



Granite School District 2018-19 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?

Table of Contents

1. Demographics of Survey Respondents
2. Students' College & Career Aspirations
3. Student & Staff Views on College
4. Staff Perspectives & Student Experiences Regarding Equity
5. Student & Staff Views on Rigor
6. Student & Staff Perspectives on the Benefits of Taking AP
7. Barriers to AP Access
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 8,874 students. EOS portfolio comparisons in this report are based on 332,616 students across 285 schools.

This report includes survey responses for 448 staff. EOS portfolio comparisons in this report are based on 21,393 staff across 239 schools.

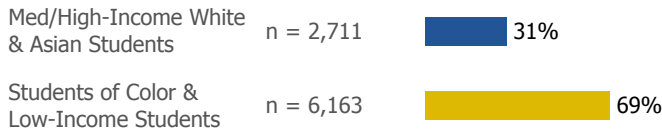
1. Demographics of Survey Respondents

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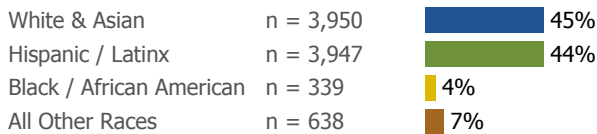
This report includes survey responses for 448 staff. EOS portfolio comparisons in this report are based on 21,393 staff across 239 schools.

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

Equity Category

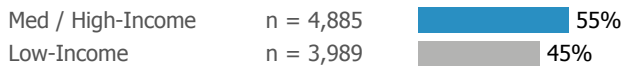


Race / Ethnicity



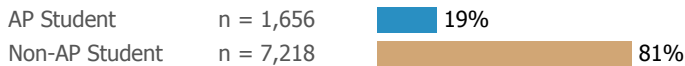
Income Level

Low-income based on receiving free or reduced price meals

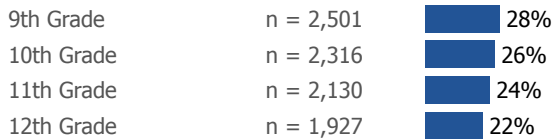


AP Students

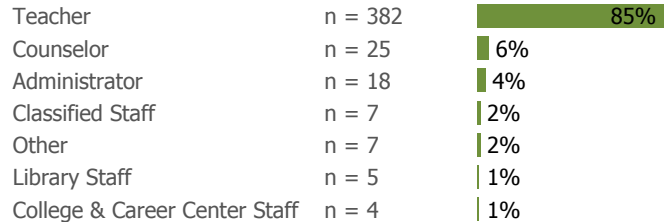
Enrolled in at least one AP course this year



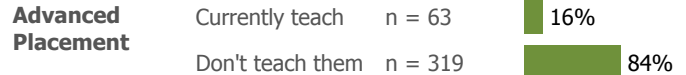
Grade Level



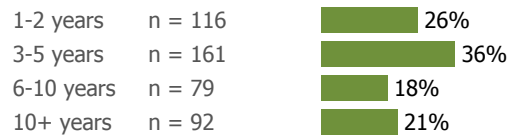
Staff Role



AP Teaching Staff



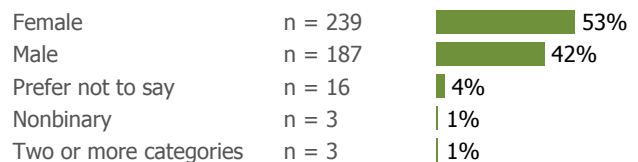
Staff Time at School



Staff Race / Ethnicity



Staff Gender



This report includes survey responses across 4 school(s) in 1 district(s).

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 = 7,294

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

88% across EOS portfolio

I want to become an educated citizen that can contribute to society

77%

80%

I want to gain skills that I can use in a job that helps others

86%

86%

I want to learn things that will help me make a positive impact on the world

82%

82%

Students' Career Aspirations Align with Their College Goals



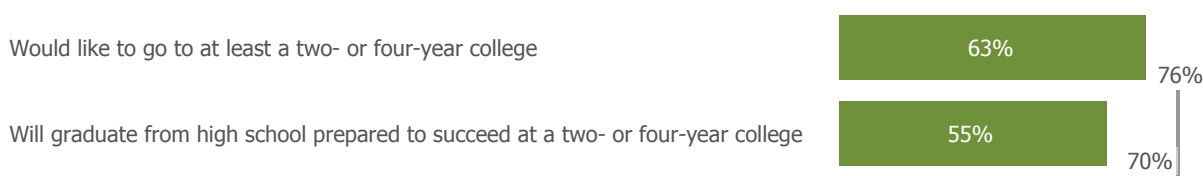
3. Student & Staff Views on College

Although college and career aspirations are high across almost all students, disparities exist in college degree attainment.⁽³⁾ Compared to 42% of White and 61% of Asian students, only 23% of African American and 15% of Latinx students aged 25-29 have attained a bachelor's degree or higher.⁽³⁾

