



Making Waves Academy

Curriculum Review Advisory Committee Meeting

Date and Time

Thursday April 16, 2020 at 10:30 AM PDT

Location

<https://mwacademy.zoom.us/j/216883959?pwd=NWNnTDEwd3dJbGF5Rko3djJEWIBOQT09>

Meeting ID: 216 883 959

Password: 0DNlab

Phone Instructions

+16699006833,,216883959#,,#,768706# US (San Jose)

Meeting ID: 216 883 959

Password: 768706

Find your local number: <https://mwacademy.zoom.us/u/act9SKjk7a>

If you have questions about the agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Elizabeth Martinez at emartinez@mwacademy.org or 510-275-7331.

In accordance with Executive Order N-25-20 in the State of California, we will be hosting this board meeting via teleconference.

Public Comment

The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.

Under Public Comment, members of the public may

- Comment on items on the agenda
- Comment on items not on the agenda
- ***Presentations are limited to two minutes each***, or a total of ten minutes for all speakers.

In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.

Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

Please note that all agenda times are estimates.

Agenda

I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests
- C. Public Comment

II. Curriculum

Curriculum

- A. Introductions, Orientation to the Agenda, and Overview Focus for Spring Meeting
- B. School Presentation & Discussion

Directors of Curriculum and Instruction for the upper and middle schools provide an update on curriculum and instruction.

- C. Lunch Break
- D. College and Career Counseling Presentation & Discussion

Director of the College and Career Center provides an update on course/programming offerings for 2020-21.

III. Closing Items

- A.** Confirm Action Items, Exit Ticket, & Closing Thoughts
- B.** Adjourn Meeting

Coversheet

School Presentation & Discussion

Section: II. Curriculum
Item: B. School Presentation & Discussion
Purpose: Discuss
Submitted by:
Related Material: Impact-of-IXL-in-California(1).pdf
3R's Teachers Guide.pdf
CRAC Distance Learning Update_PM_CS_4.16.20.pdf
EntreCulturas 1 Scope and Sequence.pdf
The-IXL-Effect-Smarter-Balanced-States.pdf
CA Scope and Sequence from 3Rs.pdf
Proposed Bell Schedule for AY 2020-21_PM_CS_4.16.20.pdf
EntreCulturas 2 Scope and Sequence.pdf
CDE FAQ for Sexual Education, HIV_AIDS, and STDs.pdf
EntreCulturas 3 Scope and Sequence.pdf
Sex Ed Curriculum Comparison.pdf
ANet Coaching.pdf



Measuring the Impact of IXL Math and IXL Language Arts in California Schools

Introduction

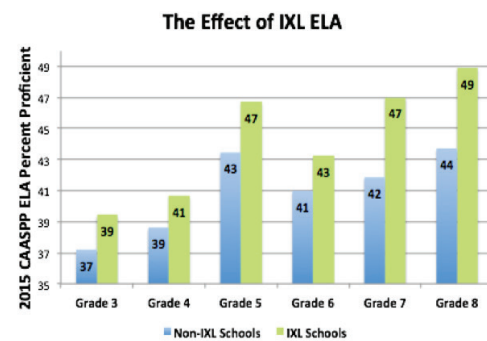
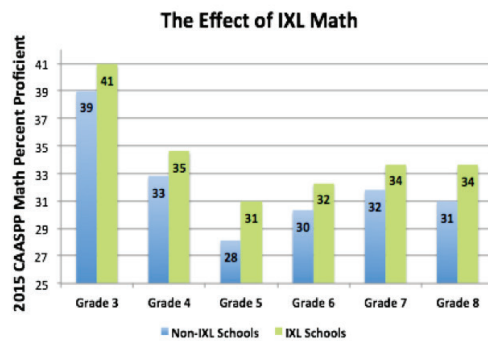
Our researchers know that IXL can have significant impact at an individual school or district (Empirical Education, 2013). In this particular study, we explore IXL usage across an entire state. Including a wider collection of schools allows us to measure whether IXL schools perform better than non-IXL schools, as well as understand how usage of IXL can improve students' proficiency on state exams.

Abstract

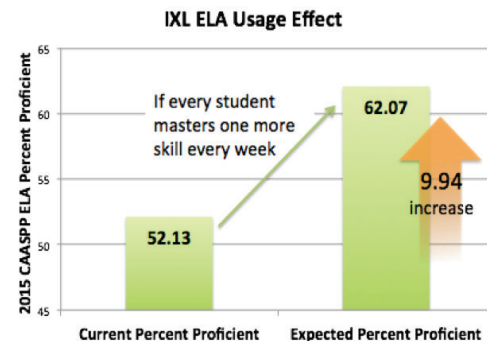
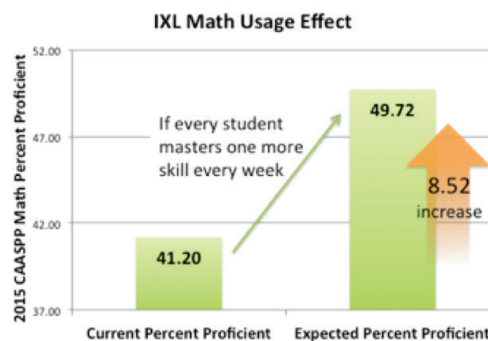
This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015 CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant.

Key Findings

IXL schools performed better than non-IXL schools in both math and ELA.



Mastery matters. One additional skill mastered per student, per week, results in a nearly 10-point increase on a school's percent proficiency on the CAASPP.



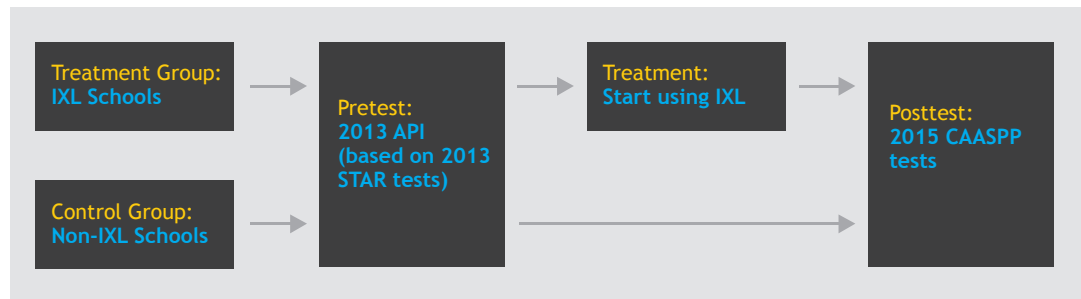
The IXL Effect

FEBRUARY 29, 2016

Study Design

Our researchers wanted to determine the effect of using IXL on student achievement at school level, as measured by 1) the average score on state standardized assessments, and 2) the percentage of students in the school meeting proficiency goals set by the state. To do this, we looked at state test results for schools before and after implementing IXL. We used schools not implementing IXL as a control.

This study adopted a pretest-posttest control group design, which evaluates the treatment effect by comparing the performance of the treatment group and the control group on the posttest, after adjusting for their performance on the pretest. The treatment group included schools that started using IXL in the 2013-14 or 2014-15 school years. The control group consisted of schools that did not use IXL in the 2012-13, 2013-14, or 2014-15 school years.



The 2013 Academic Performance Index (API), calculated based on the 2013 Standardized Testing and Reporting (STAR) test, was used as the pretest to provide a performance baseline for all schools. STAR was the California state standardized test for elementary and middle school students from 1998 to 2013. The API is a single number, ranging from 200 to 1000, which reflects a school's academic performance level.

CAASPP replaced STAR in Spring 2015 and was used as the posttest for this study. It includes a number of assessments. This study only looked at school performance on the Smarter Balanced Summative Assessments, which evaluate student progress on the California standards in math and ELA, often referred to as the Common Core. The CAASPP tests for math and ELA were given to students in grades 3 through 8 and grade 11.

The IXL Effect

Methods

The study analyzed pretest and posttest results for 10,966 public schools (including both traditional public schools and charter schools) in California with valid 2013 API and 2015 CAASPP test results. A total of 1,663 California public schools used IXL Math and/or IXL ELA between 2012 and 2015. As the number of students who practiced on IXL within a school ranged from one single classroom to the entire school, this study counted a school as an “IXL school” if the school had an active IXL account for at least half of a school year and at least half of its students practiced on IXL (See Appendix A for details on school selection and classification). As a result, the analysis included 461 schools using IXL Math and 172 schools using IXL ELA. IXL schools were comparable to non-IXL schools in percentage of English Language Learners (ELL), percentage of students qualifying for free/reduced lunch, and other key demographics (See Appendix C, Table 1 for details).

Our researchers obtained school performance data from the California Department of Education and Institute of Education Science. They then used a linear regression model to calculate IXL effect—i.e., the performance difference between IXL schools and non-IXL schools on the 2015 CAASPP, controlling for factors such as prior performance, school size, and location. To further examine the impact of IXL, our researchers evaluated IXL usage data for IXL schools, including the number of students who practiced on IXL and the number of skills that they mastered during the 2013-14 and 2014-15 school years. They applied another linear regression model to determine how different levels of IXL usage impact achievement results. (See Appendix B for an explanation of the analytical methods.)

This form of analysis allowed us to answer three key questions:

- Is the IXL effect statistically significant? In other words, is there a low probability that the IXL effect was achieved by chance?
- What is the percentile gain? That is, what change in percentile rank would have been expected for an average non-IXL school if they had used IXL?
- What is the association between IXL usage and school performance? That is, if an average IXL school had increased usage, how much improvement would be expected?

The IXL Effect

Results

Analysis of the data showed that both IXL Math and IXL ELA produced positive and statistically significant effects on student performance, indicating there is a high probability that similar schools using IXL would achieve similar results. Measurable percentile gains were also achieved by schools using IXL Math or IXL ELA. The results of the analysis also showed a positive correlation between IXL usage and school performance. In particular, one additional skill mastered per student, per week, would result in a nearly 10-point increase on a school’s percent proficiency on the 2015 CAASPP.

The Efficacy of IXL ELA

The use of IXL ELA showed a statistically significant effect on the percent of students scoring “proficient” or higher on the 2015 CAASPP ELA tests at Grade 3, 4, 5, 7, and 8. We also found statistically a significant effect on the average scale scores of the 2015 CAASPP ELA tests at Grade 3, 5, and 8. (See Appendix C for details.)

After adjusting for schools’ prior performance and characteristics, the mean percent proficient was 40.43 for non-IXL schools and 42.65 for IXL schools. The 2.22 point difference in percent proficient corresponds to a percentile gain of 4.49 points in school rankings. That is, if an average non-IXL school (at the 50th percentile) had used IXL ELA, this school’s percent proficient would be expected to increase by 2.22 points, putting them at the 54.49 percentile.

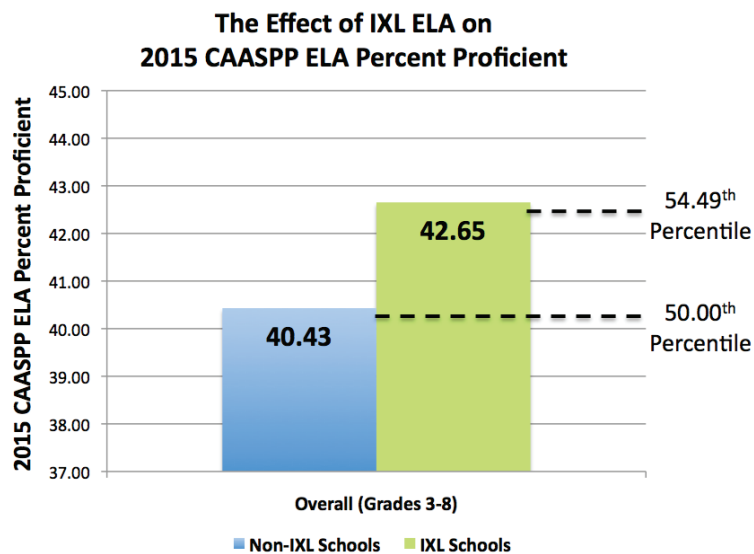


Figure 2. Overall Effect of IXL ELA

The IXL Effect

Figure 3 shows the association between the usage of IXL ELA and 2015 CAASPP ELA test performance. In this study, the usage of IXL ELA is measured by the averaged number of ELA skills mastered by each student every week. The analysis suggested that, for IXL schools, if every student mastered just one more IXL ELA skill each week, the school could expect to see a 9.94 point increase on the percent proficient on the 2015 CAASPP ELA tests. Although the effect was not statistically significant, the results still suggested a positive relationship between IXL usage and school performance.

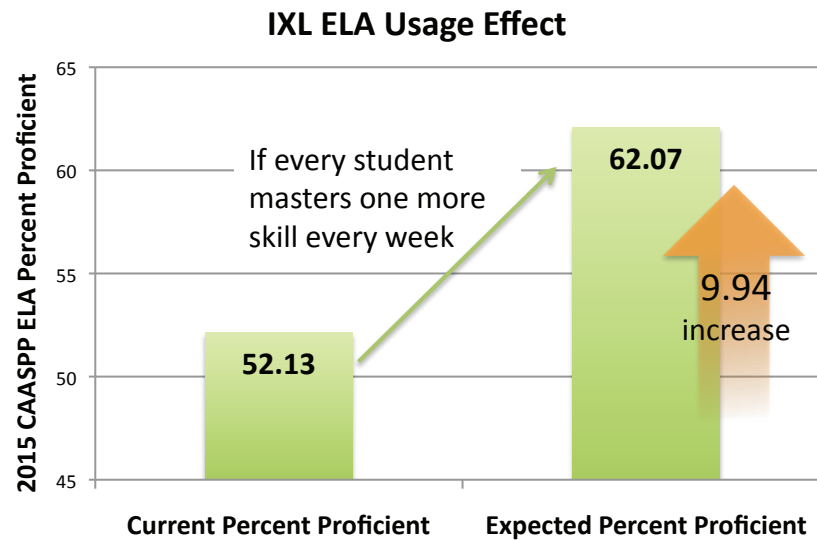


Figure 3. IXL ELA usage effect on 2015 CAASPP ELA Percent Proficient

The Efficacy of IXL Math

The use of IXL Math showed a statistically significant effect on the percent proficient of the 2015 CAASPP math test at Grade 3, 4, 5, 6, and 8. The effect was also statistically significant on the 2015 CAASPP average math scale scores at Grade 3, 4, 5, and 8. (See Appendix C for details.)

After adjusting for schools' prior performance and characteristics, the mean percent proficient was 33.18 for non-IXL schools and 35.31 for IXL schools. The 2.13 point difference corresponds to a 4.22 point percentile gain. That is, if an average non-IXL school (at the 50th percentile) had used IXL Math, this school's percent proficient would be expected to increase by 2.13 points, putting them at the 54.22 percentile.

The IXL Effect

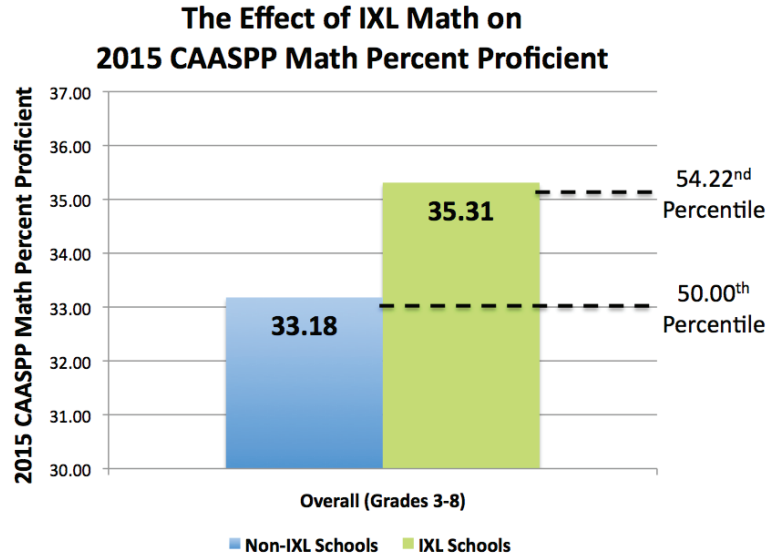


Figure 4. Overall Effect of IXL Math

Figure 4 shows the association between the usage of IXL Math and 2015 CAASPP math performance. In this study, the usage of IXL Math is measured by the averaged number of math skills mastered by each student every week. The analysis suggested that, for IXL schools, if every student mastered one more IXL Math skill each week, the school could expect to see a 8.52 point increase on the percent proficient on the 2015 CAASPP math test. The 8.52 point difference is statistically significant.

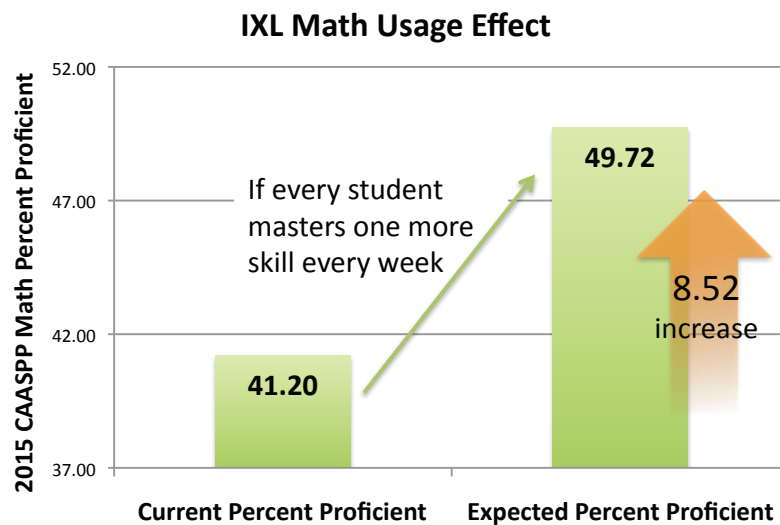


Figure 5. IXL Math usage effect on 2015 CAASPP Math Percent Proficient

The IXL Effect

Conclusions

IXL Math and IXL ELA produced measurable benefits for schools at all grade levels tested. The effects at most grade levels were statistically significant. And the results appear to be “dose dependent”; that is, the more students use IXL, the greater the benefit seen.

These results indicate IXL is a highly effective program for schools seeking to raise student achievement in math and ELA.

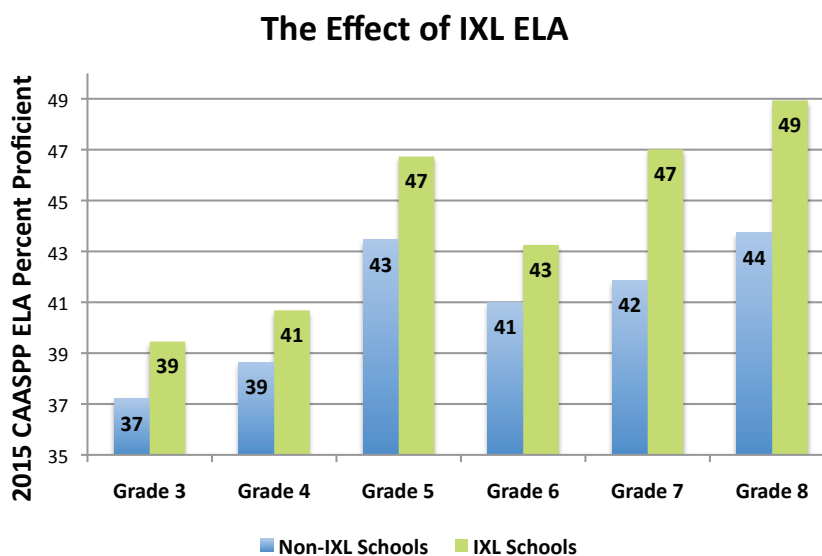
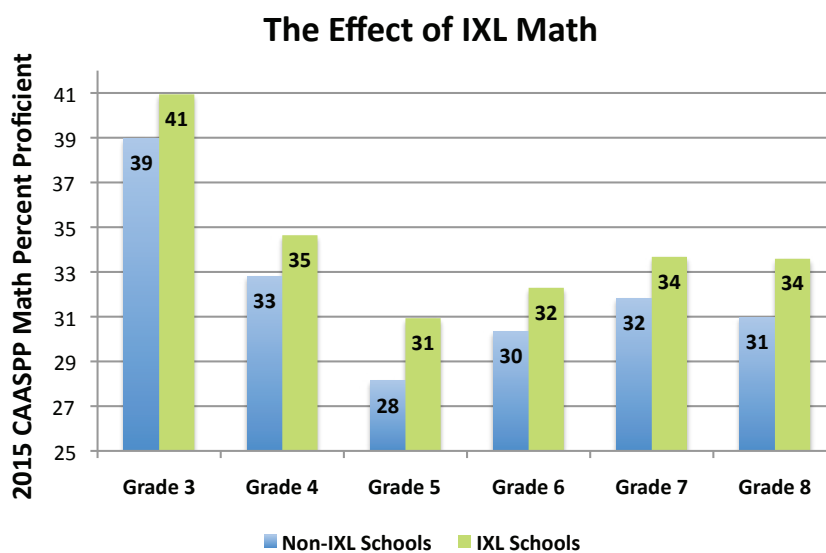


Figure 6. Effect of IXL ELA and IXL Math on 2015 CAASPP tests

The IXL Effect

Reference

Empirical Education. (2013). A Study of Student Achievement, Teacher Perceptions, and IXL Math. Retrieved from <https://www.ixl.com/research/IXL-Research-Study-2013.pdf>

What Works Clearinghouse (2014). What Works Clearinghouse procedures and standards handbook (Version 3.0). Retrieved from http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf

Appendix A: School Selection and Classification

Because schools may choose to use IXL only at a few grade levels, this study determined if a school is an IXL school at each grade level rather than at school level. For example, if a K-6 school only uses IXL in 5th grade, this school will be classified as an IXL school at grade 5 and a non-IXL school at other grade levels.

For a certain grade level, a school is classified as an IXL school if the school 1) did not use IXL within the 2012-13 school year, and 2) used IXL within the 2013-14 school year and/or within the 2014-15 school year. For a certain grade level, a school is classified as a non-IXL school if the school did not use IXL within the 2012-13, 2013-14, or 2014-15 school years. These classification criteria guaranteed that: 1) both IXL schools and non-IXL schools did not use IXL before the pretest, and 2) only IXL schools used IXL between the pretest and the posttest. In this way, the effect of IXL can be accurately estimated.

During the classification, we needed to determine if a school used IXL within a certain school year. In this study, a school is considered to be using IXL within a school year if 1) the school has an active IXL account for at least half of the time within this school year (i.e., at least 150 days including weekends and holidays), and 2) at least 50% of the enrolled students at this grade level used IXL within this school year. Schools that did not meet both of the two criteria were considered as not using IXL within that school year.

Appendix B: Analytical Methods

A linear regression model was used to estimate IXL effect (i.e., the performance difference between IXL schools and non-IXL schools), after adjusting for schools' prior academic performance (i.e., 2013 API), school size (i.e., the number of enrolled students), percentage of English language learners, charter school or not, and school location (i.e., city, suburb, town, or rural). To assist in the interpretation of IXL effect, we reported statistical significance, effect size, and percentile gain. Statistical significance, also referred to as *p*-value, is the probability that the IXL effect is zero. A small *p*-value (i.e., less than 0.05) indicates strong evidence that the IXL effect is not zero. Effect size is the mean difference in standard deviation units and is known as Hedges' *g*. In this study, effect size is computed using adjusted mean and unadjusted standard deviations. Percentile gain is the expected change in percentile rank for an average non-IXL school if the school had used IXL. It is calculated based on the effect size. More details about these analytical methods can be found in What Works Clearinghouse (2014).

The IXL Effect

We also used a linear regression model to estimate the strength of association between IXL usage and school performance. This regression model was very similar to the one described above, but with the inclusion of the IXL usage (i.e., the averaged number of skills a student mastered per week) in the model and exclusion of non-IXL schools in the sample.

Appendix C: Data Tables

Table 1 presents the background information for all public schools in California and for IXL schools. A total of 172 and 461 schools were identified as IXL schools for IXL ELA and IXL Math, respectively. Based on 2013 API and 2015 CAASPP percent proficient, IXL schools showed higher academic performance than the state average. Percentage of English language learners, school location, and percentage of charter schools were comparable between IXL schools and the state average.

Table 1. Background information for state and IXL schools

	State	IXL Schools IXL ELA	IXL Schools IXL Math
# of schools	10,966	172	461
Average 2013 API	790	839	828
2015 CAASPP ELA percent proficient	42%	52%	-
2015 CAASPP Math percent proficient	33%	-	41%
% of English language learners	22%	21%	23%
% of free/reduced price meal	59%	48%	53%
% of schools in cities	39%	33%	36%
% of schools in suburbs	40%	42%	43%
% of schools in towns	9%	11%	9%
% of schools in rural areas	12%	13%	11%
% of charter schools	14%	15%	14%

Table 2 breaks down the effect of IXL ELA for each grade level. The second and third rows of Table 2 show the number of IXL schools and non-IXL schools, respectively. Because IXL did not launch middle school skills for ELA until 2014, fewer schools were identified as IXL schools at the middle school level (e.g., Grades 6, 7, and 8).

The IXL Effect

In Table 2, the fourth to eighth rows show the effect of IXL ELA on schools' percent proficient on the 2015 CAASPP ELA tests. For Grade 3, for instance, after adjusting for schools' prior performance and characteristics, an average IXL school had 39% of students at the Proficient level or above on the 2015 CAASPP ELA test, while an average non-IXL school had 37% of students at the Proficient level or above. The effect of using IXL ELA on the 2015 CAASPP ELA test percent proficient is 2.25 for Grade 3, and the effect is statistically significant at 0.05 level. The effect size of the 2.25 difference is 0.10 and the percentile gain is 4.14. Similar interpretations can be made for other grade levels.

The last five rows of Table 2 show the effect of IXL ELA on the 2015 CAASPP average ELA scale scores. For Grade 3, for instance, after adjusting for schools' prior performance and characteristics, the average ELA score was 2407 for IXL schools and 2403 for non-IXL schools. The effect of using IXL ELA at Grade 3 is 4.44, and it is statistically significant at 0.05 level. The effect size of the 4.44 difference is 0.05 and the percentile gain is 2.10. Similar interpretations can also be made for other grade levels.

Table 2. Effect of IXL ELA at each grade level on 2015 CAASPP ELA tests

Values		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# of IXL Schools		106	112	105	55	22	21
# of Non-IXL Schools		5081	5087	5067	3600	2271	2266
2015 CAASPP ELA Percent Proficient	IXL Effect	2.25*	2.06*	3.28***	2.27	5.16*	5.21*
	Effect Size	0.10	0.10	0.16	0.11	0.26	0.26
	Percentile Gain	4.14	3.97	6.35	4.56	10.13	10.40
	IXL Schools	39.45	40.68	46.73	43.25	47.01	48.93
	Non-IXL Schools	37.20	38.62	43.45	40.98	41.85	43.72
2015 CAASPP ELA Average Score	IXL Effect	4.44*	3.02	4.27*	3.44	7.99	13.04**
	Effect Size	0.05	0.07	0.09	0.08	0.18	0.30
	Percentile Gain	2.10	2.65	3.73	3.26	7.03	11.62
	IXL Schools	2407.05	2447.19	2488.81	2512.27	2536.61	2563.04
	Non-IXL Schools	2402.61	2444.17	2484.54	2508.82	2528.63	2550.00

Note: *: significant at .05 level. **: significant at .01 level. ***: significant at .001 level.

The IXL Effect

Table 3 breaks down the effect of IXL Math at each grade level. The second and third rows of Table 3 show the number of IXL schools and non-IXL schools, respectively. The five rows in the middle show the effect of IXL Math on the 2015 CAASPP Math test percent proficient. The last five rows show the effect on the 2015 CAASPP average math scale scores.

Table 3. Effect of IXL Math at each grade level on 2015 CAASPP math tests

Values		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# of IXL Schools		271	283	269	191	109	91
# of Non-IXL Schools		4697	4598	4602	3345	2036	2079
2015 CAASPP Math Percent Proficient	IXL Effect	1.97**	1.83**	2.80***	1.96*	1.87	2.61*
	Effect Size	0.09	0.09	0.14	0.10	0.09	0.13
	Percentile Gain	3.74	3.47	5.49	4.03	3.76	5.14
	IXL Schools	40.94	34.64	30.93	32.29	33.67	33.59
	Non-IXL Schools	38.97	32.82	28.13	30.33	31.81	30.98
2015 CAASPP Math Average Score	IXL Effect	3.38*	2.69*	4.41**	1.18	4.06	6.72*
	Effect Size	0.09	0.07	0.10	0.02	0.08	0.12
	Percentile Gain	3.45	2.61	3.85	0.98	3.14	4.70
	IXL Schools	2416.50	2453.32	2480.39	2500.63	2518.48	2535.58
	Non-IXL Schools	2413.12	2450.63	2475.98	2499.45	2514.42	2528.86

Note: *: significant at .05 level. **: significant at .01 level. ***: significant at .001 level.

Rights, Respect, Responsibility

A K-12 SEXUALITY EDUCATION CURRICULUM

Teacher's Guide

Elizabeth Schroeder, EdD, MSW | Eva Goldfarb, PhD | Nora Gelperin, MEd

Copyright Advocates for Youth, 2015

The authors gratefully acknowledge the contributions of the many individuals who assisted in the process of creating ***Rights, Respect, Responsibility A K-12 Sexuality Education Curriculum***, including Sarah J. Kleintop, Debra Hauser, Emily Bridges, Rosanna Dixon, and Arlene Basilio.

Our thanks to WestWind Foundation, Open Road Alliance, and Turner Foundation, among others who wish to remain anonymous, for financial support that made this curriculum possible.

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About Advocates for Youth

Advocates for Youth partners with youth leaders, adult allies, and youth-serving organizations to advocate for policies and champion programs that recognize young people's rights to honest sexual health information; accessible, confidential, and affordable sexual health services; and the resources and opportunities necessary to create sexual health equity for all youth.

Our Vision: **Rights, Respect, Responsibility**

Advocates for Youth envisions a society that views sexuality as normal and healthy and treats young people as a valuable resource.

The core values of Rights. Respect. Responsibility. (3Rs) animate this vision:

RIGHTS: Youth have the inalienable right to honest sexual health information; confidential, consensual sexual health services; and equitable opportunities to reach their full potential.

RESPECT: Youth deserve respect. Valuing young people means authentically involving them in the design, implementation, and evaluation of programs and policies that affect their health and well-being.

RESPONSIBILITY: Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health, and young people have the responsibility to protect themselves.

About the Authors

Author **Elizabeth Schroeder, EdD, MSW**, is an award-winning educator, trainer, and author in the areas of sexuality education pedagogy, LGBTQ issues, working with adolescent boys, and using technology and social media to teach young people about sexuality. She has provided consultation to and direct education and training for schools, parent groups, and youth-serving organizations in countries around the world for more than 20 years, most recently creating the first-ever online sexuality education course for UNFPA and UNESCO to train teachers in East and Southern Africa.

Dr. Schroeder is the former executive director of Answer, a national sexuality education organization serving young people and the adults who teach them. She was previously the associate vice president of education and training at Planned Parenthood of New York City and the manager of education and special projects at Planned Parenthood Federation of America. She was part of

the core team that developed the National Sexuality Education Standards: Core Content and Skills K-12 (2011) and National Teacher Preparation Standards for Sexuality Education, (*Journal of School Health*, 2014). The co-founding editor of the American Journal of Sexuality Education, Dr. Schroeder has authored or edited numerous publications, including the four-part book series, *Sexuality Education: Past, Present and Future* with Dr. Judy Kuriansky and *Sexuality Education: Theory and Practice* with Dr. Clint Bruess. She is a frequently sought-out spokesperson and blogger in the news media on issues relating to sexual health education and youth development, including CNN, HuffPo Live, and various NPR affiliates. Dr. Schroeder, whose website is www.drschroe.com, holds a Doctorate of Education in Human Sexuality Education from Widener University and an MSW from NYU.

Author **Eva S. Goldfarb, PhD**, Professor of Public Health at Montclair State University, is a nationally recognized expert in the field of sexuality education. For the past twenty-five years, Dr. Goldfarb has developed and led sexuality education and sexual health programs with youth, parents, educators, and other professionals and has trained teachers across the country. She has also presented at conferences worldwide in the area of sexuality education and sexual health. Dr. Goldfarb has published widely including her co-authorship, as a member of the national advisory board that developed the *National Sexuality Education Standards: Core Content and Skills K-12 (2011)* and *National Teacher Preparation Standards for Sexuality Education (Journal of School Health, 2014)*.

In addition to having published numerous peer-reviewed articles in the area of sexuality education, pedagogy, and evaluation, Goldfarb is co-author with Dr. Elizabeth Casparian, of the groundbreaking curricula *Our Whole Lives: Sexuality Education: Grades 10-12* and *Our Whole Lives: Sexuality Education: Grades 4-6*; is co-author and co-editor of *Filling the Gaps: Hard-To-Teach Topics in Human Sexuality*; and co-author with Dr. Elizabeth Schroeder, of *Making Smarter Choices About Sex*, a curriculum for middle-school adolescents, as well as *Being Out, Staying Safe*, the first HIV/STD prevention curriculum specifically geared for lesbian, gay, and bisexual teens. Her work has been featured in *Sexuality and Our Faith*, on *MTV.com*, in *Newsweek*, *The Nation*, *Self*, *Family Circle*, and *The New York Times*.

Dr. Goldfarb holds a PhD in Human Sexuality Education from the University of Pennsylvania, a Masters Degree in Communications from the Annenberg School for Communication at the

University of Pennsylvania, and a Doctor of Humane Letters (honorary) from the Starr King School for the Ministry of the Unitarian Universalist Association. She completed her post-doctoral fellowship at The HIV Center for Clinical and Behavioral Studies at Columbia University and the New York State Psychiatric Institute.

Author **Nora Gelperin, MEd**, is the Director of Sexuality Education and Training at Advocates for Youth. Nora is one of the national technical assistance providers on the Working to Institutionalize Sex Ed (WISE) initiative and has been a member of the Future of Sex Education (FoSE) initiative and was part of the core team that developed the National Sexuality Education Standards: Core Content and Skills K-12 (2011) and National Teacher Preparation Standards for Sexuality Education, (Journal of School Health, 2014). She has more than twenty years of experience providing sexuality education to youth and professional development to school health and education professionals. Prior to joining Advocates, she was the Director of Training at Answer, where she founded the Training Institute in Sexual Health Education (TISHE) and Answer's online professional development workshops. She was a community educator with Planned Parenthood of the Great Northwest and Planned Parenthood of Greater Northern New Jersey. Nora holds a Masters in School Health Education from Temple University, was awarded a Mary Lee Tatum Award from Planned Parenthood Leaders in Education (APPLE), and has been named a 2014 Fellow of the American School Health Association.

About Youth Reviewers

Advocates for Youth gratefully acknowledges the feedback from our youth activists which improved and refined this curriculum. The youth reviewers were:

Thea Eigo, *Young Women of Color Leadership Council*

Eshani Dixit, *Young Women of Color Leadership Council*

Patty Fernandez Piñeros, *Young Women of Color Leadership Council*

Marcella Morales Lugo, *Young Women of Color Leadership Council*

Adrian Nava, *Youth Resource*

Sean Sylve, *Louisiana Youth for Truth*

3Rs Dedication

This curriculum is dedicated to the memory of our dear colleague Barbara Huberman, Advocates' Director of Education and Outreach from 1994 to 2014.

Barbara had a tremendous influence on our collective work here at Advocates for Youth. It was she who coined the term Rights. Respect. Responsibility. to reflect findings from her decade-long efforts coordinating the European Study Tour. Hundreds of youth-serving professionals participated, traveling to the Netherlands, France, and Germany in an effort to better understand the values, attitudes, policies, and programs that helped young people in northern Europe have much better sexual health outcomes than their peers in the United States. It is through this work that Barb helped Advocates to shape the values that underpin our mission to this day.

We honor Barb's vision and leadership by creating the Rights, Respect, Responsibility, K-12 Sexuality Education Curriculum and ensuring it is free for all to access so that money will no longer stand as a barrier to young people receiving the high quality sexuality education to which they have a right.

Dear Educator:

Advocates for Youth envisions a society in which all young people are valued, respected, and treated with dignity; sexuality is accepted as a healthy part of being human; and youth sexual development is recognized as normal. In such a world, all youth and young adults would be celebrated for who they are and provided with the economic, educational, and social opportunities to reach their full potential. Society would recognize young people's rights to honest sexual health education and provide confidential and affordable access to culturally appropriate, youth-friendly sexual health education and services, so that all young people would have the opportunity to lead sexually healthy lives and to become sexually healthy adults.

Quality education about sex, sexuality, and relationships is a vital step toward realizing this vision.

Thirty years of public health research shows us that comprehensive sex education provides young people with the essential information and skills they need to reduce their risk for unwanted pregnancy and STDs, including HIV. When done well, it can also help young people navigate puberty, understand the difference between healthy and unhealthy relationships, assist them to develop a healthy body image, promote good communication and decision-making skills, and teach them to navigate the health care system.

Quality sexuality education goes beyond the prevention of unwanted pregnancy and disease to something much more lofty—it can provide a life-long foundation for sexual health.

Sexuality education can help shift a culture of fear, shame, and denial and in its stead begin to create one in which sexuality is accepted as a normal, natural, healthy part of being alive, of being human; one in which young people are valued and celebrated for who they are, no matter their sexual orientation or gender identity or expression; and one in which sexual development is recognized as an important aspect of childhood and adolescence, and education about sexuality is valued over the promotion of ignorance.

Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum unites decades of research and lessons learned with a clear vision for the future of sexuality education.

More than 20 years ago, Advocates for Youth first sought to provide schools and communities with a curriculum for teaching students about growth and development, sexual and reproductive health, and healthy relationships. Life Planning Education and When I'm Grown, Advocates' groundbreaking curricula first introduced in 1994, gave educators tools to lay the groundwork for good sexual health throughout students' lifetimes.

Over the next two decades, the climate around sexuality education in the United States altered. Even as more and more research emerged affirming the effectiveness of programs which teach young people about abstinence as well as contraception and condoms, abstinence-only programs began to dominate the sexuality education landscape, with more than \$1 billion in funds allocated for these ineffective and often fear- and shame-based programs. Meanwhile, even effective, medically accurate programs tended to focus on disease and pregnancy prevention rather than preparing young people with all the information they need about growth and development, sex and sexuality, and healthy relationships. And too often, programs were not culturally relevant or neglected the needs of LGBT youth.

In 2012, the Future of Sex Education Initiative, of which Advocates for Youth is a founding member, along with Answer and the Sexuality Information and Education Council of the United States (SIECUS), created the *National Sexuality Education Standards: Core Content*

and Skills, K-12. The goal of the National Sexuality Education Standards is to provide clear, consistent, and straightforward guidance on the *essential minimum, core content* for sexuality education that is developmentally and age-appropriate for students in grades K-12. As school districts around the nation began adopting the standards, it became clear that there was a need for a curriculum available to help schools meet the standards.

Advocates for Youth undertook a new curriculum: one that takes the easy-to-use and thoughtful approach of its popular Life Planning Education curriculum, pairs it with updated information and adherence to the National Sexuality Education Standards, to create 80 new lesson plans.

The new ***Rights, Respect, Responsibility*** continues the tradition of evidence-informed, easily-adaptable lesson plans, tailored for a new generation. It builds on 30 years of research into effective sexuality education programs, while respecting young people's right to the information they need to protect their health and make responsible decisions. It follows the National Sexuality Education Standards for what students should learn and be able to do at each grade level, and it is inclusive of learners of all genders and sexual orientations

This volume of ***Rights, Respect, Responsibility*** is intended for use with students in Kindergarten through 12th grade. Its lessons are age-appropriate, beginning with basic lessons about friendship and safety, and introducing more complex concepts as students age.

