

Advancing Academic Excellence
Project Summary Evaluation Report
2002-2012

Prepared for the
American Student Achievement Institute
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Executive Summary

For the past ten years, thirty-six high schools throughout Indiana have collaborated to increase the number of underrepresented students taking college level programs in grades nine through twelve. Participating in a grant known as Advancing Academic Excellence (AAE), funded by Lumina Foundation for Education, educators in these schools have created strategies that identify first generation, minority, and low-income students and help them achieve success in Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit (DC) classes.

Advancing Academic Excellence rests on the conviction that it is critical to attract more high school students from underserved populations into college level courses. This belief has been shared by thirty-six high schools in four Indiana counties (Marion, Vigo, Sullivan, and Knox) and Gary, Indiana. Working together, they have developed innovative programs to increase the percentage of students, especially minority, low-income, and first generation students, earning college credit and/or advanced college standing.

Project Directors in each school led the initiative and collaborated with their peers to design strategies that recruit students and support their success in AP, IB, and DC courses. They were responsible for setting goals; identifying activities to promote their initiatives; creating a budget; gathering data; and working with school administrators, teachers, counselors, and parents to reach these goals. Three times each year Project Directors met to discuss challenges, share solutions, and plan future activities. The local Project Directors were supported by a Program Manager who answered questions about AP, IB and DC, assisted as Project Directors develop strategic plans and wrote funding requests, monitored each school's progress, and facilitated collaboration opportunities.

AAE schools discovered that activities in the following areas led to the greatest gains in AP, IB and DC course enrollment and success: course creation, professional development for teachers, student recruitment, academic support for students, preparation for rigor (academic

development in grades 6-10), stipends for test fees and/or tuition, and 7) student data collection and analysis. With the freedom to develop and implement the activities that met their schools' immediate needs, teachers designed many creative programs which were shared at AAE Project Director meetings. Some examples include an eighth grade AP "shadowing day," AP summer camps; transitional or bridge programs for entering freshmen; junior and senior AP tutors who earned a portion of their test subsidies; guided study halls for all first semester high school freshmen; cohort programs for students of color; team building events; AP recruitment breakfasts; and AP celebration dinners. In addition, during the two weeks of AP and IB testing, privileges such as study tables, t-shirts with AP or IB mottos, snacks, or breakfasts were provided.

In 2008 the AAE project made an important change in data collection and analysis. Early in the grant process, schools were asked to calculate the percentage of students enrolled in and succeeding in college coursework relative to all students in grades nine through twelve. This presented an undercount of the impact of the AAE program. A review of the literature and examination of initiatives in other states confirmed that the decision to move to graduate cohort data collection and analysis would provide a better indicator of the effect of the AAE program on individual schools and the program as a whole. From 2009-2012 Project Directors reported aggregate data on all graduates as well as individual student data on a representative sample of 140 students from the graduate class. The later process allowed for an analysis of the impact of college course taking on first and second year college grade point average.

The schools in the AAE project implemented activities that changed the culture of the enrollment in the schools. After several years, Project Directors recognized that some activities emerged as most effective. Therefore, beginning in 2008, schools were required to implement at least one of the following three activities: professional development, academic support (e.g. tutoring), and/or subsidies (test/fee tuition). Analysis of reported activities in Phase III revealed

that over 30% of programs used AAE funds for test subsidies/fee tuition and slightly less than 30% for professional development.

The schools participating in the AAE program have greatly increased the number of students enrolling in college level coursework in the state of Indiana. Prior to participating in AAE, over half of the school districts did not offer any college level coursework. Students from low-income backgrounds and students of color were encouraged to enroll and were supported to succeed in AP/IB/DC courses. In 2002, less than 3% of African American and Latino students in AAE schools enrolled in college-level courses. Ten years later 25% and 33% of African American and Hispanic students respectively were taking AP and/or DC courses.

The success rates in the AP, IB and DC courses also continued to climb. Prior to participating in the AAE initiative, many schools had no graduates who succeeded in an AP, IB or DC course because they didn't offer the courses. By 2008, 19% of all graduates in AAE schools succeeded in an AP, IB or DC course and in 2012, 28% of all graduates had succeeded.

While the success rate increased for all students, the data showed differences in success rates for various student groups. For example while 28% of all graduates succeeded in an AP, IB or DC course in 2012, only 19% of free / reduced lunch graduates succeeded and 16% of African American graduates succeeded. Project directors worked together to develop and successfully implement strategies to increase AP, IB and DC enrolment and success for students of color, students participating in the free-reduced lunch program, and first-generation college-bound students. In 2002, less than 3% of African American and Latino students in AAE schools enrolled in college-level courses. Ten years later 25% and 33% of African American and Hispanic students respectively were taking AP and/or DC courses

The success rate data also showed different success rates for students enrolled in different types of college-level courses. In 2012, almost all students who completed a DC courses

succeeded (95%), while only about a third of the students who competed an AP course succeeded (31%).

College-level achievement data obtained from the Indiana Commission for Higher Education showed that students who succeeded in an AP courses in high school had an average college first-year GPA that was higher than the GPA for students who completed a college level course but did not succeed. The average first-year college GPA for students who succeeded in an AP course was 3.35 while the average first-year college GPA for students who completed an AP course but did not succeed was 2.58. However, the differences in average first-year college GPA for students who completed/succeeded in DC and those who never enrolled in DC were not statistically significant. The first-year college GPA for students who succeeded in a DC course was 2.42 while the GPA for students who completed but did not succeed in a DC course was 1.67. To put these first-year college GPAs into perspective, students who enrolled in a college-prep curriculum during high school but did not enroll in any AP, DC or IB course had a first-year college GPA of 2.29.

The difference in 1) the DC and AP course success rates, and 2) the average first-year college GPA for students who had succeeded in DC and AP courses while in high school led to many discussions as Project Directors thought about contributing factors that might be causing the differences.

This evaluation report will demonstrate that the AAE project met all of its stated goals. Other states and school districts can learn from the experiences and outcomes associated with the project. Specifically, others should look to AAE success in the development of a professional learning community, use of electronic portal to monitor progress, and implementation of targeted activities for increasing access and success in college.

Introduction

Advancing Academic Excellence (AAE) challenged thirty-seven schools in three Indiana geographic regions to increase the percentage of graduates from their school who completed and succeeded in college level courses during high school including Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and dual credit (DC courses) with particular attention to the success of low income, minority, and first generation students. Success rates in AP, IB and DC courses were compared, and high school graduates were followed through the first two years of college to determine the degree to which students who succeeded in AP, IB or DC courses while in high school succeeded in college as indicated by their college GPA.

Early AAE History

AAE began at North Central High School in Indianapolis where the school's curriculum coordinator, Judith Libby, noticed that African American, low-income and first-generation students were enrolling in college level courses at a rate that was lower than their peers. Supported by a grant from U.S.A. funds (now Lumina Foundation), Libby designed and successfully implemented a program at North Central to recruit students of color, as well as those who qualified for free/reduced lunch or whose parents did not attend college (first generation), into AP, IB and DC courses. After three years of implementation, the program was a success. Data showed increased numbers of the targeted student groups both enrolled and succeeded in college level courses.

The success of the program at North Central High School prompted Lumina Foundation to expand AAE to include other schools. Over the next ten years, Lumina Foundation supported three distinct phases of the project: Phase I (2002-2005), Phase II (2005-2008) and Phase III (2008-2012). Each phase differed from the previous stage as lessons were learned about effective school support and data collection.

Leadership

During Phase I, Lumina Foundation provided oversight for the AAE initiative. For Phases II and III, (2005-2012), the American Student Achievement Institute provided oversight for AAE with financial support from Lumina Foundation. ASAI developed an AAE leadership team who worked to provide schools with 1) a strong learning community, 2) on-call support, 3) a web-based system where schools could enter student data, create an annual strategic plan, develop a budget, create progress reports, submit their work electronically to ASAI, and receive written feedback, 4) annual funding to support their strategic plan, and 5) an outside evaluation.

At the school level, leadership was provided by a Project Director who was appointed by the principal. In some schools, the Project Director was an AP teacher while in other schools the Project Director was a school counselor or a school administrator. One challenge noted during Phases I and II was that when a Project Director resigned or moved to another school, the AAE initiative often struggled as a new Project Director learned about the initiative. To help with this, schools were asked during Phase III to appoint an Associate Project Director with the hope that at least one person who was familiar with AAE would always exist at the school.

