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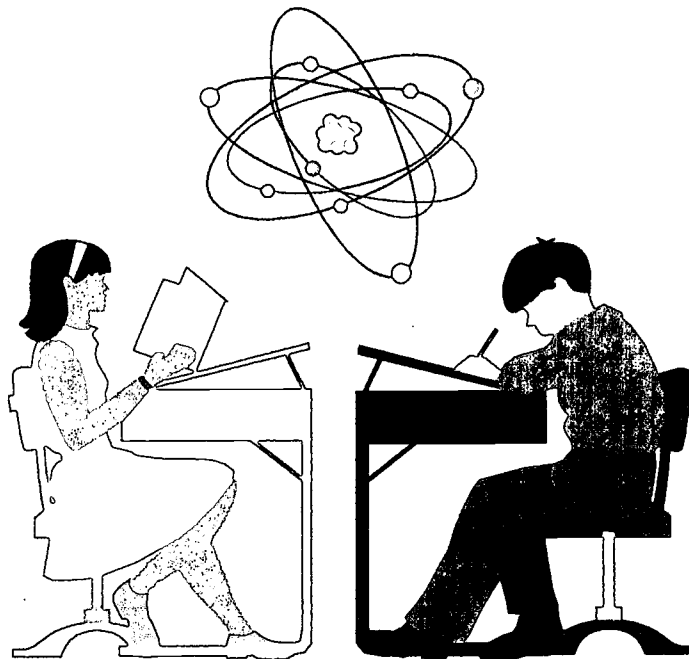
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ABSTRACT

The Arkansas Advanced Placement Incentive Program served as a charter for the establishment, organization, and administration of a program designed to improve the course offerings available to high school students. The act provided three incentives: (1) one-time equipment/materials grants; (2) teacher professional development reimbursements; and (3) payment to defray the costs of student exams. Later, the act was amended to expand the incentives to include preadvanced-placement courses. Data from 1990 through 1998 were analyzed to assess the effects of the legislation. Results were uniformly positive; increases in student participation were both statistically and practically significant. For black students, the number of advanced-placement examinations was relatively static before the incentive legislation; after the legislation, examinations increased. One comparison failed to reach statistical significance: the number of examinations taken by low-income students showed gains, but the increase was not statistically significant. To understand the impact of the legislation better, two schools with proactive recruitment efforts for low-income and culturally diverse students were examined for successful practices. Both schools offer advanced-placement courses in multiple content areas, are committed to the professional development of their teachers, and have systematic outreach efforts to low-income and culturally diverse students and their families. (Contains 16 references.) (DFR)

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A Carrot is Better than A Stick: The Effect of Advanced Placement Incentive Legislation in Arkansas



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Executive Summary

A Carrot is Better than A Stick: The Effect of Advanced Placement Incentive Legislation in Arkansas.

In 1995, the Arkansas legislature enacted the Arkansas Advanced Placement Incentive Program. The purpose of the act was to serve as a charter for the establishment, organization, and administration of a program designed to improve the course offerings available to high school students. The act provided three incentives: 1) one-time equipment/materials grants 2) teacher professional development reimbursements and 3) payment to defray the costs of student exams. In 1997, the act was amended to expand the incentives to include Pre-Advanced Placement courses and their teachers.

The first incentives were implemented in 1996. By 1998, the effects of the legislation were evident. Data from 1990 through 1998 were analyzed to assess the effects of the legislation. Results were uniformly positive; increases in student participation are both statistically and practically significant. In 1990, Arkansas students took 1, 276 Advanced Placement examinations; in 1998, approximately four times that number (4, 215) examinations, were administered. For African-American students, the numbers of examinations were relatively static before the incentive legislation; after the legislation, the number of examinations increased. The trend for examinations taken in the Delta is more sporadic, but the differences in numbers of examinations before and after the legislation are also statistically significant. Only one comparison failed to reach statistical significance. The numbers of examinations taken by low-income students showed gains, but the increase was not statistically significant. To better understand the impact of the legislation, two schools with proactive recruitment efforts for low-income and culturally diverse students were examined for successful practices. Mills University Studies High School in the Pulaski County Special School district is an example of a mature program; Stuttgart High School, an emerging one. Both schools offer Advanced Placement courses in multiple content areas, are committed to the professional development of their teachers, and have systematic outreach efforts to low-income and culturally diverse students and their families.

In conclusion, both the statewide data and the profiles of the two schools indicate that more opportunities are being offered to Arkansas students and more Advanced Placement examinations are being taken by them. These gains are the result of incentives rather than requirements. When given the resources, supports, and reasons to provide challenging opportunities to their students, Arkansas public schools respond. Rather than relying on regulatory statutes for public schools, it may be fruitful to focus on incentive-based legislation.

OVERVIEW

What is Advanced Placement?

Advanced Placement courses offer talented students the opportunity to demonstrate college level achievement and acquire college credit while remaining in the secondary school setting.

Students acquire college-level academic learning in Advanced Placement courses and demonstrate their mastery of the content by sitting for the Advanced Placement Examinations. The program is administered by the College Board, and the program's operational services are provided by the Educational Testing Service.

