



Kentwood Public School District 2025-26 Pathways Report



Overview

The Equal Opportunity Schools (EOS) [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/IB/DE. The report highlights the experiences of Latinx, Black, Native American, Pacific Islander, multiracial, and low-income students. Throughout, we refer to this group of students as “historically underrepresented students.”

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 historically underrepresented students who are currently in AP/IB/DE enroll?
- Does it address the concerns of historically underrepresented students about AP/IB/DE 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
5. Student & Staff Views on Rigor
6. Student & Staff Perspectives on the Benefits of Taking AP/IB/DE
7. Barriers to Accessing Advanced Courses
8. Learning Mindsets & Why EOS Uses Them
9. Moving Beyond GPA & Test Scores to Identify Students
10. Recruiting Students with Learning Mindsets
11. Ready for Action
12. Taking Action
13. Supporting Research

This report includes survey responses for 2,551 students.
EOS portfolio comparisons in this report are based on 2,551 students
across 2 schools.

This report includes survey responses for 129 staff.
EOS portfolio comparisons in this report are based on 129 staff across
2 schools.

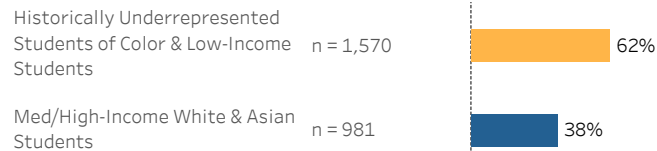
1. Demographics of Survey Respondents

This report includes survey responses for 2,551 students.
EOS portfolio comparisons in this report are based on 2,551 students across 2 schools.

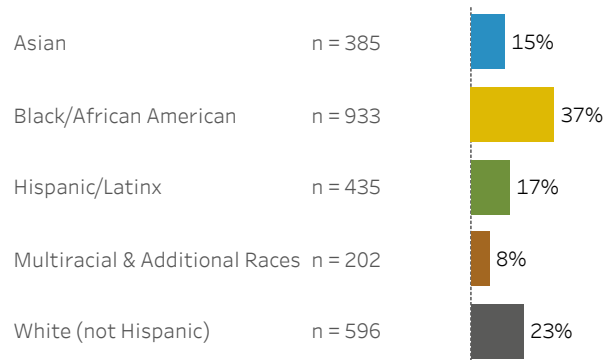
This report includes survey responses for 129 staff.
EOS portfolio comparisons in this report are based on 129 staff across 2 schools.

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

Student Category

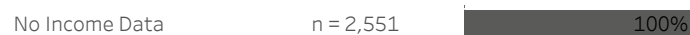


Race / Ethnicity



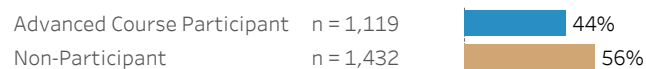
Income Level

Low-income based on receiving free or reduced price meals

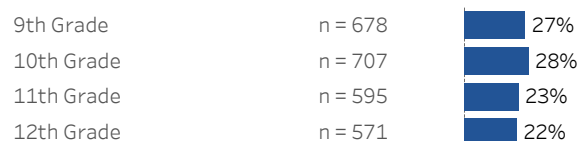


AP/IB/DE Students

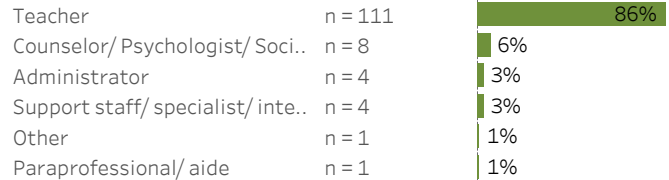
Enrolled in at least one AP/IB/DE course this year