During Phases II and III, the counseling directors at each school were also involved. Counseling directors met annually to 1) review the AAE goals, activities and budget that were created by the AAE Project Director and Associate Project Director for their school, and 2) identify activities they would do as school counselors to recruit students into AP, IB and DC courses and help students succeed in those courses.

School Participation

During Phase I, fourteen public high schools from Marion County participated in AAE including Indianapolis Public Schools high schools. In Phase II, nine high schools in the three counties near Terre Haute (Knox, Sullivan, and Vigo) and five high schools in the Gary Community Schools were added to AAE. These schools were targeted because they are located

in low-income areas of the state and because they are near a postsecondary institution.

Additional high schools from Marion County were invited to participate including one charter school. In total, thirty-nine schools participated in AAE during Phase II. During Phase III, a few schools withdrew from AAE because they closed.

Learning Community

The Project Directors from each school participated in a learning community. During Phase I, only one learning community existed. However, to accommodate the additional schools added in Phase II, three learning communities were established: Marion County (25 schools), Vigo, Sullivan and Knox counties (9 schools), and Gary Community School Corporation (5 schools). Project Directors met three times a year including two regional meetings and one statewide meeting. The primary focus at all gatherings was for Project Directors to spend time discussing successes and challenges, learn from one another, and collaborate. The AAE staff person facilitating the learning community meetings also shared updates from state agencies, College Board and International Baccalaureate.

In addition, each of the three annual meetings had a special focus. At the opening Project Director meeting each September, Project Directors had an opportunity to 1) review school-level student data from the previous year, 2) established activity plans for the coming year, and 3) created an annual budget. At the statewide Project Director's meeting in April, Project Directors had an opportunity to hear state and national thought-leaders who shared their ideas about increasing academic rigor. At the closing Project Director's meeting each June, project directors received training in data collection and reporting.

Several other meetings, initiative by the Project Directors also took place. In Gary, the Project Directors met several times on their own during Phases II and III to share, learn, and support each other. In Indianapolis, a special interest group began meeting to discuss issues related to the offering of all three course types (AP, IB and DC) in one building.

Teacher Support

AP, IB and DC teachers in the AAE schools were also supported. In addition to attending professional development events funded by the schools' AAE grants, teachers participated in several activities initiated by the AAE Project Directors. The AAE Project Directors in Marion County and Gary designed and implemented annual meetings (called AP Collaborations in Marion County) for their AP teachers. The Project Directors shared responsibilities for the event which was held after school. One school served as host and handled registration. Other schools provided AP teachers to serve as discussion facilitators for their subject area. These teachers shared best practices and resources from their classrooms and invited other teachers who attended the session to do the same.

During Phase III, schools had an opportunity to participate in a Teacher Mentoring Program where they could provide a small stipend (\$1,000) for a practicing or retired AP or IB teacher to serve as a mentor for teachers who had not previously taught the AP or IB. Mentor teachers participated in two training sessions. Four schools (five mentors) participated in this program. The mentors supported eleven mentees.

Also during Phase III, an AP Teacher Manual was created to provide guidance for AP teachers as they create AP courses and prepare to teach AP courses.

School Activities

The type of activities implemented by the schools changed over time. During Phase I schools tended to implement activities designed to 1) recruit students, 2) train teachers, and 3) provide test and tuition subsidies. Most schools focused on activities to support their AP and DC courses. A smaller number focused on activities to support their IB courses. Many schools sponsored recruitment events and sent teachers to AP and IB conferences.

In Phase II, schools started to implement targeted activities designed to recruit low-income, minority and first-generation students. After enrollment numbers began to increase,

schools also focused their activities on initiatives that would increase student success such as study tables. Over time, the Project Directors noted that schools experiencing the largest gains in enrollment and success were schools that implemented activities in common areas including:

- 1) Course creation / teacher materials
- 2) Teacher professional development
- 3) Student recruitment
- 4) Academic Support (tutoring)
- 5) Preparation for rigor (academic development in grades 6-10)
- 6) Test fee or tuition stipends
- 7) Student data collection and analysis.

Sample activities include the following:

Activity Type	Activity Title	Description
1. Course Creation	AP Course Addition	New pilot courses are added to the school's course selection.
2. Professional Development	Shadow a Successful Teacher	Teachers spend a half day shadowing teachers who students consistently earned a 3 or better on the AP test
	AP Teacher Talk	Teachers get together to discuss and address AP issues including vertical articulation
	School Visits	Teachers visit other schools to observe successful AP teachers and explore new AP courses
	College Board Conference	Teachers attend the national College Board Conference
3. Student Recruitment	Shadow an AP Student	8th grade students including first-generation and free/reduced lunch students shadowed high school students enrolled in AP and DC courses.
	AP Academy	8th grade graduates participated in a week long summer program where they participated in classes taught by AP teachers. At the end of the program, students were invited to revise their four-year course plans to include AP courses.

	AP Roundtable	Successful AP students talked to other students in a roundtable setting about their experiences in AP and how they feel AP benefitted them.
	Counselor Talking Points	AAE Project Directors talked to middle and high school counselors regarding the benefits of AP and DC and what they can do to help recruit students for those courses
4. ACADEMIC SUPPORT	AAE Office Hours	AP and DC teachers provided tutoring sessions for students before and after school.
	AP / IB Study Tables	Study tables are provided for AP and IB students three mornings a week.
	Study Groups	Students meet in study groups using materials created by the AP teachers. Some sessions are peer led while other sessions are teacher led.
5. PREP FOR RIGOR	Teacher Talk Time	Teachers within academic areas meet on a regular basis to discuss: 1) the expansion of AP and DC options, and 2) ways to prepare lower and middle achieving students for AP and IB success.
	Inter-school Vertical Articulation	Math teachers from the high school and the middle school will meet to discuss math standards and how to better prepare students in middle school for the rigor of AP high school math classes.
6. TEST / TUITION SUBSIDY	AP / IB Exam Loan Pool	Students may use these funds from the AP/IB Loan Pool to pay for an AP test or IB exam with the expectation that they will pay these funds back after they have graduated from college.
	AP / IB Exam Subsidy	Students who do not qualify for other fee remission from the state or College Board, and are unable to pay for the AP or IB tests, are provided with funds.

AAE Outreach:

AAE Project Directors were eager to help other schools learn how to increase enrollment and success in AP, IB and DC courses. During Phase II, they presented at state and national conferences.

In addition to sharing AAE with educators through conference presentations, AAE Project Directors also reached out to Indiana policy makers. During Phase III, the State Superintendent of Public Instruction and the Commissioner of the Indiana Commission for Higher Education met with AAE Project Directors at the AAE Summit to discuss AAE and the state's efforts to increase enrollment and success in rigorous courses.

Data Collection

The collection of student data changed considerably with the start of each AAE phase based on lessons learned during the previous phase.

Phase I

During Phase I, schools submitted raw data via an Excel spreadsheet. Project Directors entered the number of students who 1) enrolled / succeeded in at least one AP course, and 2) enrolled / succeeded in at least one DC course. Project Directors also entered disaggregated data for white, black, Hispanic and low-income students. Project results were reported as the percent change in enrollment / success.

Phase II

During Phase II, data were collected via a web-based data submission system developed by ASAI. In addition to raw data for enrollment and success in AP and DC courses, Project Directors entered data to 1) reflect the number of students enrolled in IB courses and 2) the number of students enrolled in either an AP, IB or DC course. In addition to the race/ethnicity student groups used in Phase I, schools started entered data for all race/ethnic groups defined by the United States Department of Education. Schools also began entering data for students whose

parents had or had never attended a college class. Schools began seeking ways to determine if a student's parents had ever attended college. Most asked students to report this information on student enrollment cards. Course success was also more clearly defined during Phase II as 1) a score of three or better on an AP test, 2) a score of five or better on an IB exam, and 3) a final grade of C or better for a college course listed on the Indiana Core Transfer Library. Dual credit courses were limited to those that appeared in the Indiana Core Transfer Library since these courses have been through a curriculum audit sponsored by the Indiana Commission for Higher Education and because public colleges in Indiana have promised to accept transfer credit for courses that appeared on the Core Transfer Library. Project directors received annual training with regard to data collection and reporting. Flags were added to the data collection system to identify data entries that were mathematically inaccurate.

