



EQUAL OPPORTUNITY SCHOOLS ACTION FOR EQUITY



Anchorage School District

Educating All Students for Success in Life

Access Opportunity

OUR PARTNERSHIP



Turn and Talk

**What do you wish the staff
knew about you in high
school?**



A young person with dark skin and short hair is sitting at a desk, looking down with their hands clasped over their forehead in a gesture of stress or frustration. They are wearing a blue long-sleeved shirt and several colorful beaded bracelets on their right wrist. The background is blurred, showing other people in a classroom setting. The word "WHY" is written in large, bold, white capital letters across the top left of the image.

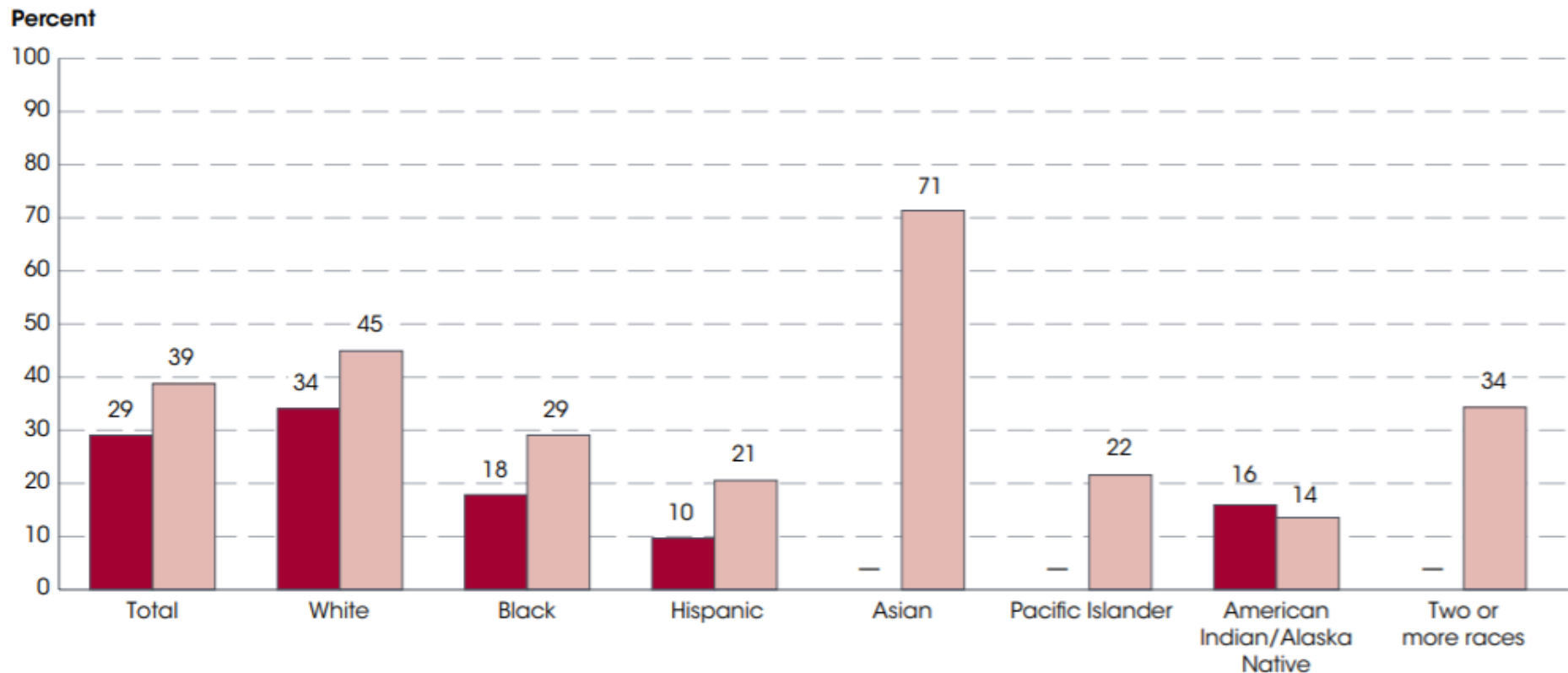
WHY

“Would like the school to know: I wish they knew how much I want to work with children and maybe recommending programs and volunteering opportunities.”

-K. 11th grade student

IN THE UNITED STATES THERE IS A GAP FOR STUDENTS OF COLOR IN COLLEGE COMPLETION

Figure 4. Percentage of 25- to 29-year-olds with a bachelor's or higher degree, by race/ethnicity: 2000 and 2019



ACROSS THE COUNTRY, THERE IS A GAP IN ADVANCED PLACEMENT COURSES

White students are

1.3x

more likely
than Latinx
students



1.8x

more likely
than Black
students



189x

more likely
than Alaska
Native and
Native
American



to be in AP classes.

Students to
take the
exam.

IN THE ANCHORAGE SCHOOL DISTRICT, **OPPORTUNITY PRECEDES ACHIEVEMENT**

White students are

1.6x

more likely
than Latinx
students



2.3x

more likely
than Black
students



4x

more likely
than Alaska
Native and
Native
American
students



to be in AP classes.



EOS IS ON A MISSION

to ensure students of all backgrounds have equal access to America's most academically intense high school programs— *and particularly that students of color and low-income students have opportunities to succeed at the highest levels.*

Pop Quiz

THE VALUE OF AP AND IB

What was the #1 benefit of taking an AP course cited by staff across our portfolio?

- A. Developing Study Skills
- B. Passing the Exam
- C. Having College-Like Experiences
- D. Developing Critical Thinking Skills
- E. Earning College Credit

AS EDUCATORS

WE KNOW THE VALUE OF AP AND IB

Staff Views on the Benefits of Students Taking AP/IB Classes

Top 10 responses; Staff select up to 3 responses

	AP <i>n = 25,934</i>	IB <i>n = 3,534</i>
Developing critical thinking skills	56%	57%
Having college-like experience	45%	39%
Developing Learning Mindsets	44%	42%
Developing study skills	40%	37%
Linking learning to larger purposes	28%	33%
Earning college credit	18%	15%
Developing subject area knowledge	16%	14%
Developing literacy skills	15%	15%
Passing the exam	14%	13%
Taking the exam	5%	6%

A young girl with dark skin and braided hair is shown in profile, looking towards the right. She is holding a purple marker and appears to be writing on a whiteboard. The whiteboard has several numbers written on it, including 14, 25, 4, 6, and 8. The background is a light blue wall.