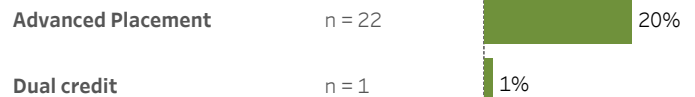
Grade Level



Staff Role



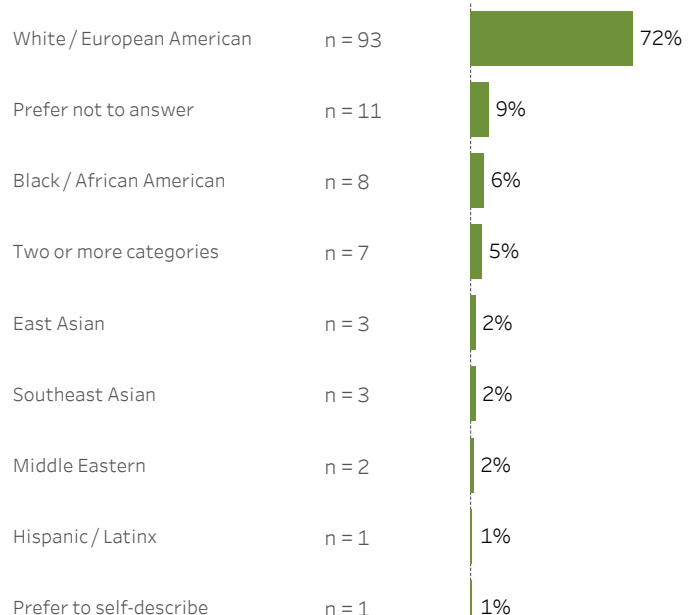
Current Staff Teaching Advanced Courses



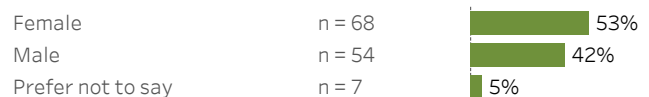
Staff Time at School



Staff Race / Ethnicity



Staff Gender



This report includes survey responses across 2 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.

88% of students want to obtain a two-year, four-year, or advanced college degree.

88% across EOS portfolio

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

Reference line is EOS portfolio average

"True" or "Completely True" responses; n = 2,243

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

70%

70%

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

76%

76%

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

72%

72%

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)

Increasing student participation in advanced coursework 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)

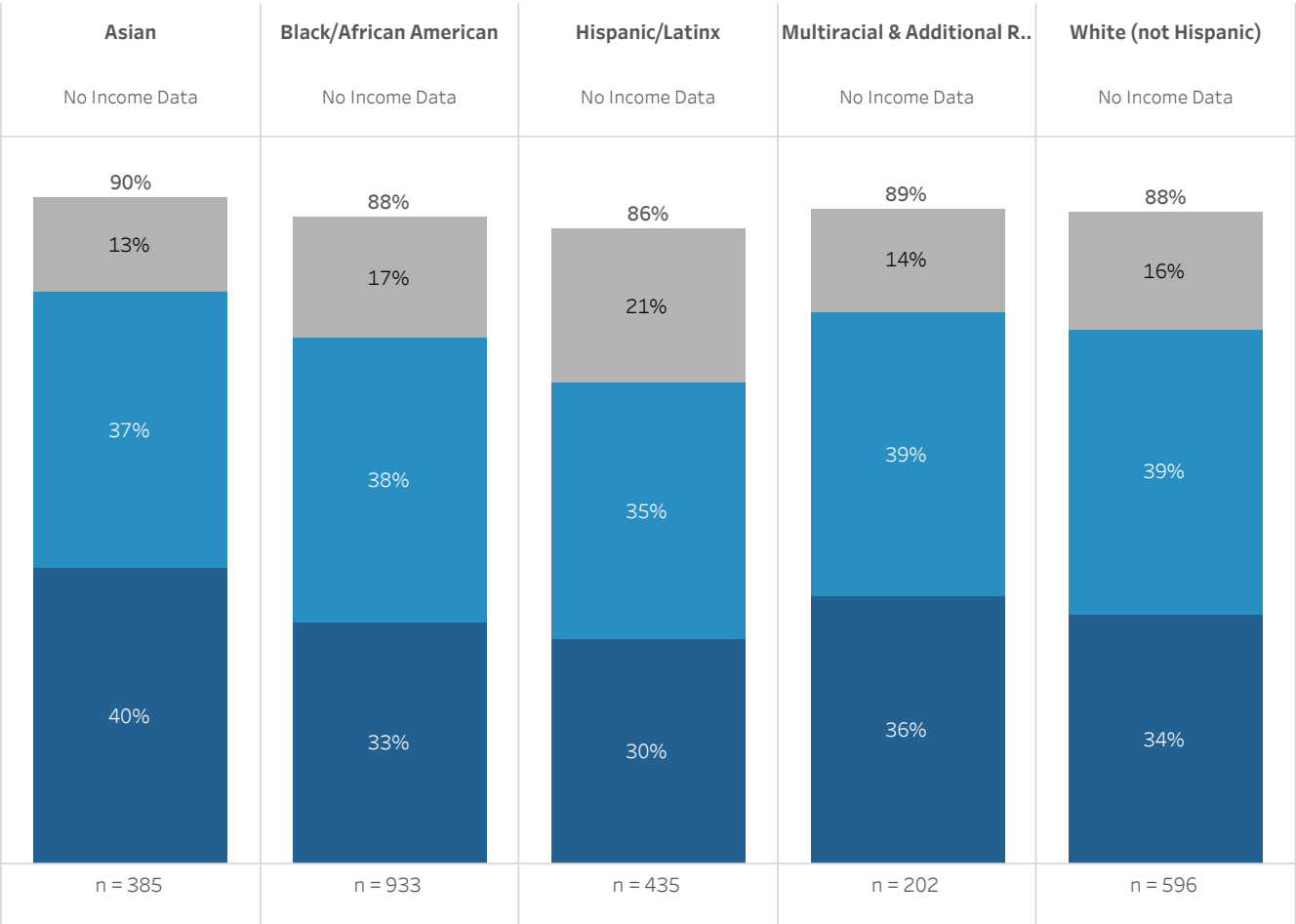
Staff Estimates of Students Who...

