



November 20, 2015

Dear Governor Haley,

Your state may become the first in the nation to fully reflect its student diversity at the highest academic levels in K-12 education. Did you know only 1% of U.S. high schools currently provide equal access to their most rigorous courses for students of all race and income backgrounds?

In this packet, you will find the details of a grant we are awarding to one state, through which it will receive intensive technical assistance for fully closing its race and income gaps in Advanced Placement and International Baccalaureate courses. Our *Lead Higher Initiative* – showcased recently at the White House’s Next Generation High School Summit - commits more than \$100 million to enroll 100,000 low income students and students of color in AP and IB courses in support of the President’s *My Brother’s Keeper Alliance* and other nationally-recognized efforts.

Our partners for the 3-year *Lead Higher Initiative* include The College Board, Jack Kent Cooke Foundation, Tableau Software, Inc., Michael & Susan Dell Foundation, The International Baccalaureate Organization, the Raikes Foundation, and Google.

More importantly, in this packet you will see the data, mechanics and meaningful school-based enrichment strategies our school partners deploy to close the AP/IB opportunity gap to give capable students the preparation to be successful in college.

Our selection process begins in January, so send your letter of interest by January 14. We’ve designed the grant application to be a bi-directional learning process so as we learn about your state’s readiness for this work, we will also provide you with field-leading research, tools, and insights into your schools’ efficacy on issues of academic equity and excellence. You may apply online through www.leadhigher.org/eos.

Please thoughtfully consider this opportunity, and I look forward to hearing from you.

Respectfully,

A handwritten signature in cursive script that reads "Reid Saaris".

Reid Saaris
Founder & CEO



APPLY NOW

INITIAL STATEMENT OF INTEREST DUE JANUARY 14, 2016

BECOME THE FIRST STATE TO FULLY REFLECT STUDENT DIVERSITY AT THE HIGHEST ACADEMIC LEVELS IN K-12

Equal Opportunity Schools is leading the largest-ever effort to fully reflect America’s diversity at the highest academic levels. The Lead Higher initiative commits more than \$100 million to enroll 100,000 low income and students of color in AP and IB courses in support of My Brother’s Keeper and the White House’s Next Generation High Schools Summit. Partners for the Lead Higher initiative include The College Board, Jack Kent Cooke Foundation, Tableau Software, Inc., The International Baccalaureate Organization, the Raikes Foundation, and Google.

The next generation of high school students will be the most diverse in American history. Currently, less than 1% of our high schools are equitably including low income students and students of color at the highest academic levels. We can change this. And in so doing, enable students of every background to succeed in our most rigorous classes and set us on a path to economic vitality and a thriving democracy.

That’s where you come in.

On November 10th at the White House, we announced a competitive application process we want you to know about.

We’re reaching out to governors and chief state schools officers in all 50 states with an invitation: close the opportunity gap in your schools and set a new standard for the nation. EOS will select one state to receive deep technical assistance, tools, and coaching to become the first state to fully reflect their student diversity at the highest academic levels of their K-12 schools, dramatically boosting college readiness and narrowing the achievement gap.



An initial statement of interest is due January 14, 2016.

Regardless of whether your state is chosen, your participation in the application process grants you access to support and resources from EOS.

All applicants will receive expert data and consultation to identify their state's best school-specific opportunities to boost achievement and narrow the achievement gap by closing AP and IB gaps.

States selected for finalist visits will receive statewide analyses of the "missing students" opportunity, will earn their school districts preferred access to EOS's competitive district application process, and—if not selected in the 2016 state RFP—would be prioritized for full statewide implementation support in subsequent application cycles.

The winning applicant will receive intensive support to implement the highest-impact strategies for significantly boosting college readiness and narrowing the achievement gap through a focus on access to and success in college-level high school courses.

Submit a statement of interest now.

States will be selected based on their anticipated ability to significantly improve student results with the associated technical assistance, tools, and state and district level expert coaching from the leading national expert on creating equitable AP/IB programs.

Our focus on ensuring equitable access to the most rigorous K-12 courses celebrates your state's existing systems, and provides grounded, context-specific ways to build on what schools and teachers are already doing well to prepare students for college.

Our research with the Education Trust and researchers at Harvard EdLabs suggests:

- Fully closing access gaps to AP/IB offers among the highest per-dollar impact in boosting college readiness and narrowing the achievement gap.
- Nationally, there are more than 640,000 "missing students"—low-income students and students of color who would be successful if transitioned to their schools' existing Advanced Placement and International Baccalaureate classes.
- 60 percent of teachers believe addressing existing inequity in advanced courses should be a top priority.
- Similarly, student groups see this work as a top priority, making the case that "the achievement gap is the AP gap" (Minority Achievement Council student President).
- 90 percent of students nationwide attend schools that offer AP or IB courses.
- EOS school partners have shown that equitable outcomes at the highest levels—AP and IB—are possible.

