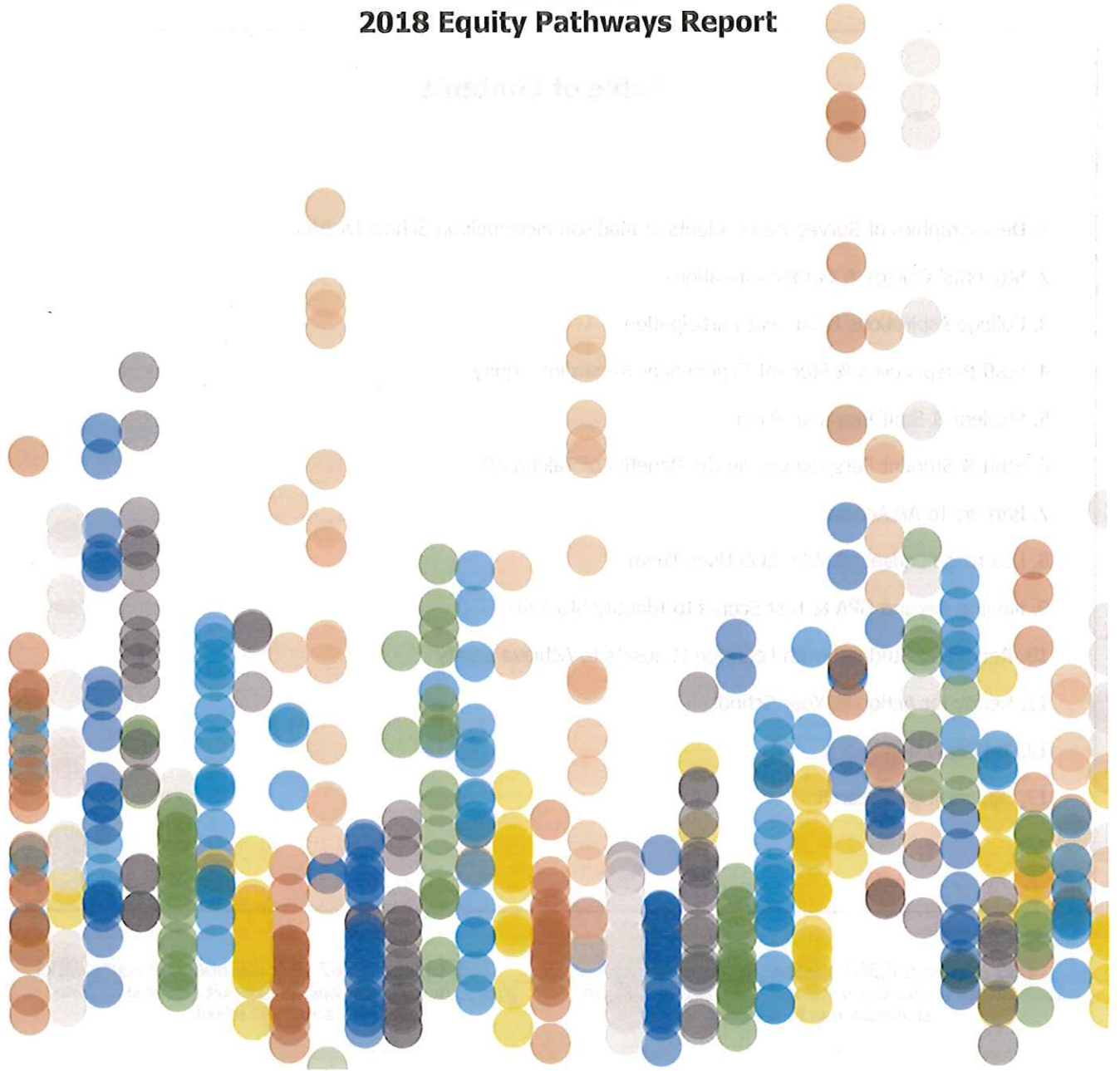




# Madison Metropolitan School District 2018 Equity Pathways Report



## Overview

The Equal Opportunity Schools (EOS) [Equity Pathways Report](#) is your comprehensive analysis of the student and staff survey responses. It looks at student aspirations and mindsets, and highlights staff and student beliefs around 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 it take into account influences that have helped current underrepresented AP students enroll?
- Does it address underrepresented students' concerns about AP classes?

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EOS surveyed 6,362 students at your district.  
2018 portfolio comparisons in this report are based on 285,105  
students across 249 schools.