Reference line is EOS portfolio average
n = 129



Students Across Race and Income Levels Have High College Aspirations

Two-Year Degree / Four-Year Degree / Advanced Degree

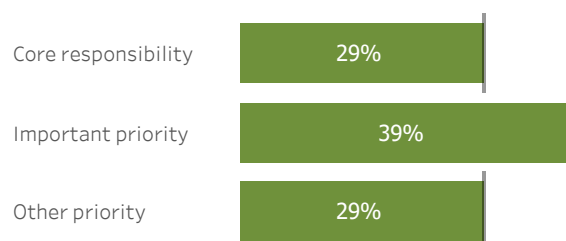


4. Staff Perspectives & Student Perspectives on Access

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)

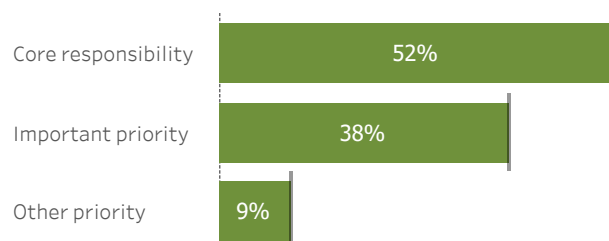
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are **taking Advanced Courses, how would you feel about the priority to address this?**

Reference line is EOS portfolio average
n = 129



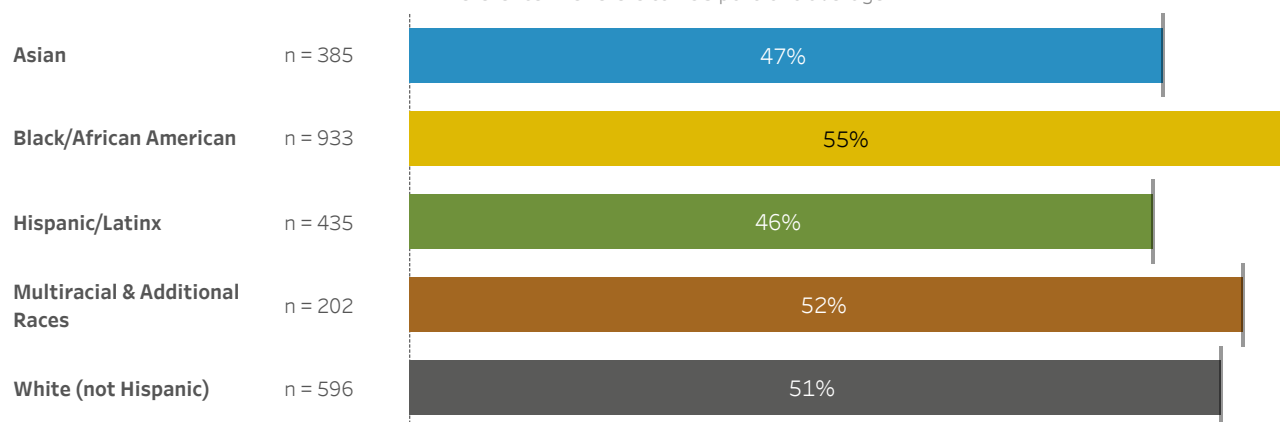
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are **entering and graduating from college, how would you feel about the priority to address this?**

Reference line is EOS portfolio average
n = 129



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

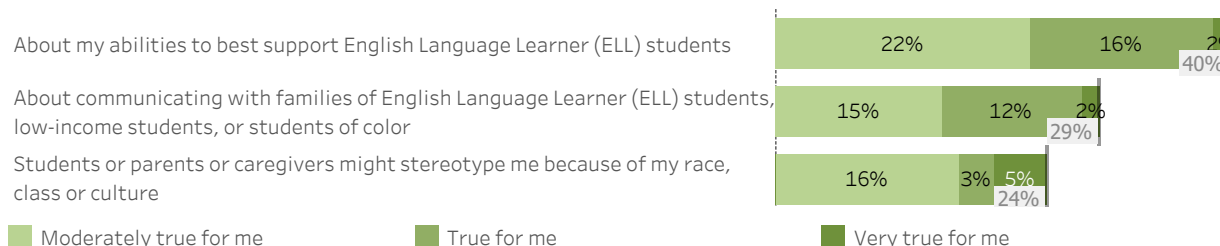
Reference line refers to EOS portfolio average