Broad curriculum guidelines are developed for 31 courses in 19 subject areas including English, history, mathematics, art, music theory, the sciences and foreign language. Examinations and in the case of studio art, portfolios, are administered yearly. In all but the AP Studio Art Examination, there are two or more sections. One section contains multiple choice questions. The other portions of the examination may include a variety of free-response questions in multiple formats; essays, audiotaped responses, the analysis of historical documents, or extended problem solving. All tests are approximately three hours in length. Participating colleges and universities grant credit or waive requirements based on the examination results. The program is voluntary for students, secondary schools, and colleges.

What is the Purpose of Advanced Placement?

Over forty years ago, the Advanced Placement program was established to bind together the "two halves of the common enterprise" to educate talented youth (Committee Report, 1952). The two halves were the students' secondary school experience and the students' university experience which when joined provided a seamless curriculum. Educators from secondary schools and from universities collaborated to develop a program to bridge the high school to the university.

Advanced Placement offers a system of examinations to document the acquisition of college level freshman courses by academically able secondary

students. The developers of the program viewed Advanced Placement as an alternative to early entrance to college by students who were ready for rigorous college level material, but who were not viewed as mature enough for the university environment. In general, Advanced Placement courses are taught by high school teachers at the high school site.

How Do State and Federal Initiatives Support Advanced Placement?

Twenty-four states provide state support for Advanced Placement programs. This support takes several forms, including encouraging high schools to offer Advanced Placement classes, helping teachers attend Advanced Placement workshops and seminars, paying all or part of public school students Advanced Placement examination fees, and establishing statewide policies with regard to the use of Advanced Placement examination scores in state colleges and universities (Advanced Placement Yearbook, 1988).

Beginning in 1999, all states are supported by a federal initiative, Public Law 105-78, which mandates that \$3 million be granted to states either to supplement their support or to pay part or all of the cost of Advanced Placement examination fees for low-income students who are enrolled in an Advanced Placement class and plan to take an Advanced Placement examination.

Students who participate in Advanced Placement courses acquire college level learning in secondary school and are well prepared for further academic study when they arrive at college. In a case study of the Advanced Placement program as a model for setting national content standards, Kelley, (1994) notes that the College Board regularly conducts studies to assess program effectiveness.

Fears that students who receive credit and advanced course standing will 'get in over their heads' during their first year in college are not warranted. For example, when compared with 229 college students enrolled in the equivalent course, a sample of 247 Advanced Placement calculus students who took the BC Calculus (Calculus II) examination did as well or better than the group of equally able counterparts (Dickey, 1986). An early study of Yale students found similar results for students taking the Advanced Placement examinations in English, French, and mathematics (Burnham & Hewlitt, 1971). Advanced Placement students who were placed into sophomore level courses on the basis of their examination scores were compared with sophomores enrolled in the same courses at the same university. The numbers of students were small; there were 32 in English, 30 in French Literature and 42 in Intermediate Analytic Geometry and Calculus. However, the results indicate that Advanced Placement students had

comparably high course grades in English and French Literature and had higher Mathematics final course grades than their sophomore comparisons.

Thirty years later, the pattern is robust. In a survey of 21 colleges and universities, when AP students enrolled in a second calculus course were compared with students who had taken a traditional first college calculus course, the Advanced Placement students had higher grade averages and greater percentages of A and B grades in the subject area (Morgan & Ramist, 1998). The full study involved 11, 212 students and compared achievement across 25 different Advanced Placement examination areas. Students scoring a 5 on the AP examination had higher course grade averages than non-AP students who took the prerequisite course. For about half of the subject matter areas, students who received AP examination scores of 4 outperformed their comparisons. Finally, for students who received examination scores of 3, course grades continued to be largely in their favor. In only two courses, Microeconomics and Studio Art-General, did students who took the prerequisite course outperform the students who were placed in the second sequence course on the basis of their Advanced Placement examination (Morgan & Ramist, 1998).

In terms of continuing interest in the subject, longitudinal studies found that Advanced Placement students continue to take university courses in the area in which they present Advanced Placement examinations. Concerns that able students will rush through requirements and truncate their involvement in a subject matter area are not borne out in biology, calculus or chemistry (Morgan & Crone, 1993).

Advanced Placement is widely available. The numbers of students taking examinations reached in excess of half a million in 1995 (Curry, 1995) and exceeded 600, 000 in 1998 (College Board, 1998). Students may take more than one Advanced Placement examination; those applying to selective universities typically take at least three (Stumpf & Stanley, 1996). In the decade between 1987 to 1996, the number of students taking Advanced Placement examinations increased 132 per cent (College Board Review, 1997). However, poorer districts are less likely than higher income districts to offer Advanced Placement courses (Hiller, 1996).

What is Arkansas' Advanced Placement Incentive Legislation?

Act 881 of the Regular legislative session of 1995 entitled "An Act To Establish the Arkansas Advanced Placement Incentive Program" became Arkansas' first piece of AP legislation (See Appendix A). The purpose of the act

“...is to serve as a legislative charter for the establishment, organization, and administration of a program designed to improve the course offerings available to high school students throughout the state. The program established under this act will provide advanced educational courses that are easily accessible and will prepare students for admission to and success in a post secondary educational environment...” (School Laws of Arkansas, 1995). A key component in the program is preparing teachers and schools adequately to provide Advanced Placement courses to their students.

