



## Equal Opportunity Schools is ensuring low-income and students of color have equitable access and opportunity to rigorous high school courses in Oklahoma.



Contact us to receive an equity audit on student participation rates.

### Did you know the equity gap in advanced level courses is a national problem?

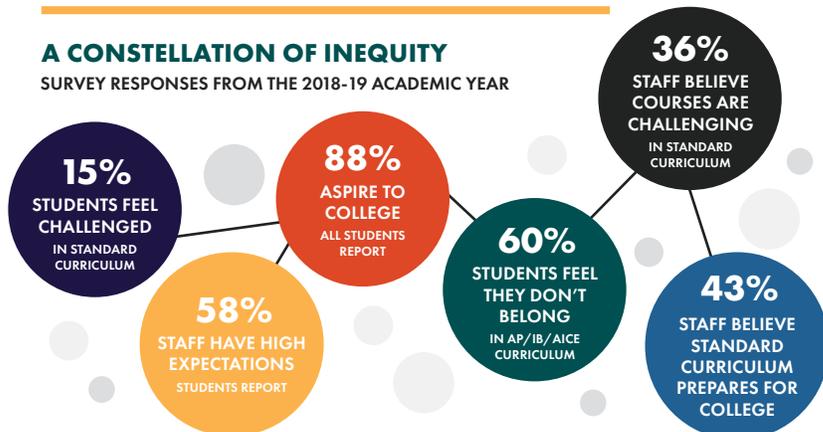
According to Equal Opportunity Schools' (EOS) own research, 700,000 incoming juniors and seniors each year are not afforded access to rigorous academic programs.

These students are underrepresented despite being capable of and interested in accessing rigorous courses.

EOS partners with schools to build an equitable culture of rigor, belonging, and success.

This equity gap isn't vague or insurmountable. Students are literally sitting across the hall from education opportunities they deserve. This is an urgent, solvable problem that is impacting a generation of students.

### A CONSTELLATION OF INEQUITY SURVEY RESPONSES FROM THE 2018-19 ACADEMIC YEAR



“ EOS is reenergizing. The system is built to do the opposite of what we’re trying to do and when you know that it can be depressing and feel like you’re throwing yourself against the wall. **Those meetings always reenergized me because I know someone at the district thought this was worth addressing.**”

- Christine Fougereuse, Arlington High School

### CHECK YOUR EQUITY RATIO

Learn more about your student participation rates by race and income, in your rigorous academic programs.

We want the Equity Ratio to be 100%, which would mean low-income and students of color are just as likely as their peers to participate in rigorous academic programs.

We bring together district and school leaders with a focus on student engagement, staff development, and thought leadership.

- African American Male Initiative
- Equity Leader Labs (ELLabs)
- Symposium

## Low-Income and Students of Color (LI/SOC)

**+33%** On average in 2018-19, EOS schools who began in 2015-16 registered a 33% increase in number of **IS/SOC passing at least one AP/IB course.**

**+28%** In 2018-19, the EOS portfolio registered an increase of 28% in the number of **IS/SOC taking the AP test.**

**+15%** On average In 2018-19, the EOS portfolio registered an increase of **15% in the number of IS/SOC passing the AP test.**



### AVERAGE SUSTAINED AP/IB PARTICIPATION INCREASE

**+8%** 2015-2016:  
42 Schools • 9 Districts

**+10%** 2016-2017:  
73 Schools • 26 Districts

**+8%** 2017-2018:  
75 Schools • 25 Districts

**+5%** 2018-2019:  
98 Schools • 31 Districts



EOS is proud to have partnered with more than 700 schools in 220 districts across 30 states to close statewide gaps and increase access and opportunity in Advanced Placement® (AP), International Baccalaureate® (IB) and Advanced International Certificate of Education (AICE) courses. EOS continues to support these schools with our dynamic suite of tools, coaching, and equity analytics.

Each school district is assigned a Partnership Director who coaches the district and school teams through our Action for Equity Framework, including monthly site visits and high quality data analytics. Together, we close gaps and transform what's possible for historically under-served students into a reality. We remove barriers, increase students' sense of belonging, and transform adult habits and mindsets.

### ACTION FOR EQUITY PARTNERSHIP

- AO** : **Access Opportunity:** By strategically increasing participation rates in AP/IB/AICE classes, our value transforms school cultures and teacher mindsets to increasing graduation and scholarship rates.
- ES** : **Experience Success:** After identifying and enrolling students at the end of the first phase, we ensure schools have the proper supports, resources, and systems in place for both student success and continued staff growth.
- EE** : **Extend Equity:** Like students, each school is unique, so we offer proprietary solutions that meet schools where they are and build a customized approach to collectively move underrepresented students forward.
- SE** : **Sustain Equity:** Designed for partners who are prepared to take nearly full ownership of the process for closing, and keeping closed, opportunity gaps in AP/IB/AICE participation, with remote thought-partnership and support from EOS.

“ [The] Support and Belonging report reveals difference in staff and student perceptions around AP and helped inform conversations with teachers about how we are defining what is challenging... The report directly informs the work that I do.”

- Christine Fougousse, Arlington High School

### Estimated Number of Low-Income and Students of Color Available to Enroll Across All District Schools:

Oklahoma:  
**6,754**

Nationwide:  
**859,952**



Past District Partners

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OPPORTUNITY  
SCHOOLS