During Phase II, it was also decided to report project results as the percentage of all students who succeeded in one or more AP, IB or DC courses. The method used in Phase I was deemed unacceptable because a school with a small enrollment in AP, IB and DC could have a high percent change even though the total number of students enrolled was relatively small. For example, a school of 2,000 with 20 students enrolled in AP, IB and DC would have 100% change, if 20 additional students enrolled even though the total number of students enrolled would only be 2%. To give a clearer picture of enrollment and success, results were reported as the percentage of all students who enrolled / succeeded.

Reporting success as the percentage of all student who succeed was different than the method traditionally used by most schools. AAE schools reported that prior to Phase II, their school determined AP success as the percentage of test-takers who earned a three or better on an AP test. Schools knew that, using this method of reporting, they could increase their AP success rates by discouraging low-achieving students from taking the AP test. By changing the definition of AP success as the percentage of all students in the school (not just students enrolled

in an AP course or test-takers) who succeeded in an AP course, schools interested in increasing their AP success rate had to 1) enroll more students in AP, 2) enable enrolled students to learn at a rigorous level, 3) increase the number of students who took an AP test.

Phase III

During Phase III, AAE began defining project success as the percentage of high school graduates who succeeded in an AP, IB or DC course rather than the percentage of all students in the school. This method more accurately reflected the AAE goal of ensuring that all students succeed in an AP, IB or DC course before they graduate. It also was a more appropriate way of reporting the results than the method used in Phase II which included freshmen and sophomores in the success calculation even though AP, IB and DC courses are generally not available to students in those grades .

During Phase III, project directors also began submitting AP, IB and DC data for individual students. Project Directors submitted individual data for 2009 and 2010 high school graduates. This enabled high school graduates from the AAE schools to be tracked into college to determine the relationship between AP, IB and DC course enrollment / success in high school and college success. First and second year college GPAs for students in the study group were obtained by ASAI from the Indiana Commission for Higher Education. All Family Education Right to Privacy Act (FERPA) requirements were maintained to protect student privacy while collecting and storing the student data.

Sustaining AAE

Each AAE school received an annual grant of \$10,000 during Phases I and II. During Phase III, attention was given to how the AAE schools might sustain their activities after the conclusion of the AAE project in December 2012. It was decided to decrease the schools funding during each of the four Phase III years as a way to encourage them to explore other sources of funding. At the same time, information about other local, state and national funding

sources was provided for schools and grant writing experts made presentations at Project Director meetings. During Phase III, schools implemented activities with a wide variety of funds in addition to the funding provided by Lumina Foundation including:

FUNDING SOURCE		FUNDED ACTIVITY
National	College Board	<ul style="list-style-type: none"> • AP Test Fees (Low-Income)
	Foundation	<ul style="list-style-type: none"> • Tutoring
	Donors Choose	<ul style="list-style-type: none"> • AP Summer Institute AP Test Subsidies
Community	Business	<ul style="list-style-type: none"> • AP / Dual Credit Recruitment Dinner
	Catering Company	<ul style="list-style-type: none"> • AP Recognition Dinner
	Chamber of Commerce	<ul style="list-style-type: none"> • After School Tutoring
	Foundation, Community	<ul style="list-style-type: none"> • Tutoring Initiatives • Professional Development
	Foundation, Family	<ul style="list-style-type: none"> • Dual Credit Tuition Subsidy
	Newspaper	<ul style="list-style-type: none"> • AP Recruitment Articles
	Service Club	<ul style="list-style-type: none"> • AP Recruitment Dinner • College Visits For Low Income
	United Way	<ul style="list-style-type: none"> • College Visits For Low Income
	Universities	<ul style="list-style-type: none"> • Course Tuition Subsidies
School	Athletic Concessions	<ul style="list-style-type: none"> • AP Support
	Development Fund	<ul style="list-style-type: none"> • AP/IB Teacher Materials
	Extracurricular Fund	<ul style="list-style-type: none"> • AP And IB Study Tables
	Gifted and Talented Fund	<ul style="list-style-type: none"> • AP Test Subsidies • Pre-AP Summer Camp • AP/DC Recruitment Program • AP/DC Teacher Materials

National Honor Society	• Tutoring
Parent-Teacher Organization	• Incentives For Teachers And Students
Professional Development Fund	• Professional Development
Remediation Funds	• AP Math Tutoring
School Alumni Contribution	• Tutoring
School Clubs Fund	• AP Recruitment Dinner
School Counseling Account	• AP Recruitment Initiative
Stimulus Funding	• AP Teacher Training
Student Vending Machines	• Algebra I Tutoring Breakfasts
Title I Fund	• Parent College 101
Transportation Fund	• College Visits

In addition to receiving information about other funding sources, schools were invited to engage their community foundations as “sustaining organizations” for the AAE initiative and a \$7,000 financial award was offered for community organizations who agreed to serve as a sustaining organization. Personnel from three community foundations attended an information meeting with the AAE Project Directors and a follow-up meeting with the ASAI staff. All of the community foundation directors were supportive of the AAE initiative but explained that the role of community foundations did not include managing initiatives. Legacy Foundation in Gary suggested that the Urban League of Northwest Indiana might be interested in serving as the sustaining organization for AAE and made introductions. After creating documentation that the Urban League had 1) established and met with an AAE Council, secured \$7,000 in matching funds, created a sustainability plan, and 4) created an AAE fund, the Urban League was named as the sustaining organization for AAE in Gary and received a \$7,000 award.

In Marion, Knox, Sullivan and Vigo counties, schools were given an opportunity to become the sustaining organization. All but four schools completed the same steps as the Urban League in Gary (with the exception of the matching funds) and received an award of \$1,700 to help sustain AAE in their school. Three schools opted to not to sustain their AAE initiative after being accepted into a new, similar AP initiative supported by the National Math and Science Initiative, University of Notre Dame, Indiana Department of Education and Biocrossroads. One school failed to submit the paperwork required to become an sustaining organization.

Methodology

Overview

The evaluation of the implementation and outcomes associated with the AAE grant involves multiple measures and types of analyses across the three phases of the project. This summative evaluation attempts to synthesize the major findings and draw conclusions on the efficacy of the programs' implementation and interpret the overall impact of the program. The data collection processes and analysis procedures are described in this section, followed by a summary of the major findings of the evaluation.

Phase I & II Data Collection

During Phase I and Phase II of the AAE project (2002-2008), schools reported on enrollment and achievement patterns for their entire high school; reporting the percentage of students 9-12 who completed and succeeded in AP, IB, or DC courses. Success is defined as scoring three or better on an AP Exam, a five or better on an International Baccalaureate Exam, and/or a C or better in a dual credit course listed in the Indiana Core Transfer Library published by the Indiana Commission for Higher Education for which college credit is awarded.

Project Directors were asked to disaggregate by demographic indicators including gender, ethnicity, free/reduced lunch eligibility, and first generation status. First generation status was assigned to students whose parents had never attended college. Project Directors also reported the number of students enrolled in every AP course offered, projected enrollment in the subsequent year, graduation rates, and percentage of tenth graders who completed Algebra II. Generally, schools were able to provide this information; however, the availability and reliability of the first generation indicator consistently posed concerns. Turnover of Project Directors and support staff who provided data for the project was identified as another challenge.

Phase III Data Collection

In Phase I and Phase II, data were collected for all high schools students, making it impossible to compare project data with state and national data that typically report enrollment and success for graduates only. This change addressed a question regarding the validity of claims being made about enrollment and success by using students in grades 9-12 as the unit of analysis. There were two related problems with using that approach. First there are few, if any, college level courses offered to students in ninth grade. Second, there are more students enrolled in ninth grade than in the upper grades due to high school dropout. The result was an under-reporting of the percentage of students enrolled in college courses and achieving college credits while in high school. By using high school graduates as the unit of analysis, evaluators could a) more accurately depict enrollment and success, and b) examine the relationships between taking a college level course in high school and college outcomes.

In Phase III ASAI developed, tested, and rolled out a set of web-based tools to enable schools to submit 1) student group data, and 2) individual student data to ASAI in a manner that was compliant with student Family Educational Right to Privacy Act (FERPA) regulations. In addition to providing student data for evaluation purposes, the new online system also enabled each school to access a password-protected pages where they could 1) view disaggregated student data for multiple years and 2) use that data to inform decision-making as they developed the strategic plans in their grant applications each year.