We hope that using ***Rights, Respect, Responsibility*** will be an informative and fulfilling experience for both you and your students.

Sincerely,

Debra Hauser, MPH
President, Advocates for Youth

Values and Assumptions

Rather than attempting to be “values-free,” **Rights, Respect, Responsibility** consciously embraces a set of values that are widely accepted in our society. It is important for teachers and health professionals to be aware of the curriculum’s point of view in order to be able to communicate its underlying values not only to students, but also to parents, media, current and potential funders, and other interested individuals.

The following values should be stressed implicitly and, when appropriate, explicitly whenever possible:

- Parents/caregivers are the primary sexuality educators of their children. School districts and community-based organizations should function as partners with parents/caregivers in providing sexuality education. Together, these institutions have the responsibility to provide young people with honest, age-appropriate sexuality education.
- Sexuality is a natural and healthy part of being human.
- At every stage of their development, children have the right to age-appropriate information about health, sexuality, and relationships.
- Every person has dignity and worth and deserves respect. Diversity in gender, identity, race, religion, culture, and sexual orientation should be celebrated.
- It is wrong to use psychological pressure, fear, or physical force to make people do things without their consent.
- People are responsible for their own behaviors and the consequences of those behaviors.
- Cisgender boys and men are often demonized or simply ignored when it comes to sexuality education. But boys aren’t the bad guys. **In fact, no one is.** Normalizing *everyone’s* right and ability to make positive choices about sexuality, sex, and relationships, regardless of what their peers are doing – regardless of their gender or the gender of their partners – can send a powerful message to all students.
- Open communication is an important part of maintaining healthy relationships.
- It is good for young people to be able to talk openly and comfortably about sexuality issues with their parents/caregivers, peers, trusted adults and, in the future, romantic partners.
- Relationships should never be coercive or exploitative, but instead should be based on mutual respect.
- It is normal to have sexual feelings; however, feelings should not always be acted upon.
- Until a teen is old enough to act responsibly and protect themselves and their partners, it is healthiest to seek ways other than vaginal, oral, or anal sexual intercourse to express their romantic and sexual feelings.
- Young people have the responsibility to prevent unwanted pregnancies and sexually transmitted disease by abstaining from risky behavior or using effective contraception and/or condoms.

Will Power/Wont Power. A Sexuality Program for Girls Ages 12-14, New York, NY: Girls’ Inc., 1988. Page partly reprinted with permission.

STUDENT BILL OF RIGHTS

Students have the right to:

- Ask any questions they have about issues such as puberty, sex, reproduction, and relationships
- Receive complete, age-appropriate, and medically accurate information about their bodies
- Explore issues that interest them related to their sexual development
- Develop the skills necessary to form healthy friendships, and later healthy romantic partnerships as they grow
- Have support from caring adults who respect, affirm, and celebrate them for who they are.

Rationale for this Curriculum

While many sexuality education materials have addressed the needs of adolescents, Advocates for Youth realized that such education must begin much earlier. Learning about good communication, safety in relationships, and growth and development lays a foundation that can support healthy relationships and healthy behaviors throughout a person's lifetime. This K-12 curriculum, therefore, is a collection of lesson plans on a wide range of topics including: self-understanding, family, growth and development, friendship, sexuality, life skills, and health promotion.

EVIDENCE UNDERLYING THIS CURRICULUM (EVIDENCE-INFORMED)

Rights, Respect, Responsibility is a curriculum fully aligned with the National Sexuality Education Standards. The curriculum seeks to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors.

Rights, Respect, Responsibility reflects the tenets of social learning theory, social cognitive theory, and the social ecological model of prevention. From social learning theory, which recognizes that "learning occurs not merely within the learner but also in a particular social context," there are several key concepts addressed within **Rights, Respect, Responsibility**, including:

Personalization. The ability of students to perceive the core content and skills as relevant to their lives increases the likelihood that they will both learn and retain them. Ensuring that students see themselves represented in the materials and learning activities used can assist in furthering personalization.

Susceptibility. It is widely understood that many young people do not perceive that they are susceptible to the risks of certain behaviors, including sexual activity. Learning activities should encourage students to assess the relative risks of various behaviors, without exaggeration, to highlight their susceptibility to the potential negative outcomes of those behaviors.

Self-Efficacy. Even if students believe they are susceptible, they may not believe they can do anything to reduce their level of risk. Helping students overcome misinformation and develop confidence by practicing skills necessary to manage risk are key to a successful sexuality education curriculum.

Social Norms. Given that middle and high school students are highly influenced by their peers,

the perception of what other students are, or are not, doing influences their behavior. Debunking perceptions and highlighting positive behaviors among teens (i.e., the majority of teens are abstinent in middle school and early high school and when they first engage in sexual intercourse many use condoms) can further the adoption of health-positive behaviors.

Skills. Mastery of functional knowledge is necessary but not sufficient to influence behaviors. Skill development is critical to a student's ability to apply core content to their lives.

In addition to social learning theory, social cognitive theory (SCT) is reflected throughout the National **Rights, Respect, Responsibility**. Like social learning theory, SCT emphasizes self-efficacy, but adds in the motivation of the learners and an emphasis on the affective or emotional learning domain, an invaluable component of learning about human sexuality.

Finally, the social ecological model of prevention also informed the development of this curriculum. This model focuses on individual, interpersonal, community, and society influences and the role of these influences on people over time. Developmentally, the core content and skills for kindergarten and early elementary focus on the individual student and their immediate surroundings (e.g., their family). At the middle and high school levels, core content and skills focus on the expanding world of students that includes their friends and other peers, the media, society, and cultural influences.

CHARACTERISTICS OF EFFECTIVE SEXUALITY EDUCATION

Doug Kirby, the premier researcher on elements of sexuality education that were effective to create desired outcomes, created a list of characteristics of effective programs published in 2007 and reprinted here.

- Focuses on specific behavioral outcomes.
- Addresses individual values and group norms that support health-enhancing behaviors.
- Focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors, as well as reinforcing protective factors.
- Addresses social pressures and influences.
- Builds personal and social competence.

- Provides functional knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age- and developmentally appropriate information, learning strategies, teaching methods, and materials.
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive. Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make connections with other influential persons.
- Includes teacher information and plan for professional development and training to enhance effectiveness of instruction and student learning.¹

Learn more about sexuality education: [Sexuality Education: Building an evidence- and rights-based approach to healthy decision-making](#)

¹ Kirby, D., Rollieri, L. A., Wilson, M. M. Tools to Assess Characteristics of Effective Sex and STD/HIV Education Programs (TAC). 2007.

How To Use This Curriculum

Rights, Respect, Responsibility was designed for use as a sequential curriculum, or in parts, according to the needs of the educator. While the curriculum can be used in its entirety (and when presented this way meets the National Sexuality Education Standards), we recognize that very few schools have sufficient time allotted to sexuality education to be able to use every lesson. Educators may decide when a lesson or series of lessons might fit into their pre-existing curriculum. Educators may use one grade level, one topic strand, or an individual lesson to supplement their existing materials, as needed.

Using the indicators from the National Sexuality Education Standards, we have provided a recommended sequence for implementing **Rights, Respect, Responsibility** in the Lesson Plan section of the 3Rs website.

CURRICULUM FORMAT OVERVIEW

Lessons are 40 minutes in K-5 and 50 minutes in Grades 6-12. There are family homework activities for each lesson in Grades K-9 to facilitate a way for students and their parents/care-givers to have important conversations together. Please also refer to the more extensive information in other sections of this document including:

- ▶ Using Ground Rules with this Curriculum
- ▶ Classroom Management: Answering Students' Questions
- ▶ Special Issues Related to Self-Disclosure
- ▶ A Note on Gender, Gender Identity, and Sexual Orientation

LANGUAGE USED FOR THIS CURRICULUM

Trusted adults: Within this curriculum, we use the phrasing “parent or caregiver” to acknowledge the variety of family formations. We also use “trusted adult,” to refer to a parent, coach, faith leader, teacher, or other adult who may not be an immediate family member but is someone a young person knows and can trust who may be able to respond appropriately, as well.

Gender Identity: Advocates for Youth strongly believes in the rights of transgender youth and the importance of intentional and authentic inclusion of transgender issues. In younger grades, where students may not yet be familiar with gender issues or equipped to process them, this curriculum uses gender binary terms. However, as students age, the curriculum introduces gender neutral names and a wide range of identities, and in addition, is careful to note that biological sex characteristics are separate from gender identity.

- ▶ [Learn more about gender identity and how gender lessons are incorporated into this curriculum on page 25.](#)

FOSTERING RESPECT IN YOUR CLASSROOM

Rights, Respect, Responsibility is designed to involve young people in discussing personal, sometimes sensitive, topics. To do this effectively, it is important to create and maintain a safe, respectful environment in which participants can share freely. You can create and maintain a safe, respectful environment by introducing and reinforcing ground rules. Engage all participants in creating, understanding, agreeing to, and respecting the ground rules. Post the ground rules on a wall for every session. Remind students, when necessary, that everyone has agreed to abide by the ground rules.

Growth and Development

Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life—from babyhood to childhood, childhood to adolescence, and adolescence to adulthood—enormous changes take place. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding.

Sexual development is also a lifelong process. Infants, children, teens, and adults are sexual beings. Just as it is important to enhance a child's physical, emotional, and cognitive growth, so it is important to lay foundations for a child's sexual growth. Adults have a responsibility to help young people understand and accept their evolving sexuality.

Each stage of development encompasses specific markers. Developmental guidelines apply to most children in the age groups specified. However, each child is an individual and may reach these stages of development earlier or later than other children the same age. When concerns arise about a specific child's development, parents or other caregivers should consult a doctor or other child development professional.

[Visit Advocates for Youth's website for a series of factsheets on each age group.](#)

Students' Right to Learn About Sexuality in the United States

Young people have the right to learn about sex and sexuality. At the same time, however, educators need to follow applicable laws and policies. Sexuality education content, coursework, and delivery should always follow state laws and district, local, and school-wide policies. Before planning to use this curriculum, it's important to research existing policies and procedures that govern sexuality education content and requirements. Some states have health education standards with which educators must align their curricula, while other states leave curricular decisions up to each school district. It is particularly

important to have clarification from your supervisor or building principal about any lessons or activities about which you have questions.

The Sexuality Information and Education Council of the United States (SIECUS) compiles state regulations on its website, www.siecus.org. You may also be able to find the regulations by looking at your state's education department or state government website. Your school board or school superintendent should also be aware of these policies.

Using Ground Rules with this Curriculum

Establishing ground rules, which are shared guidelines about how everyone – teachers and students – will interact during lessons, is an important step in creating a sense of trust, support, and safety among students and teachers. Ground rules help to increase comfort and facilitate learning for everyone in the classroom. This is especially important because the lessons in this curriculum often include discussion of personal topics, such as values and sexuality.

Ground rules, and the methods by which they are created and introduced, will vary at different grade levels. In the earliest grades, existing classroom rules may be used for this purpose. While such guidelines are often posted in the classroom throughout the year, it can be helpful to give a gentle reminder to students about these rules before a lesson or unit on sexuality. Alternatively, the teacher may ask students if they can think of any rules they would like to have for working together in a group. Their suggestions may include not interrupting, raising hands to talk, etc. Some additional ones may include:

- Everyone has the right not to answer questions they feel are too personal, including the teacher. It is OK to say “I’d rather not do this activity” or “I don’t want to answer that question.”
 - It is okay to disagree with another person, but do not make fun or call people names just because you disagree with them.
 - It is okay to ask any question, no matter how silly it may seem; chances are someone else wants to know the same thing you do.
 - It is okay if some of the things we talk about seem silly, or if the information is brand new. We will be talking about some very interesting things and you will probably like learning about these things. If you don’t like a subject, just sit quietly until we change to a new subject.
 - It is important to be open and honest in group discussions, but there should be no discussion of your own or other people’s personal business.
 - It is OK to discuss general situations, but without naming names or being specific.
 - It is OK to feel embarrassed or uncomfortable; even adults can feel uncomfortable when they talk about sensitive topics like values or sexuality.
- Although they cover similar topics, ground rules for grades 5-8, may appear this way:
- *Right to Pass*—Each person shares to the level of his/her own comfort. No one should ever feel pressured to contribute if they do not wish to.
 - *Respect differences*—Allow one another to have different viewpoints. Group members may disagree, but they should not judge one another for their beliefs.
 - *One person speaks at a time*—Allow one another to be heard.
 - *No put downs*—No name calling or insulting one another. Protect one another’s right to hold different views.
 - *Use “I” statements*—Avoid broad statements. Speak for yourself.
 - *There is no such thing as a dumb question*—All questions are good to ask.
 - *Appropriate sharing outside of class*—Telling other people about what you learn here is good, but we should not discuss anything personal that someone in the class may have shared. That’s disrespectful, and unfair to that person. Instead, you can simply say, “I know someone who…” if you want to share a good point someone made.
- Guidelines at the 9-12 grade level will likely address the same issues plus a few additional ones for this age group, and may be worded differently. For example:
- Right to pass if you don’t want to share or participate.
 - Speak for yourself, not for others, by using “I” statements.
 - Don’t use put-downs or negative statements about classmates and educators.
 - Be aware of your assumptions and how they might impact your learning.
 - One person speaks at a time.
 - Minimize side conversations.
 - Keep electronic devices turned off and away during class or follow school district policy.
 - Questions are welcome. There is no such thing as a stupid question.
 - Don’t share personal stories or use people’s names when talking with people outside this classroom about what is discussed here.

A NOTE ON CONFIDENTIALITY

Most lists of group agreements or ground rules include a rule related to confidentiality, which has often been described as “what is said in this room stays in this room.” This is not an effective description of confidentiality for a classroom for a few reasons. First, it can raise anxiety among parents and other adults in the community who may be concerned that the teacher is trying to keep whatever is discussed about sexuality secret from them. Second, it is inaccurate. As teachers and other youth-serving professionals know well, there are situations under which confidentiality cannot be guaranteed, or must be broken. As mandated reporters, teachers are required to report situations in which a student is at risk to hurt themselves or others. Telling students that the discussions will be confidential, therefore, becomes problematic if their confidentiality must be broken. Finally, true confidentiality is impossible to enforce. Believing that what is shared will be kept confidential may lead a student to share something deeply personal that may likely get “leaked” by someone in the class. Thus, while it is important to include “confidentiality” in the ground rules, an effective way a teacher can include this is to write it up on the list and say, *“To keep something confidential means that it’s kept private or secret. I certainly don’t want you to keep the information we talk about here private from anyone. In fact, the more you talk with your friends about it, the better! What is important, however, is that we all agree not to share anything personal that someone in the class may have shared. That’s disrespectful, and unfair to that person. Instead, you can simply say, ‘I know someone who...’ if you want to share a good point someone made. Also, you may know already that there are some things that I, as a teacher, cannot keep private. If a student were to come to me and say that someone is hurting them, or that they were thinking of hurting themselves or someone else, I’d have to tell someone about it, so that this student could get some help.”*

OPTIONS FOR ESTABLISHING GROUND RULES

At the middle and high school levels, it can be useful to involve students directly in the creation of shared ground rules, thereby increasing their sense of ownership and “buy-in” of the rules. The teacher may start this process by asking students, *“What might make it difficult for us to feel comfortable as we talk about sexuality?”* After a list of barriers is generated (possible responses might include embarrassment, being made fun of, not knowing

what to say, not wanting other people to know what we talk about, etc.), the teacher can then write “Ground Rules” on newsprint or the board and then ask, *“What are some rules we can establish in our class that will help us to feel more comfortable to learn about this topic and that will help ensure that no one feels put down or disrespected?”*

The teacher may then invite students to generate a list of agreements about how the class will operate and how students and the teacher will interact. The teacher should list these ground rules on newsprint and hang the list on a wall where it can remain, so that students and the teacher can refer to them at any time. The ground rules should be established through agreement by the group and may vary. The teacher should write down students’ ideas and then suggest some important basic rules from the lists above that students do not include.

Depending on time availability, other options for establishing ground rules are for the teacher to present a pre-written list and ask for student feedback, as well as for additional suggestions. The teacher may also wish to make a game out of the presentation of ground rules by introducing them Pictionary style (using diagrams to represent the ground rules and have students guess what they are) or through acting them out or having students act them out as in the game Charades, and having other students guess.

In some classes, once a list has been established, the teacher may ask every student to agree verbally to the ground rules and/or to sign the ground rules or a contract, as a way of sharing authorship and responsibility for enforcing the rules.

It is possible that the class will already have ground rules in place before the implementation of this curriculum. If so, it may be useful for the teacher to remind students of the ground rules at the start of the first session. It might also be useful to explain to students that since the topic of sexuality can be particularly sensitive or difficult to discuss for some people, there may be additional ground rules the class would like to include for the duration of this program.

Once agreed-upon ground rules are established, they can be revisited at any time and revised to meet the needs of the class. Additionally, it is important that students feel empowered not only to follow the ground rules themselves but to monitor one another’s adherence to them and to ensure that they are being followed.

Classroom Management: Answering Students' Questions

Rights, Respect, Responsibility encourages students to ask questions, whether in class during specific activities, or through the use of an anonymous question box. As the teacher, it is important to provide clear, accurate answers to these questions, in a non-judgmental manner. It is also important to know which questions you should not answer and how best to respond when those questions come up.

HOW QUESTIONS ARE ASKED

There are different ways that students may ask questions in the classroom. How questions are asked often depends on the procedures put in place by the teacher and may include:

- During class with other students present
- One-on-one to the teacher outside of a regular lesson
- Anonymously on an index card or through an anonymous questions box.

While many of the lessons in **Rights, Respect, Responsibility** build in time for students to ask questions, some teachers like to provide additional opportunities for students to ask questions that may arise outside of a particular lesson and/or that they may want to ask anonymously because of fear or embarrassment. For many teachers, preparing a lesson plan and leading activities is the easy part of the job. It is those spontaneous comments or questions from students that can cause the most anxiety.

TYPES OF QUESTIONS:

Before answering any question, it is important for the teacher to try to ascertain, as well as possible, what information the student seeks and/or the purpose of the question. Sometimes students ask forthright questions; at other times, questions appear a bit murky and the real "question behind a question" may not be apparent. Below are several types of questions and challenges, and some suggestions for responding to them effectively.

1. Knowledge or Skills Questions

Usually, these questions are very straightforward and have specific, factual answers. *How does a baby get out? What is the most common STD? How does a condom work? What does 'oral sex' mean? Can you get an STD from a toilet seat? What are the side effects of contraception?* Knowledge or skills questions often appear to be the easiest to answer, since they ask for concrete information rather than about feelings, attitudes,

or behaviors. Yet, students still need guidance along with the facts. These questions offer opportunities to reinforce program values and to provide guidance for positive, healthy behaviors. Sometimes, however, a question will challenge the limits of the teacher's own knowledge or it will be unclear whether it's appropriate to answer given the parameters of the district curriculum and/or policy governing certain content.

Keep in mind:

- It's okay not to know something, and to be honest about it.
- Any moment can be an *educational opportunity* to model that no one should be embarrassed at not knowing everything.
- Ask the class if anyone knows more.
- If the question contains slang that you don't know, ask to be educated (this will help build rapport between you and the students).
- Promise to get the answer (And follow through!).
- When a topic is difficult to explain, check in to be sure the class understood your answer.

2. Values Questions

Some teachers worry about responding to questions about their personal values about issues such as sexual behavior, abortion, and sexual orientation (*Do you think it's wrong to...?*). Some schools do not allow teachers to answer such questions; teachers are to refer students to parents/care givers and/or faith leaders for guidance. When allowed, however, teachers should facilitate a discussion that encourages students to explore their own and others' attitudes and feelings on these issues without the teacher sharing their own values. Teachers can then refer students to parents/care givers and faith leaders, if the students require more input. When discussing values related to sexuality, the goals of the teacher are to: 1) increase awareness among participants of their personal values; 2) promote the value of respect for differing opinions; 3) model and teach how to engage in respectful discussion; and 4) promote universal values (e.g. human dignity, respect for self and others, honesty, fairness).

Tips:

- Do not impose your personal values.
- Explore a range of values. (For example, “Some people believe this about abortion while other people believe this about abortion. You should figure out what you believe by talking with trusted adults in your life.”)
- Use the “reporter technique.” Give the facts, “report” examples of views on both sides of the issue. (Then turn it to the group for discussion.)
- When a strong opinion is stated, ask for responses from the group.
- If the group seems to be discussing one point of view, make sure other possibilities are explored. Ask the group if there are alternative points of view, or state them yourself.
- Be careful about putting people on the spot for their personal opinions. It might be less threatening to ask “Why might some people choose to...?” rather than “What do you believe...?”
- Encourage discussing such matters with the moral authorities in the learners’ lives: parents/care givers, faith leaders, other trusted adults.
- Know your “hot buttons” ahead of time. When those topics arise, breathe!

3. Am I Normal questions

Young people, especially pre-teens, need and seek a great deal of reassurance that their bodies, feelings, and behaviors are normal. (*What is the average age that a girl’s breasts start to show? All my friends’ voices have changed, when will mine change?*) Many of these questions seeking reassurance begin with “I have a friend who...” or “I heard about someone who...” These questions usually end with “Are they normal?” The proper response is to calmly normalize the issue in question while providing information, or, when appropriate (for example, in response to a question such as “if a 17 year old girl still hasn’t gotten her period, is that okay?”) calmly suggest a student may want to seek input from a medical or other professional.

Tips:

- Remind the group that human beings are each unique and that individual variation

is definitely normal – in childhood, adolescence, and adulthood.

- Suggest a range of differences on the specific issue raised.
- Point out, when appropriate, that a student might talk with a parent/care giver, health care provider, or other trusted adult about specific concerns.

4. Personal and Permission- or Advice-Seeking Questions

Sometimes teachers are asked to disclose their experiences (*Have you ever...?*); or something about their personal identities or lives (*Are you straight? Do you have kids?*). They may be asked to give advice (*What do you think I should do?*); or permission (*Is it okay for a 16 year-old to...?*). The teacher’s responses to these questions have implications about their role in the lives of their students. The teacher should carefully deliberate beforehand how they will approach requests to share personal information or advice. In the moment, they should take extreme care, erring on the side of non-disclosure.

Tips:

- It is usually preferable to *not* answer personal questions.
 - You *always have the right* to not answer a personal question.
 - Never discuss personal sexual behavior.
 - If you make the exception and share personal information, it should always be done for a specific, positive reason—to demonstrate empathy, to model appropriate sharing, etc.
 - You should never share personal information to meet your own needs (Just to get your students to like you or laugh at your jokes, etc.).
 - Consider setting a ground-rule ahead of time—in which you announce that you won’t answer personal questions (just as we’ll respect anyone’s right not to share personal information).
 - When asked to “grant permission” or share advice, generalize the issue: explore a range of options; discuss pros/cons; share a variety of viewpoints.
- For more in-depth information and guidance on teacher self-disclosure, see How to Handle Student Disclosures.

5. “The Heart” and other Complicated Questions

How do you know when you’re in love? Why are guys always grabbing themselves? Should everyone report it if they’re raped? Some questions are asked as “factual,” but there just isn’t a straightforward answer. A helpful approach here is to facilitate a discussion rather than give an answer.

Tips:

Bounce the question back: “What do you all think?” If only one or two students give a response, check in to see if there are other thoughts on the matter.

- Explore various possibilities: “What do you think would happen if...?” “How might a person feel if their partner...?”
- If you conjecture, give a few possibilities and qualify them as your educated guesses. (For example, in response to a question of how you know when you’re in love you might say, “That is a tough question and it might be different for different people. Some of the things that come to mind that I think might be important are that when you think about this person it makes you happy; that you miss this person when you’re apart; that you like them and like being with them; that it is important to you that your friends and/or family like them; that you are happy for them when they achieve something or do something special, even if you don’t achieve that same thing. What are some other possible signs that you might be in love that other people can think of?” Then take other responses from students.)
- Check in to see if there are other thoughts on the matter.
- Check in to see if the questioner feels the question was answered adequately. When questions do not have straightforward answers or may have more than one possible response, it is useful, when a student asks a question publicly, to ask them if your answer addressed their question appropriately. If the question is asked anonymously, you can finish your response by saying “I’m not sure if I’ve interpreted the question correctly or if I’ve given a sufficient answer. If I haven’t I hope the person who asked the question will ask it again and maybe give me some more information so I can give them a better answer.”

6. Shock-value questions

Teachers usually recognize questions instantly that are asked in order to shock or entertain. Nevertheless, anyone can be caught off guard, particularly if a question touches on a personally sensitive issue. In this situation, the teacher may decide to raise the issue of the question having been asked in order to shock or get a reaction as a way to lessen the impact. To defuse shock-value questions and to retain credibility with the students, the teacher might decide to give a calm, factual answer after they have pointed out that the basic intent of the question was simply to shock or upset others. It is also really important to keep in mind, however, that not all *shocking* questions are asked for *shock value*. In other words, even though the question may be shocking to the teacher, it may be an honest question. If so, it deserves a calm, honest answer

Tips:

- If you’re “unshockable,” any purposeful behavior on the part of the questioner will become unsatisfying.
- Option one: answer the question at face value, as if it were sincerely asked.
- Option two: Say, “Here’s a question dealing with xx, but I’m not sure the person really wants an answer—it may be just for a laugh. For now, I’m going to move on. If I’ve misunderstood your question, feel free to see me afterward and I’ll be happy to answer it.”

OTHER CONSIDERATIONS

Comfort

Most educators *will* be embarrassed by a question or student’s comment at one time or another. Of course, being calm and matter-of-fact is the overall goal: This helps normalize talking about sexuality, and helps “reduce” the natural discomfort of learners (discomfort which can distract from the learning process). A moment in which the educator is clearly embarrassed, however, is an opportunity for them to model, “What should we do when we’re embarrassed by the topic?” (The answer: Keep discussing anyway!)

Tips:

In the moment:

- Breathe. Literally. Breathing helps relax us.
- If you can remain outwardly calm, do so. Try

not to send the message that the question warrants embarrassment.

- Stall for time, so you can gain composure: nod your head, use a “stock phrase” (*You know, I’m really glad this question came up*).
- If it’s too late (your face is flushed, your voice shakes, you’ve begun laughing), acknowledge it. It immediately puts you *with* the students that may be laughing at you. (Note: If you do acknowledge being embarrassed, if appropriate be sure to underscore that the question is valid, and an important one to ask.)
- Then, answer the question if it’s appropriate.

Crisis, Legal Matters, and Student Disclosure

All teachers need to be aware that statistically, at least one or more of their students is a survivor of sexual abuse or assault. This is of particular relevance for teachers of **Rights. Respect. Responsibility** or other programs about human sexuality and relationships. The personal content matter, along with a welcoming environment, and a deliberately designed process that encourages students to ask questions and share their thoughts and feelings, increase the likelihood that a student might disclose their abuse either to the teacher in private, or in front of the whole class. Because of this likelihood, teachers of this curriculum need to be prepared to respond appropriately, in the best interests of the student who discloses, as well as the rest of the class.

1. When addressing sensitive topics, ask the school counselor or another teacher to sit in the back of the room.
2. If students disclose certain information, tell the school counselor immediately.
3. As noted in the National Teacher Preparation Standards in Sexuality Education, be sure to adhere to state, federal, and district policies that pertain to confidentiality and reporting these types of disclosures.

Some Additional General Guidelines

1. **Pay attention to the way you answer a question beyond just your words.** Think about your body language, tone of voice, level of calm, etc. In addition to imparting information and skills, the teacher’s job is also to

- Normalize and de-mystify
- Reduce discomfort
- Affirm learners

This means that the emotional content of your answer is as important as the informational content. *How you say* something is as important as *what you say*. Work to avoid nonverbal cues such as wrinkled brows or frowns that may imply judgment, disapproval, etc.

2. **Convey gratitude for the questions and comments that arise.** Use the exercise to underscore the idea that discussing these topics is a good thing.

3. **Use third person** (a person’s... someone who..., two people...) rather than the pronoun “you” when answering very personalized questions in a group setting.

4. **Use gender-neutral and orientation-neutral language** when describing behavior, people, and relationships.

5. **Provide facts.** Do your best to answer the question that was asked. Then, even if the question does not necessarily ask for a specific fact, do not miss an opportunity to remind students how diseases are spread, or that it is always okay to say “no” or choose to wait or stop with regard to any sexual behaviors.

6. **Be Truthful.** Never lie or tell half-truths. You can choose not to respond to a question, but if you are going to answer, give them the complete and truthful response. Young people especially can see through a lie and if you get caught in a lie, you will lose your credibility. It is even better to say, “I will lose my job if I answer that question,” or “unfortunately, I’m not allowed to answer that question,” than to lie about it.

7. **Don’t try to be cool.** No matter what you do or say, you will NEVER know what it is like to be a teenager today – trying to make them think you are cool, or that you ‘get’ them is likely to backfire. Acknowledge that you cannot possibly know what the pressures and issues are today and ask them to

help inform you. They will be more likely to respect the information you can provide, if you maintain some distance from them and don’t worry if they ‘like’ you or not.

8. **Keep a sense of humor and a little perspective.** Being able to laugh at yourself and with your students can go a long way to building trust and comfort. Also, keep in mind that if you are unhappy with the way you respond to a particular question, you can usually get a second chance. During the next lesson, you can always say “Yesterday, when I was responding to a question about _____ I don’t think I did a very good job in conveying some important information,” or “I forgot to include something really important,” or “I don’t think I did a very good job answering this yesterday and I think it is an important question, so I want to try to answer it a different way.” Students will not hold it against you for being imperfect. If anything, it will make you seem more human to them, only improving the relationship.

ANONYMOUS QUESTIONS

If the teacher would like to provide additional opportunities for students to ask questions anonymously, there are a few options. One way is to periodically pass out index cards or paper and allow students time to write any questions they may have on a given topic that they may not want to ask aloud.

These questions will then be placed in an *Anonymous Questions Box*. An anonymous questions box can be part of a specific lesson, or placed in a spot in the classroom where students can have access to whenever they wish. Along with the information provided above for responding to student questions, some additional guidelines are useful when soliciting anonymous questions.

GUIDELINES FOR TEACHERS’ PERSONAL DISCLOSURE TO STUDENTS

Teachers disclose personal information about themselves every day, whether they are aware of it or not. Disclosure of some personal information (ethnicity, style preferences, regional accents, e.g.) people have no control over. Ultimately, though, everything teachers disclose, deliberate or not, affects how students learn. Disclosures of a personal nature over which teachers do have control, therefore, should only be made deliberately and after thorough consideration. In sexuality

education, teachers are often confronted with the decision about whether or not to disclose personal information about themselves to students. The decision one makes may ultimately depend on a number of factors, including:

- **The purpose of the disclosure** – It is critically important, when considering whether or not to share a piece of personal information, to ask yourself, “why would I want to do this?” Only valid educational rationales should be used to support the decision to disclose. The rationale for disclosing certain personal information with elementary and middle-school students is described below. With older students, sharing, for example, that you had a friend who died from HIV/AIDS may allow you to make the experience more real for students who see it as something that doesn’t happen to people they know, especially, if your friend breaks some stereotypes about people with HIV. It can also humanize the topic for students. Both of these results may help students to increase their understanding about HIV/AIDS, as well as increase their compassion.
- **The age of your students** – In younger grades, children tend to be very curious about their teachers’ private lives and, often, teachers find that sharing some personal information builds rapport and closeness with students, which can enhance comfort and learning. Information such as whether you are a parent, how many siblings you have, where you grew up, are pieces of information that, for the most part, are benign and yet can strengthen relationships between students and teachers. Even in middle school, students often remain interested in these types of details about teachers. From middle school and into high school, however, this information may not have the same educational impact. Once a teacher discloses one piece of personal information, students may seek additional information a teacher may not be ready to give putting them in an uncomfortable and awkward position of having to set what appear to be uneven boundaries, which can undermine, rather than increase, class cohesiveness.
- **The type of disclosure you are considering** [that you are the parent of young children, or that you are a fan of a particular baseball team vs. your sexual orientation or some personal sexual experience you have had (or not had)].
- **Policies or guidelines in your school or district** – Policies set forth by your school district regarding personal disclosure must be considered and take

precedence over a teacher’s inclination. If no such policy exists, ask your supervisor for guidance on how to manage this issue and/or recommend that such a policy be created for your district.

While some people believe that disclosing personal information will help to build a sense of trust with young people, others are able to make very strong connections with students without doing so – or, by maintaining very clear boundaries about what topics are and are not off limits. This approach can help keep the learning focused on the students and there is no risk of information being repeated out-of-context and/or misconstrued.

Every teacher must make the decision of whether to disclose personal information – and how much to disclose – for themselves. The following are some issues teachers may wish to consider when making these important decisions:

When you might choose to disclose:

- Only with a student or class with whom you have established a strong relationship in which there is a lot of trust.
- Only when it enhances students’ learning and the example makes a good educational point that is consistent with the goals of the lesson or the curriculum.

When NOT to disclose:

- For ego-enhancement, to get a laugh, or to make others like you.
- When it is about your personal sex life.
- When it is something that you would not want someone else sharing about themselves.
- When it could jeopardize the future education or safety of students.

Keep in mind that once a piece of information has been disclosed...

- You can’t take it back.
- You have no control over what students will do with the information. Teens in particular are at a developmental level where they may use personal information inappropriately.
- It often carries more weight than general information. The nature of a teacher/ student relationship has an inherent power differential. Therefore, if a student asks you what type of condoms or other birth control you use and you share that information, the student is not making her or his own decision. Your brand/type will carry more weight for them just because they

know and trust you. **However, what is right for you is not necessarily right for your students or anyone else.**

- It creates pressure to disclose more and again. Once you disclose personal information, you send a signal to students that you are willing to share in that way. As a result students may come to expect it. For example, suppose you decide to share with high school students that you decided to wait to have sex until you were married (note you are disclosing a personal behavior decision, a sexual behavior experience, and a relationship status). In the next class, when discussing the impact of alcohol on sexual decision-making, a student may ask you if you ever had sex while drunk or if you ever consumed alcohol when you were a teen. If you decline to answer because it is a personal question you do not want to address, students may then think that, in fact, you did engage in those behaviors otherwise you would have shared the information. Once you disclose, you will find yourself having to defend your choice not to each subsequent time.

While establishing the right to pass for both students and teachers alike in the ground rules, and the caution against sharing personal information, teachers should establish for themselves their own guidelines for when, what, and under what conditions they will share personal information with students.

(Adapted, in part, with permission from a lesson in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing.)

A NOTE ON GENDER, GENDER IDENTITY, AND SEXUAL ORIENTATION

Rights. Respect. Responsibility is designed to be inclusive of all genders, gender identities, gender expressions, and sexual orientations. To that end, the language used and examples provided within lessons recognize the spectrum of gender, gender identities and expressions, and sexual orientations. Teachers are strongly encouraged to model this inclusivity in their teaching. The information included here is intended to aid teachers in their efforts to support all students across these spectrums. Defining some key concepts is a useful place to start. There are many good sources for defining gender- and sexual orientation-related terms. The ones provided below are either directly quoted or adapted from various definitions in order to provide the clearest guidance for teachers using this curriculum.

Biological Sex: A person’s combination of genitals, chromosomes and hormones, usually (but not necessarily accurately) categorized as “male” or “female” based on looking at an infant’s genitals during an ultrasound or at birth. This categorization tends to assume that a person’s gender identity will be congruent with the sex assignment. Everyone has a biological sex, which can also include “intersex” or someone who has chromosomes and body parts different from XY or XX chromosomes. This can also be termed as someone having a “difference in sexual development” (DSD). (Teaching Transgender Toolkit, Green and Maurer, 2015)

Gender: The set of meanings assigned by a culture or society to someone’s perceived biological sex. Gender has three components; gender identity, physical markers, and gender expression. (Perry, J.R. & Green, E.R. (2014). *Safe & Respected: Policy, Best Practices & Guidance for Serving Transgender & Gender Non-Conforming Children and Youth Involved in the Child Welfare, Detention, and Juvenile Justice Systems.* New York City, NY: New York City’s Administration for Children’s Services.)

Gender Identity: A person’s deep-seated, internal sense of who they are as a gendered being – specifically, the gender as which they identify. All people have a gender identity. An adjective used to describe a person whose gender identity is incongruent with (or does not “match”) the biological sex they were assigned at birth is “transgender.” An adjective used to describe a person whose gender identity is congruent (or “matches”) the biological sex they were assigned at birth is “cisgender.” Other gender identities may include non-binary, agender, bigender, genderfluid, and genderqueer. Lessons in **Rights. Respect. Responsibility** explore this concept throughout grade levels in ways that are age- and developmentally-appropriate. (Teaching Transgender Toolkit, Green and Maurer, 2015)

Gender Expression: A person’s outward gender presentation, usually comprised of personal style, clothing, hairstyle, makeup, jewelry, vocal inflection, and body language. Gender expression is typically categorized as masculine, feminine, or androgynous, and there are many shades in between all of these. You will notice in **Rights. Respect. Responsibility** that the authors intentionally give examples of students who express their gender in a variety of ways. (Teaching Transgender Toolkit, Green and Maurer, 2015)

Sexual Orientation: The gender or genders of people one is attracted to sexually and/or romantically. Sexual orientation falls along a spectrum from being

attracted solely to people of one's own gender (gay or lesbian), solely to people of a different gender (heterosexual or "straight"), as well as to people of numerous genders (bisexual, pansexual). Some people identify as "asexual," which means they have feelings of romantic attraction for others without feelings of sexual attraction. Everyone has a sexual orientation. It is not necessary to engage in sexual behaviors to know what your sexual orientation is.

Note: Language and definitions often evolve, so it is important to stay as up-to-date as possible. One of the best resources currently available is the Teaching Transgender Toolkit by Eli Green and Luca Maurer, www.TeachingTransgender.com, 2015.

While biological sex, gender, gender identity, gender expression, and sexual orientation are related, they are independent of one another. Good resources for further information on these and related concepts include the Human Rights Campaign Foundation's Welcoming Schools program: <http://www.welcomingschools.org/pages/a-few-definitions-for-educators-and-parents-guardians> and the Teaching Transgender Toolkit by Eli Green and Luca Maurer, www.TeachingTransgender.com, 2015.

GENDER AND SEXUAL ORIENTATION: WHAT'S AGE-APPROPRIATE?

Rights, Respect, Responsibility adheres to the concept of a gender spectrum, although in the earlier grades, gender binary language is used to accommodate the developmental levels of younger students. Even when there are transgender or gender non-conforming students in younger grades, they are more likely to identify with the gender binary at that age. Therefore, the terms "boys" and "girls" are used in the early grades, and this language evolves to be increasingly inclusive and non-binary at upper grade levels, along with lessons explicitly exploring the concepts of gender and gender expression.

Similarly, in early grades, relationships may be described using gender neutral language, such as "when two people are in love," or "a couple..." or may discuss families with "two mommies" or "two daddies" while not explicitly discussing sexual orientation. This approach keeps the earlier grade lessons fully inclusive and supportive of all sexual orientations and relationships while remaining developmentally appropriate by not specifically discussing the more complex concept of sexual orientation. Later lessons, however, explicitly introduce and explore the concept of sexual orientation as falling along a spectrum. In middle school and high school lessons, the terms "partner"

and "same-sex relationships" are used deliberately and proactively both to avoid heteronormativity (the assumption that people and relationships are heterosexual unless proven otherwise) and to help students explore, at a developmentally appropriate level, the full range of sexual feelings and expressions both in and out of relationships.