Act 881 of 1995 provides three incentives: (1) schools participating in the Advanced Placement program may be awarded a one time equipment and /or materials grant for each Advanced Placement course offered; (2) a teacher of an Advanced Placement course may be awarded up to four hundred and fifty dollars for teacher training for Advanced Placement courses; (3) the state will pay a share of the Advanced Placement examination fee not to exceed sixty-five dollars for low income students.

In 1997, Legislative Act 929 amended Act 881 of 1995. Act 929 offers additional incentives to high schools and expands the purpose to include “...course offerings available to middle school, junior high school, and high school students throughout the state,” (School Laws of Arkansas, 1997). (See Appendix B).

First, Act 929 expands the meaning of Advanced Placement Program to include Pre-Advanced Placement courses which specifically prepare students to enroll and participate in an Advanced Placement course. Second, it allows teachers of Pre-Advanced Placement courses to participate in the state-subsidized teacher training program. Third, Act 929 provides that schools will be awarded fifty dollars for each score of three or better earned by a student on any Advanced Placement examination and stipulates that these funds shall be utilized in the schools Advanced Placement programs. Fourth, the state will pay fifty dollars for each test taken for students who take more than two Advanced Placement tests in one year. When the provisions of Act 881 and Act 929 are combined, incentives are available for schools, for teachers, for low-income students, and for any public school student taking more than two tests in one year.

What are the Effects of the Advanced Placement Incentive Legislation?

Five research questions were designed to assess the effects of the Advanced Placement Incentive legislation on Arkansas students. These are:

1. Does the incentive legislation increase the numbers of Advanced Placement tests taken statewide?
2. Does the incentive legislation increase the numbers of African-American students taking Advanced Placement examinations statewide?
3. Does the incentive legislation increase the numbers of exams taken by students in the Delta?
4. Does the incentive legislation increase the numbers of exams taken by low-income students?
5. How does the word “get out” about Advanced Placement opportunities, especially to low-income students and their families?

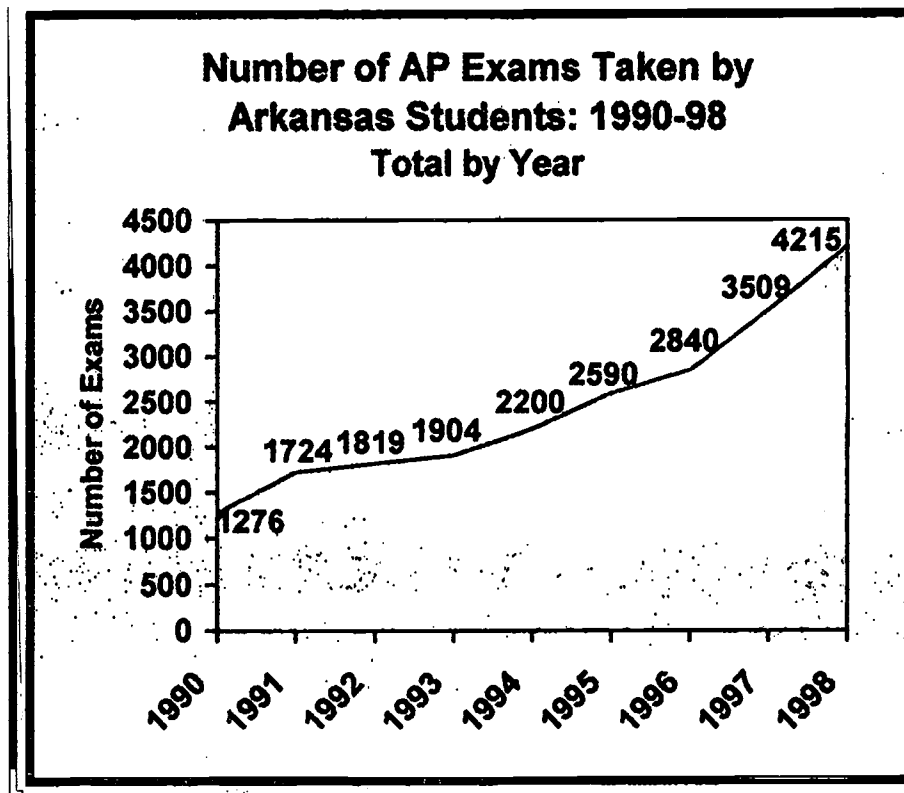
STUDY METHODS AND FINDINGS

To answer the research questions, a mixed methods study was designed. A quantitative time series design was accompanied by qualitative data from two school sites selected for their specific initiatives with African-American and low-income students. Data on examination patterns from 1990 to 1998 were secured from the Educational Testing Service in Princeton, New Jersey to establish a baseline for student participation in Advanced Placement and to determine the impact of an event (in this case, the introduction of incentive legislation) by taking repeated assessments over time. Because examinations occur regularly every spring, the yearly data permitted a profile to be established for the numbers of examinations taken each year from 1990 to 1998. As the incentive legislation continues, additional years of data can be added to the analysis for a clearer picture of the trends. At present, the time series is lop-sided; more data exist prior to the legislation than after it. A thorough time series of a least five years of data after the legislation (Year 2001) is recommended. However, even the minimal data of two years after the legislation show statistically and practically significant effects.