HOW

"As human beings, our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has- or ever will have- something inside that is unique to all time. It's our job to encourage each other to discover that uniqueness and to provide ways of developing its expression." -Fred Rogers



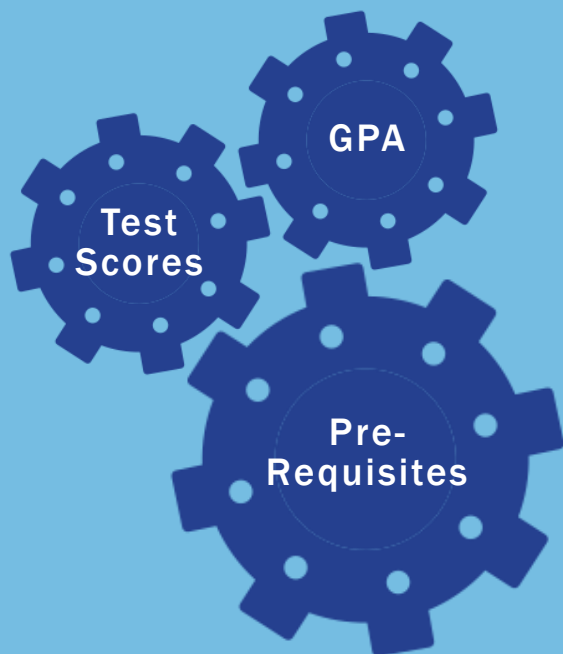
**A public school without
equity is not a public school.**

750,000+

**low-income students and
students of color are missing
from challenging classes in
their school each year.**



WE ASKED 30,000 TEACHERS WHAT BEST PREDICTS SUCCESS IN ADVANCED ACADEMIC PATHWAYS



Staff in EOS schools are 3X more likely to report these factors predict success in advanced courses

WE NEED TO EXAMINE OUR READINESS INDICATORS

Quick Quiz

What percent of students of color who took and passed the AP exam were missed by the AP Potential Indicator?

A 20%

B 40%

C 60%

D 80%



WITH LIMITATIONS THAT DO NOT TELL THE WHOLE STORY

Quick Quiz

What percent of students of color who took and passed the AP exam were missed by the AP Potential Indicator?

D 80%



LEADING WITH DATA, WE WILL CHALLENGE OUR PERCEPTIONS

Quick Quiz

82% of students of color and/or low-income students will pass at least one advanced studies class during their first semester in these programs-provided they demonstrate at least one learning mindset and have at least what GPA?

A GPA 3.0

B GPA 2.5

C GPA 2.4

D GPA 1.7



HELPING US SEE OUR STUDENTS WITH FRESH EYES AS WE DISCOVER THE TRUE REALITY

Quick Quiz

82% of students of color and/or low-income students will pass at least one one advanced studies class during their first semester in these programs-provided they demonstrate at least one learning mindset and have at least what GPA?

