TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: July 24, 2018

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 schools 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.

This summer three additional counties and one of the counties in cohort one, selected 15 schools to form cohort 2. EOS will expand services to cohort 1 schools and begin onsite technical assistance with Cohort 2 schools.

MSDE will continue to identify and engage school systems and schools to participate in order to close the statewide race and income participation gap in AP/IB by 2020 and raise AP/IB performance by spring 2021.
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.

Attachment:
- *Lead Higher* PowerPoint Presentation
Maryland’s *Lead Higher* Initiative
2018 Summer Board Update
by 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 28,097 MD students and 2,569 staff, with comparisons to 300,000+ students nationally and 17,000 staff nationally.
EOS’ National Partners and Funders

Bill & Melinda Gates Foundation
Bezos Family Foundation
Raikes Foundation
Tableau Foundation
Maryland
College Board
International Baccalaureate
Chan Zuckerberg Initiative
Google.org
Jack Kent Cooke Foundation
Harvard Ed Labs
The Education Trust
EOS’ National Impact

- 27 States
- 450 Schools
- 70,000 Students
- 85% Stable/+ Scores

27 States

450 Schools

70,000 Students

85% Stable/+ Scores
The National Equity and Excellence Gap

750,000 low-income students and students of color are missing from challenging coursework each school year.
Maryland State Gaps Chart
2016-17 11th and 12th grade AP participation by race and income
16485 students to add to AP to achieve program equity

- Students enrolled in AP
- Students to add to AP

<table>
<thead>
<tr>
<th>Percent of 11th and 12th graders taking 1+ AP course(s)</th>
<th>Med/high income</th>
<th>Low income</th>
</tr>
</thead>
<tbody>
<tr>
<td>White &amp; Asian</td>
<td>24280</td>
<td>2297</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1069</td>
<td>2366</td>
</tr>
<tr>
<td>Med/high income</td>
<td>2054</td>
<td>1957</td>
</tr>
<tr>
<td>Low income</td>
<td>4708</td>
<td>5645</td>
</tr>
<tr>
<td>Med/high income</td>
<td>1543</td>
<td>152</td>
</tr>
<tr>
<td>Low income</td>
<td>3362</td>
<td>426</td>
</tr>
<tr>
<td>Med/high income</td>
<td>1543</td>
<td>152</td>
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<td>Low income</td>
<td>3362</td>
<td>426</td>
</tr>
</tbody>
</table>
EOS in Maryland: Pre-Lead Higher

- 2016-17 – 4 schools (Montgomery)
2016-17 – 4 schools (Montgomery)

2017-18 – 17 new schools, 4 continuing (Montgomery, Dorchester, Calvert, Prince George’s, Washington)
2016-17 – 4 schools (Montgomery)

2017-18 – 17 new schools, 4 continuing (Montgomery, Dorchester, Calvert, Prince George’s, Washington)

2018-19 – 10 new schools, 21 continuing (Montgomery, Dorchester, Calvert, Prince George’s, Washington, Queen Anne’s)
EOS & Maryland: Leading Higher

More students of color and low income students enrolled in AP/IB courses in 21 MSDE partner schools

MCPS 2016-2017 Cohort: Wheaton, Springbrook, Northwest, Magruder
MSDE 2017-2018 Cohort:
MCPS: Clarksburg, Gaithersburg, Blake, Kennedy, Watkins Mill, Wheaton, Springbrook, Northwest, Magruder
Calvert: Calvert, Patuxent
Dorchester: Cambridge-South, North Dorchester
Prince George: Bowie, Central, Roosevelt
One-Year MD AP/IB Access Increases in EOS Cohort

18% increase in African American Enrollment

EOS Maryland State Year One Partners
Student Enrollment Impacts - 11th and 12th Grade AP/IB Participation

- **White & Asian**
  - Med/High Income: 65% (2,020) vs. 68% (2,112)
  - Low Income: 36% (382) vs. 44% (365)

- **Hispanic/Latino**
  - Med/High Income: 51% (602) vs. 52% (402)
  - Low Income: 32% (444) vs. 51% (444)

- **Black/African American**
  - Med/High Income: 47% (1,340) vs. 35% (633)
  - Low Income: 49% (290) vs. 49% (290)

- **All Other Races**
  - Med/High Income: 63% (220) vs. 66% (216)
  - Low Income: 79% (37) vs. 33% (51)