73% (94) 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 = 129



5. Student & Staff Views on Rigor

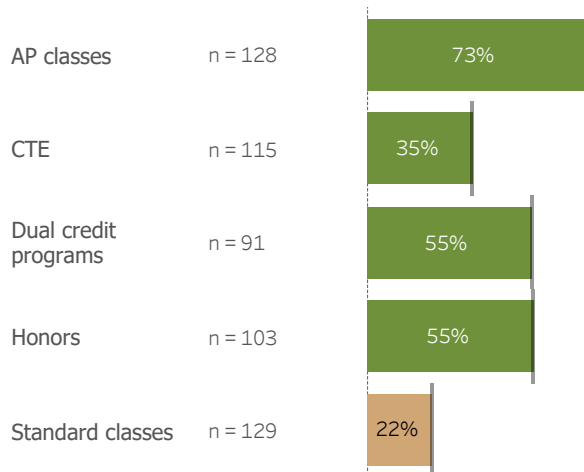
High schools with greater proportions of students taking and passing rigorous courses have demonstrated greater capacity to increase the number of students who graduate from college.⁽⁶⁾

Evidence points to substantial differences in outcomes (standardized test scores, high school graduation, and college enrollment) for students who take rigorous high school courses 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⁾

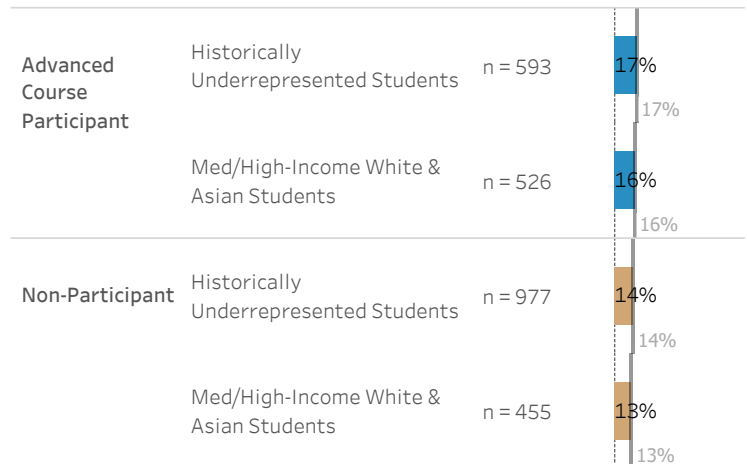
Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs

Reference is EOS portfolio average



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

Reference line is EOS portfolio average



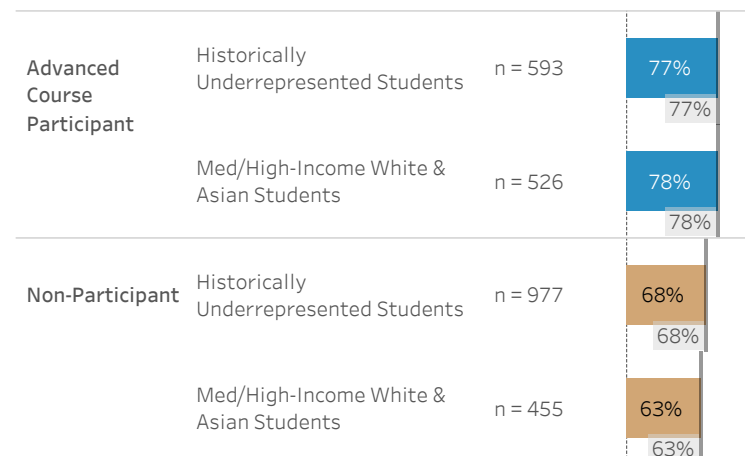
Staff Who Report That Classes Prepare Students "Well" or "Very Well" for College

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/DE

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/DE

Top 10 responses; Staff select up to 3 responses

n = 129

Developing critical thinking skills	55%
Having college-like experience	49%
Developing Learning Mindsets	45%
Developing study skills	36%
Linking learning to larger purposes	28%
Earn college credit	26%
Passing the exam	15%
Developing literacy skills	13%
Developing subject area knowledge	11%
Passing the class	5%

Students' Top Reasons for Taking or Planning to Take AP/DE

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

n = 1,662

Get college credit	52%
Get a GPA bump	46%
Help me get into college	39%
Study a subject of interest	19%
Having college-like experience	18%
Developing critical thinking skills	18%
Developing study skills	16%
I'm not challenged in the standard ..	14%
Developing Learning Mindsets	14%
Advised by an adult	12%

Rigorous Coursework Promotes Students' Confidence in College Belonging

Percent of Students Who Feel like They Will Belong in College

Reference line is EOS portfolio average

Advanced Course Participant	Historically Underrepresented Students	n = 555	56%	56%
	Med/High-Income White & Asian Students	n = 496	56%	56%
Non-Participant	Historically Underrepresented Students	n = 907	43%	43%
	Med/High-Income White & Asian Students	n = 431	47%	47%