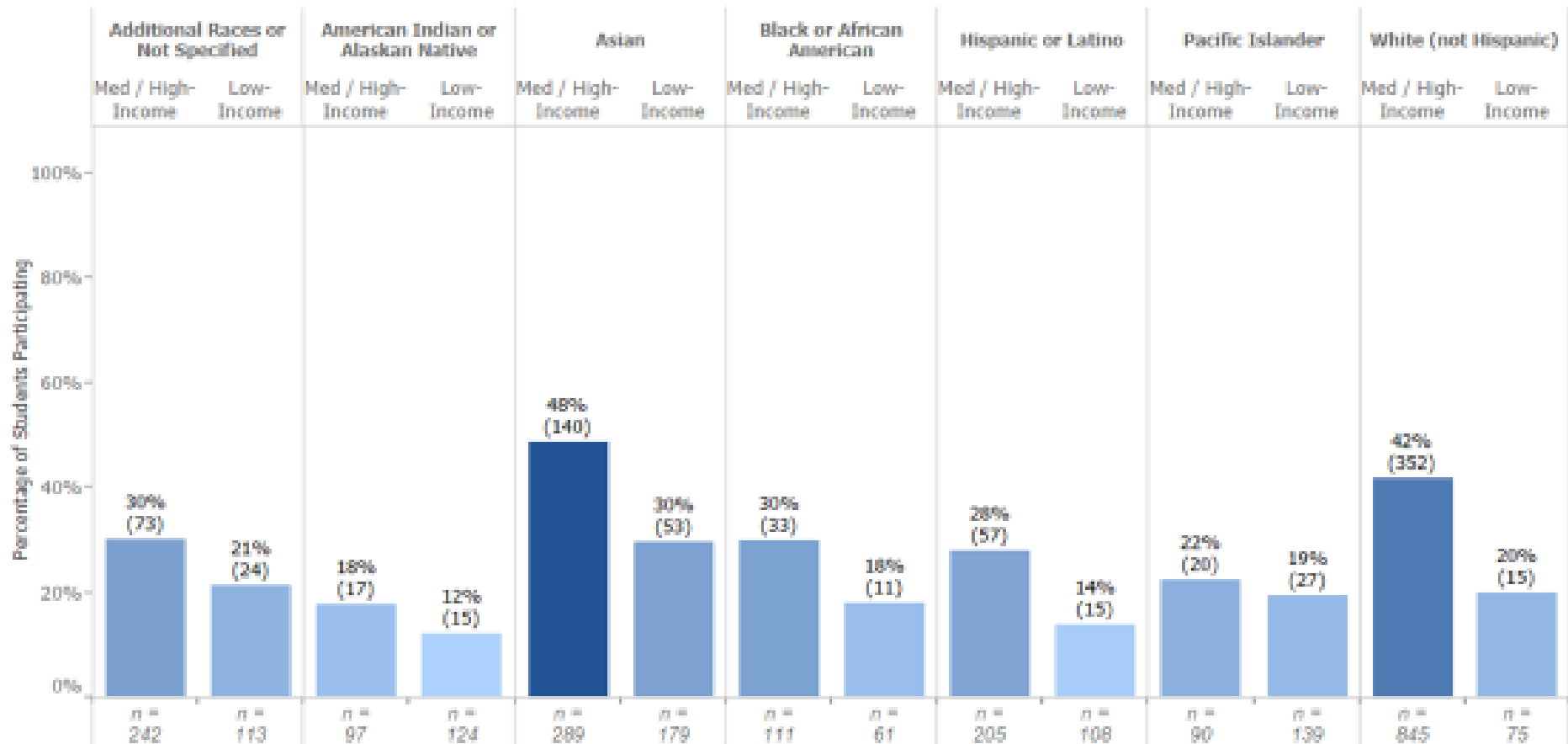
D GPA 1.7





HERE'S WHAT THE AP PARTICIPATION LOOKS LIKE AT **Anchorage Public Schools**

Anchorage School District
2020-21 AP Participation, 11th-12th Grade
Students included: 5 Race Segments
852 Total Students Participating



WHAT

Who I am as a student: I do my very best to complete every assignment to the best of my ability. I believe that understanding the material given to me is very important and that if I truly understand it , my grades will reflect that. I do not want to simply memorize something for a test only to forget it immediately after. If there is a challenge of some sort that I can't overcome by myself, I work with my parents and my teachers to figure out how to improve. –A. 11th Grade



ACTION FOR EQUITY: **PHASE I** YEAR AT A GLANCE



FALL: STUDY

We begin with a leadership orientation designed for district & school-level leaders. We launch in your school through initial meetings and introductions. EOS studies the context of your school through on-site meetings and a school-wide student and staff survey.

JUL-OCT



NOV-FEB

WINTER: STRATEGIZE

We will examine what the data from the student and staff survey is telling us. Based on this data, we will formulate an Outreach Plan outlining our strategy for encouraging students to enroll in AP/IB courses. We will begin to conduct and track student outreach.

SPRING: SUPPORT

We will track student enrollments in advanced coursework for the upcoming school year. We will also formulate a Support Plan outlining how students and staff will be supported as more students participate in AP/IB.

MAR-JUN



Study

STEP ONE



**EDUCATE ENTIRE
STAFF ON
PARTNERSHIP**



**SURVEY STUDENTS
AND STAFF WITH 90%
PARTICIPATION**



**FORM EQUITY
TEAM**



STAKEHOLDERS TO CONSIDER ON **YOUR EQUITY TEAM**

- Administration
- AP/IB Coordinator
- Counselors or Deans
- Teachers
- ELL or SPED Staff
- Student Support Staff
- Students of Color & Their Parents

**RECEIVE EQUITY
PATHWAYS REPORT**



**FORM OUTREACH
PLAN**



Strategize
STEP TWO

BEGIN OUTREACH



But First Things First...



Name That Tune!

- *I will play clips from songs.*
- *You will try to be the first to type the title and artist in the chat.*
- *No tech, No cheating!*



EQUITY PATHWAYS REPORT



It's not that students don't care about college or their future.

80% of students want to obtain a two-year, four-year, or advanced college degree.

87% across EOS portfolio

Staff Estimates of Students Who...

