

Equity

Detracking at MVHS

Why and How

Our goal for tonight

We want to inform our school board and larger community about why we are building an inclusive, rigorous model of instruction for 9th and 10th grade. We hope you will partner with us as we work towards creating a more equitable learning experience for all students.

Our commitment

to our students and community!



Our Goal

100% of students will graduate with the knowledge and skills needed to be successful in post-secondary education, careers, and life.

Our Vision

To graduate **inspired and critical thinkers** who embrace diversity and are committed to the betterment of their own lives and the lives of others.

Our Mission

To **expect, encourage, and facilitate the pursuit of excellence** and life-long learning in our students, equipping them for future success and happiness.

Key Strategies

Early Learning

Promote school readiness for kindergarten and foster successful transitions throughout grades K-3, ensuring students meet grade level standards in reading and math by 3rd grade.

Powerful Teaching & Learning

Inspire every student to develop critical thinking and problem solving skills, through high expectations and instruction that is engaging, research-based, and relevant.

Parent and Community Engagement

Embrace the strengths of the district's various communities and organizations. Work together with families and other partners to provide students with powerful learning experiences that lead to their success.

Individual Determination and Creativity

Encourage, develop, and strengthen student independence, perseverance, creativity, and a willingness to take risks and embrace new ideas, laying the foundation for continuous learning.

Our Beliefs

1

Equity: The commitment to providing every student what they need to be successful.

2

A school climate that emphasizes student safety, health and well being, and respect for all members of the school community.

3

Professional collaboration that is focused on increasing performance at all levels of the district.

4

Open, timely, and reciprocal communication.

5

Responsible stewardship, ensuring the responsive and productive management of district resources.



Our Beliefs

1

Equity: The commitment to providing every student what they need to be successful

2

A school climate that emphasizes student safety, health and well being, and respect for all members of the school community.

3

Professional collaboration that is focused on increasing performance at all levels of the district.

4

Powerful Teaching & Learning

Inspire every student to develop critical thinking and problem solving skills, through high expectations and instruction that is engaging, research-based, and relevant.



Equity

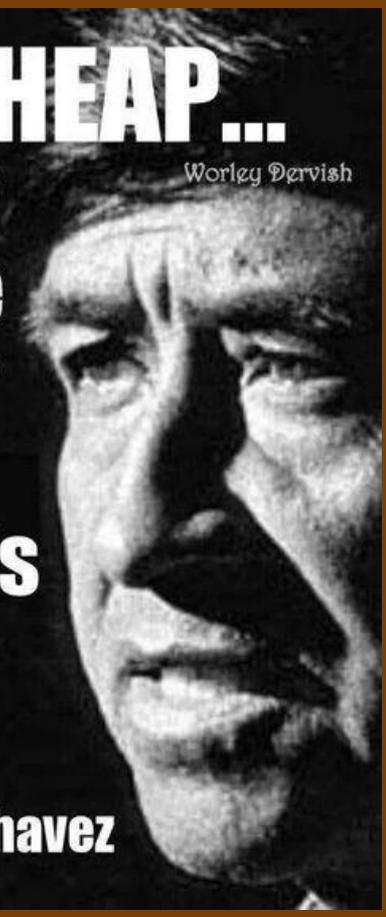
The just, fair, inclusion into a society in which all can participate, prosper, and reach their full potential. Equity requires an acknowledgement of the historical and contemporary injustices that create or contribute to different, disproportionate, and unwanted outcomes for some members of society, and requires intentional action to dismantle those injustices (Meyer Foundation definition).

“TALK is CHEAP...

