



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: July 23, 2019
SUBJECT: Update: *Lead Higher* Initiative

PURPOSE:

To provide an update on the implementation of the *Lead Higher* initiative to close equity gaps for lower income students and students of color in Maryland's Advanced Placement (AP) and International Baccalaureate (IB) programs.

BACKGROUND/HISTORICAL PERSPECTIVE:

In 2016, *Lead Higher*, through Equal Opportunity Schools (EOS), chose Maryland through a competitive national process as the second state (after Illinois) to commit to closing access gaps by 2020.

Five local school systems selected 17 schools for participation in the 2017-18 Cohort. EOS provided onsite technical assistance to analyze data, create a strategy to reach and recruit students, and provide ongoing planning support, data tools, and enrollment tracking.

The 2018-19 Cohort included 10 schools from one participating county and one new county. EOS expanded services to Cohort 1 schools and began onsite technical assistance to Cohort 2 schools.

This summer four additional school systems selected 21 schools to form Cohort 3. MSDE will monitor spring 2020 and 2021 AP/IB participation and performance data to assess the program's impact.

EXECUTIVE SUMMARY:

The *Lead Higher* initiative for states was created in April 2015 by a consortium that includes Equal Opportunity Schools (EOS), College Board, International Baccalaureate, and lead philanthropic partner, the Jack Kent Cooke Foundation. As a *Lead Higher* state, MSDE, in partnership with EOS, will strive to reflect student diversity in AP and IB courses while increasing performance in those programs. Participation in this program supports the Superintendent's and Board's mission to ensure equitable opportunities for all students to access rigorous programs.

ACTION:

For information only.



EQUAL
OPPORTUNITY
SCHOOLS

Original analysis in this presentation by Equal Opportunity Schools, using data from College Board, International Baccalaureate, US Department of Education, MDSE, and surveys and academic record analysis of 41,825 MD students and 3,702 staff, with comparisons to 400,000+ students nationally and 19,000 staff nationally.



EQUAL OPPORTUNITY SCHOOLS & MSDE



MARYLAND STUDENTS ASPIRE TO:





AP/IB ACCESS: A NATIONAL PROBLEM

Every year, nearly a million underserved students are prepared to succeed in their schools' most rigorous courses (like AP/IB), but are **excluded at rates higher than their peers due to longstanding, systemic barriers.**



I took my first AP class as a senior, I could've done it my junior year but . . . believed that only some people could do AP classes.

-Public School Student



I had a lot of trouble believing I belonged [in AP classes] . . . however I took time with my friends and my teachers to learn different techniques of studying but also managing the overwhelming feeling.

- Public Schools Student





WHAT WE DO

Equal Opportunity Schools is committed to **closing the opportunity gap** for hundreds of thousands of underrepresented students across the country.

We partner with schools nationwide to build a **culture of rigor, belonging, and success** by finding and enrolling students of color and those from low-income backgrounds in advanced coursework.

EOS PARTNERSHIP

- Move equity goals from paper to practice in just one year- and then ongoing.
- Tested but customized approach to fit the unique needs of your community
- Real time data analytics and action planning.
- Clear goal setting and accountability.
- Make students visible.



EOS IN MD

2016-2017: 4

4 Montgomery County Public Schools

2017-2018: 21

2 Calvert County Schools

2 Dorchester County Schools

10 Montgomery County Schools

3 Prince George Schools

4 Washington County Schools

2018-2019: 33

21 Continuing Partners

8 New MCPS Schools

2 Queen Anne's County

2018-2019 (48 Expected)