Reference line is EOS portfolio average

n = 347

Would like to go to at least a two- or four-year college

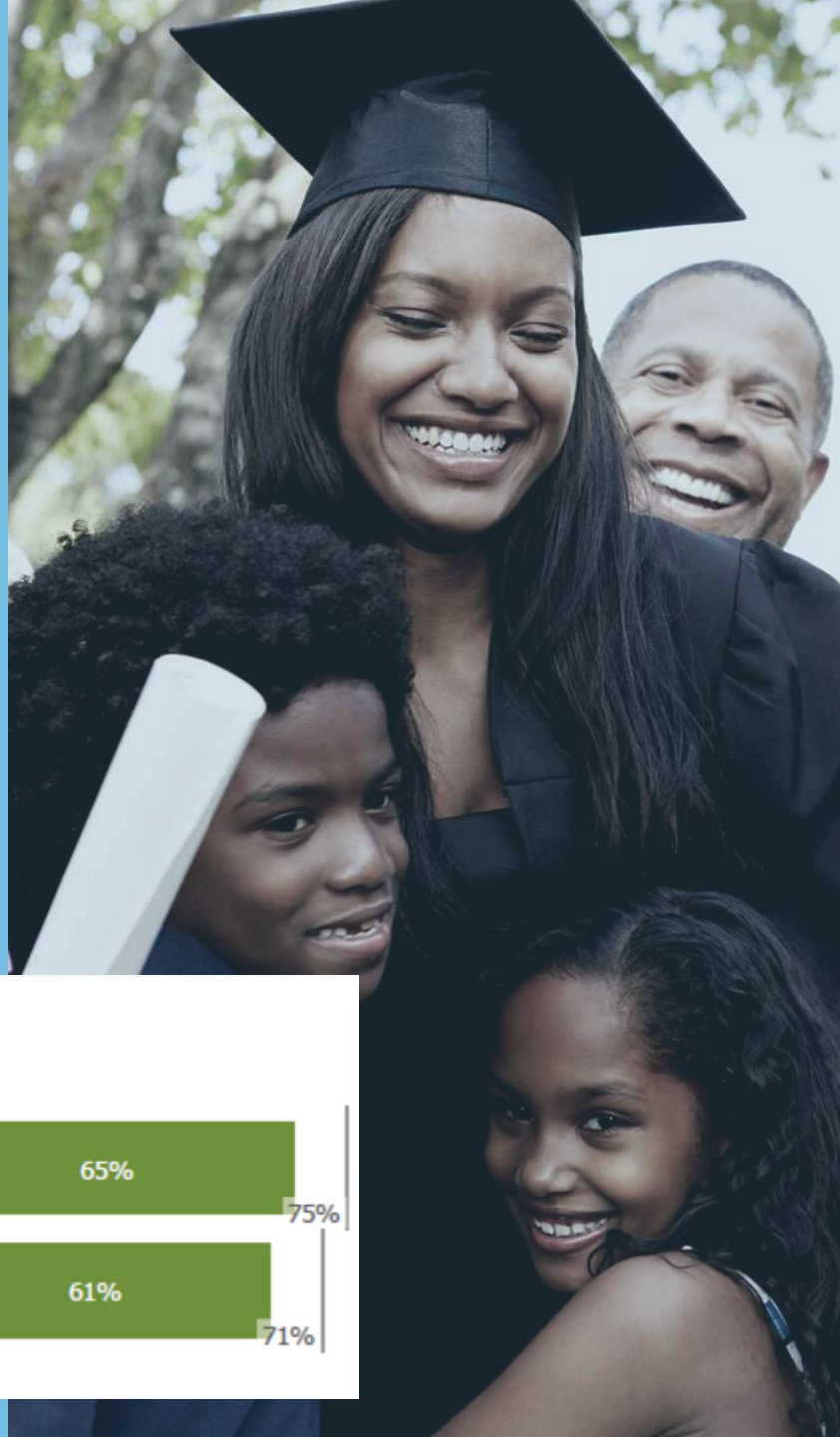
65%

75%

Will graduate from high school prepared to succeed at a two- or four-year college

61%

71%

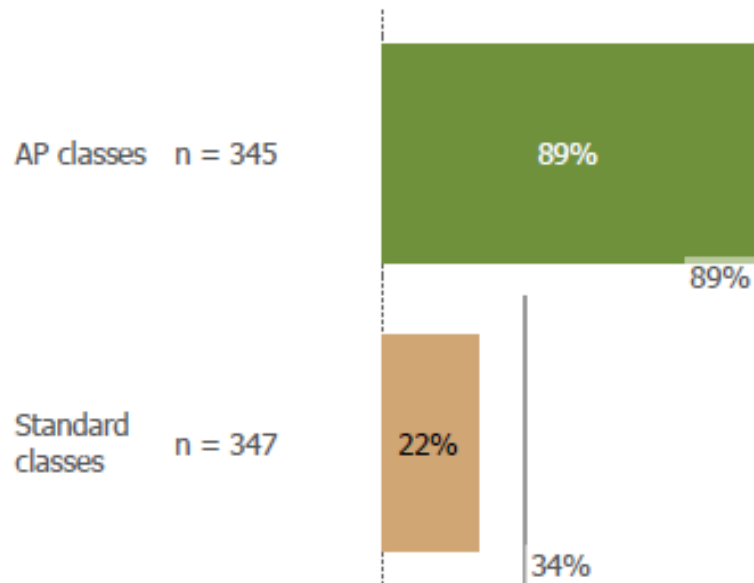


Many students don't feel challenged in their classes.



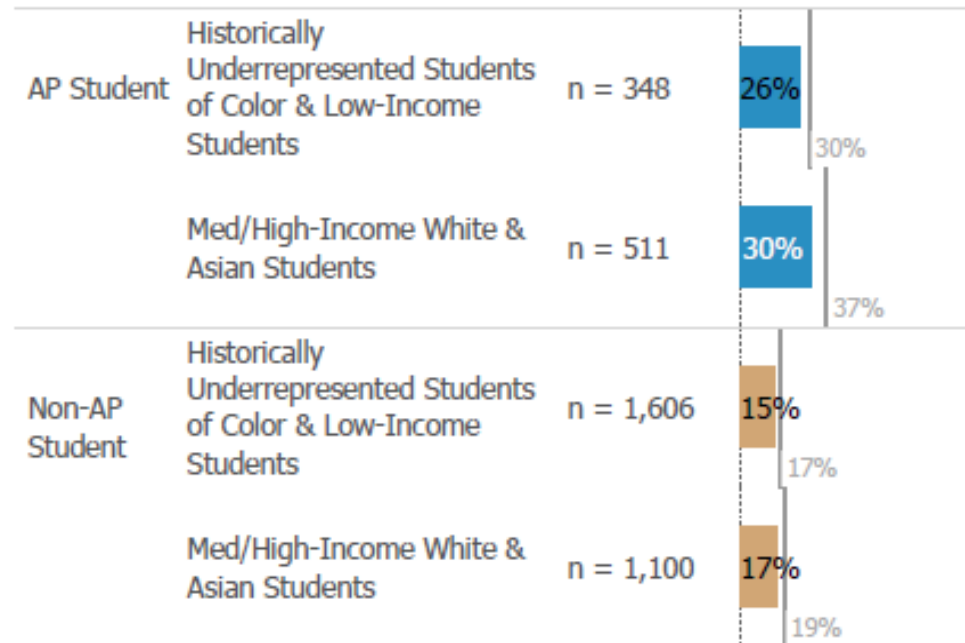
Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs

Reference is EOS portfolio average



Students Who Report That Their Classes are "Challenging" or "Very Challenging"

