



Upgrading Learning. Closing Gaps. Transforming Lives.

Statistics in this deck are based on original analysis of data on all high school students and all AP and IB students provided by College Board, International Baccalaureate, and the US Department of Education. Major results will be published by the Education Trust & Equal Opportunity Schools in 2013.



Meet Carl



“I’ve accomplished things this year that I never thought I could. The truth is that not many people get the chance to move up – Equal Opportunity Schools has given me the chance of a lifetime.”

- 11th grader who was in low-level classes despite the **capability** for advanced course work
- Successfully **upgraded** to his school’s most rigorous classes
- Graduated high school **college-ready**

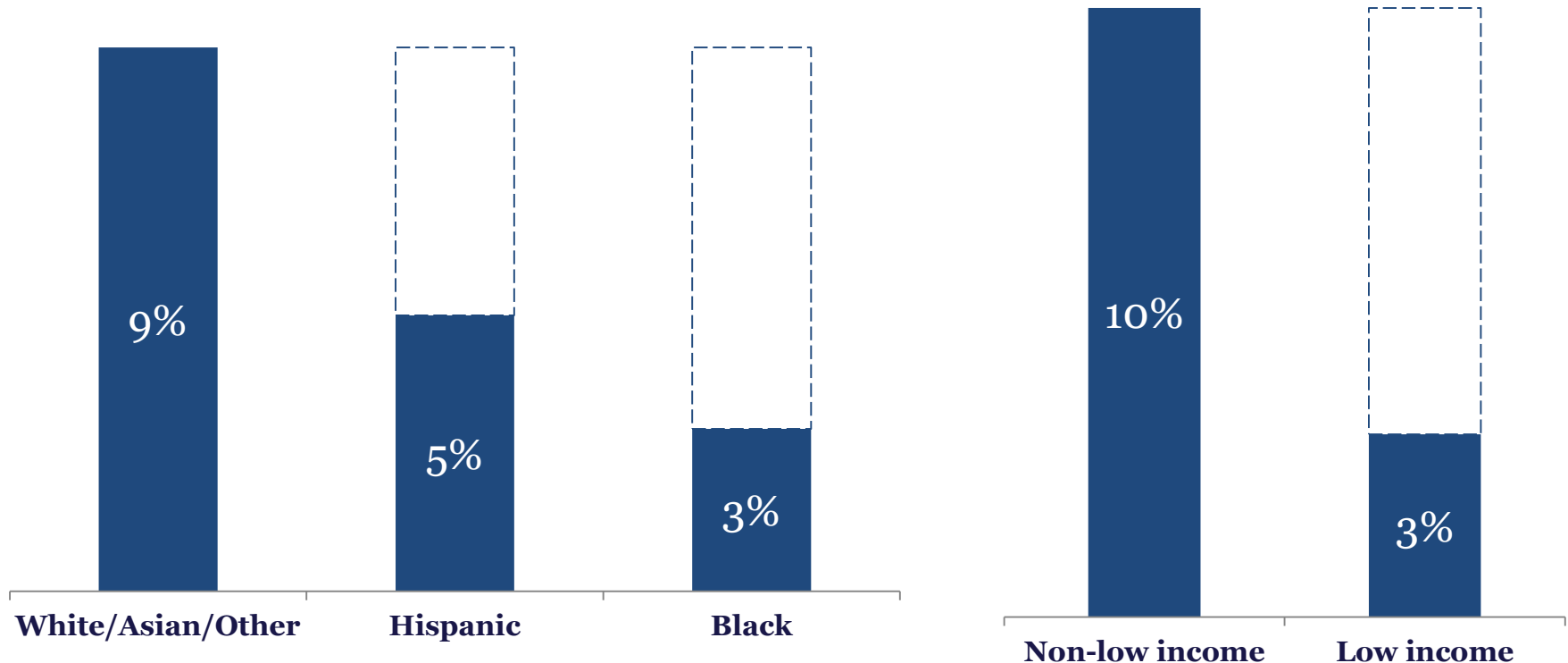


640,000 students like
Carl are missing from
challenging classes in their
school each year.



Most of these “missing students” can be found by closing in-school AP/IB access gaps

9th-12th Graders Taking AP or IB Exams Nationally, 2010





Academic Intensity Predicts College Success¹

Missing students are **just across the hall** from the education they deserve & need in order to achieve their college & career goals.



