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/st 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 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 Symposiaums
• 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
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
The number of students taking accelerated math (Algebra I) has trended upwards across all demographics. 7.8% Black, 13.2% White, 16% Other
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.
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.
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.
9\textsuperscript{th} 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).
Students enrolled in Level 2 geometry decreased while the numbers in College Prep increased by 7.7% among black students.
Grade 10 - Algebra 2

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>53</td>
<td>48</td>
<td>11</td>
</tr>
<tr>
<td>2016-17</td>
<td>46</td>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td>2017-18</td>
<td>32</td>
<td>47</td>
<td>33</td>
</tr>
</tbody>
</table>

- Algebra 2- Lvl. 2
- Algebra 2- CP
- Algebra 2- HN
- Algebra 2- Adv
# Grade 11 - Pre-Calculus

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>Pre-Calculus-HN</td>
<td>1</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Pre-Calculus-Adv</td>
<td>4</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
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).
There is an increase of 8.6% among black students in the 12th grade honors pre-calculus course.
The percentage of students enrolled in calculus decreased among all demographics, however the number of students enrolled in AP calculus increased.
The percentage of students 12th enrolled in AP calculus AB and BC decreased among all demographics.
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.
The majority of black 9th grade students enrolled in college prep biology.
Enrollment in College Prep physics and Honors physics increased among the black student population.
There is an increase in Advanced Chem. and a decrease in Level 2 among our black student population.
Black student enrollment in AP science has increased.
# Grade 12 – Science Electives

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Astronomy - HN</strong></td>
<td>2.4%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>48.2%</td>
<td>35.8%</td>
<td>2.8%</td>
<td>42.0%</td>
<td>13.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>Bio Senior-Adv</strong></td>
<td>10.6%</td>
<td>17.9%</td>
<td>13.1%</td>
<td>9.4%</td>
<td>8.4%</td>
<td>4.9%</td>
<td>6.3%</td>
<td>6.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Bio-Chemistry - HN</strong></td>
<td>7.6%</td>
<td>7.3%</td>
<td>8.0%</td>
<td>2.3%</td>
<td>6.3%</td>
<td>12.0%</td>
<td>12.6%</td>
<td>2.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>Envirmtl Sci-CP</strong></td>
<td>15.0%</td>
<td>22.2%</td>
<td>22.2%</td>
<td>16.0%</td>
<td>12.0%</td>
<td>12.6%</td>
<td>5.0%</td>
<td>8.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>Forensic Science</strong></td>
<td>2.3%</td>
<td>6.3%</td>
<td>6.9%</td>
<td>2.3%</td>
<td>6.4%</td>
<td>6.3%</td>
<td>5.0%</td>
<td>8.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>Physics 2 - HN</strong></td>
<td>4.0%</td>
<td>5.0%</td>
<td>6.0%</td>
<td>4.0%</td>
<td>5.0%</td>
<td>3.8%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Astronomy - HN</strong></td>
<td>2.4%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>48.2%</td>
<td>35.8%</td>
<td>2.8%</td>
<td>42.0%</td>
<td>13.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td><strong>Bio Senior-Adv</strong></td>
<td>10.6%</td>
<td>17.9%</td>
<td>13.1%</td>
<td>9.4%</td>
<td>8.4%</td>
<td>4.9%</td>
<td>6.3%</td>
<td>6.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Bio-Chemistry - HN</strong></td>
<td>7.6%</td>
<td>7.3%</td>
<td>8.0%</td>
<td>2.3%</td>
<td>6.3%</td>
<td>12.0%</td>
<td>12.6%</td>
<td>2.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td><strong>Envirmtl Sci-CP</strong></td>
<td>15.0%</td>
<td>22.2%</td>
<td>22.2%</td>
<td>16.0%</td>
<td>12.0%</td>
<td>12.6%</td>
<td>5.0%</td>
<td>8.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>Forensic Science</strong></td>
<td>2.3%</td>
<td>6.3%</td>
<td>6.9%</td>
<td>2.3%</td>
<td>6.4%</td>
<td>6.3%</td>
<td>5.0%</td>
<td>8.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>Physics 2 - HN</strong></td>
<td>4.0%</td>
<td>5.0%</td>
<td>6.0%</td>
<td>4.0%</td>
<td>5.0%</td>
<td>3.8%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
Language Arts - Grade 8- ADV

<table>
<thead>
<tr>
<th></th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>23.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>22.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Level 5

2 0 0 50 0 0 8 0 0
Black students entering 9th grade enrolled in College Prep English at a higher rate than their white peers and students of other races.
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

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
<td>93</td>
<td>60</td>
<td>11</td>
</tr>
<tr>
<td>16-17</td>
<td>85</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>17-18</td>
<td>60</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>14.7%</td>
<td>77.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>15-16</td>
<td>69.5%</td>
<td>22.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>16-17</td>
<td>51.7%</td>
<td>17.0%</td>
<td>12.7%</td>
</tr>
<tr>
<td>17-18</td>
<td>39.7%</td>
<td>69.1%</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

Legend:
- CP
- Honors
- AP
Students enrollment in honors ELA in grade 12 during the 2017-2018 school year is almost even across all demographics.
Social Studies - Grade 10

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CP</strong></td>
<td>44.6%</td>
<td>49.6%</td>
<td>38.6%</td>
</tr>
<tr>
<td><strong>Honors</strong></td>
<td>50.3%</td>
<td>46.7%</td>
<td>45.0%</td>
</tr>
<tr>
<td><strong>AP</strong></td>
<td>40.9%</td>
<td>33.5%</td>
<td>36.1%</td>
</tr>
</tbody>
</table>

### Table:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black</strong></td>
<td>90</td>
<td>87</td>
<td>85</td>
<td>22</td>
<td>24</td>
<td>9</td>
<td>15</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>92</td>
<td>58</td>
<td>93</td>
<td>116</td>
<td>114</td>
<td>102</td>
<td>27</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>20</td>
<td>28</td>
<td>30</td>
<td>96</td>
<td>106</td>
<td>152</td>
<td>18</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>
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.