27 Continuing Partners

2 Cecil County

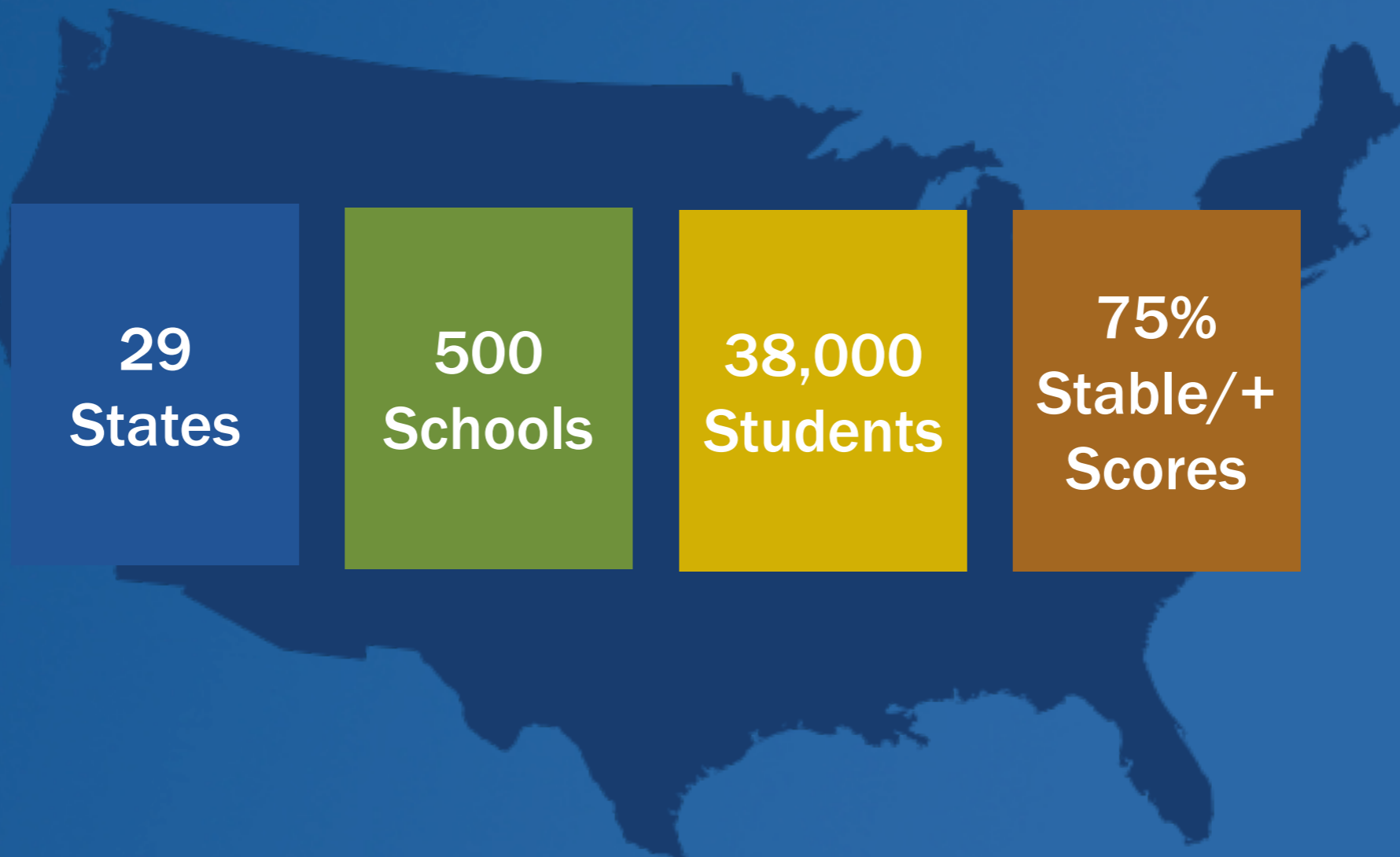
3 Wicomico

15 Baltimore City

1 Talbot County



A4E Outcomes: Portfolio

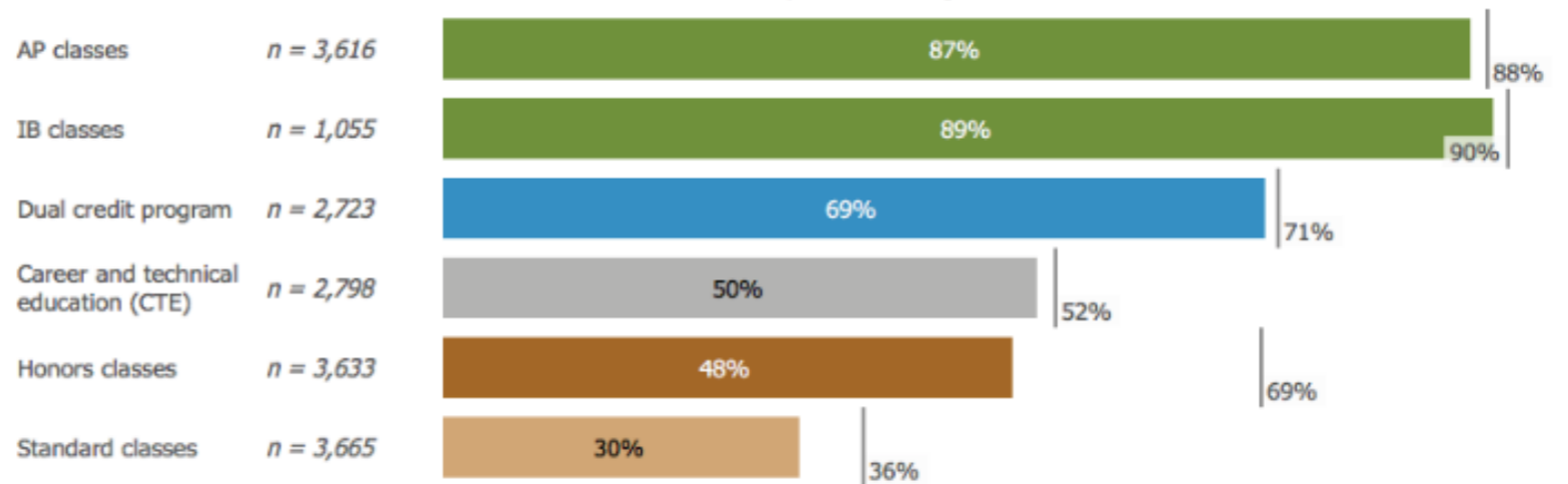




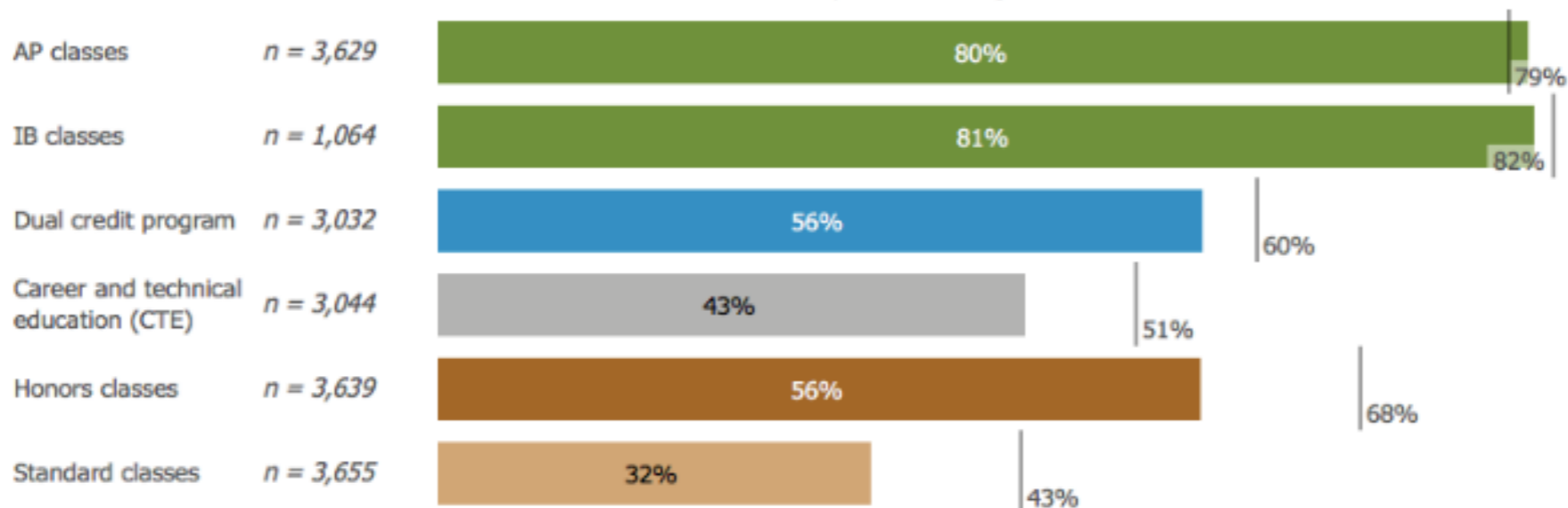
ADDRESSING SYSTEMIC BARRIERS

The AP/IB equity gap isn't vague or insurmountable—students are literally **sitting across the hall from the classrooms they should be in.**

Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs
Reference is EOS portfolio average



Staff Who Report That Classes Prepare Students "Well" or "Very Well" for College
Reference line is EOS portfolio average





ADDRESSING SYSTEMIC BARRIERS

Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are **taking AP/IB, how would you feel about the priority to address this?**

*Reference line is EOS portfolio average
n = 3,633*



Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students **are entering and graduating from college, how would you feel about the priority to address this?**