**It is the way
we organize
and use our
lives every
day that tells
what we
believe in.”**

—Cesar Chavez

Worley Dervish

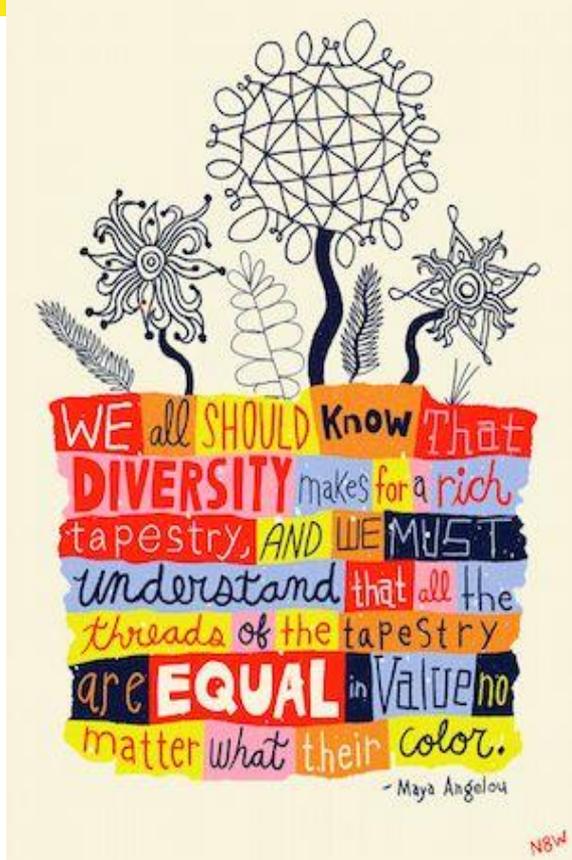
A black and white close-up portrait of Cesar Chavez, showing his face from the nose up, looking slightly to the right with a serious expression. The lighting is dramatic, with strong shadows on the right side of his face.

The MVHS Vision

All students deserve the opportunity to experience a rigorous curriculum that encourages independent learning in a heterogenous group of their peers.

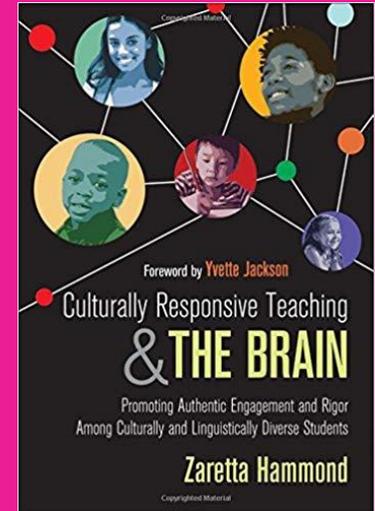
Why make this
change?

The Benefits



- Collaboration
 - Increased accountability for advanced learning
 - The additive contributions of a range of students
 - Academic Identity and opportunities for self-discovery
 - Elevated rigor for all
 - Truly differentiated instruction
-

Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darling-Hammond, 2001; Oakes, 2005)



From the [National Education Policy Center](#): “For several decades, researchers have documented the effects of tracking students into segregated classrooms according to perceived ability or achievement. Whether known as tracking, sorting, streaming, or ability grouping, an expansive body of literature conclusively shows tracking has been harmful, inequitable, and an unsupportable practice. Initially touted as a way of tailoring instruction to the diverse needs of students, tracking has instead become a way to stratify opportunities to learn, limiting the more beneficial opportunities to high-track students and thereby denying these benefits to lower-tracked students. This generally plays out in a discriminatory way, segregating students by race and socio-economic status. In his 2012 meta-analysis of the vast body of tracking research, John Hattie incorporated 500 studies. Also incorporating the findings of 14 earlier meta-analyses, he found that tracking has “minimal effects on learning outcomes and profound negative equity effects.”

“Whether known as tracking, sorting, streaming, or ability grouping, an expansive body of literature conclusively shows tracking has been harmful, inequitable, and an unsupportable practice.”

“Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success.