**Overall Change**
- Med/High Income: 22% (3,529) vs. 33% (3,533)
- Low Income: 16% (1,139) vs. 15% (1,139)

MSDE 2017-2018 Cohort:
- MCPS: Clarksburg, Gaithersburg, Blake, Kennedy, Watkins Mill, Wheaton, Springbrook, Northwest, Magruder
- Calvert: Calvert, Patuxent
- Dorchester: Cambridge-South, North Dorchester
- Prince George: Bowie, Central, Roosevelt
Example: Closing the Access Gap Locally
increase in the number of low income and students of color passing their first semester AP/IB class @ 4 MCPS pilot schools
Diagnose the equity ecosystem
- Identify equity barriers and opportunities
- Identify missing students
- Site visits and coaching
- Deliver actionable data and tools
- Present best practices
- Facilitate implementation

Tools to enhance belonging and growth mindset
- Site visits and coaching
- Highlight student belonging and voice
- Facilitate staff workshops and deep dives
- Present grade and success analysis

Convene Equity Leader Lab
- Provide policy best practices
- Ongoing data analysis and tool delivery

Convene leaders and communicate expectations
- Support on-site implementation
- Create equity teams
- Adhere to EOS A4E process
- Enroll & support found students

Implement recommendations to support teachers and students
- Support found students
- Convene Equity Teams
- Strengthen student belonging and voice
- Challenge adult mindsets
- Enroll new cohort of found students

Celebrate success
- Adopt new policies and practices
- Participate in Equity Leader Lab
- Support and monitor Site progress
- Convene “site leads”
- Enroll new cohort of found students

Strengthen adult equity mindsets
- Develop adult equity mindsets
High college aspiration rates in MD

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Two-year associate's</th>
<th>Four-year degree</th>
<th>Advanced degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med/High Income</td>
<td>92%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td>81%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med/High Income</td>
<td>84%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Low Income</td>
<td>79%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med/High Income</td>
<td>89%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Low Income</td>
<td>84%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>All Other Races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med/High Income</td>
<td>92%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>Low Income</td>
<td>92%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>

- n = 7,952
- n = 3,275
- n = 4,644
- n = 5,545
- n = 3,276
- n = 809
- n = 388
Disproportionate College Completion Rates (national)

25-29 year olds that have attained a bachelor's degree

- **White**: 43%
- **Asian-American**: 63%
- **African-American**: 21%
- **Hispanic**: 16%

Research shows academic intensity in high school drives college completion more than any other factor.

Monica Williams
Rising 12th grader

GRADE POINT AVERAGE: 2.6

Test Scores

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>44</td>
</tr>
<tr>
<td>Math</td>
<td>46</td>
</tr>
<tr>
<td>Critical Reading</td>
<td>48</td>
</tr>
</tbody>
</table>
The indicators we have traditionally relied on for readiness have not told the whole story

AP Potential (using PSAT scores as a metric of readiness for AP), would have missed almost 80% of students of color who took and passed an AP exam. EOS identification practices – specifically learning mindsets – helped to identify those students who were ready to succeed in AP.
Staff want to look deeper at student readiness

Staff Report the 'Very Good' Predictors of Student Success in AP/IB Classes

Reference line refers to EOS 2018 portfolio average %

- Student motivation: 75%
- Perseverance: 77%
- Student interest: 71%
- Growth Mindset: 71%
- Study skills: 70%
- Confidence in success: 69%
- Confidence in belonging: 68%
- Quality of teaching: 66%
- Reading / number / technological literacy skills: 56%
- Understand class value: 47%
- Prerequisites: 35%
- GPA: 25%
- Test scores: 22%
Monica Williams
Rising 12th grader

Indicators of AP Readiness
- Feels classes not preparing for college
- Willing to take AP
- Has Growth Mindset, Grit, Purpose for Learning

Test Scores v. Other AP Students
- Writing: 44
- Math: 46 ★
- Critical Reading: 48 ★★

Indicates comparability to current AP students

EDUCATIONAL GOAL:
Advanced degree

CAREER INTERESTS:
Computer science

TRUSTED ADULTS:
Ms. Brazelton

SUBJECT INTERESTS:
Math/Science

TEACHER REC'S:

GRADE POINT AVERAGE:
2.6

AP Access Barriers
- Not sure how to get signed up for AP
- No staff encouragement to take AP
- Parents did not attend college