EOS surveyed 367 staff members at your district.  
2018 portfolio comparisons in this report are based on 15,158 staff  
across 163 schools.

# 1. Demographics of Survey Respondents at Madison Metropolitan School District

EOS surveyed 6,362 students at your district.  
2018 portfolio comparisons in this report are based on 285,105 students across 249 schools.

EOS surveyed 367 staff at your district.  
2018 portfolio comparisons in this report are based on 15,158 staff across 163 schools.

Student demographic data is based on data provided by the school district. Staff demographic data is based on staff survey responses.

## Benchmark / Underrepresented

Benchmark students are White & Asian students not on Free or Reduced Lunch

Benchmark	3,065	48%
Underrepresented	3,297	52%

## Race / Ethnicity

White & Asian	3,717	58%
Hispanic/Latino	1,217	19%
Black/African American	906	14%
All Other Races	519	8%
No race data	3	0%

## Income

Low-income students = Free or Reduced Lunch

Med/High Income	3,782	59%
Low Income	2,580	41%

## AP Students

Enrolled in at least one AP course this year

AP Student	2,100	33%
Non-AP Student	4,262	67%

## Grade

9	1,708	27%
10	1,632	26%
11	1,567	25%
12	1,455	23%

## Staff Role

Teacher	303	83%
Other	28	8%
Counselor	20	5%
Administrator	12	3%
Library Staff	3	1%
Classified Staff	1	0%

## AP Teaching Staff

Advanced Placement		
Currently teach	43	14%
Don't teach them	260	86%

## Staff Time at School

10+ years	138	38%
1-2 years	91	25%
3-5 years	75	20%
6-10 years	63	17%

## Staff Race / Ethnicity

Based on staff survey data

White	284	77%
Prefer not to say	42	11%
Black or African American	16	4%
Other	9	2%
Hispanic or Latino	8	2%
Asian	7	2%
Native Hawaiian or other Pacific Islander	1	0%

## Staff Gender

Based on staff survey data

Female	204	56%
Male	127	35%
Prefer not to say	35	10%
Other	1	0%

East High School (AP) James Madison Memorial High School (AP) LaFollette High School (AP) West High School (AP)

Schools  
Included:

## 2. Students' College & Career Aspirations at Madison Metropolitan School District

Studies show that students' college and career aspirations in high school are important predictors of college and career success.(1)

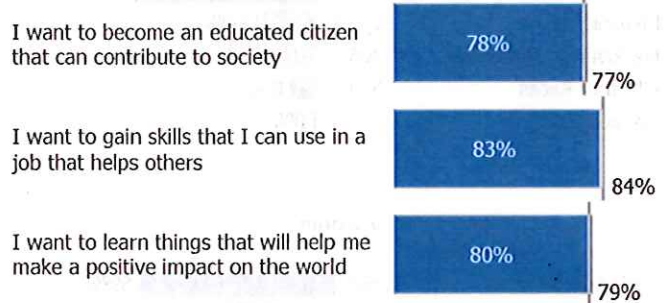
Both aspirations for college (2) and attainment of college degrees (3) have increased over the past 15 years among all students. Recent figures show that nationally 76% of 10th graders aspire to earn at least a bachelor's degree; 33% of 25-29 year olds have completed a bachelor's degree.

**90% of students want to obtain a two-year, four-year or advanced college degree.**

89% across the EOS 2018 portfolio

### Students Aspire to Go to College for Personal and Altruistic Aspirations

'True' or 'Completely True' for me; Reference line refers to EOS 2018 portfolio average %



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



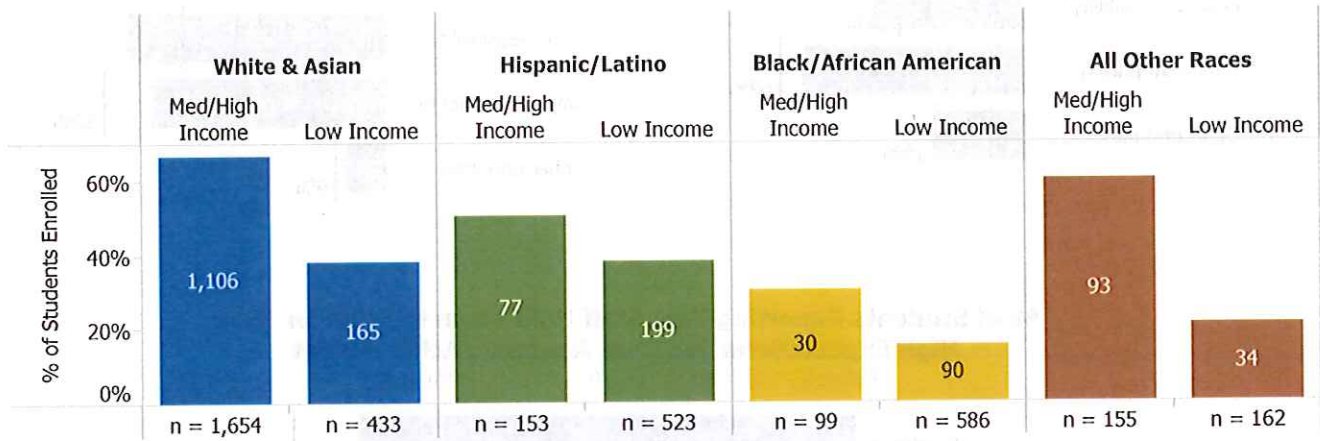
### 3. College Aspirations & Student Participation