-The College Board

9th Grade Demographics

2018

Honors 9

136 students

37% Latinx

- 16 of 50 (32%) of Latinx students identified as **Male**

27% from non-English speaking homes

51% White

MVSD

Demographics

55% Latinx

39% White

Regular 9

302 students

60% Latinx

- 84 of 180 (47%) of Latinx students identified as **Male**

44% from non-English speaking homes

36% White

10th Grade Demographics- 2018

MVSD

Demographics

39% White

55% Latinx

Honors 10

163 students

53% White

39% Latinx

- 21 of 64 (33%) of Latinx students identified as Male

32% from non-English speaking homes

Regular 10

260 students

37% White

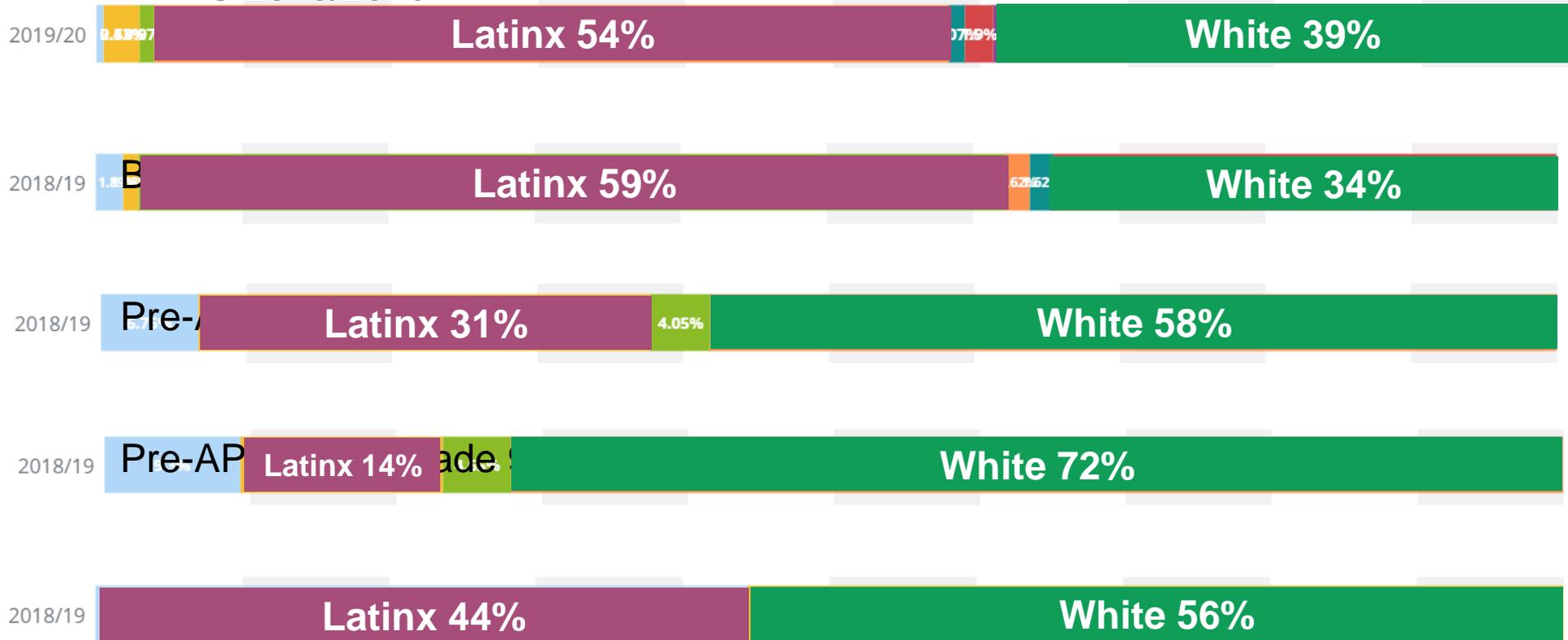
57% Latinx

- 73 of 148 (49%) of Latinx students identified as Male

41% from non-English speaking homes

Biology vs Pre-AP Biology Demographics 2018/2019

MVHS 2019/2020



Pre-AP Biology vs College Prep Biology

We have always believed that all of our students can participate in science, can prosper in science, and can reach their full potential in science.

However, our system was not allowing all of our students to do this.

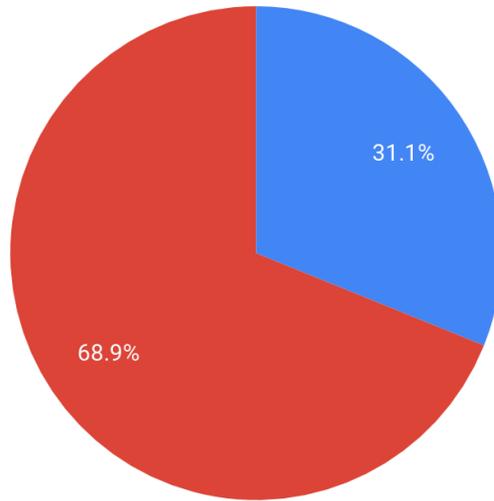
Powerful Teaching and Learning:

Inspire every student to develop critical thinking and problem solving skills, through high expectations and instruction that is engaging, research-based, and relevant.

