Windsor Board of Education Regular Meeting

Tuesday, September 17, 2013 7:00 PM
Regular Meeting, Town Hall, Council Chambers, 275 Broad Street, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. Introduction of New BOE Student Representative--Stefan Keilich
   b. Introduction of New Administrators
   c. Educators and Staff Members of the Year
   d. Introduction of Windsor Teacher of the Year
   e. Recognition--Donation of backpacks and school supplies from Remote Cardiac Services and Windsor Chamber of Commerce and Windsor First Town Downtown
3. **Audience to Visitors**
4. **Student Representative Report**
5. **Board of Education**
   a. President's Report
   b. Excellence and Equity Review--Next steps
   c. Appointment of Personnel Search Committee for Superintendent Search
6. **Superintendent's Report**
   a. School Opening Comments
   b. Staffing Update for Opening of the 2013-2014 School Year
   c. Recent Safety Initiatives
   d. Pool Safety Update
7. **Committee Reports**
   a. Curriculum Committee
   b. Finance Committee
   c. Policy Committee
   d. Technology Committee
8. **Consent Agenda**
   a. Enrollment Report
   b. Human Resources Report
   c. Childrearing Leave Request
   d. Approval of BOE Regular Meetings for 2014 Calendar Year
9. **Approval of Minutes**
   a. June 18, 2013 Regular Meeting
   b. August 7, 2013 Special Meeting
   c. August 29, 2013, BOE Special Meeting/Workshop
10. **Other Matters/Announcements/Regular BOE Meetings**
    a. Special BOE Meeting/Workshop on CMT/CAPT Test Results, District Improvement Plans, and Discussion of EER on Thursday, September 26, 2013 at 5:00 PM in the Board Room at L.P. Wilson Community Center
    b. Next Regular Board Meeting is Tuesday, October 15, 2013 at 7:00 PM in the Town Hall Council Chambers.
    c. Windsor Public Schools' Service Awards Reception will be held on Tuesday, October 29, 2013 at 6:00 PM at the Windsor High School Library Media Center.
    d. WHS Athletics Hall of Fame 2nd Annual Induction Ceremony and Dinner, Saturday, November 9, 2013, 6:30 PM, Sheraton Hotel at Bradley Airport
    e. CABE Convention, November 15-16, 2013, Mystic Marriott Hotel, Groton, CT

11. **Executive Session Anticipated--Ratification of Collective Bargaining Agreements for Windsor School Employees' Union (Custodians, Maintenance, Food Service Employees) and SEIU Local 2001, CSEA (Administrative Professionals)**
12. **Audience to Visitors**
13. **Adjournment**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D., Assistant Superintendent for Human Resources

PRESENTED BY: Craig Cooke, Ph.D.

SUBJECT: Educators and Staff Members of the Year

ATTACHMENTS: None

BACKGROUND: Each year a committee from each of our schools requests nominations from staff and then chooses one educator of the year and one non-certified staff member of the year.

STATUS: The following are the 2012-2013 educators and staff members of the year from each school.

School/Site	Educator	Staff Person
Clover Street	Frank Scott	Marie Tredway
J.F. Kennedy	Virginia Hoerle	Ralph Esposito
Poquonock	Kristin Blume & Lynne Markwell	Elizabeth Lepak
Oliver Ellsworth	Mark Champlin	Merrill Simone
Sage Park Middle	Amy Small	Monique Willis
Windsor High	Robert Cullen	Audrey Love-Joseph
Central Office	Gina Olearczyk	Jeanne Woodstock

RECOMMENDATION: This is for information only

Reviewed by: _____ Recommended by the Superintendent: JAW

Agenda Item # 2 c



Windsor Teacher of the Year

Christopher Todd, Windsor High School Social Studies Teacher, has been named Windsor's 2013/2014 Teacher of the Year. Chris has been a Social Studies teacher at WHS since 2004. He received his Bachelor's degree in History from the University of Colorado at Boulder and his Master's degree in Public Policy from Trinity College. Chris is a dynamic teacher who brings history to life with excellent integration of technology in his classroom. Chris was selected as Connecticut's 2013 Fellow by the James Madison Memorial Fellowship Foundation. The only teacher to receive such award in our state and one of 56 in the United States. The fellowship will help Chris pursue graduate studies at the University of Connecticut and provide for week long institutes with other fellows. Chris was also invited by the Gilder Lehrman Institute of American History to attend a summer seminar at the Pritzker Military Library in Chicago.

