

Update on Office of Civil Rights Consent Agreement

South Orange Maplewood School District

October 16, 2017



In 2014, South Orange-Maplewood School District (SOMSD) entered into an agreement with the U.S. Department of Education's Office for Civil Rights:

Black students must be provided equal access to participate in rigorous college and career preparatory courses within the District.

Action Steps

- I. Hire Consultant to review and assess the District
- II. Restructure academic placement eligibility, counseling, family/student outreach and training for District staff
- III. Data Trends
- IV. Next Steps

OCR

Action Step I

Hire Consultant to
Review and
Assess the District

Review & Assessment

- Review enrollment data, including trend data, disaggregated by race and grade
- Review the correlation between enrollment in K-8 courses and later enrollment in 9-12 courses
- Review and assess potential barriers to increase student participation in CCP courses
- Consider whether the assignment of levels to incoming high school freshmen might be eliminated or altered in a way that would increase access to higher level learning activities.
- Consult with other similar, public schools to identify effective methods for increasing student enrollment in CCP courses

Recommendations

- Establish school wide data teams at middle and high school.
- Develop school manuals/handbooks that clearly delineate how to access higher level courses
- Increase the Recruitment and Retention Efforts for Instructional Staff Members of Color
- Facilitate workshops for parents about Honors and AP - different community locations
- Timely communication with families regarding
- opportunities to access advanced placement
- PD for staff in Culturally Responsive Teaching and Differentiated Instruction

OCR

Action Step II

Restructure academic placement eligibility, counseling, family/student outreach and training for District staff

New Access and Equity Policy Adopted Oct. 2015

- *“All elementary, middle school, and high school parents/guardians and children in the South Orange-Maplewood School District shall have access to, and the ability to choose between current and future educational programs in all academic subjects, and at all academic levels”*
- *“All students shall be provided with age-appropriate academic supports for access to advanced-level courses”*
- *“Kindergarten through 12th grade curricular alignment, ensuring that all students develop the knowledge and skills fundamental to successful performance .“*
- *“Mutual accountability for educational success amongst students, parents and guardians, and the South Orange and Maplewood School District.”*
- *“Superintendent is directed to establish regulations and to set budgetary guidelines to make this policy effective.”*

Academic Placement Policy Revised Dec. 2015

Academic Placement Policy Revised and Aligned to Access and Equity with New Provisions:

- *“Academic placement recommendations should be given serious consideration by students and their parents or guardians. The recommendations, however, are non-binding.”*
- *“All students shall have access to, and the ability to choose between different educational programs in all academic subjects.”*
- Explicitly *“encourages students to challenge themselves by pursuing courses with the highest academic rigor that will prepare them for success in college or the workforce.”*
- Explicitly requires *“every effort to ensure that enrollment in classes at advanced levels proportionately reflects the demographic profile of the individual school.”*
- Explicitly requires *“variety of outreach methods that will provide necessary communication to all households regarding this Policy, and to encourage traditionally underrepresented populations to take advantage of all academic offerings.”*

Implementation

Eligibility/Selection Criteria

- In 2015, the Academic Placement Policy was revised
- 6th grade qualifying test for math eliminated
- Students no longer need test scores to qualify for higher level courses across all disciplines in grades 6-12
- 8th grade Advanced English eliminated
- At- A- Glance Documents created to communicate course expectations

Parent/Guardian & Student Outreach

- Developed A&E Events Schedule
- Student specific letters to inform families of level recommendations and course selection process
- AP forums (led by both admins and students)
- MAC Scholar / A&E Symposiums
- Selection Process /Exercising Choice
- Multiple pathways mapped out to parents as early as the fall
- PTA Nights & Math Days & Nights

Implementation

Academic Counseling

- HS Guidance counselors address all freshman classes individually
- HS Individual student meetings with counselor when selecting courses
- HS Advanced Placement information events
- HS MAC scholars hosted AP/honors information fair- Peer to Peer information
- HS students have an opportunity to visit higher level classes
- Created SmartGoal planners to be used with families during the scheduling process

Training for District Staff

- Dr. Joshi led anti-bias and cultural competency training.
- Seeking Educational Equity & Diversity (SEED) training for Administration and Teacher leaders
- Training to Recognize Gifted & Talented Students
- Training in how to improve student performance in Mathematics with Dr. Riccomini- Penn State University
- Universal Design for Learning: Incorporating strategies for diverse learning.

OCR

Action Step III

Data Trends

Overview of Data Trends

The data shows:

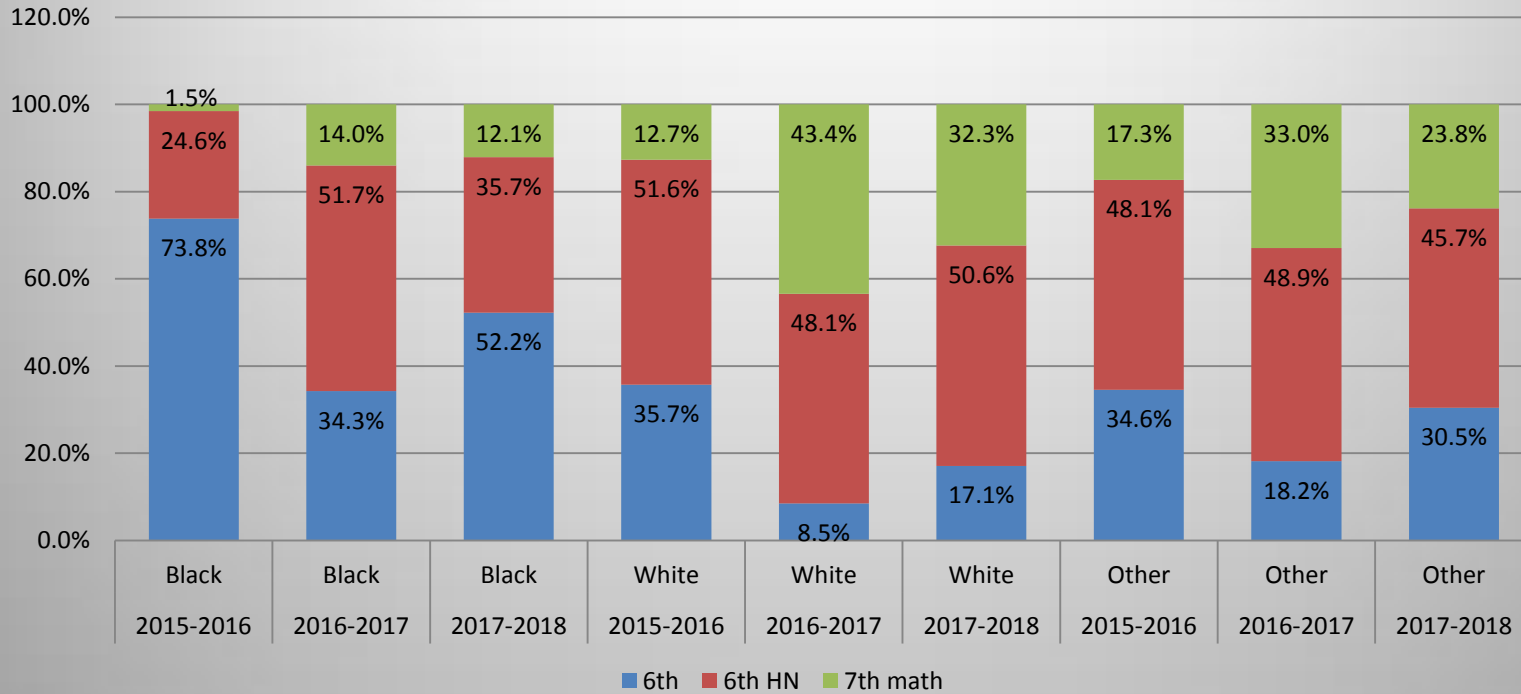
- Increased participation in accelerated math from 5th to 6th grade for all groups
- 11th grade Pre-calculus demonstrates more Black students are on path to Calculus
- Black students enrolled in Honors Physics or Advanced Physics increased by 10 percentage points between 2015-2016 and 2017-2018
- Chemistry – Black students participation increased by 5 percentage points in Honors and 12 percentage points in Advanced, and participation in Level 2 decreased by 13 percentage points.
- Social Studies Advanced Placement more than doubled among Black students in grade 12

The data shows areas of particular concern:

- Black students are not increasing participation in accelerated math from 5th to 6th grade at the same rate as white students
- High School ELA 9: less than 50% of Black students are in honors, compared to 90% of White students. A similar gap continues in grade 10.
- Grade 9 Biology: 36.3% of Black students are in honors, compared to 89.1% of White students.

Note: “Other” includes Hispanic, Asian, Indian, Pacific Islander, Multi-Racial

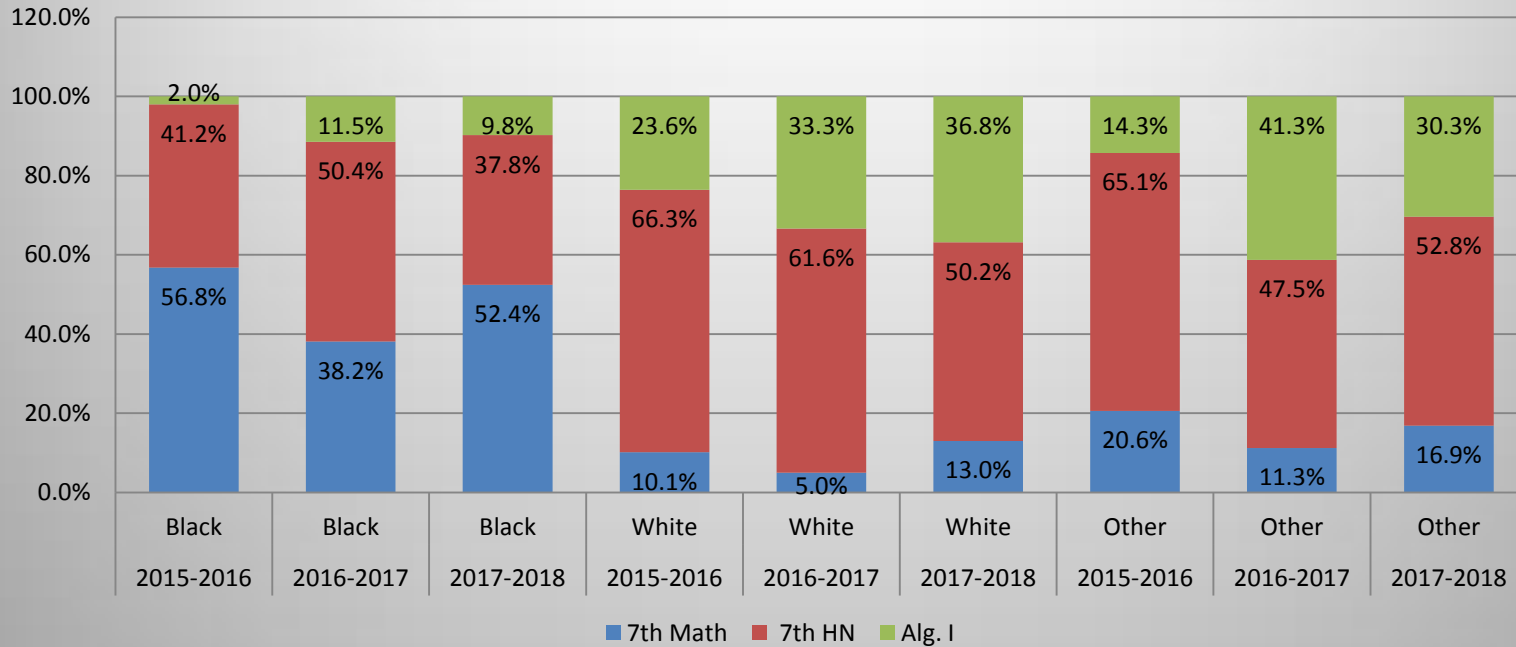
Grade 6



GRADE	RPTCRSLVL	Black			White			Other		
		2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
6	6th	96	49	82	90	22	45	28	16	32
	6th HN	32	74	56	130	124	133	39	43	48
	7th math HN	2	20	18	32	112	85	14	29	25

The number of students taking accelerated math (7th grade math) has trended upwards across all demographics. 10.6%- African American, 19.6- White, 6.5% Other