CREATING INCLUSIVE CLASSROOMS

Gender non-conforming students can be of any sexual orientation and are at particular risk for teasing, bullying, and/or social isolation. They are also often rendered invisible by a curriculum, and rarely see themselves or people like them in the lessons and teachers' examples throughout the curriculum. Teachers are encouraged to work actively against stereotyped assumptions of how their students should behave based on gender. By offering students the widest possible opportunities for self-expression, teachers can help all students develop more complex and nuanced ways of understanding gender. Additional information and research related to the importance of expanding concepts of gender expression for all students is available from [Gender Spectrums](http://www.GenderSpectrums.com).

The lessons in this curriculum are specifically written to challenge the gender binary and to be inclusive, respectful, and supportive of all gender expressions. Great resources that offer additional ways for teachers to support this effort and model district policy is Gay Lesbian and Straight Education Network's (GLSEN) and The Teaching Transgender Toolkit available for purchase at www.TeachingTransgender.com.

SEPARATING BY GENDER: PROS AND CONS

In order to be inclusive of all genders and gender identities, with very few exceptions, noted below, we recommend against separating students by gender when creating smaller learning groups. Doing so excludes transgender and gender non-conforming students, who will be forced to choose a group that is not based on their gender. This can lead to unnecessary emotional distress.

Exceptions to this recommendation tend to occur during some of the fourth and fifth grade lessons on puberty. For lessons that delve into the physical and emotional changes of puberty, students at these grade levels may find it more comfortable to have a session with other students of their own gender in which they can ask personal and potentially embarrassing questions that they might not otherwise ask in a mixed gender setting. At the same time, however, it is still possible that there

are students in the class who are transgender or gender non-conforming, regardless of whether this has been shared with the teacher. If a teacher cannot for political or any other reasons keep mixed gender groups among younger students for these lessons, it is advised that they use gender-inclusive language like what is modeled in ***Rights, Respect, Responsibility*** whenever and wherever possible.



Distance Learning Update

Successes

- 100% of faculty academy-wide have continued to meet expectations for distance learning including: expectations for uploading content to Google Classroom/Canvas, submitting learning materials for paper packets on time, and updating the distance learning tracker as agreed upon.
- Teachers have shared that communication amongst grade levels and content teams continues to be stronger than ever.
- Teachers are excited to use the camera feature on Zoom!

Challenges

- Chromebooks are experiencing glitches, causing students to miss work.
- Calls home for students have felt overwhelming for some teachers—grade level teams, content teams, advisors, and leaders have reached out to share the same information.
- Uneven participation in courses continues to shed light on the perceived importance of some courses over others.
- Seniors are communicating to trusted adults in the upper school that they are experiencing a high sense of loss, and currently find it difficult to complete their work.
- We still have some students in both the middle and upper school who lack access to reliable internet, and are therefore completing work via paper packets.

Next Steps

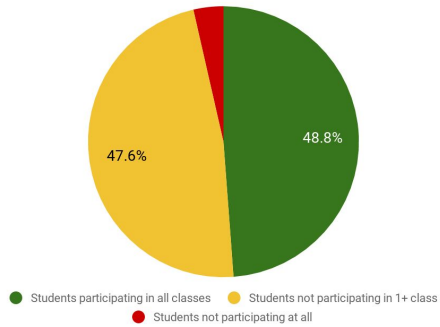
- The middle school Deans and upper school COST team have a plan to support parent communication and our critical needs students who have not yet submitted any work remotely.
- IT has created a plan to provide curbside chromebook support!
- DCI's will continue monitoring distance learning data to ensure it is sustainable, engaging, and equitable for all students and adults involved.

Data Analysis

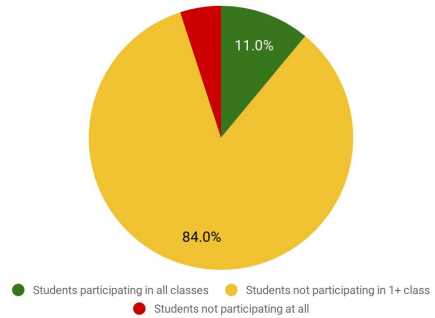
While we have a high level of engagement from students who are logging in, asking teachers questions and participating in office hours, we are defining participation through assignment submission. We celebrate strong study and communication skills and we have high standards for our students! We want to see students turning in work to receive authentic feedback that promotes grade-level growth! The charts below reflect the percentage of students who are actively participating in all of their classes, those who are not participating in one or more of their classes, and those who are not participating at all...yet! It is also important to note that the below charts reflect data for the 3rd week of Distance Learning.



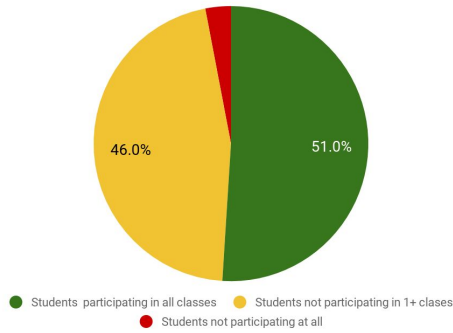
5th Grade Participation in Distance Learning Week 3



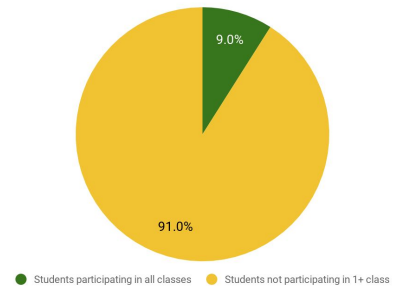
6th Grade Distance Learning Participation- 3/18 and 3/10



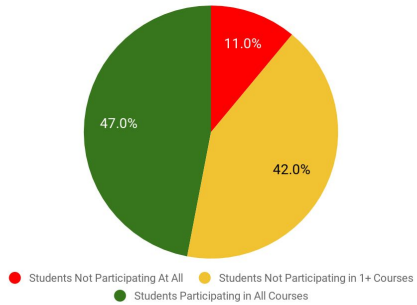
7th Graders Distance Learning Participation 3/18 and 3/19



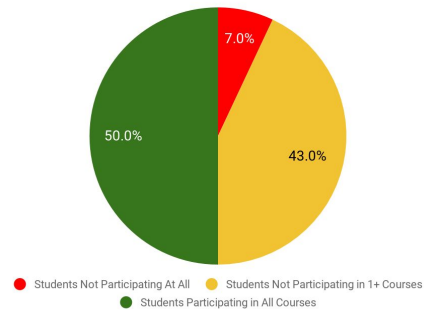
8th Grader Distance Learning Participation 3/18 and 3/19



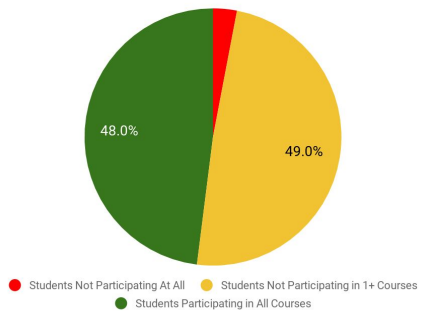
9th Grade Distance Learning Participation-Week 3



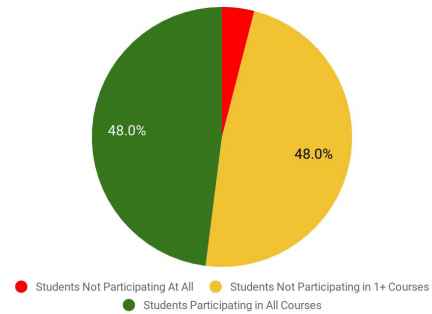
10th Grade Distance Learning Participation-Week 3



11th Grade Distance Learning Participation-Week 3



12th Grade Distance Learning Participation-Week 3





Distance Learning Grading Practices and Impact on GPAs

Grading Structure

For this semester only, we are merging quarter 3 and quarter 4 to create one semester grade

- In removing the separate Q3 and Q4 calculations, we can ensure equity in grading given the school closure and maintain appropriate reporting on transcripts
- Quarter 3 grades will now span January 4, 2020-June 4, 2020
- **For Grades 5-6:** Semester Two grading will be determined by a 100% Q3 calculation versus our general approach of 50% Q3 + 50% Q4
- **Grades 7-12:** Semester Two grading will be determined by 90% Q3 calculation + 10% final exam calculation

Grading Practices and Guidance

- Teachers are asked to input weekly grades on Monday. Gradebooks are audited for efficacy on Wednesdays.
- Teachers are asked to be flexible with deadlines and late work grading practices.
- Teachers are asked to focus on providing feedback to students. Students are encouraged to re-do and makeup work in accordance with feedback received.

GPA Data Overview

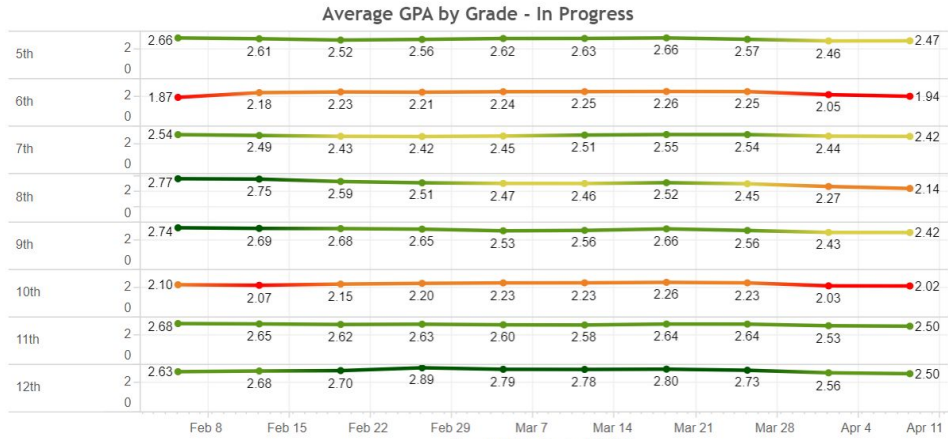
Below you will find charts that map GPAs weekly. Distance learning officially began on March 18th. This means that any GPAs after March 23rd reflect learning from distance learning. The first chart represents Wave averages, the second chart reflects English Learner averages and the third chart represents African-American student averages.

GPA Takeaways

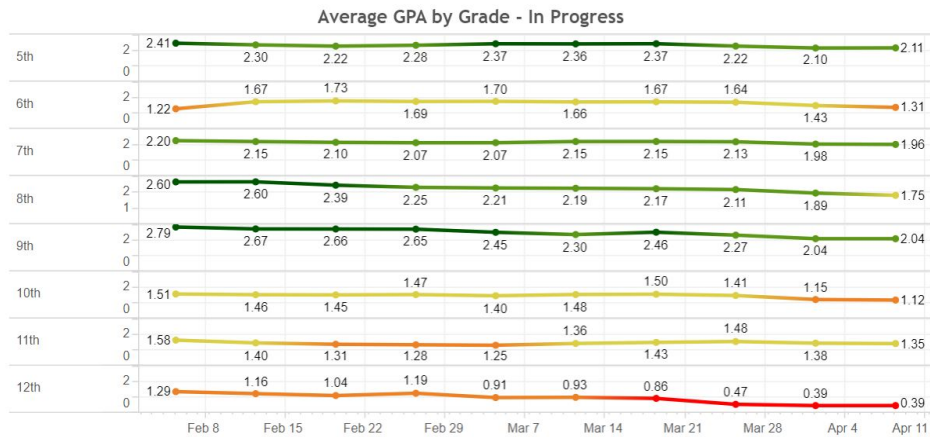
- GPAs fluctuate regularly when we are on campus and that trend is consistent while engaging in distance learning.
- The waves with the highest GPAs also have the highest level of participation in distance learning.
- When triangulating these trends with our learning trackers, we can assume that some classes with lower participation rates are bringing down overall GPAs.
- The discrepancy we see in English Learner GPAs compared to that of their Wave average in Distance Learning is consistent with that of in-class instruction.
- There is a discrepancy in GPAs of African-American students compared to that of their Wave average in some grade levels. This trend is consistent with that of in-class instruction.



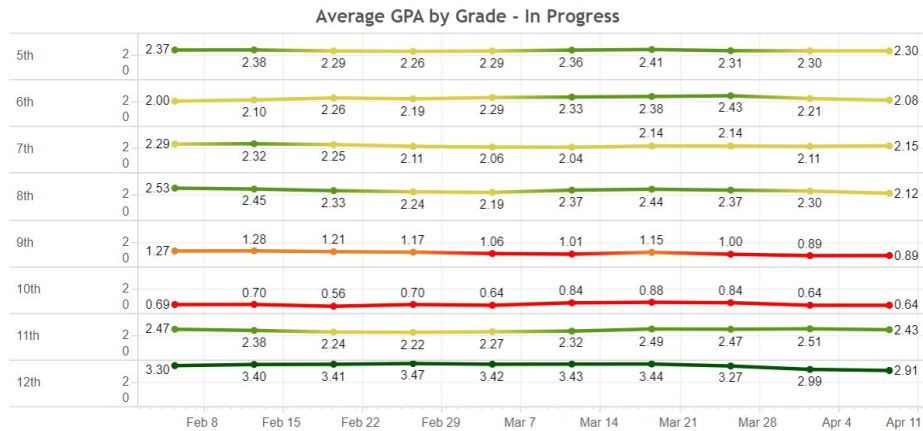
Whole School



English Learners



African American



Scope and Sequence for *EntreCulturas 1*

Unidad Preliminar	How widely used is Spanish in the world, on the Internet, and in my community?
Essential Questions:	How do I begin a conversation when meeting a Spanish speaker? What strategies will help me communicate in Spanish as I begin to learn the language?

Tema de la unidad	Preguntas esenciales	Metas de la unidad
Unidad 1 Identidades	<ul style="list-style-type: none"> • Who am I? How does what I do define who I am? • How am I similar to and different from young people in the Spanish-speaking world? • How do language and music shape identity? 	<ul style="list-style-type: none"> • Interact to express your identity, ask for and give personal information and express preferences about activities. • Interpret images, video, audio, and print texts in Spanish to gain insights into identity. • Present basic information about yourself. • Investigate, explain and reflect on the role of language and music in shaping identity in Paraguay, in Texas and in your community.
Unidad 2 La vida en la escuela	<ul style="list-style-type: none"> • What places, people and activities define student life? • How is student life at my school similar to and/or different from student life at a school in Costa Rica? • How do schools reflect the values of their communities? 	<ul style="list-style-type: none"> • Exchange information about your life at school, including people, places, calendars, schedules, and student activities. • Interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica. • Present information about your own life at school. • Investigate and reflect on how a country's educational system mirrors cultural values and perspectives.
Unidad 3 Mi familia es tu familia	<ul style="list-style-type: none"> • Who makes up my family? • What places and activities bring us together as a family? • How is my family similar to and different from some families in the Spanish-speaking world? 	<ul style="list-style-type: none"> • Exchange information about home life and family. • Interpret short texts about family structure and activities. • Prepare and present a collection of images and descriptions to share information about your home, your family and friends. • Explore traditions, languages, people and the geography of Spain and Colorado.
Unidad 4 La comida es cultura	<ul style="list-style-type: none"> • What are some iconic foods from the Spanish-speaking world? • How do food products and food practices shape our cultural identity? • How can exploring new foods lead me to intercultural experiences? 	<ul style="list-style-type: none"> • Share preferences, opinions and habits about food choices and food purchases. • Interpret photographs, videos, ads, blogs and menus to understand food traditions. • Create and present a series of menu items based on your food preferences and food traditions from a Spanish-speaking country. • Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.
Unidad 5 La vida es un carnaval	<ul style="list-style-type: none"> • What leisure activities help to define my community and me? • How do popular celebrations reflect history and culture? • How do leisure activities create bridges between cultures? 	<ul style="list-style-type: none"> • Express preferences for leisure activities. • Make simple social plans. • Interpret print and audiovisual material about the Dominican Republic celebration of Carnival. • Recognize the mutual influences between the Dominican Republic and the U.S., including sports and music.
Unidad 6 El mundo en el que vivo	<ul style="list-style-type: none"> • How do the culture, climate and the people around us affect how we live, work and play? • What makes a place unique? • How do my surroundings shape my identity? 	<ul style="list-style-type: none"> • Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world. • Interpret blogs, promotional materials, and reports on climate and weather to plan your day. • Create and present travel information for a Spanish-speaking audience promoting travel to some popular attractions in or near your community as a destination. • Identify some of the unique geographical features that have shaped and defined the culture of a community.

Scope and Sequence for *EntreCulturas 1* (continued)

Contents:	Greetings and introductions Gestures for meeting and greeting Spelling names	Pronunciation Days and dates Page numbers	Months related to seasons Maps: where Spanish is spoken Reading strategies (V)
Enfoque intercultural	Temas Globales AP®/ Temas Troncales IB	Vocabulario en contexto: Así se dice	Gramática en contexto (V=video)
<p style="text-align: center;">Paraguay/Texas</p> <ul style="list-style-type: none"> Expressions of cultural identity Bilingualism in Paraguay and in Texas 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Identities personales y públicas: La identidad nacional y la identidad étnica <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: Lengua e identidad cultural o personal 	<ul style="list-style-type: none"> ¿Quién soy? Mis actividades favoritas ¿Qué lenguas hablas? Palabras interrogativas Expresiones útiles 	<ul style="list-style-type: none"> Ser (soy, eres, es) for identity (V) Me gusta/te gusta (V) Questions and answers (V) Singular forms: tener, hablar, ser
<p style="text-align: center;">Costa Rica/California</p> <ul style="list-style-type: none"> Typical school days in Costa Rica and the U.S. Cultural values reflected in schools 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La vida contemporánea: La educación Las familias y las comunidades : Las comunidades educativas <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: El sistema educativo 	<ul style="list-style-type: none"> School supplies School subjects Places in school School activities School personnel Uniform clothing and colors 	<ul style="list-style-type: none"> Time Gender/Definite articles (V) Hay + indefinite articles, quantity words Subject pronouns Present tense (-ar verbs) (V)
<p style="text-align: center;">España/Colorado</p> <ul style="list-style-type: none"> Home and the spaces we share with family Family life in Spain and the US Family ties that cross generational and geographical borders 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Las familias y las comunidades: La estructura de la familia <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: Relaciones en la familia 	<ul style="list-style-type: none"> Family members, descriptions, activities Gathering places Where families live in relation to each other Expressions for frequency 	<ul style="list-style-type: none"> Present tense of IR and ESTAR Present tense -er, -ir verbs Irregular verbs dar, hacer, salir, ver (V) Adjective agreement (V) Expressions for obligations (tener que/deber + infinitive) (V)
<p style="text-align: center;">México/Carolina del Norte</p> <ul style="list-style-type: none"> Food traditions and preferences as expressions of cultural identity Exploration of foods as a step to experiencing another culture 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Las familias y las comunidades: Las tradiciones y los valores <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Costumbres y tradiciones: Gastronomía 	<ul style="list-style-type: none"> Foods and meals: fruits vegetables, dairy, meat/fish, cold/hot beverages, desserts Eating preferences Requesting foods Prices and food purchases Describing foods: color, taste, etc. 	<ul style="list-style-type: none"> Estar + rico, delicioso, picante, caliente, frío, etc. (V) Expressions with tener (sed, hambre, ganas de, etc.) Stem-changing verbs: (ie): (V) The verbs gustar and encantar (me, te, le, etc.)
<p style="text-align: center;">República Dominicana/Nueva York</p> <ul style="list-style-type: none"> Mutual influences between the U.S. and the Dominican Republic in sports and music Intergenerational participation in leisure activities 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La vida contemporánea: El entretenimiento y el ocio <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Ocio: Interacción social a través del ocio 	<ul style="list-style-type: none"> Leisure activities Social spaces in the community Musical genres and instruments Emotions and reactions 	<ul style="list-style-type: none"> Future with ir + a + infinitive Affirmative and negative expressions Use of preterit (yo form) to talk about weekend activities
<p style="text-align: center;">Colombia/Florida</p> <ul style="list-style-type: none"> Geographical features and iconic landmarks of other countries Comparing weather and climate of my region with that of Spanish-speaking regions Cultural products and practices that derive from the climate of a region 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Los desafíos mundiales: Los temas del medio ambiente <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Cuestiones globales: El medio ambiente 	<ul style="list-style-type: none"> Weather/climate Clothing Activities Transportation Tener calor, frío, ganas de Expressions for accepting and declining invitations Me gustaría... Geographical terms 	<ul style="list-style-type: none"> Expressions with estar, hacer, and tener (V) Present progressive (V) Combining verbs (querer + inf., tener que + inf., etc.)



Measuring the Impact of IXL Math and IXL Language Arts in Smarter Balanced States

Introduction

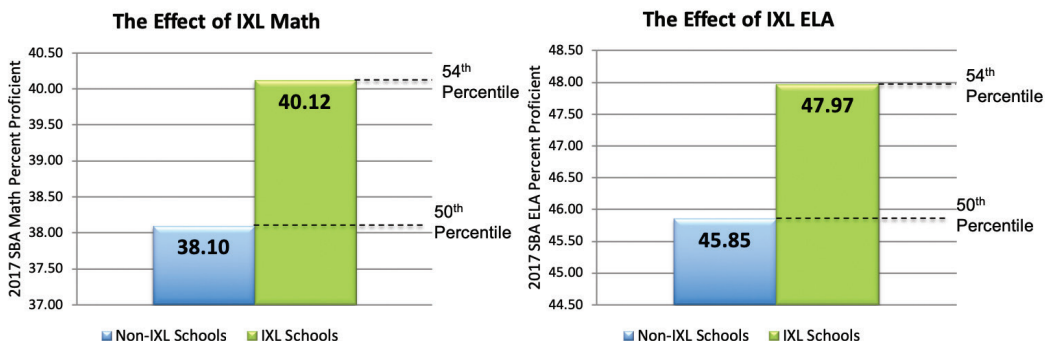
Previous research has shown that the use of IXL has a significant impact on student achievement for an individual school (Empirical Education, 2013). In this study, we explore IXL usage across 10 states that have adopted the Smarter Balanced Assessments: California, Connecticut, Hawaii, Idaho, Michigan, Nevada, Oregon, South Dakota, Vermont, and Washington. Examining such a large sample of schools allows us to quantify the impact of IXL Math and IXL English Language Arts (ELA) on school performance as measured by the Smarter Balanced Assessments (SBA).

Abstract

This study investigated thousands of public schools in 10 Smarter Balanced states that used IXL Math or IXL ELA between 2016 and 2017. Using data from the 2017 Smarter Balanced Assessments, researchers examined student achievement in both IXL schools and non-IXL schools. Scores from the 2016 SBA were used to control for schools' performance prior to using IXL. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 80 minutes per student, per week. Even with the wide range in student usage, our researchers found a strong positive correlation between IXL usage and school performance. These results are statistically significant.

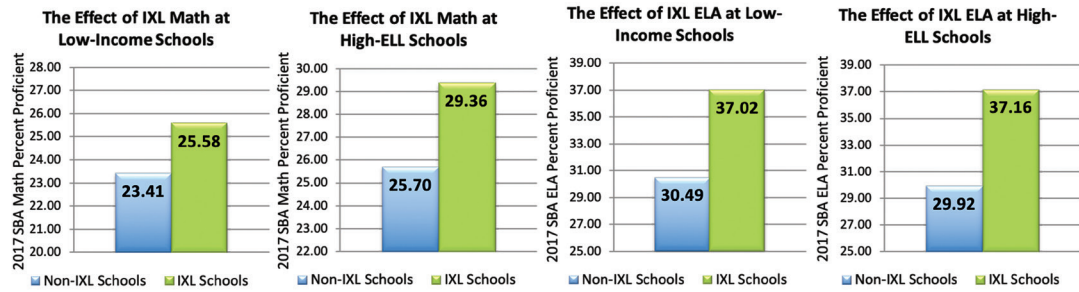
Key Findings

Schools using IXL outperformed schools without IXL on the SBA in both math and ELA.

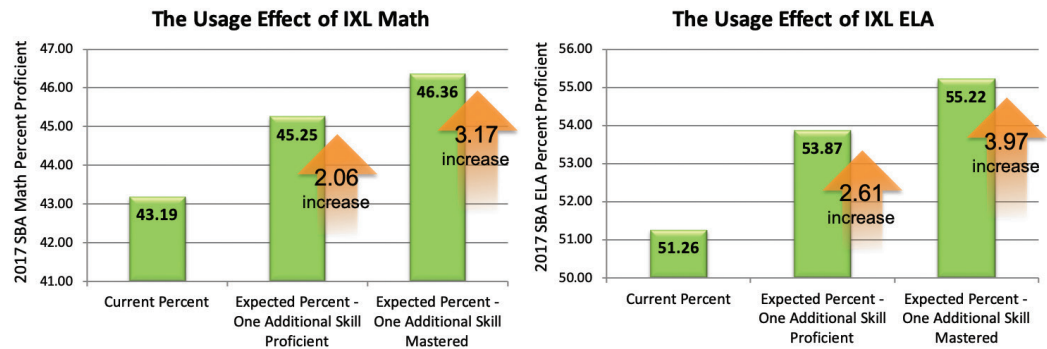


The IXL effect was even larger at low-income schools and schools with a high percentage of English language learners (ELLs).

The IXL Effect



Practice makes perfect. If every student achieved proficiency on one additional IXL skill per week, the school’s proficiency rate on the SBA would increase by 2.06 points in math and 2.61 points in ELA. If every student mastered one additional skill per week, the school’s proficiency rate would increase by 3.17 points in math and 3.97 points in ELA.



The IXL Effect in Smarter Balanced States

SEPTEMBER 20, 2018

Study Design

Our researchers wanted to determine the effect of IXL on student achievement at the school level, as measured by the percentage of students in the school meeting proficiency goals set by the state. To do this, we looked at state test results for schools both before and after implementing IXL. We used schools not implementing IXL as a control.

This study used a pretest-posttest control group design (see Figure 1) to measure the impact of IXL. This type of study design evaluates the treatment effect by comparing the performance of the treatment group and the control group on the posttest, after adjusting for their performance on the pretest. The treatment group included schools that started using IXL in the 2016-17 school year. The control group consisted of schools that did not use IXL in the 2015-16 or 2016-17 school years.

The IXL Effect

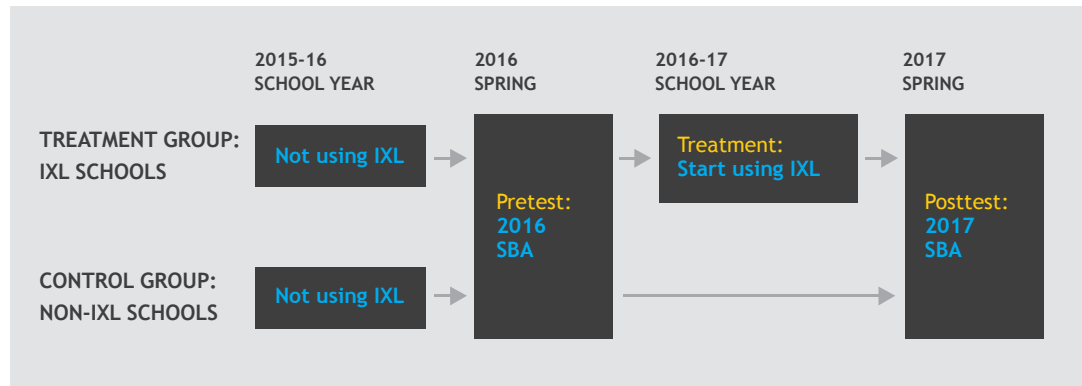


Figure 1. Study Design for IXL Effect

The Smarter Balanced Assessments (SBA) were used as the pretest and posttest to determine performance for all schools. The SBA are aligned to the Common Core Standards and are designed to determine students’ progress toward college and career readiness in English language arts/literacy and math. They are the mandatory state assessments given to students in grades 3-8 and in grade 11 in California, Connecticut, Hawaii, Idaho, Michigan¹, Nevada, Oregon, South Dakota, Vermont, and Washington². The academic performance of each grade level at each school is evaluated based on the percentage of students who met or exceeded the achievement standard (referred to as “percent proficient”).

Methodology

The study analyzed data from 17,390 public schools, including both traditional public schools and charter schools. A total of 2,958 public schools used IXL Math and/or IXL ELA during the 2016-17 school year. As the number of students who used IXL ranged from a single classroom to the entire school, this study defined a school as an “IXL school” at each grade level rather than the school level. A grade level cohort is identified as an IXL school if at least 70 percent of the students enrolled in the grade level practiced on IXL (see Appendix A for details on school selection and classification). Based on this criteria, 1,135 grade level cohorts from 536 schools were identified as IXL schools for IXL Math, and 578 grade level cohorts from 301 schools were identified as IXL schools for IXL ELA. Appendix B shows the characteristics of IXL schools and the state averages. The school performance and enrollment data were obtained from the state department of education websites and the Institute of Education Sciences.

¹ In Michigan, the SBA are only given to students in grades 3-8.

² Since SBA results for Delaware and Montana were not publicly available when this study was conducted, these states are not included in the analysis.

The IXL Effect

Our researchers used multilevel linear models to calculate the IXL effect—i.e., the performance difference between IXL schools and non-IXL schools on the 2017 SBA, controlling for factors such as prior performance, school size, percentage of English language learners (ELL), percentage of economically disadvantaged students, and school location. Similar multilevel linear models were applied to elementary school levels (i.e., grades 3-5), middle and high school levels (i.e., grades 6-8 and 11), low-income schools (i.e., schools with at least 75 percent economically disadvantaged students), and high-ELL schools (i.e., schools with at least 30 percent ELL students). Another set of multilevel linear models was applied to estimate the strength of association between IXL usage and school performance, and to compare the performance difference between non-IXL schools and IXL schools with different amounts of IXL usage. (See Appendix C for a detailed explanation of analytical methods.)

This form of analysis allowed us to answer three key questions:

1. What is the IXL effect on student achievement? In other words, did IXL schools perform better on the 2017 Smarter Balanced Assessments than non-IXL schools?
2. What is the IXL effect for elementary schools, middle and high schools, low-income schools, and high-ELL schools?
3. What is the association between IXL usage and school performance?

Results

Analysis of the data showed that the use of IXL had positive and statistically significant effects on school performance on the SBA in both math and ELA, indicating there is a high probability that similar schools using IXL would achieve similar results. The IXL effect was even larger for low-income schools and high-ELL schools. Our analysis also showed a positive correlation between IXL usage and school performance. In particular, on the 2017 SBA, IXL schools with at least two skills mastered per student, per month, outperformed IXL schools with fewer skills mastered. One additional skill mastered per student, per week, was associated with an expected 3.17 percent increase on a school's percent proficient in math and a 3.97 percent increase in ELA.

The Efficacy of IXL Math

The implementation of IXL Math showed a statistically significant effect on schools' performance on the 2017 Smarter Balanced math assessment across grades 3 through 8 and grade 11 (see Appendix D, Table D1 for details).

Figure 2 shows that the adjusted percent proficient³ was 38.10 for non-IXL schools and 40.12 for IXL schools. The 2.02 percent difference corresponds to a percentile gain of 4 points in school ranking. That is, if an average non-IXL school (at the 50th percentile) had begun using IXL Math in the 2016-17 school year, the school's percent proficient would be expected to increase 2.02 percent, putting the school at the 54th percentile.

³ Adjusted percent proficient: the percentage of students who reached the proficiency level on the SBA, after adjusting for differences in prior performance and school characteristics between IXL schools and non-IXL schools.

The IXL Effect

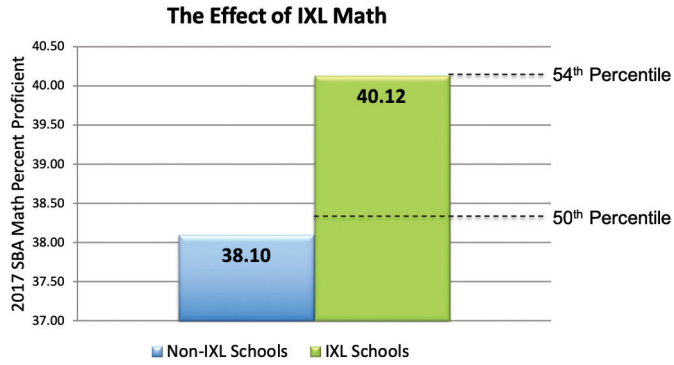


Figure 2. The Effect of IXL Math on the 2017 Smarter Balanced Math Assessment

Figure 3 shows the effect of IXL Math at the elementary school level (i.e., grades 3-5) and at the middle and high school level (i.e., grades 6-8 and 11). For elementary schools, the IXL effect is 1.74 points, corresponding to a 3-point percentile gain. For middle and high schools, the IXL effect is 2.85 points, corresponding to a 5-point percentile gain.

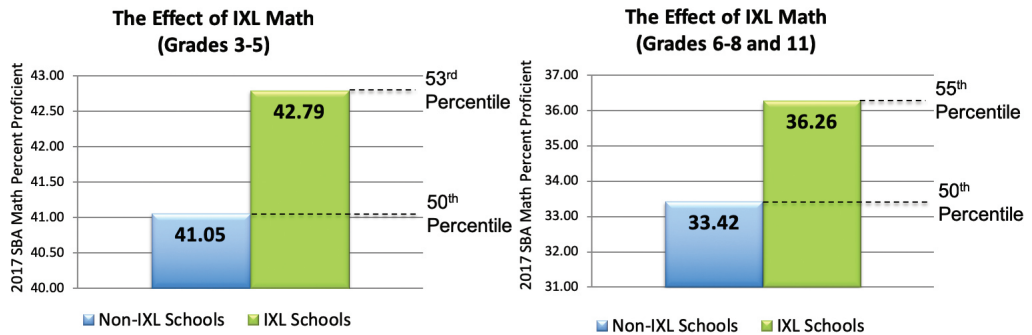


Figure 3. The Effect of IXL Math at Elementary and Middle/High School Levels

Figure 4 shows the effect of IXL Math at low-income schools and high-ELL schools. For low-income schools, the IXL effect is 2.17 points, corresponding to a 6-point percentile gain. For high-ELL schools, the IXL effect is 3.67 points, corresponding to a 9-point percentile gain.

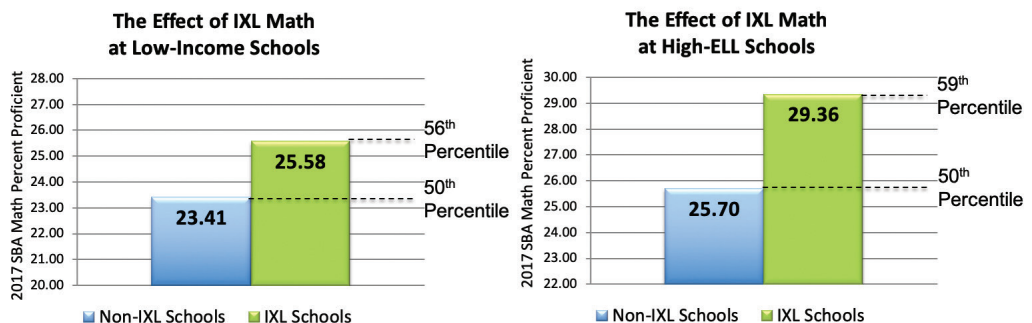


Figure 4. The Effect of IXL Math at Low-Income Schools and High-ELL Schools

Note: The 50th percentile in Figure 4 refers to the 50th percentile among low-income schools or high-ELL schools.

The IXL Effect

The Efficacy of IXL ELA

The implementation of IXL ELA also showed a statistically significant effect on schools' performance on the 2017 Smarter Balanced ELA assessment across grades 3 through 8 and grade 11 (see Appendix D, Table D2 for details).

Figure 5 shows that the adjusted percent proficient was 45.85 for non-IXL schools and 47.97 for IXL schools. The 2.12 percent difference corresponds to a percentile gain of 4 points in school ranking. That is, if an average non-IXL school (at the 50th percentile) had begun using IXL ELA in the 2016-17 school year, the school's percent proficient would be expected to increase 2.12 percent, putting the school at the 54th percentile.

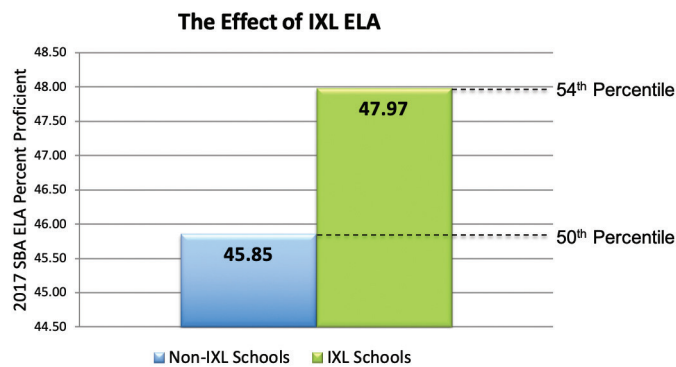


Figure 5. The Effect of IXL ELA on the 2017 Smarter Balanced ELA Assessment

Figure 6 shows the effect of IXL ELA at the elementary school level (i.e., grades 3-5) and at the middle and high school level (i.e., grades 6-8 and 11). For elementary schools, the IXL effect is 2.08 points, corresponding to a 4-point percentile gain. For middle schools, the IXL effect is 2.87 points, corresponding to a 5-point percentile gain.

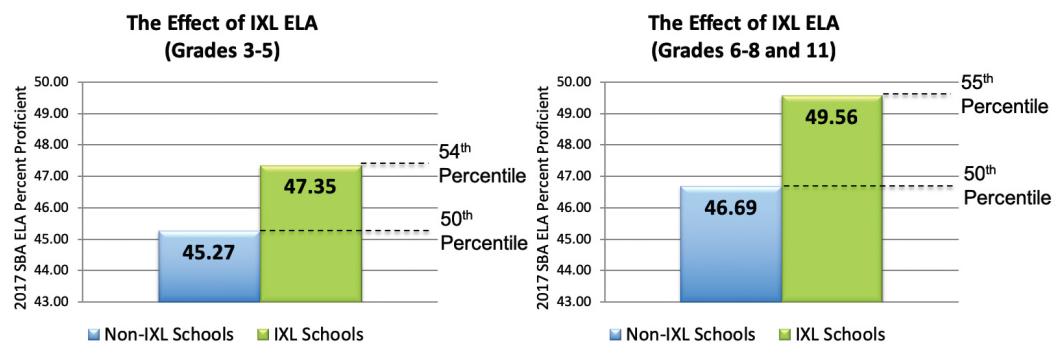


Figure 6. The Effect of IXL ELA at Elementary and Middle/High School Levels

The IXL Effect

Figure 7 shows the effect of IXL ELA at low-income schools and high-ELL schools. For low-income schools, the IXL effect is 6.53 points, corresponding to a 17-point percentile gain. For high-ELL schools, the IXL effect is 7.24 points, corresponding to a 19-point percentile gain.

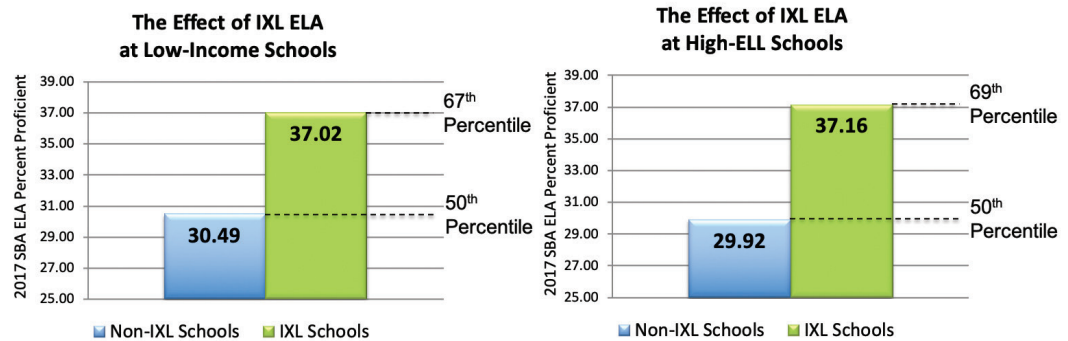


Figure 7. The Effect of IXL ELA at Low-Income Schools and High-ELL Schools

Note: The 50th percentile in Figure 7 refers to the 50th percentile among low-income schools or high-ELL schools.