Number of Advanced Placement Exams Taken by Arkansas Students: 1990-98

First, the total number of Advanced Placement examinations increased significantly from 1990 to 1998 ($t=4.26<.010$). The trends are summarized in Figure 1: Number of AP Exams Taken by Arkansas Students: 1990-98. In 1990, Arkansas students took 1,276 Advanced Placement examinations; in 1998 approximately four times that number (4,215) examinations were administered in Arkansas. The sharpest rate of increase occurred between the Spring of 1996 and the Spring of 1997, the year in which the Advanced Placement Incentive legislation was first implemented.

Figure 1.

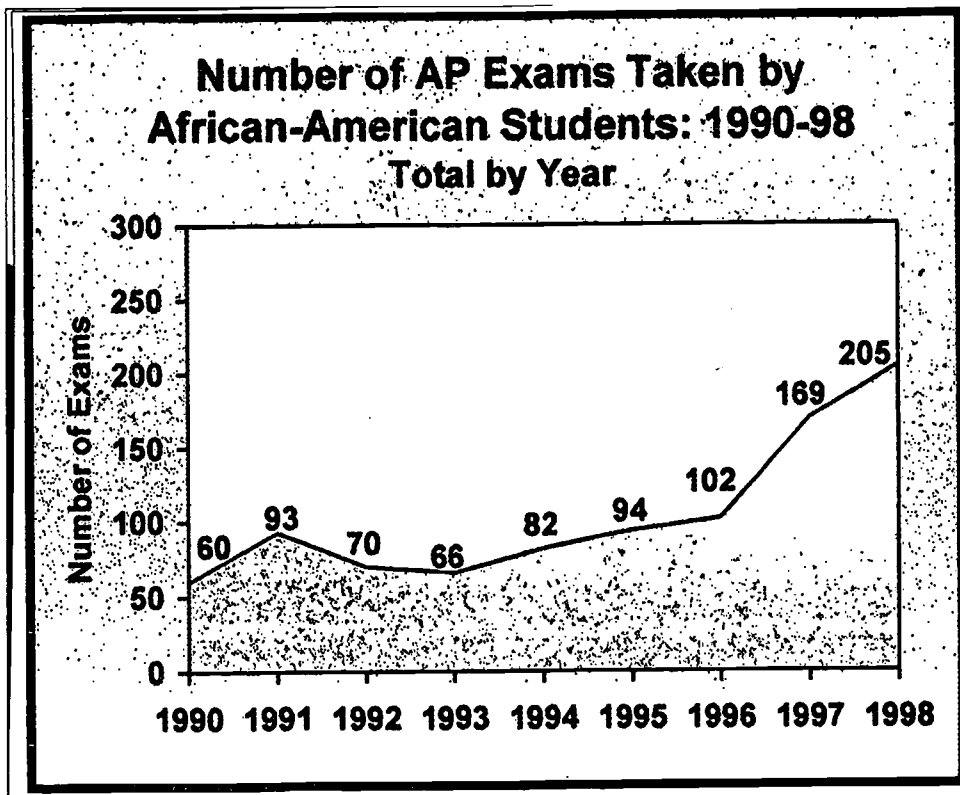


Number of Advanced Placement Exams Taken by African-American Students: 1990-98

Second, the pattern of examination taking among African-American students also showed increases from 1990 to 1998. These data are summarized in Figure 2: Number of Exams Taken by African-American Students: 1990-98. In

1990, 60 examinations were taken by African-American students; in 1998, 205 examinations were taken by African-American students. The differences in the rate of growth for the years preceding and the years following the implementation of the legislation were statistically significant ($t=2.79<.01$). Before the legislation, on average the number of examinations was increasing only 7 examinations per year; after the legislation the average increase jumped to 52 examinations per year. In other words, before legislation was enacted, numbers of examinations were barely holding even; after legislation was enacted, numbers of examinations taken by African-American students began to increase.

Figure 2.