Project Directors attended a training workshop that provided them with the rationale for changing the data entry process as well as a demonstration of the the online tools. The individual data entry process differed by school size. Schools with less than 140 graduates entered individual data from all Core 40 and Core w/Honors graduates. Students who graduated with any type of waiver were excluded from the individual student entry. Schools with greater than 140 graduates entered 140 randomly selected students from a master list of their graduates. In

addition to these students, all students enrolled in the International Baccalaureate Program were included in the study.

Data entered for each student included 1) demographic information including gender, ethnicity, socioeconomic indicator (free/reduced lunch or paid), and first generation college bound status; 2) course completion data (Advance Placement, International Baccalaureate, and/or Dual Credit); and 3) course success data. For the graduate group data, schools entered aggregate college completion and success data for all graduates, disaggregated by demographic indicators.

In addition to reporting numbers/percentage change over the course of Phase III, an analysis of the impact of completing/succeeding in AP/IB/DC on first-year and second-year college grade point average was conducted. Main effects and interaction effects of access, success, and demographic variables were conducted and interpreted.

Additional Sources of Data

The completion and success data collected and analyzed across the three phases of the project can point to the impact of the program by schools, project, and demographic categories. These are important indicators of program success. They are not, however, able to provide insight as to the how or why increases, decreases, or perhaps why the status quo was maintained across two years or five years after implementation. Other data including informal interviews, focus group discussions with Project Directors, school program activity data reports, surveys, and participant observation further helped to explain the quantitative findings.

Open lines of communication between the local AAE Project Directors, the state AAE project manager, the ASAI executive director, and the external evaluator created conditions for a true understanding of the project goals, challenges, and decision-making process that kept the project moving. Reviews of annual reports, reflections on meetings, emails, and phone calls throughout the last four years of the project served an important qualitative data tools in the summative evaluation. Also during the last phase of the project, the external evaluator attended

the majority of the local Project Directors' meetings and was given the opportunity to share annual findings, compare results across years, and discuss the rationale and process for data input. This provided the chance to witness the interaction of the Project Directors within and across the regions, and hear about the various initiatives being developed to increase completion/success including a forum for short discussions around the question, "is this working?" Additionally, small group discussions with Project Directors were held near the end of the program to get a sense of how AAE played out in some of the schools in the Central Region. Finally, the external evaluator fielded numerous calls each year for assistance with the new data portal. Not only did these interactions provide insight into the system, they also allowed for casual conversation about the role of the Local Project Director and the level of support s/he received from others in the school.

Summative Findings

Implementation

Since its inception, the AAE project has focused on increasing access to college level courses and building capacity with schools to affect the success for students enrolling in college level courses while in high school. The expanded focus of the project in three regions presented challenges. Many of the schools in the project did not have a long-standing history in AP/IB/DC, the dominant college-level course offering in the mid-2000s. The percentage of first-generation college students and students who qualified for free/reduced lunch in the three regions exceeded the state average. Not surprisingly, teachers and leaders in the schools entered the project with a sense of skepticism about its potential success. Some Project Directors reported tempered expectations regarding which students could handle AP, and others felt that their schools lacked capacity to train enough teachers to offer classes, especially in math and science. Based on observations, discussions with Project Directors, and a review of annual Project Directors'

reports, three themes emerged as factors associated with effective implementation of AAE: systematic programming via project management site, creation of a professional learning community, and a difficult to define construct named “success begets success.”

The development and continual improvements of the online project management system emerged as a salient factor in overall project implementation. The portal served as the single gateway for where schools could 1) develop and submit strategic plans, funding proposals, budgets, progress reports, and fiscal reports, 2) submit group and individual student data, 3) receive written feedback regarding their submissions from the state Project Manager, and 4) share resources developed for local AAE activities with other local project directors.. It also presented an opportunity for the state Project Manager to monitor each school’s progress, provide timely written feedback, and effectively communicate with all Project Directors. The portal and system of communication helped to provide context and a road map for effective implementation of stated goals and activities. It also provided Project Directors easy access to data submitted in prior years that was used for planning purposes. Additionally, the system combined individual school data into aggregate format in preparation for AAE programmatic evaluation. Analysis on completion/success trends over time was conducted formatively and shared with Project Directors. As a group, Project Directors interpreted trends and looked within and across demographic characteristics to better understand how AAE impacted students of color, low-income students, and first-generation students.

The data-informed conversations were usually held as part of a professional learning committee, which emerged as the second implementation theme. Project Directors and co-directors attended semi-annual meetings to share what they were doing, hear from relevant speakers, and examine critical issues associated with AP/IB/DC access and success. The tenor of the meetings was overwhelmingly positive and collegial, even when discussing challenging issues. The AAE State Program Manager, ensured that individual programs had opportunities to

highlight strategies for tutoring, creating pipelines to college courses, and other strategies for motivating students and their families to enroll in college-level courses. It was clear that Project Directors looked forward to meeting and sharing ideas. Several Project Directors collaborated to write conference presentation proposals, and a smaller group of schools that offered IB created a working team. The professional learning community not only served as continual growth for long-standing Project Directors, it also created a space for orienting new Project Directors as well. Furthermore, project directors presented their most successful innovations at multiple state and regional educational meetings, as well as national AP and IB conferences, increasing their sense of pride and accomplishment. The dissemination of ideas beyond AAE schools enabled other schools districts from Indiana and beyond to benefit for their experiences and outcomes.

A review of program activity reports within the data system revealed that almost all of the schools' AAE activities fell within the following seven areas. During Phases I and II, professional development, academic support (e.g. tutoring), and subsidies (test/fee tuition) were considered by the Project Directors to have the higher leverage on completion and success. Therefore, during Phase III of the initiative, schools were required to implement at least one activity in each of these three areas. The remaining areas included course creation/teacher materials, student recruitment, preparation for rigor, and data collection/analysis. Schools limited their spending in any one area to no more than 40% of their total grant funds. Table 1 displays the most widely reported activities during Phase III. Professional development, preparing for rigor, and recruitment emerged as the most widely reported activities.

Table 1
Distribution of Types of Program Activity for Top Three Activity Types

Year	Professional Development	Preparation for Rigor	Recruitment
2008-2009	32%	23%	25%
2009-2010	35%	28%	25%
2010-2011	30%	30%	29%
2011-2012	27%	31%	28%

The funds associated with each activity were also tracked during Phase III. Over the course of four years, slightly more than 30%, or approximately \$330,000, were used for test subsidies/fee tuition and 27% were allocated to professional development. Academic support accounted for 20% (\$185,300), while recruitment activities came in at 12% or \$110,000. The relative percentages varied slightly over the four years of Phase III, with slightly higher proportions going to AP subsidies and academic support in 2012 compared with 2009. The proportional amounts spent on professional development decreased from 28% in 2009 to 23% in 2012.

The final implementation theme was rather abstract and difficult to define. The external evaluation chose to label this theme as “success begets success,” partly as an extension of the impact of the professional learning community. More than that, Project Directors described a momentum that occurred once AAE was embedded into the culture of the school. Early in the grant process, the availability of funds appeared as the conduit to early success in the realm of increasing access. The tangible results of sending teachers to AP training, paying for AP exams, and providing students with academic support made it seem that the grants’ funds were primarily driving outcomes. While the importance of funds to support continued growth cannot be denied, the discussion of money was balanced by the institution of new dual credit courses, relationships with local community colleges, mentoring teachers, and district-wide curriculum articulation processes to grow the pipeline of students into advanced coursework. Additionally, successful schools within AAE were quick to point out that there is a long list of support beyond the AAE funds that are available to all schools. Many spoke of internal resources including (e.g. Title I, Extracurricular fund, Development Fund, Gifted and Talented Fund, School Clubs Fund, Professional Development Fund, Athletic Concessions, School Foundation). Others sought out community supports including the United Way, Community Foundation, Universities, Chamber of Commerce, and local businesses. Finally, state and national funding sources such as the

College Board, Donor Choose, and the Indiana Department of Education were cited as supporters of the goal to increase access and success to college-level coursework. These sources provided a range of supports including test subsidies, recognition dinners, teacher training, materials, tutoring stipends, college visits, and recruitment materials.

