



# Equal Opportunity Schools

## Sample 2021-22 Equity Pathways Report



# Overview

The Equal Opportunity Schools (EOS) [Equity Pathways Report](#) is your comprehensive analysis of student and staff survey responses. The report looks at student aspirations and mindsets, and highlights staff and student beliefs about AP. Consider the following as you plan and implement your outreach strategies:

- Does your outreach plan account for the barriers identified by your students?
- Does the plan take into account influences that have helped students of color and low-income students who are currently in AP enroll?
- Does it address the concerns of students of color and low-income students about AP classes?

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2. Students' College and Career Aspirations
3. Staff Perspectives Student Experiences Regarding Equity
4. Student & Staff Views on Rigor
5. Student & Staff Perspectives on the Benefits of Taking AP
6. Barriers to AP/IB/AICE Access

### Full report includes these additional sections

7. Student & Staff Views on College
8. Learning Mindsets & Why EOS Uses Them
9. Moving Beyond GPA & Test Scores to Identify Students
10. Recruiting Students with Learning Mindsets to Achieve Equity
11. Ready for Action
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13. Supporting Research

This report includes survey responses for 2,905 students. EOS portfolio comparisons in this report are based on 306,697 students across 266 schools.

This report includes survey responses for 189 staff. EOS portfolio comparisons in this report are based on 18,431 staff across 214 schools.

# 1. Demographics of Survey Respondents

This report includes survey responses for 2,905 students. EOS portfolio comparisons in this report are based on 306,697 students across 266 schools.

This report includes survey responses for 189 staff. EOS portfolio comparisons in this report are based on 18,431 staff across 214 schools.

Student demographic data are based on data provided by the school district(s). Staff demographic data are based on staff survey responses.

## Equity Category

Med/High-Income White & Asian Students n = 1,514 52%

Students of Color & Low-Income Students n = 1,391 48%

## Race / Ethnicity

White & Asian n = 1,560 54%

Hispanic / Latinx n = 475 16%

Black / African American n = 665 23%

All Other Races n = 202 7%

## Income Level

Low-income based on receiving free or reduced price meals

Med / High-Income n = 2,645 91%

Low-Income n = 260 9%

## AP Students

Enrolled in at least one AP course this year

AP Student n = 1,096 38%

Non-AP Student n = 1,809 62%

## Grade Level

9th Grade n = 808 28%

10th Grade n = 890 31%

11th Grade n = 768 26%

12th Grade n = 439 15%

## Staff Role

Teacher n = 167 88%

Counselor n = 7 4%

Other n = 5 3%

Administrator n = 4 2%

Library Staff n = 4 2%

Classified Staff n = 1 1%

College & Career Center Staff n = 1 1%

## AP Teaching Staff

Advanced Placement Currently teach n = 43 26%

Don't teach them n = 124 74%

## Staff Time at School

1-2 years n = 38 20%

3-5 years n = 35 19%

6-10 years n = 33 17%

10+ years n = 83 44%

## Staff Race / Ethnicity

White / European American n = 121 64%

Prefer not to answer n = 33 17%

Black / African American n = 15 8%

Two or more categories n = 8 4%

Asian / Southeast Asian n = 3 2%

Filipinx / Filipino / Filipina n = 3 2%

Latinx / Latina / Latino / Chicana / Chicano n = 2 1%

Prefer to self-describe n = 2 1%

Middle Eastern / South Asian n = 1 1%

Native American / Indigenous n = 1 1%

## Staff Gender

Female n = 107 57%

Male n = 55 29%

Prefer not to say n = 24 13%

Nonbinary n = 2 1%

Two or more categories n = 1 1%

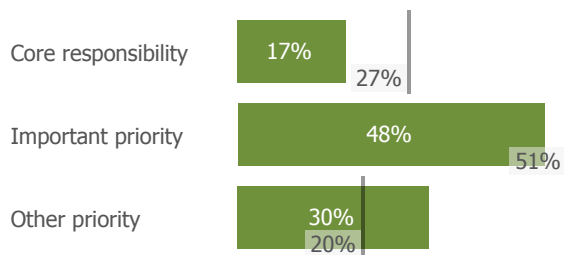


### 3. Staff Perspectives & Students Experience Regarding Equity

The persistent gap in college enrollment, persistence, and performance between White and Asian students and African American and Latinx students is largely reflective of students' unequal opportunities for learning, including disparities in access to rigorous curricula. Access to rigorous college-preparatory courses can substantially narrow this gap in college outcomes.<sup>(5)</sup>