Equitable student participation in Advanced Placement (AP) or International Baccalaureate (IB) courses is one way that gaps in college enrollment can be reduced. One study showed that most students (across all socioeconomic backgrounds) who will enroll in college have taken at least one college-level course in high school.^(4, 5)

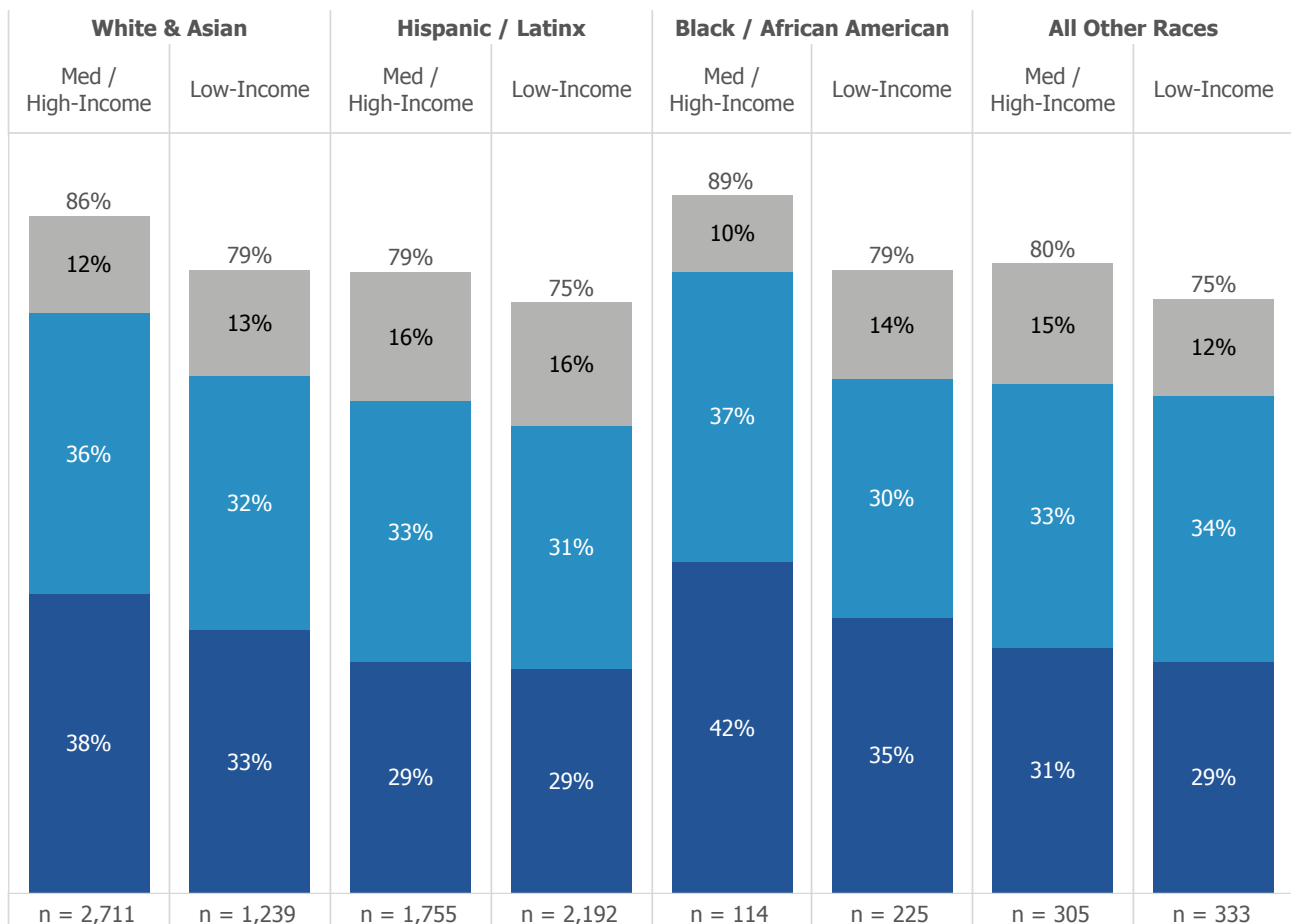
Staff Estimates of Students Who...

Reference line is EOS portfolio average
n = 448



Students Across Race and Income Levels Have High College Aspirations

■ Two-year associate's degree ■ Four-year college degree ■ Advanced degree



4. Staff Perspectives & Student Experiences 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.⁽⁵⁾

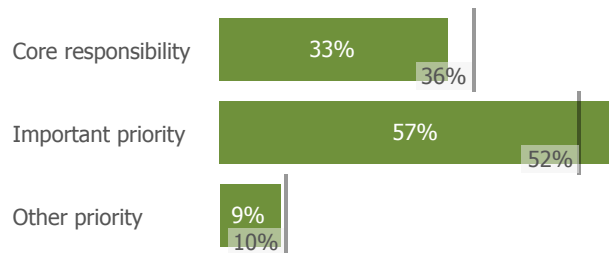
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are taking AP, how would you feel about the priority to address this?

