



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

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** July 24, 2018  
**SUBJECT:** Update: *Lead Higher* Initiative

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**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

bezosfamilyfoundation

RAIKES  
FOUNDATION

+ a b l e a u  
FOUNDATION

 Maryland

 CollegeBoard



  
The Education Trust



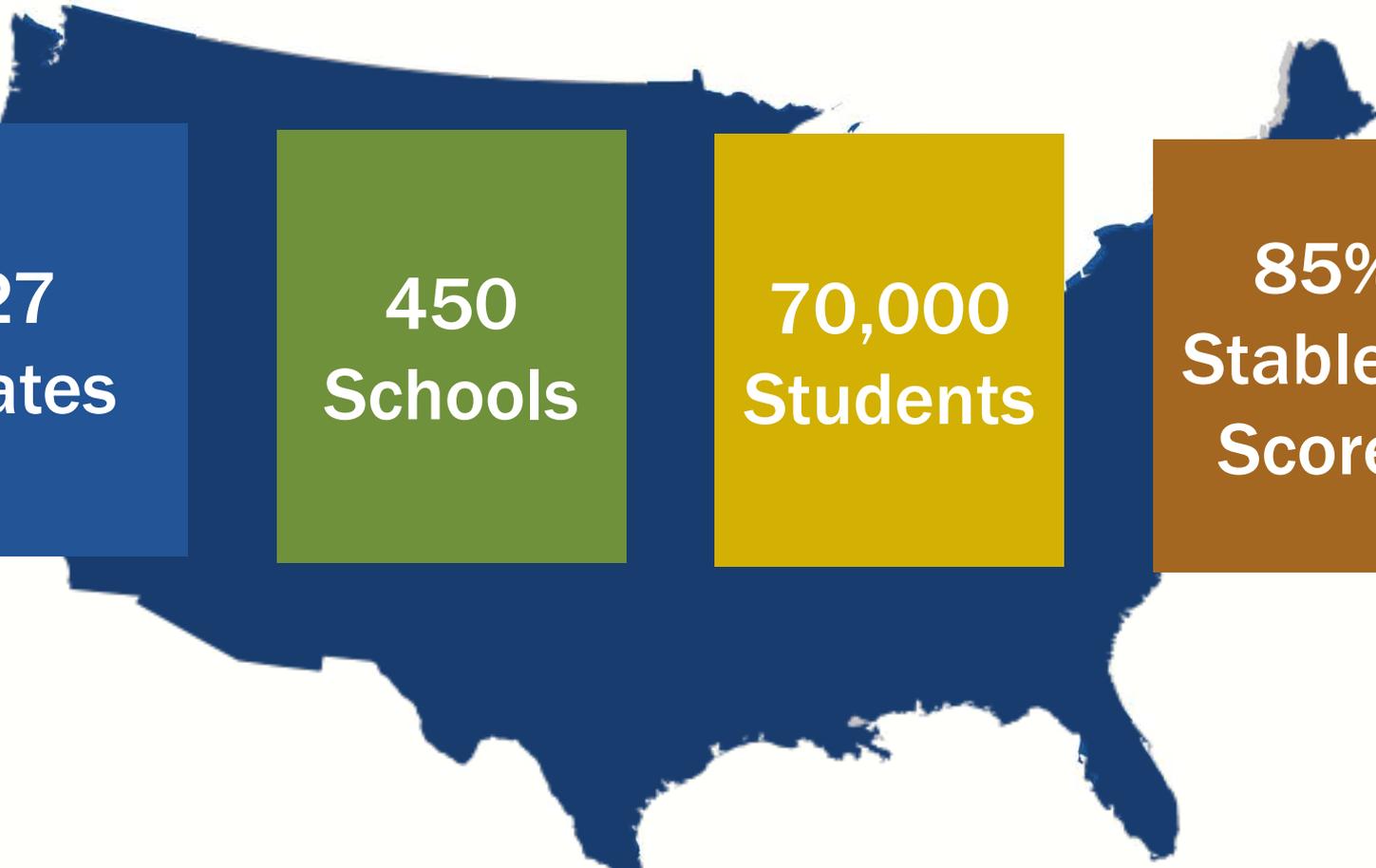
Google.org

JACK KENT COOKE  
FOUNDATION



 International  
Baccalaureate

# EOS' National Impact



**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.



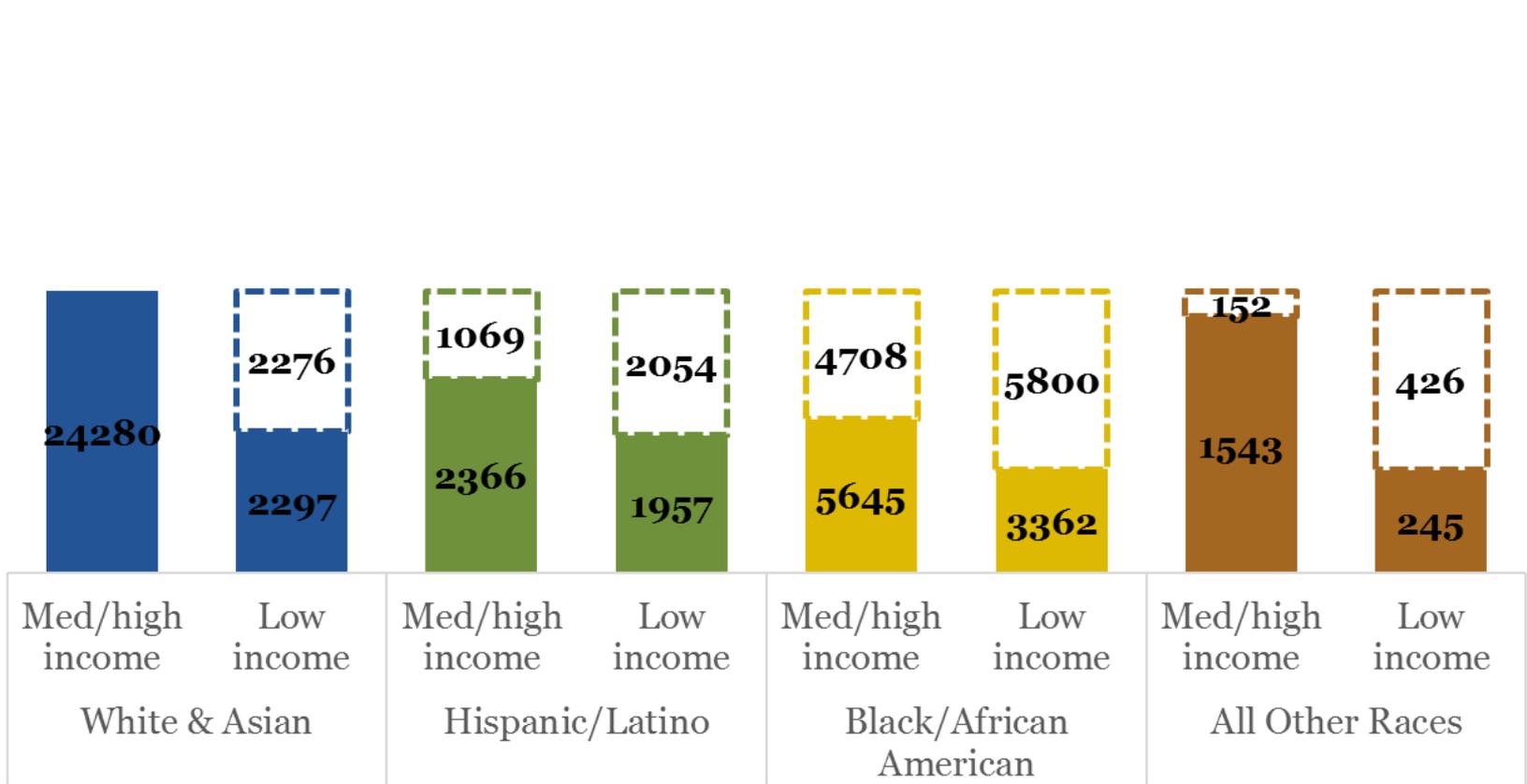
# Maryland State Gaps Chart

## 2016-17 11th and 12th grade AP participation by race and income

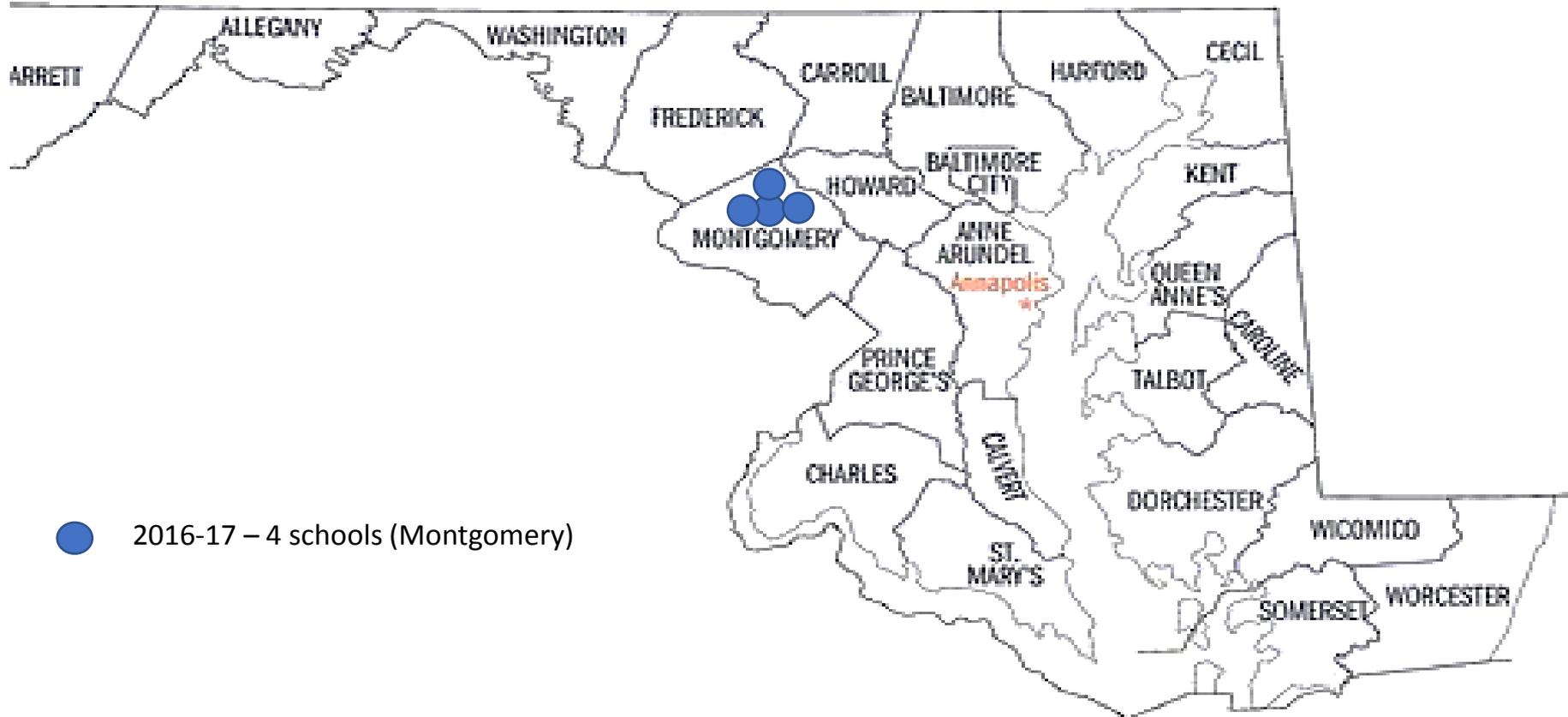
### 16485 students to add to AP to achieve program equity