Reference line is EOS portfolio average





It's not that students don't have an advocate

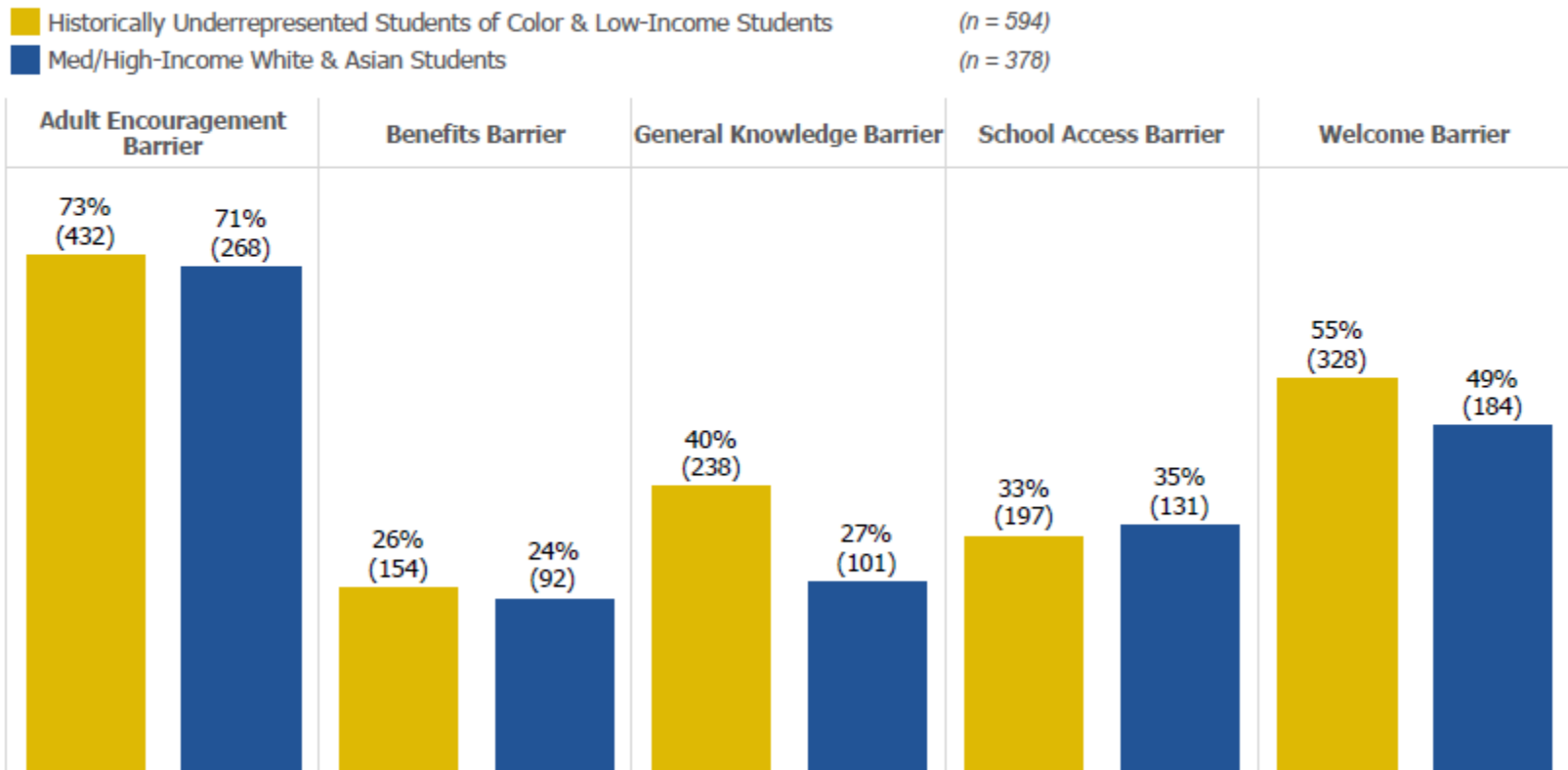
66% OF STAFF SAY THEY ARE WILLING TO HAVE 1:1 CONVERSATIONS WITH STUDENTS TO ENCOURAGE THEM TO TAKE ADVANCED COURSES

Number of Staff Willing to Take Action to Foster Equity in AP

One-on-one conversations with students	230
Improve identification & encouragement practices	150
Do professional development	146
Improve academic support resources	101
Revise policies to increase student access	96
Tutor students	88

It's that they don't know that adults believe in them

11th and 12th Grade Historically Underrepresented Students of Color and Low-Income Students Not Participating in AP Experience Barriers



STUDENT INSIGHT CARD



**Stacey
Adams**
Rising 10th
grader

EDUCATIONAL GOAL: Advanced Degree

CAREER INTERESTS: Health Sciences

TRUSTED ADULT : Erik Sandstrom

STUDY SKILLS: Mila Taylor

SUBJECT INTERESTS: Math/Science

TEACHER RECOMMENDATIONS:  

GRADE POINT AVERAGE: 3.3

LEARNING MINDSETS & SKILLS

Growth Mindset, Grit, Academic Strategies
Other Readiness Indicators

- Feels classes not preparing for college
- Willing to take AP

REPORTED BARRIERS

General Knowledge Barrier, Adult Encouragement Barrier,
Welcome Barrier

Hasn't Enrolled in AP because:

- I am worried it might hurt my GPA
- I think upper level classes are probably too much work

TEST SCORES

Writing

44

Math

46



Reading

32



Indicates comparability to current AP students

STACEY'S COMMENTS

This is my second high school and I struggle to know what classes I should be taking. My teachers do not know me because I am the new kid at school. I have heard of AP courses, but am afraid that I won't be able to pass them and don't want to mess up my GPA. I got a D- in geometry this past term, and I don't want to ruin my chances of going to college.