Reference line is EOS portfolio average
n = 448



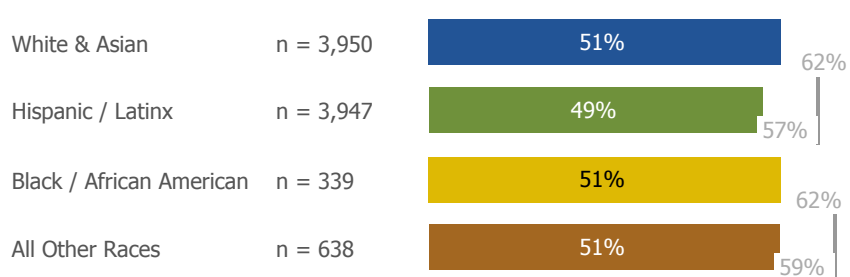
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are entering and graduating from college, how would you feel about the priority to address this?

Reference line is EOS portfolio average
n = 448



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

Reference line refers to EOS portfolio average

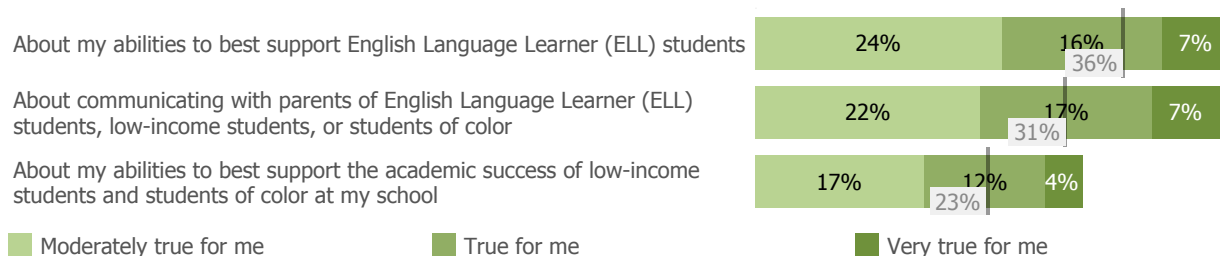


63% (280) of staff members are "confident" or "very confident" that they have the instructional strategies they need to support the academic success of students of color and low-income students.

Staff Who Worry...

Reference line is EOS portfolio average

Top 3 responses for "Very true", "True", or "Moderately true"; n = 448



5. Student & Staff Views on Rigor

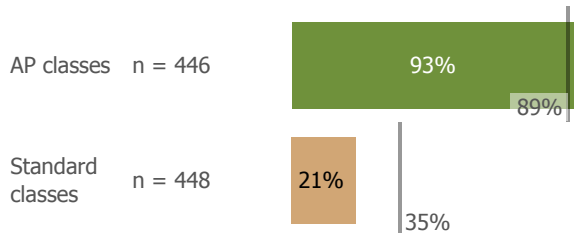
High schools with greater proportions of students taking and passing rigorous coursework - such as AP or IB courses - have demonstrated greater capacity to increase the number of students who graduate from college.⁽⁶⁾

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.⁽⁷⁾

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⁾

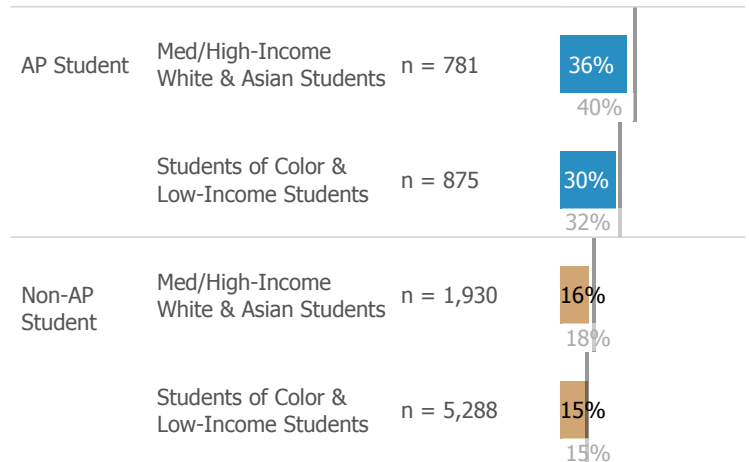
Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs

Reference is EOS portfolio average



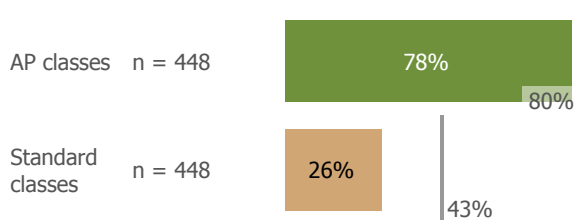
Students Who Report That Their Classes are "Challenging" or "Very Challenging"