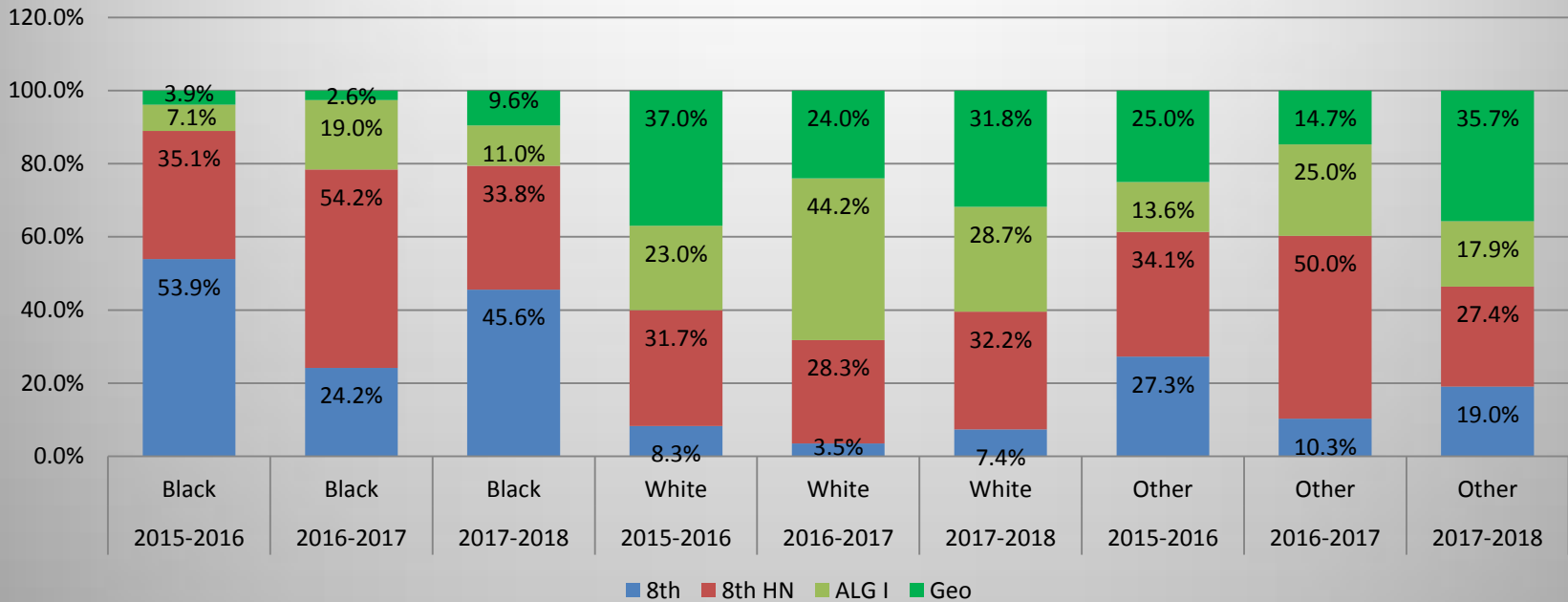
Grade 7



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7th Math	84	50	75	28	13	35	13	9	15
7th HN	61	66	54	183	159	135	41	38	47
Algebra I- Adv	3	15	14	65	85	99	9	33	27

The number of students taking accelerated math (Algebra I) has trended upwards across all demographics. 7.8% Black, 13.2% White, 16% Other

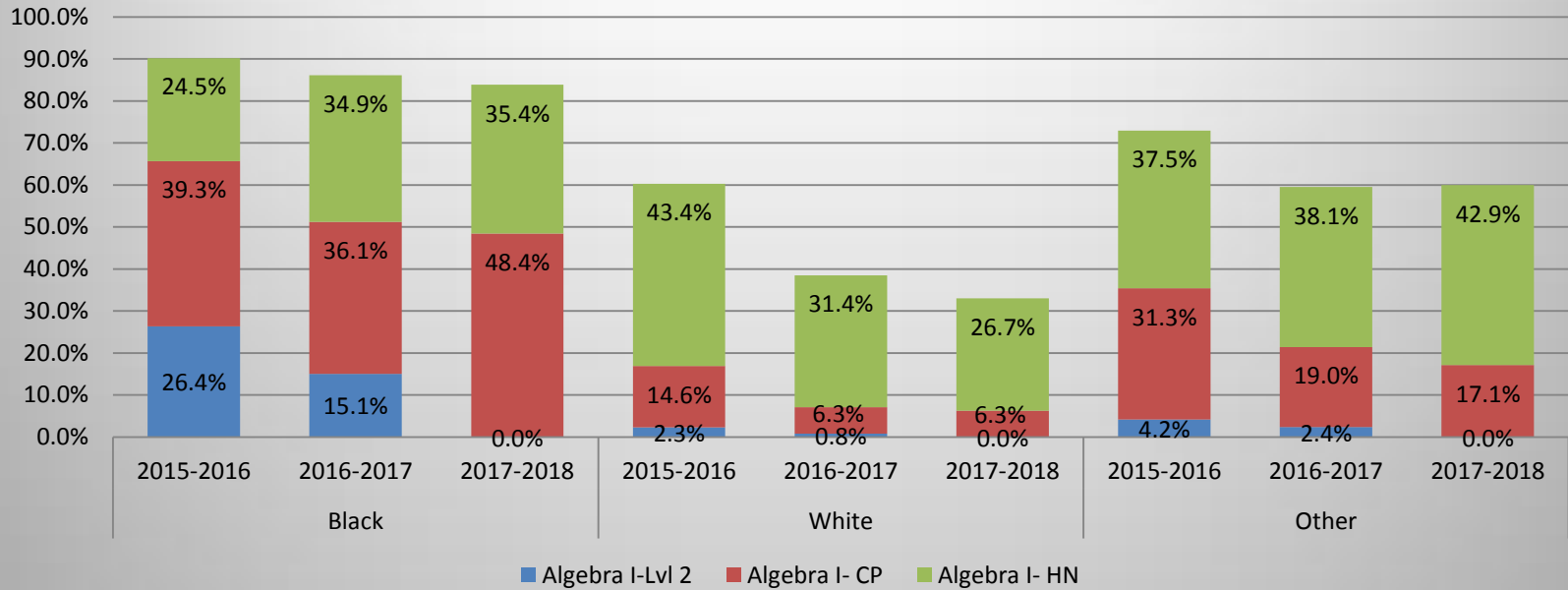
Grade 8



Black students enrolled in Alg. I and Geometry (acceleration) increased 11% for black students, remained almost steady .5% for white students and increased 15% for students of other races from the 2015-2016 school year to the 2017-2018 school year.

	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
8th	84	37	62	22	10	19	12	7	16
8th HN	54	83	46	84	80	83	15	34	23
Algebra I	11	28	15	61	125	74	6	17	15
Geometry -Adv	5	4	13	74	66	80	9	10	30

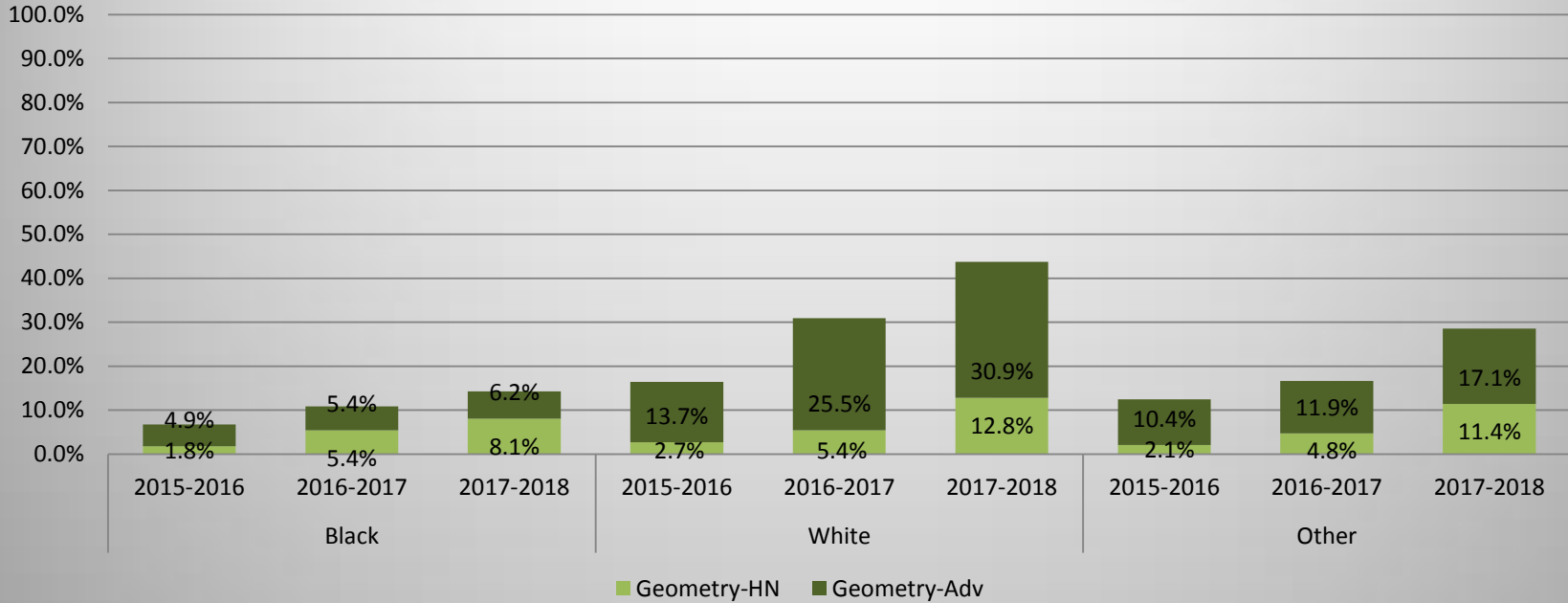
Grade 9 - Algebra 1



		Black			White			Other		
		15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	Algebra I-Lvl. 2	43	25		5	2		2	1	
	Algebra I- CP	64	60	78	32	15	18	15	8	12
	Algebra I- HN	40	58	57	95	75	77	18	16	30

Algebra I is grade level math in grade 9. There was a 10.9% increase in the number of black students enrolled in Alg-I honors from 2015-2016 to 2017-2018

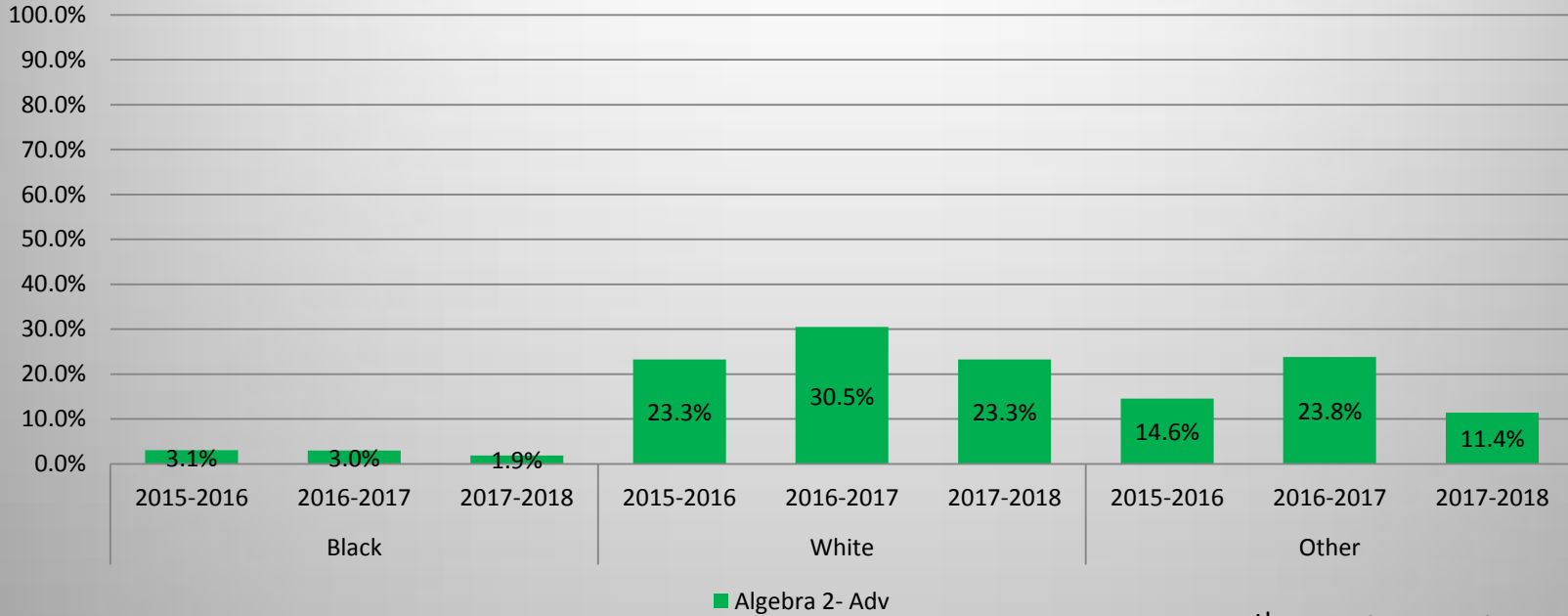
Grade 9 - Geometry



		Black			White			Other		
		15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	Geometry -HN	3	9	13	6	13	37	1	2	8
	Geometry -Adv	8	9	10	30	61	89	5	5	12

9th grade students enrolled in Geometry are considered accelerated students. These students enrolled in Algebra 1 in 8th grade. There was an increase in all demographics.