■ Students enrolled in AP    □ Students to add to AP

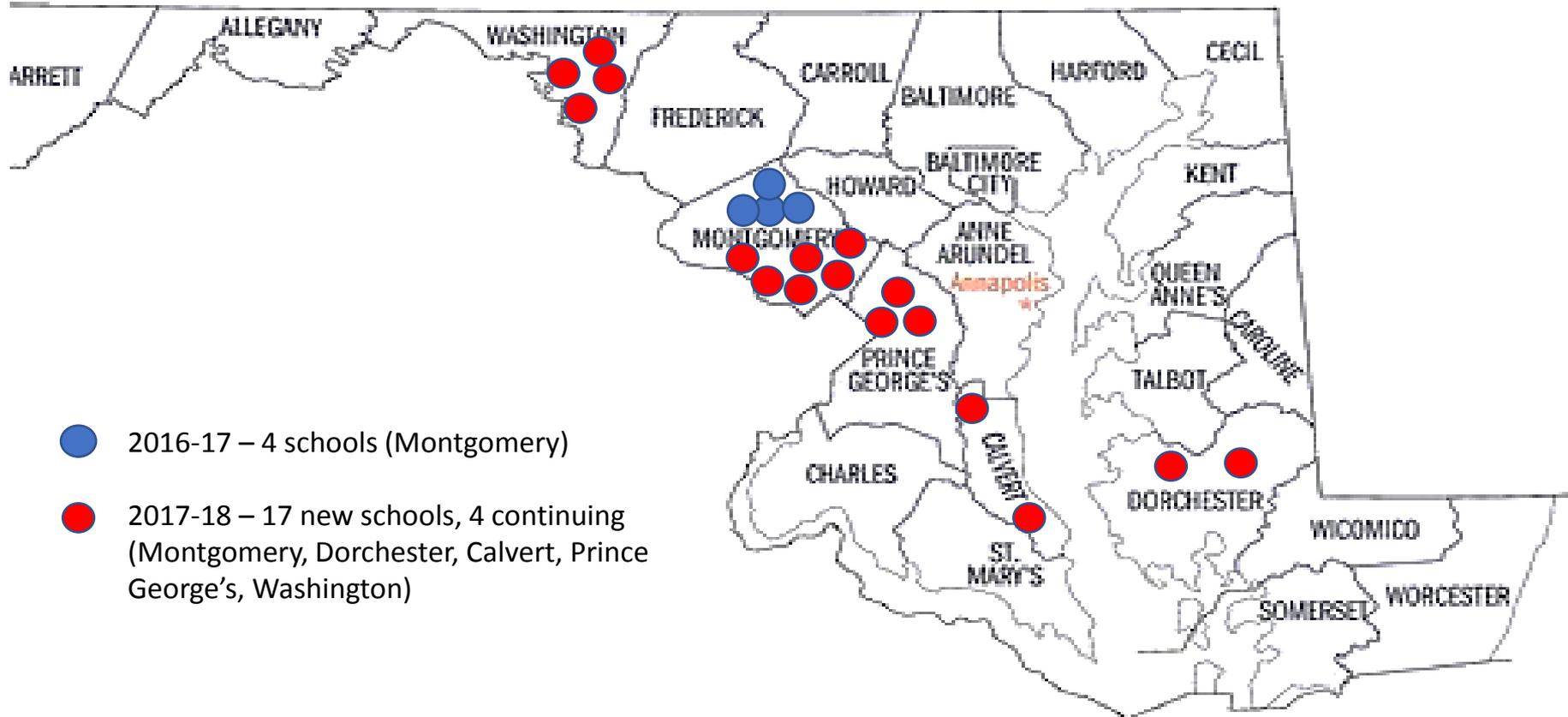
Percent of 11th and 12th graders taking 1+ AP course(s)