The Usage Effect of IXL Math

For IXL schools that used IXL Math for one school year in 2016-17, our analyses found a positive and statistically significant association between IXL Math usage and schools' performance on the 2017 Smarter Balanced math assessment (see Appendix D, Table D3 for details).

Figure 8 shows the adjusted percent proficient for non-IXL schools and for IXL schools with different amounts of IXL Math usage. IXL schools with at least one math skill proficient⁴ per student, per week, had 3.26 percent more students reaching the proficiency level on the 2017 Smarter Balanced math assessment, corresponding to a 6-point percentile gain.

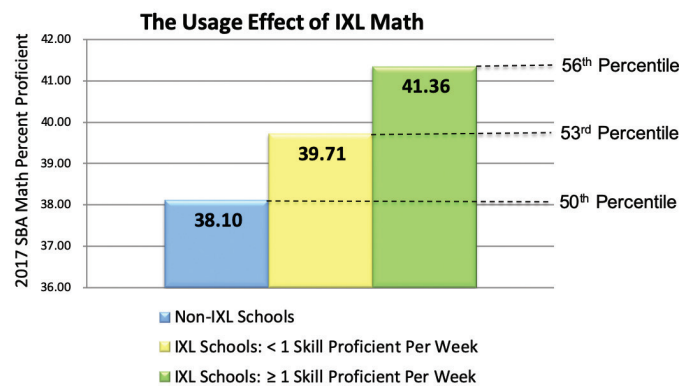


Figure 8. The Usage Effect of IXL Math with Different Usage Levels

⁴ Throughout IXL, student progress is measured by the program's proprietary SmartScore. The SmartScore starts at 0, increases as students answer questions correctly, and decreases if questions are answered incorrectly. A student is considered proficient in a skill when they reach a SmartScore of 80.

The IXL Effect

As shown in Figure 9, for IXL schools that used IXL Math, if every student achieved proficiency on one additional IXL Math skill every week, the school could expect 2.06 percent more students to reach the proficiency level on the 2017 Smarter Balanced math assessment. If every student mastered⁵ one additional IXL Math skill every week, the school could expect 3.17 percent more students to reach the proficiency level on the 2017 Smarter Balanced math assessment.

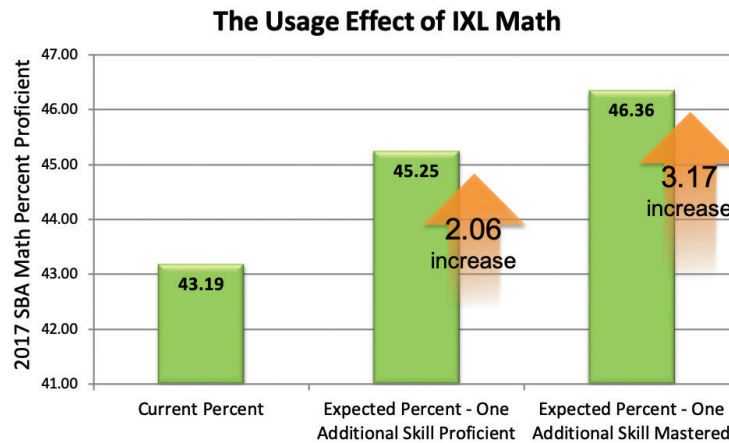


Figure 9. The Usage Effect of IXL Math

The Usage Effect of IXL ELA

For IXL schools that used IXL ELA for one school year in 2016-17, our analyses also found a positive and statistically significant association between IXL ELA usage and schools' performance on the 2017 Smarter Balanced ELA assessment (see Appendix D, Table D3 for details).

Figure 10 shows the adjusted percent proficient for non-IXL schools, and for IXL schools with different amounts of usage on IXL ELA. IXL schools with at least one ELA skill proficient per student every other week had 3.05 percent more students reaching the proficiency level on the 2017 Smarter Balanced ELA assessment, corresponding to a 6-point percentile gain.

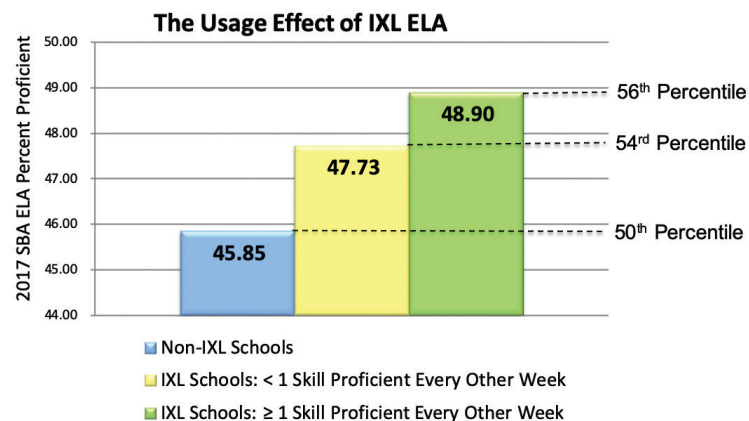


Figure 10. The Usage Effect of IXL ELA with Different Usage Levels

The IXL Effect

As shown in Figure 11, for IXL schools that used IXL ELA, if every student achieved proficiency on one additional IXL ELA skill every week, the school could expect 2.61 percent more students to reach the proficiency level on the 2017 Smarter Balanced ELA assessment. If every student mastered one additional IXL ELA skill every week, the school could expect 3.96 percent more students to reach the proficiency level on the 2017 Smarter Balanced ELA assessment.

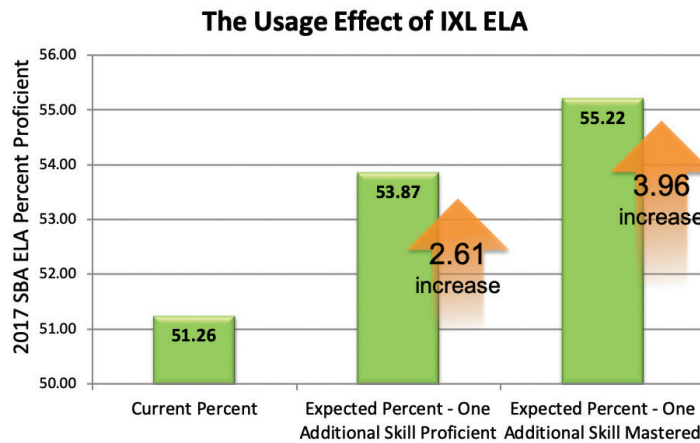


Figure 11. The Usage Effect of IXL ELA

References

Empirical Education (2013). A Study of Student Achievement, Teacher Perceptions, and IXL Math. Retrieved from <https://www.ixl.com/research/IXL-Research-Study-2013.pdf>

What Works Clearinghouse (2014). What Works Clearinghouse procedures and standards handbook (Version 3.0). Retrieved from http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf

Appendix A: IXL School Identification

This study determined whether a school is an IXL school based only on the number of students using IXL. Because a school may choose to use IXL in only a few classrooms or across the entire school, this study defined IXL schools at each testing grade level⁶ rather than the school level. The group of students at the same grade level within the same school is referred to as a grade level cohort.

A school is identified as an IXL school for a certain grade level in a certain school year if: 1) the school has an active IXL account within the school year, and 2) at least 70 percent of the enrolled students at this grade level have practiced on IXL within the school year.

A school is identified as a non-IXL school for a certain grade level in a certain school year if no students at this grade level have practiced on IXL within this school year.

The IXL Effect

For example, suppose a K-6 school had an active IXL account within the 2016-17 school year, and over 70 percent of students in grades K-4 had practiced on IXL. Less than 70 percent of students in grades 5 and 6 practiced on IXL during that year. This school would be defined as an IXL school for the 3rd and 4th grade level cohorts and as a non-IXL school for the 5th and 6th grade level cohorts. Students in grades K-2 are excluded from the analysis because they do not take the state standardized tests.

Appendix B: Schools' Background Information

Table B1 shows the background information for all public schools in 10 Smarter Balanced states (i.e., California, Connecticut, Hawaii, Idaho, Michigan, Nevada, Oregon, South Dakota, Vermont, and Washington) and for IXL schools. IXL schools performed slightly better than the state average on the Smarter Balanced math tests in 2016 and 2017.

Table B1. Background Information for Smarter Balanced states and IXL schools

	State average	IXL schools	
		IXL Math	IXL ELA
Number of schools	17,390	536	301
Number of grade level cohorts	52,789	1135	578
2016 SBA math percent proficient	39%	42%	-
2017 SBA math percent proficient	40%	43%	-
2016 SBA ELA percent proficient	50%	-	50%
2017 SBA ELA percent proficient	49%	-	51%
% of economically disadvantaged students	52%	51%	51%
% of students with limited English proficiency	16%	17%	15%
% of schools in cities	32%	30%	22%
% of schools in suburbs	36%	36%	33%
% of schools in towns	12%	13%	14%
% of schools in rural areas	21%	21%	31%

The IXL Effect

Appendix C: Analytical Methods

A three-level linear model was used to calculate the IXL effect on Smarter Balanced assessment performance (i.e., the performance difference between IXL schools and non-IXL schools on the 2017 Smarter Balanced Assessments), after adjusting for schools' prior academic performance (i.e., 2016 Smarter Balanced Assessments percent proficient), cohort size (i.e., the number of enrolled students in the grade level cohort), school size (i.e., the number of enrolled students in the school), percentage of economically disadvantaged students, percentage of students with limited English proficiency, and school location (i.e., city, suburb, town, or rural as defined by the Institute of Education Sciences). The units of analysis of the three-level model are grade level cohorts (i.e., level 1). Grade level cohorts are nested within school districts (i.e., level 2), which are further nested within states (i.e., level 3). Similar multilevel linear models were applied to the low-income grade level cohorts only (i.e., cohorts with at least 75 percent economically disadvantaged students) and high-ELL grade level cohorts only (i.e., cohorts with at least 30 percent English language learners) to calculate the IXL effect on these two types of schools separately. To assist in the interpretation of the IXL effect, we reported statistical significance, effect size, and percentile gain. Statistical significance, also referred to as p -value, is the probability that the IXL effect is zero. A small p -value (e.g., less than 0.05) indicates strong evidence that the IXL effect is not zero. Effect size is the mean difference in standard deviation units and is known as Hedges' g . In this study, effect size is computed using adjusted mean and unadjusted standard deviations. Percentile gain is the expected change in percentile rank for an average non-IXL school if the school had used IXL. It is calculated based on the effect size. More details about these analytical methods can be found in What Works Clearinghouse (2014).

We applied another set of three-level linear models to compare the performance difference between non-IXL school and IXL schools with different amounts of IXL usage (i.e., fewer than or at least one skill proficient per student every week for IXL Math, and fewer than or at least one skill proficient per student every other week for IXL ELA). These models were very similar to the first model described in this appendix, but the model included the IXL usage group (i.e., fewer than or at least one skill proficient per student every week for IXL Math, and fewer than or at least one skill proficient per student every other week for IXL ELA) as an independent variable and the sample only included IXL schools.

Another set of three-level linear models was used to estimate the strength of association between IXL usage and school performance. This model was also similar to the first model described above, but this model included the IXL usage as an independent variable and the sample only included IXL schools. The IXL usage in this study was measured by the average number of skills in which students achieved proficiency every week and the average number of skills each student mastered every week.

The IXL Effect

Appendix D: Data Tables **Table D1. The Effect of IXL Math on the 2017 SBA (Math)**

Values	Overall (all schools across grades 3-8 and 11)	ES level (grades 3-5)	MS-HS level (grades 6-8 and 11)	Low-income schools	High-ELL schools
Number of grade level cohorts at IXL schools	1,135	727	408	291	209
Number of grade level cohorts at non-IXL schools	43,481	26,898	16,583	14,404	10,388
The IXL effect	2.02***	1.74***	2.85***	2.17	3.67
Effect size	0.09	0.08	0.14	0.15	0.23
Percentile gain	3.75	3.22	5.46	5.93	9.20
Adjusted 2017 SBA math percent proficient for IXL schools	40.12%	42.79%	36.26%	25.58%	29.36%
Adjusted 2017 SBA math percent proficient for non-IXL schools	38.10%	41.05%	33.42%	23.41%	25.70%

Note: 1) *: significant at .05 level; **: significant at .01 level 2) ES: elementary school; MS: middle school

The IXL Effect

Table D2. The Effect of IXL ELA on the 2017 SBA (ELA)

Values	Overall (all schools across grades 3-8 and 11)	ES level (grades 3-5)	MS-HS level (grades 6-8 and 11)	Low-income schools	High-ELL schools
Number of grade level cohorts at IXL schools	578	368	210	151	100
Number of grade level cohorts at non-IXL schools	46,822	29,257	17,565	15,110	10,871
The IXL effect	2.12***	2.08***	2.87*	6.53*	7.24*
Effect size	0.10	0.10	0.14	0.45	0.49
Percentile gain	4.13	4.11	5.48	17.23	18.85
Adjusted 2017 SBA ELA percent proficient for IXL schools	47.97%	47.35%	49.56%	37.02%	37.16%
Adjusted 2017 SBA ELA percent proficient for non-IXL schools	45.85%	45.27%	46.69%	30.49%	29.92%

Note: 1) ***: significant at .001 level; *: significant at .05 level
 2) ES: elementary school; MS: middle school; HS: high school

The IXL Effect

Table D3. The Usage Effect of IXL Math and ELA

Values	IXL Math		IXL ELA	
	< 1 skill proficient	≥ 1 skill proficient	< 1 skill proficient	≥ 1 skill proficient
Number of grade level cohorts at IXL schools	936	199	457	121
Number of grade level cohorts at non-IXL schools	43,481		46,822	
The IXL effect	1.61***	3.26***	1.88***	3.05***
Effect size	0.07	0.15	0.09	0.15
Percentile gain	2.98	6.01	3.67	5.92
Adjusted 2017 SBA math percent proficient for IXL schools	39.71%	41.36%	47.73%	48.90%
Adjusted 2017 SBA math percent proficient for non-IXL schools	38.10%		45.85%	

Note: ***: significant at .001 level



Selected Lessons from Rights, Respect, Responsibility Tailored to Align with the California Healthy Youth Act

Middle School

- Lesson 1 Blue is for Boys, Pink is for Girls
- Lesson 2 Sexual Orientation, Behavior and Identity
- Lesson 3 Everybody's Got Body Parts
- Lesson 4 Reproduction Basics
- Lesson 5 STI Smarts
- Lesson 6 HIV & AIDS (Written exclusively for CA)
- Lesson 7 Birth Control Basics
- Lesson 8 What If?
- Lesson 9 Warning Signs
- Lesson 10 Making SMART Choices
- Lesson 11 Let's Talk about Sex

High School

- Lesson 1 Understanding Gender
- Lesson 2 Sexual Decision-Making
- Lesson 3 Rights Respect Responsibility
- Lesson 4 Planning and Protection
- Lesson 5 Getting Savvy about STI testing
- Lesson 6 HIV Now – Testing and Treatment (Written exclusively for CA)
- Lesson 7 Know Your Options
- Lesson 8 Using Condoms Effectively
- Lesson 9 What Are My Reproductive Rights
- Lesson 10 Is It Abuse If?
- Lesson 11 My Life, My Decisions



Grades 7-12 Bell Schedule for AY 2020-21

A			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 1
10:35	10:45	10	Break
10:50	12:20	90	Period 2
12:20	12:55	35	Lunch
1:00	2:30	90	Period 3
2:35	3:35	60	MH A/DTI

B			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 4
10:35	10:45	10	Break
10:50	12:20	90	Period 5
12:20	12:55	35	Lunch
1:00	2:30	90	Period 6
2:35	3:35	60	MH B/DTI

Friday			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:20	50	Period 1
9:25	10:15	50	Period 2
10:20	11:10	50	Period 3
11:15	12:05	50	Period 4
12:05	12:40	35	Lunch
12:45	1:35	50	Period 5
1:40	2:30	50	Period 6

Friday Community Building			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:10	40	Period 1
9:15	9:55	40	Period 2
10:00	10:40	40	Period 3
10:45	11:25	40	Period 4
11:30	12:10	40	Period 5
12:10	12:45	35	Lunch
12:50	1:30	40	Period 6
1:35	2:30	55	Community Building



Grades 5-6 Bell Schedule for AY 2020-21

A			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom
9:05	10:35	90	Period 1
10:40	11:40	60	DTI
11:40	12:15	35	Lunch
12:20	1:50	90	Period 2
1:50	2:00	10	Break
2:05	3:35	90	Period 3

B			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom
9:05	10:35	90	Period 4
10:40	11:40	60	DTI
11:40	12:15	35	Lunch
12:20	1:50	90	Period 5
1:50	2:00	10	Break
2:05	3:35	90	Period 6

Friday			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:20	50	Period 1
9:25	10:15	50	Period 2
10:20	11:10	50	Period 3
11:10	11:45	35	Lunch
11:50	12:40	50	Period 4
12:45	1:35	50	Period 5
1:40	2:30	50	Period 6

Friday Community Building			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:10	40	Period 1
9:15	9:55	40	Period 2
10:00	10:40	40	Period 3
10:45	11:25	40	Period 4
11:25	12:00	35	Lunch
12:05	12:45	40	Period 5
12:50	1:30	40	Period 6
1:35	2:30	55	Community Building

Scope and Sequence for *EntreCulturas 2*

Tema de la unidad	Preguntas esenciales	Metas de la unidad
<p>Unidad 1</p> <p>De vuelta a clases</p>	<ul style="list-style-type: none"> • What helps students engage in their school community? • What factors support student learning and success? • How do schools in different cultural contexts meet the needs of their students? 	<ul style="list-style-type: none"> • Exchange information about academic and extracurricular offerings at your school. • Read and listen to information about a variety of schools in Spanish-speaking cultures to draw comparisons with your own. • Present your school to visiting students and advise them how to be successful in your school. • Investigate how schools in the Andean region of South America promote learning and student involvement.
<p>Unidad 2</p> <p>La cultura de una familia</p>	<ul style="list-style-type: none"> • What do families and households look like? • What is the culture of your family like and how has it changed from past generations? • What do you want in a home or family unit in the future? 	<ul style="list-style-type: none"> • Exchange and compare information about family structure, members, routines, and responsibilities. • Analyze family structures, roles of family members, and household norms. • Reflect on the culture of your family and what family means to you. • Predict what your family and home are going to be like in the future.
<p>Unidad 3</p> <p>Un mundo hecho por comunidades</p>	<ul style="list-style-type: none"> • How does culture shape where people go and what they do in their communities? • How do people come together to celebrate their cultural identity and communities? • How can community members work together to improve their quality of life? 	<ul style="list-style-type: none"> • Explore the layout, services, and transportation of communities in Nicaragua. • Understand and provide directions to get around in communities. • Explain how volunteers inspire and organize others to make a difference. • Disseminate information to get people involved in community improvement projects in Central America.
<p>Unidad 4</p> <p>La cocina de mi abuela</p>	<ul style="list-style-type: none"> • How does food connect cultures, communities and families? • How can food help address health issues? • How can traditional health practices inform our modern lifestyle? 	<ul style="list-style-type: none"> • Identify ingredients necessary to prepare Caribbean recipes. • Demonstrate how to prepare typical dishes and explain their cultural importance. • Give and receive advice about how to care for common illnesses. • Promote the use of traditional recipes and ingredients to address common health issues.
<p>Unidad 5</p> <p>La vida social</p>	<ul style="list-style-type: none"> • How do friends, family and culture influence how I spend my free time? • How do my shopping choices reflect who I am? • What outdoors experiences can young people have in Peru? 	<ul style="list-style-type: none"> • Interact with others in a variety of shopping situations. • Narrate what you did with friends and family, and outdoors. • Extend, accept and politely turn down invitations to social events. • Explore the adventures of young people in Peru and describe your own.
<p>Unidad 6</p> <p>Un viaje al extranjero</p>	<ul style="list-style-type: none"> • What do I need to know to travel to another culture? • What can you learn about yourself and another culture by traveling? • How do travel experiences shape our intercultural understanding and respect for the communities we visit? 	<ul style="list-style-type: none"> • Communicate basic needs and requests related to travel, lodging, dining and getting around. • Explore various historic, cultural, and geographic destinations in Argentina. • Describe responsible and culturally sensitive tourism. • Narrate a story about a past travel experience.

Scope and Sequence for *EntreCulturas 2* (continued)

Enfoque intercultural	Temas Globales AP®/ Temas Troncales IB	Vocabulario en contexto: Así se dice	Gramática en contexto (V=video)
<p style="text-align: center;">Ecuador</p> <ul style="list-style-type: none"> • Role of teachers and students in schools across cultures • Needs of students in different school settings • School schedules and course offerings across cultures 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • La vida contemporánea: La educación • Las familias y las comunidades, las comunidades educativas <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: El sistema educativo 	<ul style="list-style-type: none"> • Las partes de la escuela • Las profesiones en la escuela • Las asignaturas • Las actividades del aula • Para describir a los profesores • Las actividades extracurriculares • Las evaluaciones y las tareas • Las reglas en la escuela • El ambiente de la escuela 	<ul style="list-style-type: none"> • Present tense: regular and irregular verbs • Comparisons with más/ menos . . . que, tan . . . como (V) • Hay que, tener que, se prohíbe, debe +infinitive
<p style="text-align: center;">Mexico</p> <ul style="list-style-type: none"> • Appropriate greetings and conversation at family and social events • Roles of family members in the home • Family meals and the sobremesa. • Role of men and women in Spanish-speaking countries 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Las familias y las comunidades: La estructura de la familia <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: Relaciones en la familia 	<ul style="list-style-type: none"> • Los miembros y la estructura de la familia • Las características físicas • Las personalidades • Las rutinas diarias • Las relaciones en la familia • El tiempo en familia • Los quehaceres de casa • Los valores de la familia 	<ul style="list-style-type: none"> • Comparisons: tanto/a/s... como • Superlatives • Superlatives with “el más” • Reflexive verbs (V) • Reciprocal reflexive verbs • Imperfect tense (V) • Ir + a + infinitive
<p style="text-align: center;">Nicaragua</p> <ul style="list-style-type: none"> • Bargaining at open air markets • Daily life in a Nicaraguan community • Getting around in Central American communities • Provide directions appropriately • Community celebrations that reflect identity 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Las familias y las comunidades: Las tradiciones y los valores • La vida contemporánea: El trabajo voluntario <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Relaciones sociales: Comportamiento y posturas sociales 	<ul style="list-style-type: none"> • Los lugares en la comunidad • Las tiendas • Los servicios y actividades en la comunidad • Los tipos de transporte • Como pedir y dar direcciones • La identidad de la comunidad • Las celebraciones • Trabajar en la comunidad • El voluntariado 	<ul style="list-style-type: none"> • Uses of saber and conocer • Preterit: regular verbs; -car, -gar, -zar verbs (V) • Irregular preterit: ir, ser, ver, dar, hacer, leer, and oír • Affirmative and negative familiar regular and irregular commands (V)
<p style="text-align: center;">Cuba</p> <ul style="list-style-type: none"> • Differences in staple foods in Latin America • Typical foods and dishes to eat at different times of day • Schedules and expectations about meal times • The tradition of taking a “siesta” • Home remedies and natural medicine 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • Las familias y las comunidades: Las tradiciones y valores <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Costumbres y tradiciones: Gastronomía • Salud: Medicina tradicional y alternativa 	<ul style="list-style-type: none"> • Productos típicos del Caribe • Los ingredientes • Para describir la comida • Preparar la comida • Los utensilios • Los horarios y las costumbres de comer • Las partes del cuerpo • Las enfermedades y síntomas • Los remedios 	<ul style="list-style-type: none"> • Direct object pronouns • Ser vs. estar • Formal commands (V) • Direct object pronouns with commands • Irregular preterit: andar, estar, tener, poner, poder, venir, traer, decir
<p style="text-align: center;">Perú</p> <ul style="list-style-type: none"> • Greeting and leave-taking norms • Social and cultural activities in Perú • Norms for punctuality and paying for others • Sports and outdoor activities in Peru • Clothing, currency and markets in Peru 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • La vida contemporánea: El entretenimiento y el ocio <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Ocio: Aficciones Interacción social a través del ocio 	<ul style="list-style-type: none"> • Las invitaciones/• Para invitar • Los destinos • Las actividades al aire libre • Las tiendas • Para ir de compras • Los precios • En la tienda de ropa • El equipo deportivo 	<ul style="list-style-type: none"> • Reflexive & reciprocal verbs • Hace (+time) + preterit • Preterit and imperfect (V) • Imperfect progressive • Demonstrative adjectives • Indirect object pronouns • Direct and indirect object pronouns (V)
<p style="text-align: center;">Argentina</p> <ul style="list-style-type: none"> • Air and ground travel to/around Argentina • Lodging options in Argentina • Responsible and culturally appropriate tourism • Historical, cultural and geographical landmarks in Argentina • Impact of tourism on communities 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> • La vida contemporánea: El entretenimiento y el ocio <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> • Ocio: Viajes 	<ul style="list-style-type: none"> • En el aeropuerto • Antes de abordar el vuelo • En el avion • En la estación del omnibus y del tren • En el subte • El turismo comunitario • En el hotel/• En el restaurante • Los destinos turísticos 	<ul style="list-style-type: none"> • Uses of por and para • Uses of preterit and imperfect (V) • Mandatos formales • Affirmative and negative expressions • Irregular preterit: dormir, pedir, and servir

CDE FAQ for Sexual Education, HIV/AIDS, and STDs

The California Healthy Youth Act, which took effect January 1, 2016, requires school districts to provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The California Healthy Youth Act made other significant changes to previous Education Code (EC) requirements for both HIV prevention education and comprehensive sexual health education which are summarized below.

What are the purposes of the California Healthy Youth Act?

To provide students with the knowledge and skills necessary to:

- Protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- Have healthy, positive, and safe relationships and behaviors;
- Promote understanding of sexuality as a normal part of human development; and
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Are schools required to teach comprehensive sexual health education and HIV prevention education?

Yes. The California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school. The Education Code defines comprehensive sexual health education as “education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections” (EC § 51931(b)) and HIV prevention education as “instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS” (EC § 51931(d)).

Does the law permit schools to teach comprehensive sexual health and HIV prevention education in elementary school?

Yes. Comprehensive sexual health and HIV prevention education may be taught in grades K-6, inclusive. All instruction and materials in grades K-6 must meet the instructional criteria or baseline requirements listed below. Content that is required in grades 7-12 may be also be included in an age-appropriate way in earlier grades. (EC §§ 51933, 51934(b).)

What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?

According to the Education Code (EC § 51933), all instruction and materials in all grades must:

- Be age-appropriate;
- Be medically accurate and objective;
- Align with and support the purposes of the California Healthy Youth Act, as described above;
- Be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds;
- Be appropriate for and equally available to English language learners;
- Be appropriate for and accessible to pupils with disabilities;
- Affirmatively recognize different sexual orientations and be inclusive of same-sex relationships in discussions and examples;
- Teach about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality, and provide skills for doing so;
- Teach the value of and prepare students to have and maintain committed relationships such as marriage;
- Provide knowledge and skills for forming healthy relationships that are free from violence; and
- Provide knowledge and skills for making and implementing healthy decisions about sexuality including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

In addition, the Education Code (EC § 51933) specifies that instruction and materials in all grades may not:

- Teach or promote religious doctrine; or
- Reflect or promote bias against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, race or ethnicity, nationality, religion, or sexual orientation, or any other category protected by the non-discrimination policy codified in Education Code § 220..

What additional instructional content is required in grades 7-12?

Instruction provided in grades 7-12, in addition to meeting the instructional criteria or baseline requirements above, must include all of the following content (EC § 51934):

Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);

- Information about all federal Food and Drug Administration (FDA)-approved methods of preventing and reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;

- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources;
- Information about the effectiveness and safety of all federal FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy, HIV and STIs;
- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law; and
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking.

This is a summary of the law. See EC § 51934 for the exact language of these requirements. Any of these content areas may also be covered in an age-appropriate way prior to grade 7.

Does the law allow abstinence-only education?

No. Abstinence may not be discussed in isolation from other methods of preventing HIV, other STIs, and pregnancy. The Education Code requires that instruction and materials include information that abstinence is the only certain way to prevent HIV, other STIs, and unintended pregnancy. However, it also states: "Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy." (emphasis added) (EC § 51934(a)(3).) "Abstinence-only" sex education, which offers abstinence as the only option for preventing STIs and unintended pregnancy, is not permitted in California public schools. Comprehensive sexual health education in grades 7-12 must include medically accurate, objective information about the effectiveness and safety of all federal FDA-approved methods for preventing HIV, other STIs, and pregnancy. (EC § 51934.)

Why is there a requirement for integrated instruction, and what does it mean?

In order to ensure that students receive instruction that best supports their need for accurate, comprehensive information, the requirement for integrated instruction means that there must be internal consistency within sexual health education and HIV prevention instruction and materials. All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any of the purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception. (EC §§ 51930(b)(4), 51933(c).)

How does the law promote healthy relationships for youth?

The California Healthy Youth Act has a strong emphasis on healthy relationships, in both the purposes and the required content. Students must be taught knowledge and skills related to

recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10).)

Does the law require instruction about local health resources?

Yes. The California Healthy Youth Act requires that students learn about local resources for sexual and reproductive health care, sexual assault and intimate partner violence. (EC §§ 51934(a)(8)) The law also requires instruction about how students can access those resources and their rights to access them. For example, under California law, minors may consent to confidential medical care related to reproductive health care, including prevention and treatment of pregnancy (under 18 years of age) and prevention and treatment for HIV and STIs (12 years and older). (California Family Code §§ 6925, 6926; EC § 46010.1; American Academy of Pediatrics v. Lungren, 16 Cal.4th 307 (1997); 87 Ops. Cal. Atty. Gen. 168, 172 (2004)).

In addition, students also have the right to obtain sensitive services, including reproductive health care, during school hours, and must be allowed to leave campus for the purpose of obtaining these services. (EC § 48205; EC § 46010.1; 87 Ops. Cal. Atty. Gen. 168, 172 (2004)). In these instances, schools are not allowed to require parental consent or notification, and must mark the student’s absence as excused and allow the student to make up full credit for assignments or class time missed. (EC § 48205; 87 Ops. Cal. Atty. Gen. 168, 172 (2004).) For further guidance on confidential medical release, please visit the National Center for Youth Law document -- Confidential Medical Release (PDF): Frequently Asked Questions from Schools and Districts.

Does the law require instruction on California’s Affirmative Consent Standard?

Another law, distinct from the California Healthy Youth Act, also took effect in 2016. This law, Education Code § 51225.36, requires that all school districts that have health education as a graduation requirement must include instruction on California’s affirmative consent standard (emphasis added). This standard is defined as follows: “‘Affirmative consent’ means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.” (EC § 67386.)

Instruction on the affirmative consent standard is not mandatory for districts that do not require a health education course for graduation. The law also does not require that this instruction be provided within comprehensive sexual health and HIV prevention education. However, the

California Healthy Youth Act does require that comprehensive sexual health education and HIV prevention education address healthy relationships and communication, and consent for sexual activity is an important component of this instruction. Therefore, there is natural overlap between the law relating to the affirmative consent standard and the California Healthy Youth Act. (EC § 51933 (g).

What determines whether the facts taught are medically accurate?

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. Instruction is medically accurate if it meets this legal definition. (EC § 51931(f).)

What does the law say about lesbian, gay, bisexual, transgender and questioning (LGBTQ) students, sexual orientation and gender/gender identity?

All instruction and materials in grades K-12 must be inclusive of LGBTQ students. Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. (EC § 51933(d)(5).) It must also teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. (EC § 51933(d)(6).) This means that schools must teach about all sexual orientations and what being LGBTQ means.

The California Healthy Youth Act requires that sexual health education be appropriate for use with students of all genders and sexual orientations (EC § 51933(d)) and clearly states that part of the intent of the law is “to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.” (EC § 51930(b)(2).)

The California Healthy Youth Act also prohibits sexual health education classes from promoting bias against anyone on the basis of any category protected by Education Code § 220, which includes actual or perceived gender and sexual orientation.

What does the law say about students with disabilities?

Instruction and materials must be appropriate for and accessible to students with disabilities. This includes but is not limited to providing a modified curriculum, materials and instruction in alternative formats, and auxiliary aids. (EC § 51933(d)(1) and (3).)

What does the law say about students who are English learners?

The California Healthy Youth Act requires that instruction be made available on an equal basis to pupils who are English learners, whether they are placed in English immersion classes or alternative bilingual education classes, and must be consistent with the existing sex education

curriculum and alternative options for an English learner pupil as otherwise provided in the Education Code. (EC § 51933(d)(2).) In addition, the law requires that instruction be appropriate for use with students of all races and ethnic and cultural backgrounds. (EC § 51933(d)(1).)

Does the law permit the use of outside speakers?

School districts may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for school district personnel. All outside consultants and guest speakers must have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction. (EC § 51936.)

Instruction or materials provided by outside consultants or guest speakers must fulfill the same requirements as instruction provided by employees of the school district. All instruction and materials shall align with and support the purposes of the California Healthy Youth Act and may not be in conflict with them. (EC § 51933 (c).) Any outside organization used for instruction or materials must meet every tenet of the California Healthy Youth Act. If schools use outside consultants or guest speakers, they must provide parents with the name of the provider's organization and the date of instruction at the beginning of the school year or no fewer than 14 days prior to the date of instruction. (EC § 51938 (b)(2).)

How does the law support family communication about comprehensive sexual health?

Instruction and materials shall encourage a student "to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so." (EC § 51933(e).) This is an opportunity for parents/guardians to identify and inform their students about whom a trusted adult may be.

What does the law say about parent/guardian notification and consent for instruction?

Parents or guardians must be notified by the school or district at the beginning of the school year (or at the time of enrollment) about planned instruction in comprehensive sexual health and HIV prevention education and research on student health behaviors and risks. The notice must advise parents/guardians that the written and audiovisual educational materials used in the comprehensive sexual health education and HIV prevention education course are available for inspection. The school district must also inform parents/guardians about whether the instruction will be provided by district personnel or outside consultants or guest speakers. Further, all instruction and materials from outside consultants or guest speakers must meet all tenets of the law. If instruction will be provided by outside consultants or guest speakers, the notice must include the name and organizational affiliation of the outside consultant or guest speaker and the date of the instruction. The notice must also inform parents/guardians of their right to request copies of Education Code §§ 51933, 51934, and 51938. If arrangements are made after the initial notification is sent out at the beginning of the year, districts must notify parents at least 14 days prior to the instruction via mail or another commonly used method. (EC § 51938(b).)

In this notification, schools must advise parents/guardians that they have the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school district. (EC § 51938(b)(4).) Schools may not require active consent (“opt-in”) for participation in comprehensive sexual health and HIV prevention education. Parents/guardians must request in writing that their child not participate in the instruction (passive consent, or “opt-out”). If the parent/guardian does not request in writing that the child be withheld, the child will attend the instruction. (EC § 51938(a).)

What does the law say about parental/guardian consent for surveys?

In order to facilitate the collection of data needed by researchers to evaluate the effectiveness of comprehensive sexual health education and other unintended pregnancy prevention efforts, the law permits schools to administer anonymous, voluntary, confidential, age-appropriate surveys or questionnaires in which students are asked about their sexual activities and attitudes in order to measure their health behaviors and risks. Parents/guardian must be notified of any planned surveys or questionnaires, be given the opportunity to review these surveys or questionnaires and, in grades 7-12, be given the opportunity to request in writing that their child not participate. Schools may not adopt an active consent or “opt-in” policy for these surveys or questionnaires for students in grades 7 to 12. (EC § 51938(c).) Prior to grade 7, parents must give active consent in order for their child to participate.

What does the law say about anti-harassment, bullying prevention or safe schools programs?

The Education Code provides that all pupils enrolled in California public schools have the inalienable right to attend classes on school campuses that are safe, secure and peaceful (Education Code §§ 201, 220, and 32261). Although, the California Healthy Youth Act does not specifically address anti-harassment, bullying prevention or safe school programs, other areas of the California Education Code do. (See Education Code sections 200, 220, and 32261.) This Act, including the “opt-out” provision, does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (EC § 51932(b).) This is to ensure a positive school climate so that all students feel safe on and off campus knowing that all peers have the same basic understanding on acceptable and unacceptable behaviors.

Also, the CDE has more resources related to this issue on the CDE Web page. Please visit this CDE Web page for a legal advisory regarding application of California’s antidiscrimination statutes to transgender youth in schools.

And please visit this CDE Web page for frequently asked questions on fostering an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and assisting school districts with

understanding and implementing policy changes related to AB 1266 and transgender student privacy, facility use, and participation in school athletic competitions.

Does the law require the teachers to be trained?

Comprehensive sexual health and HIV prevention education must be taught by instructors trained in the appropriate courses. (EC §§ 51934(a), (b).) This means that instructors must have knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (EC § 51931(e).) In addition, school districts must provide periodic training to all district personnel who provide HIV prevention education to enable them to learn new developments in the scientific understanding of HIV. Teachers with a demonstrated expertise in the field or who have received training from the California Department of Education, their affiliates or Centers for Disease Control and Prevention need not be additionally trained by the district. School districts may expand the training to include the topic of comprehensive sexual health education. (EC § 51935).

Are the health framework for California public schools and the California Health Education Content Standards current with respect to legal requirement for comprehensive sexual health and HIV prevention program?

No. The Health Framework from 2003 is extremely outdated and is inconsistent with the California Healthy Youth Act; it should not be used. The California Health Education Content Standards, adopted in 2008, do not directly conflict with the California Healthy Youth Act but also do not include all required content. Therefore, the health standards should not be independently relied upon for developing or evaluating sexual health curriculum. However, the California Department of Education, Instructional Quality Commission, and State Board of Education have begun the revision process for the Health Education Framework and expect completion by May 2019.