*Reference line is EOS portfolio average
n = 3,657*

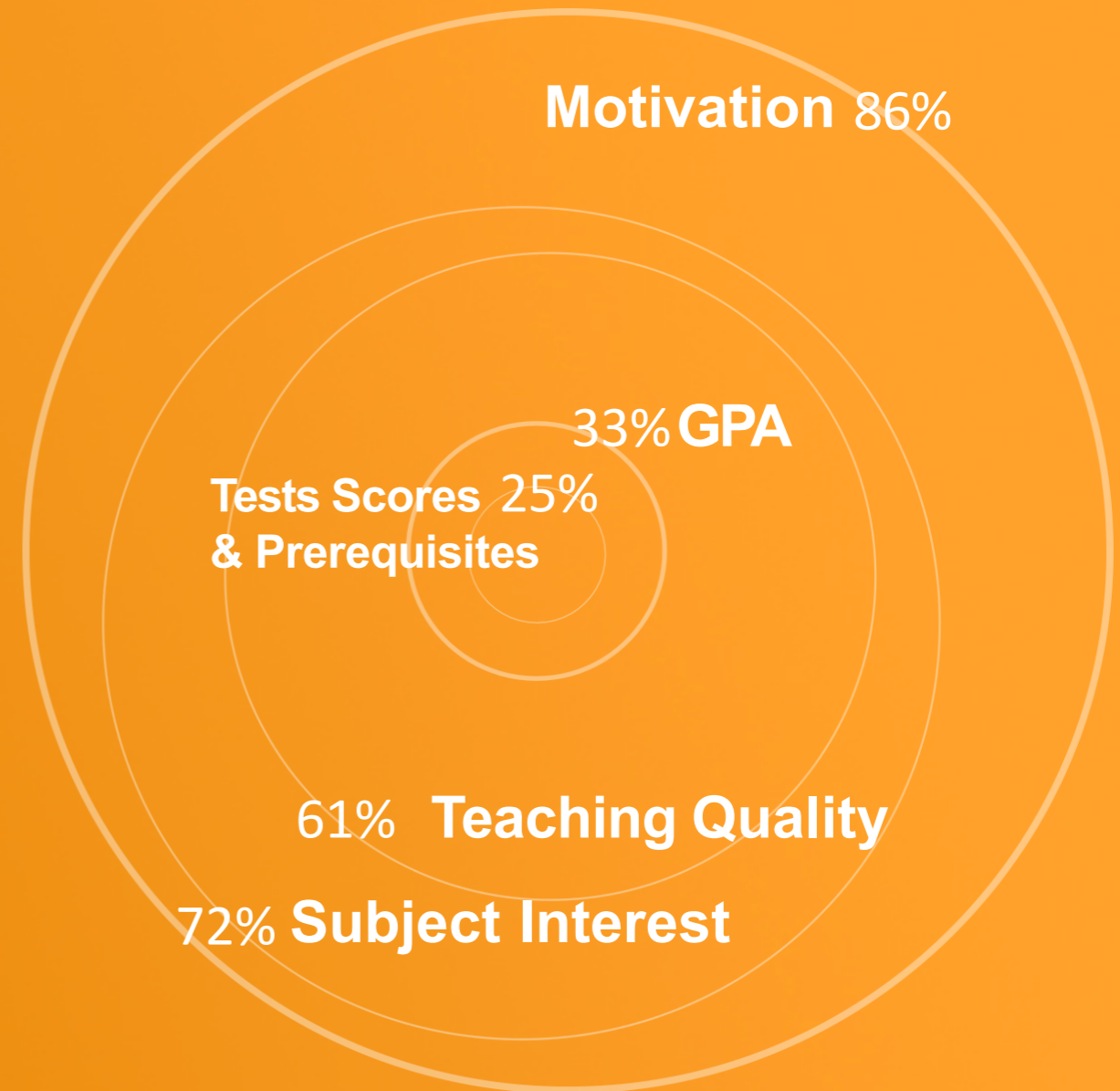


THE TRUTH ABOUT AP SUCCESS

Motivation and **subject interest** play a much bigger role than test scores and GPA when predicting student success in advanced classes.

“What we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?”

*-Angela Duckworth, MacArthur “genius” grant winner, and author of **Grit: The Power of Passion and Perseverance***



Chloe Adamson

10th Grader
(On Outreach List)



GPA 2.67

Test Scores

History	269	Max 600
Science	★ 336	600
English/Language Arts	316	600
Math	★ 322	600

Chloe Adamson

10th Grader
(On Outreach List)



Chloe's Educational Goal Four-year college degree

Career Interest Elementary teacher

Trusted Adults at Medrona High School (MHS) Darrin Weismann
Matthew Purkiss
Michelle Campbell

Study Skills Support at Medrona High School (MHS) Jane Olson
Michelle Campbell

Staff advocating for Chloe to take AP 🍎 🍎 🍎

Subject Interest Social Studies (History, Government, etc.)

GPA 2.67

Learning Mindsets & Skills

Would consider taking AP

Demonstrated Assets:

- Academic Strategies
- Community Leadership
- Grit
- Growth Mindset

Reported Barriers

No adult encouragement

Needs more info from staff to enroll in AP
Feels classes are not adequate preparation for college

Courses aren't challenging

Hasn't enrolled in AP because:

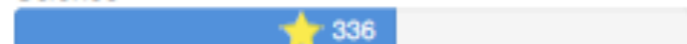
- I don't know enough about AP classes
- I have competing priorities in my schedule (for example: sports, band, CTE) that prevent me from taking AP classes

