Achievement gap between minority and non-minority students is a known issue in undergraduate mathematics courses. In this talk we report on our attempt to reduce this gap in a calculus for life sciences course. Our intervention had two components. First, in order to lessen the importance of prior knowledge in calculus, we changed the content of the course to focus on material that was new to all students. Second, we introduced active learning teaching methods. Using multi-linear models, we analyzed the final exam grades. We looked at the achievement gap between minority and non-minority students after controlling for SAT Math scores. While there is a significant gap before the intervention, this gap is not significant anymore after the intervention. Looking at attitudes toward mathematics, we find a difference in terms of mindset between the two conditions. We discuss the implication of these preliminary findings for future research. (Received September 17, 2019)