Leveling Up- Developing HN ELA 9 and HN World History 2 for all CRLS 9th Grade Students

January 10, 2017

Presentation Agenda

1. The Level Up Plan for ELA and History- *What exactly is the school proposing?*
2. Rationale- *Why is the school proposing this plan?*
3. Issues and Concerns- *What issues and concerns has the school considered in developing this plan? What else might need to be done?*

The Level Up Plan for ELA and History

Starting in SY 2017-18, CRLS will offer HN ELA 9 course for **all** 9th grade students.

Starting in SY 2018-19, CRLS will offer HN World History 2 course for **all** 9th grade students.

- Both courses are semester-based courses.
- No additional courses are being considered for "leveling up" at this time.

Rationale- Why is the school proposing this plan?

<u>Our community must address student achievement in terms of equity, access, and expectations.</u>

"Do students differ in talents and achievement? They do. But when those observed differences are reinforced by track placement and grouping practices, and children then internalize those differences, learning opportunities become limited for all but the elite student. The talents of late bloomers go undiscovered, and the rewards of hard work and diligent study are never realized."

Detracking for Excellence and Equity *Carol Corbett Burris and Delia T. Garrity*

Rationale- Why is the school proposing this plan?

We must consider and question our established practices. Especially, if they are not yielding the outcomes we want for all students.

- At what grade level in CRLS are students first grouped for instruction?
- What is the rationale for starting to group students at that grade level?
- What influence does this grouping have on students' later instructional placement and educational opportunities?

Detracking for Excellence and Equity *Carol Corbett Burris and Delia T. Garrity*

What informs our desire to maintain current practices?

Rationale- Why is the school proposing this plan?

- 9th grade represents the school's best opportunity to help students challenge their understanding of their own academic and social capacity. If we want to reverse the stratification that we all say we want to eliminate, we must begin at the start of the CRLS experience for most students. At this point with CP/ HN splits we are actually doing more to reinforce negative individual and group concepts. These concepts start in 9th grade and can impact a student for the remainder of their CRLS experience.
- The work of the Physics course shouldn't be done in isolation.
- Our NEASC decennial evaluation was explicit in the school's need to develop additional heterogeneously grouped core courses.

Course Ethnicity Breakdown

E102 HN ELA 9 Course Ethnicity Breakdown Numerical Enrollment				
School Year	African American	White	Free and Reduced	Full Pay
2014-15	42	151	57	182
2015-16	56	150	73	187
2016-17	47	161	54	195
E101 CP ELA 9 Course Ethnicity Breakdown Numerical Enrollment				
School Year	African American	White	Free and Reduced	Full Pay
2014-15	99	86	123	82
2015-16	94	55	99	61
2016-17	115	85	151	76

Rationale- Why is the school proposing this plan?

We must also consider practices and approaches that have yielded promising results for the achievement of all students.

- CRLS' Physics course- HN option only, heterogeneously grouped.
- The AVID experience in terms of support can be replicated.
- The "Move Up" program in ELA and Math, the US1-AP US History cohort experiences demonstrate that there are many more students with unrecognized potential.

Issues and Concerns- What issues and concerns has the school considered in developing this plan? What else might need to be done? (1)

- An alternating day course (HN Access) is being developed to support and bolster student achievement in the HN ELA 9 course. In addition to preview/ review class material, the course can adopt many AVID strategies to help students develop strong and effective habits that will prove useful in HN ELA 9 as well as other courses.

- After full implementation of the plan in SY 2018-19 ELA, History, and OSS teachers will work on alternating days with the same set of students.

Issues and Concerns- What issues and concerns has the school considered in developing this plan? What else might need to be done? (2)

- Work on this initiative began in SY 15-16 collaboratively between ELA and History department groups. CRLS Deans of Curriculum and K-12 Coordinators have facilitated this work.
- We have worked directly with Carrol Burris. She visited CRLS last year and she is willing to work with the school again this year.
- We have often discussed the CP/HN/AP enrollment issue with student leaders. Student leadership supports the proposal.

