



**THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL**

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EXECUTIVE SUMMARY

Date October 18, 2023

TO: School Board Members

THROUGH: Michael J. Burke, Superintendent *MJB*

FROM: Jamie Wyatt, Chief of Staff *JW*
Adam Miller, Ph.D., Chief of Performance Accountability *AM*

SUBJECT: FY23 COMBINED AICE, AP, AND IB EXAM PARTICIPATION AND PASSING RATES

The Advanced Placement (AP), Cambridge Advanced Certificate of Education (AICE), and International Baccalaureate (IB) programs provide opportunities for students to experience college-level course material and examinations while still in high school. Colleges and universities may grant college credit to students who are successful on the exams and/or use the data to place students who have demonstrated adequate college-level subject mastery in appropriate-level courses. AP, AICE, and IB test performance and participation are important indicators of college readiness and equity among schools and groups of students.

For FY23, District-wide participation grew by 3,207 students or 5%, with passing rates remaining constant at 67%. Additionally, our Asian, Male, English Language Learner, and Free and Reduced Lunch student groups increased participation while maintaining or exceeding passing rates from FY22. Overall, our District continues to provide increased opportunities for students to experience college-level course material.

The Department of Research and Evaluation developed an interactive [Advanced Exams Dashboard](#) summarizing participation and performance of students on the AICE, AP, and IB exams separately and combined. The Dashboard also provides participation and passing rates by demographics and by school. This memorandum summarizes some high-level observations from the dashboard.

Table 1 summarizes the combined participation rates for the AP, AICE, and IB exams. The District and each student subgroup had increased participation rates in FY23 relative to FY22 and FY21. Asian students have the highest participation rates of all the ethnicities, while Black students had the lowest of all ethnicities. Exceptional Student Education (ESE) students had the lowest participation rates overall.

Figure 1 illustrates the gaps in the combined participation rates for the AP, AICE, and IB exams. Historically, participation rates have differed between student groups in a consistent pattern. Asian and White students participated at higher rates compared to the District overall (in FY23: +26 and +12 percentage points) respectively. Female students participated at higher rates compared to the District overall (+6 percentage points in FY23). Hispanic (-3 percentage points), Black (-13 percentage points), ESE (-29 percentage points),

points in FY23). Hispanic (-3 percentage points), Black (-13 percentage points), ESE (-29 percentage points), English Language Learners (ELL; 21 percentage points), Free and Reduced Lunch (FRL; -8 percentage points), and Male students (-6 percentage points) participated at lower rates in FY23 relative to the District.

Table 1. Combined Number of Advanced Test Takers and Participation Rates

	Number of Test Takers			Participation Rates			1-Year Change	3-year Change
	FY21	FY22	FY23	FY21	FY22	FY23		
District	24,595	26,671	29,878	38%	39%	44%	5%	6%
Asian	1,357	1,361	1,481	66%	65%	70%	5%	4%
Black	4,147	4,913	5,652	23%	27%	31%	4%	8%
Hispanic	8,042	9,058	10,389	35%	37%	41%	4%	6%
White	10,161	10,450	11,339	50%	50%	56%	6%	6%
Female	13,985	14,977	16,589	44%	46%	50%	4%	6%
Male	10,610	11,694	13,289	31%	34%	38%	4%	7%
ELL	4,828	5,713	6,845	20%	21%	23%	2%	3%
ESE	964	1,269	1,592	9%	12%	15%	3%	6%
FRL	11,530	11,166	11,569	29%	31%	36%	5%	7%

Figure 1. Advanced Exam Participation Gaps

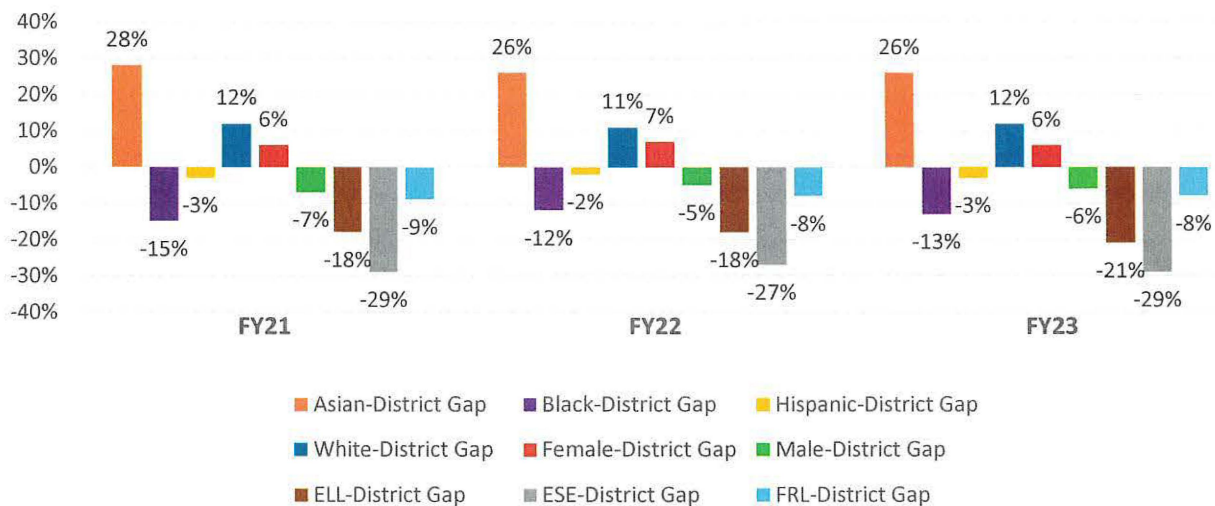


Table 2 summarizes the combined passing rates for the AP, AICE, and IB exams. Overall, passing rates remained largely the same in the District in FY23 relative to FY22 and decreased by 2 percentage points relative to FY21. Asian students have had the highest passing rates of all the ethnicities, while Black students had the lowest of all ethnicities. ESE students had the lowest passing rates of all student groups in the table.

