High School Day – November 16, 2023

Group 5 – Grades & Credits Attempted

Wondering	Noticing
• How does the grading policy relate to the data? • Where are we going as a district – equity • Why was decrease in credits so significant in 2022 for African American students? • Does this apply to 7-period change or grading policies changes instituted during COVID? Or Equity in grading policies? • Where are the 504 plans factored in? • What is the reason for the increase in the gap for attempted and earned? Did students drop more classes or fail? • Why did the gap for Black/African American students increase so significant in 2022? • What are programs or policies in elementary or middle schools that lead to credit deficiency? • Running Start – where are those student's credits?	• Students in 2018 needed to pass every class in order to graduate, meanwhile from 2019 on, students had 2-3 more than needed • The gap between credits earned and credits attempted increases from 2019 to 2022 • Black / African American – the disparity between credits attempted and earned, especially for Black / African American demographic • Regardless of demographic all charts show an increase in credits attempted during the 2018-2019 school year when the 7 period day was implemented • In 2018-2019 students started earning and attempting more than 24 credits. The trend has continued in an increasing pattern • The gap between attempted and earned for Black/African American, LatinX, low income increased significantly by 2022 • When moved to 7-period a gap between earned and attempted began • The gap between attempted and earned grew significantly for low income • .5 not complete increase each year • Grad rate not increased for low income • ML Learners what happened in 2018? • The % of noncredit grades increased for LatinX and multilingual • Asian seem to overall have the smallest gap and most recently have no gap (between credits earned and attempted) • Credits attempted and earned for Black / African American – this is the only group where median credits earned fell below the 24 credit grad requirement • % of non credit grades – the number of kids not passing classes grew with 7-period day • For the white and Hispanic demographics credits earned and attempted were the same until the 7 period day, afer which there she/her a gap • For multilingual and ? races graphs it went from having a gap in between credits earned and attempted before the 7 period day to them being the same withing 1.5 years of the implementation of the 7 period day – the gap closed

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Group 1 – Self Efficacy (Panorama)

Wondering	Noticing
• In most graphs from Panorama surveys wonder why the end of spring 2022 is such a low percentage, for example for Hispanic/Latino it was 36% • Why < 66% overall • Slide 7 – Two or more races what is difference b/w two or more b/w black / LatinX and Asian • What changed in the year from spring 2022 to spring 2023 that made the percentages increase? • 6th to 8th huge social emotional years = challenging. COVID impact? • Time (year) seems slowly rising but serious drop 6th to 9th grade. Why? • 6th – 8th grade huge social emotional years = challenging but such drops until 10th grade. • I wonder when looking at the graph for special education if the low percentages could be because of lack of teachers in this field. What could be the reason for this continuous low percentage? • This survey was done earlier in the fall this school year, so could this be connected to 10th graders feeling nervous about AP class work load that they didn't have freshman year? • Are students with 504 plans or IEPs included in special education? • Special Ed made up of: 504 IEPs physical / mental challenges – now being inclusion • What is definition of achieving academic outcomes?	• Spring 2022 1st year Fall start out at the same point • When looking at the self-efficacy by grade level in fall of 2023 10th and 11th graders and 12th have the lowest belief they can succeed while 6th is drastically higher at 64% • In the self-efficacy by grade level graph, 10th graders had the lowest percentage • Asian – White culturally strong – others not – not much movement? Why • Asian group is about 10% higher in belief at achieving academic outcomes • Black / African American students about 10% lower in perception of achieving academic outcomes • Referring to the self-efficacy over time graph for Black / African Americans, over the 22-23 school year their belief that they can succeed in academics has increased • LatinX student about 15% lower than average in achieving academic outcomes • ML students about 10% lower in self-belief of achieving • All of the groups either peaked or had their second highest percentage in Spring 2023, almost. All of their lowest percentages were in spring 2022. • Students receiving SPED services 12-15% lower in belief of academic outcomes – line is flat at 36%-39% • The percentage is slowly decreasing little by little after each year, but then spiking up again – very irregular – depends / varies on the race of students Themes: drastic variation between sub-groups, lowest of all scores on every Panorama survey was spring of 2022

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Group ? – 3 + AP Courses

Wondering

- Did declines in students taking 3 or more AP courses happen because they didn't want to rigorous courses virtually?
- Do seniors not show an increase because credits are met or they run out of classes to take?
- Spike in low income taking AP classes in 11th grade 2023
- What % of HS took AP Test? Whan taking the corresponding AP class
- Wonderings – what was total number courses and sections of AP courses each year?

Why 3 AP?

- Is 3 AP courses really something we are wanting to make a goal?
- How is taking greater than or equal more than 3 AP helping?

Noticing

- Students receiving SPED taking more in 12st grade
- Increase in 11th grade through the years
- Increase in 11th grade AP
- 11th Grade Asian demographic – 2017 - 25% 2023 – 58.8%
- 12th Grade Asian demographic – 2017 – 34.5% - 2023 – 51.9%
- Trend up for all 11th graders in 2023
- Students who are Black / African American
    - 11th 4.2% in 2017 – 6.8% in 2023
    - 12th 4.3% in 2017 – 9.65 in 2023
- Compared to All
    - Below a lot – low income, multilingual, special education
    - Below – Black / African American, Hispanic / Latino, two or more
    - About the same – white
    - Well above – Asian
- 11th graders in all groups increased over time

High School Day – November 16, 2023 Group ? – % of Students Taking at Least 1 AP Course (11th and 12th Grade)	
Wondering • How much does AP courses taken in 10th grade affect choosing AP courses in 11th and 12th grade? • Do low income students not take AP due to the cost of time? "Have to work" • Do we also need to look at homework load in all classes? • How does cultural / racial differences affect the data over time? • What AP classes increased? Why? • Why did JHS have a decrease in 11th grade 1+ AP from 2019-2022? Was it a change in offerings? • How can we help low students from low income take more college level coursework? • Impact of free dual enrollment on AP? • Who makes the choice on taking AP classes? Student? Parent? Mutual? Friends? • What are the current reasons / barriers for subgroups that 7 periods did not address? • Why is the % participation by race so disparate?	**Noticing** • 16% increase in percentage of 11th grade students who identify as Asian taking AP courses when 7-period day began • The school w/ the lowest percentage of students from low income families has the highest number taking AP courses • Rate of 1+ AP increased in 3 high schools but not JHS (Cambridge may play a role in that) • Low income students don't take as many AP classes as non-low income students • Black, Latino, ? have the lowest percentage while Asian has the highest percentage of students within the group taking 1 or more AP classes. • Not a big / significant change in percentages going from 6 to 7 period aside of 1 school (EHS) • Some schools had increase in % of AP and some decreased • 6 percentage point decrease in Hispanic / Latino students taking Aps when 7-period day began • Noticing by race in 11th – all groups showed an increase in % for 1+ AP from 2017-2023 • Students qualified for Special Education or Multilingual have the lowest percent of students taking AP classes • Low income % increase • SPED and Multilingual % decrease • % of students taking Aps increased everywhere except JHS (11th grade) (Cambridge program impact?)