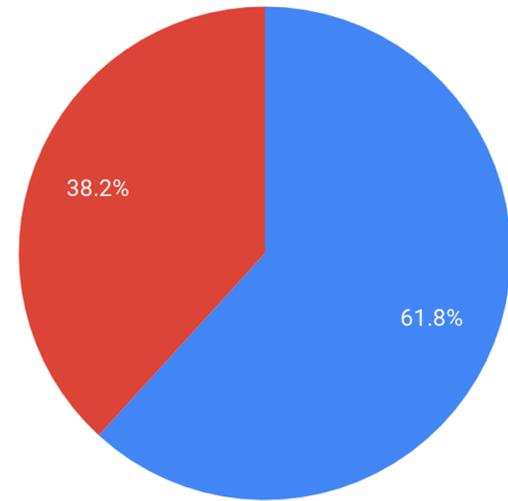
Outcomes for students who did not pass the 8th-grade state ELA assessment (SBA).

- Passed 10th grade ELA SBA
- Did not pass 10th grade SBA

Regular 10



Honors 10



Bellevue School District

“...courageous support for an equitable and exceptional education for all students”

“For us, this was an issue of equity. We want all students to experience a rigorous curriculum no matter their background, race, economic status, etc.”

- The other benefit is that our SBA scores are relatively strong considering our demographics which have shifted dramatically over the past 10 years.
- We have a much higher percentage of students taking AP Language or Literature in our district than most district's our size and demographic. There is research that shows when students have at least one college level course in high school, their success rate in college is much higher.

Highline: Mount Rainier High School

Equity for *all* students

“The first reason relates to Highline’s mission in equity for all students. Tracked classes resulted in disproportionate impact on students of color, ELL students, and SpEd students”

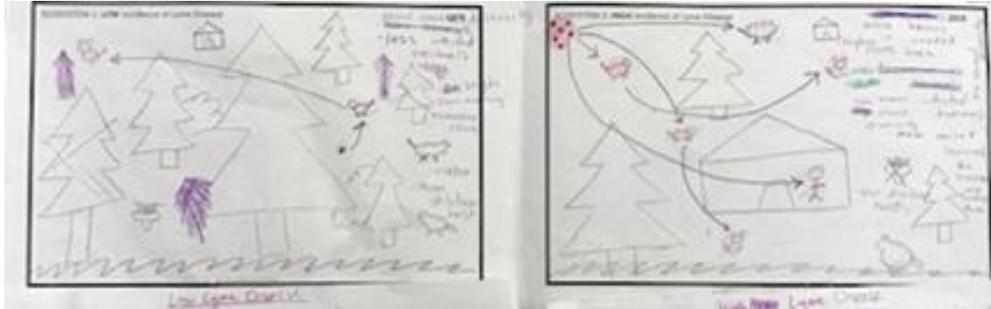
- “Graduation rates have steadily increased at MRHS and across the district, and while that is alongside the movement to nontracked classes, there are of course a number of factors that have led to that. The general impression, though, is that nontracking has contributed to the increase in student success”
- “Since MRHS has transitioned to non-tracked classes, it has been able to offer IB for all students in 11 and 12, it has seen an increase of students of color taking its ELA exams, and maintained its number of successful exams, even as its students with free and reduced lunch rates have increased 15% -20% over 10 years.”

Detracking process in Science

All students will take College Prep Biology.

- Students in College Prep Biology classes will have an additional level of differentiation this year with the option of completing "expand your understanding" assignments that focus on practice with scientific writing, reading and analysis, and content. These assignments are designed to prepare students for upper level science classes.
- All students will experience increased rigor through our continued development of science teaching practices using phenomenon-based explanatory models, as presented in December, 2018.

What will rigor look like?