<https://www.cde.ca.gov/ls/he/se/faq.asp#does-the-law-require-the-teachers-to-be-trained>

Scope and Sequence for *EntreCulturas 3*

Tema de la unidad	Preguntas esenciales	Metas de la unidad
<p>Unidad 1</p> <p>Los jóvenes de hoy</p>	<ul style="list-style-type: none"> • ¿Cómo soy un reflejo de mis pasatiempos, mi personalidad y mis experiencias en el pasado? • ¿En qué me parezco a un adolescente de España? • ¿Cómo puedo crear un mundo mejor usando principios éticos? 	<ul style="list-style-type: none"> • Relacionarte con algunos jóvenes españoles para expresar en que se parece o no su tiempo libre al tuyo. • Interpretar videos, blogs y podcasts de adolescentes españoles para conocer España y saber lo que hacen los jóvenes en su tiempo libre. • Explorar, explicar y reflexionar sobre cómo los jóvenes ciudadanos interculturales de hoy ayudan a crear un mundo mejor.
<p>Unidad 2</p> <p>#Ciudadanía Digital</p>	<ul style="list-style-type: none"> • ¿Qué significa la ciudadanía digital y qué papel juega en mi vida? • ¿Cómo influyen las redes sociales e internet en mi vida y en la de los jóvenes chilenos? • ¿Cómo puedo promover el uso de las redes sociales e internet para mejorar mi comunidad? 	<ul style="list-style-type: none"> • Relacionarte con algunos jóvenes chilenos para comparar usos de las redes sociales e internet. • Interpretar videos y blogs de adolescentes chilenos para conocer lugares de Chile y cómo usan los jóvenes chilenos las redes sociales e internet. • Explorar, demostrar y reflexionar sobre el impacto que tiene la ciudadanía digital en la vida de los jóvenes chilenos y los de tu comunidad.
<p>Unidad 3</p> <p>Una vida sana y equilibrada</p>	<ul style="list-style-type: none"> • ¿Cómo puedo lograr y mantener una vida sana y equilibrada? • ¿Cómo puedo incorporar algunos hábitos saludables del mundo hispanohablante en mi comunidad? • ¿Cómo puedo contribuir al bienestar de la comunidad local y global? 	<ul style="list-style-type: none"> • Examinar cómo lograr y mantener una vida sana y equilibrada a base de la nutrición y el ejercicio. • Explorar y recomendar ejemplos de prácticas saludables del mundo hispanohablante a mi comunidad. • Ilustrar vías por las cuales puedo contribuir al bienestar de mi comunidad y de la comunidad global.
<p>Unidad 4</p> <p>Una comunidad sostenible</p>	<ul style="list-style-type: none"> • ¿Cómo es una casa ecológica? • ¿Qué valores del mundo hispanohablante favorecen la creación de comunidades sostenibles? • ¿Qué debemos hacer para crear una comunidad sostenible? 	<ul style="list-style-type: none"> • Elaborar las características de una comunidad sostenible. • Analizar cómo los hábitos ecológicos influyen en una comunidad sostenible. • Evaluar si mi comunidad y las comunidades hispanohablantes son sostenibles y cómo se pueden mejorar.
<p>Unidad 5</p> <p>El mundo laboral</p>	<ul style="list-style-type: none"> • ¿Por qué y para qué trabajan los adolescentes? • ¿Cuál es el perfil de los profesionales del futuro? • ¿Cómo voy a elegir mi futuro profesional? 	<ul style="list-style-type: none"> • Entender los beneficios y las motivaciones de por qué los adolescentes trabajan. • Analizar los perfiles de las profesiones del futuro. • Averiguar diferentes opciones al terminar la escuela secundaria.
<p>Unidad 6</p> <p>Un mundo solidario</p>	<ul style="list-style-type: none"> • ¿Por qué debo conocer mis derechos y obligaciones en mi entorno diario? • ¿Cuál es mi responsabilidad para ayudar a prevenir la discriminación de grupos desfavorecidos en mi país y en el extranjero? • ¿Qué programas humanitarios podemos implementar para promover un mundo solidario? 	<ul style="list-style-type: none"> • Analizar mis derechos y obligaciones y los de los jóvenes uruguayos, en el colegio, la familia y la comunidad, y recomendar cambios. • Explorar maneras en las que podemos ayudar a las comunidades desfavorecidas en mi país y en Uruguay. • Ilustrar cómo se podría promover valores humanitarios y de ese modo mejorar la comunidad global.

Scope and Sequence for *EntreCulturas 3* (continued)

Enfoque intercultural	Temas Globales AP® / Temas Troncales IB	Vocabulario en contexto: Así se dice	Gramática en contexto (V=video)
<p style="text-align: center;">España</p> <ul style="list-style-type: none"> La vida familiar y social de adolescentes españoles de diferentes regiones del país La importancia de ser ciudadano/a intercultural La diversidad de la población española El servicio comunitario que hacen los jóvenes españoles 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La vida contemporánea: El ocio <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: Identidad personal o cultural 	<ul style="list-style-type: none"> El tiempo libre ¿Cómo somos? ¿Qué hacíamos? Los gustos musicales Los gustos y las preferencias Las cualidades positivas El voluntariado 	<ul style="list-style-type: none"> Los usos y las formas del pretérito y el imperfecto (V) Verbos como gustar: fascinar, molestar, fastidiar, interesar Ser y estar
<p style="text-align: center;">Chile</p> <ul style="list-style-type: none"> Las actitudes de los jóvenes chilenos en relación a los medios de comunicación que usan y lo que hacen para evitar abusos Los cambios positivos de los medios de comunicación en Chile Lo que hacen los jóvenes chilenos y los de mi comunidad para ser ciudadanos digitales 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La ciencia y la tecnología: La ética, los efectos de la tecnología en el individuo y en la sociedad <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Comunicación y medios: Las redes sociales 	<ul style="list-style-type: none"> Huella digital Fiabilidad de internet Protección en internet Causas Campañas Redes sociales 	<ul style="list-style-type: none"> El presente perfecto (V) El se impersonal y usos (V) El futuro simple y usos (V)
<p style="text-align: center;">Colombia</p> <ul style="list-style-type: none"> Los factores económicos que han cambiado la dieta y el ejercicio tradicional de varios países hispanohablantes Ciertos productos y valores de algunas poblaciones contribuyen a una vida sana Algunos hábitos ejemplares de vida sana en el mundo hispanohablante 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La vida contemporánea: Los estilos de vida La ciencia y la tecnología: La salud Los desafíos mundiales: El bienestar social <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Salud: Dieta y nutrición 	<ul style="list-style-type: none"> Vida sana Etiqueta en las comidas Comer bien Comidas colombianas Frutas y más Cena formal Publicidad que engorda Actividad física Ciclovía en acción Hábitos de una vida sana 	<ul style="list-style-type: none"> El imperativo de Ud. y Uds. La formación del presente del subjuntivo (V) El uso del subjuntivo para expresar deseos y recomendaciones (V) El futuro para sugerir posibilidad
<p style="text-align: center;">Medellín y Vitoria-Gasteiz</p> <ul style="list-style-type: none"> Viviendas ecológicas en el mundo hispanohablante Programas que desarrollan viviendas ecológicas La importancia de crear viviendas y comunidades sostenibles y verdes Los cambios que han hecho estas comunidades sostenibles 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Los desafíos mundiales: Los temas del medio ambiente <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Cuestiones globales: Medio ambiente y sostenibilidad 	<ul style="list-style-type: none"> Comunidad sostenible Hogar sostenible Casa ecológica Reduce y reutiliza Recicla Movilidad Ciudad sostenible Ventajas Ciudad a imitar Ecohuertas urbanas 	<ul style="list-style-type: none"> El subjuntivo con expresiones impersonales (V) Para + infinitivo y para que + subjuntivo El condicional y usos (V)
<p style="text-align: center;">La República Dominicana</p> <ul style="list-style-type: none"> Los cambios que han creado los trabajos nuevos El sistema educativo dominicano que ayudará a formar al mundo laboral del siglo XXI Las perspectivas necesarias para las profesiones del futuro en la República Dominicana 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> La vida contemporánea: La educación y las carreras profesionales <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: El sistema educativo y el mundo laboral 	<ul style="list-style-type: none"> Las profesiones Los motivos para trabajar Los beneficios de trabajar Un trabajo de verano Carreras del futuro Habilidades necesarias Después de la secundaria Programas de preparación en la R. D. 	<ul style="list-style-type: none"> El subjuntivo con expresiones adverbiales (V) El subjuntivo con antecedentes indefinidos y negativos (V) Las cláusulas de si Los pronombres relativos
<p style="text-align: center;">Uruguay</p> <ul style="list-style-type: none"> Derechos y obligaciones de los jóvenes en Uruguay Inmigración en Uruguay Grupos desfavorecidos en mi país y en Uruguay Las causas justas en Uruguay y en la comunidad global 	<p style="text-align: center;">AP®</p> <ul style="list-style-type: none"> Los desafíos mundiales: La conciencia social <p style="text-align: center;">IB</p> <ul style="list-style-type: none"> Relaciones sociales: Derechos y responsabilidades de los jóvenes 	<ul style="list-style-type: none"> Los derechos y obligaciones: <ul style="list-style-type: none"> en el colegio en la familia en la comunidad Solucionar una disputa Derechos de inmigrantes País de inmigrantes Cuentos de inmigrantes Promoviendo causas justas 	<ul style="list-style-type: none"> El subjuntivo con emociones y duda (V) Usos de por y para (V) Pronombres posesivos (V) El imperativo negativo

2016 Adolescent Sexual Health Work Group (ASHWG) Ad-Hoc Curricula Review Group: Summary of Sexual Health Education Curricula Included in Review

Name	Publisher/ Author	Last Update	Lessons Available & Lessons Reviewed	Time per lesson	Supplemental Material Available	Cost	Training Support	Online Location
3Rs Rights, Respect, Responsibility	Advocates for Youth	2016	Available: K-12 th - 82 lessons Review included: 6 th -12 th grade 58 lessons	50 minutes	N/A	Free online download	Training	3Rs
Be Real. Be Ready.	San Francisco Unified School District	2015	Available: High School only – 24 lessons available Review included: 15 core lessons authors identify as meeting basic requirements of education code	50 minutes	N/A	Free online download	“Contact Us” page	Be Real Be Ready
FLASH (Family Life and Sexual Health curriculum) Middle School FLASH, 2nd Edition & High School FLASH, 3rd edition.	King County, Washington	7 th -8 th grade 2016 9 th -12 th grade 2015	Available: 4 th - 5 th grade – 18 lessons 6 th -8 th grade - 7 lessons 9 th -12 th grade - 15 lessons Review included: 6 th -8 th grade - 7 lessons 9 th -12 th grade - 15 lessons	50 minutes	Special Education curriculum available	Middle and High School: Online license \$49.99 annually per user	ETR (fee based training) Training	FLASH

Name	Publisher/ Author	Last Update	Lessons Available & Lessons Reviewed	Time per lesson	Supplemental Material Available	Cost	Training Support	Online Location
Making Proud Choices!: California Edition (draft)	ETR	2016	<p>Available: 14 Lessons that are used for both middle school and high school.</p> <p>Review included: 14 Lessons that are used for both middle school and high school. Draft edition provided by publishers.</p>	40 minutes	N/A	\$648	ETR (fee based training) Training	Making Proud Choices
Positive Prevention PLUS	Positive Prevention Plus	2016	<p>Available: Middle school – 13 lessons High School – 13 lessons</p> <p>Review included: Middle school – 13 lessons High School – 13 lessons</p>	50 minutes	<p>Bilingual English/Spanish student workbooks</p> <p>Special Education curriculum</p>	\$279	Cardea Services (fee based training) Training	Positive Prevention Plus
Teen Talk	Health Connected	2016	<p>Available: 7th – 8th grade - 12 Lessons High School - 11 Lessons</p> <p>Reviewed: 7th – 8th grade - 12 Lessons High School - 11 Lessons</p>	50-75 minutes (times vary)	Fully Bilingual English Spanish lessons available	\$145-\$215	Health Connected (fee based training) Training	Teen Talk



ANET COACHING



Your coach keeps you moving toward **your goals.**

Like athletes and CEOs, educators can benefit from a coach to help them reach their goals.

Every experienced educator has been through enough PD events to know that, no matter how inspiring the presenter or intriguing the ideas, they rarely lead to meaningful change. Assimilating new practices simply takes more sustained focus and energy.

Coaches support and customize

That's why a key component of ANet's partnership with schools is to provide a coach who partners closely with school leaders throughout the year to support each school's implementation of standards and data best practices—*in ways that fit each school's unique strengths and mission.*

Our coaches, all former teachers and school leaders, are experts in using student work and data to guide instruction. They learn about a school's needs, priorities, and existing routines, then work with school leaders to strengthen habits and practices from that starting point.

Sustaining focus on your goals

ANet coaches serve as thought partners to leaders, share research-validated best practices we've learned from our work with more than a thousand schools over the last decade, and channel the expertise of our teams of specialists.



In the face of a thousand demands on your time, your coach remains focused on your goals for your students and helps you sustain progress toward them.

How does it work?

ANet's coaching is unique. We, and our partners, consider it key to the special value we provide to schools and a major driver of the positive impact we're so proud of. Our coaches, supported by ANet's national teams of experts, focus their work in three main areas.



LEADERSHIP COACHING
PROFESSIONAL DEVELOPMENT
INSTRUCTIONAL SUPPORT

Building strong leadership rhythms

Coaches work closely with school leadership teams to define priorities and then establish systems and routines to support them. And they offer advice, perspective, and thought partnership to help you grow as a leader.

Maximizing collaborative time

Coaches help plan and deliver PD to deepen schools' understanding of the standards, improve planning, and strengthen the adult culture of learning.

Ensuring instructional rigor

They also support high-quality instruction based on planning from standards, drawing practical insights from student work and data, and strong collaboration.

Nuts and bolts

Our coaches typically visit schools receiving our core support 20 times per year. Visits include consultations with leaders, data meetings, classroom observations... whatever it takes to move your school forward.



Meet some ANet coaches

ANet's coaches all have extensive education experience, both in the classroom and as school or district leaders. Our Educator Development team provides intensive training that deepens their command of rigorous standards, academic content, and best practices.



Kennietha Jones (OH)
20 years as ELA teacher, director of instruction, principal, nonprofit leader



Laura Brinkman (CO)
6 years as SPED teacher, 19 as school leader, 4 as turnaround principal mgr.



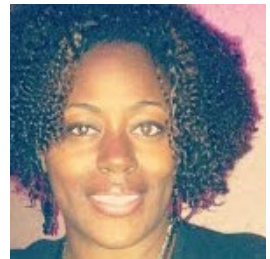
Brod Boxley (NJ)
18 years as teacher, coach, principal, and administrator



Megan Reed (MA)
7 years teaching, 7 years as school leader—elem., middle, and high school



Ben Curran (MI)
11 years as teacher, 5 years as coach, author of 2 books on teaching



Lysa Scott (DC)
5 years as ELA & social studies teacher, 3 years as school administrator

“ The coaching impacts instruction across the school and has led to growth not only of teachers, but of the instructional leadership team. Without this partnership our staff would not have the understanding of Common Core that it has currently. ”

— ALISON AUERBACH, PRINCIPAL, DC



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Coversheet

College and Career Counseling Presentation & Discussion

Section: II. Curriculum
Item: D. College and Career Counseling Presentation & Discussion
Purpose: Discuss
Submitted by: Jon Siapno

Related Material:

Advisory_ Project North Star, a Three-Year Initiative to Optimize Advisory 03.25.2020 jss.pdf
AP Breakthrough, a Three-Year Initiative to Boost AP Exam Scores 03.13.2020 jss.pdf
AP Potential Results for AY 2020-21 3.10.2020.pdf
Best Practices for AP Programs, Hanover Research 03.10.2020 jss.pdf
College Matching_ Project ECC, a Three-Year Initiative to Reduce Undermatching 03.31.2020 jss.pdf
CSU Statement on Admissions 04.07.2020 jss.pdf
Impact of COVID-19 on Juniors and Seniors 04.07.2020 jss.pdf
Proposed Course Offering for AY 2020-21 with Sample Course Descriptions for New Courses 03.31.2020 jss.pdf
Springpoint_Designing-Advisory-Systems_10.9.18.pdf
UC Statement on Admissions 04.07.2020 jss.pdf



Advisory: Project North Star¹

AY 2020-21

Growth Opportunity. A 2020 Bellwether Education Partners study of Making Waves Academy found that our Advisory program is “spotty.” Improving the quality and consistency of our Advisory programming could be a key opportunity to improve student success in college and beyond.

Innovation Intent and Vision. “Project North Star” is a three-year initiative to optimize the Advisory structure for our school.

- The **innovation intent** of Project North Star is to optimize the Advisory structure at Making Waves Academy to build community, provide students with a safe environment, and to form the basis of a primary person model wherein all students have a trusted adult invested in their success. Additionally, the Advisory structure can potentially serve as an effective vehicle for furthering the depth of service provided by our College and Alumni Program (CAP), cited by Bellwether as being “perhaps the highest touch college success model in the country.” Lastly, we will utilize the 2018 Springpoint report on Designing Advisory Systems² as inspiration for the day-to-day experience of Advisory at Making Waves Academy.
- The **vision** of Project North Star is to produce two deliverables: 1) a document that captures the practices and competencies that represent an exemplary Advisory experience for Wave-Makers, which, at the end of this three-year process, can serve as a program evaluation tool; and 2) a scope and sequence, grounded in the exemplary practices and competencies for Advisory, consisted of diverse curricula and other resources.

Continued.

¹ In a 2020 Bellwether Education Partners report, providing support in identifying a “north star” that recognizes a range of post-secondary pathways and aligned supports is an emerging best practice and innovation among K-12 systems and schools innovating in college access and success and third-party organizations focused on college access and success. In feedback received from an Advisor at Making Waves Academy, it was expressed that our program is needing to define our “north star.” (See “initial feedback from students and an advisor, page 10).

² “Designing Advisory Systems: Innovative Approaches from High Schools.” Springpoint, 2018. See pre-reading.

Table 1. Project North Star Timeline. Project North Star incrementally paces our optimization of the Advisory structure over a three-year period.

		Project North Star Timeline and Priorities			
		AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
Priorities	Design project plan and collect feedback	Gather information on the current advisory (US) structure and identify themes Nurture partnership with teacher leaders	Based on information gathered, identify growth opportunities and build innovations Nurture partnership between teacher leaders and CAP Deliverable 1: Practices and competencies for an exemplary Advisory experience	Introduce and embed innovations within existing practices in Advisory Gather information on innovations, gain insights, and adapt the strategy Deliverable 2: Scope and sequence	

Continued.

Table 2. Best Practices for College Access and Success. As a starting point for compiling practices and competencies for an exemplary Advisory experience, we will use a college access and success framework from Savitz-Romer and Boufard. This framework will be used as the basis for our program evaluation tool for Advisory.

	✓
Best Practices for College Access and Success³	
Envisioning Forming an identity that includes college-going	
<ul style="list-style-type: none"> • Make the unconscious conscious -- help youth validate all dimensions of their identities. 	
<ul style="list-style-type: none"> • Lead discussions about whether and why youth believe that “people like me” can and do go to college. 	
<ul style="list-style-type: none"> • Identify exploratory opportunities that allow youth to truly experience the role of a college-goer. 	
<ul style="list-style-type: none"> • Review program or school policies that might undermine identity exploration. 	
<ul style="list-style-type: none"> • Include activities that allow youth to build strong ties to and feel proud of the group with which they identify. 	
Believing Seeing college as possible and probable	
<ul style="list-style-type: none"> • Create opportunities for youth to assess their assets. 	
<ul style="list-style-type: none"> • Provide opportunities for youth to build skills and then reflect on those skills. 	
<ul style="list-style-type: none"> • Assist youth in transferring self-efficacy from one domain to another. 	
<ul style="list-style-type: none"> • Set the stage for balanced goal setting. 	
<ul style="list-style-type: none"> • Utilize tools that promote self-appraisal. 	
<ul style="list-style-type: none"> • Be mindful of approaches that undermine the development of self-efficacy. 	
Aiming Setting goals that set up success	
<ul style="list-style-type: none"> • When presenting the benefits of college, strike a balance between intrinsic and extrinsic rewards. 	

³ From *Ready, Willing, and Able: A Developmental Approach to College Access and Success* by Mandy Savitz-Romer and Suzanne M. Boufard, Harvard Education Press, 2012

<ul style="list-style-type: none"> ● Build on youths’ interests and passions to tap into intrinsic motivation for college. 	
<ul style="list-style-type: none"> ● Help young people internalize the benefits of extrinsic rewards and performance goals. 	
<ul style="list-style-type: none"> ● Emphasize mastery and learning for academic activities rather than just the end goal. 	
<ul style="list-style-type: none"> ● Stress the value of effort and de-emphasize the role of innate ability in determining success. 	
<ul style="list-style-type: none"> ● Help youth find and develop interests and passions. 	
Organizing Realizing college dreams through self-regulation	
<ul style="list-style-type: none"> ● Teach regulatory skills. 	
<ul style="list-style-type: none"> ● Provide strategies to help youth minimize distractions. 	
<ul style="list-style-type: none"> ● Help youth keep their eyes on the prize while also finding short-term benefits and interests in the college-going process. 	
<ul style="list-style-type: none"> ● Teach youth to become adept at developing alternative plans or multiple pathways. 	
<ul style="list-style-type: none"> ● Help youth identify potential barriers and obstacles and develop strategies for overcoming them. 	
<ul style="list-style-type: none"> ● Teach self-regulatory skills in academic courses and help students transfer them to college-going. 	
<ul style="list-style-type: none"> ● Encourage youth development programs and employers to emphasize self-regulatory skills. 	
Connecting Marshalling the support of peers	
<ul style="list-style-type: none"> ● Ask youth about their friends’ aspirations and plans. 	
<ul style="list-style-type: none"> ● Create structures for peer-oriented and peer-directed college planning. 	
<ul style="list-style-type: none"> ● Facilitate peer study groups and group projects. 	
<ul style="list-style-type: none"> ● Include activities that capitalize on specific cultural identities that support college-going. 	

<ul style="list-style-type: none"> ● Create opportunities to build networks among youth bound for the same colleges or types of programs. 	
<ul style="list-style-type: none"> ● Ensure that programs based on an intentional cohort model include explicit programming to leverage peer resources. 	
Connecting Marshalling the support of families	
<ul style="list-style-type: none"> ● Don't be color blind or culture blind. 	
<ul style="list-style-type: none"> ● Commit to ongoing, accessible communication. 	
<ul style="list-style-type: none"> ● Invite families to be involved in college planning events. 	
<ul style="list-style-type: none"> ● Meet families where they are. 	
<ul style="list-style-type: none"> ● Create opportunities for families to connect with one another, either in groups or one-on-one. 	
<ul style="list-style-type: none"> ● Facilitate family-youth discussions about college. 	
<ul style="list-style-type: none"> ● Create opportunities for youth and families to work together. 	

Potential design inspiration for optimizing Advisory

- [Designing Advisory Systems: Innovative Approaches from High Schools, from Springpoint](#)
An intentionally designed advisory structure builds community, provides students with a safe environment, and forms the basis of a primary person model wherein all students have a trusted adult invested in their success.
- [Project Wayfinder](#)
Step into life with purpose. We imagine a world where adolescent education is designed for all students to develop lives of meaning and purpose. Project Wayfinder partners with educators to design innovative learning experiences that foster meaningful relationships and guide students to navigate their lives with purpose. Since launching from Stanford University's d.school in 2015, Wayfinder's Purpose Learning toolkits and trainings have journeyed to over 15,000 students, 1000 teachers, 200 schools across 25 U.S. states and 18 countries.
- [6to16, University of Chicago Urban Education Institute](#)
6to16 consists of a college-readiness curriculum, and a set of online learning experiences that give students the beliefs, knowledge, skills, and support to successfully complete high school and college. 6to16 begins in the sixth grade and provides students the support to continue through middle school, high school, and the four years of college (16th grade).
- [Ask Big Questions](#)
Can we change the world through better conversation? We believe we can. We hear it all the time: the idea that people are struggling to talk and listen to each other. But what if we could shift from debates to conversations that help us connect? College is the perfect place to start, to bring the energy of students to a new kind of conversation about life's Big Questions. No matter our background or views, we need opportunities to see and hear each other more deeply. When we share our stories and listen to others, we find connections and discover new perspectives about ourselves, each other and the world.

Initial feedback gathered from students and an advisor

In March 2020, students and advisors were asked to provide some insights regarding their experiences in Advisory. Specifically, they were asked to comment on the following prompts: 2-3 sentences to describe what's happening in your advisory; the strongest positive interactions that occur in advisory; the strongest negative interactions that occur in advisory; possible innovations to reduce the negative interactions. Below are the responses from four students and one advisor. We will be seeking to engage more people in year one of Project North Star.

Student 1

In my advisory, everything becomes really relaxed and everyone calms down for a break. The most positive experience I had for the class is the peer work I give with my classmates in advisory. At most, the strongest negative interactions in the class is bickering and joking across the room when someone gets heated up, which of course [my advisor] breaks it down. One solution I thought up with would be to put 10-15 minute reading period and the rest for break.

When asked to go into further detail about "the peer work," the student responded:

The meaning for "the peer work I give" with my classmates would be our computer studies in math and we would figure out a problem together. We would also quiz each other in upcoming tests.

Student 2

The strongest positive interaction, I think is when [my advisor] actually cares about us and tries to help us in anyway she can. The strongest negative action is that a lot of the time our advisory is doing other things and sometimes we don't pay attention to her. I don't know any solutions besides time because we are getting better at it.

Student 3

In my advisory we usually have time to do our work or just talk. It depends if the teachers want the classroom to be quiet or not. We really don't do anything in our advisory regarding activities. One of the positive interactions in our advisory is that everyone does their own thing and try not to distract. However, some kids like to distract others and make the class rowdy. Some things that we can improve is to create social activities that will build a bond in favor of the advisory.

Student 4

Currently nothing is happening in our advisory. We only have things to do when the CCC has things planned for us. We no longer do anything as a whole like the talking cards or even playing uno.

I think that the strongest [positive interactions we have in advisory] is when we all come together and enjoy games or fun activities which can be a kickball game or a field trip.

When asked to describe the strongest negative interactions that occur in advisory, the student responded:

Sadly, having [our advisor] leave [mid-year] and it feels as if there isn't really a main person there for us and it doesn't feel like we are united.

When asked to describe possible innovations to solve for the strongest negative interactions, the student responded:

We should do activities together once in a while even if it is watching a movie or maybe the talking circle or even a kickball competition between advisories.

Advisor 1

This year (Junior year), I am trying to implement a couple programs during our Advisory time:

1. Most of my students have agreed that their SAT scores are not what they want them to be and are interested (sometimes they are even motivated!), so we have agreed that the first 15 min. of Advisory on Mon. and Tues. are dedicated Khan Academy SAT prep time. They can do more time if they like, but as long as we don't have any other programming, that is the "expectation". In reality, I would say about half of my students adhere to this regularly.
2. Summer programming search. After AFCs this Spring, we agreed that using some Advisory time to search for, apply to, and research summer programs would be another great use of our time. So after our SAT prep time, students are encouraged to look into summer programs.

I have found that having some routine that involves some "goals" that the students find valuable is extremely helpful in terms of climate and productivity in Advisory. Students who are not participating in SAT prep or summer searching are usually working on school work or pretending they are doing something productive while hiding the fact that they are on their phone (#radicalcandor). These programs are only around 50% successful, but that is an improvement, in my eyes, from when we had a more volatile schedule where they didn't know what to expect and almost always reacted negatively to whatever I had for them to do.

Strongest positive interactions:

As students spend time in my Advisory (talking years here), they begin to open up with more personal and honest aspects of their lives. I remember one of my toughest students from my first advisory finally sharing (after years of passing) in a circle that he wanted to set a good example for his younger brother to follow and that he felt like he had a lot of work to do on that front moving forward. These interactions tend to happen more in one on one settings than in the Advisory group. I think some

students find it tough to share in the group setting because of past conflicts with people or associations. It's hard for them not to hold on to the past and know where they (or others) are on issues that they've never openly addressed. This is high school, there are grudges, there are social issues, there isn't much talking about them or moving on from them... I think that when we do circles and ask kids to share openly without the tools to address social challenges with others, we put them in difficult positions that they just aren't ready for, and then, when they don't participate, we (I) get frustrated that our plan we worked so hard on isn't working because students aren't participating. If we want them to be vulnerable, we need to create a real safe environment, and Advisory just has not been that for every kid. Oh, sorry, this was the positive... Despite my tangent there, kids sometimes do share things that are affecting them personally, they have someone at school who gives them unconditional love, they know that if they mess up, I'll give them another shot (unlimited shots...), and I think that's important for them. What we do in Advisory isn't as important as just being there for them and accepting them when they screw up (for the millionth time...).

I think the strongest negative was covered in my last point.

We force students into an uncomfortable situation beyond their acceptable level early on. They often come from our middle school with a serious distrust of teachers and staff. They expect punishment for "bad" behavior, rather than compassion (which we give them in the US, but they often take a long time to unlearn the defensive reactions they have built up). This is a deep valley to climb out of for many of them, and then we jump right in and demand that they be vulnerable. We have to read the room better, show them that we are here for them even when they make poor choices, that they are valuable, and so on. Advisory is just another thing they have to do. It would be better if it was something that could be whatever they needed it to be. We can nudge them toward good choices, but there's no point in forcing them to do things (even if they might be good for them) that they aren't ready to take on. I think all the negative interactions I've had with my Advisees have stemmed from me telling them they have to do something when they feel that they have something more important to do. I think this was best summed up by Tauji Louisville when we had our senior sendoff with them. She told me that (mind you this was after she spent almost all of her junior year in the office during advisory because she couldn't stand to be around me) I "finally learned to just let her" do what she needed. Basically, she said that I finally learned how to get out of her way.

Innovations:

1. Decide what Advisory's goals are. Pick one "North Star" goal to guide us, then pick a goal or two per year. Keep it simple. Make them relevant to students (SAT scores, Summer programs, College apps, homework, etc.), and roll them out when they are relevant to students (e.g. SAT prep can be a tough sell to freshmen, but they get homework!).
2. Let Advisory (at least at first) be a space for the kids to do what they need (even if that is homework!). They may not have reliable help at home and look, they have a teacher right in the room with them (or other students who might be able to help!). Then we can support them one on one if/when they need it. We can check in, they can relax/socialize/support each other with school work or even emotionally. Let them see that we care about them and want the best for

them. Then we can move on to bigger things when we establish a relationship. Teachers can decide how this looks, quiet time, social time, maybe a mix of both, games, activities, etc.

3. Work on turnover. The best part of Advisory is that you can be someone that gives your kids unconditional love/unlimited chances to be their best. This takes years to develop, we need to be better at keeping good people around.
4. Make Advisory smaller. 20+ is too many to be truly effective and build a deep relationship with them all, even over 4 years. We have so many adults here on campus, use them! To this point, I know that we need to have a credentialed “teacher of record” for each class so some adults “can’t” be advisors. I disagree. How do we do lunch, assemblies, field trips? We can get creative. We have open learning spaces, we can combine Advisory with lunch time. I think that we can make this work if we think about it, especially with the spaces in our new buildings. This is where adult to student ratio really matters. Let us get to know our kids, and let them get to know us.
 - a. On this topic, I think that it would be extremely healthy for our community to have those who make decisions around what we do in/what the goals of Advisory [are] be Advisors for 4 years. I think that then solutions/adjustments will become more clear. If I may be so bold, I challenge MWA leadership to all adopt Advisory as part of their job.
5. Avoid putting teachers in positions where we feel like we have to force our students to comply with activities they are not comfortable with/ready for. I spoke on this at length already, but basically, if we set our goals, we can sell the kids on the goals and make class relevant to them so that they opt in to the activities we really want them to participate in.
6. If we don’t have an ASM, no (or less) Friday Advisory. Less is more with Advisory. It should be a time the students look forward to (even if that is because it is a break from the rigor/stress of their day). If we don’t have an ASM on a Friday, add 10 min. back to every class! Or have Advisory be a short 15-20 min. check in, then add the rest of the time back to their classes! Forcing kids into community circles/adding another hour of planning is a recipe for conflict. If the students are stressed about work they have to do (or anything really), they will resent me for making them sit and listen to others, if the students aren’t following the brilliant plan I spent extra time on so that we can all connect and grow together, I will resent them. Bottom line, Friday Advisory time: short check in, or none at all. Give the time back to their classes.



AP Breakthrough

AY 2020-21

Growth Opportunity. In a recent report to the Making Waves Academy School Site Council, it was found that while 2019 saw the highest enrollment of Advanced Placement (AP) scholars since the inception of the AP program at MWA, nearly 70.0% did not pass their AP exams. (See Table 3. “Five-year AP Program Performance at Making Waves Academy”).

Innovation Intent and Vision. “AP Breakthrough” is a three-year initiative to increase AP exam scores for Making Waves Academy.

- The **innovation intent** of AP Breakthrough is to improve student performance on AP exams.
- The **vision** of AP Breakthrough is to increase the share of students who pass their AP exams with a score of 3 or higher by 20.0% over the next three years. AP Breakthrough will produce a document that captures the evidence-based strategies and practices¹ identified as having the most potential for broad impact at Making Waves Academy, which, at the end of this three-year process, can serve as a program evaluation tool.

Table 1. AP Breakthrough Timeline. AP Breakthrough incrementally paces exam score increases over a three-year period.

	AP Breakthrough Timeline			
	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
% of Scholars Passing AP Exams	30.0% Estimated	35.0% Projected	40.0% Projected	50.0% Projected
Priorities	Design project plan and collect feedback	Gather information on the AP program and identify themes Build an AP Culture from 5-12 Establish Vertical Teaming and PLCs	Deliverable: Use the Hanover Report to identify the strategies and practices that are believed to have the most potential for broad impact on improving exam scores at MWA	Introduce and embed strategies and practices Gather information on innovations, gain insights, and adapt the strategy

¹ “Best Practices for AP Programs.” Hanover Research, September 2014. The Hanover Report concentrates on identifying best practices that increase student performance on AP exams, particularly for at-promise and traditionally underserved minority students.

Table 2. AP Breakthrough Evidence-Based Strategies and Practices for Increasing AP Performance. As a starting point for identifying the strategies and practices that are believed to have the most potential for broad impact on improving exam scores at our school, we will use 58 findings from a 2014 Hanover Research Report. The Hanover report concentrates on best practices that are associated with increasing student performance on AP exams, particularly for at-promise and traditionally underserved minority students. Our current AP program leverages approximately 40.0% of these practices, however, more information will be collected in the first year of AP Breakthrough for a more accurate representation.

	Current	Future
Broad Foundation Strategies and Practices for Increasing AP Student Enrollment and Performance²		
Offer a rigorous curriculum beginning in elementary grades	✓	
Expand access to gifted programs	✓	
Analyze student results on precursors to college entrance exams--like PSAT and EXPLORE--to identify potential AP students and actively recruit them to enroll in AP courses		
Provide extra academic and social support to students	✓	
Dramatically increase the number of AP course offerings	✓	
Offer additional teacher training and professional development	✓	
Instill confidence in students about their college-going potential	✓	
Educate parents about the benefits of AP	✓	
An annual AP Parent Night, based on AP Potential results, can be a venue to outline the benefits of AP as an edge in college admissions, in addition to serving as a venue for families to learn how to support their children in AP		
District-Level Practices for Improving AP Access and Student Performance³		
Implement summer programs (e.g. summer “boot” or “boost” camps to help students prepare for specific AP courses.		
Introduce students to the unique academic challenges of the AP program and how to excel as an AP scholar. (Boot Camp Objective)		
Discuss the practical application of critical reading, teamwork, organization, problem solving, and communication skills inside and outside the classroom. (Boot Camp Objective)		

² “New Report Details Strategies to Boost Access to, Performance on Advanced Placement Exams for African-American Students in Urban School Districts,” The Broad Foundation-Education, June 2013.

³ “The 8th Annual AP Report to the Nation,” College Board, 2012.

Provide opportunities for students to develop a support network with their teachers and peers. (Boot Camp Objective)		
Create networks where teachers and administrators in the district can collaborate to improve instruction and student success ⁴ . (Boot Camp Objective)		
Establish district-level AP Vertical Teams that meet at least four times per academic year ⁵ . <i>See below for Essential Elements that Facilitate the Effective Functioning of AP Vertical Teams.</i>		
Use AP Potential to identify students in your district who are likely to succeed in AP courses.	✓	
Where there are sufficient numbers of potential students for particular subjects, use these data to select new AP courses to offer.	✓	
Require secondary schools to review current AP course enrollment practices to ensure that all students have access to academic pathways that will prepare them for AP. Leverage AP Potential to help eliminate gatekeeping mechanisms such as entrance exams.	✓	
Review district-wide student data to ensure proportionate AP enrollment, number of exams taken, course grades, and AP exam scores.		
Use AP Potential to identify minority students in the district who are likely to succeed in AP.	✓	
Implement grade-weighting policies for pre-AP and AP STEM classes, starting as early as the sixth grade.		
Use AP Potential to identify students in your district who are likely to succeed in AP math and science.	✓	
Where there are sufficient numbers of potential students for particular subjects, use these data to select new math and science course offerings.	✓	
Provide at least four opportunities per year for pre-AP and AP STEM teachers to vertically align their courses with the skills necessary in AP STEM subjects.		
Establish a program for pre-AP science classes that incorporates and develops		

⁴ Glendale Union High School District in Arizona emphasizes collaboration among AP teachers. For example, there are nine AP U.S. History teachers in the district and they meet once a semester to share best practices and new materials. The collaboration allows each teacher involved to benefit from the best of what the others are doing and to pass that benefit along to the students.

⁵ Chelsea Public Schools in Massachusetts has worked to ensure that middle school and high school curricula are vertically aligned so that when students “get to a place where they could take an AP course, they’re prepared to do that.” The aligned program begins in sixth grade, and the district emphasizes the importance of starting early so that when students “get to AP, they have the fundamentals that [AP teachers] can build on.”

laboratory-based skills necessary for success in AP science.		
Consider the Sprocket Project-Based Learning curriculum for AP Government or AP Environmental Science ⁶ .		
Essential Elements that Facilitate the Effective Functioning of AP Vertical Teams⁷		
Establishing a capacity-building program of high expectations for all students designed to increase rigor and improve student achievement in AP courses and exams		
Creating a comprehensive document aligned to the AP course description standards that identify the key skills/content to be taught at each grade level		
Analyzing district data in order to assess students' academic strengths and weaknesses		
Developing a common language between middle school and high school teachers		
Providing support to professional learning teams		
Facilitating opportunities to analyze and reflect on curriculum implementation		
Building a communication network from which to pool resources		
Embody the core competencies of a highly functional and successful AP Vertical Team, consisting of coherence, commitment, collegiality, and collaboration ⁸		
For an AP Score of ≥ 3, Adapted Best Practices from "The Relationship of AP Teacher Practices and		

⁶ Researchers at the University of Washington--who experimented with redesigned curricula for AP Government courses--found that AP Government students engaged in project-based learning at "poverty-impacted schools performed as well or better on the AP exam" as compared with students in AP courses that followed more traditional curricula. "Knowledge in Action Research: Results to Date," Edutopia, 2008.

⁷ "Vertical Teams," Center for College Readiness, Rice University.

⁸ From Marshall, Teri, the author of College Board's AP Vertical Teams workshops.

Student AP Exam Performance”⁹		
Review the AP Teacher’s Guide (Professional Development)		
Collaborate with mentor teacher (Professional Development)		
Review of released AP exams (Professional Development)		
Schedule (Influence of Resources)	✓	
Estimate of time students study on their own (Review Activity)		
Explain reasoning or thinking (Student Activity)		
Tests requiring lengthy responses (Assessment)		
Skills for supporting claims (Objectives)		
School policy: Who takes the exam	✓	
Percentage of students who take exam	✓	
Adequacy of school resources	✓	
Class size	✓	
Additionally, for AP Biology: Learn scientific methods (Objectives)		
Additionally, for AP United States History: Historical research skills/techniques (Objectives)		
For an AP Score of ≥ 4, Adapted Best Practices from “The Relationship of AP Teacher Practices and Student AP Exam Performance”¹⁰		

⁹ Paek, Pamela, et al. “The Relationship of AP Teacher Practices and Student AP Exam Performance,” College Board, 2007. A study by the College Board found “some incremental evidence that a school culture that includes significant engagement in professional development activities is associated with higher student performance” on the AP exam. Laitusis, Vytas. “An Analysis of the Relationship Between School-Level AP Professional Development Activity and Subsequent Student AP Performance,” College Board, 2012. However, a 2002 report from the College Board--which surveyed AP Calculus and AP English Literature and Composition teachers--indicated that research found little relation between teacher preparation and minority student success. The report notes that “overall, the teacher’s experience in teaching, academic degrees and certification, attendance at AP Workshops and Summer Institutes, or general sources of support at school, did not appear to be related to success in teaching minority students. Moreover, the study found that teachers’ “specific academic preparation in the subject and professional development in teaching techniques are also generally not related to success.” With this lens, Paek’s variables could be modified to de-prioritize “overall (teacher) experience,” “attended an AP Institute,” “participated in AP reading(s),” and “educational level attained,” in designing programmatic elements to optimize student AP exam performance.