7. Barriers to Accessing AP/DE

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

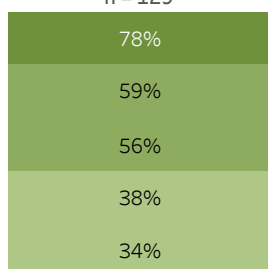
Among historically underrepresented students of color and low-income students who are not currently enrolled in advanced coursework, 1 in 5 students reported that they do not know whether advanced classes can earn them college credit.⁽¹⁰⁾

Reasons Staff Think Students Choose NOT to Take AP/DE

Top 5 responses

n = 129

Too much work
Won't be successful
Competing schedule priorities
Are intimidated
Concerned about GPA

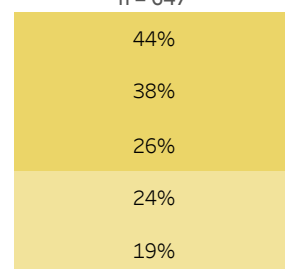


Reasons Historically Underrepresented Students Choose NOT to Take AP/DE

Top 5 responses

n = 647

Won't be successful
Too much work
Concerned about GPA
Not enough information provided
Not enough support available

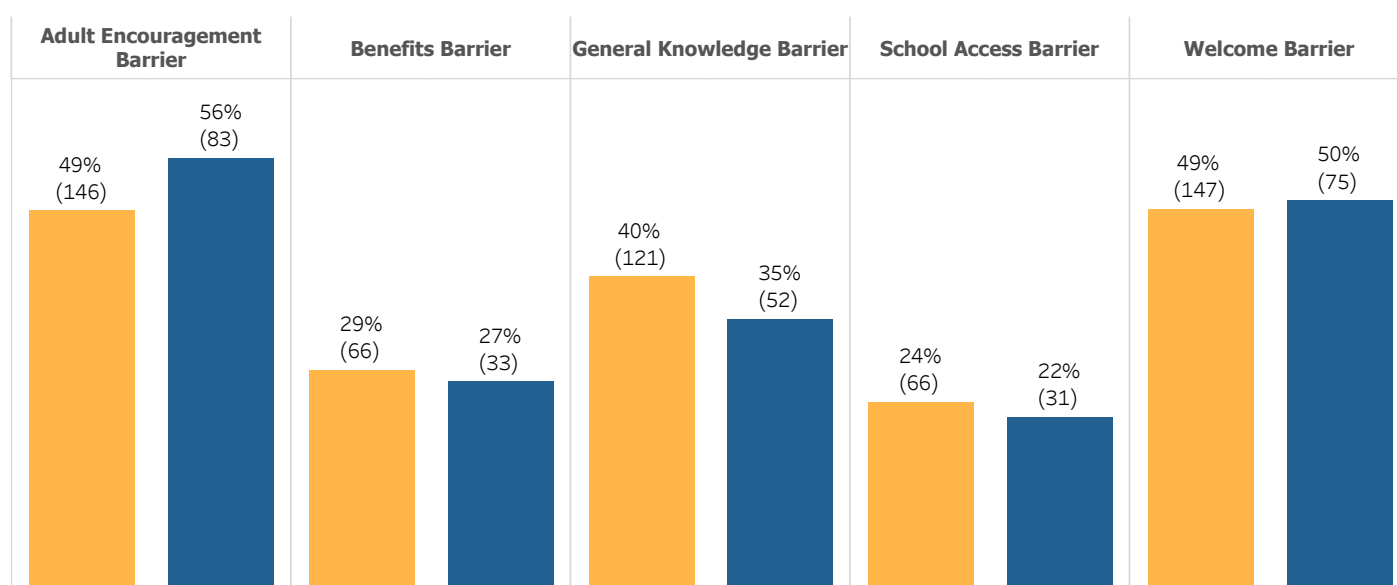


11th and 12th Grade Historically Underrepresented Students Not Participating in AP/DE Experience Barriers

Historically Underrepresented Students
Med/High-Income White & Asian Students

(n = 299)

(n = 149)



If the **146 11th and 12th grade historically underrepresented students of color and low-income students** who have the Adult Encouragement Barrier participated in AP/DE at the same rate as students without the barrier (65%), **95 historically underrepresented students of color and low-income students could be added to AP/DE.**

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: The student perception of their academic self in the future as well as their confidence in the academic strategies they have to get there. (Academic Self & Academic Strategies)

Academic Persistence: The conceptualization and measurement of motivation in the academic domain.

Community Leadership: The interpersonal skills of responsibility, corporation, assertiveness and empathy a student gains from real-life leadership activities.