Test Scores

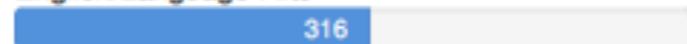
History



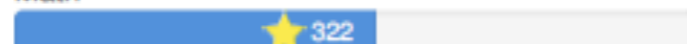
Science



English/Language Arts



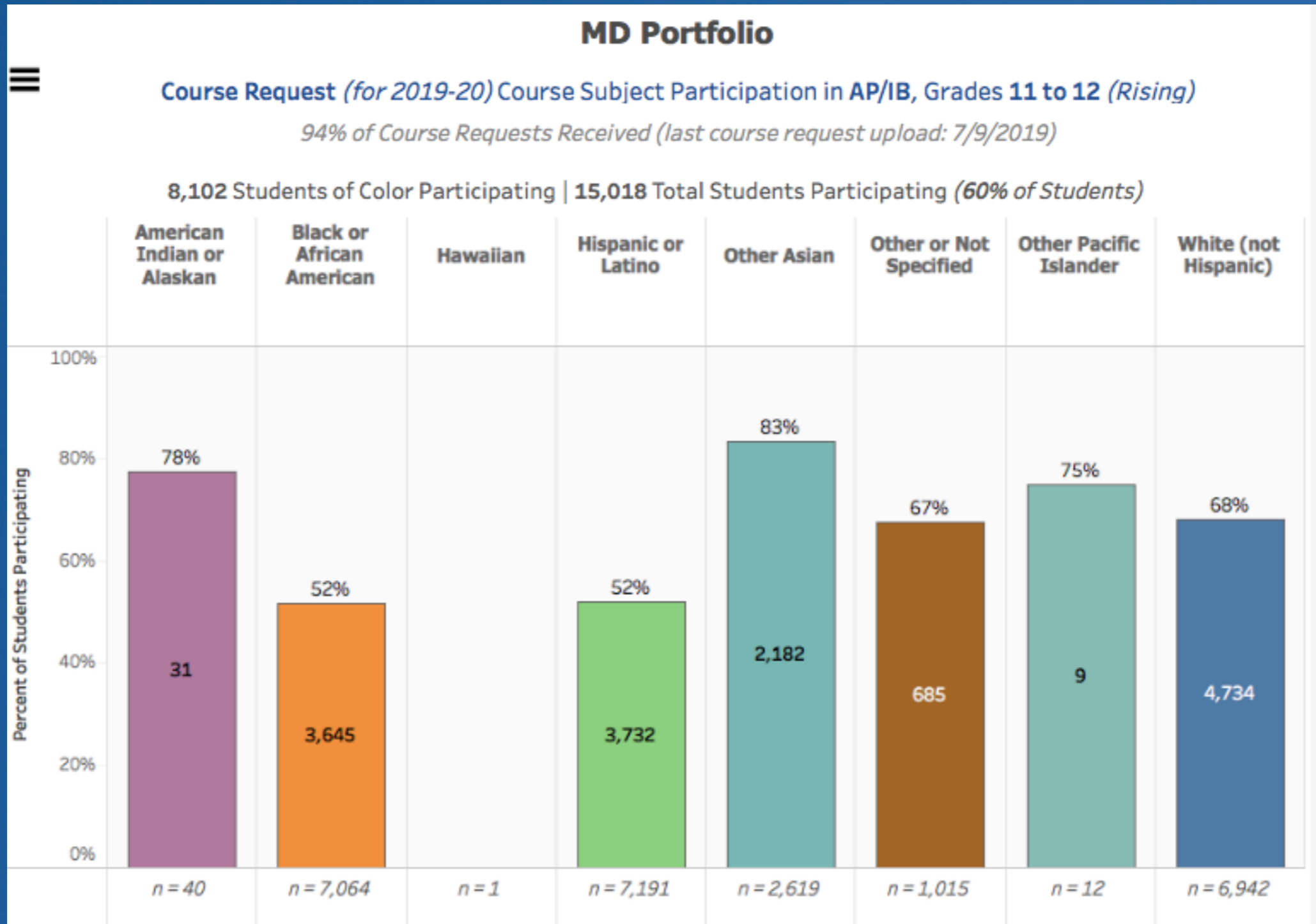
Math



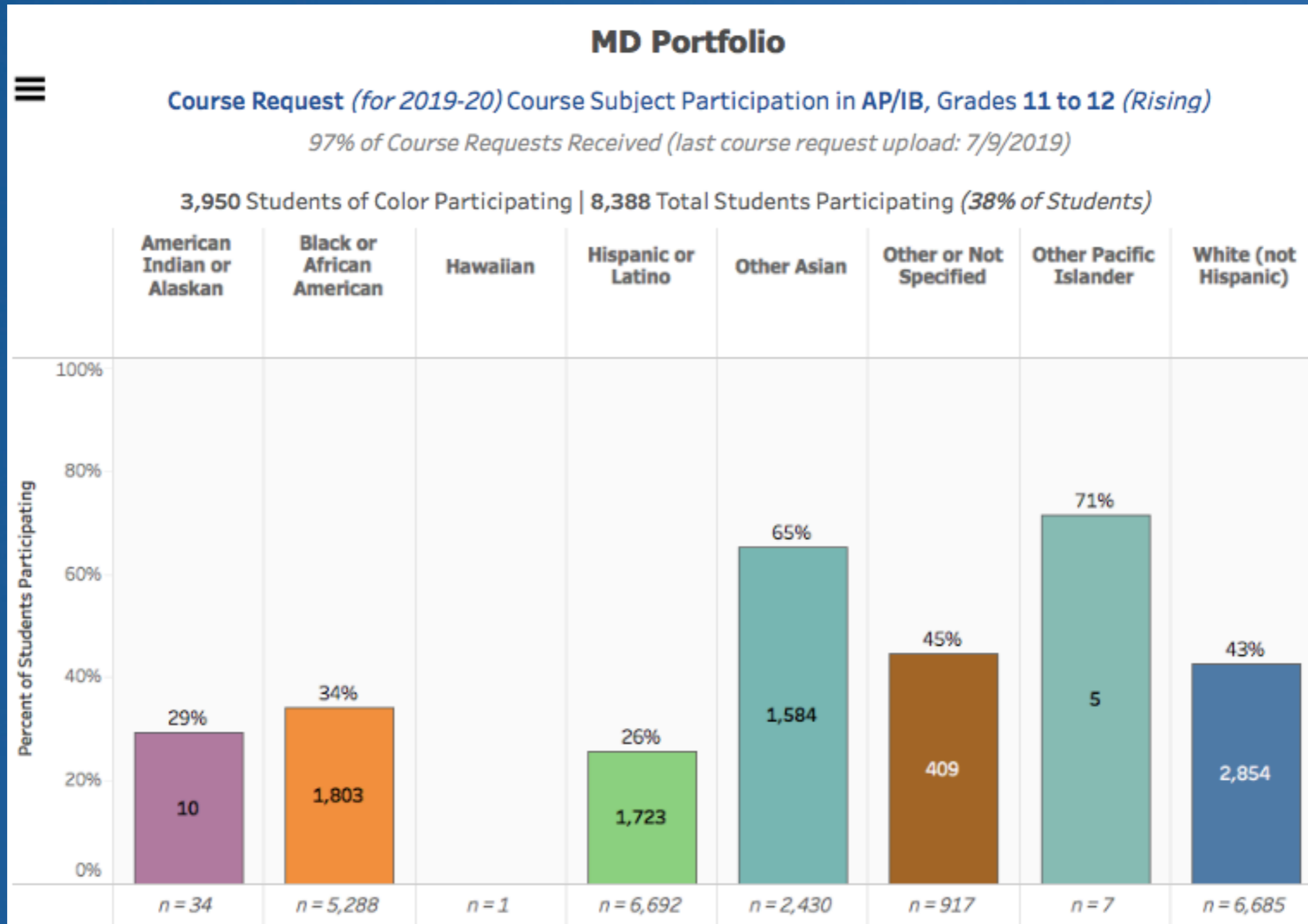
Max: I always try to figure out what I need to pass. But I also try to do more than what is expected.