In order to sustain the AAE initiative beyond the Lumina Foundation for Education funding period, schools were invited to become “sustaining organizations.” As sustaining organizations, schools created a local AAE Council (teachers, counselors, administrators) that will meet annually to review student data and establish annual strategic plan and established an AAE fund to which organizations outside the school can contribute. In Gary, the Urban League of Northwest Indiana will serve as the sustaining organization for the four Gary high schools with an initial financial contribution from the Legacy Foundation in Gary. To help the AAE schools sustain their programs and to expand AAE to any school in the country, ASAI has developed a new online system that will enable any school to 1) use an online system to study student data, search for proven strategies in areas known to impact student completion and success, develop annual strategic plans and budgets, and create proposals for local funding; 2) participate in an online community of schools seeking to increase completion and success in AP, IB and DC, and 3) develop a new sense of “what is possible” by observing the successes of other schools as they increase completion and success in AP, IB and DC courses. ASAI also plans to follow the high school classes of 2009 and 2010 as they progress through college to further determine the relationship between AP, IB and DC course completion / success on college success and college completion.

Completion and Success Highlights

Throughout the timeframe of AAE, the state of Indiana and states around the country were encouraging schools to increase access and success in college level courses. The evaluation was not designed in a way that can make definitive comparisons between AAE schools and non-

AAE schools. One reason is that the sheer number of schools (n = 39) made it nearly impossible to find a meaningful comparison schools, particularly in urban schools. Additionally, given the proximity and depth of the relationship between the AAE schools in the southwest of the state and Vincennes, it is difficult to fully test the impact of AAE schools and surrounding schools that were not part of AAE. It is, however, possible to evaluate the effectiveness of the program on outcomes by looking at completion trends, success trends, and the academic achievement of students who went on to college. The next section of the report highlights some of the major findings from the analysis, specifically looking at overall completion/success, as well as completion/success by type of course and demographic characteristics of the students.

Phase I & II

As stated above, the first two phases of AAE calculated access, success, and courses offered differently from the final phase of the project. The former examined changes over time based on the total 9-12 population in each of the schools and captured the type of course offering in AP classes. While it is not possible to look at the overall change from 2002-2012 in access and success, reviewing prior evaluation reports presented by the Indiana Youth Institute (2003-2005) and Center for Evaluation and Education Policy (2005-2007) provide evidence of growth in the number of AP/IB/DC courses offered and positive growth in the number of students in grades 9-12 completing AP/IB/DC courses from 2002-2006. The first evaluation report detailed the significant increase in college course offerings in the first several years of the program. Over 100 teachers from the inaugural AAE schools (n = 13) participated in training. This translated into meaningful growth in the percentage of students completing in AP/IB/DC from 2002-2005, ranging from a 45% increase in AP to 145% increase in IB. Additionally, African American and Latino students in AAE schools increased their completion in AP courses. The second evaluation report extended the analysis to include performance or success rates in college level courses for AAE schools. During Phase II additional schools joined the AAE project and the total number of

students in AAE schools doubled. Therefore, definitive statements regarding growth in access and performance during Phase II should be taken with caution. That said, the overall percentage of students completing college level courses, as calculated by all students in AAE schools grade 9-12, remained consistent at 16%. The success rate was virtually the same, with a success rate of 8% in 2005 (743/9867) and 7% (2161/31443) in 2007. Enrollment opportunities for African American and Asian students increased over this period, and Hispanic completion remained the same. Overall, the success rates remained constant over time for all students and within demographic groups.

Phase III

The following sections of the report present summative evaluation findings from Phase III. First, the impact of the AAE project on completion patterns was studied, followed by an examination of student success in college level courses. The final section looks at the relationship between college level course-taking in high school and first and second year college grade point averages. Throughout the analysis, particular attention is paid to similarities and differences in outcomes by demographic characteristics including race, socioeconomic status, and first-generation college student status. Table 2 displays the completion trends for all graduates and graduates by racial categories. Overall, graduates of AAE schools enjoyed steady increases in completion over four years in both AP and DC. The growth in DC courses increased from 14% of all graduates in 2009 to nearly one in every four graduates four years later. The increased completion in AP was more modest, starting from 1/3rd of graduates in 2009 completing at least one AP course during their high school years, and increasing slightly to 36% in 2012.

Table 2
Phase III Completion in AP/DC

	AP				DC			
	2009	2010	2011	2012	2009	2010	2011	2012
All Graduates	33%	37%	38%	36%	14%	16%	19%	24%
Native American	40%	22%	21%	37%	11%	8%	9%	4%
African American	18%	25%	24%	25%	4%	6%	9%	19%
Asian	56%	53%	43%	41%	12%	22%	20%	29%
Hispanic	20%	27%	32%	34%	4%	9%	14%	22%
White	38%	45%	47%	41%	20%	23%	27%	28%
Multiracial	39%	38%	42%	38%	12%	17%	19%	21%
Free/Reduced Lunch	16%	23%	24%	22%	6%	11%	14%	17%
First Generation	23%	27%	27%	26%	10%	12%	17%	20%

There were significant completion increases for African American and Hispanic students, particularly in DC courses. A similar pattern in completion trends emerged for students qualifying for free/reduced lunch and first generation college students. For example, there were steady increases in AP completion and more marked increases in DC. In her final report a local project director from southwest Indiana described the impact of AAE during Phase III:

We were very pleased when we looked at our overall objectives to increase the number of graduates who were taking AP Courses and DC Courses. In 2008-09 22% of graduates took and completed an AP Class. In 2011-12 38% of graduates took and completed an AP Class and we also had our first 3. In 2008-09 63% of graduates took and completed DC. In 2011-12 72% of graduates took and completed DC. Our free/reduced increased from 57% DC in 2008-09 to 74% in 2011-12. We need to continue with early communication with both students and parents starting in 7th grade. We need to find community support to assist students with financial need. AP and DC needs to be an expectation for all college bound students.

Compared to AP and DC courses, few schools offered the IB program. Five schools in the AAE offered the IB program and the number of students participating increased slightly over the four years of Phase III. Table 3 shows the percentage of students completion the program

from 2009 to 2012 disaggregated by race, socioeconomic status, and first-generation college student status. The completion figures remained constant over the course of Phase III of the AAE project; however, one project director described the growth in her school this way:

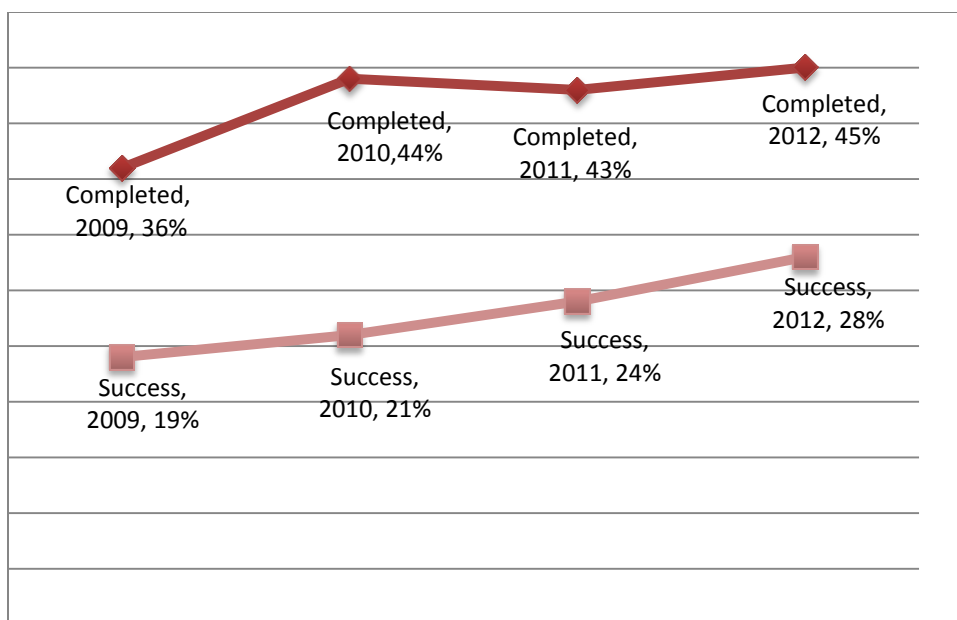
Our primary goals for the grant were focused on our IB program. We had the largest graduating IB class in our school's history, and we awarded more diplomas than ever before (n = 17). We had more juniors and sophomores in IB than in the past, as well, with a total of 50 juniors and seniors pursuing the diploma in the 2012-2013 school year. However, we still have work to do in increasing the success of African American black students within our program.