Chris immediately began giving back to his profession by becoming a BEST mentor after completing the program himself and now serves as a TEAM mentor. Chris has been a coach and advisor for numerous activities at WHS and currently coaches the boys swimming and diving team.

Windsor's Teacher of the Year selection process begins in March when teachers are asked to submit written nominations of colleagues. This year we received over 90 nominations. 42 different teachers were nominated for the position. Teachers then chose to continue in the process and be interviewed by a panel of colleagues. Following the interview process, a classroom visit takes place on the finalist. The nomination was confirmed and Chris was notified on May 22nd. Chris will now begin working on his State of Connecticut teacher of the year application packet.

The Windsor Board of Education announces the teacher of the year at its June meeting. The teacher of the year is invited to the September Board meeting and is formally recognized.

The 2013 Windsor Teacher of the Year Selection Committee was:
Mike Greenwood - Co-Facilitator & District TEAM Facilitator
Katrina Palazzolo - Co-Facilitator & former Windsor Teacher of the Year, teacher
Dana Allen - Social Worker, Windsor High School and L.P. Wilson
Craig Cooke - ex-officio, Assistant Superintendent for Human Resources
Jill Darrell - Grade 3 teacher, Clover Street
Hyacinth DeFoe - Business Education teacher, Windsor High
Cay Freeman - former Windsor Teacher of the Year, Math Support teacher, Sage Park
Lesley King - 2012-2013 Windsor Teacher of the Year, Grade 2 teacher, Poquonock
Joe Mancino - former Windsor Teacher of the Year, Science teacher, Windsor High
Stacy Martinson - Grade 2 teacher, Oliver Ellsworth
Stacey Paley - Grade 1 teacher, Oliver Ellsworth

SAGE PARK MIDDLE SCHOOL

25 Sage Park Road • Windsor, Connecticut 06095 • Phone: 860 687-2030 • Fax: 860 687-2039

Paul G. Cavaliere, Jr., Principal Ext. 1191 pcavaliere@windsoret.org

William Fisher, Jr., Vice Principal Ext. 1129 wfisher@windsoret.org

Liana K. Jorgensen Vice Principal Ext. 1192 ljorgensen@windsoret.org

Jonathan Schneider, Vice Principal Ext. 1355 jschneider@windsoret.org

August 27, 2013

Dear Members of the Remote Cardiac Services,

On behalf of Sage Park Middle School, we want to send our sincere thanks to the Windsor Chamber of Commerce and First Town Downtown for your generous donation of backpacks and school supplies. These donations will greatly assist students and their families who are in financial need. Not only will these donations help those students have a nice start to their school year, but also help them be prepared academically. Thank you again for your thoughtfulness, generosity and ongoing support.

Fondly,

Celeste Ryan

Celeste Ryan

Sage Park School Counselor Team Leader

SAGE PARK MIDDLE SCHOOL

25 Sage Park Road • Windsor, Connecticut 06095 • Phone: 860 687-2030 • Fax: 860 687-2039

Paul G. Cavaliere, Jr., Principal Ext. 1191 pcavaliere@windsorct.org

William Fisher, Jr., Vice Principal Ext. 1129 wfisher@windsorct.org

Liana K. Jorgensen, Vice Principal Ext. 1192 ljorgensen@windsorct.org

Jonathan Schneider, Vice Principal Ext. 1355 jschneider@windsorct.org

August 27, 2013

Dear Ms. Garibay,

On behalf of Sage Park Middle School, we want to send our sincere thanks to the Windsor Chamber of Commerce and First Town Downtown for your generous donation of backpacks and school supplies. These donations will greatly assist students and their families who are in financial need. Not only will these donations help those students have a nice start to their school year, but also help them be prepared academically. Thank you again for your support, thoughtfulness and generosity.

Fondly,

Celeste Ryan

Celeste Ryan

Sage Park School Counselor Team Leader

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: J. Villar **PRESENTED BY:** D. Richardson

ATTACHMENT: Excellence and Equity Review Report

SUBJECT: Excellence and Equity Review—Next Steps

BACKGROUND:

At its September 21, 2012 Regular Meeting, the Board of Education voted to authorize the Superintendent to execute an agreement with Dr. Marlon James and Loyola University Chicago to conduct and Excellence and Equity Review at Windsor High School.

STATUS:

At a BOE Special Meeting held on August 29, 2013, Dr. Marlon James and Loyola University Chicago representatives presented the results of the Excellence and Equity Review.

RECOMMENDATION:

The Board of Education should consider holding a Board of Education workshop to discuss the matter in detail on September 26.