Although college and career aspirations are high across almost all students, disparities exist in college degree attainment.<sup>(4)</sup> Compared to 40% of Whites and 60% of Asians, only 23% of African-Americans and 15% of Latinos aged 25-29 have attained a bachelor's degree.<sup>(3)</sup>

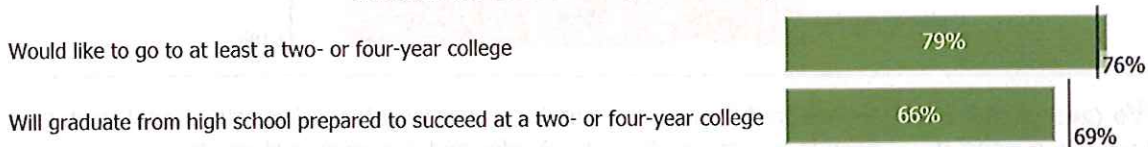
Schools that improve their climate, increase expectations for and participation in rigorous coursework, and provide information about college pathways help low income students and students of color achieve their college and career aspirations.<sup>(4)</sup>

#### Madison Metropolitan School District 688 11th/12th Grade Underrepresented Students in AP 1,794 Total Students in AP

This chart includes all Madison Metropolitan School District schools who have provided EOS with demo/enrollment data in 2018

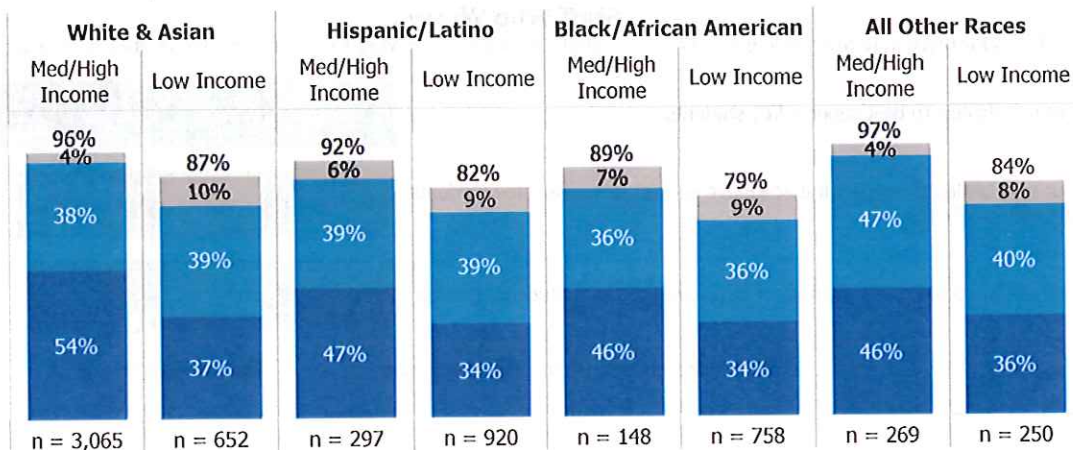


#### Staff Estimates of Students Who... Reference line refers to 2018 portfolio average %



#### Students Across Race and Income Levels Have High College Aspirations

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



## 4. Staff Perspectives & Student Experiences Regarding Equity

The persistent gap in educational achievement between White and Asian students and African-American and Latino students is largely reflective of students' unequal opportunities for learning, including disparities in access to rigorous curricula.<sup>(5)</sup>

