AP Access and Equity in Ohio Schools: An Exploratory Analysis
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INTRODUCTION
The Advanced Placement (AP) program created by the College Board allows high school students to take certain courses at a higher, college level, while still in high school, with the intent of earning some college credit by passing a final exam at the end of the course. Due to the ability to earn college credit in high school, an increase in access to the AP program would allow for more students to save money before entering college. This data comes from the 2018 graduation cohort, meaning the following analyses are based solely on students in their fourth year of high school and the school they were reported to be in at that time.

RESULTS
Pipeline Graphs

The AP pipeline in Ohio by subgroup includes:
- All Ohio Students
- Economically Disadvantaged Students
- Non-White Students
- Students with Disabilities

The AP pipeline by district type includes:
- Rural Districts
- Town Districts
- Suburban Districts
- City Districts
- Ohio Districts

District Maps
Percent of Students That Demonstrated Readiness for AP

District Plots
AP Access for Ready Students by District

School Plots
Economically Disadvantaged Students That Took an AP Exam by School

FINANCIAL OUTCOMES
Based on an average tuition for full-time, main campus, public universities in Ohio, a typical 3 credit hour course costs $2,445.93. The average AP student passes 3 courses in their high school career. This makes their on average college savings $7,337.79 based on taking AP courses. This is more than half of one semester worth of tuition.

CONCLUSIONS
From the analyses and visualizations conducted, there is a clear disparity between certain subgroups and geography in Ohio compared to the state as a whole. There is a decrease in access and participation for students who are Economically Disadvantaged or Non-White. Similar results are seen for districts of Rural and Town typology. These are the populations that need the most attention in order to increase access and equity for all students.

POSSIBILITIES FOR FUTURE WORK
There were some limitations to this data that call in additional questions for research.

The first being that the students in the 2018 cohort were only recorded for the high school and district of their graduation cohort. This means that some students could have taken an AP somewhere else but it was reported for that one school. By incorporating course data along with the AP test data, a more precise analysis could be conducted.

Another area to look into would be to compare AP participation with other college credit/preparedness programs such as College Credit Plus. There is a possibility that though some student populations aren’t taking AP courses, they are still eligible to take some form of college level coursework.

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Bibliography
ODE 2018 Graduation Cohort and AP Data
ODHE College Tuition Costs Data from website