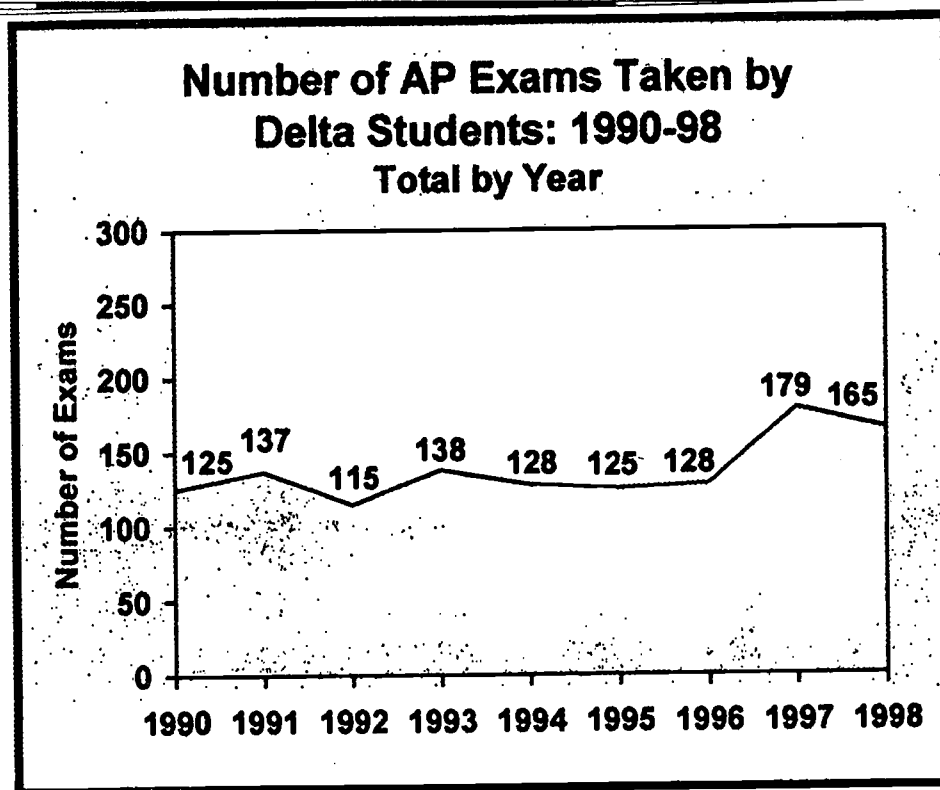


Number of Exams Taken by Delta Students: 1990-98

Third, the numbers of examinations taken by students in the Delta have also increased significantly over the last eight years, although not steadily. These data are summarized in Figure 3: Number of AP Exams Taken by Delta Students: 1990-98. In 1990, 125 exams were taken by students in the Delta; from 1991 to 1996, the numbers ranged from a high of 138 to a low of 115 exams. In 1997, however, the numbers of exams taken by students in the Delta jumped to 179.

Because the years prior to the legislation are sporadic, the appropriate statistical test for this comparison is for level rather than rate. Again, however, the differences before and after the legislation are statistically significant ($t=6.72$, $p<.01$).

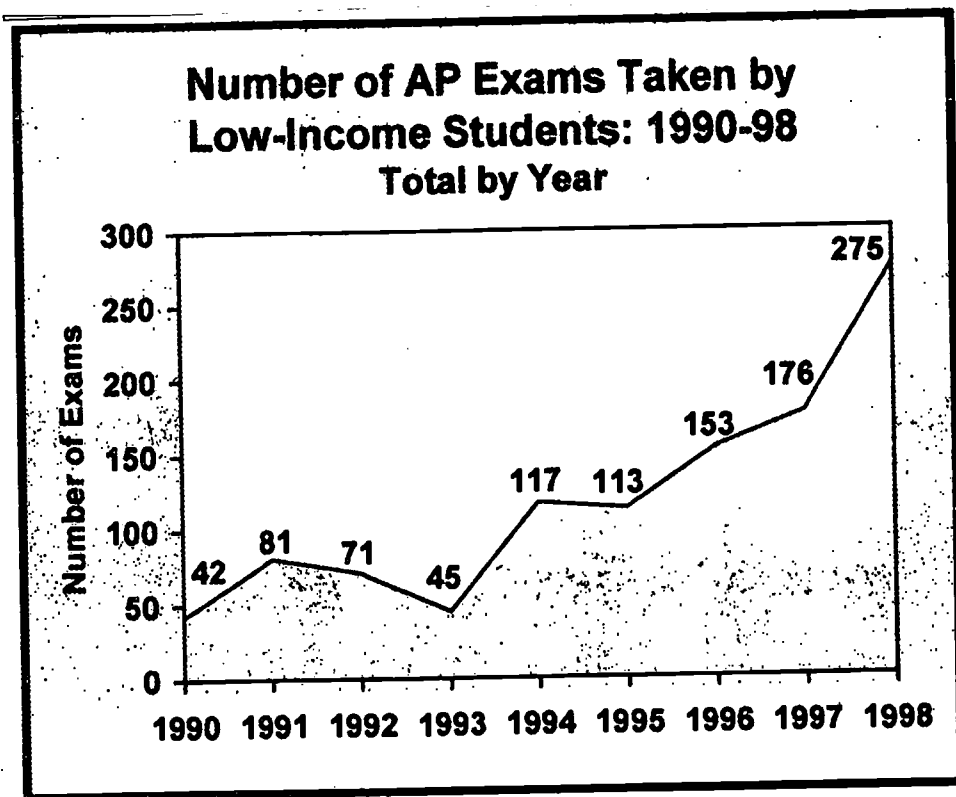
Figure 3.



Number of Exams Taken by Low Income Students: 1990-98

Fourth, the number of examinations taken by low-income students covered by examination fee waivers was investigated from 1990 to 1998. These trends are summarized on page 11 in Figure 4: Number of AP Exams Taken by Low Income Students: 1990-98. Although there are increases, the sample size is small and the results are not statistically significant ($t=1.28$, $p>.10$). In 1990, 42 exams were taken by low-income students; in 1998, 275 exams were taken by low-income students statewide. The intervening years saw a low of 45 exams in 1993 and a jump to 176 exams in 1997, the initial year of implementation for the incentive legislation.

Figure 4.



