

Darion Morris*

10th Grader
(On Outreach List)



*Not a real student - name and photo have been changed

Darion's Educational Goal Four-year college degree

Career Interest Elementary teacher

Trusted Adults at Medrona High School (MHS) Darrin Weismann
Matthew Purkiss
Michelle Campbell

Study Skills Support at Medrona High School (MHS) Jane Olson
Michelle Campbell

Staff advocating for Darion to take AP 🍎 🍎 🍎

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

GPA 2.67

Learning Mindsets & Skills

Would consider taking AP

Demonstrated Assets:

- Academic Strategies
- Community Leadership
- Grit
- Growth Mindset

Reported 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

History
289

Science
★ 336

English/Language Arts
316

Math
★ 322

Max: 600
600
600

I struggled with grades early in high school because I was bullied by my classmates and I couldn't do my work, but now no one can stop me from reaching my future goals. I'm going to be the first in my family to graduate college.

600
600

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

600

Darion's Comments

Learning Mindsets & Skills

Academic Identity: Students who demonstrate an academic identity share two qualities: a positive idea of their academic future (optimistic visions of their possible “**academic self**,” e.g., “I will get good grades next year”), and a knowledge of the tools necessary to make that future vision a reality (“**academic strategies**”). Students’ ideas about their future can involve both positive ideas about who they want to become, and negative ideas about who they do NOT want to become, with both being potential motivators of behavior.

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.

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

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

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

Barriers

Adult Encouragement Barrier: Students do not have avenues of encouragement or communication from adults in their lives about enrolling in AP/IB. They either report never having been encouraged by a school staff member or parents to take AP/IB, or that their parents do not expect them to graduate from college.

Benefits Barrier: Students do not understand the benefits of taking AP/IB, for instance that it boosts their chances of getting into college, is an opportunity to earn college credit, or that students who have taken AP/IB courses are better prepared for college.

General Knowledge Barrier: Students do not have enough information to enroll in AP/IB. They don’t know what AP/IB classes are, don’t know enough about AP/IB to sign up, or say they would be more likely to take AP/IB if they had more information.

School Access Barrier: Students do not know how to access AP/IB classes. They don’t know if they are allowed to take AP/IB, don’t feel as though staff provide sufficient information, or don’t understand how to actually enroll in AP/IB classes.

Welcome Barrier: Students do not feel welcome in AP/IB classes. They either believe that students like them are not welcome, or are aware of the school’s open access policy but do not believe it feels truly open.

College Belonging Barrier: Students worry that they may not belong in a two- or four-year college.

Teacher Belonging Barrier: Students don’t feel like a part of community in their advanced class. They may feel uncomfortable asking their teacher for help when they need it. They also may feel like their teachers don’t believe they are capable of succeeding in class and that teachers are not helping them develop necessary study habits.

Student Belonging Barrier: Students don’t feel comfortable asking their peers for help when they need it in their advanced class. They may feel that other students don’t believe they are capable of succeeding in class. They also may feel that they don’t share common interests and values with their peers.