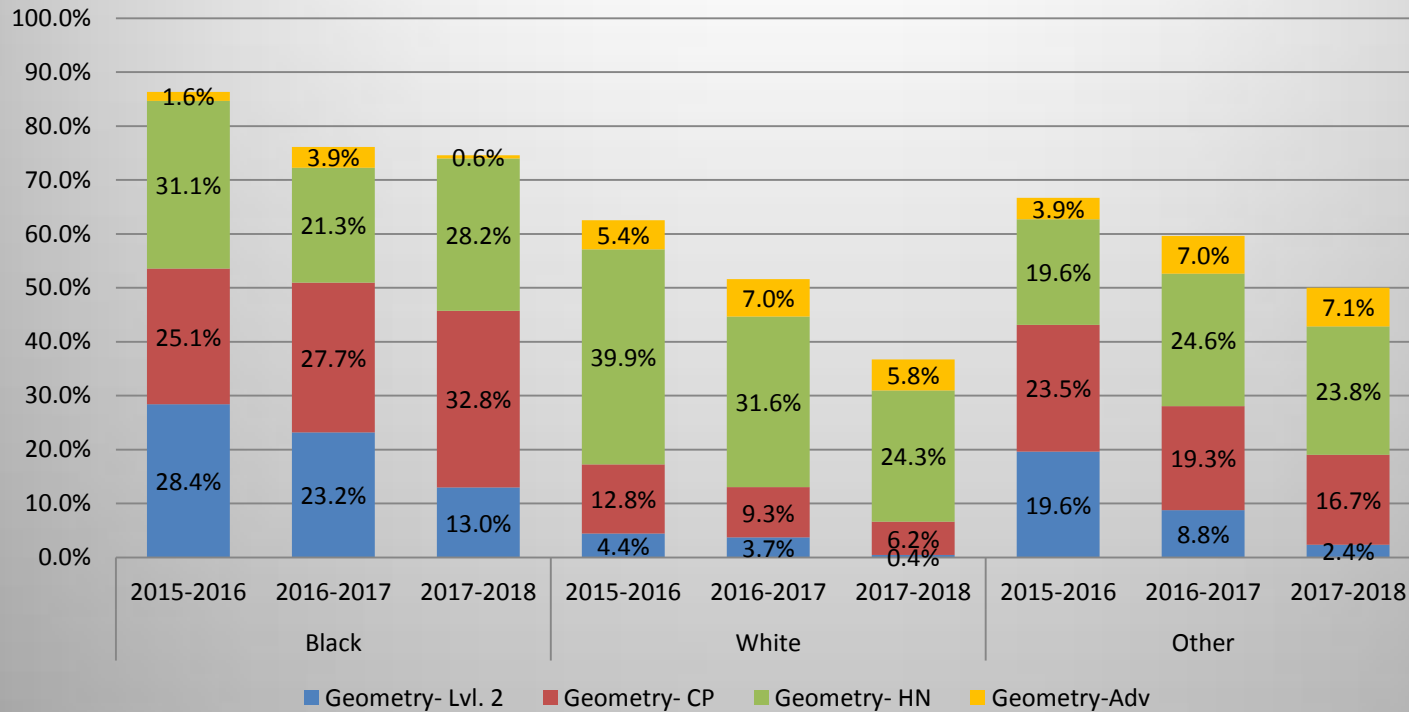
Grade 9 - Algebra 2



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Algebra 92- Adv	5	5	3	51	73	67	7	10	8

9th grade students enrolled in Algebra II are considered accelerated students. This group of students represent part of the last cohort who had to test into accelerated math (Pre A & E).

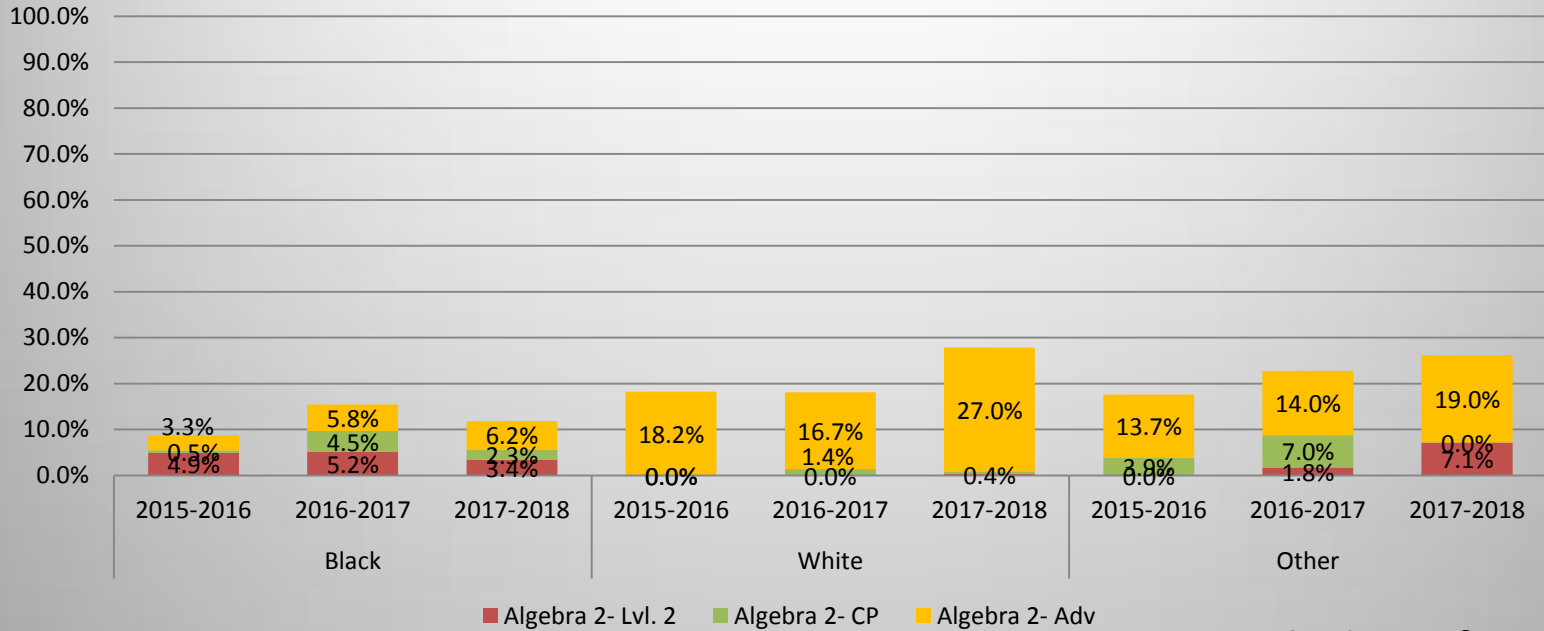
Grade 10 - Geometry



		Black			White			Other		
		15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10	Geometry - Lvl 2	52	36	23	9	8	1	10	5	1
	Geometry - CP	46	43	58	26	20	14	12	11	7
	Geometry - HN	57	33	50	81	68	55	10	14	10
	Geometry -Adv	3	6	1	11	15	13	2	4	3

Students enrolled in Level 2 geometry decreased while the numbers in College Prep increased by 7.7% among black students.

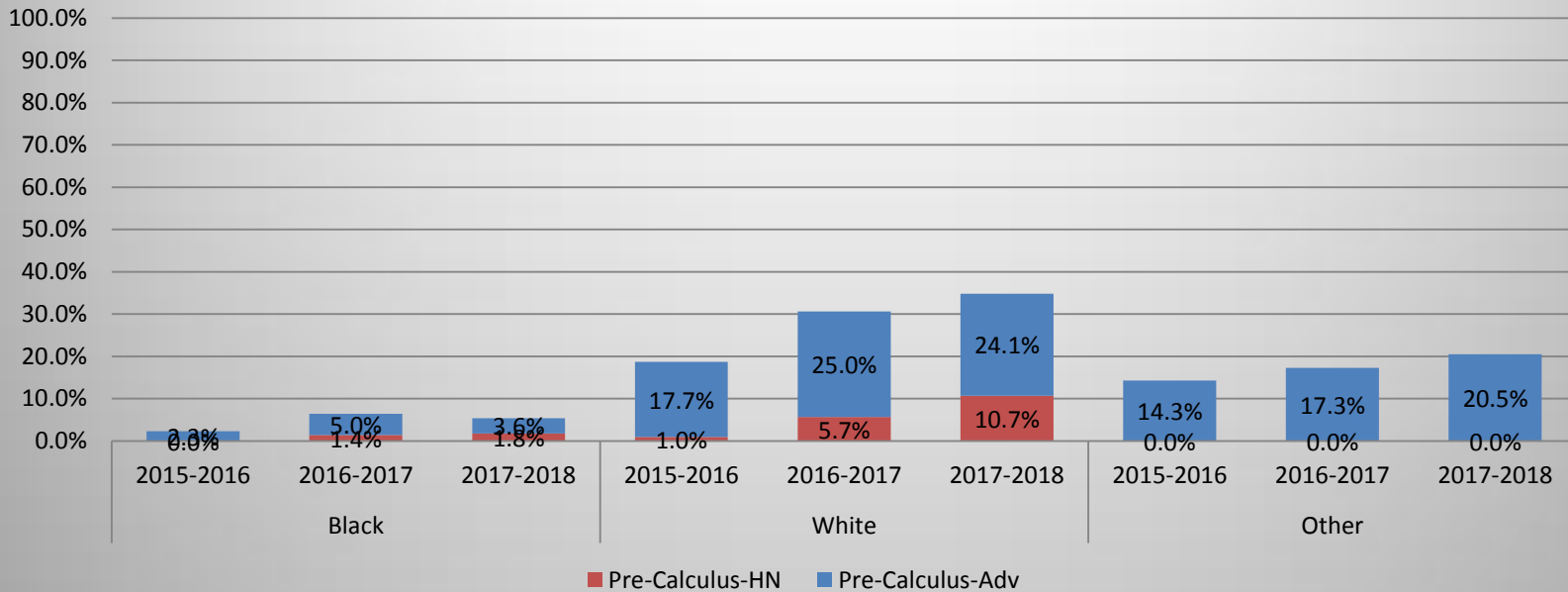
Grade 10 - Algebra 2



		Black			White			Other		
		15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Algebra 102- Lvl 2	9	8	6			1		1	3	
Algebra 2- CP	1	7	4		3	1	2	4		
Algebra 2- Adv	6	9	11	37	36	61	7	8	8	

Algebra 2 for 10th grade students is an accelerated course. There were increases of student enrollment across all demographics.

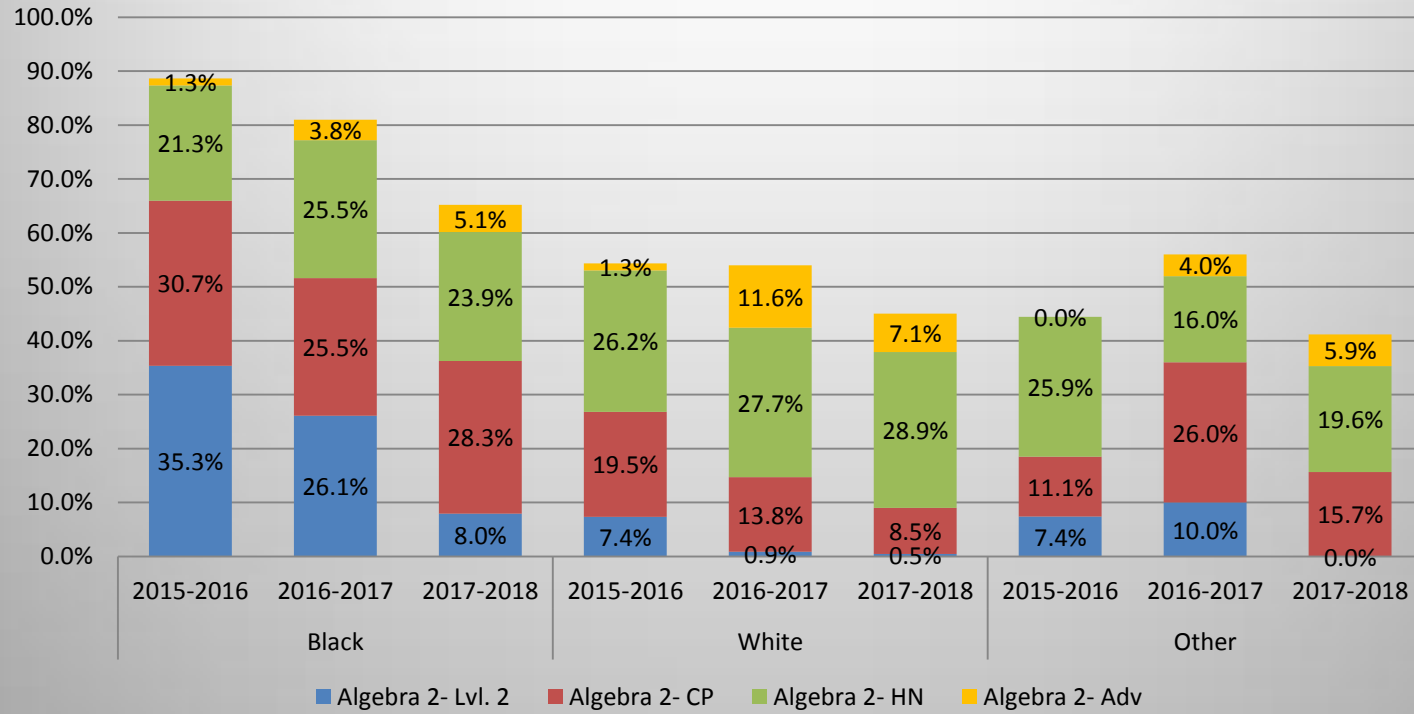
Grade 10 - Pre-Calculus



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Pre-Calculus-HN		2	3	2	12	24			
Pre-Calculus-Adv	4	7	6	36	53	54	7	9	8