Recommended by the Superintendent: JAV

Agenda Item # 5b.

Task Force on Excellence and Equity in Windsor Schools for All Children – DRAFT

Goal

To review, assess, and develop recommendations to the Board of Education based upon the Excellence and Equity review.

Parameters

- The group is making recommendations.
- Recommendations will be based upon the three analyses presented in the report.
- The group should schedule focus groups or other community engagement activities and the use of subject matter experts to develop recommendations.
- The recommendations should as much as possible be formulated upon best practice.
- Recommendations should include both - short term (implementation by 9/1/15) and long term (post 9/1/15).
- Recommendations will document process, sources, and any other methodology used to develop recommendations.

Timeline

- Recommendations will be due 1/15/14.
- Written monthly reports will be provided to the Windsor BOE.
- Consider setting a day and time of week as part of the structure of the task force i.e. 1st and 3rd Saturdays from 9 – 12; 1st and 3rd Thursdays from 7 – 9; etc..

Task Force Membership

- Proposed – 2 parents; 3 members from the BOE; 3 members from the district – 1 Administrator and 2 Teachers; 2 clergy; 1 Chamber of Commerce Representative; 1 Republican; 1 Democrat; 1 Town Council; 1 Windsor Education Fund; 2 Students
- Members must apply and the BOE will vote on the membership of the group.

Resources Required

- Facilitation services.
    - Includes facilitation of meetings; agenda and notes dissemination; report writing and submission.
- Planning services – setting up meetings; sending out notification; securing space; access to subject matter experts, etc.

DRAFT

EXCELLENCE AND EQUITY:

THE IMPACT OF RACIAL INOPPORTUNITY ON STUDENT DEVELOPMENT AND ACHIEVEMENT AT WINDSOR HIGH SCHOOL

Prepared by

Loyola University Chicago
School of Education

Dr. Marlon C. James
Dr. Carrie Levy
Ewune Ewane
Daniel Camacho
Kelly Ferguson

Research Design Team
Jordan Chua
Andrea Cobbett
Betsy Gutstein
Brian Knetl
Anna Lees
Eliana Lipsky
Felisha M. Parsons
Jennifer Shah

Loyola University Maryland
School of Education

Dr. Wendy Smith
Dr. Robert Simmons
Lindsay McCullough
Dominic Walker

Research Supported by a grant from Connecticut State Department of Education, Windsor Alliance Grant, 2013

Marlon C. James, Assistant Professor of Curriculum and Instruction
SCHOOL OF EDUCATION, TEACHING AND LEARNING
820 N. MICHIGAN AVE. | CHICAGO, ILLINOIS 60611
O (312) 915-6852 | MJAMES7@LUC.EDU

Windsor Board of Education
601 Matianuck Avenue
Windsor, CT 06095

08/28/2013

Re: Excellence and Equity Review of WHS

Thank you for the opportunity to provide a research-based view of achievement and access at Windsor High School (WHS) through an Excellence and Equity Review. Enclosed are research findings, analysis and recommendations for *Excellence and Equity: The Impact of Racial Inopportunity on Student Development and Achievement at Windsor High School*. This is presented in a series of three interrelated analyses entitled:

1. Look at Us: How Students at Windsor High School Experience Teaching and Learning.
2. Equality with Equity: An Analysis of Access to Advanced Placement Courses at Windsor High School.
3. Off Track: An analysis of track clustering, and the impact of initial course placements on future course enrollment and student achievement at Windsor High School.

The research team would like to especially thank the Superintendent of Schools, Dr. Jeffrey Villar and his central office staff who provided support and critical feedback during this process; Mr. Russell Sills, Principal of Windsor High School whose leadership, commitment and support is invaluable; Windsor High School staff – office and teachers – who provided critical data, support and insight into the experience of leading and teaching in Windsor High School; and the students for their candor, commitment and concern for their own education and that of their peers; the families of WHS, the community members and leaders who all trusted this process and valued its purpose. Altogether, 250 students, 60 educators/leaders, 50 parents and community members, thank you for your participation in this Excellence and Equity Review of your high school.

The research team observed within the Windsor community an energy fueled by sincere concern for its children's academic experiences which it rightly views to be predictive for the future health and well-being of the Town. It is our hope that this research of Windsor High School serves as a catalyst that focuses the collective energy and resources of the Windsor community to be the First Town to settle the achievement disparities among and between its children.