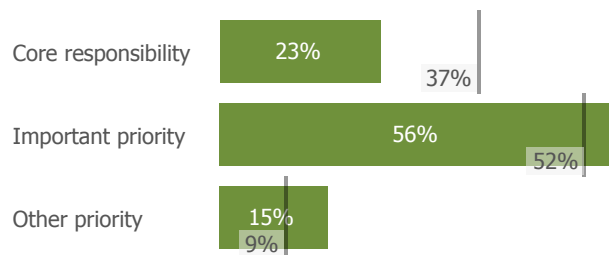
**Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are taking AP, how would you feel about the priority to address this?**

Reference line is EOS portfolio average  
n = 189



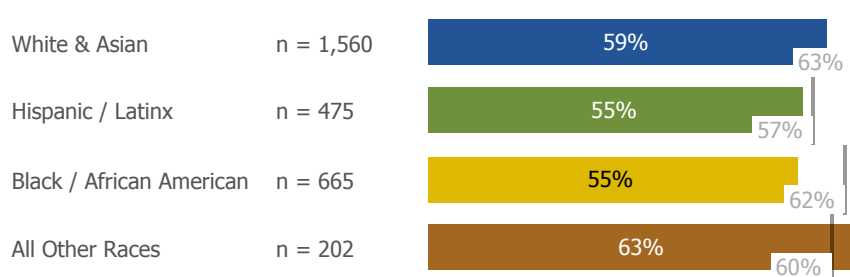
**Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are entering and graduating from college, how would you feel about the priority to address this?**

Reference line is EOS portfolio average  
n = 189



#### Students Reporting That Staff Hold "High" or "Very High" Expectations for Their Academic Achievement

Reference line refers to EOS portfolio average

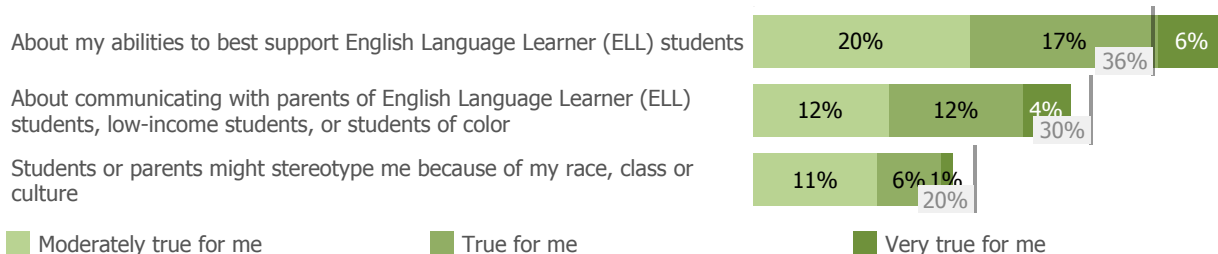


**74% (139)** of staff members are "confident" or "very confident" that they have the instructional strategies they need to support the academic success of students of color and low-income students.