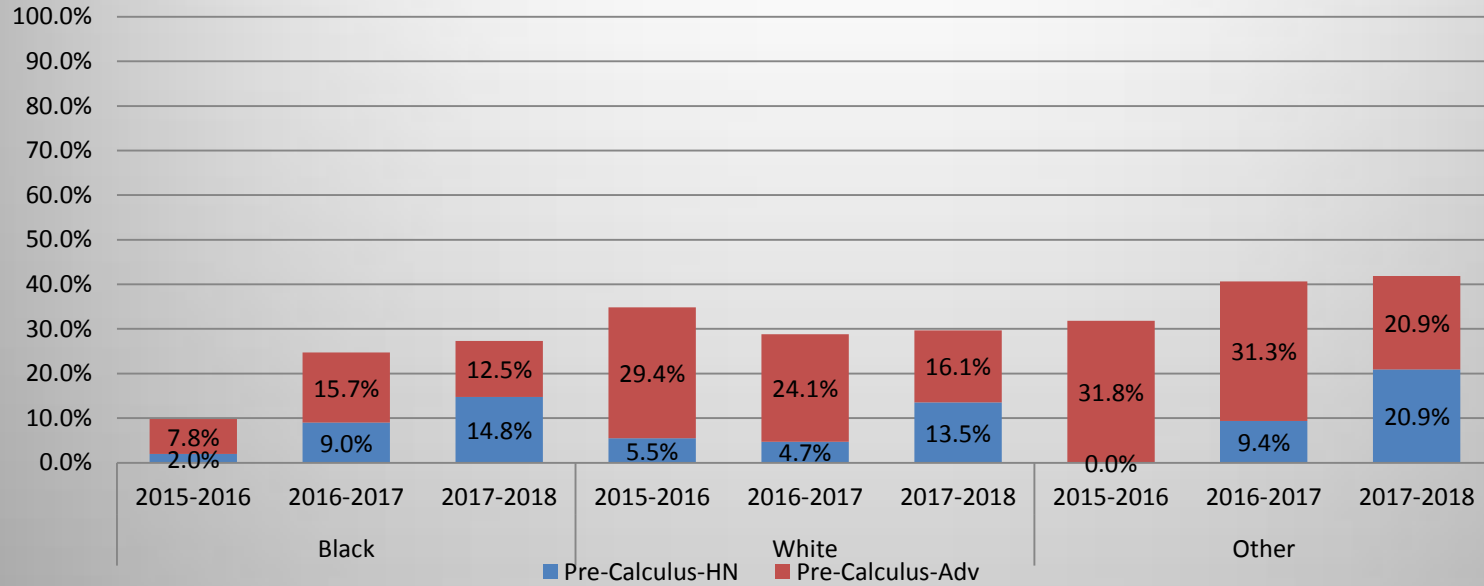
10th grade students enrolled in Pre-Calculus are considered accelerated students. This group of students represent part of the last cohort who had to test into accelerated math (Pre A & E).

Grade 11 - Algebra 2



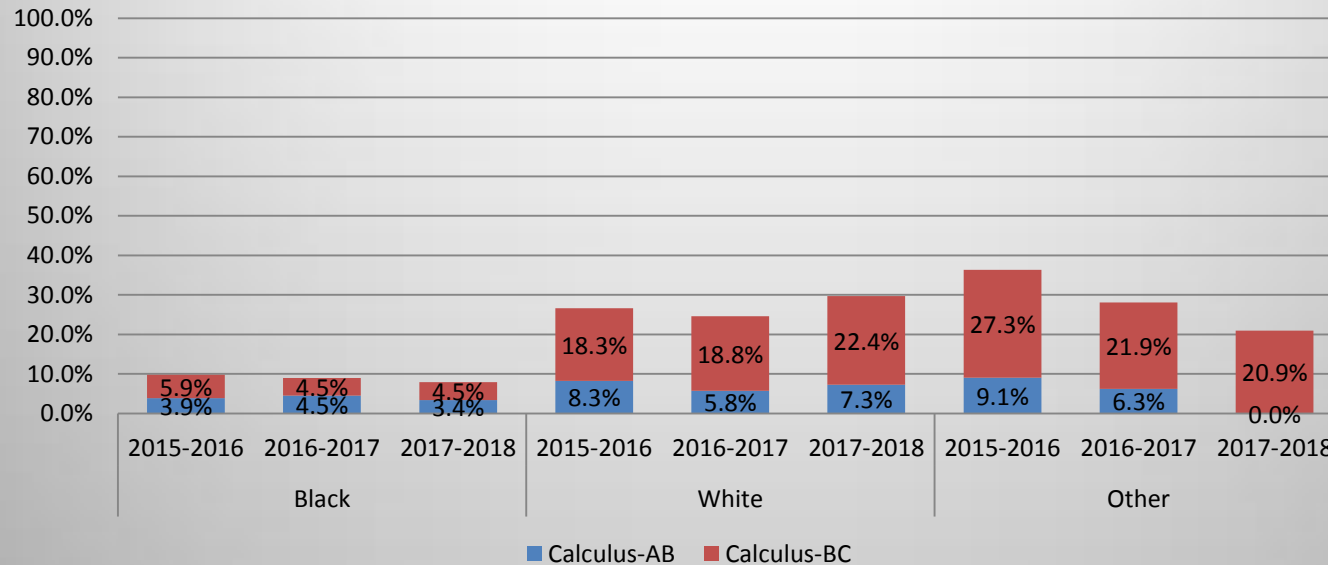
	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Algebra 11 2- Lvl 2	53	48	11	11	2	1	2	5	
Algebra 2- CP	46	47	39	29	31	18	3	13	8
Algebra 2- HN	32	47	33	39	62	61	7	8	10
Algebra 2- Adv	2	7	7	2	26	15		2	3

Grade 11 - Pre-Calculus



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Pre-Calculus-HN	1	8	13	6	9	26		3	9
Pre-Calculus-Adv	4	14	11	32	46	31	7	10	9

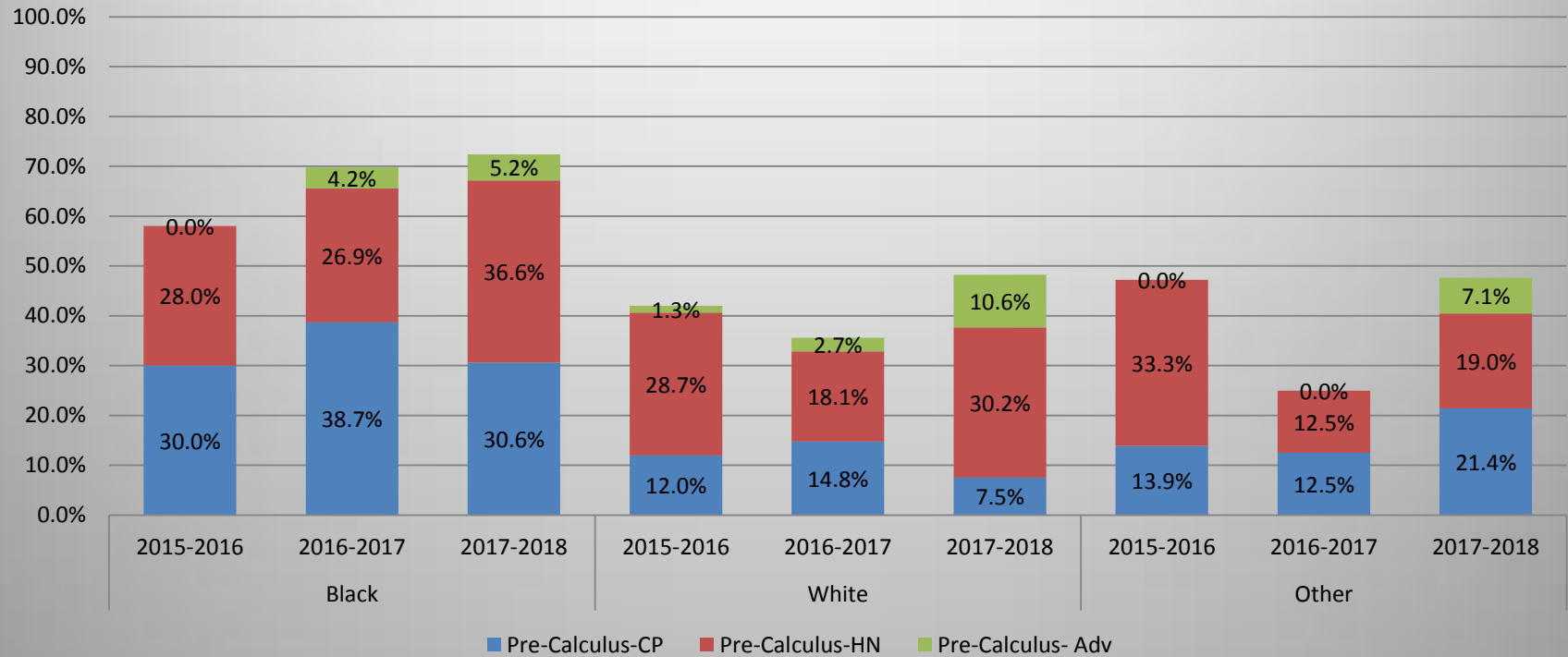
Grade 11 – Advanced Placement Calculus - AB/BC



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Calculus-AB	2	4	3	9	11	14	2	2	
Calculus-BC	3	4	4	20	36	43	6	7	9

11th grade students enrolled in Calculus are considered accelerated students. This group of students represent part of the last cohort who had to test into accelerated math (Pre A & E).

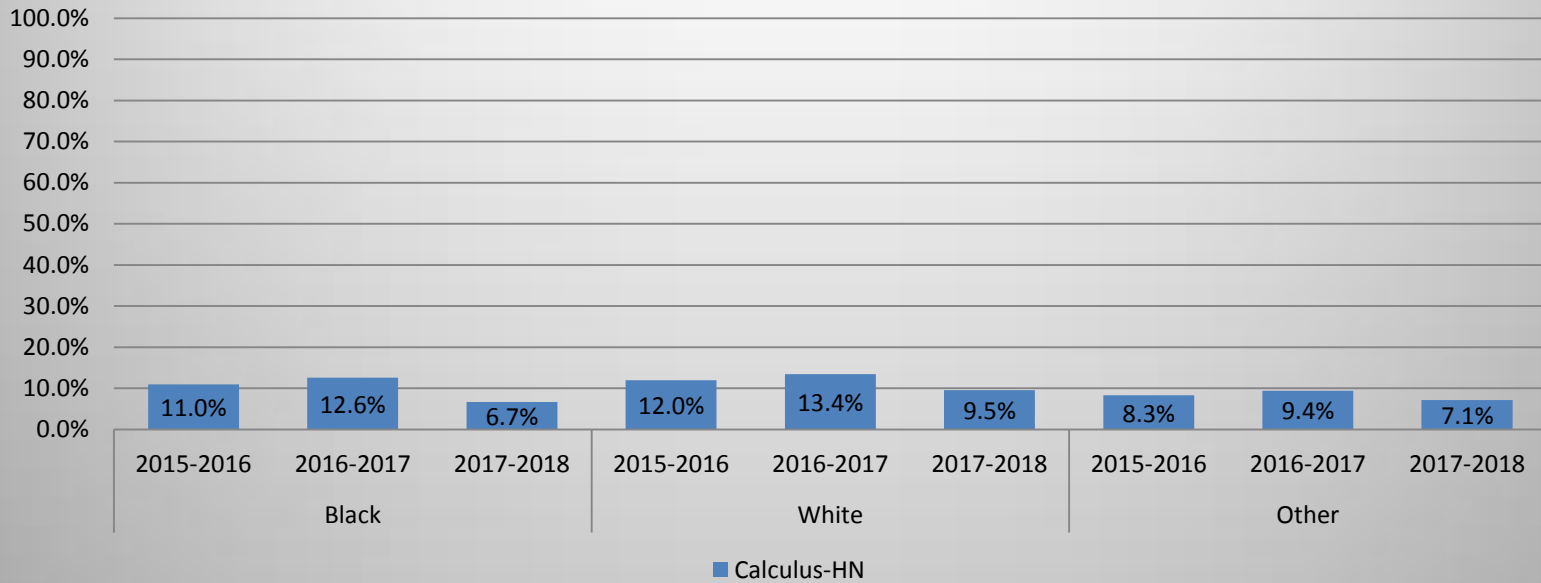
Grade 12 - Pre-Calculus



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Pre-Calculus-CP	30	46	41	18	22	15	5	4	9
Pre-Calculus-HN	28	32	49	43	27	60	12	4	8
Pre-Calculus-Adv		5	7	2	4	21			3

There is an increase of 8.6% among black students in the 12th grade honors pre-calculus course.