Comprehensive Research Shows:

- *AP/IB students do better in college and have higher graduation rates even when controlling for other variables such as race and income.*
- *Upgrading their classes may be **the single best way to boost high school and college graduation rates**, improving their opportunities and America's economic outlook*



**EQUAL
OPPORTUNITY
SCHOOLS**

**We Partner w/
School & District Leaders to
Accomplish Two Catalytic
Objectives**

- 1. Achieve equitable enrollments in AP/IB courses while....**
- 2. Improving overall AP/IB success for all students**



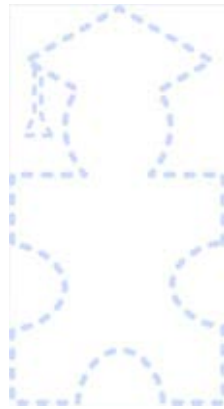
Leaders can break the “Cycle of Low Expectations”





EOS 3-Phase Program Model to

Close AP/IB enrollment gaps and dramatically boost AP/IB success



1. STUDY

Sept-Nov



2. STRATEGIZE

Dec-Jan



**3. SUPPORT
IMPLEMENTATION**

Feb-June

LEADERS
COMMIT TO
CLOSE GAP

SUSTAIN
RESULTS



1. STUDY

Detailed teacher and student survey, and academic record data is merged to measure school strengths and size of specific access hurdles

DATA COLLECTION

- EOS data analysts work with school and district data leaders
- Collect demographic and course enrollment data, test scores, grades

SURVEYS

- Quick, high-impact surveys of all 9-12th grade students and their teachers
- Survey data shows causes of access barriers and best opportunities to close



2. STRATEGIZE

EOS uses rich data analysis to provide tools and tailored light coaching for school leaders to close AP/IB enrollment gaps and improve student outcomes.

DYNAMICS REPORTS

- Comprehensive report to show magnitude and cause of **enrollment** gaps.
- Data analysis informs how to go about removing access barriers to AP/IB, leverage student assets to activate their potential, and put systems in place for their support

STRATEGY PLANNING

- Expert advisers work w/ school leaders to develop these plans:
 - ✓ Student outreach & recruitment
 - ✓ Academic support for students
 - ✓ Teacher PD support



Off-Ramps to College Completion

STUDENTS
WHO ASPIRE
TO COMPLETE
COLLEGE

Completing College in Six Years

1/3

Expectations

Students
not
encouraged
or expected
to enroll in
*college-
aligned
high school
courses*

Information

Students
without
enough
information
to enroll in
*college-
aligned high
school
courses*

Readiness

Students
perceived
as not yet
ready for
*college-
aligned
high
school
courses*

2/3



3. SUPPORT IMPLEMENTATION

EOS provides support to school and district staff as they implement the plans formulated during the Strategy phase

ENROLLMENTS TRACKING

- Develop interim performance indicators
- Ongoing check-ins to track progress against accountability metrics
- Troubleshooting support and course-corrections to ensure implementation produces results

SUSTAINABILITY

- EOS works with district- and school-level leadership and data teams to systematize the process
- EOS works with school, district, and board leadership, where possible, to enact policy-level changes that support equitable access to college-aligned courses

Student at a Glance

Enables efficient, tailored outreach to “missing” students



Alicia Amant

Rising 12th grader

Test Scores :

PSAT M

32 (7th percentile)

PSAT W

46 (35th percentile)

PSAT CR

51 (63rd percentile)★

★ = Comparable to AP cohort

Alicia’s goal: Obtain a 2-year degree

Career Interests: Unsure

Subject Interests: Humanities

Recommended AP Courses:

Staff Recommending Jimmy for AP:



GPA: 1.84

Assets

- Wants to be challenged in school
- Interested in taking Advanced Placement courses