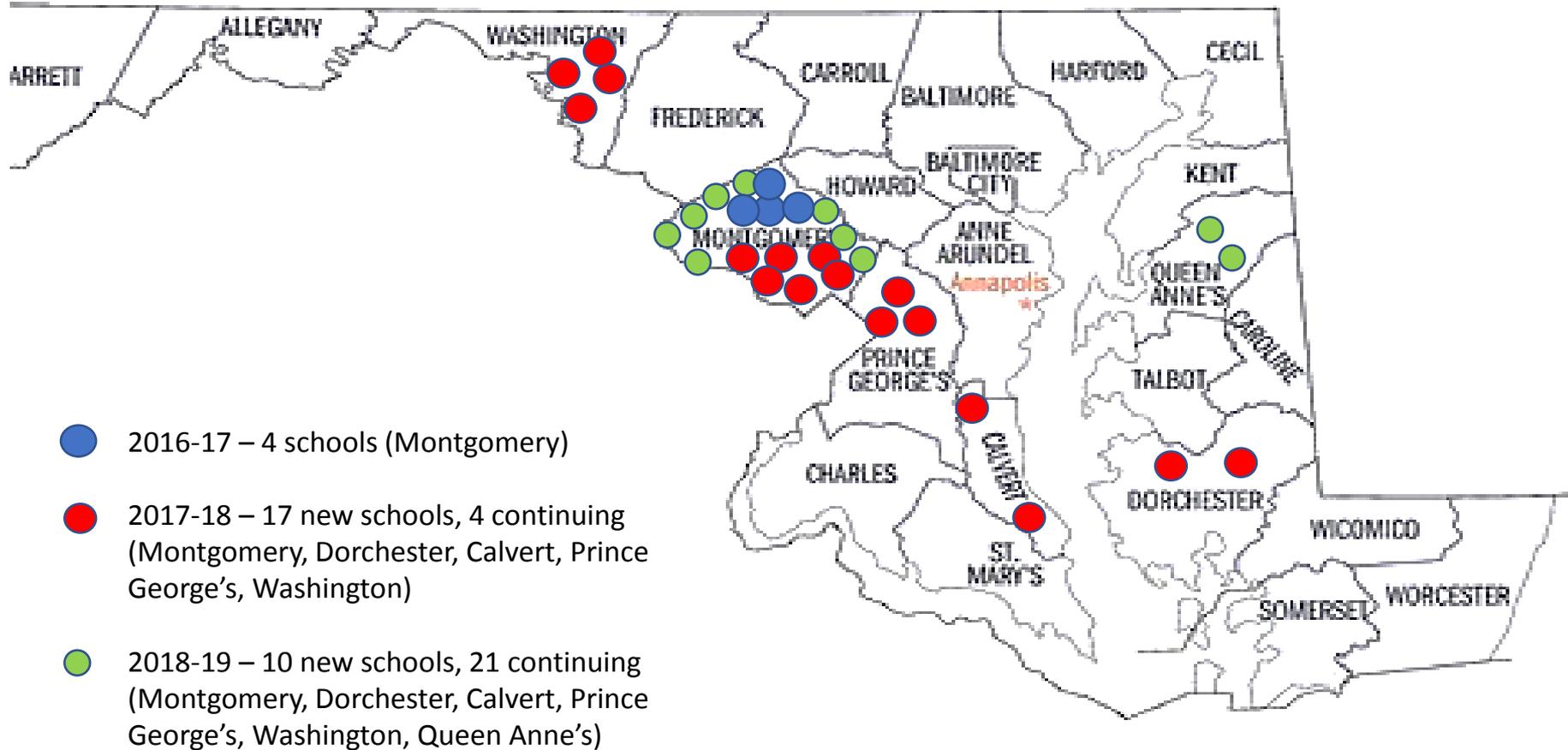
# EOS in Maryland: Pre-Lead Higher



# EOS & Maryland: Lead Higher 2017-18



# EOS & Maryland: Lead Higher 2018-19



# EOS & Maryland: Leading Higher



+1,605

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

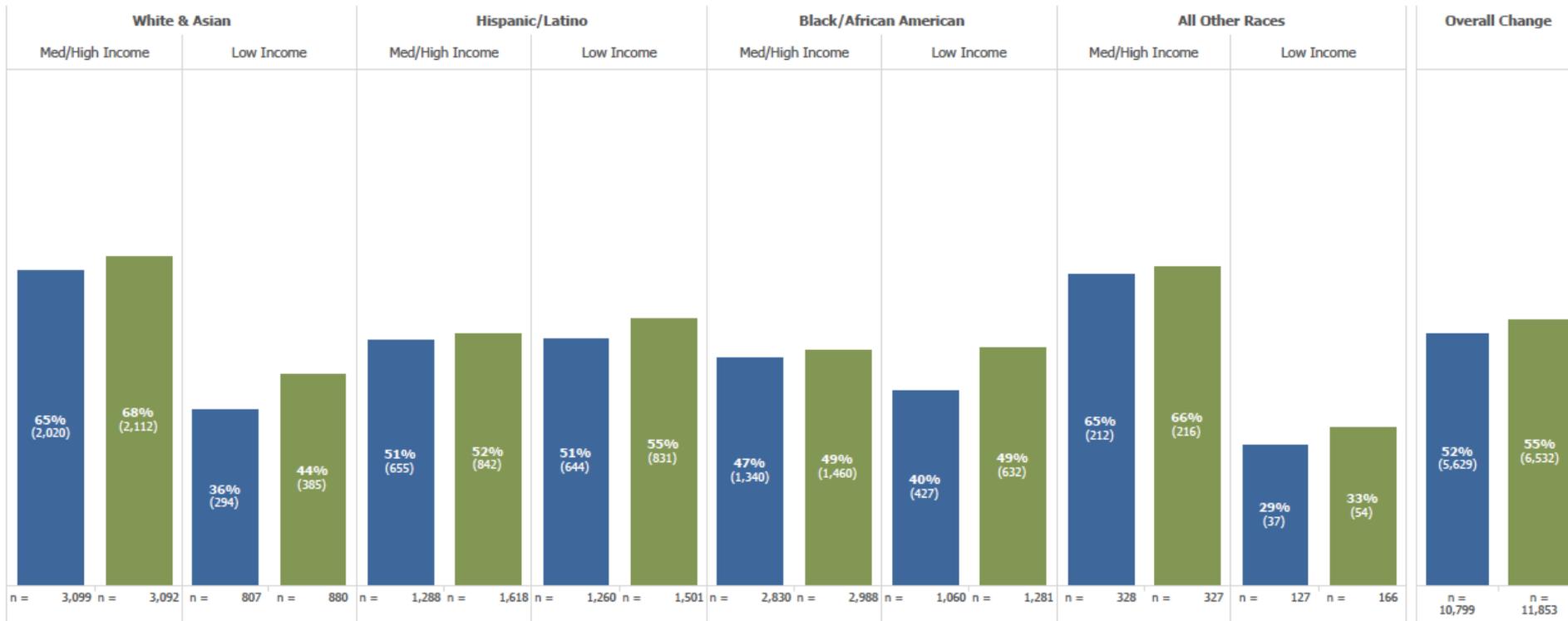
MCPS 2016-2017 Cohort: Wheaton, Springbrook, Northwest, Magruder  
MSDE 2017-2018 Cohort:

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



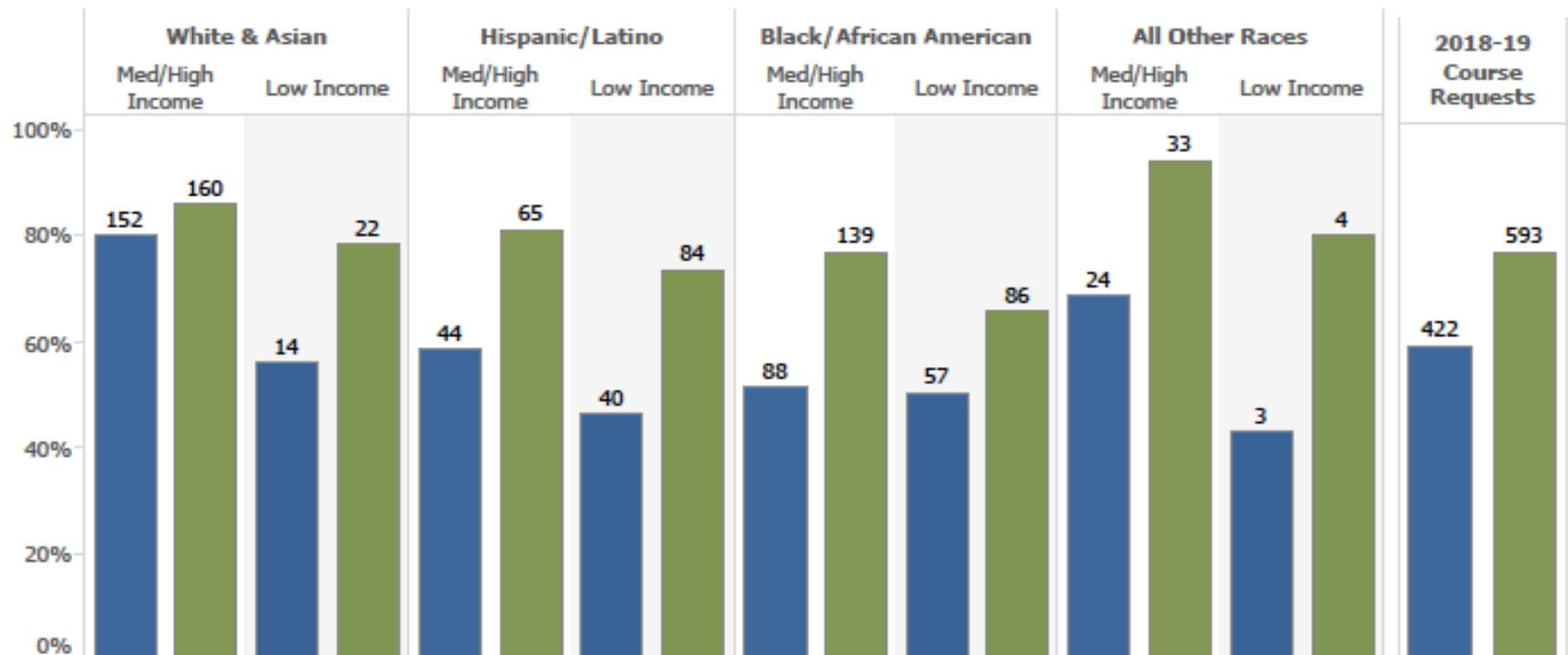
MSDE 2017-2018 Cohort:  
 MCPS: Clarksburg, Gaithersburg, Blake, Kennedy, Watkins Mill, Wheaton, Springbrook, Northwest, Magruder  
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# Example: Closing the Access Gap Locally

## James Hubert Blake High School

Fall 2017 - 18 vs. Course Requests 2018 - 19 for rising 11th/12th grade AP participation

100% of Course Requests Received: 433 Underrepresented Students in AP | 593 Total Students in AP



Report generated: July 3, 2018

# EOS in Maryland



29%

increase in the  
number of low  
income and  
students of color  
passing their first  
semester AP/IB  
class @ 4 MCPS  
pilot schools

# Action 4 Equity

THE EQUAL OPPORTUNITY SCHOOLS PROGRAM FOR SCHOOL DISTRICTS

EOS Responsibility

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

Convene leaders and communicate expectations

Support on-site implementation

Create equity teams

Adhere to EOS A4E process

Enroll & support found students



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

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

Convene Equity Leader Lab

Provide policy best practices

Ongoing data analysis and tool delivery

Celebrate success

Adopt new policies and practices

Participate in Equity Leader Lab

Support and monitor Site progress

Convene "site leads"