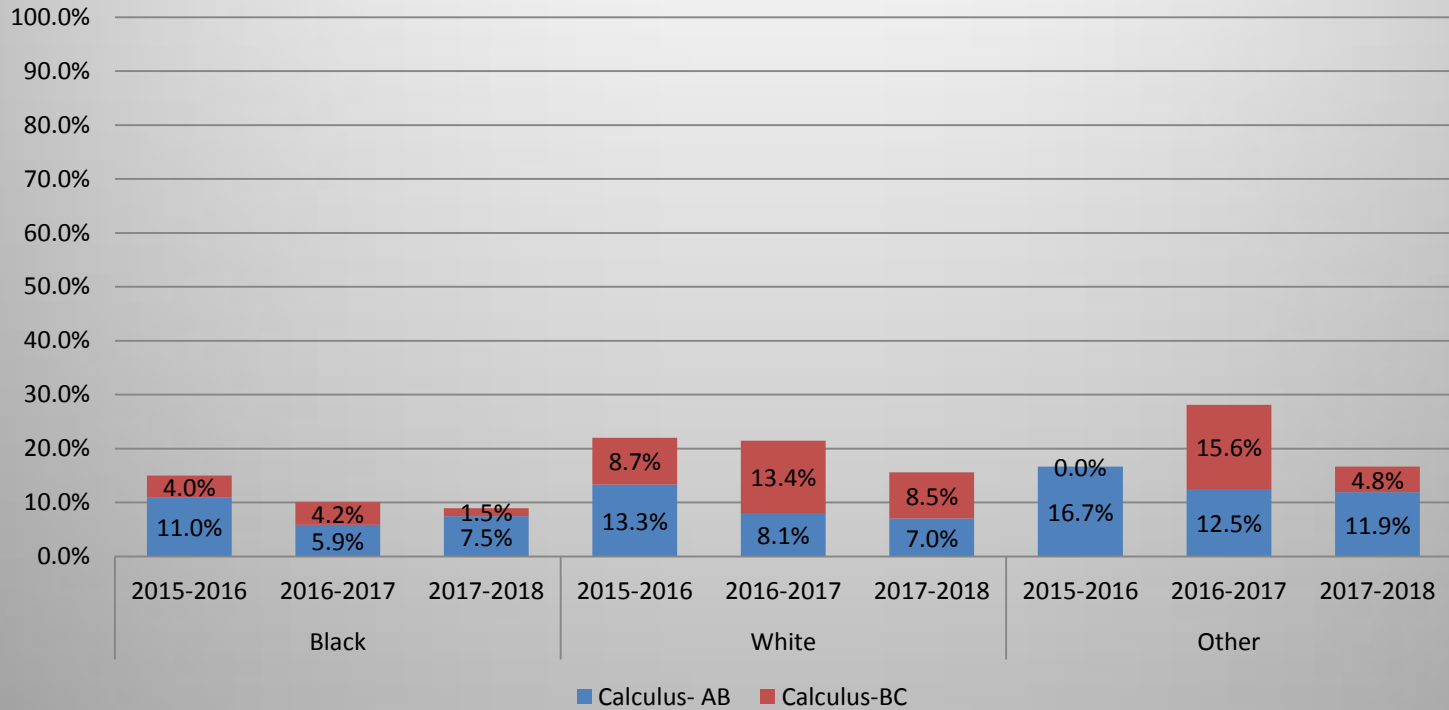
Grade 12 - Calculus



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Calculus-HN	11	15	9	18	20	19	3	3	3

The percentage of students enrolled in calculus decreased among all demographics, however the number of students enrolled in AP calculus increased.

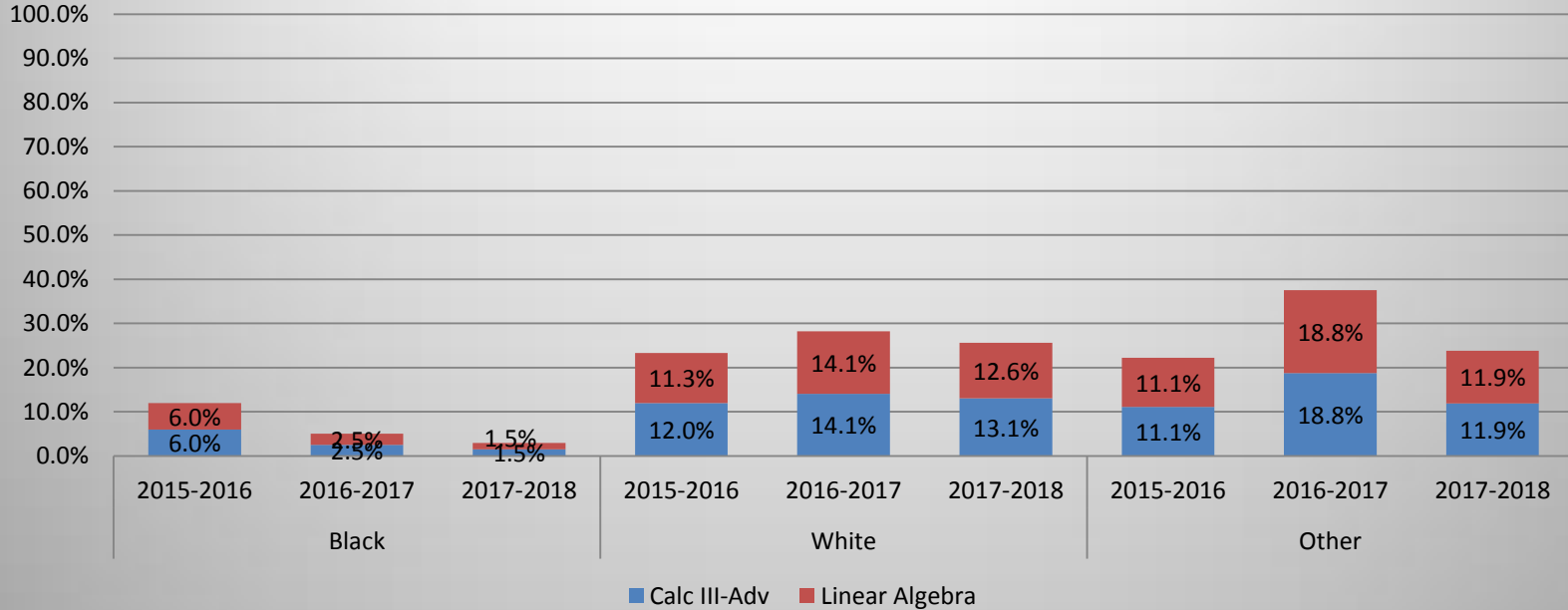
Grade 12 - Calculus –Advanced Placement AB/BC



The percentage of students 12th enrolled in AP calculus AB and BC decreased among all demographics.

	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Calculus-AB	11	7	10	20	12	14	6	4	5
Calculus-BC	4	5	2	13	20	17		5	2

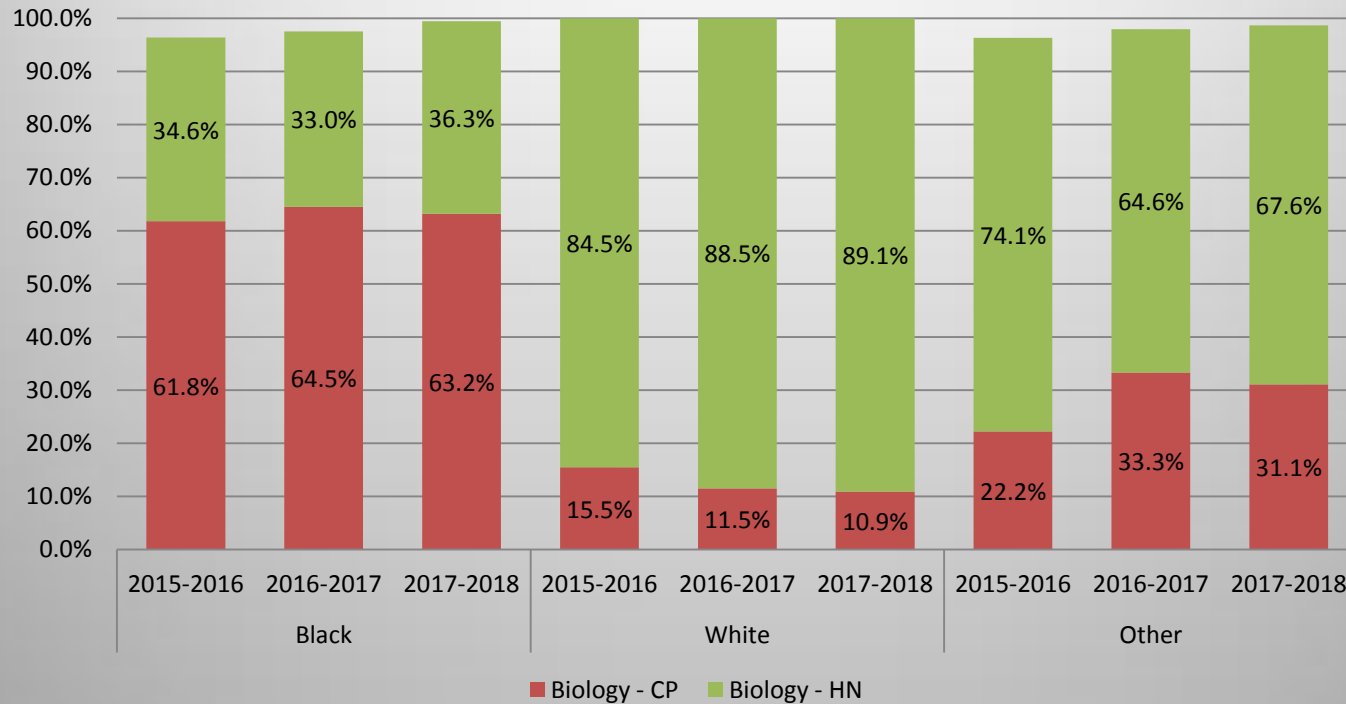
Grade 12 - Calculus III/Linear Algebra



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Calc III-Adv	6	3	2	18	21	26	4	6	5
Linear Algebra	6	3	2	17	21	25	4	6	5

Calculus III and Linear Algebra are both semester courses. Most students enroll in both courses to indicate an additional year of math. Students enrolled are pursuing a second calculus course.

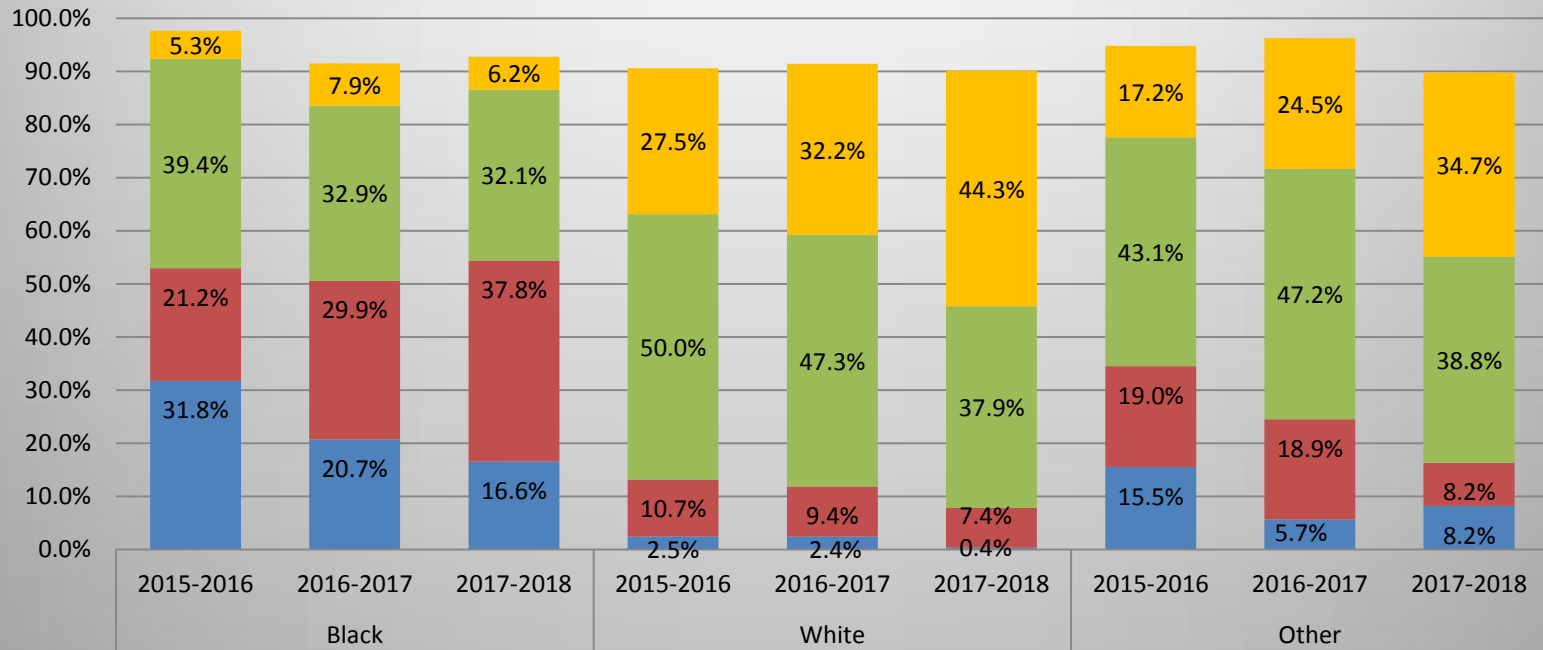
Grade 9 - Biology



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Biology - CP	118	131	108	36	30	32	12	16	23
Biology - HN	66	67	62	197	231	261	40	31	50

The majority of black 9th grade students enrolled in college prep biology.