#### Staff Who Worry...

Reference line is EOS portfolio average

Top 3 responses for "Very true", "True", or "Moderately true"; n = 189



## 4. Student & Staff Views on Rigor

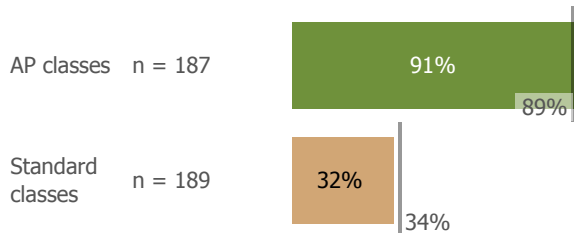
High schools with greater proportions of students taking and passing rigorous coursework - such as AP or IB courses - have demonstrated greater capacity to increase the number of students who graduate from college.<sup>(6)</sup>

Evidence points to substantial differences in outcomes (standardized test scores, high school graduation, and college enrollment) for students who take rigorous high school courses - like AP or IB - compared to students who do not take rigorous courses. These benefits are even greater for students attending high poverty or low-performing schools.<sup>(7)</sup>

Rigorous coursework is not just important for college-going students. The reading material for entry-level occupations is similar to that required by college textbooks - a reading level that rigorous classes help foster.<sup>(8)</sup>

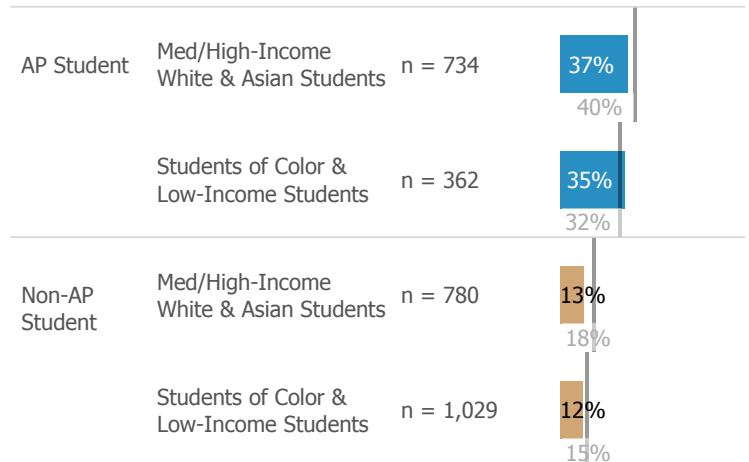
### Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs

Reference is EOS portfolio average



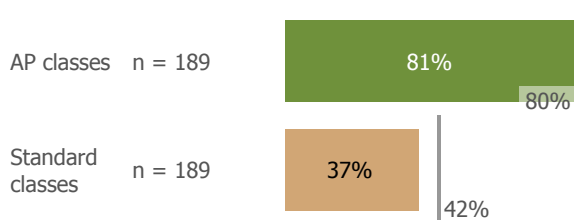
### Students Who Report That Their Classes are "Challenging" or "Very Challenging"

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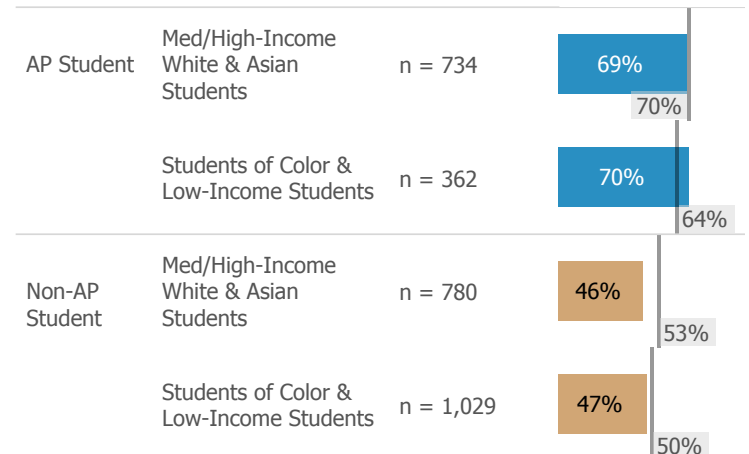
### Staff Who Report That Classes Prepare Students "Well" or "Very Well" for College