Sincerely,

Marlon C. James, PhD
Assistant Professor of Teaching and Learning
Loyola University Chicago
Mjames7@luc.edu

CONTENTS

Executive Summary 5

Methodological Framework Overview 6

Analysis One 7

Look at Us: How Students at Windsor High School Experience Learning and Teaching 7

Introduction 7

Literature Review 8

Research Question 12

Methodology 13

Findings 15

Summary 24

Recommendations 24

References 26

Analysis Two 28

Equality with Equity: Access to Advanced Placement Courses at Windsor High School 28

Introduction and Statement of Inquiry 28

Methods 29

Results 30

Discussion 34

Recommendations 36

References 38

Analysis Three 40

Off Track: An analysis of track clustering, and the impact of initial course placements on future course enrollment and student achievement at Windsor High School 40

Introduction and Statement of Inquiry 40

Literature Review 41

Methodology 44

Summary 65

Recommendations 66

References 68

Appendix A 70

Correlations Between College, Honors, High Honors, and AP Level Courses 70

Table 6a. Correlations Between College, Honors, High Honors, and AP Level Courses: Grad Year 2011, Grades 9-12 70

Table 6b. Correlations Between College, Honors, High Honors, and AP Level Courses: Grad Year 2012, Grades 9-12 70

Appendix B 71

Track Placement for Grades 9-12, Disaggregated by Race/Ethnicity and Gender 71

Table 7a. Track Placement Grade 9: By Race & Gender, 2011 Cohort 71

Table 7b. Track Placement Grade 9: By Race & Gender, 2012 Cohort 71

Table 8a. Track Placement Grade 10: By Race & Gender, 2011 Cohort 72

Table 8b. Track Placement Grade 10: By Race & Gender, 2012 Cohort 72

Table 9a. Track Placement Grade 11: By Race & Gender, 2011 Cohort 73

Table 9b. Track Placement Grade 11: By Race & Gender, 2012 Cohort 73

Table 10a. Track Placement Grade 12: By Race & Gender, 2011 Cohort 74

Table 10b. Track Placement Grade 12: By Race & Gender, 2012 Cohort 74

EXECUTIVE SUMMARY

The objective for the Excellence and Equity Review was to conduct and disseminate critical research on learning, teaching, and leadership at Windsor High School (WHS). Specifically called An Excellence and Equity Review© (EER), this mix method approach gathered and processed data on how philosophies, practices, politics, pedagogies, and polices supported and/or impeded closing the achievement gap between culturally diverse and White American students. Researchers from Loyola University Chicago and Loyola University Maryland Schools' of Education conducted focus groups with representative samples of 250 WHS students, 60 educators/leaders, and 50 parents and community members. Furthermore, researchers conducted descriptive and inferential statistical analyses on two graduating cohorts (2011 and 2012) of WHS students to understand what factors contributed to the variance in student performance on the Connecticut Achievement Performance Test (CAPT) in Reading and Math. Moreover, an ecological systems theory framework informed researchers, which highlighted the sociological nature of inopportunity in schooling rather than blaming individual actors (students, parents, and teachers) for the achievement gap.

This final report is entitled: *Excellence and Equity: The Impact of Racial Inopportunity on Student Development and Achievement at Windsor High School.* It is organized into three independent but mutually supportive analyses, each containing a targeted review of literature, research questions, methodology, results/findings and recommendations. This format allows for each inquiry to be discussed independent of the whole work, or when taken together readers can glean a macro perspective of schooling at WHS.