Reference line is EOS portfolio average



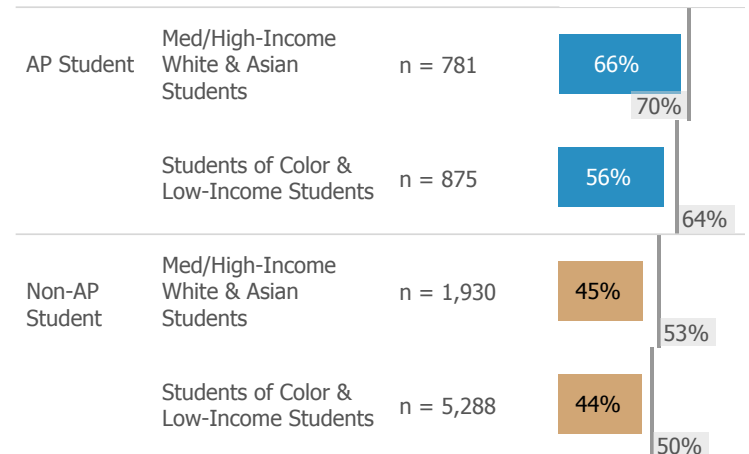
Staff Who Report That Classes Prepare Students "Well" or "Very Well" for College

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



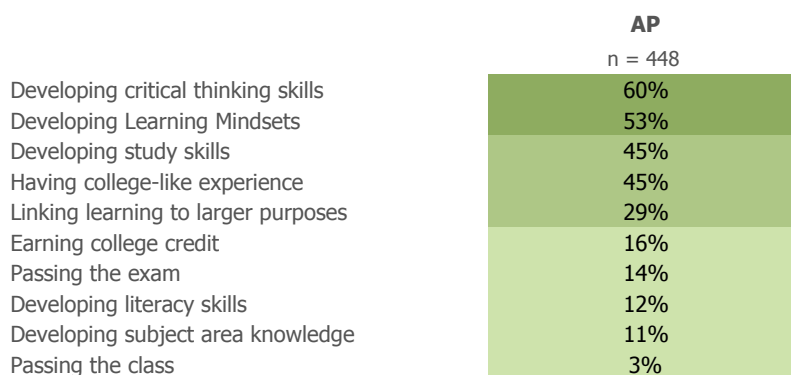
6. Student & Staff Perspectives on the Benefits of Taking AP

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.⁽⁹⁾

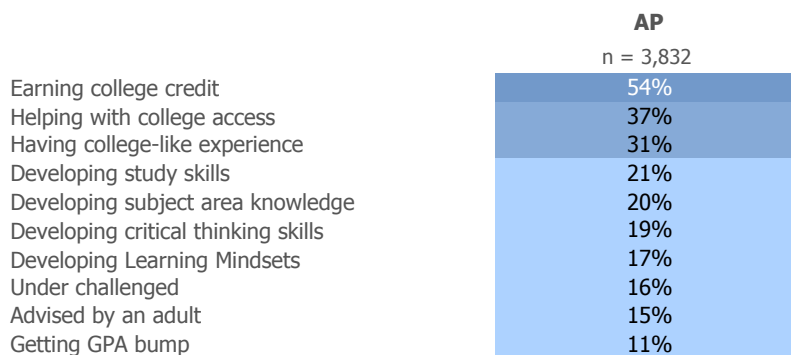
Staff Views on the Benefits of Students Taking AP Classes

Top 10 responses; Staff select up to 3 responses



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

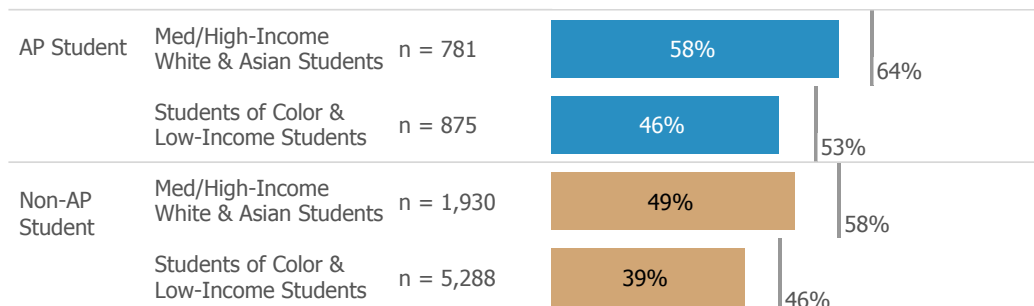
Top 10 responses; Students who plan to take, are currently taking, or have taken



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



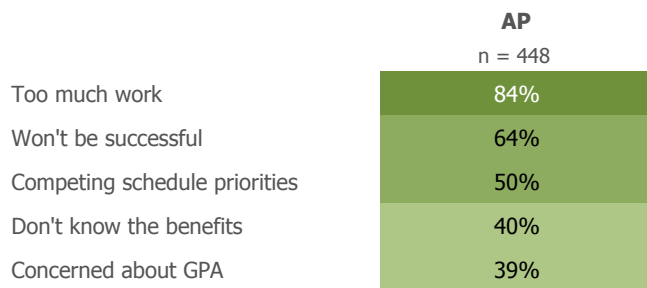
7. Barriers to AP Access

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⁾

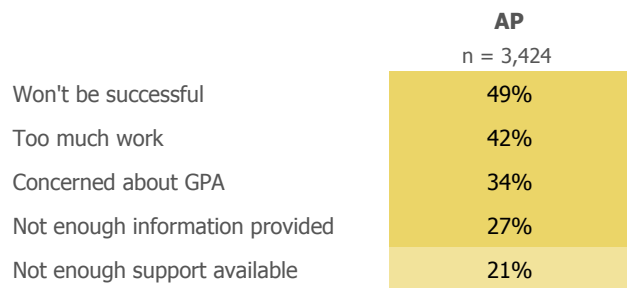
Reasons Staff Think Students Choose NOT to Take AP Classes