In addition to the time series analyses of rate and level of increase in examinations taken from 1990 to 1998, the study sought to secure information about the ways schools made known the Advanced Placement opportunities, especially to low-income and culturally diverse students and their families. Two schools were selected on the basis of their efforts to encourage culturally diverse student participation in Advanced Placement. The first of these, Mills University Studies High School in the Pulaski County Special School District, is a school with a “mature” program. The second school, Stuttgart High, is an example of an “emerging” program. Both schools, which will be profiled in the subsequent section, engaged in proactive recruitment efforts.

TWO SCHOOLS IN PROFILE

Mills University Studies High School: A Mature Program

Wilbur Mills University Studies High School is one of six high schools located in the Pulaski County Special School District. Located in southeastern

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Pulaski County, the school plays a major role in the district's desegregation plan and resembles an urban, inner city high school in its population and problems. Since 1995 the school has operated as a magnet school for gifted students enrolled in the Pulaski County Special School District. The goal is to recruit white students from the northern portion of the school district. Seven hundred and fifty-three students were enrolled in grades 10-12 in 1998-99.

Mills High offers twenty Advanced Placement courses and for the academic years of 1996-97, 1997-98, 1998-99 administered an average of 350 examinations each year. This number represents approximately ten per cent of the total number of examinations given in Arkansas for those years. In other words, one moderately sized high school of 750 students accounts for one tenth of the total number of tests administered in the state. The Advanced Placement courses include Art History, Studio Art-Drawing, Studio Art-General, Biology, Calculus AB, Calculus BC, Chemistry, English Language and Composition, English Literature and Composition, Environmental Science, French Language, French Literature, Government- Comparative and United States, European History, U.S. History, Music Theory, Physics C-Electricity and Magnetism and Mechanics, Spanish Language, Spanish Literature, and Statistics. Many students begin taking Advanced Placement courses in the tenth grade and frequently take three or more Advanced Placement classes their junior and senior year.

Twelve of the fourteen faculty teaching Advanced Placement at Mills High have graduate hours in Gifted Education. All Advanced Placement faculty have extensive training in teaching Pre-Advanced Placement or Advanced Placement courses through College Board sponsored professional development institutes. Three of the faculty have been selected as outstanding Advanced Placement teachers for the Southwestern Region of the College Board. Nine serve as Advanced Placement consultants throughout the region; the Principal and Assistant Principal of the school also serve as consultants.

The students' achievement in Advanced Placement is reflected in the number of students recognized as Advanced Placement Scholars. There are five categories of Advanced Placement Scholar Awards, and these awards are based on the number of tests taken and the average of the scores. The specific requirements for categories of awards are summarized in Figure 5: Categories of Advanced Placement Scholar Awards. Figure 5 is located on page 13.

Figure 5.

Categories of Advanced Placement Scholar Awards	
Advanced Placement Scholar	Grades of 3 or higher on three or more Advanced Placement examinations on full-year courses (or the equivalent)
Advanced Placement Scholar with Honor	An average grade of at least 3.25 on all Advanced Placement examinations taken, and grades of 3 or higher on four or more of these examinations on full-year courses (or the equivalent)
Advanced Placement Scholar with Distinction	An average grade of at least 3.5 on all Advanced Placement examinations taken, and grades of 3 or higher on four or more of these exams on full-year courses (or the equivalent)
Advanced Placement State Scholar	The one female and one male student in each state and the District of Columbia with an average grade of at least 3.5 on all Advanced Placement examinations taken, and grades of 3 or higher on the greatest number of examinations. Minimum requirement is a grade of 3 or higher on three examinations on full-year courses (or the equivalent)
National Advanced Placement Scholar	An average grade of at least 4 on all Advanced Placement examinations taken, and grades of 4 or higher on eight or more of these exams on full-year courses (or the equivalent)
National Advanced Placement Scholar (Canada)	An average grade of at least 4 on all Advanced Placement examinations taken, and grades of 4 or higher on five or more of these examinations on full-year courses (or the equivalent)

In 1994, prior to the incentive legislation, the school had no Advanced Placement Scholars. In 1995, two students received this recognition. In 1996 there were seven Advanced Placement Scholars and five Advanced Placement Scholars with honors. In 1997, the school had eighteen Advanced Placement

Scholars, seven Advanced Placement Scholars with honors, and five Advanced Placement Scholars with distinction. In 1998, Mills High boasted of twenty-one Advanced Placement Scholars, four Scholars with honors, twelve scholars with Distinction, the male State Scholar, and one National Scholar. Table 1 summarizes the student awards by year.

Table 1.

Mills University Studies High School Advanced Placement Scholars Awards					
Award Category	1994	1995	1996	1997	1998
AP Scholar	0	2	7	18	21
AP Scholar with Honor	0	0	5	7	4
AP Scholar with Distinction	0	0	0	9	12
AP State Scholar	0	0	0	0	Male Student
National AP Scholar	0	0	0	0	1
Total	0	2	12	34	37

In both 1997 and 1998 Mills high received the state's second largest monetary award for scores of three or better. They were second to Fayetteville High School.

All students at Mills High learn about Advanced Placement through parent meetings and meetings with counselors as they schedule their courses. Students are encouraged in junior high to enroll in Pre-Advanced Placement classes. The school and the school district have a written policy regarding student recruitment for both Pre-Advanced Placement and Advanced Placement classes. All students and parents are informed about the state support for Advanced Placement in a letter and at the meetings.