Growth Mindset: The belief that the most basic abilities- including intelligence- grow with dedication and hard work. Brains and talent are just the starting point. This view nurtures a love of learning and a resilience essential for great accomplishment.

Focus: The ability to manage one's inner responses, as well as to control behavioral tendencies (such as impulses) and refrain from acting on them.

Multiple Cultural Language Skills: The cognitive benefits of being bilingual that are linked to mental flexibility, problem-solving, concentration and memory.

Purpose for Learning: An academic goal that is motivated both by an opportunity to benefit the self and the potential to have some effect on or connection to the world beyond the self.

Self Efficacy: The belief and confidence that one has in regard to their capacity to accomplish learning tasks and produce desired results.

Having Learning Mindsets like Academic Identity, 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 work with EOS.⁽¹¹⁾

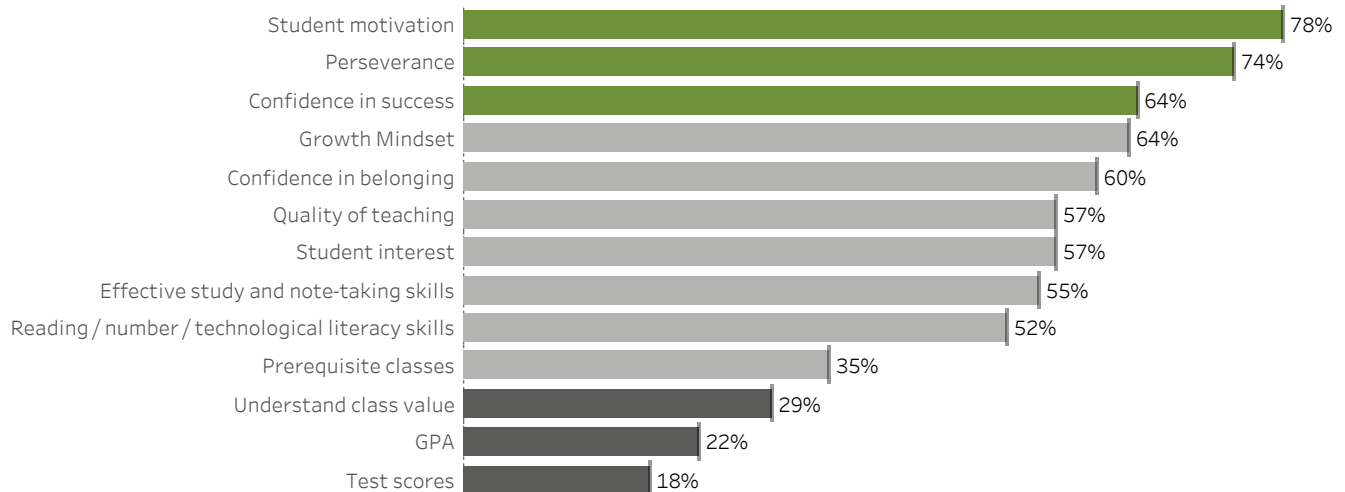
"The most beneficial aspect [of working with EOS] is receiving the data and the information from the surveys. The results we received we cannot get by reviewing students' grades. The information from the surveys identifies students' strengths, grit, and potential. Without this information, we would not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