Barriers

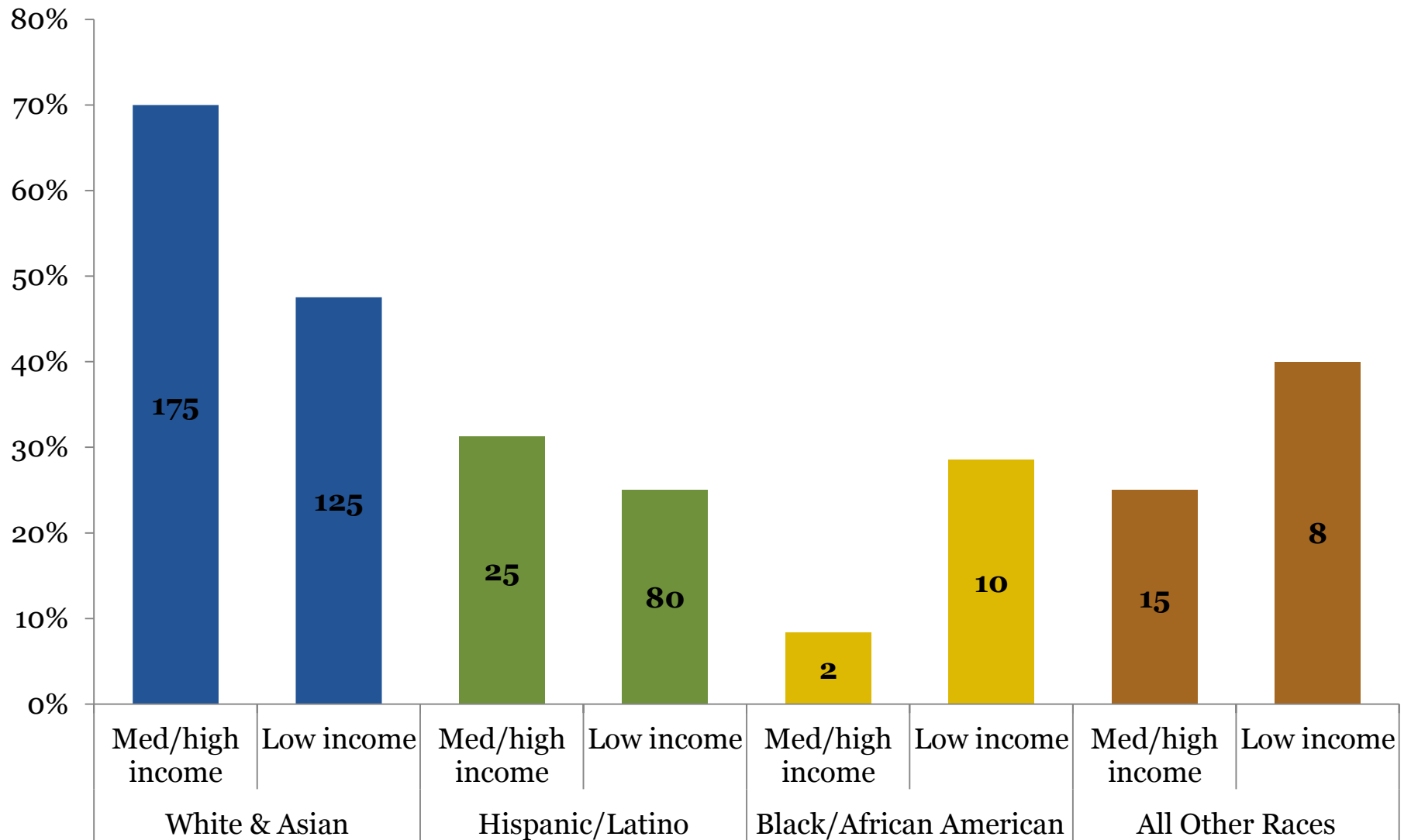
- * Doesn’t feel welcome in AP
- * No adult encouragement
- * Not on honors track
- * Parents didn't go to college
- * Poor attendance record

Alicia’s Comments:

Everything fell apart in 11th grade. I missed 52 days of school due to helping at home with my mother’s terminal illness. Mr. James, my science teacher, says that I should take AP as my “stretch” class. I had him in 9th grade science and he always told me he was proud of me. My counselor suggested I take his Genomic Research class so I think I might take AP Statistics, too.