EQUAL OPPORTUNITY SCHOOLS

2020-21 END OF YEAR OUTCOMES

Anchorage School District



EQUAL
OPPORTUNITY
SCHOOLS



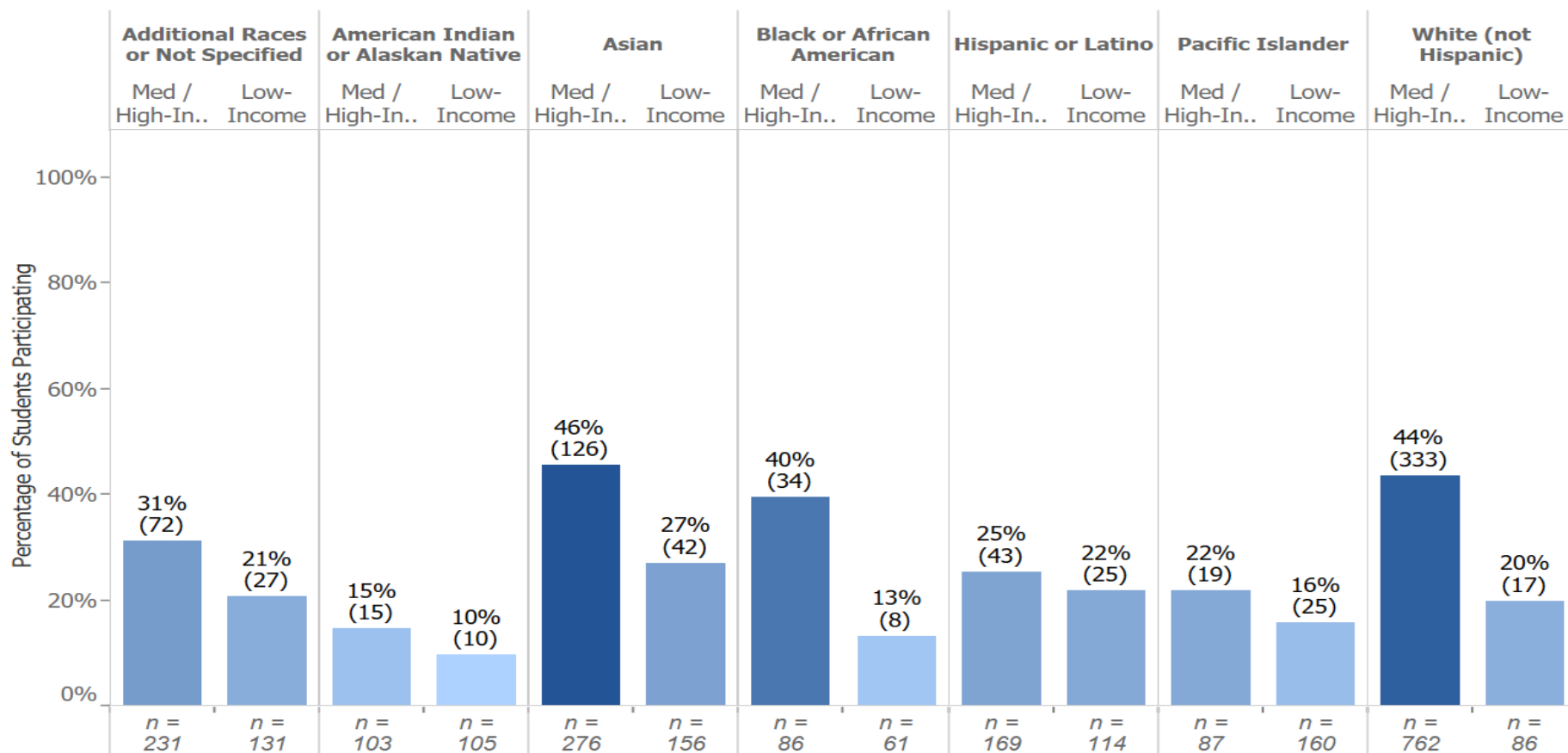


EQUAL
OPPORTUNITY
SCHOOLS

Anchorage School District 2021-22 AP Participation, 11th-12th Grade (Rising)

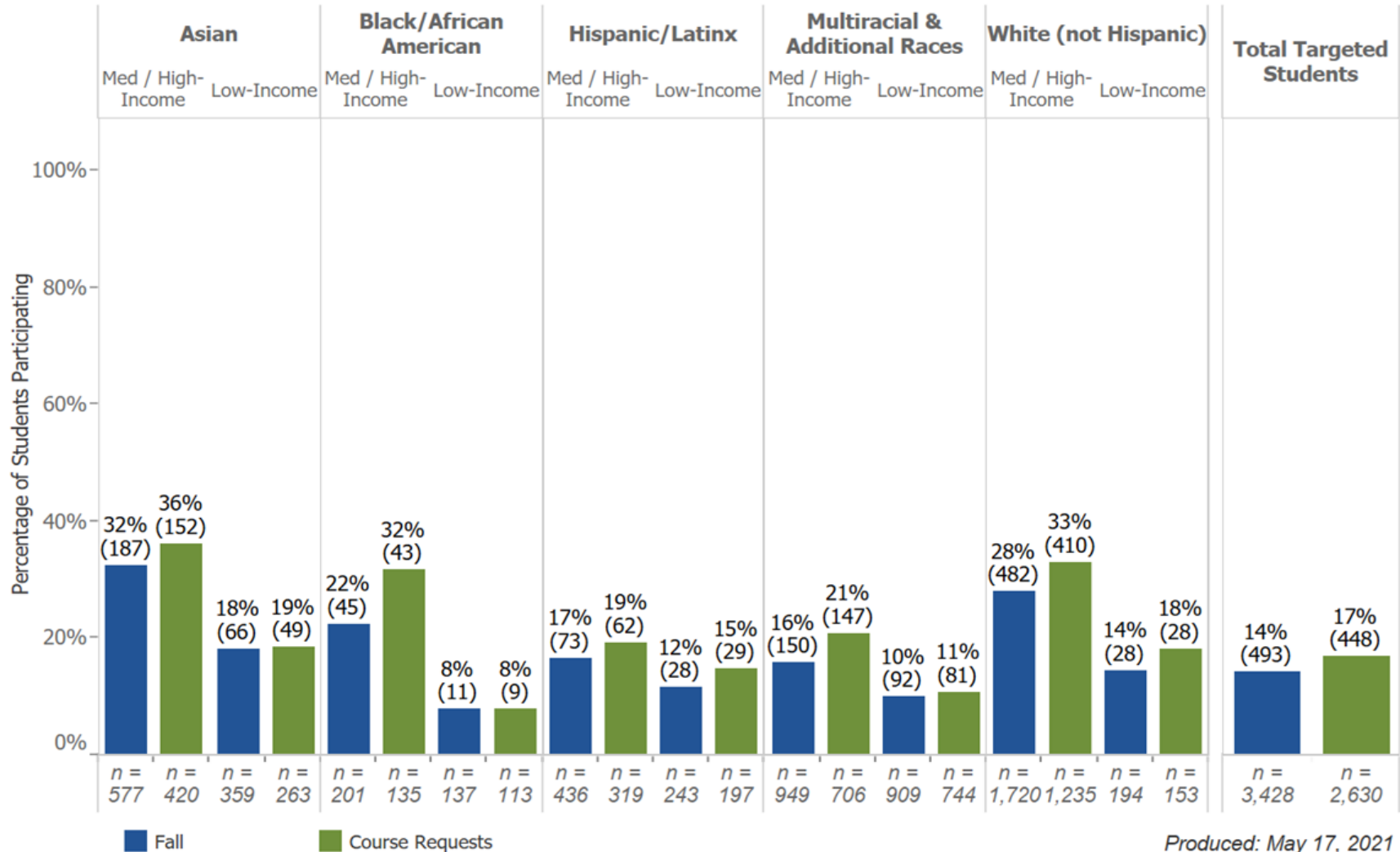
Students included: 5 Race Segments
Based on 20-21 Course Requests (90% Received)