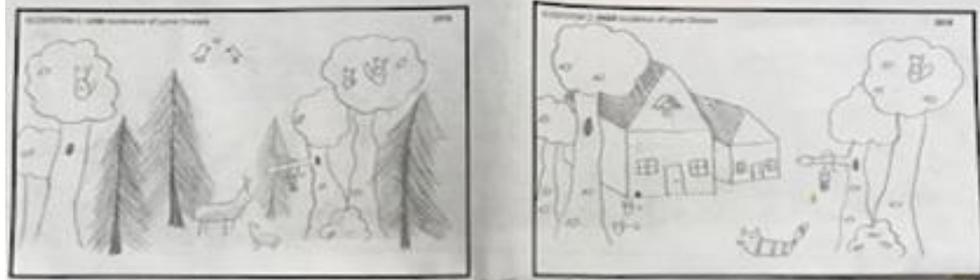
Student A:

“ ”

....

Activity	Observations	Inferences	Connection to Phenomena
Activities 1 & 2: What is Lyme disease and how does it spread? What is the geographic range of Lyme disease in the US? What are the factors driving the spread of Lyme disease?	<p>1. Ticks are going into ^{to} places (expanding range)</p> <p>2. Temp is 9 weeks of climate change in some areas</p> <p>3. Ticks host (vector) for LD</p> <p>Temp stays hotter, longer</p> <p>LD has 73% over used 100 years</p> <p>5.5. Mice that help spread LD</p> <p>LD spreading</p>	<p>Because of ↑ temp, (is causing ticks to ↑ range)</p> <p>Ticks are active longer periods of time, so eating, infecting, more people</p> <p>More people in nature, more ticks, more Lyme disease</p> <p>6. Disease has wider range</p> <p>↑ spread</p> <p>9. Ticks have bigger niche</p> <p>Is there a niche in humans?</p>	<p>Ticks are vector for LD</p> <p>More LD in humans b/c of ↑ temp & ↑ ticks</p> <p>LD caused by bacteria so can't get it via vaccine</p> <p>More LD in humans</p> <p>Lyme disease won't spread as fast w/ there's more types of species, like raccoons & opossums etc.</p> <p>2. Less habitat for animals without LD, than we will have more LD</p>
Activities 3, 4 & 5: Plant Diversity & Arthropod Diversity How does a monoculture affect other organisms? What was the relationship between plant diversity and arthropod diversity?	<p>1. Disease spreads faster w/ more similar individuals - when all have same trees, we all look alike, when all species of trees, disease didn't spread</p> <p>2. More bad news the plants were, more different species of arthropods there were</p>	<p>2. To have to have need for more species = more biodiversity</p>	<p>Lyme disease won't spread as fast w/ there's more types of species, like raccoons & opossums etc.</p> <p>2. Less habitat for animals without LD, than we will have more LD</p>

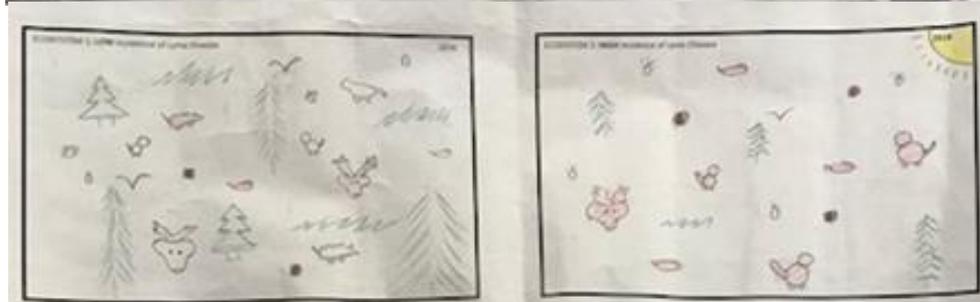
Summary Table:



Student B:

“ ”

....



Student C:

“ ”

....

Detracking in English

College Prep English 9 & 10 are now designed for all students.

- Develop the foundational reading, writing, listening, and speaking skills aligned with the Common Core State Standards to prepare students for the ELA Smarter Balanced Assessment.
- Provide instruction and opportunities for more rigorous study to equip students for success in Advanced Placement courses across content areas.