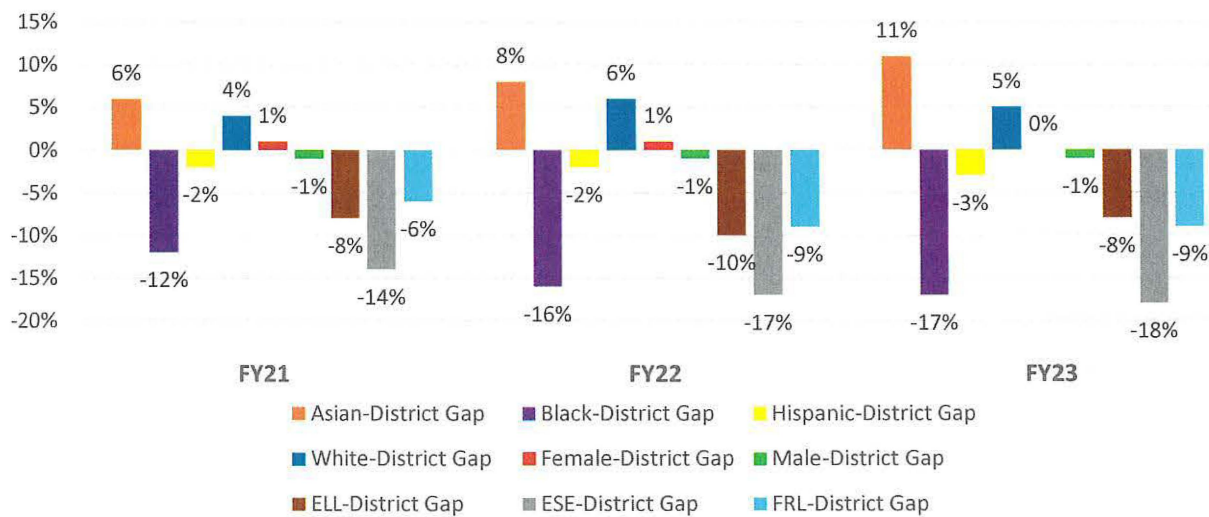
Figure 2 displays the performance gaps by student group. Differences in performance are similar across years. Asian and White students passed at higher rates compared to the District overall (in FY23: +11 and +5

percentage points) respectively. Female students passed at similar rates to the District overall (+0 percentage points in FY23). Hispanic (-3 percentage points), Black (-17 percentage points), ESE (-18 percentage points), ELL (-8 percentage points), FRL (-9 percentage points), and Male students (-1 percentage points) passed at lower rates in FY23 relative to the District.

Table 2. Combined Number of Advanced Tests Passed and Passing Rates

	Number of Tests Passed			Passing Rates			1-Year Change	3-year Change
	FY21	FY22	FY23	FY21	FY22	FY23		
District	39,006	39,593	44,399	69%	67%	67%	0%	-2%
Asian	3,2885	2,876	3,276	75%	75%	78%	3%	3%
Black	4,231	4,312	5,044	57%	51%	50%	-1%	-7%
Hispanic	11,578	11,950	13,899	67%	65%	64%	-1%	-3%
White	18,775	19,004	20,461	73%	73%	72%	-1%	-1%
Female	22,507	22,788	25,053	70%	68%	67%	-1%	-3%
Male	16,499	16,805	19,346	68%	66%	66%	0%	-2%
ELL	5,566	6,020	7,552	61%	57%	59%	2%	-2%
ESE	919	1,037	1,282	55%	50%	49%	-1%	-6%
FRL	14,352	12,287	12,909	63%	58%	58%	0%	-5%

Figure 2. Advanced Exam Performance Gaps



Next Steps and Guiding Steps:

The rates of participation and success differ notably among student groups when comparing the AP, AICE, and IB exams. These gaps in participation and performance among student groups have remained significant over the past 3 years across all three advanced course exams. It is important for schools to recognize the groups that exhibit lower-than-average participation or passing rates in the AP, AICE, and IB exams. School

Improvement Plans should be designed to include data and recommendations pertinent to these three advanced course exams.

School staff should review the AP, AICE, and IB results to determine student subgroups that have lower-than-average participation rates and performance. The [Advanced Exams Dashboard](#) can provide school staff the data needed to formulate strategies and goals for improving participation and passing rates.

While reviewing these data, schools should be mindful of the following:

1. How did your school's test performance compare to that of the District and schools with similar profiles?
2. Were there disparities in test results among students, and if so, what were the contributing factors?
3. Is your school equipped with AP, AICE, and IB course offerings, or is there an alternative route (i.e. Virtual) for students eager to enroll in these programs?
4. How do the academic performances of students engaged in AP, AICE, or IB courses compare to their performance before enrolling in these programs?
5. What are the participation rates and performance levels of different student groups? Which groups exhibit performance levels below the expectations?
6. What are the annual trends in participation and performance for various student groups, and what factors may explain these patterns?

For questions regarding the AP, AICE, and IB examination results, contact Paul Houchens, Director, Research & Evaluation at 561-434-8780 or Dr. Adam Miller, Chief of Performance Accountability at 561-434-8851. For questions about AP programs offered in the District, please contact Tamarie Baruch, Manager Curriculum Development & School Improvement at 561-434-8255. For questions about individual school efforts and exams, please contact the appropriate regional superintendent or school principal.

MJB/JW/AM/PH/RC/CD:wI

c: Academic and Operating Chiefs
Regional/Instructional Superintendents
Academic Directors
Principals