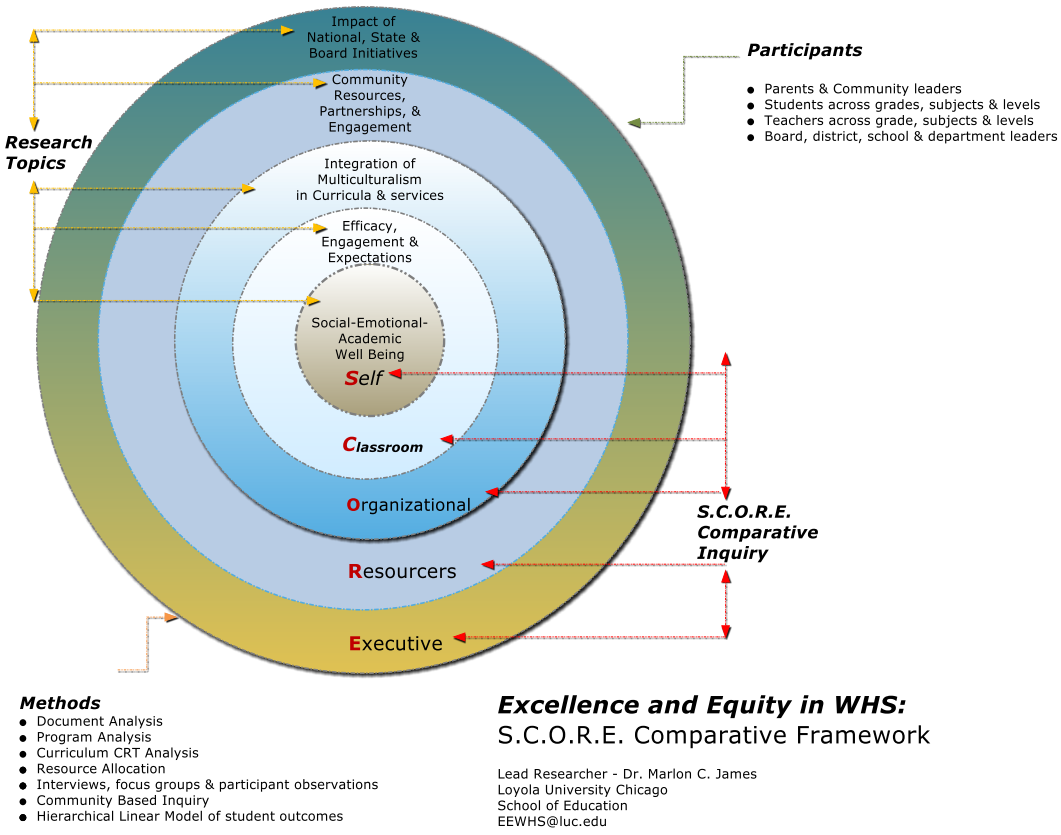
The first analysis considers the impact of the learning environment at WHS from the perspectives' of students, and finds that a system of tracking animates micro-aggressions in student-educator interactions. The byproduct is an actualize culture of failure and mediocrity, which undermines both the capacity of educators to establish a nurturing learning environment, and the academic, social and emotional development of students, particularly among culturally diverse learners. We implore policy makers, leaders, parents, educators and students to consider alternatives ways of organizing the learning environment of WHS.

The second analysis acknowledges the progress made by WHS in increasing access to Advanced Placement courses, but exposes critical opportunity gaps when AP data is disaggregated by both students' race and gender. We recommend the re-establishment and expansion of an AP taskforce to develop, assess, and seek funding to expand equality and equity systems that will support student access, preparation and success in AP courses.

The final analysis employs descriptive statistics, correlations, and multi-regression analysis to document the structural nature of racial inopportunity at WHS, the importance of initial track placement to future enrollment patterns, and how access to high quality courses can potentially close 50% of achievement disparities among students. To dismantle tracking and other forms of racial inopportunity at WHS we recommend the formation and empowering of an Equal Opportunity Commission tasked with oversight of this critical work. In short, the researchers conclude that actualized systems of equity are the most efficient and effective means to educational excellence at Windsor High School.

METHODOLOGICAL FRAMEWORK OVERVIEW

The S.C.O.R.E. Comparative Framework provides guidance to the present study through the integration of ecological systems theory, multicultural student development theories and Case study analysis.



ANALYSIS ONE

LOOK AT US: HOW STUDENTS AT WINDSOR HIGH SCHOOL EXPERIENCE LEARNING AND TEACHING

> *"The mission of the Windsor Public Schools is to develop the genius in every child and to create life-long learners."* Adopted October 25, 2012

> *The same educational process which inspires and stimulates [the White student] with the thought that he is everything and has accomplished everything worthwhile, depresses and crushes at the same time the spark of genius in the [Black student] by making him feel that his race does not amount to much and never will measure up to the standards of other peoples.* Carter G. Woodson, 1933

INTRODUCTION

The examination of the achievement gap in Windsor High School is an inquiry into which of the two preceding statements on student development is being actualized among students. Researchers were charged with illuminating factors that might contribute to the 40-point scale score gap on State assessments between the average minority student, and the average White student attending this middle class, culturally diverse, suburban high school. A culturally diverse team of 8 researchers and graduate students from Loyola University Chicago and Loyola University Maryland conducted focus groups with 250 members or 20% of Windsor High School's student body. This sample was representative of the racial and gender diversity within the school, included roughly equal numbers of students from each of the four grade levels, and the sample was representative of the overall distribution of students within each of the academic tracks (college, honors, high honors and Advanced Placement). In this school, college level courses were considered the lowest level courses (besides a few basic courses for special education students) despite the label of "college". Also, high honors were courses taught at or near the level of complexity and rigor of an Advanced Placement (AP) course, but without the option for AP credit.