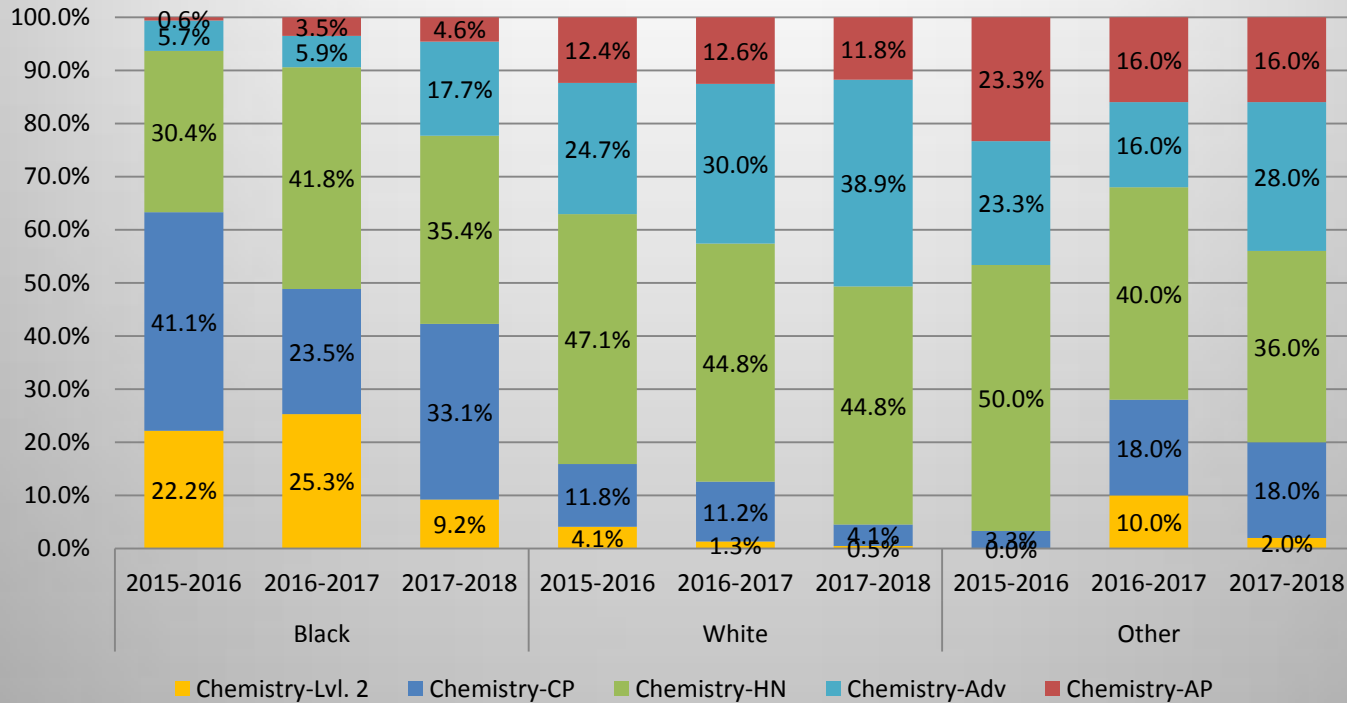
Grade 10 - Physics



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Physics-Lvl.2	54	34	32	6	6	1	9	3	4
Physics-CP	36	49	73	26	23	21	11	10	4
Physics-HN	67	54	62	122	116	107	25	25	19
Physics-Adv	9	13	12	67	79	125	10	13	17

Enrollment in College Prep physics and Honors physics increased among the black student population.

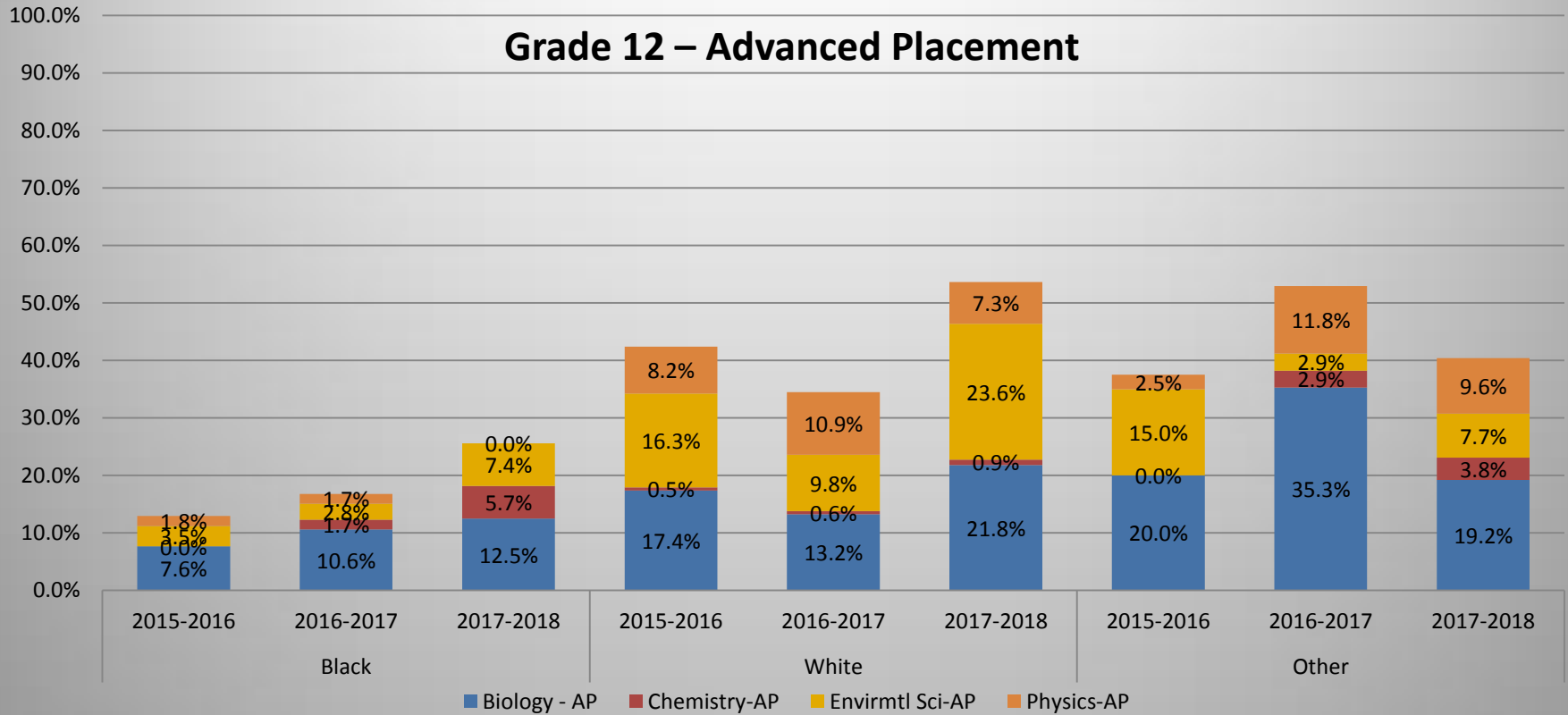
Grade 11 - Chemistry



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Chemistry-Lvl.2	35	43	12	7	3	1		5	1
Chemistry-CP	65	40	43	20	25	9	1	9	9
Chemistry-HN	48	71	46	80	100	99	15	20	18
Chemistry-AP	1	6	6	21	28	26	7	8	8
Chemistry-Adv	9	10	23	42	67	86	7	8	14

There is an increase in Advanced Chem. and a decrease in Level 2 among our black student population.

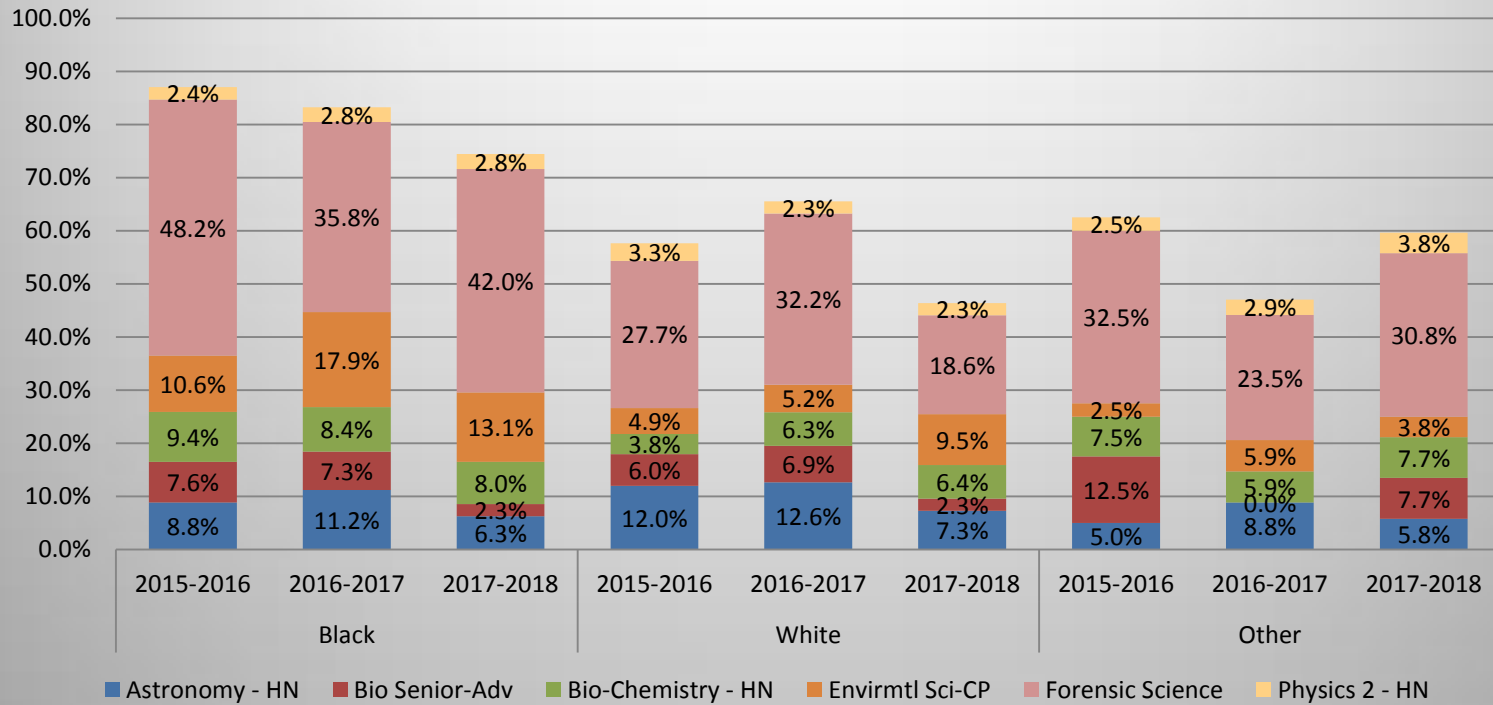
Grade 12 – Advanced Placement



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Biology - AP	13	19	22	32	23	48	8	12	10
Chemistry -AP		3	10	1	1	2		1	2
Envirmtl Sci-AP	6	5	13	30	17	52	6	1	4
Physics-AP	3	3		15	19	16	1	4	5

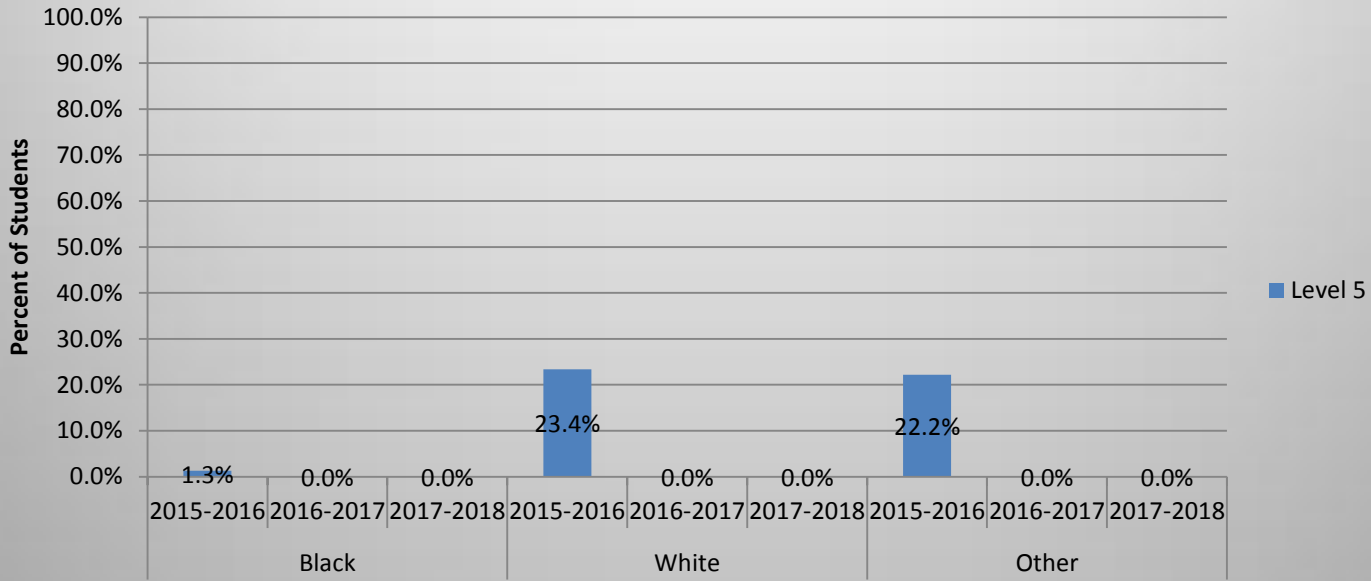
Black student enrollment in AP science has increased.