Top 5 responses



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

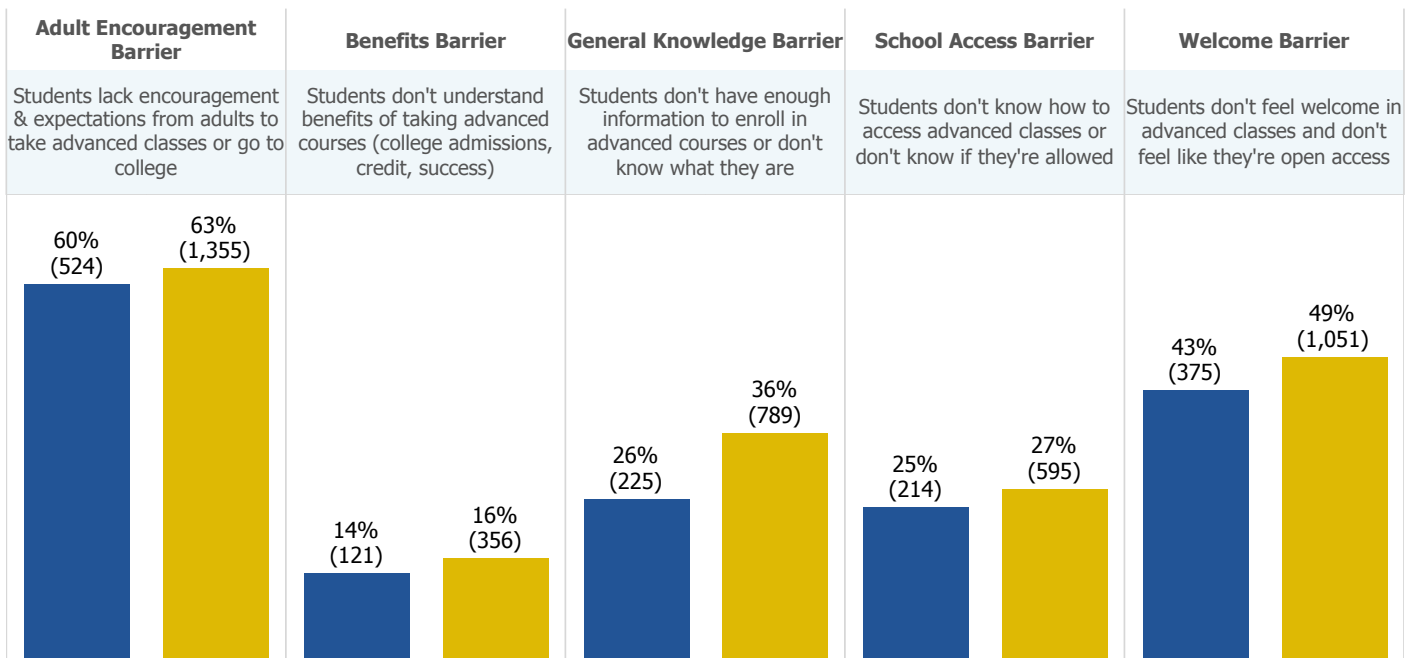
Top 5 responses



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

Med/High-Income White & Asian Students (n = 872)

Students of Color & Low-Income Students (n = 2,167)



If the **1,355 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 (35%), **478 students of color and low-income students could be added to the AP program.**

8. Learning Mindsets & Why EOS Uses Them

Learning Mindsets are beliefs that influence how a person approaches learning tasks, goals, and environments. These beliefs influence how we behave and the choices we make in learning settings.

School Staff Members Are Integral to Supporting and Fostering Learning Mindsets in School Culture

Learning Mindset Definitions

Academic Identity: A student's sense of their own academic self-confidence and their belief that they have the academic strategies to achieve their goals.

Community Leadership: Students' activities outside of school are important for the skills and mindsets they develop (e.g., leadership, study skills, self-discipline).

Focus: The ability to control behavioral tendencies or impulses to stay focused on academic tasks.

Grit: Perseverance of effort and consistency of interests toward long-term goals, even in the face of setbacks.

Growth Mindset: The belief that intelligence can grow with hard work, and that learning is a continual process.

Purpose for Learning: Goals for the future are motivated by both self-oriented and pro-social motives (to help or do good).

Self Efficacy: The belief in one's own ability to learn and master academic activities.