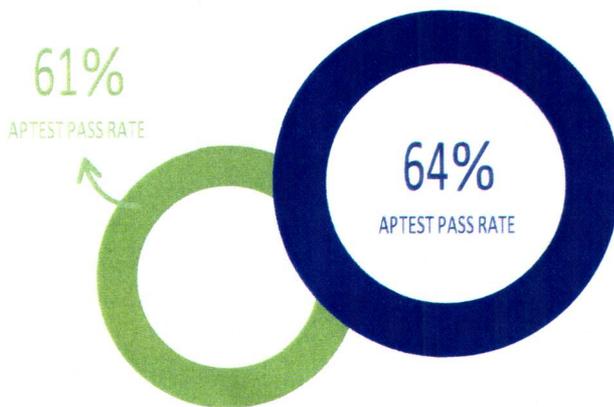
Equal Opportunity Schools (EOS) is the leading national expert in creating equitable advanced academic programs. EOS has served 100 districts across 15 states, dramatically narrowing the achievement gap and increasing college readiness through a focus on fully closing AP/IB access gaps while maintaining or improving AP/IB success rates. Since 2011, EOS partner districts have doubled the

number of schools nationwide that fully reflect their diversity in advanced courses, moving nearly 20,000 students up to success in AP and IB courses.

Learn more about Equal Opportunity Schools' work: www.eoschools.org

Lead Higher Site: www.leadhigher.org Lead Higher Press Coverage: www.leadhigher.org/eos

Finding America's Missing AP and IB Students: www.edtrust.org/resource/finding-americas-missing-ap-and-ib-students/ — Research by the Education Trust and Equal Opportunity Schools



SUCCESS IS WITHIN REACH

San Jose Unified School District (SJUSD) added 550+ students to their AP/IB programs and saw an exam pass rate increase from 61% to 64%.

2012–2013  2013–2014

APPLICATION SCHEDULE



JANUARY 14, 2016

Statement of Interest due to Alexa@EOSchools.org; meeting dates proposed for February visits with key state stakeholders and EOS



JANUARY 25, 2016

Finalist selections announced; visits scheduled; detailed state analysis developed by EOS; districts in finalist states earn application priority



FEBRUARY 28, 2016

EOS meets with key state stakeholders; provides detailed data analysis of state's missing students, school-by-school; endorsements for state and district application developed by state, district, and EOS during meetings



MARCH 5, 2016

State proposals submitted to Equal Opportunity Schools—articulation of alignment with state priorities, resource strategy, finalized supporter endorsements



APRIL 18, 2016

Winner announced and MOUs executed

APPLY NOW

APPLICATION

To apply, please complete the application online at: www.leadhigher.org/eos or answer the questions below in the space provided, and send it to: Alexa Llibre

Equal Opportunity Schools
130 Nickerson Street, Suite 200
Seattle, WA 98109

For Questions or More Information, Call: Alexa Llibre, 313-915-0263, Alexa@eoschools.org

Why is a focus on equitable access to your most rigorous K-12 offerings important to your state?

What initiatives-to-date has your state pursued in this area (please be specific about any expenditures)?

Please provide an overview of who from your state you anticipate involving in this project (including governor's office, chief state school officer, districts, educator, business, and philanthropic associations)?

What date(s) in February would you be able to convene these players, if selected for a state finalist visit?

Who will be the primary point of contact (name, title, phone, and email) for coordinating next steps?

APPLY NOW

If invited to submit a full proposal, the state of _____ will:

- convene meetings with EOS and key stakeholders in the month of February 2016
- submit a full proposal by March 5, 2016, including endorsements from districts representing at least 20 well-matched high schools
- if selected for full implementation – provide strong gubernatorial and chief state school officer leadership for the commitment to fully close access gaps to advanced high school courses while boosting student performance

Signed: _____ Date: _____

To apply, please complete the application online at: www.leadhigher.org/eos or complete and send this form to:

Alexa Llibre
Equal Opportunity Schools
130 Nickerson Street, Suite 200
Seattle, WA 98109

For Questions or More Information, Call: Alexa Llibre, 313-915-0263, Alexa@eoschools.org

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LETTER OF INTEREST MUST BE SIGNED BY THE GOVERNOR OR THE CHIEF STATE SCHOOL OFFICER.