Monica's Comments
I struggled with grades early in high school because I was bullied by my classmates & I couldn't do my work, but now no one can stop me from reaching my future goals. I’m going to be the first in my family to graduate college.
<table>
<thead>
<tr>
<th>Reason</th>
<th>AP (%)</th>
<th>IB (%)</th>
<th>AP (%)</th>
<th>IB (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too much work</td>
<td>74</td>
<td>68</td>
<td>38</td>
<td>25</td>
</tr>
<tr>
<td>Won't be successful</td>
<td>57</td>
<td>56</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>Students have competing scheduling priorities</td>
<td>42</td>
<td>34</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>Students are concerned that it will hurt their GPA</td>
<td>34</td>
<td>34</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Students don't know the benefits</td>
<td>31</td>
<td>38</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>I won’t be successful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Might hurt GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know enough about them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I won’t get the support I need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action 4 Equity

The Equal Opportunity Schools Program for School Districts

Diagnose the equity ecosystem
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- Build sustainable systems
- Develop adult equity mindsets
EOS Year 2 schools receive the following to support student belonging and the adult mindsets necessary for equity

- EOS AP/IB Student Experience Survey
- Semester 1 AP/IB Grade Report
- Support Report Review
- Belonging and Growth Mindset Activations
The Equity Leader Lab
An EOS Community

The Equity Leader Lab will **develop adaptive leaders** who take research-based, practitioner-vetted change to their schools for educational equity.

Modeled on the best of **continuous improvement** research, brain science, equity leadership and the expertise of EOS and our most experienced school and district partners.

Develop **policies, practices, & mindsets** that support experiences of belonging for historically marginalized students.

Equity Leaders select new opportunities and **goals specific to your schools**, glean strategies & best practices from peers and national experts, implement changes, and evaluate improvements.

Together, we will tackle the complex systems leadership work needed to break through to **equitable college readiness**.

Equity Leader Lab participants will have successfully implemented the EOS program and will be using EOS data tools at their schools.
EOS applauds Maryland for committing to and supporting students of all backgrounds to achieve at the highest levels.

Looking ahead to Year 2 of Lead Higher, *Equal Opportunity Schools seeks to learn how best to support MSDE and its Board build on successes...*

<table>
<thead>
<tr>
<th>How can we...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase opportunities for access and success</strong> for Maryland students?</td>
</tr>
<tr>
<td><strong>Recognize LEAs and schools</strong> that demonstrate a commitment to equity for students historically underserved?</td>
</tr>
<tr>
<td><strong>Connect Maryland leaders and educators</strong> to build a statewide network to improve on and disseminate effective practices?</td>
</tr>
<tr>
<td><strong>Distill and elevate the policies and practices</strong> that make a difference?</td>
</tr>
<tr>
<td><strong>Provide the transparency necessary</strong> to account for ALL students?</td>
</tr>
<tr>
<td><strong>Engage leaders at all levels (K12) to take action?</strong></td>
</tr>
</tbody>
</table>

*by offering research, program, and policy support to open up equitable opportunities at the highest levels.*
Imagine a policy and a reality of equitable access to the best of what K-12 schools have to offer in Maryland.
<table>
<thead>
<tr>
<th></th>
<th>Number of Course Takers</th>
<th>Number of Students Passing One or More Course</th>
<th>Percent of Students Passing One or More Course</th>
<th>Average Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16-17</td>
<td>17-18</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td><strong>All Course Takers</strong></td>
<td>1,807</td>
<td>2,214</td>
<td>1,732</td>
<td>2,102</td>
</tr>
<tr>
<td><strong>White &amp; Asian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented</td>
<td>92</td>
<td>115</td>
<td>87</td>
<td>112</td>
</tr>
<tr>
<td>Benchmark</td>
<td>765</td>
<td>857</td>
<td>743</td>
<td>841</td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented</td>
<td>411</td>
<td>552</td>
<td>385</td>
<td>501</td>
</tr>
<tr>
<td><strong>Black / African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented</td>
<td>451</td>
<td>596</td>
<td>431</td>
<td>558</td>
</tr>
<tr>
<td><strong>All Other Races</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented</td>
<td>88</td>
<td>94</td>
<td>86</td>
<td>90</td>
</tr>
</tbody>
</table>

29% increase in African American and LatinX passing AP/IB