¹⁰ Paek, Pamela, et al. “The Relationship of AP Teacher Practices and Student AP Exam Performance,” College Board, 2007.

Exemplary syllabi (Influence of Resources)	✓	
Schedule (Influence of Resources)	✓	
AP exam topics and/or scoring rubrics (Influence of Resources)		
Explain reasoning or thinking (Student Activity)		
Estimate of time students study on their own (Review Activity)		
Focus on AP exam preparation	✓	
Last month's percentage of class time to prepare for exam		
Percentage of students who take exam	✓	
Teach test-taking strategies		
Adequacy of school resources	✓	

Table 3. Five-year AP Program Performance at Making Waves Academy. 2019 saw the highest enrollment of AP scholars, as well as the highest share of students earning a 3 or higher on an AP exam. That said, approximately 70% of Wave-Makers do not pass their AP exams. Source: The College Board.

SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students	37	91	82	104	140
Number of Exams	37	131	144	158	231
AP Students with Scores 3+	1	23	19	28	47
% of Total AP Students with Scores 3+	2.7	25.3	23.2	26.9	33.6



AP Potential Results

AY 2020-21

AP Potential analyzes the performance of 8th through 11th graders who took the 2019 PSAT and identifies students with between a 60-100% likelihood of scoring a 3 or higher on AP Exams.

AP Potential for Currently Offered Courses

Course Name	Grade 8	Grade 9	Grade 10	Grade 11	Total
AP Calculus AB			1	5	6
AP Government		1	1	7	9
AP Psychology	1	6	4	18	29
AP Statistics		1	1	7	9
AP US History		2	2	11	15
AP Biology ¹		2	2	11	15
AP English Language	3	5	6	18	32

AP Potential for Possible Future Courses

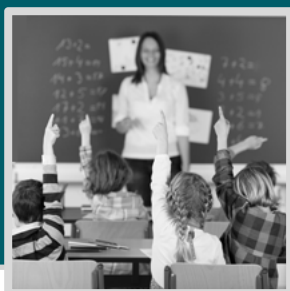
Course Name	Grade 8	Grade 9	Grade 10	Grade 11	Total
AP Art History	3	5	6	18	32
AP Chemistry			1	5	6
AP Comparative Government		2	1	9	12
AP Computer Science A		1	1	6	8
AP Computer Science Principles	2	7	6	25	40
AP English Literature	1	1	1	5	8

¹ AP Biology was not offered in AY 2019-20.

AP Environmental Science		2	1	9	12
AP European History		2	2	12	16
AP Human Geography	1	6	4	18	29
AP Macroeconomics			1	5	6
AP Microeconomics		2	1	5	12
AP Music Theory		2	2	11	15
AP Physics 1				4	4
AP Physics C: Electricity and Magnetism				4	4
AP Physics C: Mechanics		1	1	6	8
AP World History	2	6	5	22	35

Best Practices for AP Programs

September 2014



In the following report, Hanover Research assesses best practices in AP programs. The report concentrates on identifying practices that increase student performance on AP exams, particularly for at-risk and traditionally underserved minority students.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research assesses best practices in AP programs. The report concentrates on identifying practices that increase student performance on AP exams, particularly for at-risk and traditionally underserved minority students. The report is divided into two sections and an appendix.

- **Section I** discusses strategies and practices that have been correlated with increased passing rates on AP exams, as well as practices that responsibly expand access to AP courses for minority and at-risk students.
- **Section II** profiles AP program practices at school districts that have been nationally recognized for their improved student performance on AP exams and for increasing access to AP courses.
- The **appendix** provides national AP exam participation and performance data. These data are included to provide benchmarks for national performance averages, across the range of potential exam scores, both in aggregate and disaggregated by minority population (African-American and Hispanic).

KEY FINDINGS

- **Research suggests that participation in the AP program is unlikely to reduce the cost of a college education.** Researchers note that despite the common claim that success on AP exams —and the college credits that students can earn as a result— make college more affordable, most students do not earn enough credits to reduce their time to degree. Additionally, most students who are eligible for college credit nonetheless repeat in college those courses for which AP credit is available.
- **School districts and education advocacy groups emphasize the importance of teacher professional development opportunities to enhancing AP student performance.** AP Summer Institutes offered by the College Board, as well as other professional development activities such as AP teacher collaboration and new AP teacher mentorship, are cited as commonly used and beneficial resources. However, despite the widespread emphasis on teacher professional development, research indicates that it is very difficult to correlate specific teacher professional development activities and programs with improved student achievement.
- **Vertical alignment of curricula and pre-AP/AP teaching teams are recognized as essential strategies for preparing students to succeed in AP courses and on AP exams.** By vertically aligning curricula, school districts systematically help students to build the skills they need to meet the demands of rigorous AP coursework, as opposed to hoping that pre-AP coursework will inherently teach students what they need to know. Similarly, by establishing AP Vertical Teams, districts ensure that pre-AP and AP teachers collaborate to create unified course materials that prepare students for subsequent challenges, and, ultimately, for AP courses.

- **Districts and educators also highlight the importance of providing a variety of support structures for AP students.** Such supports include AP Summer Boot Camps, which teach students skills they need for AP courses and help them to build a support network among fellow AP students and AP teachers, as well as extra-curricular tutoring. Some school districts offer financial support, either by paying student fees for taking the AP exam or by providing incentives for passing scores.
- **It is important for school districts to identify students who are likely to succeed in AP courses and to encourage them to enroll.** Tools like AP Potential enable administrators and AP coordinators to identify students whose grades and performance on standardized tests suggest they are prepared for the rigors of AP. Proper identification of talent is important for expanding access to AP while ensuring that students enrolled in AP courses will benefit from them. Some research suggests that students who cannot pass the AP exam may not benefit from AP courses, despite the frequent claim to the contrary.

SECTION I: IMPROVING AP SCORES

This section discusses AP program strategies and practices associated with expanded access to AP courses and improved student performance on AP exams. In particular, this section focuses on practices that increase the passing rate (i.e., a score of three or better) for traditionally underserved minorities and students from low-income families. The practices discussed primarily fall under three categories: teacher professional development, student support, and curricular design.

TEACHER PROFESSIONAL DEVELOPMENT AND PRACTICES THAT AFFECT AP PERFORMANCE

Researchers frequently acknowledge the difficulty associated with accurately assessing the impact of teaching practices on student achievement. In a review of numerous studies of the correlation between teacher practice and student achievement, Paek et al. highlight a variety of challenges that mitigate that accuracy of such studies, noting that the studies reviewed:

...indicate some of the difficulties in linking teacher practices to student achievement gains: the difficulty of representing the complexity of classroom practices and dynamics, the challenge of accurately measuring student learning, problems in collecting the data at the teacher level, and the temptation to make causal inferences from observational studies.¹

Despite the difficulty of linking teacher practices to student achievement, Paek et al. designed a survey-based study of AP teacher practices, the survey being “the method of choice to get a relatively large sample as needed for adequate statistical analysis.”² The survey was designed to assess “several practices representative of what little is known about AP teachers’ practices; while also including specific practices that we hypothesized, based on the literature review, to be more effective,” as well as factors that affect teacher practices, such as substantive expertise and training, school context, and classroom context for AP Biology and AP U.S. History courses.³ The study found that “professional development was consistently significant in models for both subjects,” as were school and class context.⁴ Figure 1.1, on the next page, shows the variables that were determined to be statistically significant in terms of their impact on student AP exam performance.

¹ Paek, Pamela, et al. “The Relationship of AP Teacher Practices and Student AP Exam Performance,” College Board, 2007. p.4. <http://www.ets.org/Media/Research/pdf/RR-05-10.pdf>

² Ibid.

³ Ibid. p.5.

⁴ Ibid. p.24.

Figure 1.1: Variables That Affect Student Performance on AP Exams

COURSE	STATISTICALLY SIGNIFICANT (p < 0.10) VARIABLES	
	AP score ≥3	AP Score ≥ 4
AP Biology	Overall (teacher) experience PD: Attended an AP Institute PD: Review AP Biology Teacher’s Guide IOR: Schedule Percentage of students who take exam Class size OB: Learn scientific methods AS: Tests requiring lengthy responses RA: Estimate of time students study on their own	IOR: Exemplary syllabi IOR: Schedule IOR: AP Exam topics and/or scoring rubrics Percentage of students who take exam Teach test-taking strategies SA: Explain reasoning or thinking CU: Teacher research info on the Web Focus on AP Exam preparation Last month’s percentage of class time to prepare for exam RA: Estimate of time students study on their own
AP U.S. History	PD: Collaborate with mentor teacher PD: Review of released AP Exams PD: Participated in AP Reading(s) IOR: Schedule Adequacy of school resources School policy: Who takes the exam Percentage of students who take exam OB: Skills for supporting claims OB: Historical research skills/techniques SA: Explain reasoning or thinking RA: Estimate of time students study on their own	Educational level attained IOR: Schedule Adequacy of school resources Percentage of students who take exam OB: Historical research skills/techniques SA: Explain reasoning or thinking RA: Estimate of time students study on their own

Abbreviations used in this table:

AS: assessment, CU: computer use, FB: feedback, IOR: influence of resources, OB: objectives, PD: participation in professional development activities, RA: review activity, SA: student activity.

Source: Paek et al.⁵

Other research suggests that the importance of AP-specific professional development for teachers, as well as overall teacher qualifications, is not at all clear. A recent study by the College Board, titled “An Analysis of the Relationship Between School-Level AP Professional Development Activity and Subsequent Student AP Performance,” found “some incremental evidence that a school culture that includes significant engagement in professional development activities is associated with higher student performance” on the AP exam.⁶

However, a 2002 report from the College Board—which surveyed AP Calculus and AP English Literature and Composition teachers—indicated that research found **little relation between teacher preparation and minority student success**. The report notes that “overall, the teacher’s experience in teaching, academic degrees and certification, attendance at AP workshops and Summer Institutes, or general sources of support at school, did not appear

⁵ Ibid. p.23.

⁶ Laitusis, Vytas. “An Analysis of the Relationship Between School-Level AP Professional Development Activity and Subsequent Student AP Performance,” College Board, 2012. p.11.
<http://research.collegeboard.org/sites/default/files/publications/2013/1/researchreport-2012-8-advanced-placement-professional-development-student-performance.pdf>

to be related to success in teaching minority students.”⁷ Moreover, the study found that teachers’ “specific academic preparation in the subject and professional development in teaching techniques are also generally not related to success.”⁸

COLLEGE BOARD AP PROGRAM EDUCATOR RESOURCES

The College Board offers a variety of professional development resources for educators designed to help teachers improve the quality of instruction and student performance on AP exams. These resources include:

- **AP and Pre-AP Summer Institutes:** These institutes are subject-specific opportunities that provide AP teachers “with the support and training needed to teach AP courses and to utilize pre-AP teaching strategies. Teachers from around the world come together at these institutes to exchange ideas and information about AP courses and exams.”⁹ Topics covered include:¹⁰
 - AP courses: goals, objectives, content, resources, bibliographies, and equipment
 - The AP Examination: how it is developed and graded
 - Syllabi, lesson plans, and assignments
 - How to refresh and improve existing AP courses
 - Recent changes in AP Course Descriptions
 - Strategies for teaching students at beginning or intermediate levels
 - Vertical teaming
- **AP Potential:** AP Potential is a “free Web-based tool” designed to help schools and districts identify potential AP students.¹¹ The tool enables educators to:¹²
 - Identify students likely to succeed on AP Exams
 - Improve access to AP
 - Analyze data and PSAT/NMSQT scores
 - Ensure that no student with the potential to succeed in AP is overlooked
 - Help make determinations as to which AP courses to offer
- **AP Vertical Team Workshops:** The College Board offers a number of workshops pertaining to the establishment and facilitation of effective vertical teams for pre-AP/AP curricula and programs.^{13, 14}

⁷ Burton, Nancy W., et. al. “Minority Student Success: The Role of Teachers in Advanced Placement Courses.” College Board. Jan. 2002. p.19. <http://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2002-8-minority-student-success-role-teachers-advanced-placement.pdf>

⁸ Ibid.

⁹ “AP and Pre-AP Summer Institutes,” College Board. <http://professionals.collegeboard.com/prof-dev/workshops/summer-institutes>

¹⁰ Bullet points quoted from: Ibid.

¹¹ “AP Potential,” College Board. <http://professionals.collegeboard.com/k-12/prepare/appotential>

¹² Bullet points quoted from: Ibid.

¹³ “Pre-AP Instructional Leadership Through AP Vertical Teams,” College Board. <http://professionals.collegeboard.com/prof-dev/workshops/k-12/pre-ap-ins-vertical>

PROMISING PRACTICES FOR INCREASING STUDENT PERFORMANCE ON AP EXAMS

In its “Annual AP Report to the Nation,” the College Board identifies effective practices that promote expanded access to AP courses and improve student performance on AP exams. The strategies and practices in the 2012 report focus on ways that increase educational rigor, promote equity, and support STEM education (the 2013 report offers very similar recommendations, but in a more abbreviated form).¹⁵ The district-level practices that the 2012 report identifies are highlighted in Figure 1.2.

Figure 1.2: District-Level Practices for Improving AP Access and Student Performance

GOAL	EFFECTIVE PRACTICES
<p>Increasing Rigor</p>	<ul style="list-style-type: none"> ■ Implement summer programs (e.g., summer “boot” or “boost” camps) to help students prepare for specific AP courses. ■ Create networks where teachers and administrators in the district can collaborate to improve instruction and student success. ■ Establish district-level AP Vertical Teams that meet at least four times per academic year. ■ Use AP Potential to identify students in your district who are likely to succeed in AP courses. ■ Where there are sufficient numbers of potential students for particular subjects, use these data to select new AP courses to offer.
<p>Promoting Equity</p>	<ul style="list-style-type: none"> ■ Require secondary schools to review current AP course enrollment practices to ensure that all students have access to academic pathways that will prepare them for AP. Leverage AP Potential to help eliminate gatekeeping mechanisms such as entrance exams. ■ Review district-wide student data to ensure proportionate AP enrollment, number of exams taken, course grades, and AP exam scores. ■ Use AP Potential to identify minority students in the district who are likely to succeed in AP.
<p>Supporting STEM</p>	<ul style="list-style-type: none"> ■ Implement grade-weighting policies for pre-AP and AP STEM classes, starting as early as the sixth grade. ■ Use AP Potential to identify students in your district who are likely to succeed in AP math and science. ■ Where there are sufficient numbers of potential students for particular subjects, use these data to select new math and science course offerings. ■ Provide at least four opportunities per year for pre-AP and AP STEM teachers to vertically align their courses with the skills necessary for success in AP STEM subjects. ■ Establish a program for pre-AP science classes that incorporates and develops the laboratory-based skills necessary for success in AP science.

Source: College Board¹⁶

¹⁴ “Pre-AP: Setting the Cornerstones for AP Vertical Teams,” College Board.

<http://professionals.collegeboard.com/prof-dev/workshops/k-12/pre-ap-vertical>

¹⁵ “The 8th Annual AP Report to the Nation,” College Board. p.10.

http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP_Main_Report_Final.pdf

¹⁶ Practices quoted from: Ibid. p.26.

The 2014 annual AP report offers a set of effective strategies and practices used by school districts that the College Board has awarded its “District of the Year” accolade for their gains in the areas of expanded AP access and improved student performance on AP exams. Figure 1.3 presents these practices along with each district’s explanation of their implementation.

Figure 1.3: Effective Practices for Improving AP Access and Student Performance

PRACTICE	IMPLEMENTATION
<p>Align Curriculum and Instruction <i>(Chelsea Public Schools, MA)</i></p>	<p>The district has worked to ensure that middle school and high school curricula are vertically aligned so that when students “get to a place where they could take an AP course, they’re prepared to do that.” The aligned program begins in sixth grade, and the district emphasizes the importance of starting early so that when students “get to AP, they have the fundamentals that [AP teachers] can build on.”</p>
<p>Support Teacher Professional Development <i>(Glendale Union High School District, AZ)</i></p>	<p>The district emphasizes collaboration among AP teachers. For example, there are nine AP U.S. History teachers in the district and they meet once a semester to share best practices and new materials. The collaboration allows each teacher involved to benefit from the best of what the others are doing and to pass that benefit along to the students.</p>
<p>Remove Financial Barriers <i>(Glendale Union High School District, AZ)</i></p>	<p>For every student that completes an AP course, the district pays for the exam. A teacher in the district suggests that this “sends an implicit message to students that this is something for them and we believe in [them] so much that we’re willing to pay the entrance fee.” It speaks to the district’s culture of trying to remove obstacles “so that students can access what they thought might have been inaccessible.”</p>
<p>Identify and Recruit Students with Potential <i>(North East Independent School District, TX)</i></p>	<p>The district expends significant effort trying to identify students who may have success in AP courses. The tools that the district uses in this regard include disaggregated state testing data and AP Potential. In addition to identification, the school emphasizes regular meetings between students and counselors—at which they “just talk one on one and look at their testing data and find out what are their goals and aspirations”— in order to find students who might not participate in the program. As one teacher puts it, the district seeks to assure students “that we, the adults, are there to help them. We’re the support system and we’re going to use all the tools in the toolbox to make sure that they find success,” despite the challenges of AP coursework.</p>

Source: College Board¹⁷

¹⁷ “10th Annual AP Report to the Nation,” College Board.
<http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-to-the-nation-single-page.pdf>

PROJECT-BASED LEARNING FOR AP COURSES

A recent study (Knowledge in Action) suggests that “a course of quasi-repetitive projects can lead to higher scores on the AP test.”¹⁸ Researchers at the University of Washington—who experimented with redesigned curricula for AP Government courses— found that AP Government students engaged in project-based learning at “poverty-impacted schools performed as well or better on the AP Exam” as compared with students in AP courses that followed more traditional curricula.¹⁹ The study notes that students engaged in project-based AP government courses “in two poverty-impacted schools had an 88 percent pass rate (scoring 3 or higher out of 5) and a 55 percent high pass rate (scoring 4 or 5 out of 5) in comparison with the national average of a 24 percent pass rate and a ten percent high pass rate for students in comparable schools.”²⁰ Other notable findings from the study include:²¹

- Students in project-based AP Environmental Sciences courses at “poverty-impacted schools had a 19 percent higher pass rate” than students in more traditional courses at comparable schools.
- Students in project-based AP Environmental Sciences courses at poverty-impacted schools “on average, earned 33 percent higher scores on the AP Exam” than students enrolled in more traditional courses at control schools.
- “Teachers participating in the study saw gains of 20 percent on AP test pass rates when they adopted the Knowledge in Action [project-based learning] curriculum when compared with the performance of their students from the previous year at the same school using a traditionally taught curriculum.”

PRE-AP PREPARATION AND AP BOOT CAMPS

With regard to expanding student access to AP courses, the National Center for Educational Achievement (NCEA) highlights the importance of adequate student preparation preceding enrollment in AP courses. The NCEA notes that:

AP courses are college-level courses designed for high school students who are ready for college-level coursework. Because of this, a student taking an AP course should be ready for college-level coursework in the relevant subject before taking the course in order to be adequately prepared to succeed in it. Embracing and promoting the notion that “AP is for everyone” does not relieve schools and school districts of the responsibility to ensure that students are adequately prepared to benefit from these courses. Therefore, educators and policymakers who are serious about expanding access to AP courses and exams should focus their attention on

¹⁸ Parker, et al. “Beyond Breadth-Speed-Test: Toward Deeper Knowing and Engagement in an Advanced Placement Course,” *American Education Research Journal*, 2013.
<http://aer.sagepub.com/content/early/2013/10/01/0002831213504237.abstract>

¹⁹ “Knowledge in Action Research: Results to Date,” Edutopia. <http://www.edutopia.org/knowledge-in-action-PBL-research-results>

²⁰ Ibid.

²¹ Ibid.

ensuring that elementary, middle, and high school curricula prepare all students—**particularly minority and low-income students**—for college-level work.²²

One way that schools and districts prepare students for the demands of AP coursework is through the use of “boot camps” that take place in the summer preceding AP course enrollment. Such boot camps take a variety of forms. For example, in York County School Division (Virginia), Tabb High School runs a three-day AP summer boot camp that helps **students new to the AP program** develop academic skills necessary for AP exam success.²³ The curriculum for the camp includes “lessons on how to approach multiple choice questions, essay writing basics, tips for success in math and science, how to build one’s vocabulary, and, perhaps most importantly, how to study.”²⁴ The curriculum culminates in a capstone project through which students demonstrate the skills and knowledge they developed over the course of the camp.

By contrast, the one-day AP summer boot camp run by Mitchell High School, of Pasco County Schools (Florida), focuses on building more generalized skills such as critical reading, teamwork, organization, problem solving, and communication.²⁵ Other goals of the program include:²⁶

- Introduce students to the unique academic challenges of the JWMHS AP Program and how to excel as an AP Scholar;
- Discuss the practical application of critical reading, teamwork, organization, problem solving, and communication skills inside and outside the classroom; and
- Provide opportunities for students to develop a support network with their teachers and peers.

At Pioneer High School, in the Woodland Joint Unified School District (California), the AP summer boot camps are designed to develop general skills as well as specific academic skills. The subject-specific (AP European History) camps focus on “strengthening academic foundations and refining advanced learning skills,” such as time management, team building, and AP essay writing.²⁷ The camp consists of two three-day sessions and is free of charge (but has no funding from the school district).²⁸ Figure 1.4, on the next page, shows a sample schedule for a boot camp session.

²² “The Advanced Placement Program Benefits Mainly Well-Prepared Students Who Pass AP Exams,” The National Center for Educational Achievement, ACT Inc. <http://www.nc4ea.org/linkservid/CABFA6CC-33AC-47BF-94E144B5EAB54145/showMeta/0/>.

²³ Lester, Amber. “Get Schooled: Boot Camp, AP Style.” WY Daily. April 30, 2010. <http://wydailyarchives.com/2010/04/30/get-schooled-boot-camp-ap-style/>

²⁴ Ibid.

²⁵ “4th Annual J.W. Mitchell High School Advanced Placement Boot Camp,” J.W. Mitchell High School. <http://jwmhs.pasco.k12.fl.us/wp-content/uploads/jwmhs/2014/05/updated-bootcamp-brochure-2014.pdf>

²⁶ Quoted from: Ibid.

²⁷ “Pioneer High School AP Boot Camp,” Pioneer High School. <http://pioneer-wjUSD-ca.schoolloop.com/APBOOTCAMP>

²⁸ Ibid.

Figure 1.4: Pioneer High School AP Boot Camp Sample Schedule

DAY	CONTENT
Day One	<ul style="list-style-type: none"> ▪ Group Dynamics ▪ Class Expectations ▪ AP Note-taking- Expectations and Tips ▪ Summer Assignment
Day Two	<ul style="list-style-type: none"> ▪ Time Management ▪ FRQ's: What are they? ▪ APPARTS assignments ▪ Summer Assignment
Day Three	<ul style="list-style-type: none"> ▪ DBQ's: What are they? ▪ Student Led Discussions/ Study Groups ▪ Summer Assignment

Source: Pioneer High School²⁹

AP VERTICAL TEAMS

Another strategy—tied in directly with pre-AP preparation for students—that schools and districts frequently employ to improve student performance in AP courses and on the AP exam is to establish AP Vertical Teams. According to the Delaware Department of Education:

An AP Vertical Team is a group of teachers from different grade levels, typically grades 6 through 12, in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills necessary for success in the Advanced Placement Program. Some AP Vertical Teams also include district administrators, principals, curriculum coordinators, and guidance counselors.³⁰

The Rice University Center for College Readiness—which notes that AP Vertical teaming is intended to “equip students with the necessary foundational skills at each grade level, through vertical alignment of the curriculum, to ensure student success once they reach college level, AP courses”— has identified a number of essential elements that facilitate the effective functioning of AP Vertical Teams.³¹ These include:³²

²⁹ Ibid.

³⁰ “Pre-AP Initiatives and Vertical Teams,” Delaware Department of Education.

http://www.doe.k12.de.us/infosuites/students_family/ap/profdev/cb_pages/cbw2.shtml

³¹ “Vertical Teams,” Center for College Readiness, Rice University. <http://collegeready.rice.edu/vertical-teams>

³² Bullet points quoted from: “Vertical Teams,” Center for College Readiness, Rice University. <http://collegeready.rice.edu/vertical-teams>

- Establishing a capacity-building program of high expectations for all students designed to increase rigor and improve student achievement in Advanced Placement courses and exams
- Creating a comprehensive document aligned to the AP Course Description standards that identify the key skills/content to be taught at each grade level
- Analyzing district data in order to assess students' academic strengths and weaknesses
- Developing a common language between middle school and high school teachers
- Providing support to professional learning teams
- Facilitating opportunities to analyze and reflect on curriculum implementation
- Building a communication network from which to pool resources

Moreover, the author of the College Board's AP Vertical Teams workshops, Teri Marshall, suggests that "the core competencies of a highly functional and successful AP Vertical Team" consist of coherence, commitment, collegiality, and collaboration.³³ Figure 1.5 highlights Marshall's explanation of these competencies.

³³ As quoted in: Ibid.

Figure 1.5: Competencies of Successful AP Vertical Teams

COMPETENCIES	DESCRIPTION
Coherence	A coherent AP Vertical Team has a sense of unity and connectedness based upon a common understanding of the principles and philosophy of the College Board and its Advanced Placement Program. This provides a firm foundation on which the members of an AP Vertical Team can make decisions and set goals that are in clear support and observance of these tenets.
Commitment	Commitment is synonymous with obligation, duty, and pledge. An AP Vertical Team is composed of individuals who are committed to the actualization and application of the mission of the AP Program and pre-AP initiatives. The College Board trusts that the discipline-based AP Vertical Team will adhere to the principles of equity and excellence as it works to improve student participation and performance in the Advanced Placement Program.
Collegiality	Without the commitment to working towards a common set of goals and standards, collegiality cannot develop. The successful establishment of an AP Vertical Team depends upon the collegial relationship among its members. A collegial AP Vertical Team has continuous planning sessions on improving student learning and sharing expectations of quality work. . Ultimately, the collegial efforts of an AP Vertical Team will result in coherent school experiences and consistent academic expectations for students.
Collaboration	A collaborative team of teachers engages in mutual decision making to resolve curricular and instructional issues that impact student achievement. Student learning forms the foundation of all efforts of a collaborative team. The members of a collaborative AP Vertical Team feel secure in calling on one another to discuss new ideas or strategies that help build their expertise and contribute to student achievement. A collaborative spirit grows as members of the AP Vertical Team build trust among experienced and new members of the team, hold themselves accountable for attending meetings and implementing team decisions, and celebrate the progress and successes of their own achievements as well as their students.

Source: Center for College Readiness, Rice University³⁴

AP PROGRAM PRACTICES THAT ENCOURAGE MINORITY STUDENT SUCCESS: FINDINGS BY THE BROAD FOUNDATION

The Broad Foundation, which seeks to improve urban public education in the United States, has identified practices used in “urban school districts with promising trends in student achievement and college-readiness,” based on an analysis of “four years of AP exam participation and passing rates for students in the 75 districts whose demographics qualify them for consideration for the annual Broad Prize for Urban Education.”³⁵ Eligibility “in 2014 is based on CCD data for the 2010-2011 academic year;” the eligibility criteria for the Broad Prize for Urban Education are as follows:³⁶

- K–12 districts serving at least 42,500 students that have at least 40 percent of students eligible for free or reduced-price school lunch (FRSL), at least 40 percent of students from minority groups, and an urban designation (Locale Code 11, 12, or 21

³⁴ Descriptions quoted from: Ibid.

³⁵ “New Report Details Strategies to Boost Access to, Performance on Advanced Placement Exams for African-American Students in Urban School Districts,” The Broad Foundation-Education. June 2013

³⁶ Quoted from: “Eligible School Districts,” The Broad Prize for Urban Education. http://www.broadprize.org/about/eligible_school_districts.html#eligible

- in the Common Core of Data*). In states where more than 10 districts qualify under this criterion, only the 10 largest qualifying districts are eligible.
- In states with no districts meeting the criteria in the bullet point above, the next largest districts in the nation with at least 40 percent FRSL, at least 40 percent minority, and an urban designation, in order to bring the total number of eligible districts to 75. Only one district per state can qualify under this group of criteria.
 - Winners from the previous three years are ineligible (currently, Houston Independent School District, Miami-Dade County Public Schools, and Charlotte-Mecklenburg Schools).

The Broad Foundation’s analysis found that a variety of strategies and practices—from potential AP student identification to parental engagement—enabled districts “to raise performance on AP tests without losing ground on participation.”³⁷ Figure 1.6 highlights these strategies and practices for increasing access and narrowing achievement gaps between African American students and white students.

Figure 1.6: Strategies and Practices for Increasing AP Student Enrollment and Performance

- Offer a rigorous curriculum beginning in elementary grades
- Expand access to gifted programs
- Analyze student results on precursors to college entrance exams—like PSAT and EXPLORE—to identify potential AP students and actively recruit them to enroll in AP courses
- Provide extra academic and social support to students
- Dramatically increase the number of AP course offerings
- Offer additional teacher training and professional development
- Instill confidence in students about their college-going potential
- Educate parents about the benefits of AP

Source: Broad Foundation³⁸

IDENTIFYING POTENTIAL AP TALENT TO EXPAND ACCESS

The Broad Foundation’s report on promising practices for AP programs that seek to increase African American student participation and achievement notes that a key strategy for achieving this goal entails the “expansion of gifted selection criteria and a broader search for potential,” especially beginning in elementary school.³⁹ The report cites the example of the Fulton County School System (Georgia), where “in the past only two elementary schools housed gifted programs” and “fewer than 300 elementary students were identified as gifted” a decade ago.⁴⁰ Now, “the district has a gifted education teacher on staff at all 58 of

³⁷ “New Report Details Strategies to Boost Access,” Op cit.

³⁸ Ibid.

³⁹ “The Road to Equity Expanding AP Access and Success for African-American Students,” The Broad Foundation. p.3. <http://broadeducation.org/img/roadtoequity.pdf>

⁴⁰ Ibid. p.5.

its elementary schools” and more than 1,000 students are identified as gifted and “nearly 2,000 are receiving gifted services.”⁴¹

The report notes that the senior vice president for the AP program, Trevor Packer, claims that the “single most successful strategy in improving AP exam passing rates is a rigorous curriculum planned back to the start of elementary school” and “a powerful effect of the AP program can be to encourage higher standards to be implemented in the grades prior to AP.”⁴² In addition to early identification of potentially gifted students, the districts highlighted by the Broad Foundation:

...continue to mine their student populations for potential talent in later years. Most of the six districts are using the College Board program AP Potential to analyze PSAT scores. Students’ PSAT scores have proven a far better predictor of success in AP courses than the more conventional criteria of grades: A College Board study showed only a 0.28 correlation between AP exam passage and grade point average, while the correlation with PSAT scores was 0.5 to 0.7.⁴³

Jefferson County Public Schools (Kentucky) uses the EXPLORE test, which is affiliated with the ACT, to identify “possible AP talent.” The district also “improved its counseling process to help more students, particularly students of color, see themselves as college-going material” and “began a fast-track curriculum that advances participants through their required math courses by the end of sophomore year, freeing junior and senior year for such classes as AP Calculus and AP Statistics.”⁴⁴ The district also benefitted from the National Math +Science Initiative (NMSI) affiliated AdvanceKentucky program, which “offers financial incentives to teachers and students for boosting AP performance.”⁴⁵

ENCOURAGING AP ENROLLMENT AND SUCCESS THROUGH STUDENT SUPPORT

An administrator at Jefferson Country Public Schools notes that, more than any specific strategy or intervention, the most important tactic for expanding AP access and success for minority students “is just giving these kids the confidence that they can do the work.”⁴⁶ In this regard, the Broad Foundation suggests that “student advising and parent outreach are critical components in the districts narrowing racial achievement gaps,” noting that:

Orange County [(Florida)] schools invite families to an annual AP Parent Night based on AP Potential results to outline the benefits of AP as an edge in college admissions and as a time- and money-saver if credit is obtained. Cobb County (Georgia) holds parent nights in the spring before course registration and in the fall to discuss how families can support their children in AP courses.⁴⁷

⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid. p.6.

⁴⁴ Ibid. p.7.

⁴⁵ Ibid.

⁴⁶ As quoted in Ibid.

⁴⁷ Ibid.

Other forms of support that districts provide, and which especially benefit minority students, include:⁴⁸

- Orange County Public Schools funds six-week “AP Camps” on Saturdays leading up to the exams, paying teachers to provide additional preparation and providing student transportation;
- Cobb County School District middle and high schools offer an elective course for students wanting to develop the analytic skills required to do well in challenging classes;
- Garland Independent School District (Texas) offers Advancement Via Individual Determination (AVID), a national program to support students who will be the first generation in their families to go to college, at schools with high African-American and Hispanic populations.

TEACHER PROFESSIONAL DEVELOPMENT

In addition to the previously mentioned financial incentives attached to increased student performance on AP exams, the districts examined in the Broad Foundation report use a number of strategies and practices to prepare teachers for the demands of teaching AP courses. For example, many of the districts send their AP teachers to College Board AP Summer Institutes; Orange County Public Schools “requires teachers to participate in a five-day College Board summer program before they’re eligible to start teaching an AP class.”⁴⁹

The Fulton County School System “runs its own summer institute where veteran AP teachers model effective instruction for new AP teachers, with the added benefit that targeted students are invited to attend.”⁵⁰ During institute sessions, “new AP teachers first watch and then develop their own lessons, implemented later in the week as the veterans observe and offer feedback,” and students “learn strategies for success that are applicable with any AP class.”⁵¹

CHALLENGES THAT ACCOMPANY INCREASED AP ACCESS

Despite the numerous benefits of the AP program, there are significant challenges associated with the expanded access to AP courses that has been a key goal of the College Board, advocacy groups, and school districts across the United States. Education observers have noted that the accepted narrative of the AP program—that expanded access benefits all students who participate in the program—may not reflect the reality in classrooms. In particular, accompanying expanded participation in the program has been a concomitant decline in the overall pass rate, of “four percentage points (to 57 percent),” leading some to

⁴⁸ Ibid. pp.8-9.

⁴⁹ Ibid. p.10.

⁵⁰ Ibid.

⁵¹ Ibid.

question the value of the program to students who participate but who cannot pass their AP exams.⁵²

Philip Sadler, co-editor of the book *AP: A Critical Examination of the Advanced Placement Program*, notes that “although the College Board says that simply taking an AP course is really a very positive thing for students—because it shows them what college-level work is and that it’s advantageous for all students,” research finds that “students who take AP courses in the sciences and then fail the AP exam don’t appear to do any better in their college science courses than those who haven’t taken an AP course at all.”⁵³ Additionally, Sadler highlights the opportunity costs that can be associated with AP courses. He notes that “students who fail—who don’t pass the AP exam...don’t appear to have learned anything during the year, so there is probably a better course for them.”⁵⁴ Economists note that the AP courses divert resources—such as the best teachers and the best materials—that could be used “for other advanced courses that would be more appropriate for these students’ level,” or “for other kids who might need more help or support.”⁵⁵

Additionally, experts have challenged the claim that the AP program can increase the likelihood that students will graduate. One study found that “students (**and particularly low-income students and students of color**) who failed an AP exam were no more likely to graduate from college than were students who did not take an AP exam.”⁵⁶ Likewise, other studies have found that—accounting for background variables, “such as family income and parental education,” and “controlling for academic and socioeconomic factors”—having taken AP courses had a statistically insignificant impact on student performance.⁵⁷

Moreover, research has disputed the argument that AP courses can make college more affordable. The argument holds that enrollment in AP courses shorten the time it takes to earn a degree, thereby reducing the cost of that degree. However, researchers have shown “**that after controlling for background variables between AP and non-AP students, taking AP courses has very little impact on time to degree.**”⁵⁸ The reasons for this minimal impact include:⁵⁹

- **Differential treatment of AP scores by colleges:** “While some colleges allow students to earn college credit with a passing exam score, others may advance students to the next level in a given subject but not award them any credit. Moreover, the very definition of a passing score varies from school to school, with a

⁵² “The Advanced Placement backlash: Is the pendulum swinging too far?” Michael and Susan Dell Foundation. <http://www.msdf.org/blog/2013/08/the-advanced-placement-backlash/>

⁵³ As quoted in: Hood, Lucy. “Putting AP to the Test: New Research assesses the Advance Placement program,” Harvard Education Letter, Harvard Education Publishing Group, 2010. http://hepg.org/hel-home/issues/26_3/helarticle/putting-ap-to-the-test_466

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ “The Advanced Placement Program: Living Up To Its Promise?” Challenge Success. pp.3-4.

<http://www.challengesuccess.org/Portals/0/Docs/ChallengeSuccess-AdvancedPlacement-WP.pdf>

⁵⁷ Ibid. p.4.

⁵⁸ Ibid. p.5.

⁵⁹ Ibid.

- 3, 4, or 5 constituting a passing score at many schools and departments, while only a 4 or above is a passing score at others.”
- **Repetition of AP courses in college:** Many students who are eligible to receive college credit for their AP scores nonetheless elect to repeat the course.
 - **Not enough AP credits earned to reduce time to degree:** “It is rare that students pass enough AP exams to skip an entire semester or full year ahead, thus allowing them to graduate in three or three and a half years.”

SECTION II: DISTRICT PROFILES

This section profiles school districts that have received national recognition for their AP program improvements in the areas of expanded access and increased passing rates on the AP exam. Specifically, these profiles focus on the strategies and practices used by the school districts to increase access and improve student performance.

DALLAS INDEPENDENT SCHOOL DISTRICT (TX)

A 2011 AP District of the Year award winner, Dallas ISD has increased overall enrollment in AP courses and improved the passing rate for students who take the AP exam.⁶⁰ The key element of the Dallas ISD's AP program to which much of its success has been attributed is the AP Incentive Program (APIP). The program is designed to increase the number of students who enroll in AP courses and achieve passing scores on AP exams. Through the AP Incentive Program, students are rewarded cash bonuses from \$100-\$500 for each AP exam on which they earn a score of at least a 3.⁶¹ Moreover, APIP provides tutoring and special preparatory sessions for students in AP classes.

In addition to offering support and incentives to AP students, APIP provides teachers with instructional support and financial incentives specific to their AP classes. Specially trained "master teachers" instruct other AP teachers and help to design course materials.⁶² Furthermore, teachers receive an annual stipend of \$500-\$1,000 for attending professional training sessions or providing extra-curricular tutoring to AP students; "master teachers" receive a \$10,000 stipend.⁶³ With regard to student performance incentives, under APIP teachers receive between \$100 and \$500 for every passing score their students earn.⁶⁴

In a report on the program, a teacher at a district high school noted that the financial incentive attached to success on AP exams has worked well to engage students with extracurricular support structures, such as after-school tutoring and student study groups.⁶⁵

The program has also had demonstrable success in increasing the number of minority students. Before the program was inaugurated, in 1995, only 29 Hispanic or African American students at Dallas ISD high schools earned passing scores on AP exams.⁶⁶ In 2005, 517 minority students from these two groups received a passing score on an AP exam.⁶⁷

⁶⁰ "2011 AP District of the Year Awards." College Board. <http://media.collegeboard.com/homeOrg/content/pdf/11b-3455%20AP%20District%20Achieve%20FINAL%20WEB-PDF%203-11-11.pdf>

⁶¹ "Increasing Rigor Through AP Courses: The Dallas Advanced Placement Incentive Program." The National Center for Public Policy and Higher Education. p. 2. http://www.highereducation.org/reports/Policy_Practice/DallasAP.pdf

⁶² "\$1.5 million TI Foundation grant helping expand Dallas ISD AP Incentive Program." Texas Instruments Corporate Citizenship. Oct. 2010. http://www.ti.com/corp/docs/csr/news_ap_incentive.shtml

⁶³ Ibid.