796 Total Students Participating



Progress Towards Equity in AP/IB

Fall 2021 Projections



Support

STEP THREE



TRACK
ENROLLMENT
PROGRESS



ADJUST OUTREACH
STRATEGIES AS
NECESSARY



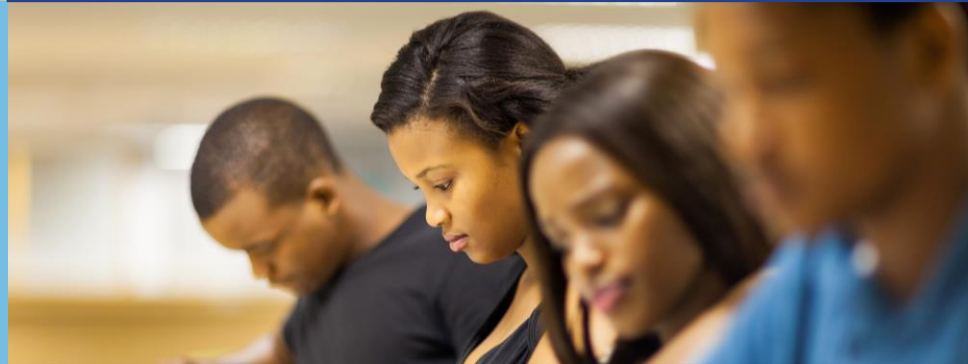
FORMULATE
STUDENT & STAFF
SUPPORT PLAN

INVENTORY OF **CURRENT SUPPORTS**



In-School Supports

Teacher & Counselor Supports



Community & Family Supports





ATTENTION ON ATTRITION: BEST PRACTICES

LET GO OF SUMMER HOMEWORK

Students often cite not being able to do summer assignments as a reason for dropping or considering dropping AP/IB courses.

REVIEW MASTER SCHEDULING

Ensure that students of color requesting AP/IB classes are a priority in master scheduling.

PUBLICIZE A DROP POLICY

Confirm that there is a strong drop policy and protocol in place for AP/IB courses that prioritizes students support, engagement, and parent involvement.

STUDENT PREPARATION

Help first-time AP/IB students feel better prepared and connected to their teachers and peers with an AP/IB summer orientation or camp.



EQUAL
OPPORTUNITY
SCHOOLS





Thank You

**Amber Brown
Partnership Director**

Amber.Brown@eoschools.org

**To Provide Feedback on Today's
Session:**

[Bit.ly/client_temp](https://bit.ly/client_temp)





Table 1

AP Mathematics, Science, and English Enrollment at Four Alaska High Schools from 2011-2017

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	Total
<i>Urban Grant</i>	49	50	99	139	135	128	128	728 22.1%
Urban Comparison	137	134	103	110	133	143	178	938 28.5%
<i>Suburban Grant</i>	79	93	96	130	127	130	139	794 24.2%
Suburban Comparison	116	112	107	113	131	134	116	829 25.2%
Total	381 11.6%	389 11.8%	405 12.3%	492 15.0%	526 16.0%	535 16.3%	561 17.0%	3289 100%

Note. Grant schools and the years in which the grant was active are italicized.

Table 1

Percent Change in AP Exam Pass Rate 2012 to 2017 by School

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<i>Urban Grant</i>		-11.0	+5.6	+3.6	+6.3	-0.6
	36.4%	25.4%	31.0%	34.6%	40.9%	40.3%
Urban Comp		+0.9	-4.1	-4.2	-2.7	-3.8
	69.3%	70.6%	66.5%	62.3%	59.6%	55.8%
<i>Suburban Grant</i>		+7.0	+0.3	-9.7	-1.0	+2.7
	69.7%	76.7%	77.0%	67.3%	66.3%	69.0%
Suburban Comp		+4.2	+0.9	-12.4	+13.3	-14.7
	75.2%	79.4%	80.3%	67.9%	81.2%	66.5%

Note: The second column contains each school's AP Exam passing rate one year prior to grant implementation, and the starting point for successive percent change comparisons through two years post-grant. Grant schools and grant years are italicized. The highest percent increase in passing rate is bolded in each year.