[English 9 Syllabus](#)
[2019-20](#)

[English 10 Syllabus](#)
[2019-20](#)

Optional Honors Designation: College Prep English 9 & 10

- Meet all general English 9 & 10 course requirements
- Earn a rubric score of 3.5 or 4 consistently across the English domains: Reading, Writing, Speaking, Listening, Language
- Complete required extension assignments
- Demonstrate characteristic habits of mind within their approach to Honors course work: inquiry, cross-disciplinary thinking, engagement in essential questions, collaborative approach to learning, and reflection regarding their growth as a learner and member of a learning community.
- Model academic integrity by not plagiarizing, copying from others, or disrespecting our learning community.

This rubric provides distinction between the at and above standard tasks.

	Book Choice	Reading Notes	Book Presentation
4 Above Standard	<p>Book's language and/or themes have elevated complexity, length, and/or development</p> <p>Book has national / global literary merit and accolades</p> <p>Book is on a college or university recommended reading list for incoming students</p>	<p>Completes eight sets of Reading Notes</p> <p>Notes are thorough and demonstrate analysis of a variety of rhetorical and literary techniques</p> <p>Notes demonstrate academic growth</p> <p>Notes are turned-in on or before the deadline</p>	<p>In addition to the presentation, creates an original symbolic representation of the independent reading book. For example: artwork, poem, song, video retelling, other</p> <p><i>(A specific rubric will be provided at the time of the presentation)</i></p>
3 At Standard	<p>Book is at reading level</p> <p><i>(It isn't too short or easy for your ability as determined by multiple measures including assessment scores, teacher evaluation, parent/guardian input, etc.)</i></p>	<p>Student completes four sets of reading notes</p>	<p>Presents to classmates about the book. Presentation will be evaluated on both content and delivery</p> <p><i>(A specific rubric will be provided at the time of the presentation)</i></p>
2 Approaching Standard	<p>Book is below reading level</p> <p><i>(As determined by multiple measures including assessment scores, teacher evaluation, parent/guardian input, etc.)</i></p>	<p>Completes fewer than four sets of reading notes</p> <p>Notes may be incomplete</p>	<p>Presentation provides limited information and/or missing the required delivery elements</p> <p><i>(Presentation delivery elements will be explicitly taught and students will have opportunities to practice)</i></p>
1 Emerging	<p>Book is far below reading level</p> <p><i>(As determined by multiple measures including assessment scores, teacher evaluation, parent/guardian input, etc.)</i></p>	<p>Notes are attempted, though they are mostly incomplete and lack information</p>	<p>Presentation is attempted, but the content and delivery are missing most of the required elements</p>

Benchmarks for Assessing Success

- AP enrollment numbers and representation-AP Equity and Excellence Score
- Post-secondary enrollment, preparedness, and persistence data
- State assessment growth
- Equitable representation of students opting in for Honors and Expand Your Learning

Thank



In Lak Ech



Los Mayas expresaban ese concepto de
unidad en su saludo diario,
IN LAK'ECH - que significa "Yo soy otro tu"
al que contestaban
HALA KEN - que significa, "Tu eres otro yo"



MVHS Detracking

Myths:

“We are getting rid of “Honors”.

False: All students will still be able to take the Honors course as described in the MVHS course catalogue, and it will be designated as such on students’ transcripts.

MVHS Detracking

Myths:

“The current Honors curriculum will become watered-down.”

False: Every teacher on the 9th grade team has taught Honors or AP classes, has taught an intervention reading class, and has over 66 combined years of teaching experience. We have the professional expertise to create and implement a rigorous, equitable course that readies all students for their college and career aspirations.

MVHS Detracking

Myths:

“My student who receives Hi-Cap services won’t be able to learn with a regular student in class.”

False: Educational researcher John Hattie, in his book *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* concluded that ‘no one profits’ including high achievers, from ability grouping.

Supporters

- MVHS Equity Team
- MVHS Special Education Department
- MVHS Science Department
- MVHS English
- MVHS Math Department
- MVHS AVID Department



Letters from a Birmingham Jail

"We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

Dr. Martin Luther King, Jr.



“Until we get equality in education, we won’t have an equal society.”

-Sonia Sotomayor

Resources

[Here's the research](#)