Grade 12 – Science Electives



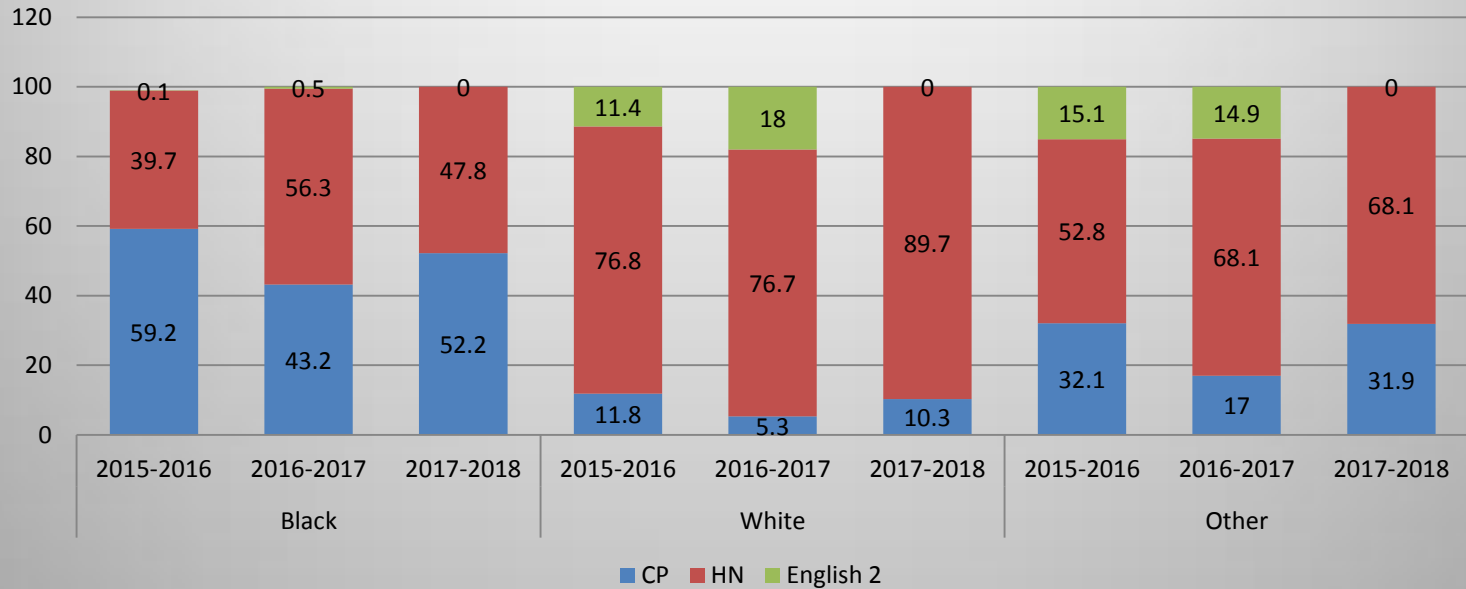
	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Astronomy - HN	15	20	11	22	22	16	2	3	3
Bio Senior-Adv	13	13	4	11	12	5	5		4
Bio-Chemistry - HN	16	15	14	7	11	14	3	2	4
Envirmtl Sci-CP	18	32	23	9	9	21	1	2	2
Forensic Science	82	64	74	51	56	41	13	8	16
Physics 2 - HN	4	5	5	6	4	5	1	1	2

Language Arts - Grade 8- ADV



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Level 5	2	0	0	50	0	0	8	0	0

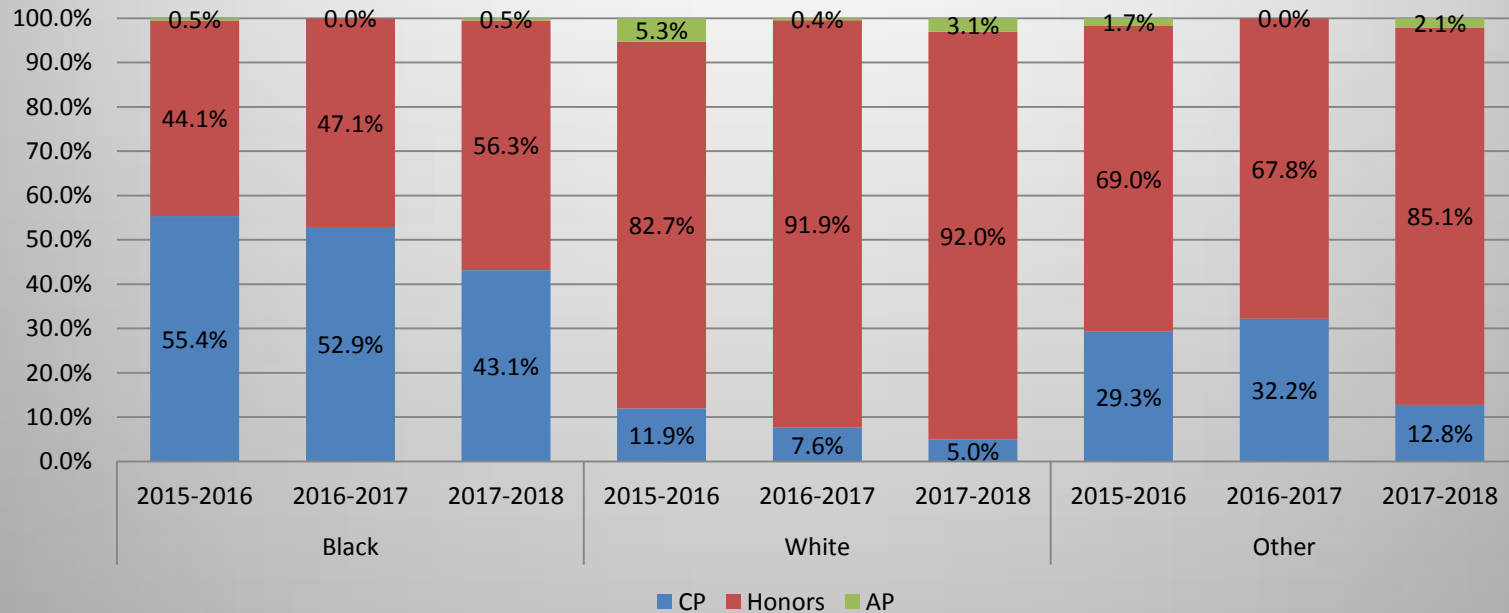
Language Arts Grade 9



	Black			White			Other		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
CP	59.2	43.2	52.2	11.8	5.3	10.3	32.1	17	31.9
HN	39.7	56.3	47.8	76.8	76.7	89.7	52.8	68.1	68.1
English 2	0.1	0.5	0	11.4	18	0	15.1	14.9	0

Black students entering 9th grade enrolled in College Prep English at a higher rate than their white peers and students of other races.

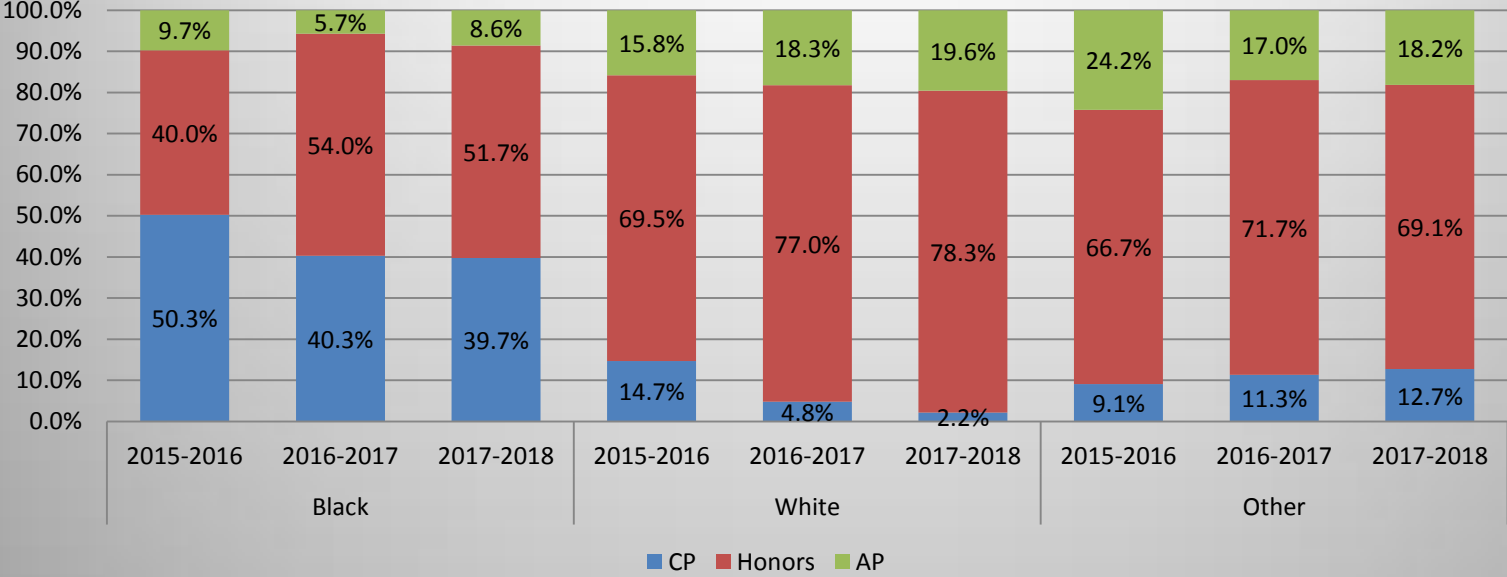
Language Arts - Grade 10



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	108	90	85	27	18	13	17	19	6
HN	86	80	111	187	217	241	40	40	40
AP	1		1	12	1	8	1		1

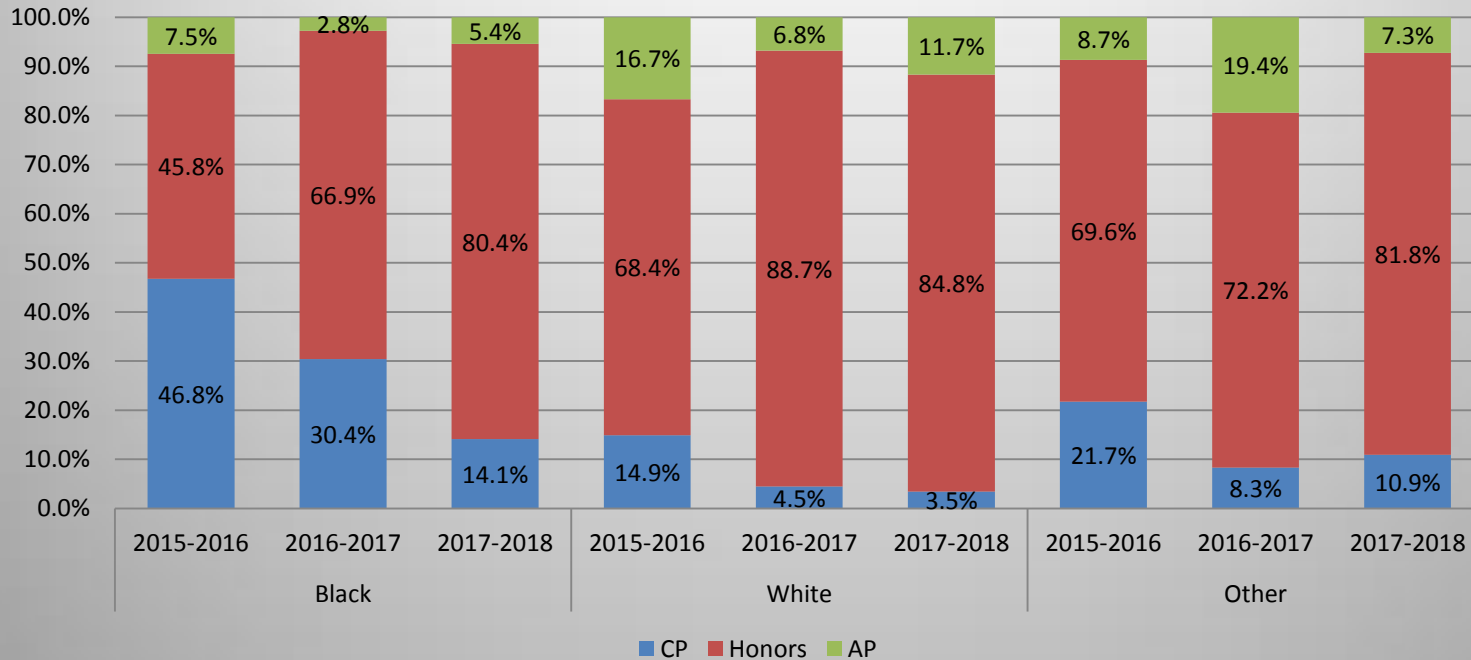
Black students entering 10th grade enrolled in College Prep English at a higher rate than their white peers and students of other races. 10th grade students in AP courses were enrolled in 8th Grade advanced English.

