

AGENDA

Academic Standards and Assessments Subcommittee

Monday, December 1, 2014
1:00 PM, Room 433, Blatt Building

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|------|--|---------------------------------|
| I. | Welcome and Introductions | Dr. Danny Merck |
| II. | Approval of Minutes of September 22, 2014 Meeting | Dr. Danny Merck |
| III. | Presentations from EOC Math and ELA Standards Evaluation Teams | Members of EOC Evaluation Teams |
| IV. | Adjournment | |

Due to time constraints placed upon the EOC Standards Evaluation Teams and the SCDE Writing Teams, the draft report of the Standards Evaluation Teams will not be available prior to the meeting on December 1, 2014.

David Whittemore
CHAIR

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J. Roland Smith

Patti J. Tate

Mick Zeis

Subcommittee Members:

Dr. Danny Merck, Chair
Neil Robinson, Vice-Chair
Sen. Mike Fair
Barbara Hairfield
Sen. Wes Hayes
Patti Tate

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Subcommittee on Academic Standards and Assessments

Minutes of the Meeting
September 22, 2014
10:00 AM, Room 433 Blatt Building

Subcommittee Members Present: Mr. Neil Robinson (Vice-Chair); Sen. Mike Fair, Ms. Barbara Hairfield, and Ms. Patti Tate

EOC Staff Present: Kevin Andrews, Melanie Barton, Paulette Geiger; Rainey Knight, and Dana Yow

Other EOC Members Present: Ms. Deb Marks and Mr. David Whittemore

Welcome and Introductions

Mr. Robinson welcomed members and guests to the meeting.

Minutes of March 24, 2014

The minutes of March 24, 2014 were approved as distributed.

Public Comments

Mr. Robinson noted that three individuals had signed up to provide public comments concerning the new AP[®] United States history framework. The chair suggested that the individuals be given up to five minutes to address the subcommittee. There being no objection, the subcommittee received comments from Roger O'Sullivan, chairman of the Greater Charleston Parents Involved in Education; Sherri Timmerman, secretary of the Greater Charleston Parents Involved in Education; and Linda Ensor, a retired newspaper editor from Summerville. Copies of each person's remarks are attached.

Then the subcommittee engaged the following three individuals in a discussion of the issue.

Mr. Larry Krieger, a former social studies teacher in North Carolina and New Jersey schools, author and tutor of SAT, PSAT, & AP Prep Courses, and Founder of InsiderTestPrep.com addressed the subcommittee via Skype. Mr. Krieger expressed the following concerns with the New AP[®] U.S. History Framework: (1) The framework downplays the role of the military in United States history because no American military commander is included and only two battles— **Gettysburg and Sherman's March to the Sea** are included. In addition the framework overemphasizes the conflicts with Native Americans. (2) The framework downplays the importance of capitalism in United States history. And (3) the framework downplays American exceptionalism as represented by the Colonial Period, the Founding Fathers, etc. Mr. Krieger noted that the criticism of the framework is rooted in the following central question: Do you believe America is an exceptional country? In the opinion expressed by Mr. Krieger, he does not believe that the College Board holds beliefs in such exceptionalism.

The Subcommittee then heard from Dr. Susan Baumann, a current AP and IB Social Studies Teacher at Richland Northeast High School in Richland School District Two. Dr. Baumann has taught social studies for 35 years and AP U.S. History since 1986. Dr. Baumann explained that the framework provides guidelines to teachers, but it does not define the content of her instruction

or assignments. The South Carolina U.S. History Standards are the standards that she follows in all her classes, AP and otherwise. Dr. Baumann noted that the prior AP® U.S. History Framework, which was five pages, did not provide sufficient information to assist teachers in the classroom or in pacing.

Mr. Trevor Packer, Senior Vice President, AP and College Readiness, College Board, participated via telephone from Heathrow airport. Mr. Packer has led the AP program for the past 11 years. AP exams are accepted for college credit at 3,900 colleges and universities nationwide. Colleges are willing to grant credit to high school students because all AP test questions have always been written by college professors nationwide, and that continues to be the process for AP US History. What this means is that not a single AP test question is written by the College Board staff. College Board surveys college professors to determine what their requirements are for college credit.

Prior to 2012, College Board provided a 5-page outline or framework that was very general. This outline did not contain a list of individual names and events. The choice of historical data has always been left up to the teacher and to individual state standards. Just as all college professors have flexibility to emphasize different battles, individuals, and documents, so should states, districts, schools, and AP teachers seeking to offer college-level courses in high school. It is not the AP Program's philosophy to mandate specific content –choices; rather it is their responsibility to be transparent about what colleges require for college credit. To be more transparent, the College Board developed a new framework that consists of:

Eight pages of required topics -- very similar to the old framework with no list of individual names and events

53 pages that show teachers for the first time the results of the survey of college professors on concepts they require students to be familiar with in order to receive college credit and be placed ahead in a college course.

Teachers are advised to use the 53 pages as an indication of the sort of test questions that professors may include on an AP test. But they are told that they should not simply accept the concepts as summarized by college professors, but should teach their students to assess each of those concepts, using the actual documents of history (historical evidence) to determine whether they agree, disagree, or partly agree with each concept. The way the College Board designs the exam is to reward students equally whether they agree or disagree with a claim, so long as they understand the claim and can use historical evidence to make their case accurately and effectively.

Staff provided to the members the following information to members on the AP program in South Carolina. Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that include grades 11 or 12.

Year	Exams Taken	Exams with Scores of 3, 4 or 5	Students Taking Exam
2013	37,226	21,136	23,442
2012	34,086	19,240	21,429
2011	30,845	17,424	18,755
2010	28,763	15,802	17,766
2009	26,453	14,970	16,380
2008	23,901	13,434	14,778
2007	23,254	13,073	14,167

2013 AP® Results in South Carolina

- 23,442 students took 37,226 exams in 31 areas.
- The six most-taken AP® exams were, in order, English Language and Composition, United States history, English Literature and Composition, Human Geography, Calculus AB, and Statistics”¹
- 4,803 exams administered in US History with 54% of students scoring 3 or higher

2014 AP® Results in South Carolina²

- 264 schools had at least one AP US History exam taker in May 2014
- 3,208 AP US History exams received a score of 3 or higher.
- The typical student who receives a score of 3 or higher on two AP Exams has the potential to save an average of \$2,200 at a public four-year college in South Carolina.

There being no further business, the Subcommittee adjourned.

¹ “2013 Results of the Advanced Placement (AP) Examinations. South Carolina Department of Education. Office of Research and Data Analysis, September 24, 2013. http://www.ed.sc.gov/data/national-assessments/documents/AP2013_final.pdf.

² Email from Asenith Dixon of The College Board to Melanie Barton, September 19, 2014.