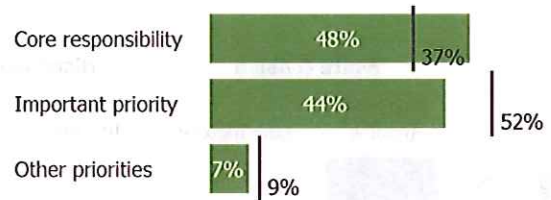
**If you were to learn that, within your district, disproportionately low numbers of low-income students and students of color are taking AP, how would you feel about the district addressing this?**

Reference line is EOS 2018 portfolio average %



**If you were to learn that, within your district, disproportionately low numbers of low-income students and students of color are entering and graduating from college, how would you feel about the district addressing this?**

Reference line is EOS 2018 portfolio average %



### % of Students Reporting That Staff Hold Them to 'High' or 'Very High Expectations' for Their Academic Achievement

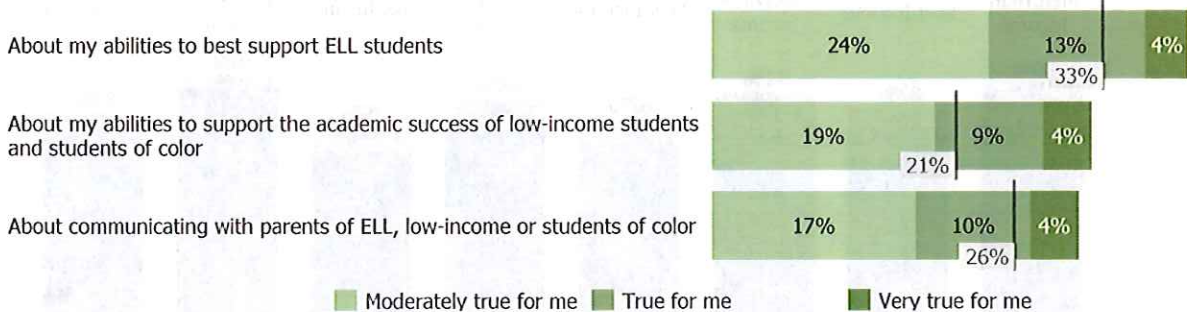
Reference line refers to EOS 2018 portfolio average %



**55%** (201) 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...

Top 3 Responses; Reference line is EOS 2018 portfolio average % for 'Very true', 'True' or 'Moderately true' responses



## 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 those students who don't take rigorous courses. These benefits are even greater for students attending high poverty or low-performing schools.(7)

Rigorous coursework isn't just important for college-going students. The reading material for entry-level occupations is similar to that required by college text books - a reading level that rigorous classes help foster.(8)

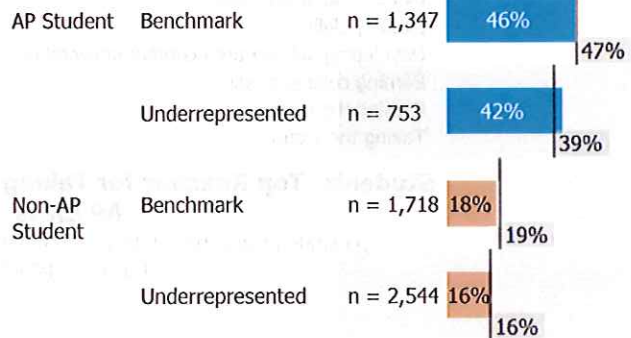
### Staff Who Report Classes are 'Challenging' or 'Very Challenging' Across Programs

Reference line refers to EOS 2018 portfolio average %



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

Reference line refers to EOS 2018 portfolio average %



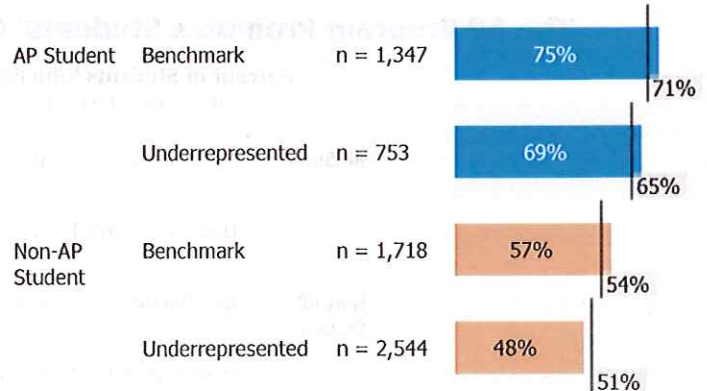
### Staff Who Report That Classes Prepare Students 'Well' or 'Very Well' for College