Would like the school to know: I just want to be in AP English for one year and see if I like it or not

EOS IN MARYLAND- Overall participation rates in participating schools

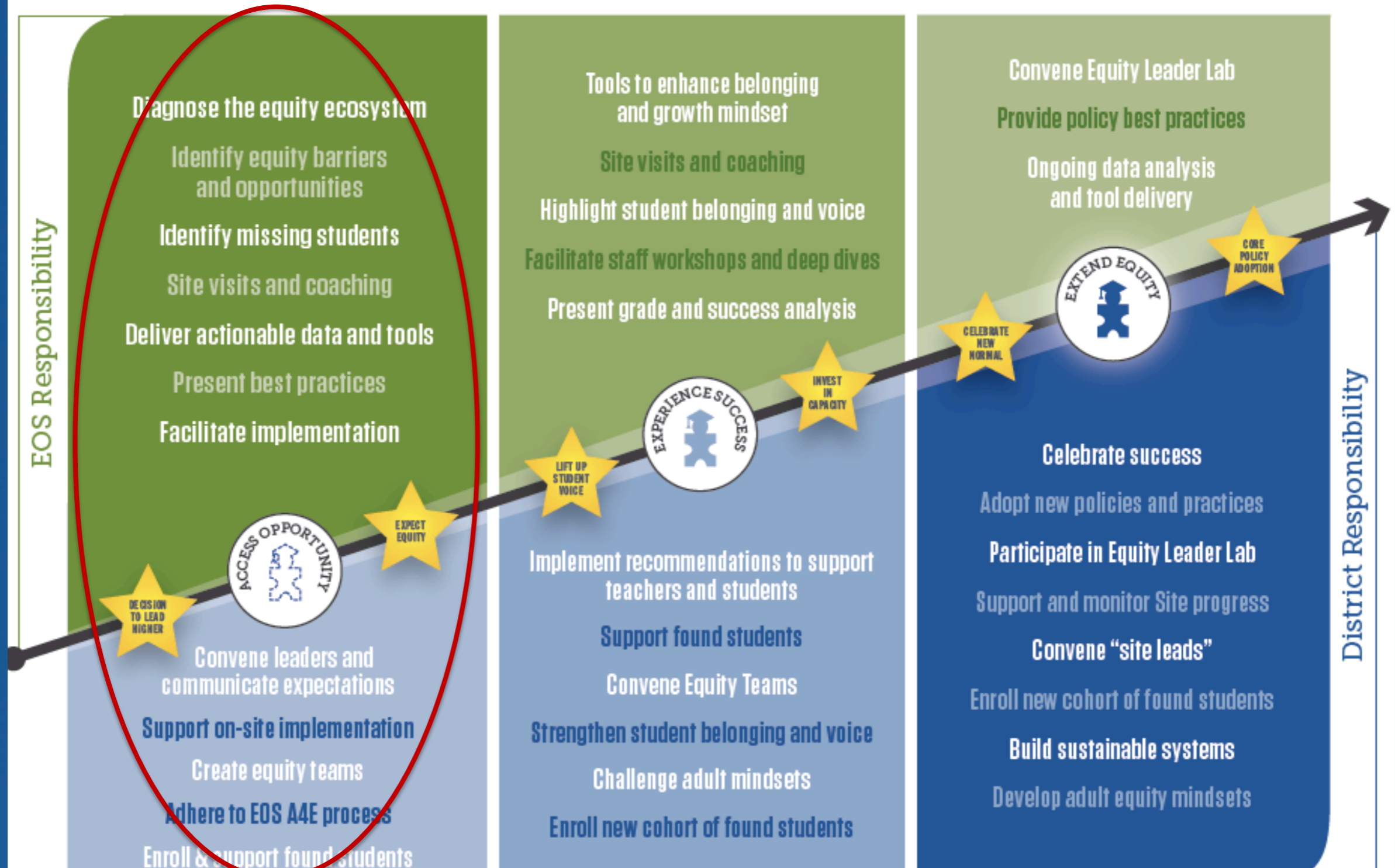


EOS IN MARYLAND- Participation rates in Math and Computer Science



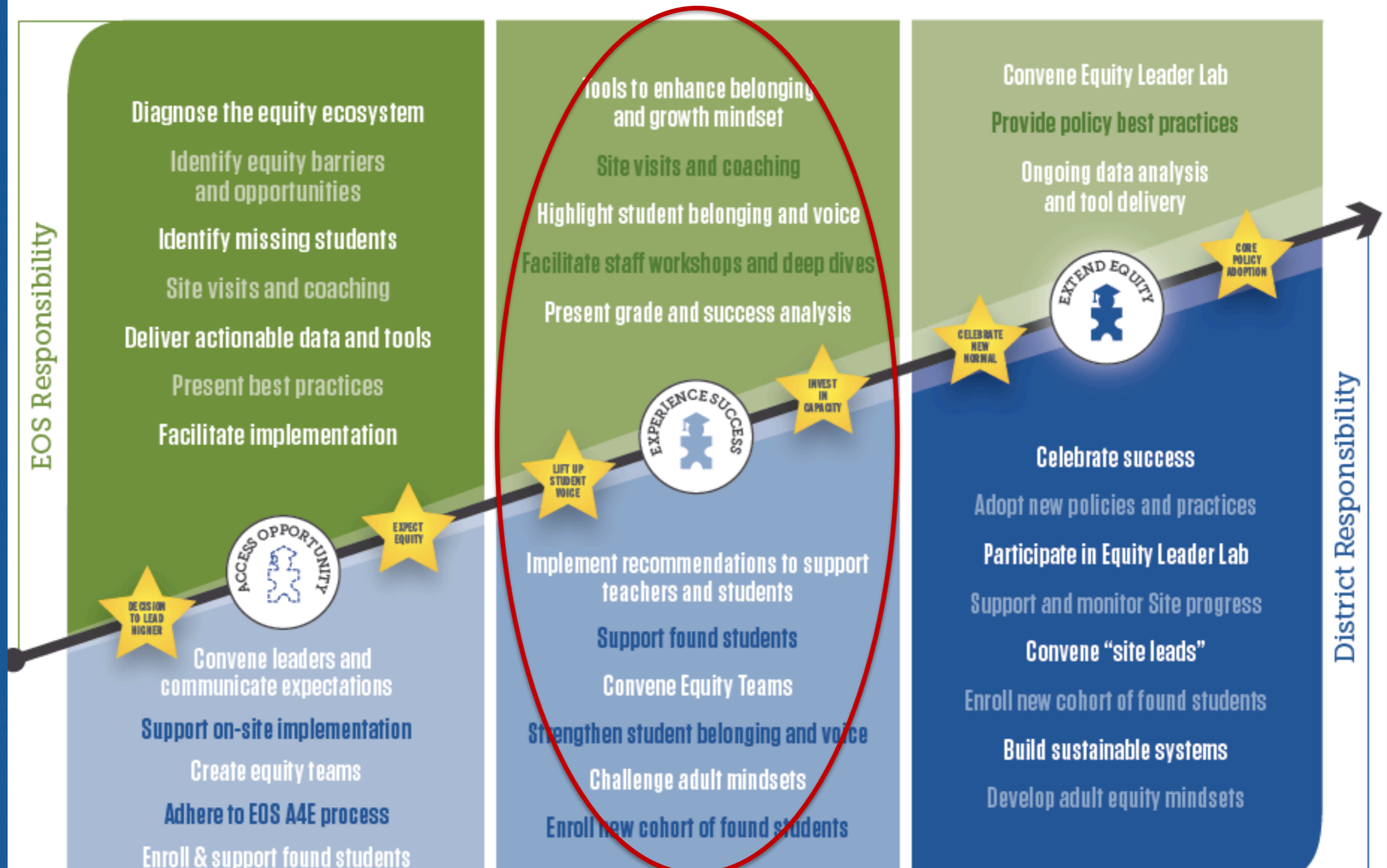