Table 3.
Phase III Completion in IB

	IB			
	2009	2010	2011	2012
All Graduates	2%	2%	2%	2%
Native American	0%	0%	0%	0%
African American	1%	1%	1%	1%
Asian	5%	13%	9%	9%
Hispanic	4%	1%	3%	1%
White	3%	3%	3%	3%
Multiracial	3%	3%	3%	2%
Free/Reduced Lunch	1%	1%	1%	1%
First Generation	2%	1%	1%	1%

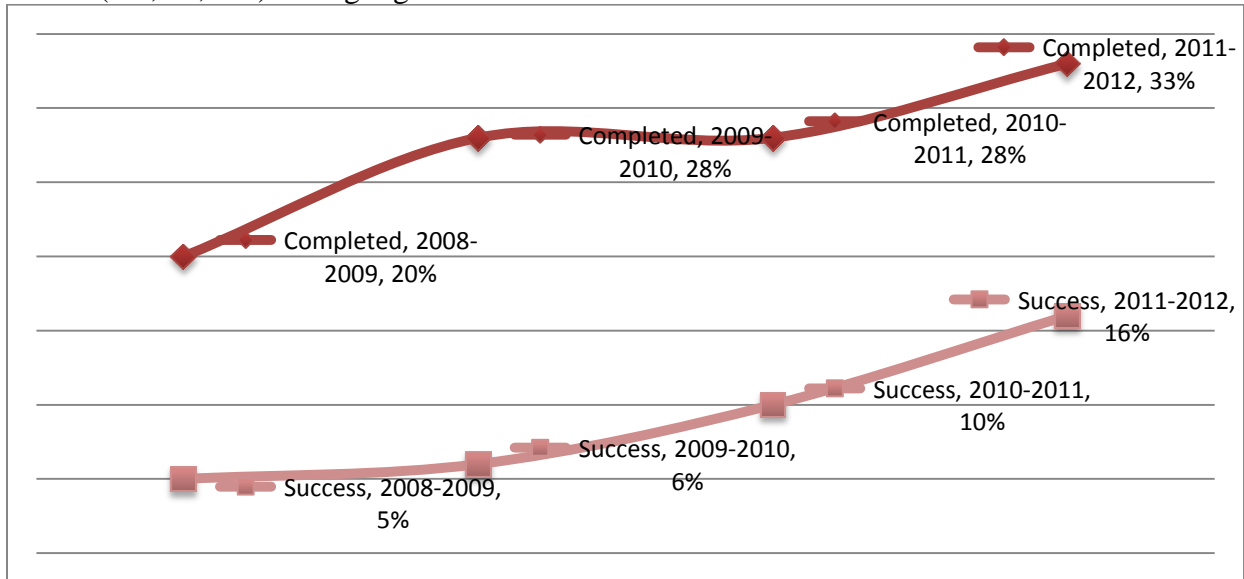
Figure 1 displays the non-duplicated completion and success patterns across the four years. The trends show that completion and success steadily increased in Phase III. Completion increased from 36% in 2009 to 45% and success increased from less than 20% in 2009 to 28% four years later.

Figure 1. Phase III Trends in Completion and Success for All Students, 2009-2012



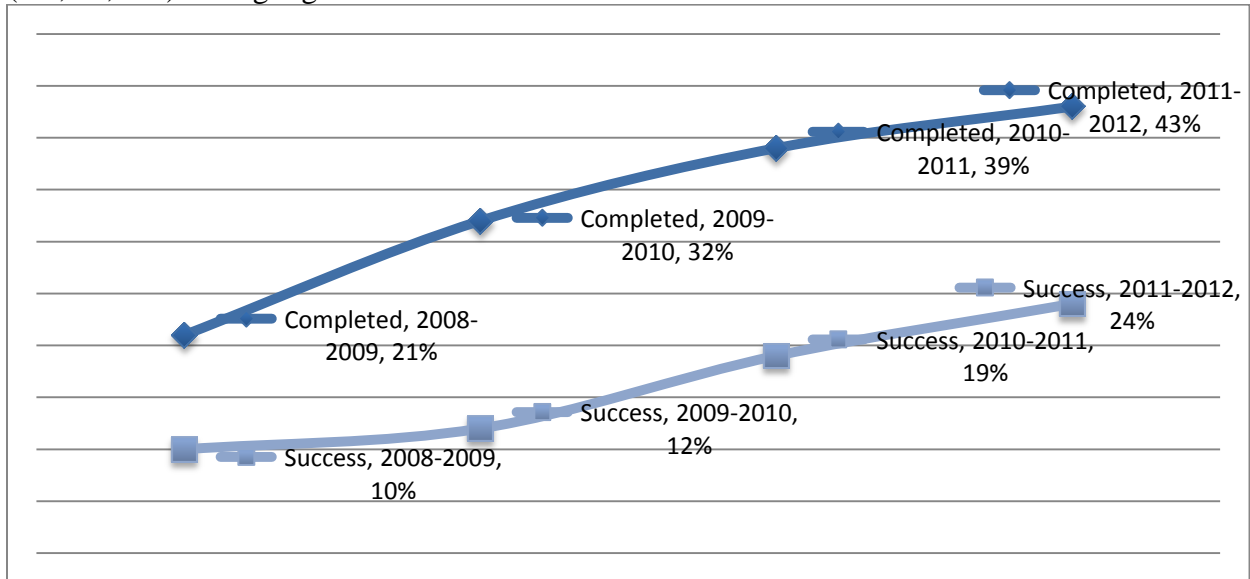
The subsequent figures provide a visual representation of the changes overtime for completion/success trends for all types of college level courses. These non-duplicated percentages provide a clear picture of the impact of AAE on completion and success for African American students, Hispanic students, and students who qualify for free/reduced lunch. Figure 1 shows that African American student completion increased from 2009 to 2010, remained flat in 2011, and increased again in 2012. The success rate was more linear, with a small annual increase of 1% from 2009 to 2010 and a steep incline in subsequent years to 16% in 2012. The larger increase is most likely attributed to the success rate in DC courses. In the last few years of the AAE project, African American students were completing and succeeding in DC courses at a high pace than in AP or IB courses.

Figure 2. African American Graduates in AAE schools who completed/succeeded* college level course (AP, IB, DC) during high school



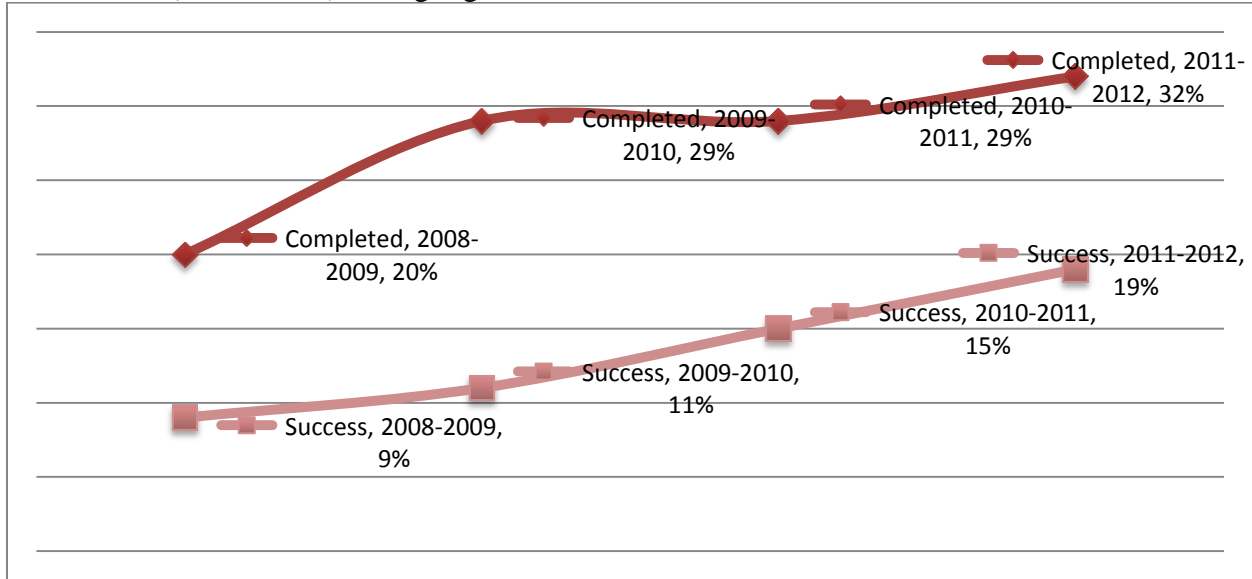
The trajectory witnessed for African American graduates was similar for Hispanic students with a few exceptions (See Figure 2). First, Hispanic students were more likely than African American students to complete college-level courses in 2009. The second difference was seen in the more linear growth line in completion across the four years. Finally, the success rate in 2012 was proportionally higher for Hispanic students over time. In 2009 10% of Hispanic graduates succeeded in college level courses. That figure rose to almost 25% by 2012. This is a faster pace than African American students, with a success rate of 5% in 2009, increasing to 16% four years later. Both trajectories are moving steadily in the right direction, and the jump from 10% to 16% from 2011 to 2012 for African Americans is a positive sign.