Reference line refers to EOS 2018 portfolio average %



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

Reference line refers to EOS 2018 portfolio average %



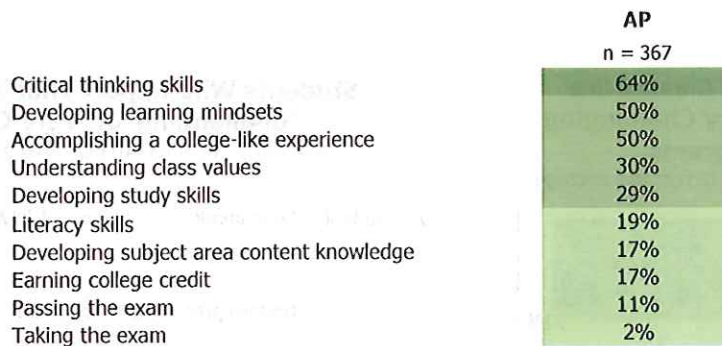
## 6. Student & Staff Perspectives on the Benefits of Taking AP

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 set up for college access and success, and opening doors in college and beyond.<sup>(9)</sup>

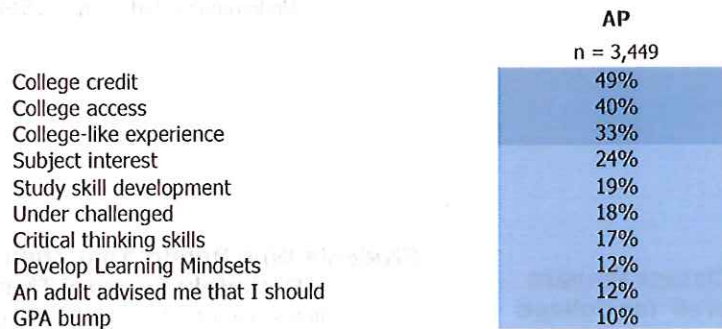
### Staff Views on the Benefits of Students Taking AP Classes

staff select up to 3 responses, Top 10 responses



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

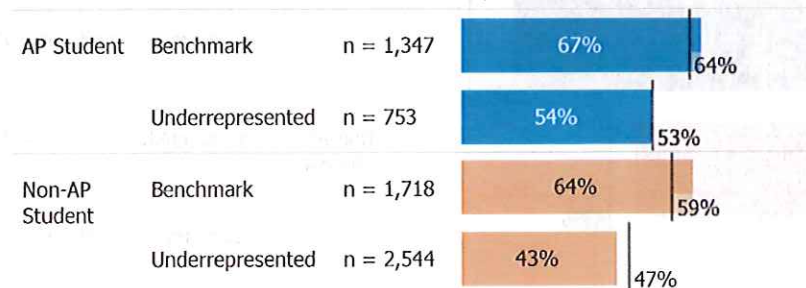
All students who have taken, plan to take, or are currently in AP  
Top 10 responses



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

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

Reference line refers to EOS 2018 portfolio average %





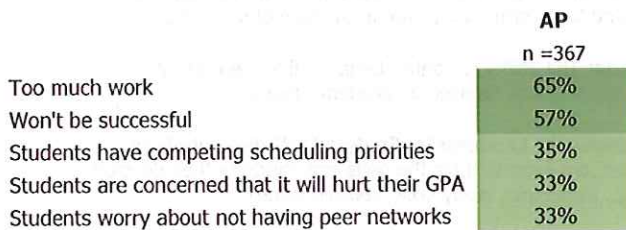
## 7. Barriers to AP Access

Data from approximately 205,000 student surveys at 143 schools across the country showed that 2 out of 5 underrepresented students reported they have never been encouraged to take an AP/IB class.<sup>(10)</sup>

Among students who are not planning to take AP/IB, 1 in 3 students reported that they do not know whether AP/IB classes can earn them college credit.<sup>(10)</sup>

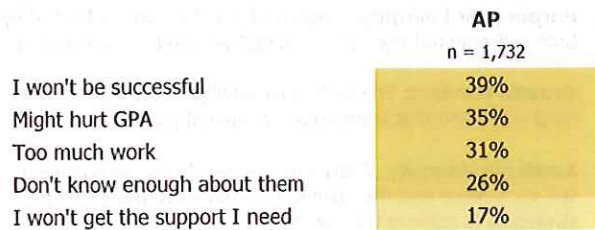
### Reasons Staff Think Students Choose NOT to Take AP Classes