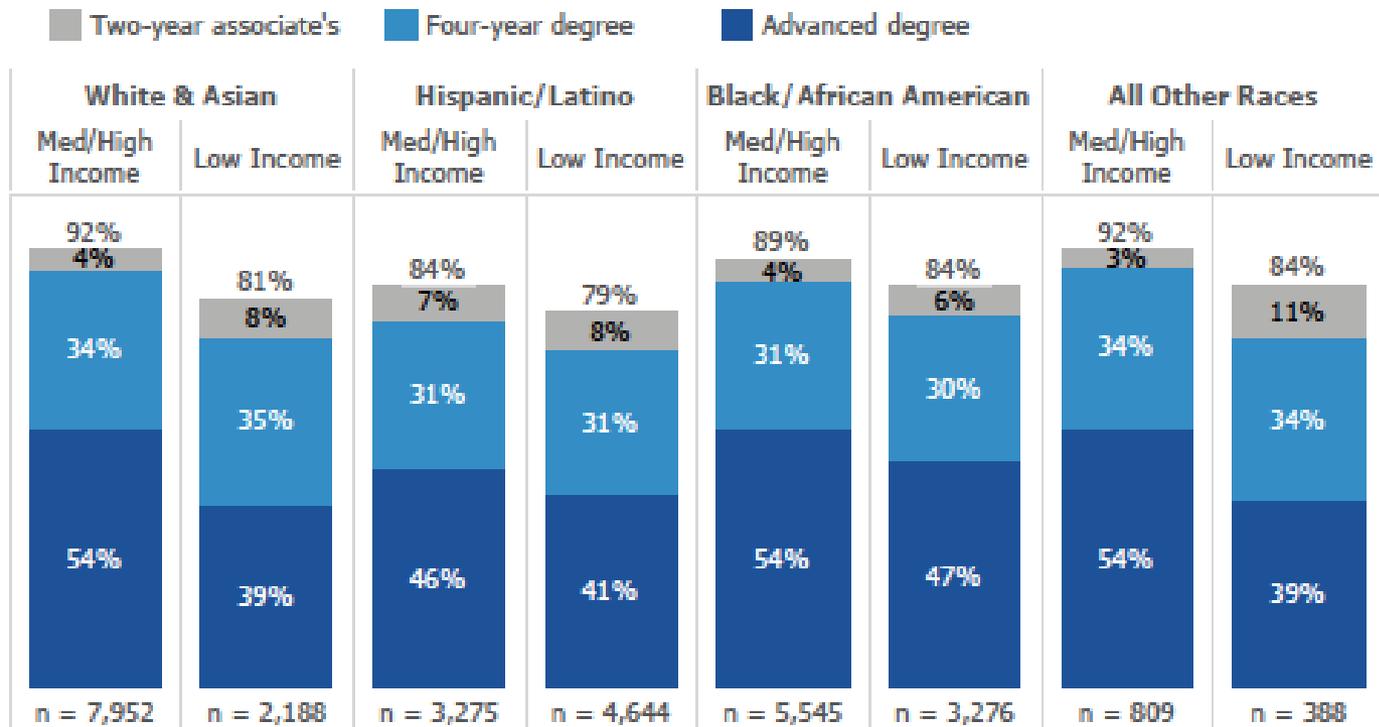
Enroll new cohort of found students

Build sustainable systems

Develop adult equity mindsets

District Responsibility

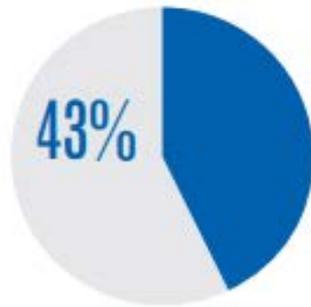
# High college aspiration rates in MD



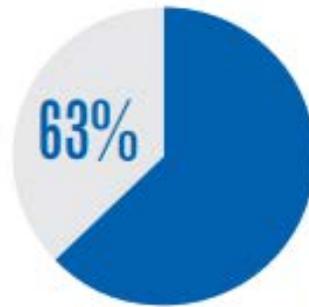


# Disproportionate College Completion Rates (national)

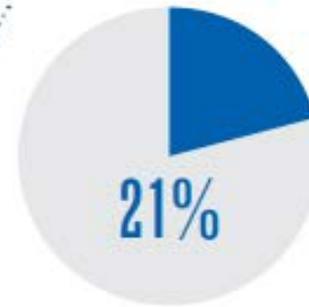
25-29 year olds that have attained a bachelor's degree<sup>1</sup>



