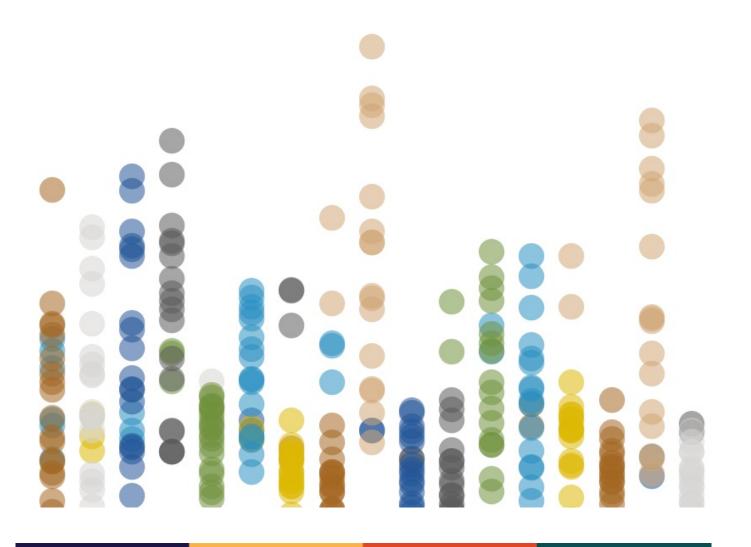




# **Equal Opportunity Schools** Sample 2021-22 Equity Pathways Report



# **Overview**

The Equal Opportunity Schools (EOS) <u>Equity Pathways Report</u> 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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## Sample Report includes these sections

- 1. Demographics of Survey Respondents
- 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
- 12. Taking Action
- 13. Supporting Research

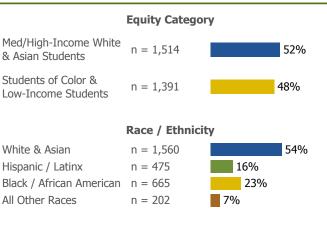
This report includes survey responses for 2,905 students. EOS portfolio comparisons in this report are based on 306,697 students across 266 schools. This report includes survey responses for 189 staff. EOS portfolio comparisons in this report are based on 18,431 staff across 214 schools.

> Report generated on November 5, 2018 Updated visual branding on March 4, 2022

# 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.



#### Income Level

	Low-income	based on	receiving	free or	reduced	price	meals	
d / Hi	igh-Income	n	= 2,645	5				91

Med / High-Income	n = 2,645		91%
Low-Income	n = 260	9%	

<b>AP Students</b> 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%

S	taff 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	Currently teach	n = 43	26%	
Placement	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%

# 2. Students' College and Career Aspirations

Studies show that students' personal education aspirations in high school are important predictors of college degree attainment.(1)

Both aspirations for college (2) and attainment of college degrees (3) have increased in recent decades among all students. Recent figures show that nationally 56% of 9th graders expect to earn at least a bachelor's degree, and 36% of 25-29 year-olds have completed a bachelor's degree.

### Students Aspire to Go to College Based on **Personal and Altruistic Aspirations**

Reference line is EOS portfolio average "True" or "Completely True" responses; n = 2,597

82%

86%

83%

80%

82%

86%

I want to become an educated citizen

I want to gain skills that I can use in a

I want to learn things that will help me

make a positive impact on the world

that can contribute to society

job that helps others

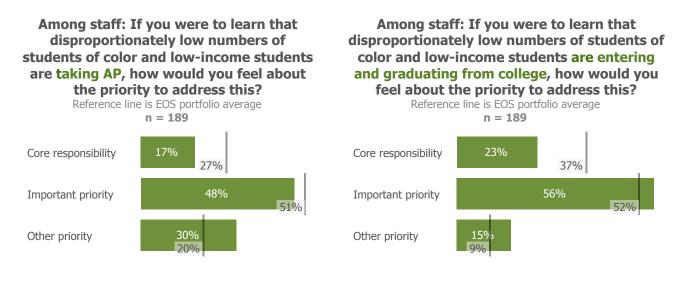
# 87% of students want to obtain a two-year, four-year, or advanced college degree. 88% across EOS portfolio