A rigorous examination of the results from student focus groups provided critical insights into the quality of the developmental environment of Windsor High School. Although, this in-depth analysis of students' voice and experience is warranted, the district shared results from two recently conducted surveys of Windsor high school students. These surveys were the Student Voice Survey (2011) and the Comprehensive School Climate Inventory:

Measuring the Climate for Learning (2012 and 2013), and are available upon request from Windsor Public Schools. The results will not be included in this analysis but were examined on the final day of data collection, and confirmed many of the concerns that students voiced in this work.

The research team scheduled sessions after every 2 or 3 focus groups to share thoughts and emergent themes, but grew increasingly concerned about the expressed impact of the schooling environment upon African and Latino American learners, particularly those enrolled in college level courses. At this time, the research team was not aware that the quantitative data identified that approximately 8 in 10 African American students started in a concentration of five or more college courses in their freshmen year, and remained in this concentration through their senior year (see Analysis 3 for detail discussion).

Roeser, Peck and Nasir (2006) detailed how such racialized tracking can impact the identity development of students, and this research will explore this further and detail how interaction patterns particularly within the lower college track impacted students in a myriad of other ways. Subsequent to reviewing research literature related to student development, researchers detail the methods used to collect and analyze student data, the key findings of this study and conclude with recommendations for supporting student development.

LITERATURE REVIEW

Tracking and Psychosocial Development

Tracking, the practice of selecting and sorting students in order to provide them with different educational programs (Tyson, 2011), is seen by some educators as an effective means of giving students academic training that best suits their potential. Based upon specific sorting criteria, usually past academic achievement or teacher recommendations, students are grouped into classes with other students who are judged to be at the same level of academic ability. Because students' prior educational background impact students' placement in different levels of classes, critics argue that it is a major contributor to gaps in achievement between underserved and affluent students (Oakes, 1985). This critique is supported by research confirming that "ability grouping" exposes students to curricula differentiated by rigor and complexity, and by the quality of academic work, teachers, classmates, and instructional methods (Eccles & Roeser, 1999; Oakes, 2005). In doing so, the structure of academic tracks can

further exacerbate even widen prior differences in students' academic achievement and social-emotional development.

Yet, a general conclusion concerning the overall impact of this educational practice has not been reached. Despite the lack of a clear consensus, numerous studies suggest that students placed in high tracks exhibit educational benefits, while placement in lower tracks is associated with negative achievement outcomes (Fuligni, Eccles, & Barber, 1995; Kao & Thompson, 2003; Oakes, Gamoran, & Page, 1992). In particular, Hallinan and Kubitschek (1999) found that students assigned to high track classes experienced an accelerated rate of growth in academic achievement, while assignment to lower track classes stunted such growth.

While more research has been devoted to understanding the academic impact of tracking, a less extensive body of literature has addressed the psychological implications of placement in tracks. Yet, Noguera & Wing (2008) effectively documented that students, teachers, parents and administrators come to accept and reinforce academic and social "labels" for each academic track, which influences the academic and social expectations for students within a particular track as well as how students come to view themselves. Additionally, past studies have shown that lower track students recount being labeled as "dumb" by teachers and peers. These lower track students also report feeling less committed to school and less successful academically (Oakes et al., 1992). According to Roeser, Peck and Nasir (2006), students who were in lower track subjects tended to view themselves as less academically competent and felt less of a sense of school belonging than students in higher track courses. Thus, past research has demonstrated that assignment of students into lower tracks has adversely impacted their sense of academic identity.

In addition to sending powerful messages about a student's academic self-concept, tracking has an impact on the peer groups with which students associate. Ability grouping tends to limit or concentrate student interactions to peers with mostly similar achievement, engagement and track placement experiences. Within lower tracks, this grouping of students increases their involvement in problem behaviors (Dishion, McCord, & Poulin, 1999), and increases the likelihood of discipline referrals (Oakes, 2005). Likewise, grouping together students with similarly low levels of past achievement and discipline concerns may contribute to an increased social stigma of students in

these tracks who are perceived as less academically and behaviorally competent. Such stigma, if unaddressed, could have further implications on a school's social landscape

Development of College Aspirations

Another area of concern related to student development is college aspirations. Researchers confirm that high school students' aspirations to attending college are often times not linked to their understanding the importance of academic achievement in high school. As such, a significant number of students who claim they want to attend college may complete their first year of high school with low grades, loss of high school credit, and poor learning habits, leading to low performance on standardized tests and barriers to college enrollment (Lieber, 2009). In an effort to author a more positive narrative of students with college aspirations, extant literature suggest that educational planning beginning in 9th grade, an increase in early high school exposure to career development, concentrated efforts to increase career soft skills, and involvement of parents/guardians in students' planning for high school and post-secondary education can address the aforementioned developmental challenges (Lieber, 2009; Allensworth & Easton, 2006; Engle, Bermeo, & O'Brien, 2006; De La Rosa & Tierney, 2005).