Language Arts - Grade 11



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	93	85	60	26	11	5	3	6	7
HN	74	114	78	123	177	180	22	38	38
AP	18	12	13	28	42	45	8	9	10

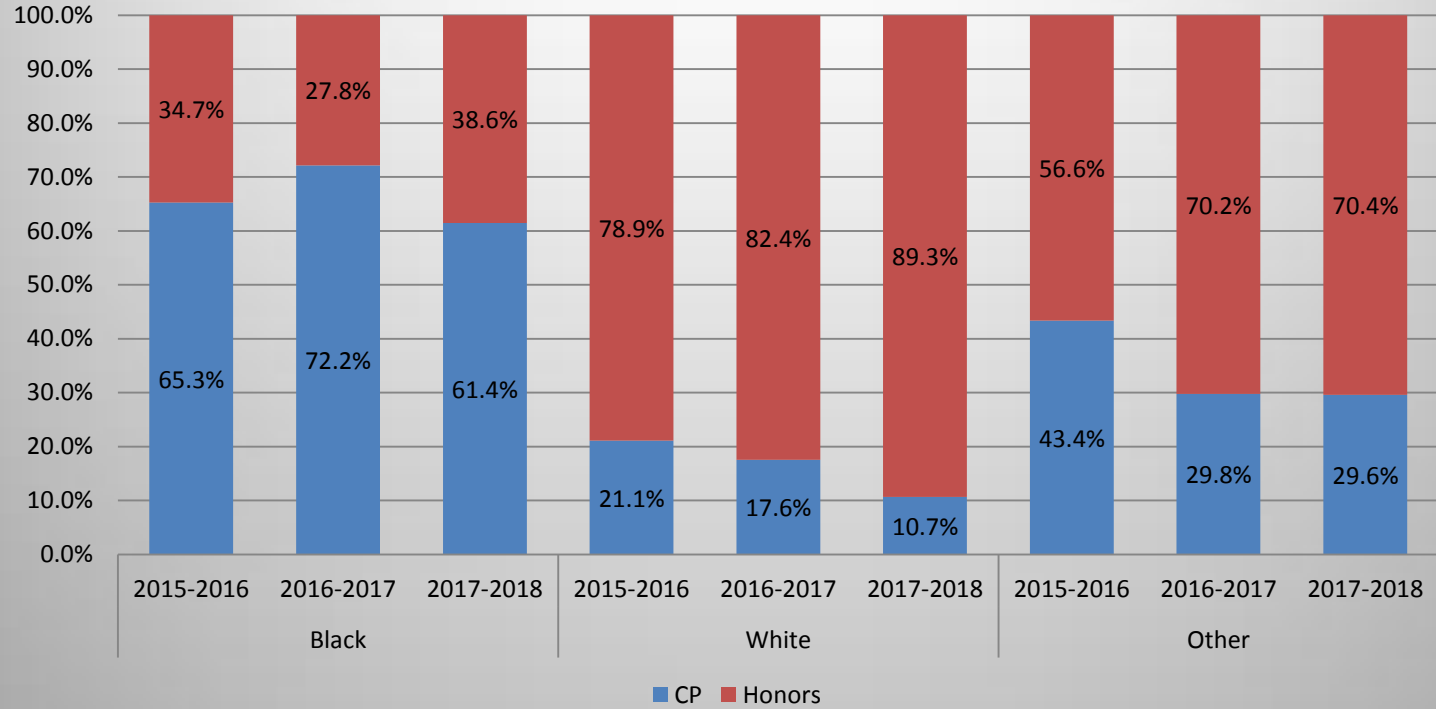
Language Arts - Grade 12



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	94	55	26	26	8	8	10	3	6
HN	92	121	148	119	157	196	32	26	45
AP	15	5	10	29	12	27	4	7	4

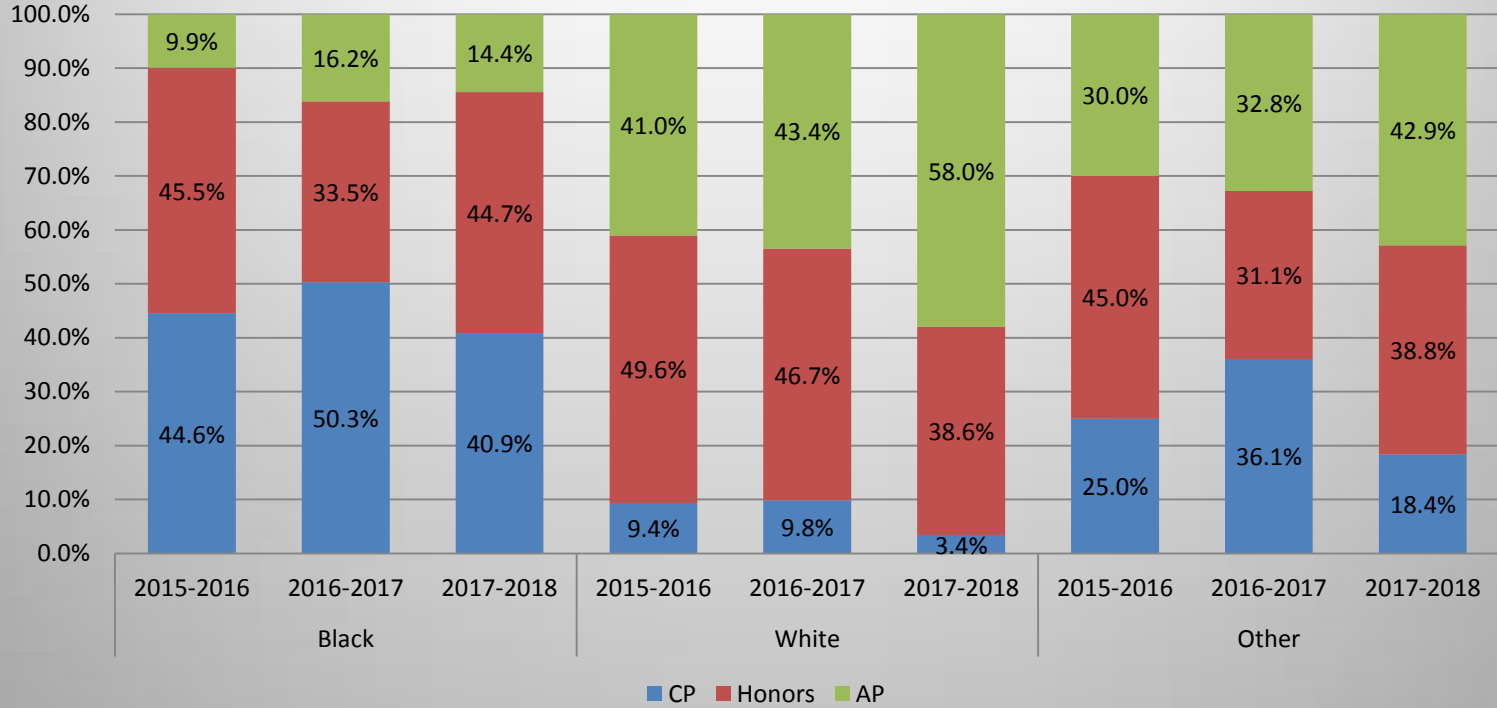
Students enrollment in honors ELA in grade 12 during the 2017-2018 school year is almost even across all demographics.

Social Studies - Grade 9



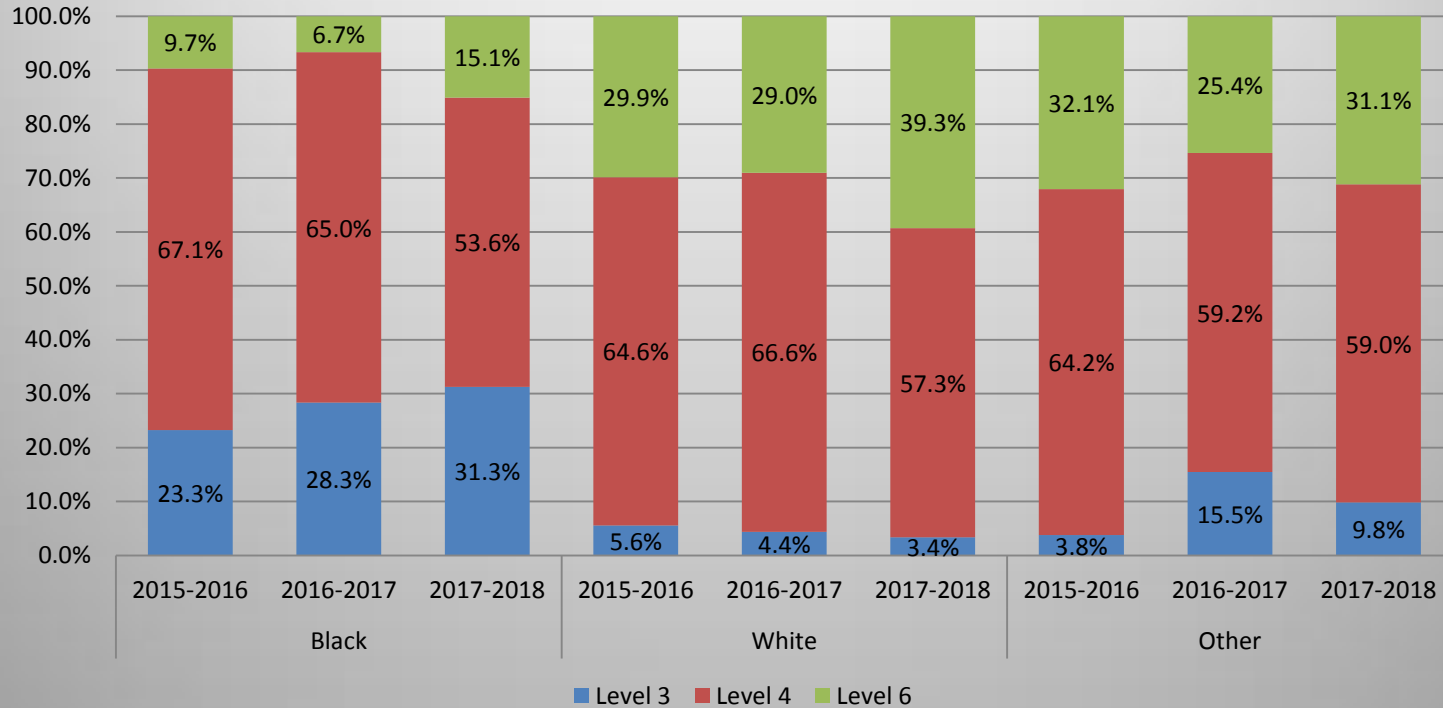
	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	126	153	102	50	46	31	23	14	21
HN	67	59	64	187	216	260	30	33	50

Social Studies - Grade 10



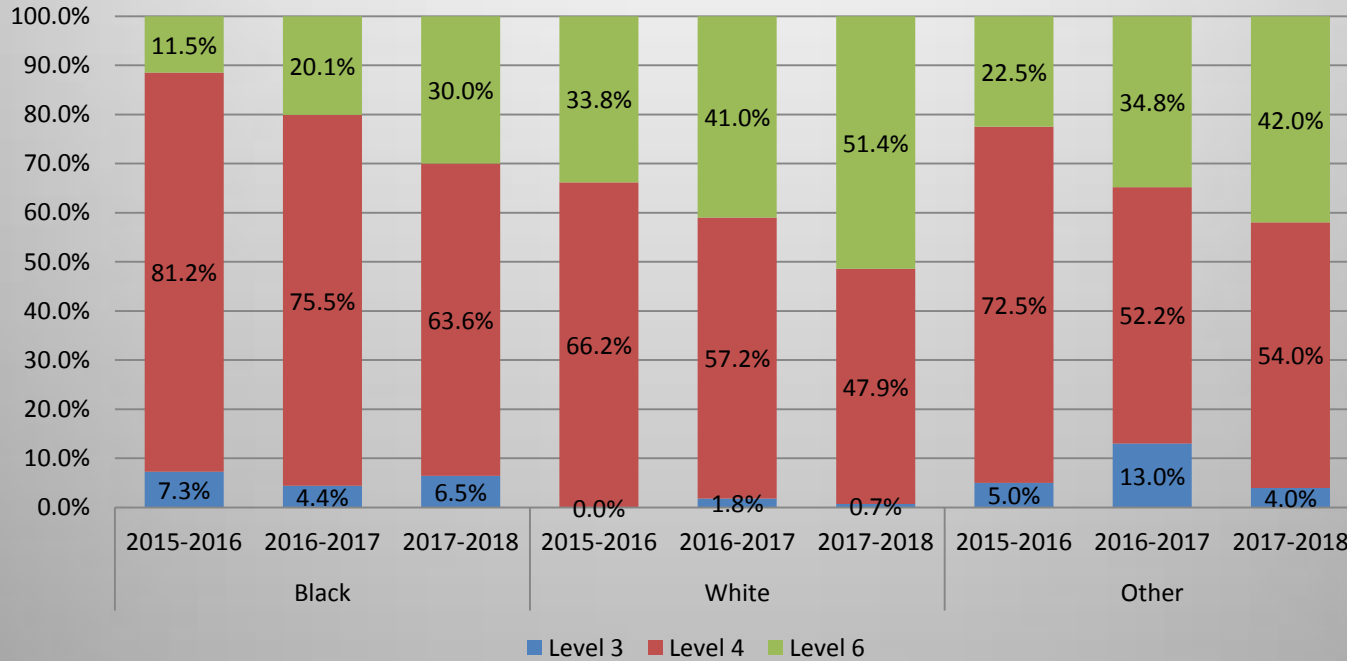
	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	90	87	85	22	24	9	15	22	9
HN	92	58	93	116	114	102	27	19	19
AP	20	28	30	96	106	152	18	20	21

Social Studies - Grade 11



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	60	85	56	15	14	9	2	11	6
HN	173	195	96	173	211	153	34	42	36
AP	25	20	27	80	92	105	17	18	19

Social Studies - Grade 12



	Black			White			Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
CP	19	9	14		3	2	2	3	2
HN	212	154	138	129	95	137	29	12	27
AP	30	41	65	66	68	147	9	8	21

Black students in AP Social Studies has almost doubled.

OCR

Action Step IV

Next Steps

Assess and Restructure Current Levels

- Math placement for 5th graders going into 6th grade.
- All Level 2 Math courses.
- All levels in Pre-Calculus.
- Levels in 9th grade Biology and World History.
- Review effectiveness of 2017-2018 pilot of eliminating Algebra 1 Level 2 in 9th grade.

Parent/Guardian and Student Outreach

- Expand MAC Scholars program.
- Continue to actively recruit/encourage Black students to enroll and persist in higher level courses.
- Ensure implementation of Strategic Plan.

Supports to Help Students Succeed in Higher Levels

- Develop School-wide data teams to use data to:
 - Assess and address district, school, and individual student needs.
 - Inform instruction at the school and classroom level.
 - Inform professional development plans at the school and district level.
 - Analyze correlation between PARCC scores and lower level Math & ELA courses at CHS
- Provide additional supports at Elementary, Middle, and High Schools.
- Encourage students to consider summer school to step up in higher level courses.
- Identify and dismantle barriers, such as the digital divide.