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/DE

Reference line is EOS portfolio average
n = 129

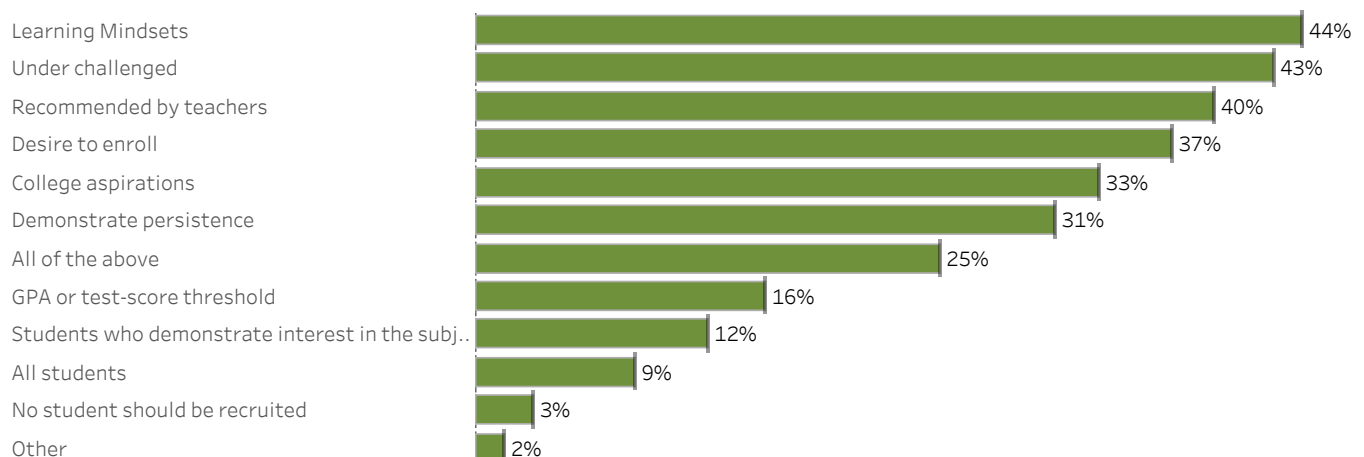


"EOS made us realize that we need to look well beyond students' grades in order to judge their AP potential. We have never intentionally played "gate keepers" to our AP program. However, we could have done a better job. Our students, who may have not attempted AP before this process, are having tremendous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

-EOS Partner, Head Counselor

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

Reference line is EOS portfolio average
n = 129



10. Recruiting Students with Learning Mindsets

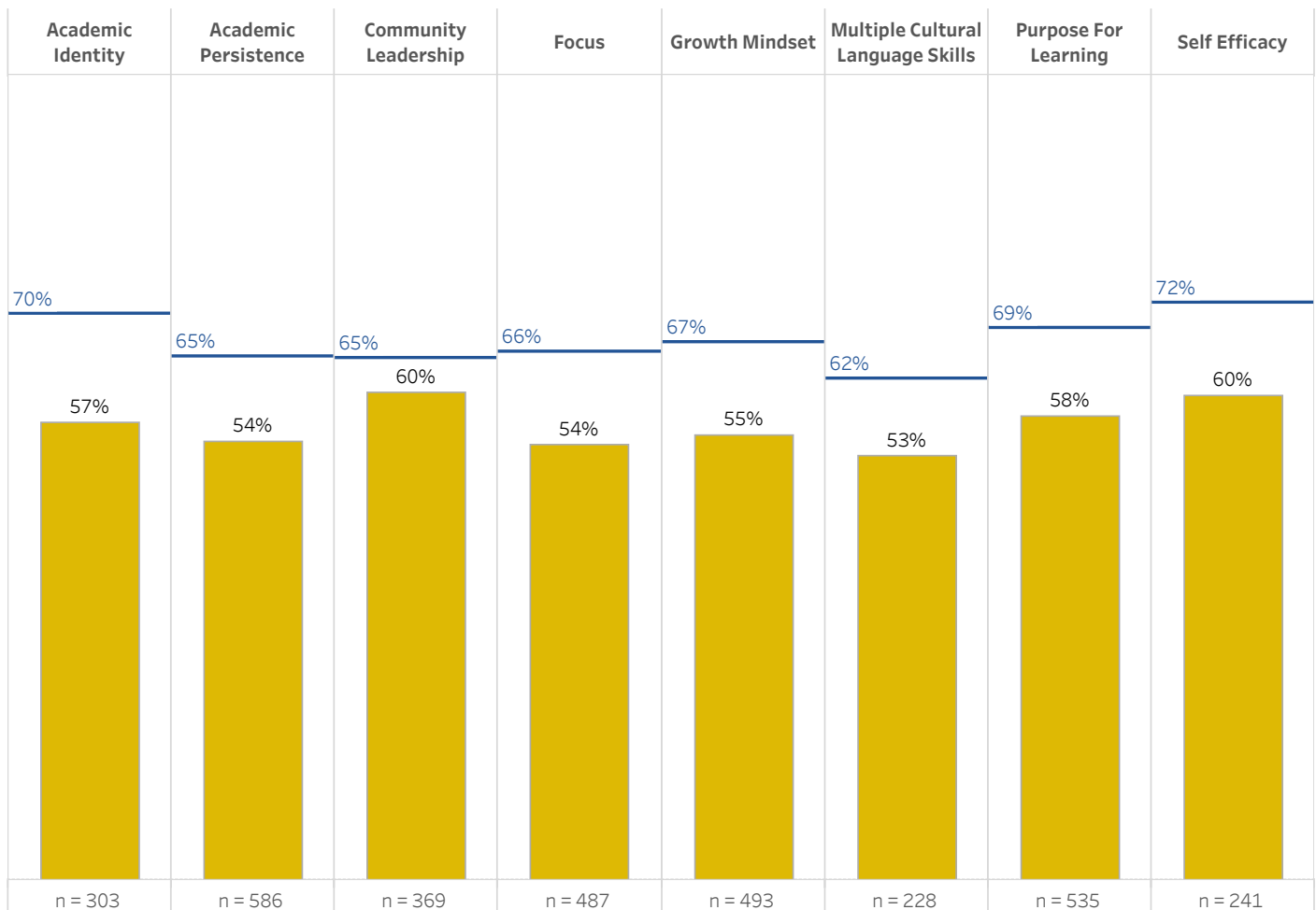
A motivational perspective on learning and achievement deepens understandings of students & broadens our appreciation of students' strengths. It is a critical partner to foster educational access & opportunity.