The quality of support students receive to realize their college aspirations is directly tied to their access to school counselors. McDonough (2005) has indicated that access to school counselors directly impacts the rate at which students not only consider college as an option but also apply for colleges. Additionally, Bryan, Moore-Thomas, Day-Vines, & Holcomd-McCoy (2011) support that assertion that access to counselors is impacted by the number of counselors available to students. Accordingly, the researchers conclude that lower counselor to student ratios increases the chances of students applying to more than one college or university. Moreover, students have indicated that more counselors would allow them to have needed support not only during the college selection and application process, but also to provide guidance for non-academic issues that can create barriers as they prepare for college (Owens, Simmons, Bryant, & Henfield, 2011).

Modern Racism and Racial Micro-aggressions

In our "post-racial" society tension and conflict often arises when others, often those who identify with minoritized cultural groups that historically have confronted social oppression, suggest that racism does indeed still exist. Interestingly enough, both parties, those who believe racism is obsolete and those who believe racism is still

alive, are correct in their beliefs. Racism as it is commonly depicted (e.g. visual of Civil Rights Movement) also known as "old-fashioned" racism is now a thing of the past, but has now been replaced by a more modern version of racism that is much less overt than its predecessor (McConahay, 1986). The modern racism holds a subtle nature that is rather ambiguous making it relatively more difficult for victims to clearly identify the experience as well as easier for perpetuators to deny its existence or to be less conscious of how their actions may harm others. An example of this subtle form of racism would be questions that adults might ask students upon first meeting them. For example, a teacher might ask an African American male if he is on the basketball team, but ask a White male how many AP science courses he is enrolled in this semester. The underlying assumption is that the Black student is into sports or should consider involvement, and the White student is academically inclined and should be encouraged to pursue more challenging academic work. Despite its ambiguity there is a common misperception that subtle forms of racism are less harmful than more overt forms of racism.

Racial micro-aggressions refer to "brief, everyday exchanges that sends denigrating messages to people of color because they belong to a racial minority group" (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). Sue, et al. (2007, 2008) details a typology of micro-agressions that includes micro-assaults, micro-insults, and micro-invalidations. Each concept within this framework is detailed in the outline below.

1. Micro-assaults are explicit (may be intentional or unintentional) racial derogations such as referring to a Black person as "colored" or Latinos as "the Mexicans".
2. Micro-insults are behavioral and verbal expressions that "convey rudeness and insensitivity and demean a person's racial heritage or identity" (Sue, et al.). There are four types of micro-insults:
    - **a.** Assumptions concerning intellectual inferiority of people of color,
    - **b.** Assumptions of inferior status or second-class citizenship,
    - **c.** Assumptions of assumed criminality,
    - **d.** Assumptions of superiority of White cultural values.
3. Micro-invalidations are "communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color" (Sue, et al.). There are three types of micro-invalidations:
    - **a.** Assumed universality of minority group experiences,
    - **b.** Denial of individual racism (or color-blindness),
    - **c.** The myth of meritocracy (Sue, Capadilupo, & Holder, 2008).

Researching the impact of micro-aggressions on student development is imperative to understanding the academic achievement disparities between racial groups. According to Solorzano, Ceja, and Yosso (2000):

> It seems likely, that Black students who experience a large number of microaggressions in their academic lives (e.g., receiving subtle messages from their teachers that they are not as smart as their White classmates) may eventually withdraw from academic pursuits (Solorzano, Ceja, & Yosso, 2000).

Accumulating research suggests that persistent exposure to microaggressions can have a negative influence on various aspects of student development such as academic performance (Solorzano et al.), and the perpetuation of stereotype threat which mostly impacts academically gifted minority students (Steele, Spencer, & Atonson, 2002).

RESEARCH QUESTION

In the present study, researchers examined the effects of tracking on student development at Windsor High School in Connecticut, a racially diverse, midsize, middle class suburban town. The process of sorting students in this school district, according to teachers, parents, students and school officials, began in the districts' elementary schools and middle school in the form of the a gifted pullout program called the challenge program. However, tracking, which is referred to as "leveling" in this school district, becomes the central organizing feature of the high school.