⁶⁴ Ibid.

⁶⁵ Ibid.

⁶⁶ "Increasing Rigor Through AP Courses," Op cit.

⁶⁷ Ibid.

The success of APIP in improving minority student performance has come as part of a broader improvement in student performance. In 2005, the number of passing scores earned by students in the district was 7.6 times greater than it was in 1995, and the district’s position on the College Board honor roll highlights the district’s continued improvement in recent years.⁶⁸ Figure 2.1 presents student enrollment and performance data related to APIP.

Figure 2.1: Dallas ISD AP Enrollments and Passed AP Exams

YEAR	NUMBER OF STUDENTS ENROLLED IN AP COURSES	NUMBER OF AP EXAMS TAKEN	NUMBER OF AP EXAMS PASSED*
1995	269	379	157
1996	278	1,130	361
2005	2,122	3,567	1,192

Source: National Center for Public Policy and higher Education⁶⁹

*Score of 3 or higher

In Texas, APIP is managed by Advanced Placement Strategies, Inc. However, in 2008 the National Math and Science Initiative (NMSI) adopted the model and has since replicated it in school districts throughout the United States.⁷⁰

NORTHSIDE INDEPENDENT SCHOOL DISTRICT (TX)⁷¹

From 2007 through 2010, the percentage of students that completed AP courses at Northside ISD increased significantly, by 13 percent, and the district was recognized as a 2011 AP District of the Year by the College Board.^{72, 73} The district has correlated some of the increased participation in the AP program to an increase in teacher emphasis on the potential for students to earn college credit by passing the AP exam.⁷⁴ Moreover, the district seeks to remove financial barriers to students taking the AP exam, so it earmarks a portion of its state funding “to offset student fees for taking the AP tests.”⁷⁵

PROFESSIONAL DEVELOPMENT AND TRAINING

One important strategy that Northside ISD uses to recruit potential AP students is to put on a series of Parent Awareness Nights for parents of middle school students. These events inform middle school parents, particularly those of 8th grade students, about pre-AP and AP courses. Parents of high school students new to the AP program may also attend these information sessions. The district also notes that its efforts to align pre-AP and AP course

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ “About Us,” Advanced Placement Strategies. <http://www.apstrategies.org/AboutUs.aspx>

⁷¹ Some of the information in this section is taken from a previous Hanover report on improving AP student achievement: Enhancing AP Program Performance, March 2012.

⁷² “NISD sees explosive growth in Advanced Placement enrollment.” NISD Communications Department. July 2, 2010. <http://www.nisd.net/news/articles/814>

⁷³ “2011 AP District of the Year Awards.” College Board. <http://media.collegeboard.com/homeOrg/content/pdf/11b-3455%20AP%20District%20Achieve%20FINAL%20WEB-PDF%203-11-11.pdf>

⁷⁴ “NISD sees explosive growth in Advanced Placement enrollment,” Op cit.

⁷⁵ Ibid.

curricula has also been an effective practice for encouraging enrollment and preparing students for success in AP courses.

Northside ISD also places significant **emphasis on training and professional development for pre-AP and AP teachers**. In addition to specific training opportunities, AP teachers participate in AP Professional Learning Communities with other AP teachers in their school, allowing them to share best practices and learn from effective strategies used by their colleagues. Notably, non-AP teachers are trained to identify potential AP students who will be encouraged to participate in the AP program.

STUDENT SUPPORT

The district runs AP Boot Camps for freshmen and first-time AP students in order to help them develop the necessary skills for success in AP courses. Another important component of pre-AP preparation consists of establishing lines of communication between students and AP teachers before courses begin. During the summer before an AP course, students have the opportunity to communicate with their teachers, through online chats, on a range of topics, such as summer reading and other preparation materials.

AP Biology students at Northside ISD have received additional support through programs funded by College Board grants. The grant focuses on developing new assessment tools for providing educators with feedback on students and recommending instructional materials for specific areas of need.⁷⁶ In partnership with College Board experts, AP Biology teachers identified 10 “challenge areas” of the course and strategies to inform students of their progress throughout the course. These ideas were then taken into consideration when developing new professional development for AP teachers. Formative, online assessments allow teachers to receive immediate feedback on student progress, allowing teachers to improve instructional strategies to meet student needs. Based on the success witnessed in the AP Biology course, Northside ISD plans to undertake this process in other AP courses, including Calculus and U.S. History.⁷⁷

⁷⁶ Lloyd, Jennifer R. “Northside ISD gets slice of \$3 million grant.” My San Antonio. Jan. 6, 2012.

<http://www.mysanantonio.com/news/education/article/Northside-ISD-gets-slice-of-3-million-grant-2446925.php>

⁷⁷ Superintendent John Folks. “Monday Message: October 10, 2011.” Northside Independent School District. <http://www.nisd.net/superintendent/mondayMessage/284/>

APPENDIX: AP SCORE DISTRIBUTIONS

The tables in this appendix display AP exam participation and performance data. Hanover includes this data to provide benchmarks for national performance averages, both in aggregate and disaggregated by ethnicity (African-American, Hispanic, White).

Figure A1: AP National Score Distributions Over Time, Aggregate

Score	NUMBER/PERCENTAGE OF EXAMS FOR EACH GRADUATING CLASS							
	2003		2008		2012		2013	
	#	%	#	%	#	%	#	%
One	196,480	14.8	438,064	20.2	637,342	21.8	652,397	20.7
Two	325,140	24.5	486,087	22.4	624,500	21.4	693,591	22.0
Three	358,557	27.0	533,078	24.6	682,470	23.4	755,189	24.0
Four	268,912	20.2	416,232	19.2	560,005	19.2	615,027	19.5
Five	179,422	13.5	291,841	13.5	415,006	14.2	436,810	13.9

Source: College Board⁷⁸

Figure A2: AP National Score Distributions Over Time, Black/African American Graduates

Score	NUMBER/PERCENTAGE OF EXAMS FOR EACH GRADUATING CLASS							
	2003		2008		2012		2013	
	#	%	#	%	#	%	#	%
One	23,715	37.3	63,214	47.4	104,646	48.0	105,795	45.3
Two	20,478	32.2	36,234	27.1	54,745	25.1	61,429	26.3
Three	11,952	18.8	20,581	15.4	33,938	15.6	38,132	16.3
Four	5,428	8.5	9,642	7.2	17,489	8.0	20,208	8.6
Five	2,052	3.2	3,790	2.8	7,085	3.3	8,067	3.5

Source: College Board⁷⁹

Figure A3: AP National Score Distributions Over Time, Hispanic/Latino Graduates

Score	NUMBER/PERCENTAGE OF EXAMS FOR EACH GRADUATING CLASS							
	2003		2008		2012		2013	
	#	%	#	%	#	%	#	%
One	37,086	26.2	94,972	33.6	163,181	34.9	179,844	33.5
Two	34,169	24.2	68,808	24.4	113,037	24.4	135,610	25.3
Three	27,115	19.2	53,938	19.1	87,742	19.1	104,325	19.4
Four	21,138	15.0	38,562	13.6	62,398	13.6	72,097	13.4
Five	21,808	15.4	26,238	9.3	40,557	9.3	45,117	8.4

Source: College Board⁸⁰

⁷⁸ "Appendix B: National Score Distributions Over Time-U.S. Public Schools," *10th Annual AP Report to the Nation*, College Board. <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-appendix-b.pdf>

⁷⁹ Ibid.

⁸⁰ Ibid.

Figure A4: AP National Score Distributions Over Time, White Graduates

Score	NUMBER/PERCENTAGE OF EXAMS FOR EACH GRADUATING CLASS							
	2003		2008		2012		2013	
	#	%	#	%	#	%	#	%
One	97,818	11.3	201,087	15.3	264,591	16.0	262,276	14.9
Two	210,304	24.4	291,066	22.2	346,794	21.0	376,662	21.4
Three	251,601	29.2	354,830	27.1	429,942	26.0	469,191	26.6
Four	188,233	21.8	278,902	21.3	359,678	21.7	390,045	22.1
Five	115,048	13.3	185,150	14.1	253,039	15.3	262,908	14.9

Source: College Board⁸¹

⁸¹ Ibid.

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College Matching: Project “ECC”

AY 2020-21

Growth Opportunity. In a 2020 Bellwether Education Partners study, an opportunity was identified to improve “match and fit” for college-going Wave-Makers to reduce undermatching¹ and maximize their estimated college completion (ECC) rate.

Innovation Intent and Vision. Project ECC is a “quick win” initiative to reduce the rate at which undermatching occurs for Making Waves Academy graduates who choose to go to college, based on a study by Bellwether Education Partners.

- The **innovation intent** of Project ECC is to increase college completion rates for college-going Wave-Makers.
- The **vision** of Project ECC is for 90.0% of college-going seniors to “match” with at least one college with the target estimated college completion (ECC) rate available to their academic qualifications, according to a selectivity index prepared by Bellwether Education Partners.

Table 1. College Matching Project Timeline. Project ECC incrementally paces the rate at which we hope to match college-going graduates with at least one college with the target Estimated College Completion (ECC) rate available to their academic qualifications over a three-year period.

	Project ECC Timeline			
	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
% Match to Target ECC Rates for College-Goers	Benchmark Baseline Data	70.0% Projected	80.0% Projected	90.0% Projected

Continued.

¹ According to Bellwether Education Partners, “undermatching” occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Undermatched students face longer odds to complete a post-secondary degree or certificate.

Table 2. Sample Match by Estimated College Completion Rate. A college-going student with a GPA of 2.75 and an SAT Score of 870 should expect to “match” with an institution with an estimated college completion (ECC) rate of 66.0%.

Match by Estimated College Completion Rate

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Table 3. Selectivity Index to Match by Estimated College Completion Rate. Beginning in 2020, this is the index to be used to “match” college-going Wave-Makers to their target ECC when building college lists.

Match by Estimated College Completion Rate

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

COVID-19 Interim Impacts on CSU Undergraduate Admissions Policies and Practices

The California State University (CSU) system is taking all necessary steps to mitigate the disruptions caused by COVID-19 while ensuring the health and safety for our students, faculty, staff and communities. With the COVID-19 pandemic it has become necessary to adjust some CSU admission requirements and prior guidance to incoming students for fall 2020 and beyond.

The CSU system and CSU campuses are prepared to exercise flexibility and accommodation when working with our educational partners and fall 2020 applicants in meeting admission requirements and the subsequent steps toward enrollment. Although there has been disruption as campuses transition to some or all staff working remotely, processing of admission applications and communications is continuing.

The following information is provided for school districts, schools, community colleges, colleges, educators, prospective students and applicants regarding CSU admission and provides a high-level overview of the guidance. Guidance to CSU campuses regarding technical implementation will be provided in a separate document.

High School Guidance – First-Time First-Year Students

Fall 2020 First-Time First-Year Students

1. The CSU will accept grades of "Credit" or "Pass" to satisfy "a-g" requirements completed during winter, spring or summer 2020 terms. All prior coursework must be graded and a grade of C- or better must be earned for the course to satisfy "a-g" requirements. Grades of credit/pass or no credit/non-passing will not be included in the calculation of high school GPA.
2. CSU campuses will assess and initially place students in first-year English/Math based on multiple measures: high school and college courses completed, GPAs and test scores (SBAC, ACT, SAT) that students have submitted thus far.
3. The CSU will not facilitate a systemwide Early Start Program in summer 2020; individual CSU campuses may offer summer transitional programs (e.g. Summer Bridge) in virtual formats.
4. The CSU requests that high schools that can provide transcripts by July 15, 2020, do so; however, campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for senior year grades and graduation status.
5. New first-year students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for a-g requirements is completed.ⁱ
6. If a student has not met all a-g requirements after review of their final transcript document, at that time, CSU campuses may use admission exceptions on a case-by-case basis if students are no longer CSU-eligible,

based on the inability to complete all “a-g” courses in which they were enrolled in spring 2020.ⁱⁱ

Consideration can include how well the student is doing academically in fall 2020. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.

7. The College Board has announced changes to the AP exam content and format for spring 2020. [The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, or 5 are earned.](#)
8. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus’ capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Fall 2021 Prospective First-Time First-Year Students (Current High School Juniors)

1. The CSU will consider course grades of “credit” or “pass” as fulfilling “a-g” requirements for those courses completed during winter, spring or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy “a-g” requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.
2. The CSU strongly recommends that ALL students enroll in a yearlong senior-year English course and a mathematics/quantitative reasoning course as student-specific Early Assessment Program (EAP) guidance will largely not be available at the time of senior year course registration. These courses could include Expository Reading and Writing (ERWC), Math Reasoning with Connections (MRWC), weighted honors, International Baccalaureate (IB), and Advanced Placement (AP) and other advanced courses.
3. Given the indefinite suspension of ACT/SAT examinations and the fact the state’s Smarter Balanced test will not be administered this year to current high school juniors, the CSU is evaluating its admission process for entering first year students in 2021. The CSU is in consultation with its internal constituents, including its statewide academic senate and governing board, to determine the appropriate path forward for eligibility criteria for fall 2021 applicants. A final decision on how CSU will adapt its admissions process for the fall 2021 term will be made soon. At that time, the CSU will immediately communicate its decision publicly.
4. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.](#)

For Grades 8, 9 and 10:

1. CSU will consider course grades of “credit” or “pass” as fulfilling “a-g” requirements for those courses completed during winter, spring, or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy “a-g” requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.

Community College Guidance – Incoming Transfers

Fall 2020 Transfers

1. The CSU campuses will accept "Credit" or "Pass" for transferable college courses completed in winter, spring or summer 2020 taken to satisfy:
 - A. The Golden Four (English language [A2], oral communication [A1], critical thinking [A3], and mathematics/quantitative reasoning [B4]);
 - B. All other General Education courses; and
 - C. Major prerequisite courses.
2. CSU campuses will clear admission for upper-division transfer applicants with 48 semester or 72 quarter transferable units who have completed English Language (A2) and mathematics/quantitative reasoning (B4) by the start of fall 2020 (including courses taken in summer 2020).
 - A. CSU campuses will work with students to enroll in the appropriate general education and major preparation courses to fulfill lower division requirements prior to enrolling in major coursework.
 - B. Students will still need to fulfill all major requirements to receive their degree.
3. If a CSU campus conditionally admitted a student as a lower-division transfer, the student will need to meet eligibility and have completed English Language (A2) and mathematics/quantitative reasoning (B4) by the start of fall 2020 (including courses taken in summer 2020).
4. The CSU requests that community colleges that can provide transcripts by July 15, 2020, do so; however, CSU campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for spring or summer grades and graduation status.
5. New transfer students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for admission requirements is completed
6. If a student has not completed at least 48 transferable units and fulfilled A2 and B4 requirements after review of their final transcript document, at that time, campuses may use admission exceptions on a case-by-case basis if students do not meet the criteria in item number 2 above. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.
7. If a student that was conditionally accepted for fall 2020 chooses to remain at their community college to finish their transfer requirements or ADT degree, the CSU campus may defer their admission to winter/spring 2021 terms. This action will be at the discretion of the individual CSU campus.
8. A transfer student who anticipated completing an Associate Degree for Transfer (ADT) that enrolls for fall 2020 without completing the ADT and has matriculated with less than 60 units completed would need to obtain a special advising agreement at the CSU campus of enrollment.
9. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.](#)

10. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus' capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Spring 2021 Transfers and Beyond

1. CSU campuses will accept "Credit" or "Pass" for courses completed in winter, spring or summer 2020 taken to satisfy:
 - A. Golden Four (English language [A2], oral communication [A1], critical thinking [A3], and mathematics/quantitative reasoning [B4]);
 - B. All other General Education courses; and
 - C. Major prerequisite courses.
2. The College Board recently has announced changes to the AP exam content and format for spring 2020. The [CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned](#)

ⁱ This should not preclude campuses from being able to award federal financial aid to students for Fall 2020. This applies to both first-time first-year students and transfer students. Federal financial aid eligibility thereafter will be subject to federal regulations and CSU policies.

ⁱⁱ The CSU Chancellor's Office will ensure that either campus allocations for admissions exceptions are increased or a special code will be used for these exceptions and they will be excluded from the total count. This applies to both first-time first-year students and transfer students.

Note: The guidance in this document may be updated in response to the changing context associated with the COVID-19 pandemic. March 31, 2020



Impact of COVID-19 on Juniors and Seniors

AY 2020-21

University of California and California State University campuses have eased admission requirements due to COVID-19. Highlights include:

- Students applying to University of California (UC) and California State University (CSU) campuses can submit grades of “credit” or “pass” to satisfy a-g requirements for courses completed during winter, spring, or summer 2020 terms. Grades of “credit” or “pass” will not be included in GPA calculations.
- UC has suspended the standardized test requirement of SAT or ACT for first-time students intending to enroll in fall 2021. CSU has not yet made a decision regarding the SAT or ACT requirement for admission.
- UC and CSU will not rescind admissions offers resulting from students or high schools missing official final transcript deadlines.
- UC and CSU will award Advanced Placement (AP) credit for exam scores of 3, 4, or 5.

Implications for Making Waves Academy include:

Juniors

- The impact of COVID-19 on college access programming available to **juniors** at Making Waves Academy (MWA) is marginal. MWA will still offer guidance in college list building, multiple attempts at the SAT or ACT, and registration for AP and SAT Subject Tests via phone or video conference. We anticipate that approximately 70% of this class will matriculate to four-year colleges and universities, with roughly 25% matriculating to community colleges.
- While UC has suspended the standardized test requirement of SAT or ACT, the fine print reveals a message worth highlighting: “Students applying for fall 2021 are not precluded from taking standardized tests (SAT or ACT) and sending scores if they are able. Doing so can support their statewide UC eligibility.”¹ Each college application cycle shows an abundance of applicants competing for a scarcity of available seats. Our desire is to continue to equip our students with the admissions elements they will need to continue to differentiate themselves from other applicants.

Continued.

¹ “UCs response on admissions to COVID-19.” University of California.
<https://admission.universityofcalifornia.edu/response-covid-19.html>

Seniors

- We anticipate that this year's college-going **seniors** will lean toward attending local institutions, despite a projected increase in the number of out-of-area offers available to this class.
- Additionally, we are considering a proposal to the Board that would temporarily ease graduation requirements to state mandated minimums for seniors who are in danger of not graduating. We are seeking the support of the Curriculum Review Advisory Committee on this proposal, should we decide to pursue this route.



Proposed Course Offering for AY 2020-21
 Making Waves Academy Upper School

A-G and CDE Requirements		Making Waves Academy Course of Study		
<i>Content Areas</i>	<i>Required</i>	<i>Proposed Course Offering</i>	<i>Required</i>	<i>Credits</i>
A. History and Social Science	2 Years	World History United States History** AP United States History United States Government (0.5) AP U.S. Government and Politics (0.5) Economics (0.5)	3 Years*	6.0
B. English	4 Years	English I English II English III** AP English Language and Composition CSU Expository Reading and Writing	4 Years	8.0
C. Mathematics	3 Years	Algebra I Geometry Algebra II Pre-Calculus AP Statistics AP Calculus AB	3 Years***	6.0
D. Laboratory Science	2 Years	Earth and Space Science Biology Modern Physics and Chemistry Introduction to Health Sciences (CTE) Anatomy and Physiology (CTE) Medical Terminology (CTE) Advanced Patient Care (CTE)	2 Years****	4.0
E. Language Other Than English	2 Years	Spanish I Spanish II Spanish III AP Spanish Language and Culture	2 Years	4.0
F. Visual and Performing Arts	1 Year	Fundamentals of Art Ceramics Advanced Art Introduction to Drama	1 Year	2.0
G. College Preparatory Elective	1 Year	AP Psychology ➤ Careers in Education (CTE) ➤ Online Learning for Electives	*****	*****
California Department of Education	2 Years	Health and Wellness I Health and Wellness II	2 Years*	4.0
TOTAL				34.0

“➤” indicates that this course is proposed for the upcoming school year. Sample course descriptions are included in this document. Courses listed in “blue” fulfill A-G and MWA graduation requirements. Courses listed in “black” are A-G recommended courses or electives. Endnotes on reverse.

Endnotes

All courses are year-long and eligible for 1.0 credit towards graduation. Courses indicated as 0.5 are semester-long courses. Career Technical Education (CTE) courses in Health Science and Medical Technology are aligned to California state standards for CTE.

* California Department of Education requires three years of History and two years of Physical Education.

** U.S. History requirement may be fulfilled by AP U.S. History. English III requirement may be fulfilled by AP English Language and Composition.

***A fourth year of Mathematics is strongly recommended by University of California and California State University.

**** Laboratory Science requirement includes one Life Science and one Physical Science course. Earth and Space Science is aligned to Next Generation Science Standards and prepares students for the California Science Test.

***** College Preparatory Elective can be satisfied by third year of History or any coursework beyond the A-G minimum requirements.



Sample Course Descriptions for New Courses

Making Waves Academy Upper School

Careers in Education

Should Careers in Education be offered at Making Waves Academy, it would be a-g approved and mapped to its official state course code on CalPADS. Careers in Education is intended to be a rigorous course, and would be considered by the state to be a “capstone” course in a sequence of Career Technical Education (CTE) courses for this pathway. Additionally, as of spring 2020, Making Waves Academy has a blooming partnership in play with a neighboring public school that could potentially serve as an internship site.

Throughout the year students in this course will complete at least 90 hours of internship at local elementary and/or middle schools. They will read several contemporary texts associated with professional development in the field of education. In class, students will engage in discussions about professional development, leadership qualities, the structure and challenges of the public school system, and leadership opportunities in education. In their internships, students will receive practical training in the following areas: school procedures and professional expectations, instruction and assessment, behavior management skills, and communication skills.

Online Learning for Electives - Sample Courses through Apex Learning

- Accounting I
- Accounting II
- AP English Literature and Composition
- AP Environmental Science
- AP French Language and Culture
- AP Macroeconomics
- AP Microeconomics
- Art Appreciation
- Business Applications
- Chinese I Competency
- Chinese II Competency
- Computer Applications
- Creative Writing
- Environmental Studies
- Ethnic Studies
- French I
- French II
- Geography and World Cultures
- German I Competency
- German I Competency
- Human Resources Principles
- Information Technology Applications
- Intermediate Business and Marketing
- Intermediate Health Science

- Introduction to Business and Marketing
- Introduction to Business and Technology
- Latin I Competency
- Latin II Competency
- Legal Environment of Business
- Music Appreciation
- Principles of Business, Marketing, and Finance
- Principles of Information Technology
- Psychology
- Sociology
- U.S. and Global Economics Honors

Additional new courses that were considered, but are not proposed for next year:

AP World History

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP Computer Science Principles

AP Computer Science Principles is a complete, full-year course developed in partnership with the University of Texas at Austin's UTeach Institute that focuses on the 7 "Big Ideas" in computer science using project-based approaches. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

- Engaging Students New to Computer Science: The course is designed to engage students from diverse backgrounds and those new to computing – and excite students with a curriculum that focuses on the core ideas that shape the landscape of computer science and its impact on our society.
- Project-Based and Collaborative Learning Approach: Using project-based lessons and materials throughout, students will work to address real-world problems and design solutions to put computational thinking into practice. These culminate in a capstone Performance Task project where students can demonstrate what they've learned - to become creators, instead of merely consumers, of the technology all around them.

This course will prepare students for the end-of-course AP Exam.

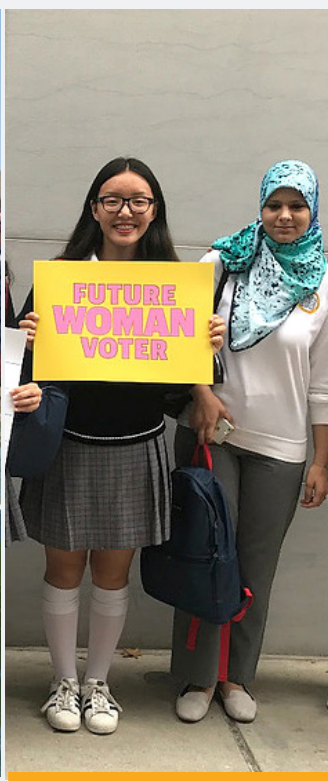
Introduction to Computer Science

An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

Introduction to Computer Science is a great starting point for schools starting up a new computer science program, or seeking to enrich an existing CS program or course.

Designing Advisory Systems

Innovative Approaches From High Schools



ABOUT US

[Springpoint](#) is a national nonprofit that partners with districts, charters, and networks to design and launch innovative high schools that meet the needs of all students, preparing them for college and career success. We provide school design and planning workshops, implementation supports, tools and resources, customized coaching, and learning experiences that help educators do school differently.

This set of case studies is part of our effort to drive important conversations about student-centered school model design. We have learned a lot in our work with partners over the last six years. Sharing our own learnings and the best practices that we have seen and sourced from the field, is core to our mission to enable all students, regardless of environment or background, to succeed in high school, college, and beyond. We hope this resource is useful to practitioners, school leaders, families, and communities working to reimagine the experience of school through the lens of advisory.

What is advisory?

Advisory. CORE.

Crew. Advising Group.

It may go by different names but what is commonly known as advisory can be a critical element of a school model.

An intentionally designed advisory structure builds community, provides students with a safe environment, and forms the basis of a primary person model wherein all students have a trusted adult invested in their success.

These case studies feature five forward-thinking high schools that recognize the importance of advisory as a vehicle for relationship building and academic success. Each school has a unique approach to advisory that is appropriate to its context and student population. At the same time, they all share some common goals and core elements, including a commitment to protect the time set aside for advisory, an intentional approach to iteration, and a clear focus on creating connections between:

- ⊗ **students and their school** to emphasize inclusion and belonging
- ⊗ **students and their learning** to empower student ownership of learning and create space for academic supports
- ⊗ **students and their future** to help them build a viable postsecondary plan
- ⊗ **students and adults** to ensure every student has someone they can count on in order to access the support they need
- ⊗ **students and their community** to embed learning in a wider context
- ⊗ **students and their peers** to engender a positive school culture and learning environment

At Springpoint, we have seen the power of advisory when it is held as a sacred and important space that makes students feel safe, seen, and valued. We support our partners in school design, which has included helping them develop advisory structures that allow them to advance toward the ambitious goals of their innovative school models. We also regularly visit high schools across the country, often bringing our partners so they can learn from innovative practices nationally. (You can read more about

innovative school models we recommend visiting in our latest [schools to visit guide](#).) Through dozens of conversations with school leaders, teachers, students, and community members, we have experienced a range of innovative and robust advisory models that provide strong supports for students and facilitate the implementation of student-centered school models.

A key stakeholder from each school—a teacher, leader, support staff, or student—wrote about their school’s approach to advisory in an effort to support others in the field who are crafting or reexamining advisory programs. We recognize and celebrate these five schools, where intentionally designed structures are married to thoughtful planning and training—of both adults and students—to ensure quality execution and create meaningful impact.

We hope these advisory profiles—and the artifacts and resources each school shares in their respective articles—can drive a conversation about the importance of positive youth development and student-centered school design, two of the necessary elements that underpin the important work that goes into devising and crafting a strong advisory program.

- ⊗ For more about how positive youth development acts as the foundation of all strong school design work, please see our publication: [How Students Thrive: Positive Youth Development in Practice](#). Also refer to our [landmark design guide](#) if you are interested in how advisory might fit into a larger school design process.



Advisory at Urban Assembly Maker Academy



By Amanda Delaney

*founding student and recent graduate
of Urban Assembly Maker Academy*

If you enter a classroom at the Urban Assembly Maker Academy (UA Maker) around 2pm some days, you will see each student doing something different. Students might be speaking to their advisor about recent experiences in a class, or collaborating on group projects, or tackling design challenges with teachers and friends. This is advisory, a dynamic space that serves and supports every student in different ways.

Each advisory is comprised of about 10-15 students in the same grade who have one advisor for 9th and 10th grade and another advisor for 11th and 12th grade. In my final year at the school, my senior advisory met three times a week for one hour. Each of us also gets to meet one-on-one with our advisor to review grades, talk about future plans, and discuss things we are concerned about. Our advisor helps us create plans of action, which might include emailing a teacher to ask for a meeting, asking for extra credit to boost a grade, researching college opportunities, or reaching out to an employer to apply for a job that provides real world experience.

UA Maker was founded by Luke Bauer in 2014 as part of the first cohort of the [Opportunity by Design](#) initiative supported by Carnegie Corporation of New York. Luke worked with Springpoint to develop the school model, which is mastery-based and focuses on design thinking and innovation. One important aspect of the model is a robust advisory program, designed to help build student-teacher relationships. Back when Luke was a student, he had close relationships with adults and fellow students at his school, which he believes enabled his success as a student and a graduate.

Designing a brand new high school was an exciting challenge and he knew that he wanted his students to have a similar opportunity to form strong relationships with teachers. And that is exactly what students are experiencing. "The relationships we've developed make coming to school and doing work a lot easier for me," said Cheyenne, a fellow senior. "It also just makes me really proud of our school."

One of the many ways we have built these relationships in advisory is through design challenges, which are team-based activities that gives groups of students an objective with heavy constraints. For example, I have worked with others to build the largest tower from straws and tape, using our non-dominant hands. Design challenges force me to communicate with my peers and teachers and helps create a well-balanced system of learning, feedback, and collaboration.

I spoke with Nina Dibner, the founder and executive director of [PowerTools](#), an organization that supports schools in creating systems, environments, and experiences for students. She helped bring UA Maker's advisory structure to life and introduced Luke to design challenges.

We discussed how relationships in school can help students. “When young people establish a sense of belonging and when they develop a long-term and caring relationship with an adult as well as a caring peer group, they do better academically,” explains Nina. “A sense of belonging is very important for all human beings and its good for our brain to have a sense of comfort and relaxed alertness when we feel we have a home, especially in a school setting.”

Design challenges and similar activities have helped me create bonds with my school community, which in turn contribute to my development as an active student. In previous schools, I felt like I did not have relationships with teachers and, because of this, school became an intimidating place where I was unable to be the best version of myself. I kept my head down and I was afraid to take certain steps toward success. But I now speak up and I am aware of the proper ways to reach out and take charge. I have leadership roles, like student body president for three years and, when I am not achieving my full potential, the adults in my school show concern and push me to be more accountable, re-evaluate, and make plans to get back on my feet. Advisory has made me a better, more involved, and organized student.

According to the Australian-based [Society for Evidence Based Teaching](#), when students establish tight bonds with their teachers, they are more likely to take risks, feel positively about school, and ask for help when they need it. This can result in students performing better academically and socially. [Research also suggests](#) that strong relationships with adults while in high school “increases the likelihood of graduation



Photo Credit: Alexis Acosta

“When I am not achieving my full potential, the adults in my school show concern and push me to be more accountable, re-evaluate, and make plans to get back on my feet.”

and postsecondary success” for students. Some of the reasons this could be effective ties back to comfort. If students feel more comfortable in their environment they are less likely to feel judged and more willing to push themselves.

But at UA Maker, advisory is not only about relationships. It is a time when students establish goals regarding their learning, their future, and their progress toward graduation. Advisory lets students take a step back, reflect on their current work in the classroom, and pinpoint exactly what steps will improve their current

grades and allow them to achieve more outside of school. Since we are a mastery-based school, students have opportunities to pull their grades up at any point during a unit. In addition to advisory, we have support systems such as study hall and AP class support, which allow students to improve by working with teachers on specific content.

Advisory at UA Maker is different than other support classes because it lets students develop habits that make them more successful, like establishing goals and working on problem-solving skills to better understand their grades and check in with teachers when needed. I have benefitted from the routine of reviewing my grades, especially before parent-teacher conferences or before the end of a marking period. I can focus on specific grades I want to change by sitting down with my advisor to organize a plan that addresses how to reach out to my teachers for support. This helps me understand what I should be working on and gives me assignments to bring to study hall and AP class support so I am using my time wisely. My advisor constantly checks in with me to make sure I am following the plan we created together. The simple act of creating a plan or a goal pushes me to complete my work. I create goals now in my everyday life because of how successful it has made me feel.

Advisory does not just work to establish short term goals, it helps students plan their future. It is where I started thinking about my future college and career goals and where I began exploring my options. A lot of students can say they want to be a performer or a teacher but might never get the opportunity to experience those fields until their second year of college. In my freshman year of advisory, we planned workplace visits, learned about joining city clubs,

and made connections that lead to great experiences. For me, I performed at the Intrepid Air and Space Museum with a choir group, traveled to Costa Rica to study the environment through a Girl Scout Leadership group, and established connections that led to an internship at Springpoint, where I get to feature the great work happening at my school! These experiences have exposed me to things I want to do in life.

In advisory, and with the support of my former advisor and current college counselor, Ivy Anderson, I have continued collecting experiences and researching college options. As a college preparation space, advisory has allowed me to understand the FAFSA, research my best college-fit, set up trips to visit colleges, and create a resume and draft essays for applications. Ivy explained the rationale, saying, "Without advisory, and without the space of advisory to do college and career work, I would have had a lot harder of a time managing all 100 kids' college process." Advisory, put me on the path to Hunter College, where I will be a freshman in fall 2018. I am grateful for the consistent support in this process, which can often be confusing for both students and parents.

I am fortunate to have had such supportive adults and peers throughout high school. As Nina from PowerTools said, "Advisory is a great vehicle to help young people feel that they belong and that they're seen and respected by adults, and that they have an advocate, someone who can help them navigate adolescence." My experiences in advisory have molded me into a better student and person. I have opened up and I know how to meet new people, improve my grades, and reach out to my teachers. Most importantly, I have a plan for the next four years of my life. And I am so grateful for all of it.



URBAN ASSEMBLY MAKER ACADEMY, within [The Urban Assembly Network](#), believes the world needs problem solvers who can find and solve challenges to create positive change. UA Maker aims to empower students not only to be successful, adaptive citizens of the future, but also to create that future through design thinking and innovation. Grades at UA Maker provide precise, actionable feedback about students' ability to master the design thinking process, content knowledge and the skills they need to be truly college and career ready. The school's robust partnership network connects students to unique, real-world opportunities that help them develop 21st century workplace skills. The UA Maker community prioritizes the core values of curiosity, empathy, risk taking, self-awareness, and resilience. The school launched as part of the Opportunity by Design initiative, funded by Carnegie Corporation of New York and supported in their model design work by Springpoint. To learn more about Urban Assembly Maker Academy, visit [their website](#).

AMANDA DELANEY is a recent graduate of Urban Assembly Maker Academy, where she earned an advanced Regents diploma and Career-Technical Education distinctions. As a founding student, Amanda acted as a key voice in the school's design and iteration process. Amanda also served as student council president and a student representative, traveling across the city and the country to talk about her experience in a student-centered, innovative school. She is also a Girl Scout leader and a tutor. She attends Hunter College as of fall 2018.



Crew at Casco Bay High School



By Derek Pierce

*Founding Principal at
Casco Bay High School*

In the journey of life, we are all crew. This motto guides our approach to advisory, called Crew, here at Casco Bay High School (CBHS) outside of Portland, Maine. Crew focuses on relationship building as a way to help students succeed academically and plan their futures upon graduation.

Crew is a foundational aspect of our high school model. Each Crew consists of about 14-15 students who loop with the same advisor for grades 9 and 10. Students get a different advisor for grades 11 and 12. This approach lets advisors really get to know students and allows them to personalize their supports. Crew is a required, credit-bearing class that typically meets for 30 minutes every day. In order to earn credit, a student must meet all Crew standards, which are listed in our [Student and Family Handbook](#).

We do our best to ensure that, through Crew, students have an opportunity to connect with new people they might not otherwise interact with as a way to promote empathy and caring. We attempt to have an even mix of genders and previous academic achievement, for example. According to recent CBHS graduate, Nori Hilton, "Crew prepares students for college because it forces one to make connections with unlikely peers. I think one of the most important and most useful skills I learned...is how to engage with and tolerate people who are different from oneself. In Crew we could disagree, argue, bicker but in the end, we had a mutual respect for the opinions of our 'crewbies'. We learned to disagree and then still coexist."

A major part of Crew is Quests, which students in all grade levels experience. These are trips outside of school that serve as authentic bonding time, which accelerates our relationship building efforts and fosters trust. Quests also set the stage for each student to begin exploring their grade's essential question, which they will do all year through Crew curriculum and activities. In 9th grade, students explore the key question of "Who am I?"; in 10th grade, they focus on "How am I doing?"; and in 11th and 12th grade, students begin to design their future by asking "What are my plans for the future?"

In 9th grade, Crew focuses on relationship building—students get to know their peers, their teachers, and themselves. Learning how to set goals and creating a personal learning profile sets students up for academic and personal success. Advisors provide attentive supports with both informal check-ins and planned meetings. The year is punctuated by a "Freshmen Finale," where students report on what they learned about themselves and how they can be successful in high school.

In 10th grade students kick off the year by reconnecting with crewmates. They start their college and career exploration with PSAT preparation, college visits, and internship research. Advisors work closely with students throughout the year to ensure they are on pace toward graduation. Students reflect on their progress during an overnight trip called “Sophomore Solo” and through their Sophomore Passage, a 10- to 15-minute public presentation that addresses the overarching questions of Crew and gives students the opportunity to demonstrate a talent or passion.

In 11th grade, students focus on the future planning work that will guide the rest of their Crew career. Experiences like internships and college exploration culminate in concrete postsecondary plans. During their 12th grade year, students receive support and guidance, checking in with advisors to make sure they will graduate and are well positioned to execute their postsecondary plans.

Though the scope and sequence of Crew follows a grade-level structure, we recognize the importance of fostering community across grades. “Buddy crews” collaborate on Quests and projects to foster mixed-age connections that let younger students learn from older students, and give advisors a thought partner.

Crew has evolved over the years. Previously, we had four days of Crew but added a fifth day to ensure that relationships do not get taken for granted. We have adjusted elements like time of day, length, location, and human capital structure. One person used to oversee all things Crew, but we restructured to create more coordination across grades and teams. The balance between

“Advisors are responsible for all elements of their crew members’ success...If a student is struggling, a team—led by that student’s advisor—will develop a plan.”

prescription and freedom for Crew leaders is an ongoing conversation and we are constantly tweaking Crew to make it more sustainable and enriching.

Our approach to Crew is deeply intentional with regard to both timing and content. On Monday, Crew falls after first block so we catch students early in the week but not so early that potential tardiness disrupts our time together. We conduct activities to help get our heads around the week, discuss upcoming items, and take the socio-emotional temperature of students. On other days, we have dedicated work time, which includes college planning, academic coaching, internship exploration, and more. Other days focus on bonding activities, like Wednesday’s “Crew lunch,” a good time for informal one-on-one meetings. Recently, my Crew went for a walk and I checked in individually with nearly every student.

Advisors are responsible for all elements of their crew members’ success. One part of this is academic advising. Advisors help feel out a good balance for each student, which might mean nudging a student who doesn’t feel ready for a new challenge or helping a student navigate obstacles in a certain class. If a student is struggling, a team—led by that student’s advisor—will develop a plan.

The advisor is responsible for following up and providing support. Advisors also play the role of “graduation Sherpa,” supporting students in college discovery, applications, decision making, and all the details in between. Our talented guidance counselors provide further expertise and support, but the buck stops with a student’s advisor.

The advisor role is taken seriously at our school—advisor competencies are a major part of hiring decisions and professional development work. A support group helps new teachers understand Crew at a high level and exposes them to strategies, implementation ideas, and tools. Grade-level Crew teams set learning targets and constantly tweak and refine the curriculum and design of the program. In hour-long monthly meetings—and periodically over the summer—they plan, collaborate, and rely on each other for advice and input. Teams are led by a Crew grade-team leader. I meet with these four leaders each month to plan and resolve issues.