Learning Mindsets are a key tool for closing participation gaps in advanced classes. Activities designed to foster Learning Mindsets show immense benefits, particularly for historically underrepresented 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 Historically Underrepresented Students of Color and Low-Income Students with Each Learning Mindset Participating in AP/DE

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



There are **298** 11th and 12th grade historically underrepresented students of color and low-income students with 1 or more Learning Mindsets who are currently not enrolled in AP/DE.*

* Based on EOS's portfolio data, 11th and 12th grade historically underrepresented 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 Historically Underrepresented Students Decided to Enroll in Their First AP/DE Class

Top 5 Responses

	n = 683
Talking with a friend	44%
My teacher talking about it during class	36%
Talking with my parents or caregivers	33%
Planned to take Advanced Coursework before High School	29%
School culture encourages Advanced Coursework	16%

Number of Staff Willing to Take Action to Foster Access to AP/DE

Top 5 Responses

	n= 106
Building classroom culture that emphasizes collaboration and academic r...	75
One-on-one conversations with students	75
Identification and encouragement	46
Professional development	32
Revise policies	30

Create Structures for Support

Historically Underrepresented Students Report That They Would Be More Likely to Take AP/DE with...

Top 5 Responses

	n = 1,264
Study/HW support	34%
Opportunities to redo assignments	31%
Peer mentors/study partner	28%
More information	26%
No summer homework	24%

Build Capacity

34 staff members who currently don't teach AP/DE are interested in teaching Advanced Course subjects

Staff Are Interested in Teaching The Following Subjects

English/Language Arts/Literature	12
Sciences	8
History	7
Social Science/Humanities	7
Math/Mathematics	4
World Languages & Cultures	4
Arts	2

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

- 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		Chloe's Educational Goal Four-year college degree
10th Grader (On Outreach List)		Career Interest Elementary teacher
		Trusted Adults at Medrona High School (MHS) Darin Weismann, Matthew Purkiss, Michelle Campbell
		Study Skills Support at Medrona 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		AP Access Barriers
Would consider taking AP		No adult encouragement
Demonstrated Assets: <ul style="list-style-type: none">• Academic Strategies• Community Leadership• Grit• Growth Mindset		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: <ul style="list-style-type: none">• 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		Chloe's Comments
History	269	Max: 600
Science	306	600
English/Language Arts	316	600
Math	302	600
		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

1. Sommerfeld, A.K. (2016). Education as a collective accomplishment: How personal, peer, and parent expectations interact to promote degree attainment. *Social Psychology of Education*, 19(2), 345-365.
2. Ross, T., et al. (2012). Higher Education: Gaps in Access and Persistence Study (NCES 2012-046). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.
3. McFarland, J., et al. (2018). The Condition of Education 2018 (NCES 2018-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
4. Ikoma, S., & Broer, M. (2015). How can we help students match college aspirations to college enrolment? American Institutes for Research Policy Center.
5. ACT (2010). Mind the gaps: How college readiness narrows achievement gaps in college success.
6. Dougherty, C., Mellor, L., & Jian, S. (2006). The Relationship between Advanced Placement and College Graduation. 2005 AP Study Series, Report 1. National Center for Educational Accountability.
7. Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of high school course-taking on secondary and postsecondary success. *American Educational Research Journal*, 49(2), 285-322.
8. Daggett, W. R. & Pedinotti, J. A. (2011). Reading skills and the career readiness Gap: A study of high school students' preparedness for college and career. International Center for Leadership in Education.
9. Park, K., Caine, V., & Wimmer, R. (2014). The Experiences of Advanced Placement and International Baccalaureate Diploma Program Participants: A Systematic Review of Qualitative Research. *Journal of Advanced Academics*, 25(2), 129-153.
10. Equal Opportunity Schools. (2017-18). Staff and student survey, 337,623 student responses, 18,582 staff responses. Unpublished Qualtrics survey, Program Department, Seattle, WA.
11. Equal Opportunity Schools. (2017-18). AP/IB Grade analyses, Year 1: 78,986 students, 2017-18: 96,540 students. 169 schools. Unpublished Report, Program Department, Seattle, WA.
12. Duckworth, A.L. (2013). The key to success? Grit. TED: Ideas Worth Spreading.
13. Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education They're not magic. *Review of Educational Research*, 81(2), 267-301.
14. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance--A Critical Literature Review. Consortium on Chicago School Research.
15. Equal Opportunity Schools. (2016-17). Student survey and AP/IB Grade analyses, 474,318 student responses. Unpublished Qualtrics survey, Program Department, Seattle, WA.
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.