Reference line is EOS portfolio average



### Students Who Report That Their Classes "Probably" or "Definitely" Prepare Them for College

Reference line is EOS portfolio average



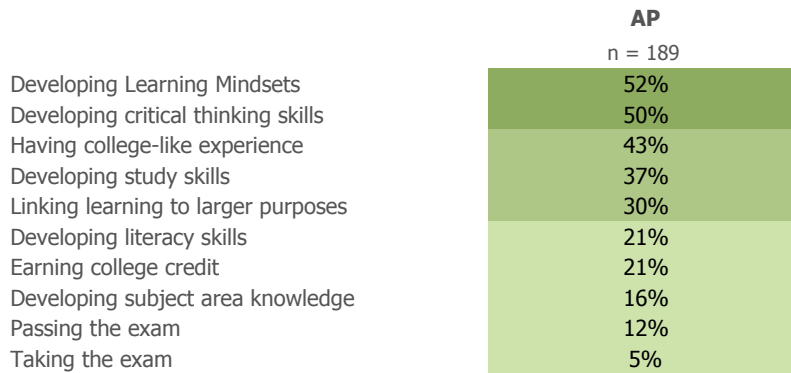
## 5. Student & Staff Perspectives on the Benefits of Taking AP

Across 20 studies of AP and IB student experience, student participation in AP or IB is linked with personal development and academic preparation.

Common across studies, students report expanding academic identities, developing dispositions and skill sets that are beneficial for college and career, feeling prepared for college access and success, and opening doors in college and beyond.<sup>(9)</sup>

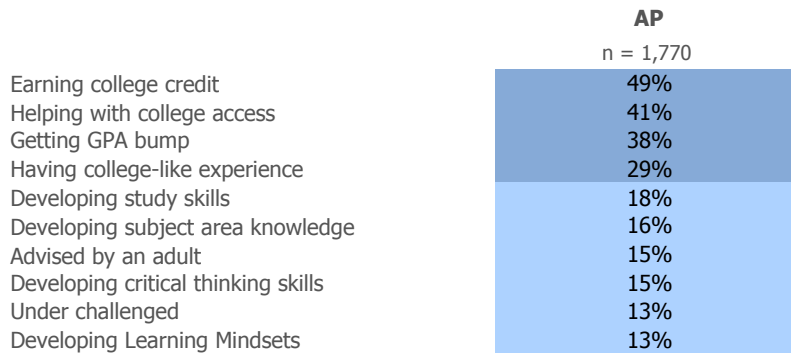
### Staff Views on the Benefits of Students Taking AP Classes

Top 10 responses; Staff select up to 3 responses



### Students' Top Reasons for Taking or Planning to Take an AP Class

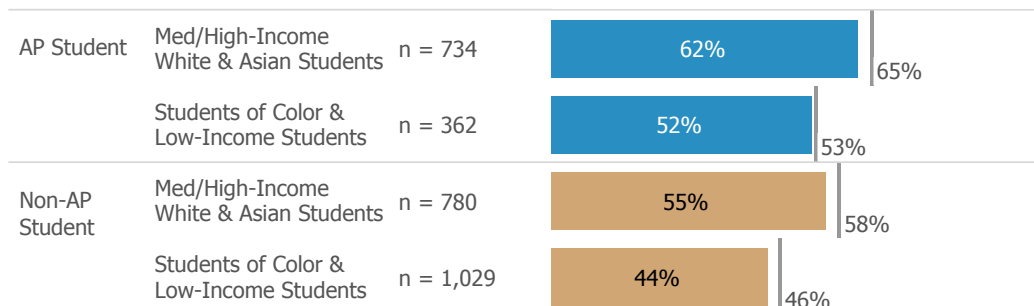
Top 10 responses; Students who plan to take, are currently taking, or have taken



## The AP Program Promotes Students' Confidence in College Belonging

### Percent of Students Who Feel like They Will Belong in College

Reference line is EOS portfolio average



## 6. Barriers to AP/IB/AICE Access

Data from approximately 337,000 student surveys at 268 schools across the country showed that 2 out of 5 students of color and low-income students reported that they have never been encouraged to take an AP/IB class.