African-American students are actively involved in the Advanced Placement program at Mills High. They represent an average of twenty-eight percent (28%) of the enrollment in the Advanced Placement program. All students are encouraged to participate in the Advanced Placement program, and African-American students are recruited for the classes. However it must be said that the staff at Mills have developed a climate where students are expected and encouraged to enroll in Pre-Advanced Placement and Advanced Placement classes

and where they are expected to take the Advanced Placement examination. Teachers are supportive, and special study sessions and practice tests are available after school and on Saturdays.

African-American students at Mills High who take the Advanced Placement examinations comprise a healthy percentage of the total number of African-American students in the state. The growth has been steady since 1995; by 1998, twenty-eight percent of the African-American students in the state who took Advanced Placement tests attended Mills High. Table 2 summarizes the state and Mills totals for the years 1995 through 1998. The state comparison data were taken from the College Board State/National Summary reports, which are compiled annually in July. Therefore, the state totals are usually, but not always slightly discrepant from final state totals.

Table 2.

Arkansas African American Students Taking AP Tests			
Year	Number in State	Number at Mills High	% of State
1995	96	5	6%
1996	102	19	19%
1997	117	34	26%
1998	129	36	28%

In summary, the Advanced Placement Incentive program has helped Mills High develop and sustain its Advanced Placement program by paying for teacher training, student examinations, and materials costs for Advanced Placement courses.

Stuttgart High School: An Emerging Program

Stuttgart High is a rural Delta school located in Arkansas County. The school serves the community of Stuttgart; four hundred and forty-seven students were enrolled in grades 10 through 12 in the 1998-99 school year.

Stuttgart's Advanced Placement program is in its second year. The program currently offers three Advanced Placement courses: English Language and Composition, English Literature, and AB Calculus (Calculus I). In 1999, students took exams in all three courses.

All Pre-Advanced Placement English teachers in grades 7-10 and the Advanced Placement English teachers in grades 11 and 12 have attended two or

more Advanced Placement conferences or summer institutes. Stuttgart requires Pre-Advanced Placement and Advanced Placement teachers to attend the Advanced Placement conferences and institutes in order to teach the classes.

In the two years the Advanced Placement program has been in existence, the Curriculum Director reports Stuttgart has experienced an increase in enrollment in higher level courses. The district has strengthened graduation requirements. While large numbers are not yet enrolled in the Advanced Placement program, enrollment in middle school Pre-Advanced Placement courses is healthy. In the sixth grade Pre-Advanced Placement English class, 44 students were enrolled during the 1998-99 school year. Six of these enrollees were African-American. To encourage participation, Stuttgart also has set the goal to develop additional study programs to support Advanced Placement students.

Students and parents learn about the Advanced Placement program through written notices, parent meetings, and the student handbook. Stuttgart pays the total cost of the Advanced Placement examination and parents are informed of the district's financial support. Like Mills, Stuttgart has developed a minority recruitment plan.

Both Mills and Stuttgart offer multiple Advanced Placement classes, have professionally trained teachers, and have implemented a student recruitment policy.

CONCLUSIONS

In conclusion, both the statewide data and the profiles of the mature and emerging schools indicate that more opportunities are being offered to Arkansas students and more Advanced Placement examinations are being taken by them. The increased opportunities are dramatic and hold across cultural groups and in the Delta. Arkansas low-income students are also making strides.

These gains are the result of incentives rather than requirements. In terms of policy implications, the Arkansas Advanced Placement Incentive Legislation demonstrates that when given the resources, supports and reasons to provide rigorous curriculum and challenging opportunities to their students, Arkansas public schools respond.

RECOMMENDATIONS

- Offer at least three Advanced Placement courses in all high schools, if possible. According to Stumpf and Stanley (1996) students attending selective universities tend to take at least three Advanced Placement examinations. To assist students who wish to attend competitive universities, school should provide at least this minimum level opportunity.
- Provide support and encouragement to culturally diverse students. The increasing numbers of culturally diverse students taking Advanced Placement examinations indicates that interest in these college preparatory opportunities exists across all cultural groups. The success of individual initiatives in schools reported by Shipman-Campbell (1994) and Barnes, Price, Pruitt, and Tyler (1998) indicate that persistent local efforts encourage academically talented minority students to participate in Advanced Placement and to complete examinations.
- Maintain professional development supports for Pre-Advanced Placement and Advanced Placement teachers. The classroom instructional differences observed between more and less successful Advanced Placement teachers indicate that specific instructional strategies are related to improved student performance (Henderson, Winitzsky, & Kaudhak, 1996).
- Encourage school legislation which is incentive-based rather than exclusively regulatory. The current policy study demonstrates that when given resources and incentives, schools respond with appropriately challenging opportunities and expectations.

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Appendix A

Act 881 of 1995, "An Act to Establish the Arkansas Advanced Placement Incentive Program"

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

Section 1. TITLE. This act shall be known as and may be cited as the "Arkansas Advanced Placement Incentive Program Act of 1995."

Section 2. PURPOSE. The purpose of this act is to serve as a legislative charter for the establishment, organization and administration of a program designed to improve the course offerings available to high school students throughout the state. The program established under this act will provide advanced educational courses that are easily accessible and will prepare students for admission to and success in a post secondary educational environment. A key component in the program is adequately preparing teachers and schools in providing advanced placement courses to their students.