Finding America's Missing AP and IB Students

JUNE 2013



The Education Trust



EQUAL
OPPORTUNITY
SCHOOLS

TO THE POINT

- ▶ AP and IB courses are a powerful means of disrupting high-end achievement gaps, but too many low-income students and students of color are missing out.
- ▶ Expanding access to more schools is needed, but if every school with an existing AP program focused on finding its own "missing students," we could almost entirely eliminate participation gaps.
- ▶ Many schools have successfully eliminated inequitable patterns in students taking advanced courses. Their stories offer lessons for others ready and willing to take action.

Finding America's Missing AP and IB Students

BY CHRISTINA THEOKAS AND REID SAARIS

Visit a local high school and ask to sit in on one of their best, most challenging classes. More often than not, you'll be shown an Advanced Placement (AP) or International Baccalaureate (IB) course. Designed to provide a head start on a college education, these classes conclude with rigorous, externally scored examinations, success on which can earn students college credit. In addition to helping students prepare for college-level work, they increase students' chances of college admission and success.

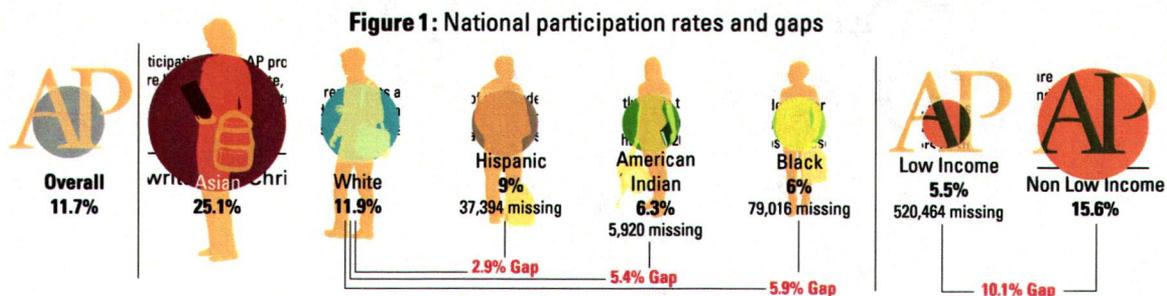
First-time visitors to such classes are likely to be impressed. The teachers are engaging, the intellectual rigor is high, and the assignments are challenging. What you won't see, however, are many black, Hispanic, or low-income students. Fortunately, these patterns have not gone unnoticed; federal and state governments, districts, and even the private sector have stepped up to help expand access believing in the worthiness of advanced study. However, virtually every analysis finds continued gaps in participation rates in these courses by race and family income levels (see Figure 1 for our analysis of national AP participation data). Lost in these participation gaps are real students. Lost, too, are some of the reasons why these gaps persist, despite the effort to close them.

... each year, more than half a million low-income students and students of color are "missing" from AP and IB participation ...

In our report, we examine AP/IB participation patterns nationally and then by school to estimate how many students are missing out. We try to determine if the gaps are the result of spotty AP course availability in schools serving concentrations of black, Hispanic, American Indian, and low-income students, or if the gaps are primarily caused by an enrollment problem, meaning these students are in schools with AP courses but are not enrolled in them.

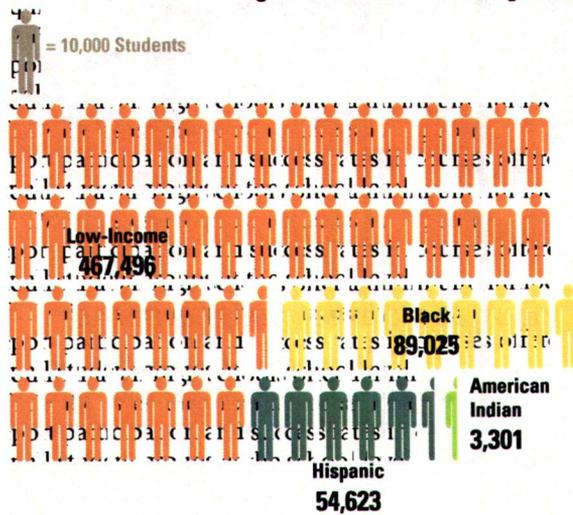
It turns out that, each year, more than half a million low-income students and students of color are "missing" from AP and IB participation — students who would benefit from these advanced opportunities if they participated at the same rate as other students. It also turns out that expanding AP to more schools is only a small part of the solution. The data show that if every school with an existing AP program focused on finding its own "missing students," we could almost entirely eliminate the national participation gaps. For IB, an emphasis on expansion remains a worthy goal, as less than 5 percent of high schools have a program (compared to 71 percent with AP). But in those schools already offering an IB program, equitable access is a problem (see Figure 3).