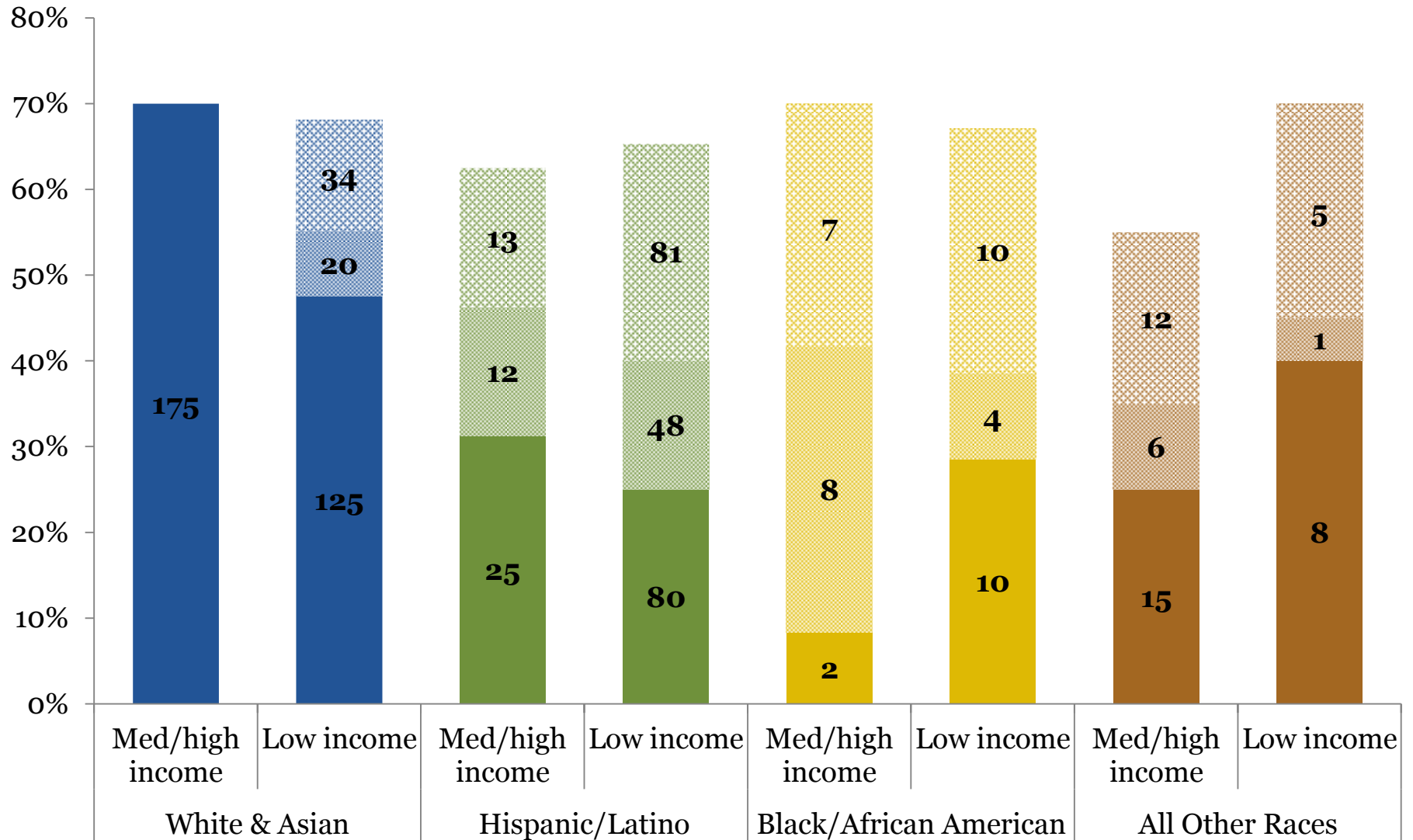


EXAMPLE: Rates of Participation in AP/IB





EXAMPLE: Increasing AP/IB Participation by Removing Access Barriers and ID'ing Student Assets





EOS Service: Partnership Director

DISTRICT OFFICE

EACH HIGH SCHOOL

District and school-specific best practice options for fully closing AP/IB participation gaps and boosting student achievement

Creation of district and school site-specific plans for fully closing AP/IB participation gaps

Coaching/support of Asst/Superintendent and Principals to achieve buy-in throughout the organization for executing full gap closure

Training for district on long-term monitoring of, reporting on, and sustaining gap closure; co-author first district report

Student academic support plans and teacher PD plans developed in collaboration with principals and teacher leadership.

Substantial school/district leadership/coaching experience; 24-hour response time, and available for weekly meetings as requested



EOS Service: Data Analyst

DISTRICT OFFICE

Analysis of college readiness/ completion & expected impact of district AP/IB participation gap closure on such

Training for district data office to be able to track gap sizes and causes in future years

Training for district data office to be able to efficiently provide student-level analysis/lists to sites in future years

Training for district data office to monitor gap closure progress during course sign-up period, and monitor student performance in AP/IB courses

Masters+ levels of experience with AP/IB gaps-closed schools/strategies; 24-hour response time & available for weekly meetings – \$10,000

EACH HIGH SCHOOL

School-specific analysis of AP/IB participation gap size

School-specific report on AP/IB participation gap causes

Student-level analysis of AP/IB readiness, using grades, test scores, student motivation, resiliency, interests, and teacher recs, among other site-chosen variables

Monitoring AP/IB participation gap closure progress during course sign-up period, & student AP/IB performance



EOS Service: Chief Program Officer

DISTRICT OFFICE

EACH HIGH SCHOOL

Compiles best practices and successful implementation strategies to facilitate knowledge sharing across school districts.

Contributes expertise and perspectives from experience as a Superintendent, University Superintendent Preparation Program Director & faculty member, and a K-12 and educational non-profit organization reform leader.

Facilitates regional workshops and across-district collaboration and communities of practice.

Monitors real-time progress against goals and applies additional time and resources as needed. Monitors long-term client satisfaction for continuous organizational improvement.

Highest levels of district leadership & effectiveness experience to ensure customer satisfaction and quality results for partners





For additional information on partnering with Equal Opportunity Schools
please contact

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