it easier for schools to offer AP CSP as well as other computer science related courses.

Chairman Hite, VC Sykes, and members of the committee, thank you again for the opportunity provide this update on College Board related programs and services. I would be happy to answer any questions that you may have.

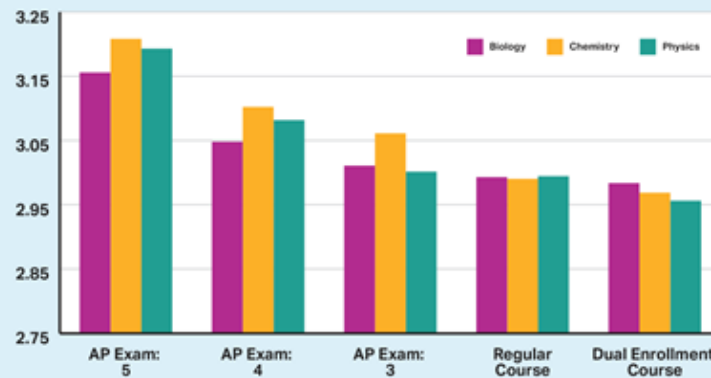
Research on Post-Secondary Outcome for AP Students



11

AP students have higher average college first-year GPAs than dual enrollment students, a strong predictor of longer-term outcomes.

Better Educational Outcomes for AP® Students
Predicted First-Year College GPAs for Takers of AP, Regular, or Dual Enrollment Science Courses



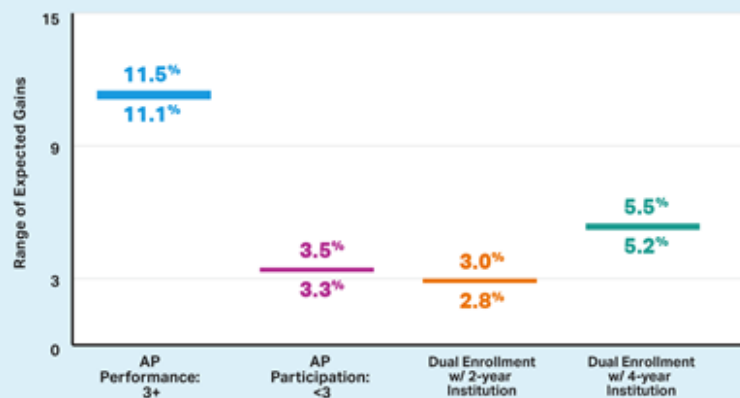
CollegeBoard
Southern
Regional Forum 2017

Keliski, P. K. & Godfrey, K. E. (2014). *Does the type of high school science course matter? An investigation of the relationship between science courses and first-year college outcomes.* (College Board Research Report No. 2014-2). New York: College Board.

12

AP students who score a 3 or above have higher on-time college graduation rates compared to dual enrollment students. And for students who take dual enrollment at a high school, there is no increase in degree attainment.

Estimated Gains in 4-Year Graduation Rates
By Accelerated Coursework Experience and Performance



CollegeBoard
Southern
Regional Forum 2017

Wyett, J., Patterson, B.F. & Di Giacomio, F. T. (2015). *A comparison of the college outcomes of AP and dual enrollment students.* (College Board Research Report 2015-3). New York: The College Board.

13