Although we have a long way to go before AP and IB participation gaps are closed, there is some encouraging news in the school-level data: Many schools have eliminated gaps in participation by race and family income, and others are moving in that direction. For example, 10 percent of high schools nationally have no missing low-income students. In these schools, the participation of poor students in the



Participation in the AP program represents a small part of the student body; slightly more than 1 in 10 students participate. Clearly, some subgroups are more likely to participate, including Asian and middle and high-income students. White students participate at the average and low-income, black, and American Indian students are the least likely to participate; slightly more than 1 in 20 students. Gaps represent large numbers of students.

This EdTrust report was written by Christina Theokas, director of research at The Education Trust, and Reid Saaris, executive director of Equal Opportunity Schools. For a full copy, visit www.edtrust.org/sites/edtrust.org/files/Missing_Students.pdf

Figure 2: Number of missing students due to AP participation gaps within schools

614,445
Total
Missing
Students*

*Low-income numbers include students from all races, while the remaining Black, Hispanic and American Indian students are from families that are not low-income.

AP program is equal to or greater than that of students who are not low income.

Lessons from schools that have closed their gaps suggest there are some steps districts and high schools can take immediately to remove barriers that are contributing to inequitable participation patterns.

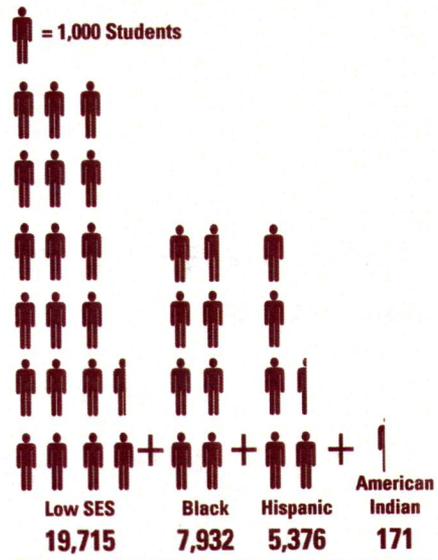
District and high school educators can:

- Examine their data and start asking questions
- Audit program entry requirements
- Examine what students and teachers know about accessing the AP/IB program
- Consider expectations and long-held beliefs about which students should participate
- Think about how to improve readiness and the pipeline prior to high school
- Set a specific, near-term goal to find missing AP/IB students and clearly articulate that goal.

Now that we know the problem exists both between and within schools, there is more work to be done by policymakers as well.

Policymakers can:

- Be vocal about gaps at the high end
- Make sure all high school students have access
- Ensure grant programs that fund AP/IB programs focus on equitable participation
- Require that all high schools offer a minimum number of AP/IB classes and provide necessary support
- Report participation and success rates in courses offered for all student groups at the school level
- Identify diverse schools and districts that have narrowed or eliminated these gaps
- Take action.

Figure 3: Number of missing students due to IB participation gaps within schools.

33,194

Total Missing Students*

*Low-income numbers include students from all races, while the remaining Black, Hispanic and American Indian students are from families that are not low-income.

Data show that AP/IB opportunity gaps exist in many places, between schools, among types of programs offered, and within schools. There are immediate actions that can be taken right now to improve the experiences of many students.

This report is part of Ed Trust's Shattering Expectations series. For more about the series, visit www.edtrust.org. ■

ABOUT THE EDUCATION TRUST

The Education Trust promotes high academic achievement for all students at all levels — pre-kindergarten through college. We work alongside parents, educators, and community and business leaders across the country in transforming schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people — especially those who are black, Latino, American Indian, or from low-income families — to lives on the margins of the American mainstream.

ABOUT EQUAL OPPORTUNITY SCHOOLS

Equal Opportunity Schools partners with school, district, county, state, and national leaders around the country to close race and income enrollment and success gaps in their Advanced Placement and International Baccalaureate programs. By identifying, enrolling, and supporting missing students in challenging college-preparatory courses, we boost their academic motivation and achievement, and their likelihood of going to and graduating from college.

SHATTERING EXPECTATIONS

ABOUT THIS SERIES

In this series, we will be producing reports focused on calling attention to gaps at the high end of achievement and shattering expectations about the achievement of our low-income students and students of color that have existed for far too long. This is the second paper in the series; the first report, *Breaking the Glass Ceiling of Achievement for Low-Income Students and Students of Color*, outlined the progress and gaps that remain in which students reach advanced levels of performance, as measured with the National Assessment of Educational Progress. This report examines the high-end opportunity gap that exists in regard to AP and IB course taking within our schools. Future papers will examine other opportunity gaps, as well as the opportunity costs of certain course taking patterns. Each report will provide examples of schools that are breaking these long entrenched patterns and how they are helping all their students reach high levels of performance. In general, papers in this series will focus on strategies for increasing excellence and rigor in our schools, while also attending to equity.



The Education Trust

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