Action 4 Equity

THE EQUAL OPPORTUNITY SCHOOLS PROGRAM FOR SCHOOL DISTRICTS



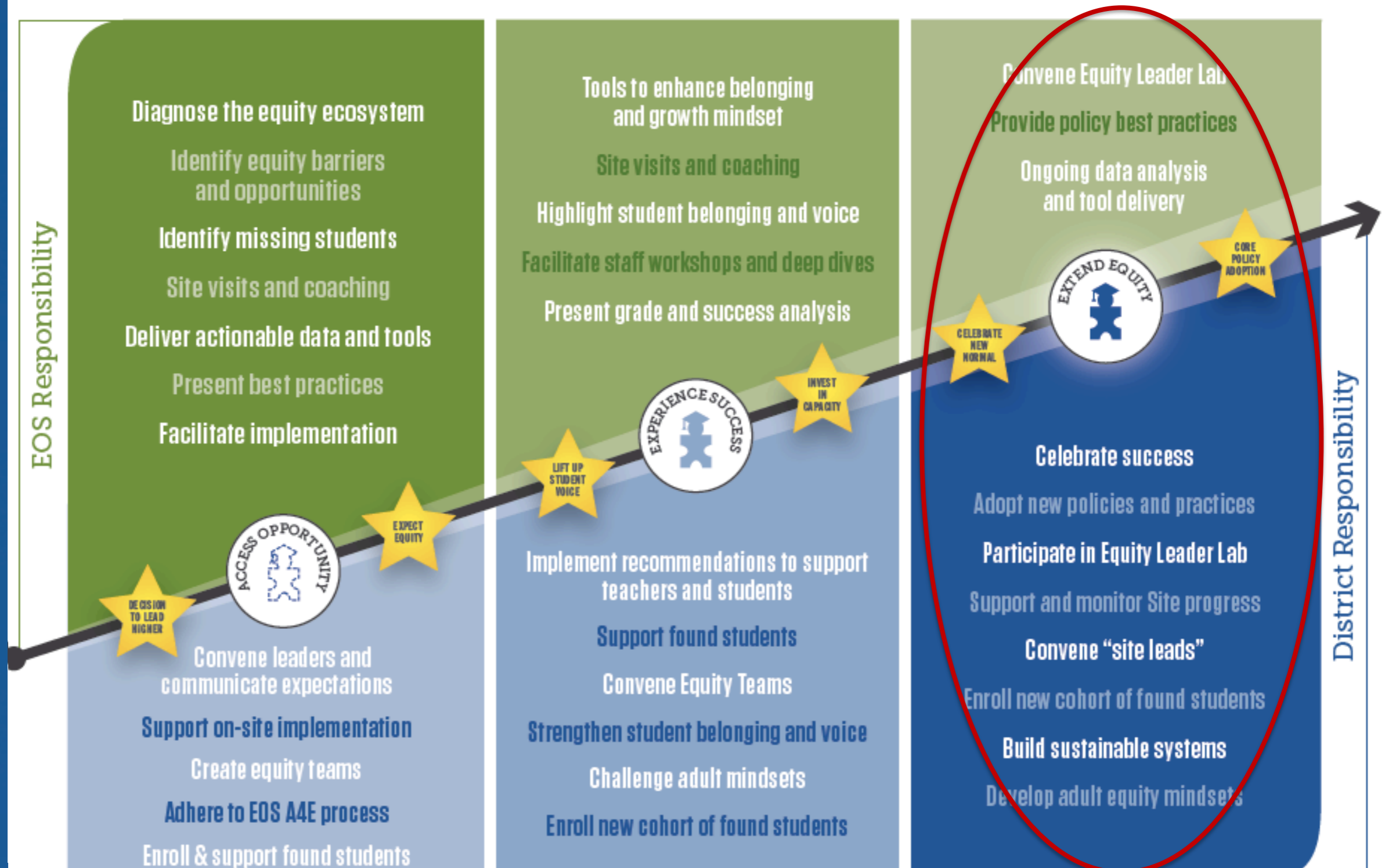
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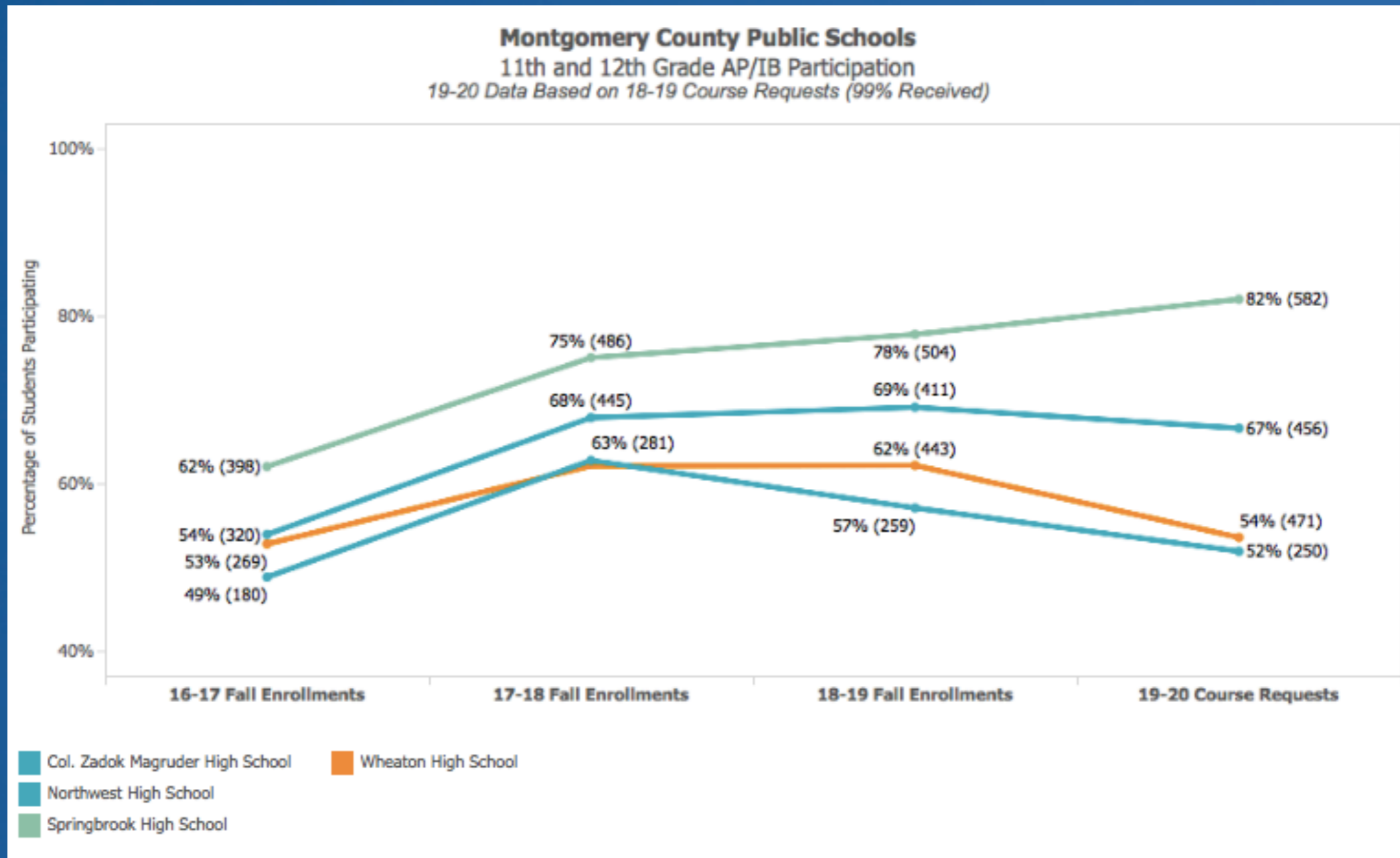
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THE EQUAL OPPORTUNITY SCHOOLS PROGRAM FOR SCHOOL DISTRICTS