# **Students' Career Aspirations Align with Their College Goals**

Child Care Publishing Administrative Professional Animator Social Science Entrepreneur Government Culinary Arts **Aeronautics Environmental Science** ngineer Military Counselir Sales Lawyer <sup>19</sup> Visual Artist Hospitality Undecided Professional Sports Computer Science Performance ArtsAnimal ScienceArchitectureCriminal Justice Automotive Business Science Nursing Allied Health Professional Cosmetology Communications Education First Responder Journalist

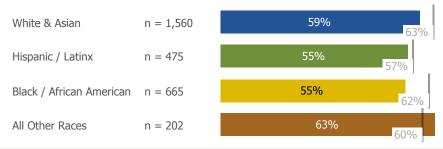
# 3. Staff Perspectives & Students Experience Regarding Equity

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>



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

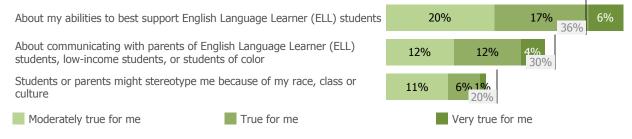
Reference line refers to EOS portfolio average



**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

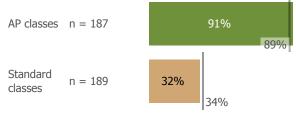
High schools with greater proportions of students taking and passing rigorous coursework - such as AP or IB courses - have demonstrated greater capacity to increase the number of students who graduate from college.<sub>(6)</sub>

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.(8)

### 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

AP Student	Med/High-Income White & Asian Students	n = 734	37% 40%
	Students of Color & Low-Income Students	n = 362	<b>35%</b> 32%
Non-AP Student	Med/High-Income White & Asian Students	n = 780	13% 18%
	Students of Color & Low-Income Students	n = 1,029	12% 15%

# 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



AP Student	Med/High-Income White & Asian Students	n = 734	69% 70%
	Students of Color & Low-Income Students	n = 362	70% 64%
Non-AP Student	Med/High-Income White & Asian Students	n = 780	<b>46%</b> 53%
	Students of Color & Low-Income Students	n = 1,029	<b>47%</b> 50%

# 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

۸D

	AP
	n = 189
Developing Learning Mindsets	52%
Developing critical thinking skills	50%
Having college-like experience	43%
Developing study skills	37%
Linking learning to larger purposes	30%
Developing literacy skills	21%
Earning college credit	21%
Developing subject area knowledge	16%
Passing the exam	12%
Taking the exam	5%

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

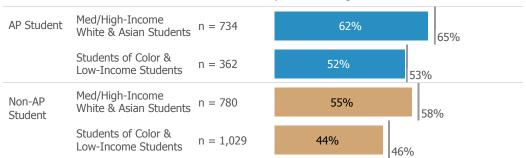
Top 10 responses; Students who plan to take, are currently taking, or have taken

	AP
	n = 1,770
Earning college credit	49%
Helping with college access	41%
Getting GPA bump	38%
Having college-like experience	29%
Developing study skills	18%
Developing subject area knowledge	16%
Advised by an adult	15%
Developing critical thinking skills	15%
Under challenged	13%
Developing Learning Mindsets	13%

# 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.(10)

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

Top 5 responses

Top 5 Tesponses	
	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%

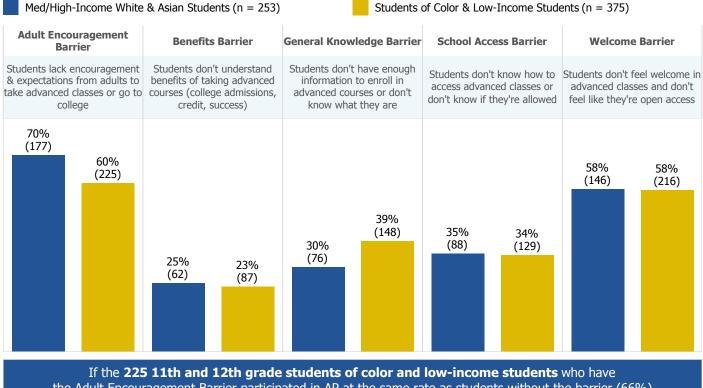
 Too much work
 40%

 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



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.**