Issues and Concerns- What issues and concerns has the school considered in developing this plan? What else might need to be done? (3)

In 2015, students in Sharon Lozada's STARs Peer Leadership and Community Action class authored a report about ways to close the achievement and opportunity gaps at CRLS. They observed that heterogenous classes would benefit all students:

"More diverse classes, in background and in learning style, would make class discussions and activities richer and deeper. This would also improve the overall learning experience and understanding for all students. As long as students are fully supported and challenged, this change would definitely benefit students and enhance their CRLS experience in a range of ways."

Sample Schedules

This Year- 3 Elective Blocks

Sample Student Schedule S1 SY 16-17	
Silver	Black
HN ELA 9	HN ELA 9
RSTA Ex	RSTA Ex
HN Geo	HN Geo
FND Art	FND Art

Sample Student Schedule S2 SY 16-17	
Silver	Black
Physics	Physics
HN Span 3	HN Span 3
WH 2	WH 2
Wellness 1	Wellness 1

Next Year- 3 Elective Blocks

Sample Student Schedule S1 SY 17-18	
Silver	Black
HN ELA 9	HN ELA 9
RSTA Ex	RSTA Ex
HN Geo	HN Geo
FND Art	FND Art

Sample Student Schedule S2 SY 17-18	
Silver	Black
Physics	Physics
HN Span 3	HN Span 3
WH 2	WH 2
Wellness 1	Wellness 1

Sample Schedules

This Year- 2 Elective Blocks

Sample Student Schedule S1 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
RSTA Ex	RSTA Ex
HN Alg 1	HN Alg 1
Wellness 1	Wellness 1

Sample Student Schedule S2 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
HN French 1	HN French 1
WH 2	WH 2
Physics	Physics

Next Year- 3 Elective Blocks

Sample Student Schedule S1 SY 17-18	
Silver	Black
HN ELA 9	HN ELA 9
RSTA Ex	RSTA Ex
HN Alg 1	HN Alg 1
Wellness 1	Wellness 1

Sample Student Schedule S2 SY 17-18	
Silver	Black
Photo 1	Photo 1
HN Span 3	HN Span 3
WH 2	WH 2
Physics	Physics

Sample Schedules

This Year- 1 Elective Block

Sample Student Schedule S1 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
RSTA Ex	RSTA Ex
CP Alg 1	CP Alg 1
Physics	Physics

Sample Student Schedule S2 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
WH 2	WH 2
CP Alg 1	CP Alg 1
Wellness 1	Wellness 1

Next Year- 2 Elective Blocks

Sample Student Schedule S1 SY 17-18	
Silver	Black
HN ELA 9	HN ELA 9
RSTA Ex	RSTA Ex
CP Alg 1	CP Alg 1
WH 2	WH 2

Sample Student Schedule S2 SY 17-18	
Silver	Black
Physics	Physics
Ceramics	Ceramics
CP Alg 1	CP Alg 1
Wellness 1	Wellness 1

Sample Schedules

This Year- 1 Elective Block

Sample Student Schedule S1 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
RSTA Ex	RSTA Ex
CP Alg 1	CP Alg 1
Physics	Physics

Sample Student Schedule S2 SY 16-17	
Silver	Black
CP ELA 9	CP ELA 9
WH 2	WH 2
CP Alg 1	CP Alg 1
Wellness 1	Wellness 1

Next Year- 1 Elective Block

Sample Student Schedule S1 SY 17-18	
Silver	Black
Physics	Physics
RSTA Ex	RSTA Ex
CP Alg 1	CP Alg 1
Wellness 1	HN Access

Sample Student Schedule S2 SY 17-18	
Silver	Black
HN ELA 9	HN ELA 9
WH 2	WH 2
CP Alg 1	CP Alg 1
Wellness 1	HN Access

Issues and Concerns-

- There are things that we cannot know at this point, but we cannot wait until every possible question is answered before we move forward.

- We will continue to work with the Central Office, CRLS staff, families, students and other stakeholders as we advance the plan.