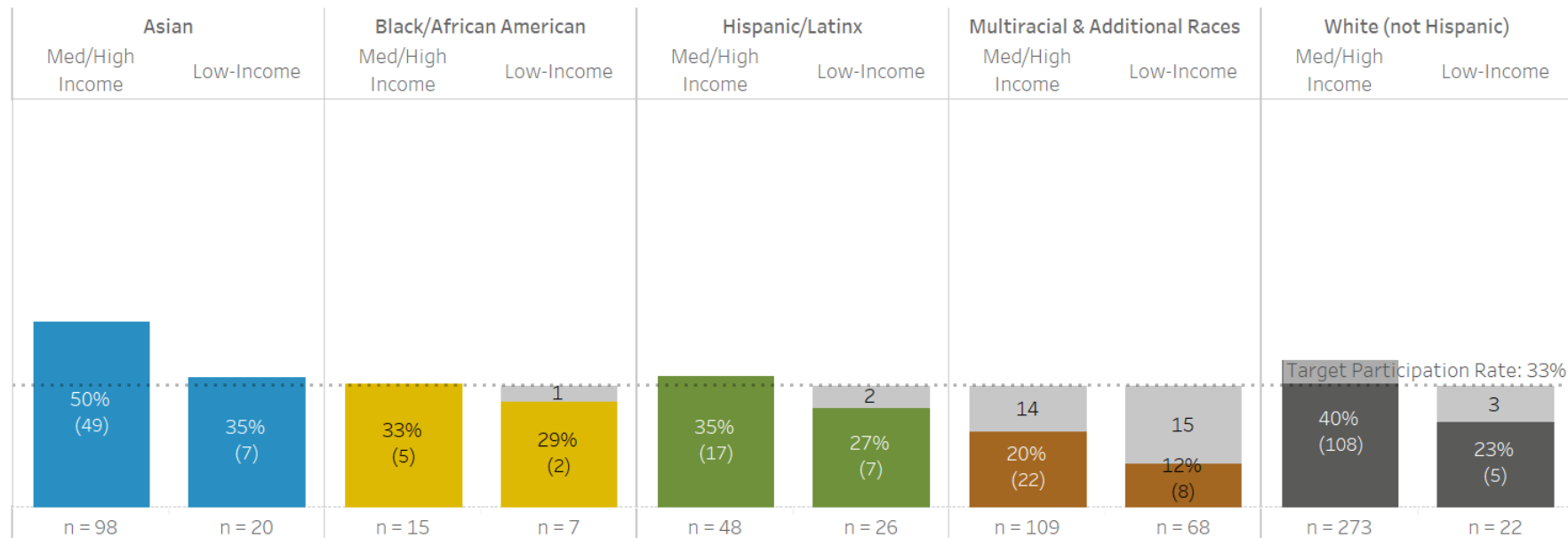


Quick Fire Updates

Bartlett High School

- Barriers
- Bright Spots
- Blind Spots
- Looking to the Future

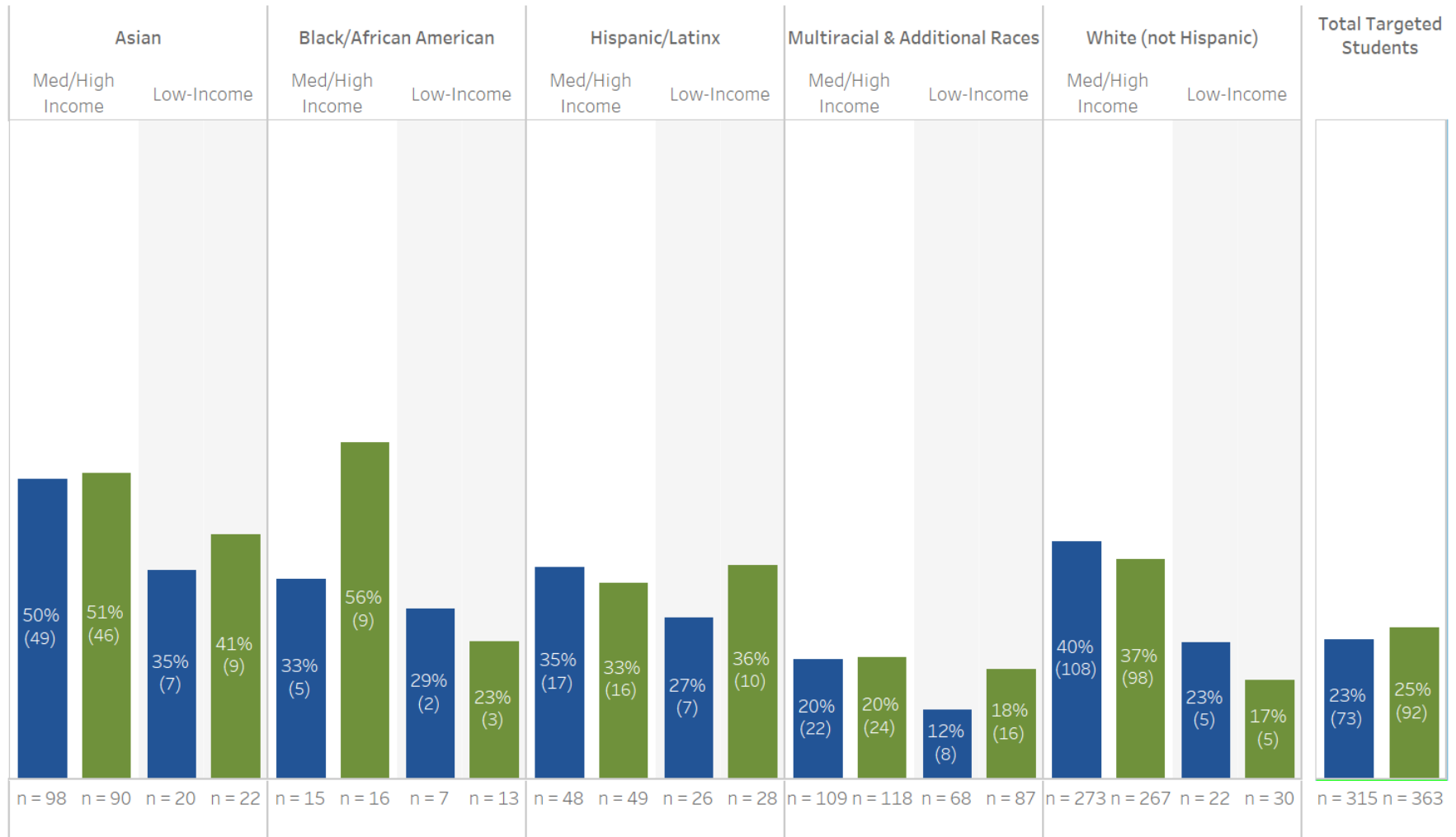
2020-21 Opportunity Chart
 Service High School - 11th and 12th Grade Participation
 Targeted Students to Add: 35
 Targeted Students Currently in AP: 73
 Total Students Currently in AP: 230



		Total Number of Students	Percent of School Population	Students Participating	Participation Rate	Target Rate	Students to Add	Percent of Program
Asian	Med/High Income	98	14%	49	50%			21%
	Low-Income	20	3%	7	35%	33%	0	3%
Black/African American	Med/High Income	15	2%	5	33%	33%	0	2%
	Low-Income	7	1%	2	29%	33%	1	1%
Hispanic/Latinx	Med/High Income	48	7%	17	35%	33%	0	7%
	Low-Income	26	4%	7	27%	33%	2	3%
Multiracial & Additional Races	Med/High Income	109	16%	22	20%	33%	14	10%
	Low-Income	68	10%	8	12%	33%	15	3%
White (not Hispanic)	Med/High Income	273	40%	108	40%			47%
	Low-Income	22	3%	5	23%	33%	3	2%
Grand Total		686	100%	230	34%		35	100%

Service High School - 11th and 12th Grade Participation
Fall 2020-21 Compared to **Expected 2021-22** (based on Course Requests)

100% of Course Requests Received*
 Targeted Students Expected in AP: 92
 Total Students Expected in AP: 236



Period

■ Fall Enrollments ■ Course Requests

* the ratio of students whom have submitted course request over students currently enrolled

Latest Course Request:
May 14, 2021

Report Generated:
May 27, 2021



Quick Fire Updates

East Anchorage High School

- Barriers
- Bright Spots
- Blind Spots
- Looking to the future