Top 5 responses



### Reasons Underrepresented Students Choose NOT to Take AP Classes

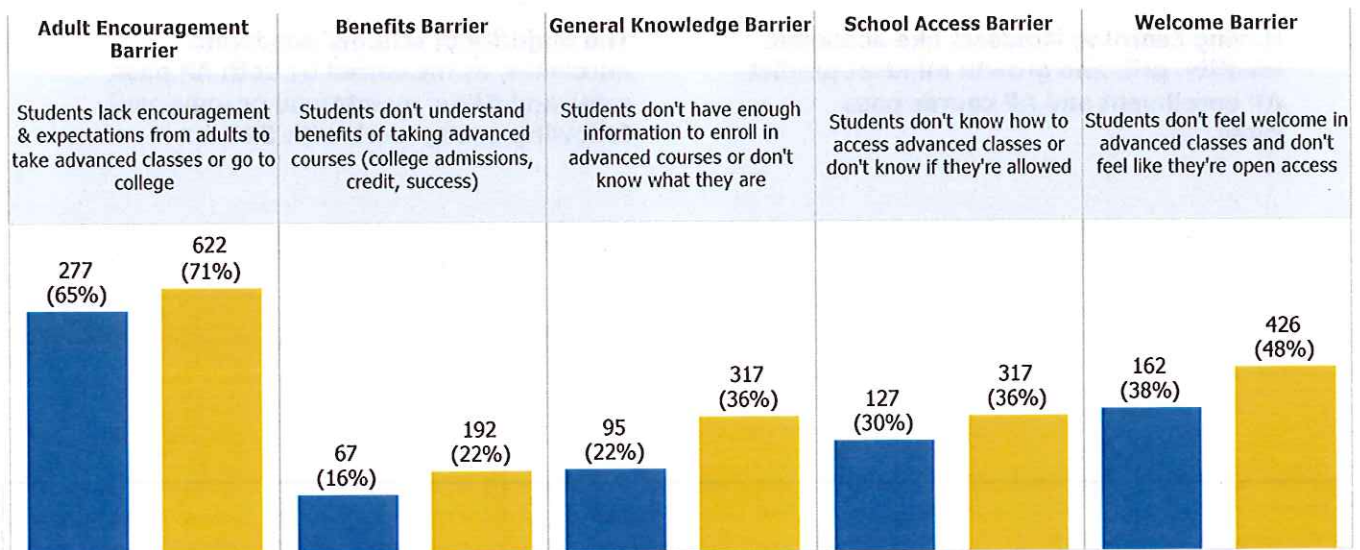
Top 5 responses



### 11th and 12th Grade Underrepresented Non-AP Students Experience Barriers to AP

■ Benchmark

■ Underrepresented



If the **622 underrepresented students** who have the Adult Encouragement Barrier participated in AP at the same rate as current 11th and 12th grade students without the barrier (74%), **460 underrepresented students could be added to the AP program at Madison Metropolitan School District**

## 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 Your School's Culture

### Learning Mindset Definitions

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

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

**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.

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

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

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

**Having Learning Mindsets like academic identity, grit, and growth mindset predict AP enrollment and AP course pass rates.<sup>(10)</sup>**

**The majority of schools' academic outcomes, as measured by both AP pass rates and GPAs, maintained or improved following equity work with EOS.<sup>(11)</sup>**

"The most beneficial aspect [of working with EOS] is receiving the data and the information from the surveys. The results we received we can not 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."