Figure 3. Hispanic Graduates in AAE schools who completed/succeeded* college level course (AP, IB, DC) during high school



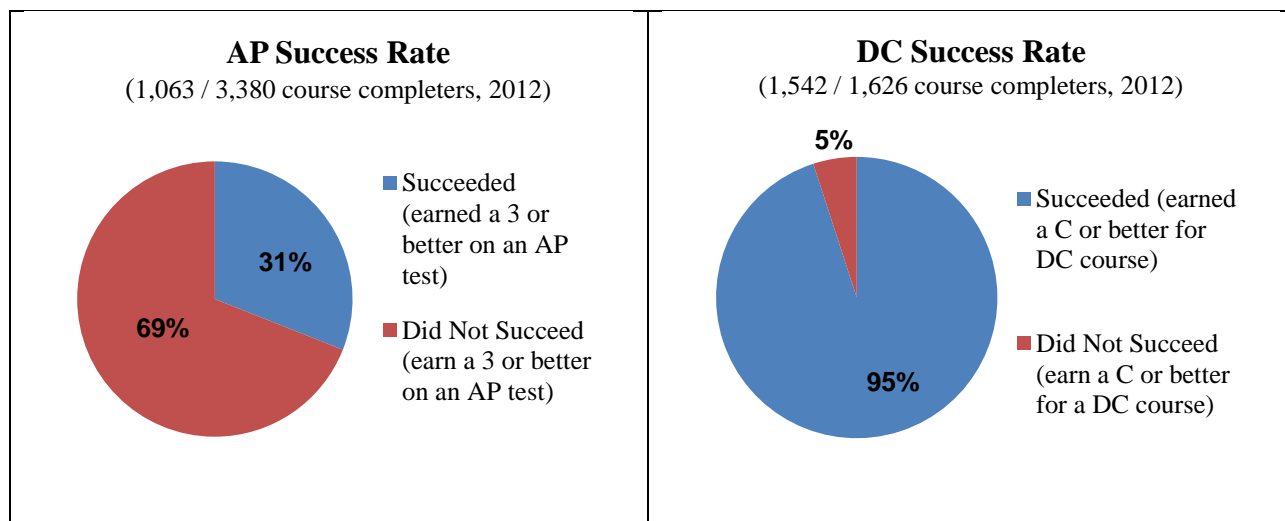
The completion and success rates for students who qualified for free/reduced increased over the four years (See Figure 3). In 2009 only 1 in 5 graduates completed a college level course and by 2012 that figure increased almost 1 in 3 graduates (32%). The success also increased at a steady pace, growing from less than 10% in 2009 to just under 20% in 2012.

Figure 4. Free/Reduced Lunch Graduates in AAE schools who completed/succeeded* college level course (AP, IB, DC) during high school



Throughout Phase III, a clear and substantial success differentiated emerged. In 2012, there was a near perfect correlation between completion and success rates in DC courses, with 95% of students completing the course earning a C or higher. This was not the case for AP courses. Completing an AP course did not guarantee success. In 2012, 31% of students who completed an AP course earned a 3, 4, or 5 on the respective AP exam.

Figure 5: Course completers who succeed in AP and DC courses during high school



AP / DC and College GPA

The steady increases in completion over the life of the AAE project are well documented. The previous tables and figures clearly demonstrate that not only are more students in AAE schools completing AP/IB/DC courses, the trends are positive for students who were previously less likely to enroll. Increasing the number of students enrolled in college level courses makes sense intuitively as a mechanism for increasing the overall rigor of high school coursework. Research shows that taking and succeeding in college courses in high school, particularly AP, is a strong predictor of early college success. The current project attempted to replicate those findings and to further examine if the benefits from AP were the same of DC. Table 4 shows the first and second year GPA's for students according to their high school course taking patterns. Students with the highest college GPA's completed and succeeded in at least one AP course, followed by students who completed and succeeded in both AP/DC. The average GPA for students who completed, but did not earn a 3, 4, or 5 on at least one AP exam was slightly higher than students who completed and succeeded in DC only. Students who did not complete in any college level courses while in high school earned the lowest first and second year GPA's, 2.29 and 2.37 respectively.

Table 4

First-year and Second Year College GPA for AAE 2009 Graduates by Type of Completion /Success Pattern in College Level Course

Type of Enrollment	2010 College GPA (standard deviation)	2011 College GPA (standard deviation)
Completed and succeeded in AP Only	3.35 (.61)	3.36 (.56)
Completed and succeeded in DC Only	2.42 (.85)	2.61 (.66)
Completed but did not succeed in AP	2.58 (.86)	2.71 (.75)
Completed but did not succeed in DC	1.67 (.80)	2.15 (.22)
Completed and succeeded in both	3.43 (.39)	3.42 (.46)
Completed both, but succeeded in only DC	2.99 (.69)	2.96 (.66)
Did not complete in either AP or DC	2.29 (.88)	2.37 (.82)

The average first-year GPA for all students who succeeded in AP was over 3.00. When the data are disaggregated by race, it shows that few students of color were successful in AP courses (See Table 5). The average first-year GPA for African American students who completed but did not succeed in AP was 2.54 and 2.91 for Hispanic students. The number of Hispanic students in the sample is quite low, so these figures need to be interpreted with caution.

Table 5

First-year College GPA by AP Completion and Success x Race of All Sample 2009 Graduates

	White (n = 708)	African American (n = 258)	Hispanic (n = 31)
Completed and succeeded in at least 1 AP exam	3.42 (n = 132)	3.11 (n = 8)	3.45 (n = 6)
Completed but did not succeed in at least 1 AP exam	2.91 (n = 294)	2.54 (n = 83)	2.91 (n = 7)
Never completed AP course	2.54 (n = 282)	2.24 (n = 167)	2.44 (n = 18)

The benefit of completing a DC course is less pronounced when compared to GPA. The data show that between 91% and 96% of students who complete DC courses succeed, as defined by earning a C or higher in the course. Overall, the differences in average first-year GPA for students who completed/succeeded in DC and those who never completed was not statistically significant, and the achievement gap remains intact for students who complete/succeed in DC, and do not take AP.

Table 6

First-year College GPA by DC Completion and Success (2009 Graduates)

	White (n = 708)	African American (n = 258)	Hispanic (n = 31)
Completed and succeeded in at least 1 DC course	2.95 (n = 283)	2.52 (n = 29)	n/a (n < 5)
Completed but did not succeed in at least 1 DC course	n/a (n < 5)	n/a (n < 5)	n/a (n < 5)
Never completed DC course	2.80 (n = 422)	2.34 (n = 228)	2.73 (n = 30)

Lessons Learned

There are many take away messages and lessons learned from the Advancing Academic Excellence project. As an evaluator, I am always asking two questions. First, did the program do what it said it was going to do? Second, what impact did the implementation have on the anticipated outcomes?