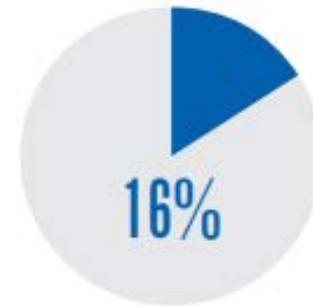
**White**



**Asian-American**

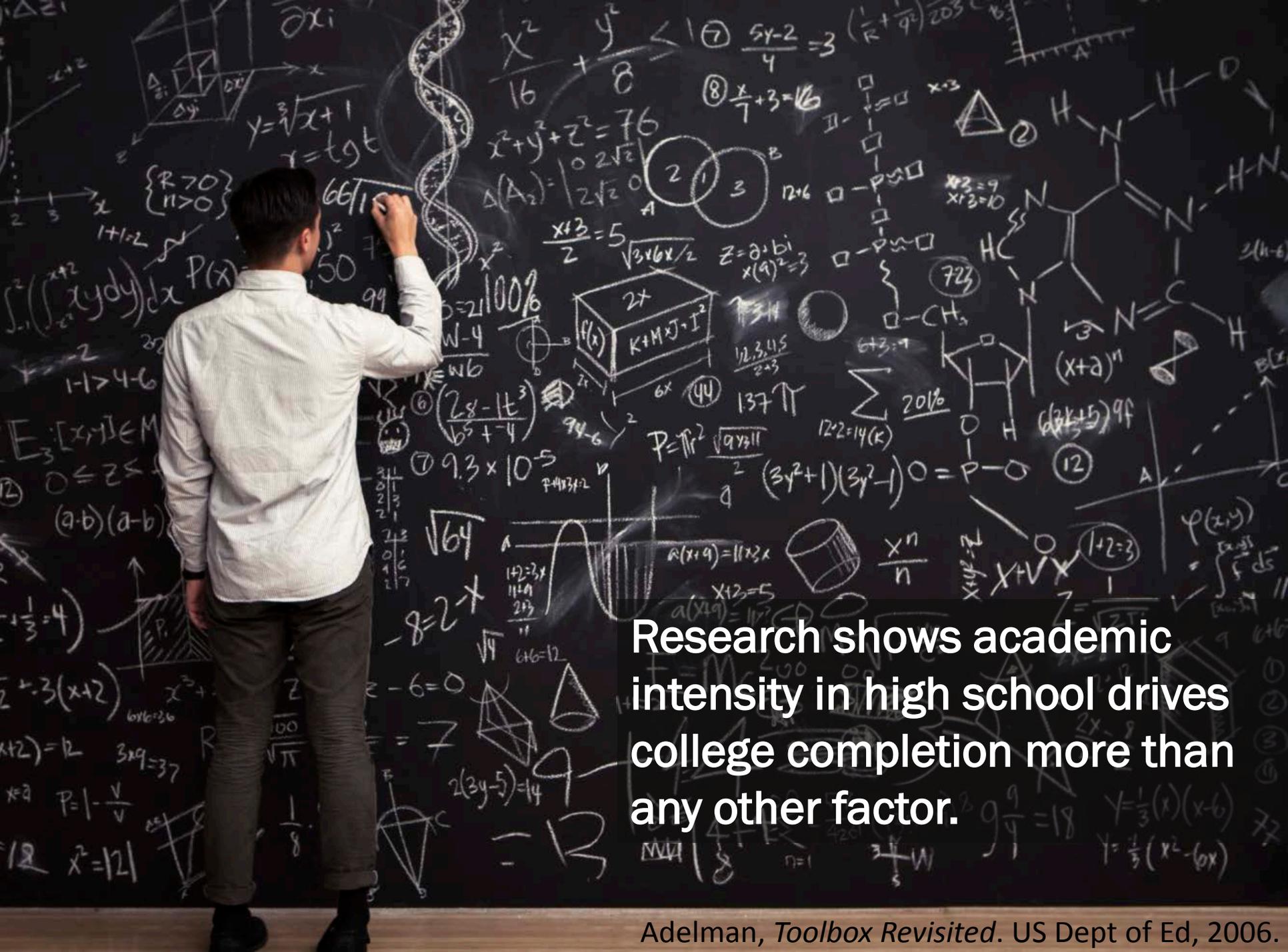


**African-American**



**Hispanic**

<sup>1</sup> Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson Flicker, S., Dilberti M., Barmer, A., Bullock Mann, F., and Dunlop Velez, E. (2016). The Condition of Education 2016 (NCES 2016-144). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved 4/12/17 from <http://nces.ed.gov/pubsearch>.



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

# Student Insight



**Monica  
Williams**  
Rising 12<sup>th</sup> grader

**GRADE POINT AVERAGE:** 2.6

## Test Scores

**Writing** 44

**Math** 46

**Critical Reading** 48



# The indicators we have traditionally relied on for readiness have not told the whole story

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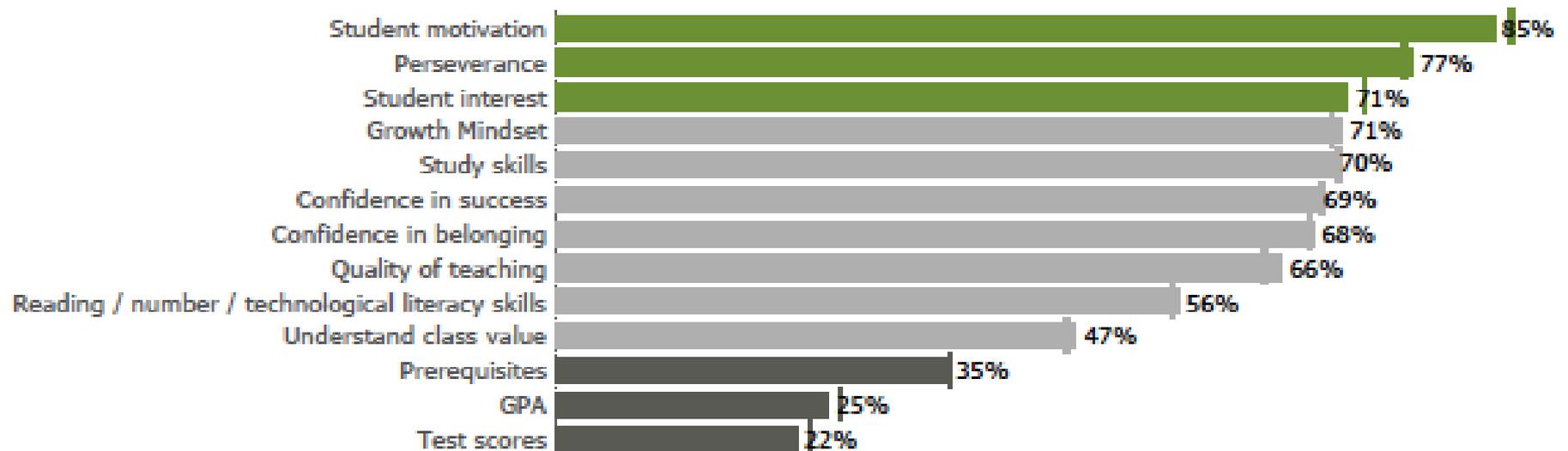
**AP Potential (using PSAT scores as a metric of readiness for AP), would have missed almost 80% of students of color who took and passed an AP exam.** EOS identification practices – specifically learning mindsets – helped to identify those students who were ready to succeed in AP.<sup>9</sup>



# 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 Insight



**Monica Williams**  
Rising 12<sup>th</sup> grader

**EDUCATIONAL GOAL:** Advanced degree  
**CAREER INTERESTS:** Computer science  
**TRUSTED ADULTS :** Ms. Brazelton  
**SUBJECT INTERESTS:** Math/Science  
**TEACHER REC'S:** 🍏 🍏 🍏 🍏  
**GRADE POINT AVERAGE:** 2.6

## Indicators of AP

### Readiness

Feels classes not preparing for college

- Willing to take AP
- Has Growth Mindset, Grit, Purpose for Learning

## AP Access

### Barriers

Not sure how to get signed up for AP

- No staff encouragement to take AP
- Parents did not attend college

## Test Scores v. Other AP Students

Writing

44

Math

46

Critical Reading

48



☆ Indicates comparability to current AP students

## 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.

## Reasons Staff Think Students Choose NOT to Take AP/IB Classes

Top 5 responses

	AP n = 2,569	IB n = 444
Too much work	74%	68%
Won't be successful	57%	56%
Students have competing scheduling priorities	42%	34%
Students are concerned that it will hurt their GPA	34%	34%
Students don't know the benefits	31%	38%