Having Learning Mindsets like Academic Identity, Grit, and Growth Mindset predict AP/IB enrollment and AP/IB course pass rates.⁽¹⁰⁾

The majority of schools' academic outcomes, as measured by both AP/IB course grades and pass rates, maintained or improved following equity work with EOS.⁽¹¹⁾

"The most beneficial aspect [of working with EOS] is receiving the data and the information from the surveys. The results we received we cannot get by reviewing students' grades. The information from the surveys identifies students' strengths, grit, and potential. Without this information, we would not be able to identify students and encourage them to take AP classes."

-EOS Partner, Principal

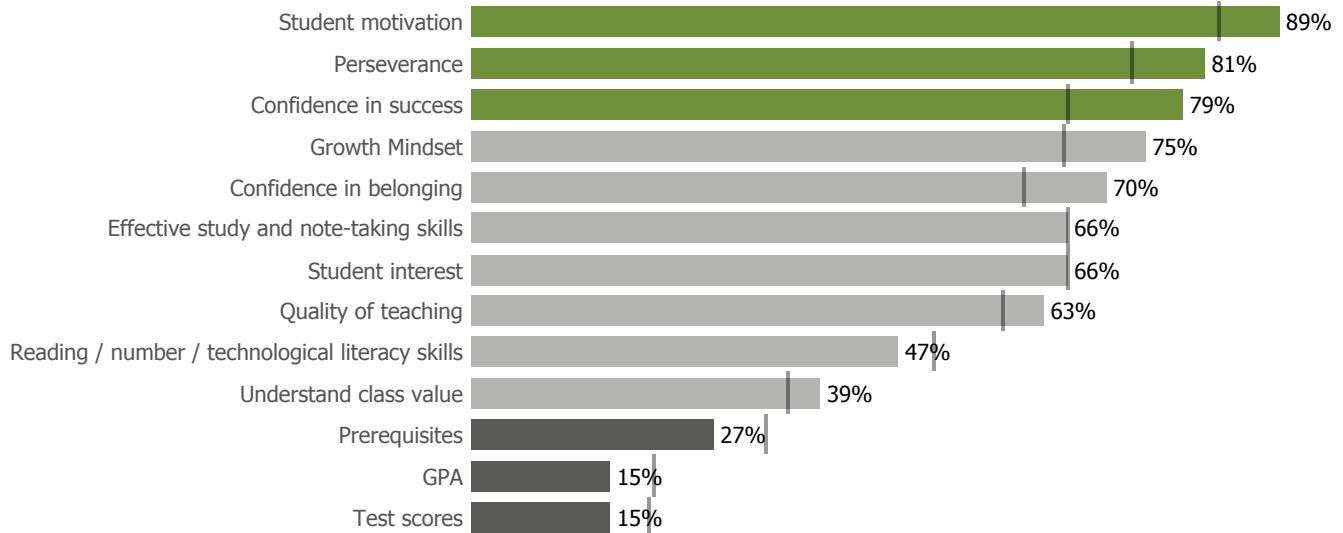
9. Moving Beyond GPA & Test Scores to Identify Students

"What we need in education is a much better understanding of students from a motivational perspective, from a psychological perspective. In education the one thing we know how to measure best is IQ, but what if doing better in school and in life depends on much more than your ability to learn quickly and easily?" -Angela Duckworth (12)

Staff Report "Very Good" Predictors of Student Success in AP Classes

Reference line is EOS portfolio average

n = 448



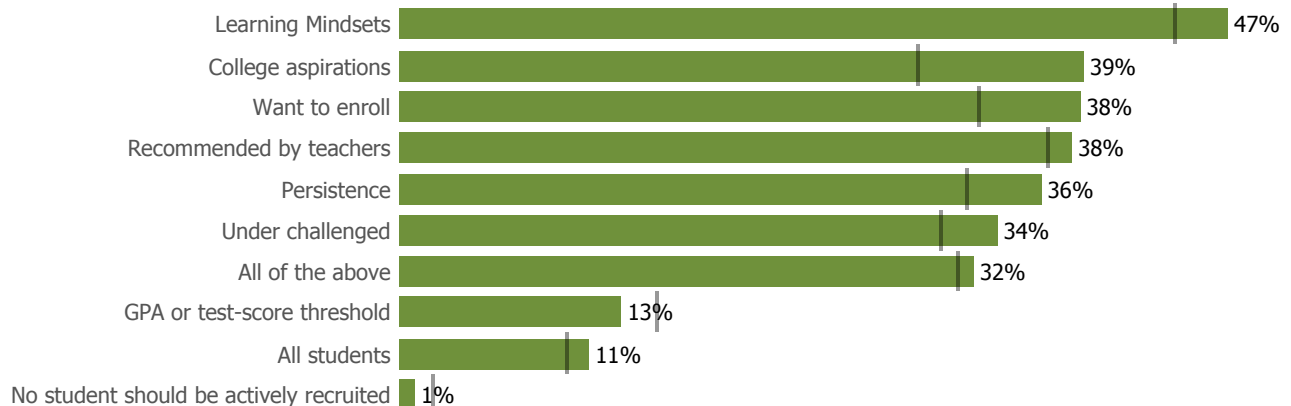
"EOS made us realize that we need to look well beyond students' grades in order to judge their AP potential. We have never intentionally played "gate keepers" to our AP program. However, we could have done a better job. Our students, who may have not attempted AP before this process, are having tremendous success in AP courses."