The overall evaluation findings clearly point to the affirmative for question one. The development of a meaningful professional learning community provided continuity of effective practice and shared learning about how to confront challenges in training, recruitment, and academic support. The allocation of funds to leverage the most efficient and effective use of limited resources emerged as a hallmark for others who may want to replicate the model. The electronic portal served as a program management system and enabled the schools to participate in structured data collection and analysis process, develop data-driven strategic plans, and receive written feedback from the State AAE Project Manager, and share locally developed resources with other schools. The commitment of the Project Directors to make a substantive change in entering completion and success data in Phase III speaks to their desire to use data to inform decisions. The relative ease and continued use of the electronic portal serves as a model for other programs focused on systemic change management. in the areas of access and related grants. Turnover in the role of Project Director in some schools emerged as a challenge. These individuals had to learn the portal, data entry system, and continue implementation. The professional learning community assisted this transition and schools that had strong leadership support managed the transition better than schools that relied solely on the Project Director to implement and maintain AAE. In addition, all schools benefitted by having the same AAE State Project Manager throughout the life of the grant, helping them maintain continuity and consistency with AAE's goals.

The answer to the second question is more nuanced as the goals around completion and success were multi-faceted. The objectives of AAE aimed for overall increases in the completion and success along with a stated goal to reduce the achievement gap. This included a reduction in the gap between White students and students of color, differences in socioeconomic status, and first-generation status. Schools in the AAE project clearly increased enrolments overall and increased access to college level courses for students in various demographic categories.

Although the method of calculating completion changed between Phase I and Phase III, some general statements can be made regarding increases over the 10 years. At the beginning of Phase I only 2% of African American and 1% of Hispanic high school students (grades 9-12) in AAE schools completed AP courses. By 2012, 25% of African American graduates and 34% of Hispanic graduates completed at least 1 AP course throughout their time in high school. This represents a meaningful shift in academic opportunities. These dramatic increases in completion have not yet resulted in adequate success figures for students of color, students who qualify for free/reduced lunch, and first generation students. Intentional curricular and co-curricular supports and targeted recruitment efforts are still needed in middle grades to help prepare more students for the rigor of AP/IB/DC courses. This is extremely important as the data show the long-term benefits for students succeeding in AP.

More research is needed in determining the differences in success rates AP vs. DC courses and the subsequent college GPA gap. It is not clear why students who complete and succeeded in AP outperformed their peers who succeeded in DC. Discussions within the AAE director meetings ranged from the lack of a standardized assessment in DC courses to the fact that preparation and course offerings for DC are provided by a vast number of colleges across the state. Given the increases in enrollment for students of color, low-income students, and first generation students occurred in DC courses, it will be important to determine the long-term benefits for these groups. If data show that succeeding in DC is only slightly associated with achievement in college, then schools and policy makers may need to re-think their policies and practices around DC. A recent study by Klepfler and Hull (2012) of over 9,000 students pointed to three important factors for college success. Taking advanced math courses such as pre-calculus or calculus, taking AP/IB courses, and talking with academic advisors in college were strong predictors of retention. This was especially true for low-SES students. Taken together, the AAE evaluation and recent research demonstrates the importance of continuing to focus on high

schools offering rigorous, college-level courses and taking intentional steps to increase access and success for students of color, student from lower SES, and students from families without parental college experiences.

Appendix A
List of participating Indiana schools

Arlington Community High School
Arsenal Technical High School
Beech Grove Senior High School
Ben Davis High School
Broad Ripple High School
Crispus Attucks Medical Magnet
Decatur Central High School
Emmerich Manual High School
Franklin Central High School
George Washington Community
Herron High School
John Marshall High School
Key Learning Community
Lawrence Central High School
Lawrence North High School
Lew Wallace High School
Lincoln High School
North Central High School
North Central High School
North Knox High School
Northwest High School
Perry Meridian High School
Pike High School
South Knox Middle-High School
Southport High School
Speedway Senior High School
Sullivan High School
Terre Haute North Vigo High School
Terre Haute South Vigo High School
Theodore Roosevelt High School
Thomas Carr Howe Community High School
Union High School
Warren Central High School
West Side High School
West Vigo High School
Wirt/Emerson Visual and Performing Arts High Ability Academy

Appendix B

All Phase III Tables on Completion and Success

Non-duplicated College Course Completion and Success

Demographics	Graduates who completed one or more college-level courses including AP, IB (including all internal and external assessments) and/or DC during their high school career				Graduates who earned a 3 on an AP test, 5 on an IB exam, or C for a college course listed on the Indiana Core Transfer Library during their high school career			
	2009	2010	2011	2012	2009	2010	2011	2012
All Students	36%	44%	43%	45%	19%	21%	24%	28%
Native American	40%	29%	24%	41%	10%	8%	14%	15%
Black	19%	28%	28%	33%	5%	6%	10%	16%
Asian	57%	64%	47%	46%	30%	42%	35%	33%
Hispanic	20%	32%	39%	43%	9%	14%	19%	24%
White	45%	55%	53%	52%	27%	32%	33%	35%
Multiracial	39%	46%	47%	43%	15%	24%	24%	26%
Free/Reduced Lunch	19%	30%	29%	32%	9%	11%	15%	19%
Paid Lunch	47%	56%	53%	55%	27%	28%	32%	34%
First Generation	25%	35%	35%	36%	13%	14%	19%	21%
Not First Generation	40%	49%	50%	50%	23%	25%	29%	32%

Advanced Placement (AP) Completion and Success

Demographics	% Graduates who completed one or more AP courses during their high school career				% Graduates who earned a 3 or better in one or more AP tests during their high school career			
	2009	2010	2011	2012	2009	2010	2011	2012
All Students	33%	38%	38%	36%	10%	10%	12%	13%
Native American	40%	24%	21%	37%	10%	8%	10%	11%
Black	18%	26%	24%	25%	0%	3%	4%	5%
Asian	56%	54%	43%	41%	23%	29%	29%	23%
Hispanic	19%	29%	32%	34%	7%	7%	10%	11%
White	38%	46%	47%	41%	14%	15%	17%	18%
Multiracial	39%	40%	42%	38%	10%	11%	13%	16%
Free/Reduced Lunch	15%	25%	24%	22%	4%	4%	5%	5%
Paid Lunch	42%	49%	49%	45%	15%	15%	16%	16%
First Generation	23%	28%	27%	26%	6%	4%	6%	8%
Not First Generation	38%	44%	46%	41%	15%	14%	15%	17%

Dual Credit (DC) Completion and Success

Demographics	Graduates who completed one or more DC courses listed on the Indiana Core Transfer Library during their high school career & paid tuition				Graduates who earned a final grade of C or Better for one or more DC courses taken during their high school career			
	2009	2010	2011	2012	2009	2010	2011	2012
All Students	13%	16%	19%	24%	13%	15%	18%	22%
Native American	11%	8%	9%	4%	11%	4%	9%	4%
Black	4%	6%	9%	19%	3%	5%	8%	15%
Asian	12%	22%	20%	29%	11%	21%	20%	24%
Hispanic	4%	9%	14%	22%	4%	8%	13%	18%
White	20%	27%	27%	28%	20%	23%	26%	27%
Multiracial	12%	17%	19%	21%	12%	15%	17%	19%
Free/Reduced Lunch	6%	11%	14%	17%	6%	10%	13%	15%
Paid Lunch	19%	22%	24%	24%	18%	20%	24%	22%
First Generation	10%	11%	17%	20%	9%	11%	16%	17%
Not First Generation	17%	19%	22%	22%	17%	18%	22%	20%

International Baccalaureate (IB) Completion and Success

Demographics	Graduates who completed one or more IB course (including all the internal and external assessments) during their high school career				Graduates who earned a 5 or better on one or more IB exam during their high school career			
	2009	2010	2011	2012	2009	2010	2011	2012
All Students	2%	2%	2%	2%	2%	1%	1%	1%
Native American	0%	0%	0%	0%	0%	0%	0%	0%
Black	1%	1%	1%	1%	0%	.2%	.1%	.4%
Asian	5%	13%	9%	9%	3%	13%	8%	6%
Hispanic	4%	1%	3%	1%	3%	1%	2%	1%
White	3%	3%	3%	3%	2%	2%	2%	2%
Multiracial	3%	3%	3%	2%	2%	1%	2%	1%
Free/Reduced Lunch	1%	1%	1%	1%	0%	0%	1%	1%
Paid Lunch	3%	3%	2%	3%	2%	2%	1%	2%
First Generation	2%	1%	1%	1%	1%	.4%	1%	.3%
Not First Generation	2%	3%	3%	3%	2%	2%	2%	2%