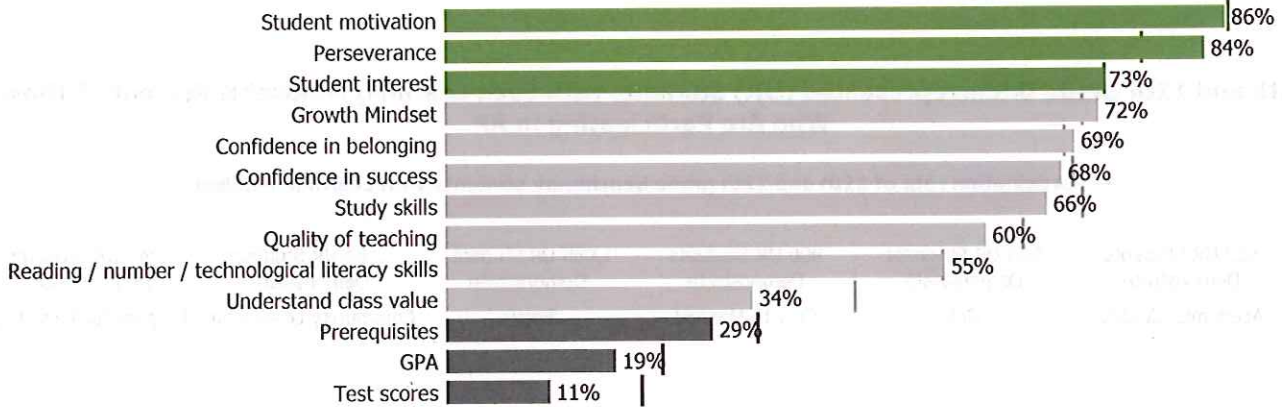
-EOS Partner, Principal

## 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 the 'Very Good' Predictors of Student Success in AP Classes

Reference line refers to EOS 2018 portfolio average %

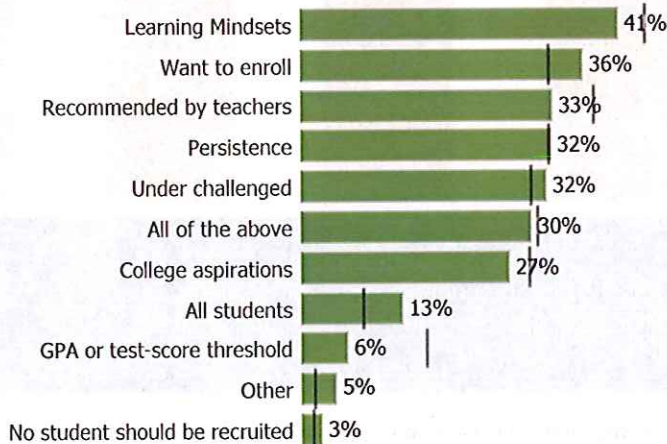


"EOS made us realize that we need to look well beyond students' grades in order to judge their AP potential. We have never intentionally played "gate keepers" to our AP program. However, we could have done a better job. Our students, who may have not attempted AP before this process, are having tremendous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

-EOS Partner, Head Counselor

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

Reference line refers to EOS 2018 portfolio average %



## 10. Recruiting Students with Learning Mindsets to Achieve Equity

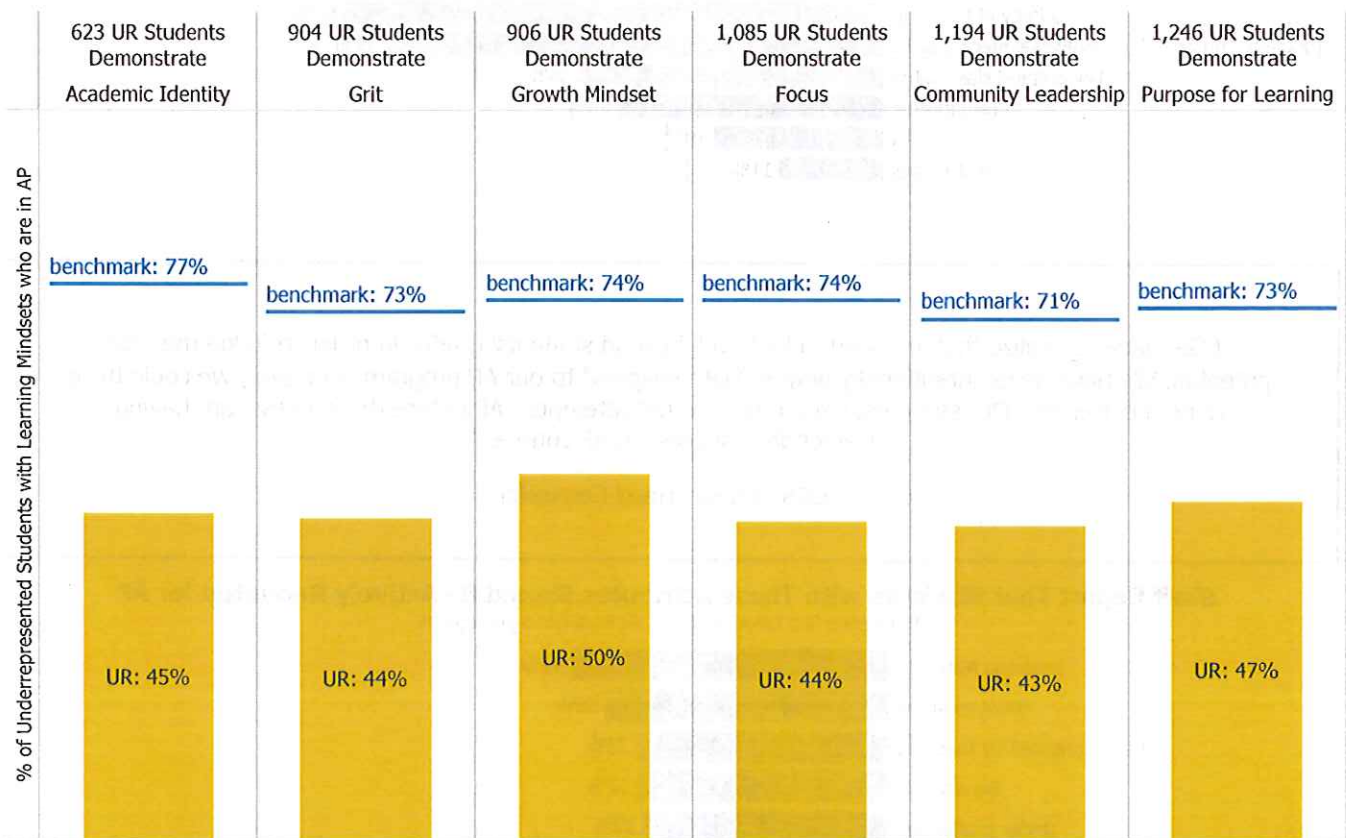
A motivational perspective on learning and achievement deepens our understanding of students and broadens our appreciation of students' strengths. It is a critical partner in fostering educational equity.