-EOS Partner, Head Counselor

Staff Report That Students with These Attributes Should Be Actively Recruited for AP

Reference line is EOS portfolio average

n = 447



10. Recruiting Students with Learning Mindsets to Achieve Equity

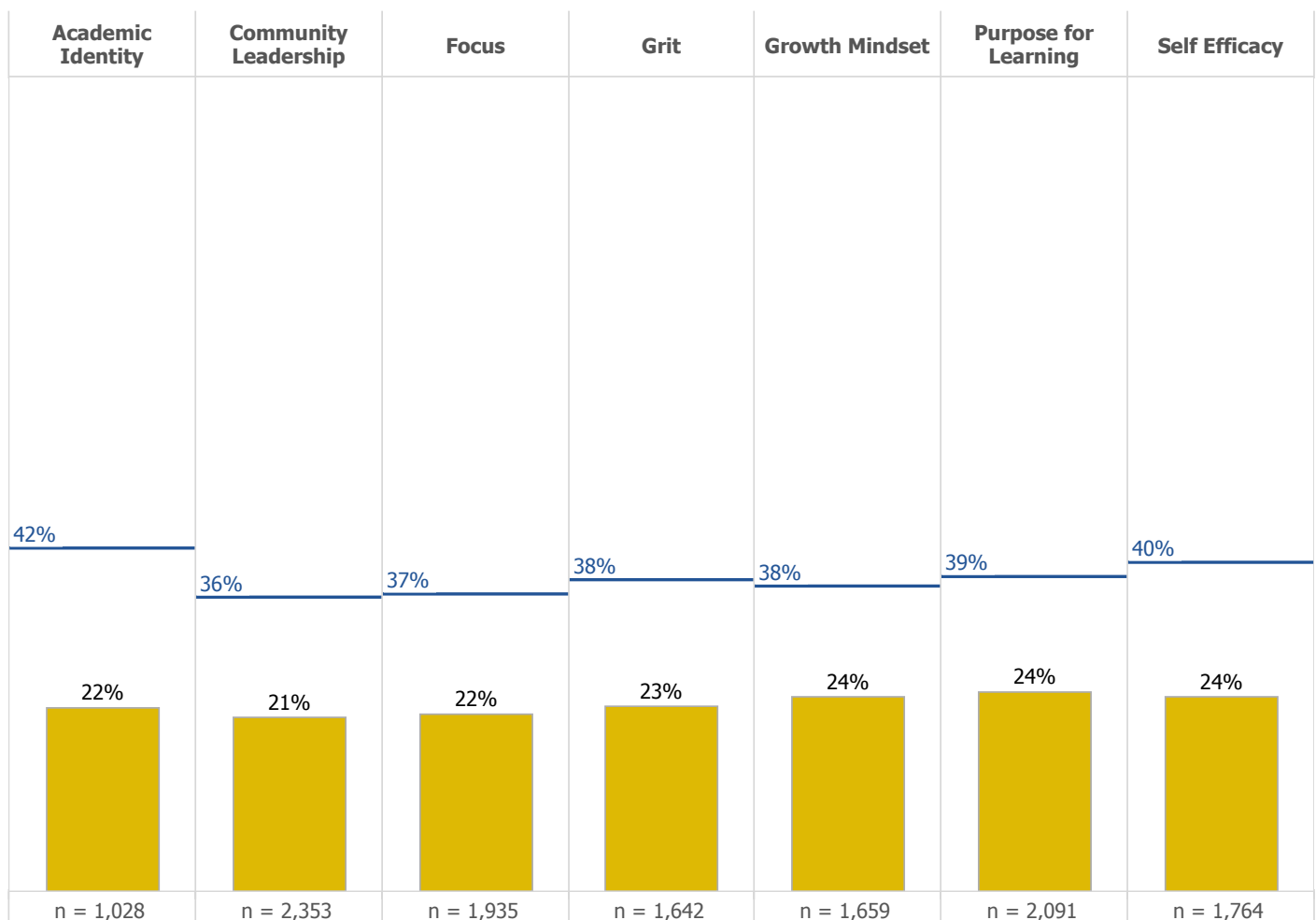
A motivational perspective on learning and achievement deepens our understanding of students and broadens our appreciation of students' strengths. It is a critical partner in fostering educational equity.