## Reasons Underrepresented Students Choose NOT to Take AP/IB Classes

Top 5 responses

	AP n = 7,792	IB n = 1,212
I won't be successful	38%	25%
Might hurt GPA	34%	24%
Too much work	32%	21%
Don't know enough about them	24%	24%
I won't get the support I need	18%	14%

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District Responsibility

DECISION TO LEAD HIGHER



EXPECT EQUITY

LIFT UP STUDENT VOICE



INVEST IN CAPACITY

CELEBRATE NEW NORMAL



CORE POLICY ADOPTION

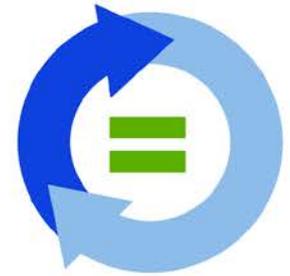
# + Student Experience & Success

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...*

*How can we...*

**Increase opportunities for access and success** for Maryland students?

**Recognize LEAs and schools** that demonstrate a commitment to equity for students historically underserved?

**Connect Maryland leaders and educators** to build a statewide network to improve on and disseminate effective practices?

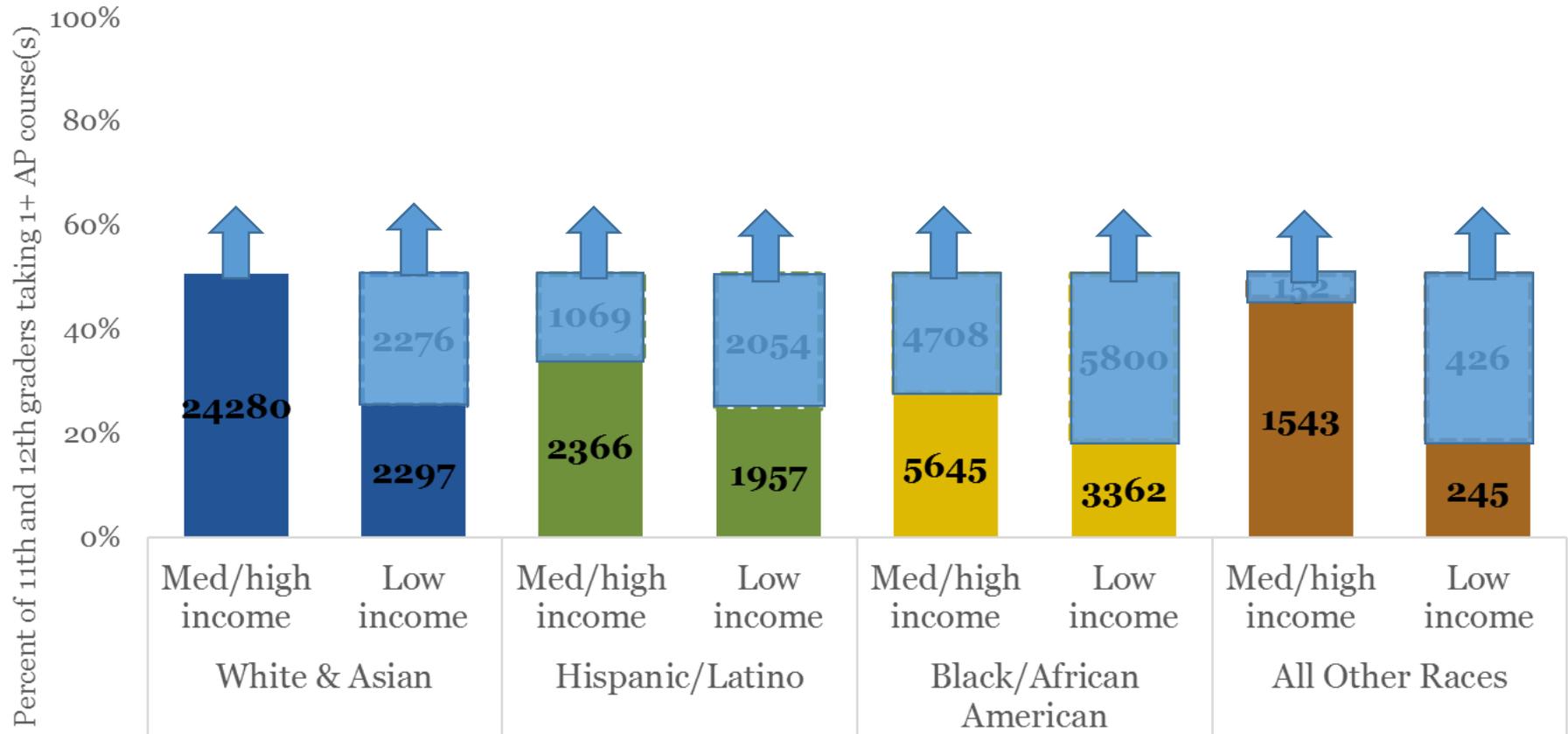
**Distill and elevate the policies and practices** that make a difference?

**Provide the transparency necessary** to account for ALL students?

**Engage leaders at all levels** (K12) to take action?

*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





Reid Saaris, CEO & Founder  
[Reid@EOSchools.org](mailto:Reid@EOSchools.org)  
814.367.3678

# Summary of Semester 1 AP Course Taking, Passing, and Grades

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

		Number of Course Takers		Number of Students Passing One or More Course		Percent of Students Passing One or More Course		Average Course Grade	
		16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
<b>All Course Takers</b>		1,807	2,214	1,732	2,102	96%	95%	3.17	3.09
<b>White &amp; Asian</b>	Under-represented	92	115	87	112	95%	97%	3.23	3.19
	Benchmark	765	857	743	841	97%	98%	3.37	3.33
<b>Hispanic / Latino</b>	Under-represented	411	552	385	501	94%	91%	2.87	2.79
<b>Black / African American</b>	Under-represented	451	596	431	558	96%	94%	2.97	2.86
<b>All Other Races</b>	Under-represented	88	94	86	90	98%	96%	3.28	3.16