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

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.<sup>(14)</sup>

### 11th and 12th Grade Underrepresented (UR) Students with Each Learning Mindset & Percent of Those Who Are Participating in AP

— Participation rate of 11th and 12th grade benchmark students with Learning Mindset



There are **840** 11th and 12th grade underrepresented students with 2 or more Learning Mindsets\* who are currently not enrolled in AP

\* Based on 2015-16 participants across EOS' portfolio, underrepresented students with 2 or more Learning Mindsets demonstrated Semester 1 AP/IB pass rates of 82%.<sup>(10)</sup>

# 11. Ready for Action at Your District

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."<sup>(15)</sup>

## Support One-On-One Conversations with Students

### Reasons Why Current Underrepresented Students Decided to Enroll in Their First AP Class

Top 5 Responses

	AP n = 783
One-on-one conversation w/ counselor or staff member	183
I planned to take before starting high school	158
A conversation with a friend	154
A conversation with my parents or guardians	124
Classroom visit from a counselor or staff member	45

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

	AP
One-on-one conversations with students	235
Improving identification & encouragement practices	171
Do professional development	151
Improve academic support resources	112
Examine/revise policies to increase access	109
Tutor students	100

## Create Structures for Support

### Underrepresented Students Report That They Would Be More Likely to Take AP if...

Top 5 Responses

	AP n = 2,659
Study/HW support	36%
I had more information	26%
I could redo assignments	25%
Peer mentors/study partner	24%
No summer homework	18%

## Build Capacity for Equity

**90** non-AP teachers are interested in teaching AP subjects

### Staff Are Interested in Teaching The Following Subjects

	AP
Arts	15
Computer Science	2
English	15
History	11
Math	13
Sciences	19
Social Science	12
World Languages & Cultures	20

## 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 can talk about other strategies that will work best in 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.

#### 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 informational event.

### Step 3

#### 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	
<b>Chloe Adamson</b>		Chloe's Educational Goal: Four year college degree	
10th Grader (On Outreach List)		Career Interest: Elementary teacher	
		Trusted Adults at Medtronic High School (MHS): Curtis Swanson Matthew Purkins Michelle Campbell	
		Study Skills Support at Medtronic High School (MHS): Jana Olson Monika Campbell	
		Staff advocating for Chloe to take AP: ( ) ( ) ( )	
		Subject Interest: Social Studies (History, Government, etc.)	
		GPA: 2.47	
<b>Indicators of AP Readiness</b>		<b>AP Access Barriers</b>	
Would consider taking AP:		No adult encouragement	
Demonstrated Assets:		Needs more info from staff to enroll in AP	
• Academic Strategies		Fewer classes are not adequate preparation for college	
• Community Leadership		Courses aren't challenging	
• Grit		Haven't enrolled in AP because:	
• Growth Mindset		• 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	
<b>Test Scores</b>		<b>Chloe's Comments</b>	
History: 600		Max: I always try to figure out what I need to pass. But I also try to do more than what is expected.	
Science: 610		Would like the school to know I just want to be in AP English for one year and see if that is or not.	
English Language Arts: 610			
Math: 610			

"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. Research

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