Learning Mindsets are a key tool for closing participation gaps in advanced classes. Activities designed to foster Learning Mindsets show immense benefits, particularly for students of color and low-income students.⁽¹³⁾

Research shows that students of all ages who learn and demonstrate Learning Mindsets and skills are more likely to have better attendance, course completion, and graduation rates. In addition, Learning Mindsets give students the confidence and skills they need to keep growing throughout their lives.⁽¹⁴⁾

11th and 12th Grade Students of Color and Low-Income Students with Each Learning Mindset Participating in AP

— Participation rate of 11th and 12th grade Med/High-Income White and Asian students with Learning Mindset



There are **2,154** 11th and 12th grade students of color and low-income students with 1 or more Learning Mindsets who are currently not enrolled in AP.*

* Based on EOS's portfolio data, 11th and 12th grade students of color and low-income students with 1 or more Learning Mindset demonstrated Semester 1 AP/IB pass rates of 89%.⁽¹⁵⁾

11. Ready for Action

A common thread throughout high-performing schools is the common belief in “students’ brilliance, humanity, and inherent intellectual capacity. Because they believe their students can achieve at high levels, they set high expectations for performance and support students toward their success.”⁽¹⁶⁾

Support One-On-One Conversations with Students

Reasons Why Current Students of Color and Low-Income Students Decided to Enroll in Their First AP Class

Top 5 Responses

	AP n = 1,476
I planned to take before starting high school	16%
A conversation with a friend	15%
A conversation with my parents or guardians	14%
A meeting with my counselor	9%
Classroom visit from a counselor or staff member	8%

Number of Staff Willing to Take Action to Create an Equitable AP Program

	AP
One-on-one conversations with students	293
Improve identification & encouragement practices	240
Do professional development	199
Tutor students	166
Improve academic support resources	162
Revise policies to increase student access	135

Create Structures for Support

Students of Color and Low-Income Students Report That They Would Be More Likely to Take AP if...

Top 5 Responses

	AP n = 4,984
Study/HW support	36%
Opportunities to redo assignments	34%
Peer mentors/study partner	29%
More information	27%
Covered exam fees	25%

Build Capacity for Equity

102 non-AP teachers are interested in teaching AP subjects

Staff Are Interested in Teaching The Following Subjects

	AP
English	22
History	19
Arts	18
World Languages & Cultures	18
Sciences	17
Social Science	14
Math	12
Computer Science	8

12. Taking Action

Step 1

INVITE STUDENTS INTO LARGE GROUP MEETINGS

Schools often start with group activities to ensure they reach every student on the Outreach List. These have ranged in size from grade-level assemblies to small group rallies of about 50 students. To be successful, these must be celebratory, inspirational, and convey a genuine belief in students. You and your Partnership Director should talk about other strategies that will work best at your school.

Step 2

ADVOCATES HAVE 1:1 CONVERSATIONS WITH STUDENTS

Individual conversations with students generally take place following larger group activities, and prior to registration. They present an opportunity to address any remaining concerns and re-state your belief that the student can be successful in advanced classes, and that this is in their best interest. For some students, more than one conversation with an Advocate is beneficial.

Step 3

ENGAGE WITH FAMILIES

Offer families of identified students specific opportunities to learn more about advanced classes, and encourage them to talk with their student about these courses. Sending letters or making calls to families is an important step to congratulate them that their student has been selected for this opportunity, and to invite them to attend an evening or weekend information event.

ADDITIONAL EOS TOOLS FOR CLOSING EQUITY GAPS

- Advocacy & Outreach Guide
- Student Insight Cards for each student
- Support Report for supporting new students
- Outreach Tracker
- Staff recommendations

These 3 steps and other resources will be provided to you in the EOS Advocacy & Outreach Guide.

STUDENT INSIGHT CARD 2016-2017

Chloe Adamson
10th Grader
(On Outreach List)

Chloe's Educational Goal: Four-year college degree

Career Interest: Elementary teacher

Trusted Adults at Medrina High School (MHS): Darin Weismann, Matthew Purkiss, Michelle Campbell

Study Skills Support at Medrina High School (MHS): Jane Olson, Michelle Campbell

Staff advocating for Chloe to take AP: ☺ ☺ ☺

Subject Interest: Social Studies (History, Government, etc.)

GPA: 2.67

Indicators of AP Readiness

Would consider taking AP

Demonstrated Assets:

- Academic Strategies
- Community Leadership
- Grit
- Growth Mindset

AP Access Barriers

No adult encouragement

Needs more info from staff to enroll in AP

Feels classes are not adequate preparation for college

Courses aren't challenging

Hasn't enrolled in AP because:

- I don't know enough about AP classes
- I have competing priorities in my schedule (for example: sports, band, CTE) that prevent me from taking AP classes

Test Scores

Subject	Score	Max
History	288	600
Science	330	600
English/Language Arts	375	600
Math	400	600

Chloe's Comments

Max: I always try to figure out what I need to pass. But I also try to do more than what is expected.

Would like the school to know: I just want to be in AP English for one year and see if I like it or not.

"When you read the Insight Cards of the students who had not been in Advanced Placement classes, you realize the opportunity that was almost missed for these students. Talking to the students' parents as they realize for the first time what Advanced Placement means and that THEIR child will be in that program was the most inspiring moment [of working with EOS]. Many of them had not completed high school themselves. It was as if they finally understood that there would be something more for their children and that the school would help them get there."

-EOS Partner, District Lead

13. Supporting Research

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16. Pitre, C. C. (2014). Improving African American student outcomes: Understanding educational achievement and strategies to close opportunity gaps. *Western Journal of Black Studies*, 38(4), 209-217.