Section 3. DEFINITIONS. As used in this act, unless the context otherwise requires:

(1) "Board" means the State Board of Education.

(2) "Advanced placement course" means a high school-level preparatory course for a college advanced placement test that incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board.

(3) "College advanced placement test" means the advanced placement test administered by the College Board and Educational Testing Service.

(4) "College Board" means the College Board and Educational Testing Service.

(5) "Department" means the Arkansas Department of Education, General Education Division,

(6) "Director" means the director of the General Education Division of the Arkansas Department of Education.

(7) "Program" means the Arkansas Advanced Placement Incentive Program.

Section 4. (a) The Arkansas Advanced Placement Incentive Program is hereby established, to be administered by the Director of the General Education Division of the Arkansas Department of Education.

(b) Contingent upon legislative appropriations, schools participating in the program may be awarded a one-time equipment and/or instructional materials grant for providing an advanced placement course, based on criteria established by the Department.

(c) Subject to legislative appropriations, a teacher participating in the program may be awarded subsidized teacher training for advanced placement courses, at a cost not to exceed four hundred and fifty dollars (\$450.00) per teacher.

(d) The State Board shall create a sliding scale based on family income. The State will pay a share of the advanced placement test fee not to exceed sixty-five dollars (\$65.00). All students taking advanced placement course must take advanced placement tests or return the economic supplement.

(e) The Board is authorized to promulgate rules and regulations necessary to implement this act.

Section 5. The awards granted under the provisions of this act may be funded by donations, grants, or legislative appropriation. The Director may solicit and receive donations and grants for the purpose of making awards. All donations, grants, and appropriations received shall be accounted for by the Department.

Section 6. The provisions of this act shall become effective July 1, 1995.

Section 7. Codification Clause

Section 8. Severability Clause

Section 9. Repealing Clause

Section 10. Emergency. It is hereby fund and determined by the Eightieth General Assembly that the effectiveness of the Act on July 1, 1995, is essential to the successful establishment of an advanced placement incentive program in Arkansas high schools during the 1995-96 school year; and that this program is necessary to make advanced educational courses accessible to high school students in every area of the state. Therefore, an emergency is hereby declared to exist and this Act being necessary for the immediate preservation of the public peace, health, and safety shall be in full force and effect from and after July 1, 1995.

APPENDIX B

“AN ACT TO AMEND VARIOUS SECTION OF A.C.A. 6-16-801 ET SEQ. PERTAINING TO THE ADVANCED PLACEMENT INCENTIVE PROGRAM”

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Annotated & 6-16-802(a) is amended to read as follows:

“(a) The purpose of this subchapter is to serve as a legislative charter for the establishment, organization, and administration of a program designed to improve the course offerings available to middle, school, junior high school, and high school students throughout the state.

SECTION 2. Arkansas Code Annotated & 6-16-803 is amended to read as follows: 6-16-803. Definitions.

As used in this subchapter, unless the context otherwise requires:

(1)(A) ‘Advanced placement course’ means a high school level preparatory course for a college advanced placement test that incorporates all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service;

(B) ‘Pre-advanced placement course’ means a middle school, junior high school, or high school level course that specifically prepares students to enroll and participate in an advanced placement course;

(2) ‘Board’ means the State Board of Education;

(3) ‘College advanced placement test’ means the advanced placement test administered by the College Board and Educational Testing Service;

(4) ‘College Board’ means the College Board and Educational Testing Services

(5) ‘Department’ means the General Education Division of the Department of Education;

(6) ‘Director’ means the Director of General Education; and

(7) ‘Program’ means the Arkansas Advanced Placement Incentive Program.”

SECTION 3. Arkansas Code Annotated & 6-16-804 is amended to read as follows:

“6-16-804. Established-Subsidies-Rules and regulations.

(a) The Arkansas Advanced Placement Incentive Program is hereby established, to be administered by the Director of General Education.

(b)(1) Contingent upon legislative appropriations, schools participating in the program may be awarded a one-time equipment and/or instructional materials grant for providing an advanced placement course, based on criteria established by the department.

(2) Contingent upon legislative appropriations, schools will be awarded fifty dollars (\$50) for each score of three (3) or better earned by a student on any advanced placement test. These funds shall be utilized in the schools' advanced placement programs.

(c) Subject to legislative appropriations, a teacher participating in the program or in the pre-advanced placement program may be awarded subsidized teacher training for advanced placement courses at a cost not to exceed four hundred fifty dollars (\$450) per teacher.

(d)(1) The state will pay a share of the advanced placement test fee not to exceed sixty-five dollars (\$65.00).

(2) The State Board of Education shall create a sliding scale based on family income.

(3) The state will pay fifty dollars (\$50.00), for each test take, as an economic supplement to each public school student who takes more than two (2) advanced placement tests in one (1) year.

(4) All students taking advanced placement courses must take advanced placement tests or return the economic supplement.

(e) The State Board of Education is authorized to promulgate rules and regulations necessary to implement this subchapter.”

SECTION 4. Codification Clause

SECTION 5. Severability Clause

SECTION 6. Repealing Clause



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