EOS IMPACT IN MARYLAND: Cohort 1

4 Montgomery HIGH SCHOOLS: Wheaton, Springbrook, Northwest, Magruder:



EOS IMPACT IN MARYLAND: Cohort 1

4 Montgomery HIGH SCHOOLS: Wheaton, Springbrook, Northwest, Magruder:

	16-17 Fall Enrollments	17-18 Fall Enrollments	18-19 Fall Enrollments	19-20 Course Requests
White & Asian	80% (874)	86% (1,052)	86% (1,049)	85% (1,085)
Hispanic/Latinx	49% (460)	60% (639)	60% (697)	57% (848)
Black/African American	58% (516)	71% (693)	73% (663)	70% (653)
Additional Races & Multiracial	70% (95)	81% (108)	74% (108)	78% (123)
Overall Participation	64% (1,945)	74% (2,492)	73% (2,517)	70% (2,709)

EOS IMPACT IN MARYLAND: Cohort 1



Course Taking, Passing, and Average Grade

		Number of Course Takers			Number of Students Passing One or More Course			Percentage of Students Passing One or More Course			Average Course Grade		
		16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19
All Course Takers		2,578	3,140	3,303	2,479	2,976	3,114	96%	95%	94%	3.20	3.10	3.12
Students of Color & Low-Income Students	First-Time Taker	537	935	794	496	828	702	92%	89%	88%	2.82	2.58	2.66
	Experienced Taker	793	949	1,176	777	915	1,109	98%	96%	94%	3.15	3.09	3.02
Med/High-Income White & Asian Students	First-Time Taker	306	392	281	297	377	270	97%	96%	96%	3.21	3.04	3.08
	Experienced Taker	780	858	1,050	770	851	1,031	99%	99%	98%	3.45	3.44	3.41

Semester 1 AP data for Montgomery County Public Schools, 16-17 Cohort

EOS IMPACT IN MARYLAND: Cohort 1



Course Taking, Passing, and Average Grade

	Number of Course Takers			Number of Students Passing One or More Course			Percentage of Students Passing One or More Course			Average Course Grade		
	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19	16 - 17	17 - 18	18 - 19
All Course Takers	2,578	3,140	3,303	2,479	2,976	3,114	96%	95%	94%	3.20	3.10	3.12
White & Asian	1,261	1,426	1,500	1,229	1,399	1,461	97%	98%	97%	3.38	3.34	3.35
Hispanic / Latinx	554	769	827	520	693	748	94%	90%	90%	2.91	2.79	2.83
Black / African American	641	796	830	610	741	769	95%	93%	93%	2.99	2.86	2.87
Additional Races & Multiracial	122	149	146	120	143	136	98%	96%	93%	3.31	3.14	3.05

EOS IMPACT IN MARYLAND: (Cohort 2) **Dorchester, Calvert, Montgomery and Washington**

Schools included: North Hagerstown, South Hagerstown, Williamsport, Calvert, Patuxent, Cambridge and North Dorchester Clarksburg, Gaithersburg, Blake, Kennedy, Watkins Mill, Wheaton, Springbrook, Northwest, Magruder



+27%

More students of color and low income students enrolled in AP/IB from Fall 2017 to Fall 2019 (projected)