Among students of color and low-income students who are not currently enrolled in AP/IB, 1 in 5 students reported that they do not know whether AP/IB classes can earn them college credit.<sup>(10)</sup>

### Reasons Staff Think Students Choose NOT to Take AP Classes

Top 5 responses

	AP n = 189
Competing schedule priorities	49%
Concerned about GPA	40%
Don't know the benefits	22%
Are intimidated	16%
Don't know if allowed	10%

### Reasons Students of Color and Low-Income Students Choose NOT to Take AP Classes

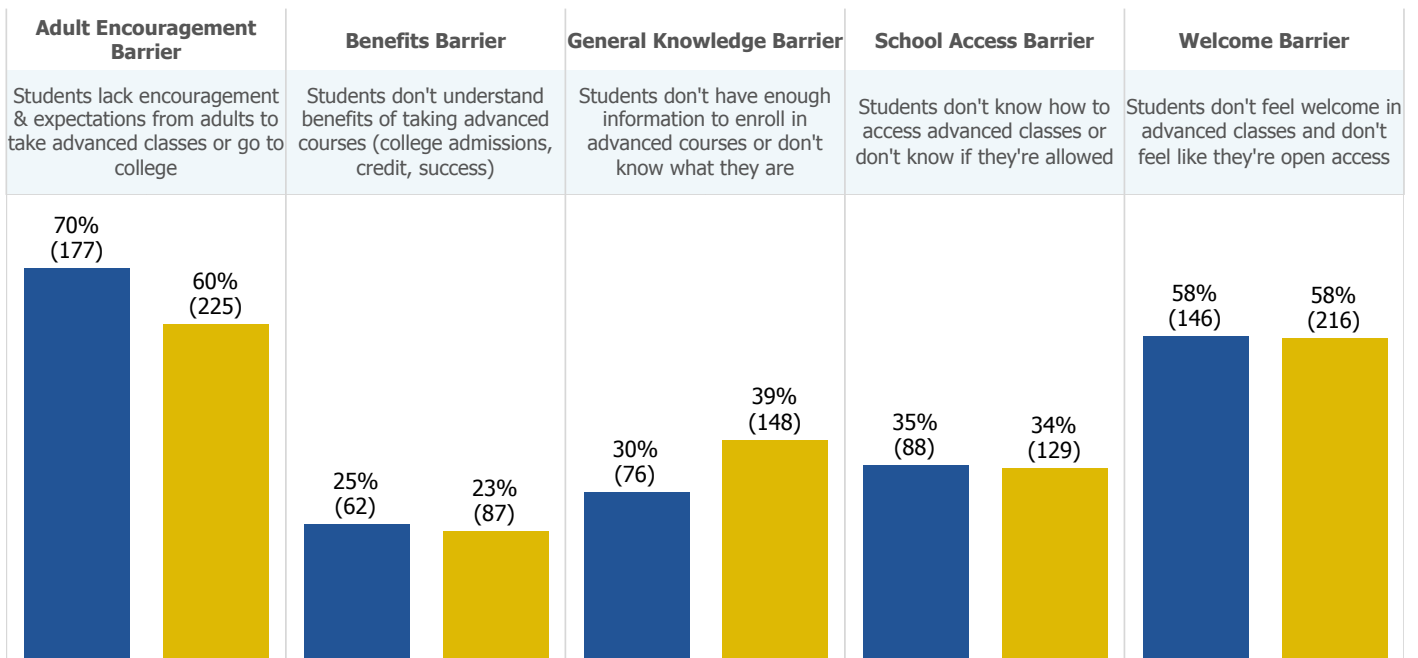
Top 5 responses

	AP n = 637
Won't be successful	43%
Too much work	40%
Not enough information provided	32%
Concerned about GPA	30%
Not enough support available	19%

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

Med/High-Income White & Asian Students (n = 253)

Students of Color & Low-Income Students (n = 375)



If the **225 11th and 12th grade students of color and low-income students** who have the Adult Encouragement Barrier participated in AP at the same rate as students without the barrier (66%), **148 students of color and low-income students could be added to the AP program.**