We make sure every student has a voice in Crew. Circles are held periodically, giving each student 10-15 minutes to answer questions on aspects of their identity, their experiences, and their personal challenges. Crew is also the kernel of democracy at our school. Each Crew has a student representative who brings suggestions to a student cabinet. Every month students propose topics for “Courageous Conversations.” Topics range from free speech, to mental health, to the role of privilege in our lives. I work with staff and the student cabinet to pick an issue and train facilitators from each Crew. Facilitators adapt the topic to their particular Crew, develop action steps, and run the meetings.



“Advisors also play the role of ‘graduation Sherpa,’ supporting students in college discovery, applications, [and] decision making.”

Relationship building is the heart of Crew. It is not just a group of students and one adult that were assigned to touch base once in a while—it is a microcosm of our school, a place of safety and consistency. The culture of Crew is carefully cultivated and transparency is essential. No one asks what we are doing on any given day—they know, and they see the value.

Further, these relationships help students feel seen and valued. A recent graduate of my Crew, Brooks Miller, said that Crew “helped me as someone who struggled with depression actually get to school. If I didn’t show up to school, someone from Crew would notice and text me to make sure I was okay. It makes you feel wanted and a part of something, and that helped me get to school and want to be there.”



CASCO BAY HIGH SCHOOL (CBHS) is an expeditionary learning, mastery-based public high school in Portland, Maine. CBHS challenges and supports students to become college-ready through its 3Rs: Rigor, Relevance, and Relationships. The school's aim is for each student to "Get Smart to Do Good." Its instruction is driven by Learning Expeditions that result in quality work about genuine problems for a real audience. Learning Expeditions are long-term, in-depth studies of a single topic that explore compelling social justice questions, incorporate vital standards, require fieldwork, and culminate in an authentic project, product, or performance. CBHS partners with nonprofits in the community to facilitate these projects. Topics are driven by student interests with a strong emphasis on getting students out of the classroom and into the community. As part of their mastery framework, CBHS measures both performance on content knowledge, as well as each student's 'habits of work' skills,

which are the same across subjects and grade levels. To learn more about Casco Bay High School, visit [their website](#) and read about their mastery-based model in our publication, [Inside Mastery-based High Schools: Profiles and Conversations](#).

DEREK PIERCE is a visionary education leader. After earning a master's in education from Harvard, he taught for several years in Los Angeles and Maine, becoming principal of a school in Poland, Maine. He founded Casco Bay High School in Portland in 2005 and serves as the current leader of the school. As principal of Casco Bay High School, Derek has been named Maine's Principal of the Year, received a Silverberg Leadership Award, won a \$100,000 leadership award from the Nellie Mae Foundation, facilitated the success of hundreds of Casco Bay students, and inspired educators across the country with his leadership, commitment, and innovative approaches.



Advisory at The Young Women's Leadership School



By Christy Kingham
Instructional Coach

The first days of school can elicit groans from teachers and students alike. Not for lack of excitement or a love of learning, rather it's the often-bumpy transition into a fixed schedule and a new community that can seem daunting. At the end of the 2017 school year, a group of teachers and administrators from The Young Women's Leadership School (TYWLS) in Astoria, Queens met to plan a new advisory structure to assist with this transition and build our school community throughout the school year.

We wanted to kick off our structure with a whole-school community build. A teacher had the idea to dedicate the first few days of school to familiarizing students with our new structure. Our innovative staff jumped on this idea. We engaged in a lively discussion of what's possible, the room lighting up with excitement about spending the first days of school genuinely getting to know our students and welcoming them to the new school year.

This planning eventually led to [Advisory Camp](#) for which we developed an [advisor handbook](#) and an [onboarding approach](#) to support teachers and familiarize them with our advisory structure. It was a celebratory two days: advisors welcomed students to Advisory Camp and led them through team bonding activities and informational sessions to explain the new structures. The two days culminated in a parade around the school, with each advisory chanting their new name and a connection to what they had learned. For example, one team named themselves the "Big Little Dippers" and their chant included lines about supporting each other during the year,

guiding each other like the stars in the sky. The energy was anything but groan-inducing and—for the first time in our 11 years as a school—students were connected right away.

Our commitment to Advisory Camp was inspired by our commitment to advisory as a whole. TYWLS, where I serve as an Instructional Coach, works tirelessly to craft and maintain teacher-created systems. Our school is a Title I, public, all-girls school serving 6th through 12th grade. On average, 98% of our graduates are accepted to and attend college, and we have been a project and mastery-based school for the past seven years. Advisory has been an integral part of our structure and our success since our school opened, and it is a key part of our mission. We are supported by The Young Women's Leadership Network, with sister schools around New York City and the country.

As we've evolved over the years, we have iterated on advisory, experimenting with small group, large group, multi-grade, and single-grade groupings. As we added more programs and

opportunities for our students the past few years—like electives and clubs—we began to realize that we had increasingly large advisory groups due to less teacher availability and space. This structure deviated from our belief that every student should be in a small group advisory and that every teacher should serve as an advisor. We were feeling and seeing the disconnect with students and knew something had to change.

In order to revise our advisory model, we tapped some of the best problem-solvers we could find: our teachers. We started with our advisory mission (yes, even our advisory has a mission statement!):

The Young Women's Leadership School of Astoria strengthens the mind, body and soul of our students by providing daily opportunities to build self-confidence. We encourage cooperative behavior through team-building exercises, and acquire life skills by developing meaningful peer and advisory relationships. An integral component of our advisory program is service to our in-school, local and global community. The end goal is to gain understanding, appreciation and to celebrate the diversity within our shared community. Our primary focus is to equip our students with the tools and experiences they will need to become educated and productive citizens, as future leaders of tomorrow.

After many whole-staff and small group discussions, TYWLS teachers settled on a decision. In order to serve all students through advisory, we would give up common-planning periods, meet with our advisories every other day, and cap advisory at 15 students. We also decided that each grade-level would have an overarching theme or essential question for the year. To develop the theme, grade-level advisory teams



“Our primary focus is to equip our students with the tools and experiences they will need to become educated and productive citizens, as future leaders of tomorrow.”

considered the largest social-emotional challenge that their students face and crafted that into a larger theme to unify the year. This was a robust planning phase that took place in the summer and resulted in themes such as “making healthy connections” in 7th grade, and “awareness of self and others” in 11th grade. With grade-level themes as our center, we created rotations whereby each day would have a different focus. Here is a sampling from the 11th grade:

As a mastery (competency) based school, all students in all subjects are assessed on the following 21st century skills at TYWLS: planning, collaboration, discerning, being precise, arguing, innovating, investigating, concluding, communicating, and creating. Advisors are trained before and during the school year to coach students on these competencies. A student might identify a specific outcome to work on—say the argue outcome, which involves, “formulating and defending an argument using multiple pieces of evidence.” The advisor then guides the student to set a manageable goal and follows up with her in the next coaching session to ensure she is on pace both toward that goal and, more broadly, toward bigger goals like graduation and postsecondary planning.

**11th Grade Advisory Structure
2017 - 2018**

Theme: Awareness of Self and Others
→ [Calendar](#) Linked Here, Rotation Overview Below with links to each

Time	Day 1	Day 2	Day 3	Day 4	Day 5
	Awareness of My Community	Awareness of the World	Awareness of Others	Awareness of Self	Awareness of Self
10 mins	Opening Ritual: Emotions Wheel Check-in	Opening Ritual: Emotions Wheel Check-in	Opening Ritual: Emotions Wheel Check-in	Opening Ritual: Emotions Wheel Check-in	Opening Ritual: Emotions Wheel Check-in
15 mins	Community Service Project Planning (Coaching Sessions)	Current Event Reading and Journal Response (Coaching Sessions)	Collaborative Problem Solving Circle (extended emotions wheel)	Meditation/ Mindfulness Exercise	College Readiness: Khan Academy SAT Prep Teacher checks progress during class (Coaching Sessions)
15 mins		Group Discussion	Team-Building Exercise and/or Social-Emotional Ted Talk/Podcast	Jump-rope Check-In/Goal Setting Portfolio Uploading	
5 mins	Announcements, Upcoming events, Business..check jumpro.pe for uniform and cell phone info	Announcements, Upcoming events, business..Announcements, Upcoming events, Business..check jumpro.pe for uniform and cell phone info	Announcements, Upcoming events, business..Announcements, Upcoming events, Business..check jumpro.pe for uniform and cell phone info	Announcements, Upcoming events, business..Announcements, Upcoming events, Business..check jumpro.pe for uniform and cell phone info	Announcements, Upcoming events, business..Announcements, Upcoming events, Business..check jumpro.pe for uniform and cell phone info

At the close of our first year of our advisory re-boot, it was clear that our new advisory structure successfully rebuilt our relationships with students and created a stronger school community. Students, too, have felt more of a connection to advisory this year. One 12th grader, Prabjot, shared that “Each day we began with a circle ritual and had a chance to share what we are thinking and feeling. We really felt like we had that one place we could go to no matter what we needed.” In an end of year survey, students overwhelmingly shared a positive response to both Advisory Camp and their advisory experience as a whole.

The center of our model is relationship building—every student has one adult supporting her, communicating with her parents, coaching her in academics, and intervening if an issue arises. Advisors closely coach students on their academics using our online grading system and students’ digital and physical work portfolios as “evidence” to ground discussions. When an advisor sits down with a student for academic coaching, the student logs in to her academic profile and the advisor guides the student to discuss specific areas of success and areas of growth.

For teachers, we found success in our structure for oversight, settling on an advisory team comprised of one lead-advisor per grade and our administrative staff. This group meets once each month to discuss needs, events, and future planning. Additionally, each grade-level



“The center of our model is relationship-building—every student has one adult supporting her.”

advisory team meets once each week during professional development time to discuss student needs and plan for future advisory lessons.

But as a school committed to iteration, we know that school design is never totally done. We have already noticed issues with this new structure. For example, advisory sometimes can become a catch-all for other activities, creating less time for coaching and social-emotional support. As we work to revise our structure and curriculum for the next school year, this is at the top of our list. We are asking ourselves how to efficiently inform students about updates and make time for special events while maintaining the integrity of advisory.

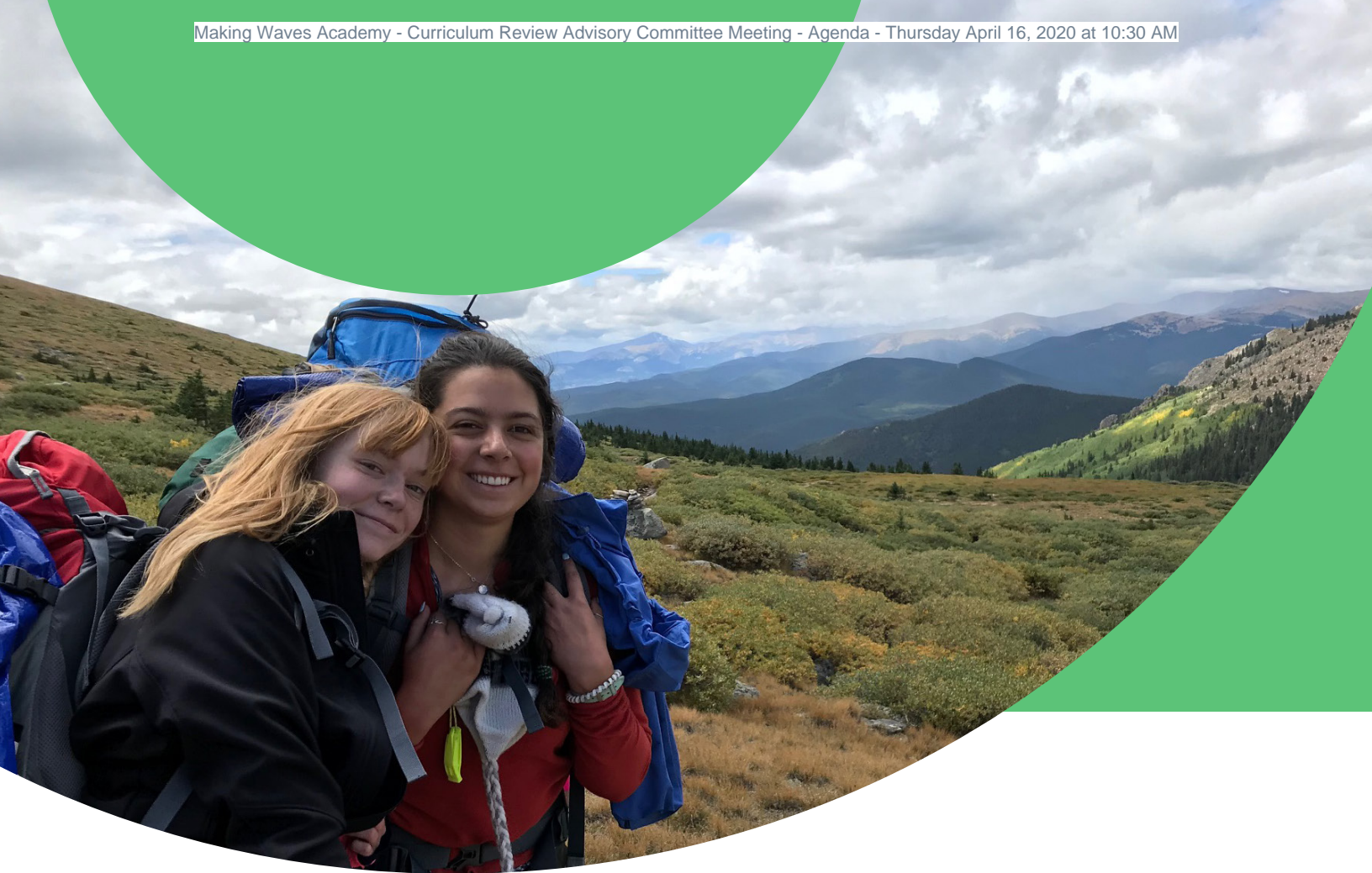
Additionally, there was a big sister-little sister aspect of Advisory Camp that we did not continue throughout the school year. Many students gave feedback saying they wanted this aspect of advisory to return. In response, we have already planned for big sister-little sister “reunions” and activities starting in September. Longer term, we would like to find a way to reinstate common teacher planning periods, which will require bigger picture staffing and scheduling shifts.

As we dive into a summer of planning, our school community is enthusiastic to continue building upon our success with advisory. Everyone is dedicated to maintaining our small-group advisories as a way to ensure that each student is “seen” and that student learning and growth is embedded at the center of our work.



YOUNG WOMEN'S LEADERSHIP SCHOOL OF ASTORIA (TYWLS of Astoria) is a single-sex New York City public school that was established to prepare low-income and minority women from diverse backgrounds for college and other postsecondary experiences. TYWLS of Astoria nurtures the intellectual curiosity and creativity of young women by supporting the "whole girl" in order to maximize academic achievement, social emotional well-being, and postsecondary success. It is a college bound initiative (CBI) school that serves middle and high school students. To learn more about The Young Women's Leadership School, visit [their website](#).

CHRISTY KINGHAM has been a middle and high school English teacher since 2004. She is currently at The Young Women's Leadership School in Astoria, Queens, as an Instructional Coach and Curriculum Developer in addition to teaching 11th Grade English and AP English. Christy spent her first seven years teaching in Bedford NY, at Fox Lane Middle School before moving her career to New York City. She graduated from Georgetown with a bachelor's degree in English Literature and Teachers' College with a master's degree in the Teaching of English. Since the summer of 2011, she has been a teacher leader with the New York City Writing Project. Christy spends her summers facilitating workshops for teachers of all disciplines and grade levels and also teaches graduate school courses for Drexel University's online master's program. Her online classroom can be found at www.christykingham.com and her school's site at www.tywls-astoria.org



Advising Group at Jefferson County Open School



By Jennifer Wisniewski
Walkabout Advisor & Teacher
with Mickey Walsh and Nils Aberg

The Jefferson County Open School (JCOS) is a pre-K through 12th grade public option school in Lakewood, CO. For nearly 50 years, JCOS has provided a viable, vibrant, and life-changing alternative to conventional schooling. Advising is at the center of the JCOS program and features multi-age groupings for all students. Advisors at the Open School share a guiding principle when it comes to building advising relationships with our students: no young person in our building will remain anonymous, and each and every person will have a minimum of one adult as their advocate.

At JCOS, students are supported by their advisor to take the personal, social, and intellectual risks necessary to discover the joy of lifelong learning. All students work closely with an advisor to develop a highly-personalized curriculum, which drives their individualized graduation plan. These two tailored anchors are the critical components of the school's Walkabout Program in grades 10 through 12.

Our high school model is designed so that students spend time in 9th grade preparing for our Walkabout Program, which requires more self-directed and student-driven engagement. Students new to the Walkabout Program spend the first two weeks of the program in what we call the "disorientation period." We help students unlearn the ideas they may have about conventional schooling so that they can become accustomed to the non-hierarchical way of relating to adults and their peers, an approach that underpins the JCOS model. We don't believe in the "authoritarian" teacher or ranking grade levels that students might have learned prior to JCOS.



Disorientation is student planned and led. Students are introduced to their Advising Group through an intense three-day wilderness preparation period consisting of group building and trust exercises to prepare for the pinnacle experience—the Wilderness Trip—which is led by two members of their new Advising Group and their new advisor. This trip orients new students to the Walkabout Program, creates connections with advisors and peers, and establishes trust within the group. The trip practices risk-taking

as a way to build students' confidence as they begin the Walkabout Program and helps them form relationships that are based on trust from the start, which carries through their time at JCOS.

Each Advising Group ranges in size from approximately 15 to 18 students and consists of students in the conventional 10th through 12th grades (although we steer away from labeling by grade level). Advising Groups meet three times a week or more for an hour and emphasize group building, planning, problem-solving, and supporting of individuals and schoolwide community endeavors. The makeup of Advising Groups is chosen at random, which creates a broader sense of community and facilitates connections outside of a student's normal social group. Advising Group teaches skills like engaging in conflict resolution, building healthy relationships, being a community member, and contributing to a group. Mickey Walsh, a 2018 graduate, discussed his relationship with advising, saying "by being an active member of your Advising [Group] and the greater community, you demonstrate that you can be trusted to access parts of the program that are increasingly student-centered."

An advisor's responsibilities are many. Beyond facilitating their Advising Group and providing one-to-one student support, advisors are responsible for teaching a minimum of five self-designed courses to be chosen by students, offering an average of two travel opportunities per year that are tied to curriculum, and participating in the democratic process of the school that emphasizes shared leadership. Since this multi-faceted advisor role is the most

important responsibility for all staff, we look for advisor competencies in all new hires and work to develop those skills in all staff. New staff are oriented through a year-long progressive education course taught by veteran advisors and school leaders from JCOS. It is designed to provide the necessary tools, strategies, and ideas for implementing a self-directed, progressive education model centered on advising.

Creating a sense of community is paramount within the Advising Group. Advisors help build a strong group such that students are able to learn important skills like how to resolve conflicts, how to garner resources and support, and how to contribute meaningfully to a group. We acknowledge that teacher training programs do not inherently train aspiring teachers to do this, so it is important for us to cultivate that in new advisors.

Advisors are student advocates and learning facilitators who assist students in setting and achieving key goals. The advising relationship is paramount in guiding students toward successful completion of all aspects of the

"By being an active member of your Advising [Group] and the greater community, you demonstrate that you can be trusted to access parts of the program that are increasingly student-centered."



“Trusting relationships allow advisors to provide deep and meaningful feedback and lets them push students just beyond comfort zones to take risks.”

program, including personalized learning projects that we call “Passages,” core curricular classes, and other mutually agreed upon personal, social, and intellectual pursuits. Advisors provide continuous feedback and supports as students progress through graduation expectations. Advisors meet individually with each student on a weekly basis (sometimes more often) to build the relationships necessary to guide students through their individualized program.

Trusting relationships allow advisors to provide deep and meaningful feedback and lets them push students just beyond comfort zones to take risks as they design their own personalized,

rigorous program. Nils Aberg, who came to JCOS from a comprehensive high school, spoke about his advisor: “Individual advising, and the relationship that a student crafts with their advisor, is incredibly valuable.” He continues, saying, “Quickly after arriving at the school, Jen, my advisor, was able to see and understand my goals and what I wanted to get out of my Open School career. Mostly through individual advising, we looked at what classes would best allow me to rediscover passions and connect with my peers. During my transition between schools, since Jen was the first staff member I met, I always had somebody to talk to.”

Because of advising, from the first day at JCOS, students find a home. Mickey Walsh describes it this way: “In my personal experience, advising constantly provided that safe space for me in my years at Open School. See, what makes advising special is that the people who are part of the group, and the advisor, actually care. It can be as simple as asking how someone’s week-end was or as elaborate as a two-day trip to view the total solar eclipse. Advising is one of the greatest support systems a student can have because every student is held accountable by their advisor and their Advising Group. So from an academic standpoint, you have 18 people making sure you’re going to class, willing to support you when you’re struggling, and encouraging you to do your best.”

Relationship building is valued across the school. When a student is struggling, an advisor will develop a plan alongside other members of that student’s support group. We have a weekly meeting called “kid talk” where students are brought up amongst staff to help problem solve

issues that have arisen in that student's life—whether academic or personal. It is a time where we can all get together to advise one another about how to proceed, inform the community about struggles a student is facing, and celebrate accomplishments of students. This is a valued time for staff that allows us to better know each student outside of our Advising Group on a deeper level.

Advising is also a time to ensure that students are planning their path upon graduation.

"Advising, and my advisor specifically, were not just central to my high school years but also to my postsecondary plans," said Mickey.

"Having an advisor means having someone who truly knows you and...can help you make a plan to achieve exactly what you want to achieve."

Advisors have several touchpoints throughout the year to support students in their college and career planning—from college research and visits, to job shadowing, and, most importantly, finding the passions that will propel them toward a fulfilling life trajectory.

At JCOS, we believe that mixed-age groupings help to build the community and drive student ownership. That's why mixed-age groupings can be found throughout every aspect of the program—from advising, to classes, and even on trips. But perhaps the most effective use of this philosophy is in an advising "Triad." Triads are a multi-age peer support group that serves as an internal mentoring group. It is comprised of three or more students, and creates a home base for students, where they can support and celebrate each other. Having a mix of ages and experiences allows younger students to learn from their older peers. There is also pay off for older students who model the Passage process and serve as mentors

and role models for younger students. Advisors place a lot of responsibility on the elder members of the Triad to educate their peers, provide leadership and mentorship, and plan their weekly meetings. Some advisors even have their graduating students create Triad groupings when new students arrive. Most Triads will stay together for their entire time, allowing for a continuity of relationship building and mentorship. Triads meet each week for an hour, usually independently or sometimes with their advisor.

A student's participation in an Advising Group and a Triad provides opportunities for leadership, mentorship, and community building. The supportive environment within these intentional structures gives each member a sense of purpose and belonging. All students have an advocate and feel seen and heard by their community. Nils Aberg describes it this way: "The most important aspect of advising in my opinion is the inability to be anonymous. Advising is a key part of tying the Open School community together because of this. By having individual advising and a Triad who meets frequently, it's impossible to go unnoticed. This helped me become my extroverted self much easier, ask for help if I didn't understand aspects of the program, and now help people who I can see need it. In advising, students are given the sense that everyone around them is willing to help and support them."

Advising is what allows us to do all other aspects of our program successfully. The relationships that develop as a result of this practice set students up to succeed interpersonally and academically. Advising is a central and deeply cherished practice throughout the program and school community.

JEFFERSON COUNTY OPEN SCHOOL

(JCOS) is a pre-K through 12th-grade school that uses multi-age groupings and provides a vibrant, viable alternative to conventional schooling. Students work closely with their advisor in the development of their personal curriculum and write narrative self-evaluations instead of receiving a grade from a teacher. These narrative evaluations form the basis of a student-written transcript that is created over a student's time at the school. With a constant focus on fostering strong, caring relationships between students and adults and among students, the school is centered on five primary values—curiosity, responsibility, courage, personal best, and respect. All students complete a "Walkabout" that includes six "Passages," projects developed by each student that demonstrate how students can apply their skills to the real world. To learn more about Jefferson County Open School, [visit their website](#).

JENNIFER WISNIEWSKI is entering her 14th year at Jefferson County Open School. She is a Walkabout Advisor & teacher of the social sciences and language arts, with a social justice focus. She is passionate about the JCOS model, having student taught before joining the staff. She relishes student trips such as last year's wilderness trip, hurricane Harvey relief trip, borders trip to Tucson, AZ to study immigration, and canoe trip to the boundary waters. She is a self-proclaimed education nerd and avid traveler looking forward to upcoming student trips next year, including a hurricane relief trip to Puerto Rico, a canoe trip to trace the footsteps of Lewis & Clark, and a women's backpacking trip. She

earned her teaching degree at the University of Colorado Denver, and a master's in curriculum & instruction from University of Colorado Denver.

NILS ABERG is entering his graduation year at JCOS. This upcoming year for his Global Awareness Passage, he will be teaching a class about Guatemalan culture and how micro-credit loans can empower women in the region, while preparing and planning a two-week long trip to Guatemala for his class. Currently you can find him attempting to unicycle 14 Colorado fourteeners to raise money for local non-profits.

MICKEY WALSH graduated this past year and will be attending Carleton College in fall 2018. For Mickey's Global Awareness Passage, he studied the Israeli-Palestinian conflict, acting as a youth coach for Ultimate Peace, a non-profit that brings Muslim, Jewish, and Christian youth together through ultimate Frisbee to build mutual respect and friendship. After this life-changing experience in the Middle East, he hopes to continue working with youth in this capacity.



CORE at South Bronx Community Charter High School



By Cathleen Collazo

Youth Development Specialist

South Bronx Community Charter High School (SBC) is part of the EPIC High Schools network in New York City. The school was founded in 2016 to prepare students for success in college, career, community, and life. I serve as a learning coach and youth development specialist in restorative justice practices at SBC where our instructional model focuses on four key areas, including “CORE,” which is designed to build students’ social-emotional skills. CORE stands for Creativity, Opportunity, Risk, and Experience—and we work hard to weave all of these components into our students’ high school journey through a series of programs that span all four years.

While elements of CORE are similar to a traditional high school advisory, it is designed to be much more. CORE groups are comprised of two adults and up to 20 students who stay together throughout the year. Groups meet every morning for a full 50-minute class period and for a double block on Fridays. CORE is the basis of every student’s support system and a primary relationship-building mechanism. Curriculum is project-based and includes a strong focus on building student accountability as well as college and career exploration and preparation. CORE groups develop shared rituals, engage in service learning, and provide a safe environment where students can speak their minds and share their values. CORE creates community, enabling difficult discussions—about race, gender, and identity—that are key elements of the school’s culturally responsive approach.

SBC’s staffing model is key to our CORE structure. Throughout the school, we have two adults in

every classroom: a teacher and a learning coach. Learning coaches are tasked with supporting students toward social-emotional skill development, conducting one-on-one conferencing, and leading small group tutoring. They have expertise in youth development and work closely with teachers to provide support in academic classes as necessary. Learning coaches are the main facilitators of CORE, with teachers plugging into advisory in similar ways to how learning coaches plug into academic classes. These two groups of educators collaborate very closely on all aspects of their work since students bring similar strengths—and challenges—to all their classes, be it math, science, or CORE.

The two adults in each CORE group split the advising load of their group, meaning that each learning coach and each teacher is an advisor to 8-10 students from their CORE group. Advisors meet with each of their students every two weeks to check in on goals, progress, and CORE

SEL competencies. Advisors are in charge of monitoring the grades of their advisees. They are the first to refer students to after-school support, which is held on Tuesdays, Wednesdays, and Thursdays, with different subjects on certain days. After-school sessions allow students to receive direct support from their content teacher. Advisors document all meetings in a spreadsheet, noting progress or any issues. If an advisor ever feels that there is a situation they cannot or should not handle alone, there are mechanisms in place for support. Advisors may pull me in for support and guidance since I am the school's licensed mental health counselor. If we decide the situation is severe, we will contact outside resources or devise a deeper counseling plan with measurable steps and goals. Our leadership team also provides support as part of our school's commitment to restorative justice practices.

At SBC, we believe that student-led conferences allow students to take ownership of the learning process and can familiarize them with the level of accountability that will be expected in college and career. Advisors help students prepare for three student-led conferences each year, which take place in November, March, and June. Students use the time to explain grades and present skills and habits (called "attainments" at SBC). They talk about the attainments they have excelled in as well as those they are seeking to improve upon, and discuss an action plan to further their growth. The final student-led conference in June is called a "Gateway presentation," wherein students present to staff, fellow students, and their family, explaining why they should be promoted to the next grade. Advisors join each student-led conference, and help speak to their advisee's work and progress.

This also gives them a baseline upon which to personalize their supports or push students toward more challenging work, as appropriate.

CORE follows a four-year scope and sequence, which creates a contiguous learning experience for students. We see 9th grade as the year of exploration, where students learn about their postsecondary options, look at colleges, and begin to think about how their passions can manifest into opportunities. In 10th grade, we design exposure opportunities that take many forms—students research careers, connect with and shadow career mentors, participate in college tours, and engage in passion projects. Our college tour this year was a major success. We convened panels of college students, which really changed our students' perceptions of college—some of whom previously thought that college was not for them are now interested in the opportunities it can provide. Preparation will get more intensive in 11th and 12th grade, with internships, application and financial aid support, and decision-mapping.

"At SBC, we believe that student-led conferences allow students to take ownership of the learning process and can familiarize them with the level of accountability that will be expected in college and career."

Many of the key components of CORE revolve around social-emotional learning (SEL) skill-building, which we see as a critical aspect of college and career success. We organize this skill acquisition within our competency framework, which includes skills such as time management, collaboration, empathy, tolerance for diverse perspectives, and more. We also believe that SEL skills should be woven into cross-curricular learning experiences, but CORE is a dedicated time to focus on these skills so that they are not taken for granted. Learning coaches are in charge of helping students set SEL goals, with a focus on leveraging their strengths and building on areas of growth. According to 10th grader Katie Rodriguez, “My advisor and CORE have helped me build SEL competencies that I’ll need in college and career by getting us to set a goal for ourselves, and checking in to see whether or not we have [made] any progress [toward] that goal.” She went on, “your advisor is there to check on you, which in my case is very helpful. This creates a habit of making a goal for yourself and...being able to push yourself and reach it.”

CORE also provides space for students to engage in community-based projects that explore key themes around identity and current affairs. At the beginning of the year, for instance, students participate in a cross-disciplinary project in CORE. Last year, we assigned 9th graders a school-wide text—*Between the World and Me* by Ta-Nehisi Coates—that all students read and discussed. It was used as a foundational text in every academic class. Students also went into the community and interviewed community members about their experiences with the “American dream”—a key theme from the book—and blogged about their

conversations with others. In 10th grade, CORE projects include a mentor challenge and a mentee challenge. For the mentor challenge, students find a mentor in the career field they are interested in, and document the process of interviewing and shadowing that person. Tenth grade students also serve as mentors to 9th grade students, creating agendas for meetings, preparing icebreakers, and setting goals. They also document the progress of the mentoring relationship and reflect on its successes and points of improvement.

Outside of the foundational 50-minute meetings and one-on-one coaching, CORE includes the weekly Rites of Passage program, comprised of single-gender groups that are co-led by students and adults. In 9th grade, the primary focus is trust and relationship building. That trust fosters a sense of belonging and sets the stage for students and adults to have conversations on everything from academics to personal barriers in students’ lives to challenging conversations about identity and world issues. This sense of support and safety facilitates learning and allows students to take academic risks. Rites of Passage groups (called Chapters) stay together throughout their time at SBC to create consistency and to solidify the strong bonds that grow from the extensive, personal work that groups do.

Ensuring that our school’s innovative model works seamlessly requires coordination and collaboration from all staff. We centralize planning for CORE projects, which is led by one of our school leaders who focuses on youth development. Learning coaches, as a team, use a planning block to shape CORE curriculum and build out student experiences. Often, we will pick a learning objective, such as career

exploration, and then brainstorm the ways in which students can demonstrate particular skills. We also think about what we hope to see students produce as a demonstration of their learning. From there, we backwards-plan student experiences and lessons. For example, 9th grade career exploration work culminates in a career day project in which students participate in a mock group interview with professionals who work in a field of interest to them. They submit their “future” resume to the professional and get feedback. In the interview, they answer questions and work on a collaborative task with fellow students, receiving feedback on each of those elements. Students spend about six to eight weeks preparing for these rigorous career days.

This summer, our school engaged in a round of summer planning and iteration. I helped iterate our CORE model, as we continue to learn a lot about what works well and what our students still need. For example, we want to ensure all students understand the purpose of and internalize the SEL skills that CORE focuses on so that they are not just checking a box or working toward a certain grade. We also see students continue to struggle with time management. In response to these considerations and others, we are going to reduce the number of major CORE projects next year to four: college readiness, career readiness, health skill-building (i.e., mental and physical health), and social-emotional skill-building. Students will also need to be able to explain their learning and attainments. These four projects are meant to be intense and meaningful. We will devote more time to them and connect them more deeply to real world applications through experiential touchpoints.

Students at our school, on the whole, develop strong relationships with their advisors, seeking them out for both academic and social-emotional support. “My advisor is someone who I can just go up to and talk to them about my problems,” said 10th grader Brandon Sterling. “So academically they help keep me on track. If I need help with an assignment and—let’s say I didn’t get good help from the teacher, getting it explained—I can go to my advisor and they can help me and explain to me in a different way. And socially if I’m coming to school and I’m having a bad day, I can talk to my advisor about it because that is someone who I can trust.”



“Trust fosters a sense of belonging and sets the stage for students and adults to have conversations on everything from academics to personal barriers in students’ lives to challenging conversations about identity and world issues.”



SOUTH BRONX COMMUNITY CHARTER HIGH SCHOOL was launched in 2016 as part of the [EPIC High Schools network](#). Similar to EPIC North High School, the instructional model centers on four categories of classes: studios, “selectives,” targeted support, and CORE (detailed in this feature). The school is competency-based, allowing students to fulfill performance tasks—rigorous, engaging, and complex projects—in order to progress. Learning pathways are accessible online and students move at their own pace, receiving support as needed. To learn more about South Bronx Community Charter High School, [visit their website](#).

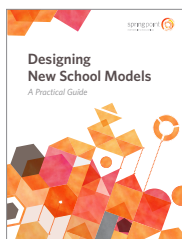
CATHLEEN COLLAZO is a licensed mental health counselor currently working as a Youth Development Specialist in restorative practices at South Bronx Community Charter High School. Previously, she worked as a mental health counselor for children and adolescents at Upper Manhattan Mental Health Center. As a founding staff member at South Bronx Community Charter High School, Cathleen relishes the opportunity to work with teenagers daily to positively direct their growth and development. Cathleen obtained her bachelor’s degree in psychology and her master’s in mental health counseling, both from Baruch College.



Springpoint is a national nonprofit that partners with districts, charters, and networks to design and launch innovative high schools that work to meet the needs of all students, preparing them for college and career success. We work with partners to shift the traditional power dynamic between communities and school designers, and to empower diverse stakeholders in the school design and planning process. Partnerships with Springpoint are differentiated by an intentional approach to school design that is both student-centered and grounded in youth development theory, which is essential for activating and engaging students as learners.

We provide school design and planning workshops, capacity building and model implementation supports, tools and resources, customized coaching, and learning experiences that help educators do school differently. These supports are flexible, grounded in research-based practices and responsive to each partner's unique context. Since 2013, we have supported partners across the country to design and implement new high school models, which serve thousands of students.

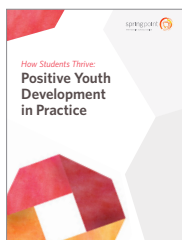
Springpoint seeks to advance a broader understanding of how intentional school design and implementation can result in transformative success for students and their communities. This guide is part of that ongoing effort, along with a growing set of resources and publications, including:



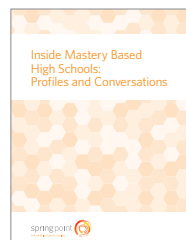
- ④ **Designing New School Models: A Practical Guide**
Our landmark design guide that outlines the three key phases of our school design process and provides a starting point for practitioners to engage in school model design.



- ④ **Learning From Great Practice: Schools to Visit in 2018**
A schools to visit guide that organizes models by region, provides a brief overview of key elements and look fors, and provides contact information.



- ④ **How Students Thrive: Positive Youth Development in Practice**
A publication featuring the five tenets of positive youth development theory and their application in school model design.



- ④ **Inside Mastery Based High Schools: Profiles and Conversations**
A series of case studies that looks at five innovative mastery-based models and includes links to several robust resources and tools from each school profiled.

For more, please visit our website: www.springpointschools.org

Coronavirus updates:

UC is vigilantly monitoring and responding to new information. See the latest developments.



UC temporarily adjusts admissions requirements to help students, families in wake of COVID-19

UC Office of the President

Wednesday, April 1, 2020

The University of California acted last night (March 31) to implement temporary measures which relax undergraduate admissions requirements for students looking to enroll at UC for fall 2020 and future years as applicable. These measures will help mitigate some of the extraordinary challenges students and their families face in the midst of the COVID-19 pandemic.

“We want to help alleviate the tremendous disruption and anxiety that is already overwhelming prospective students due to COVID-19,” said John A. Pérez, chair of the Board of Regents, the governing board for UC. “By removing artificial barriers and decreasing stressors – including suspending the use of the SAT – for this unprecedented moment in time, we hope there will be less worry for our future students.”

“The COVID-19 outbreak is a disaster of historic proportions disrupting every aspect of our lives, including education for high school students, among others,” said University of California President Janet Napolitano, who endorsed the changes. “The University’s flexibility at this crucial time will ensure prospective students aiming for UC get a full and fair shot — no matter their current challenges.”

The global health crisis has forced the closure of high schools across the country and prompted sudden shifts to remote instruction. Some schools adopted “pass/fail” or “credit/no credit” grading instead of letter grades for A-G courses needed to qualify for UC admission. These measures had the potential to adversely affect not only the incoming freshman class,

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but all high school students seeking a UC education, making it challenging to meet University requirements. Meanwhile, K-12 standardized testing and college entrance exams have been cancelled, further thwarting student progress.

In response, the Regents approved a series of critical, short-term measures:

- Suspending the letter grade requirement for A-G courses completed in winter/spring/summer 2020 for all students, including UC's most recently admitted freshmen.
- Suspending the standardized test requirement for students applying for fall 2021 freshman admission.
- Providing that there will be no rescission of student admissions offers that result from students or schools missing official final transcript deadlines, and student retention of admission status through the first day of class until official documents are received by campuses.
- For transfer students, temporarily suspending the cap on the number of transferable units with "pass/no pass" grading applied toward the minimum 60 semester/90 quarter units required for junior standing.

In addition to the University's actions, the College Board recently announced changes to Advanced Placement (AP) exam content and formats for spring 2020. UC recognizes the effort that students have already applied in these challenging courses and will award UC credit for 2020 AP exams completed with scores of 3, 4 or 5, consistent with previous years.

"The goal of these changes is to ensure a fair process that does not affect the life chances of students who, but for the coronavirus pandemic, would have become full-time students at the University of California," said Kum-Kum Bhavnani, chair of the Academic Senate. The Senate exercises direct control over academic matters of central importance to UC and made the admissions recommendations to the Regents.

UC requests submission of final transcripts by July 1. If schools are unable or unsure about their ability to issue transcripts by this date, they may notify UC at AskUC@ucop.edu and include a date when transcripts are expected to be available.

For more information on the changes, visit here
[<http://admission.universityofcalifornia.edu/response-covid-19.html>].