EOS IMPACT IN MARYLAND: (Cohort) Dorchester, Calvert, Montgomery and Washington

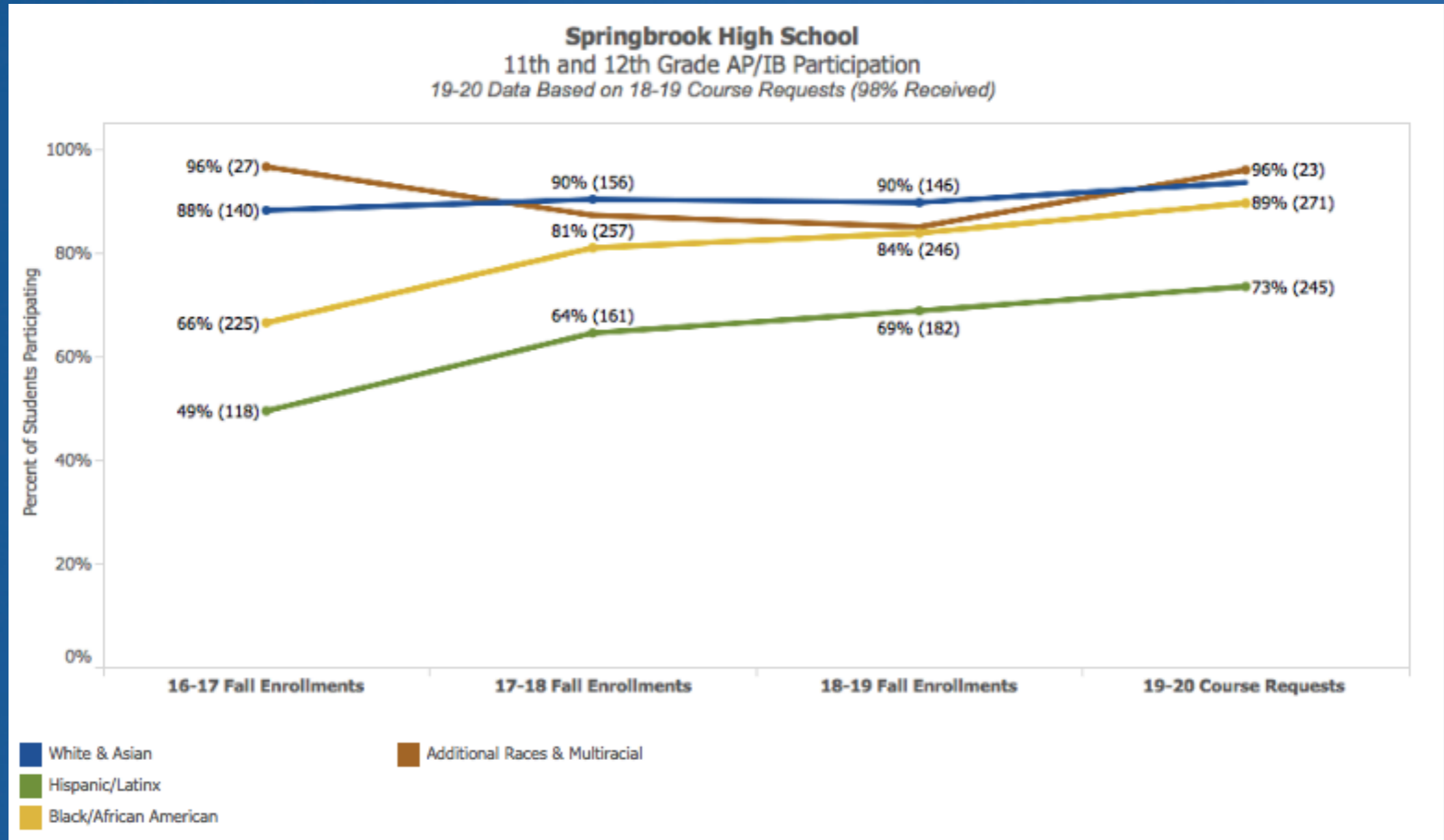
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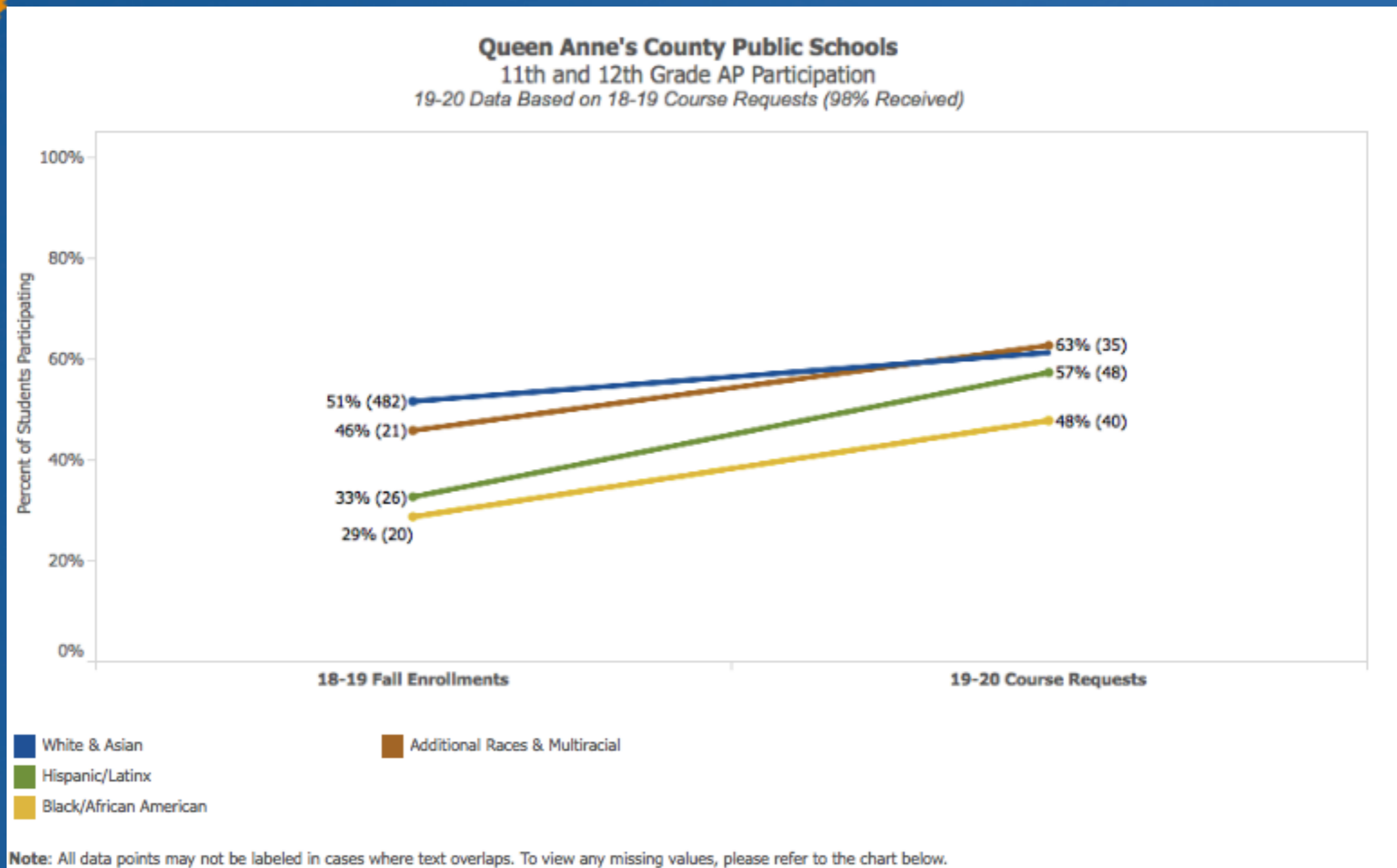
+28%

**More students of
color and low
income students
passed at least 1
AP/IB course in
2018-2019 as
compared to 2017-
2018**

EOS IMPACT IN MARYLAND: School by school equity (Springbrook HS, Montgomery)



EOS IMPACT IN MARYLAND: Queen Anne's County



EOS IMPACT IN MARYLAND: Equity Leader Lab- Student Shadow Reflections

How incredibly frenetic, chaotic and overwhelming it can be to visit seven different teachers with seven different topics and seven different sets of rules.

The need to increase various instructional strategies, different learning styles in AP classes.

The strategic grouping of students for class activities can build belonging and allow for leadership opportunities that students afraid of speaking in front of the whole class can grow from.

I will definitely incorporate shadowing to help build relationships with my students and use wise feedback to promote growth mindset. I think the feedback will be powerful for helping them to gain confidence that their skills are improving and give me more accurate data for differentiation.

Our AP classes are so much more diverse than they used to be :).

a general focus on pedagogy would greatly enhance student experience and outcomes.

EOS is proud to partner with MSDE to promote equity at the highest levels.

**Create and
Articulate a
Shared Vision**

**Model the Way
with Visible
Commitment**

**Challenge
the Status
Quo**

**Empower
Staff
Students, and
Parents to
Contribute**

**Set Short
and Long
Term Goals**



Questions?

A vertical white line extends downwards from the bottom of the orange circle.