While many past studies have investigated the effects of tracking and its academic ramifications for students, this present study seeks to expand a growing body of literature that addresses the social and psychological effects of tracking. The research question that guided this study is:

1. How does teaching and learning in a learning environment organized around tracking impact the academic, social and emotional development of students; and the behaviors of educators?

First, the intent of this research is to gain a clear picture of what students believe are the distinctions between the different levels of classes. Particularly, the following areas will be addressed: racial microaggressions as experienced by students of color (primarily African American) students, how such microaggressions play out in the high school within leveled classes, and the resulting difference in access to services such as guidance counselors; differences between groups of leveled students in the areas of aspirations; students' perceptions of students in other levels, their teachers' expectations and the overall academic experience each level offers. Second, this study will address how the system of leveling impacts students' academic and social identity in this particular high school, and then conclude with recommendations.

METHODOLOGY

While the research team used the quantitative data provided by the school to analyze a number of issues, the researchers placed equal value upon the qualitative experiences of various actors within WHS. Much of the work done by this team was completed using qualitative research methods and analysis. As Goussinsky, Reshef, Yanay-Ventura and Yassour-Borochowitz (2011) have stated, "qualitative research demands a different form of thinking" one that allows us to "develop categories of meaning" rather than test a hypothesis or come up with a yes/no, right/wrong paradigm (p. 132). In conducting this research, we did have major questions and used a semi-structured interview protocol, but we allowed participants' concerns to guide the flow of interviews and focus groups, and the clustering data to guide our analysis to develop what Goussinsky et al. (2011) referred to as categories of meaning from participant experiences.

Student Sampling

Working as part of a culturally and epistemologically diverse group of researchers (Winddance-Twine & Warren, 2000), we interviewed board members, teachers, administrators, parents and students at Windsor High School, a school located in a community with a large middle-class minority population. All interviews were semi-structured, with individual interviews being conducted for the adults and "focus-group" interviews being conducted for close to 250 students (Bogdan & Biklen, 2007). These 24 focus group interviews with students ranged from three students to as many as fifteen students. All students had implicit permission from parents to participate in the interviews, and also were asked to provide their assent. The student participants were recruited from primarily English classes of various levels to give us a cross section of the high school population. In every case, students were given the option of participating in the interviews or remain in class with their classroom teacher. On average, more than 50% of the students who were given the opportunity to participate chose to do so. It should be noted that many students did not choose to participate and there was no coercion or negative consequence for this choice. To ensure smooth transition of students from class to interview rooms, research team members were escorted by an assigned staff member to selected classes then students and research team members were escorted to predetermined private interview locations. Two research team members were present at all times, and the teams were composed of one White and one culturally diverse member with a gender balance as well.

Conducting Interviews and Focus Groups

Interviews were conducted with a semi-structured format, using a protocol developed by the research team. This protocol served as a guide from which to ask questions but also enabled interviewers to probe with follow-up questions when further clarification was necessary (Yin, 2002). Each focus group was conducted with two members of the research team to ensure effective management of time and close adherence to the interview protocol. This also served as a safety precaution as no team member was ever alone with one or more students.

Data Analysis

All interviews were audiotaped and transcribed by a professional transcription company with a proven track record partnering with university researchers. They were bound by confidentiality agreements, and the research team confirmed the accuracy of transcripts by comparing text to the audio recordings. The research team developed a system of open codes to keep track of initial themes that emerged during the course of the interviews. For instance, every focus group and interview had a unique numeric designation allowing us to track the order of interviews and which group of researchers conducted the interview, followed by a unique numeric designation for each code and a sub-designation (A-Z) to track facts, ideas, and examples related to larger codes.

The table below illustrates a sample of transcript coding:

Focus Group 1D	Responses to Question # 1	Responses related to Code # 1	Additional Responses related to Code # 1
The first focus group interviewed by research team D.	Code # 1 – The first big idea embedded in the responses to Question # 1.	Sub-code A – The first fact, detail or example that adds additional understanding to Code # 1 is label 1D-1A for Focus Group 1D – Code 1, sub-code A.	Sub-code B-Z – Additional, facts, details or examples that adds additional understanding to Code # 1 were label 1D-1B-Z for Focus Group 1D – Code 1, sub-code B-Z.

Three members of the team read each of these transcripts, coding them using the open coding process (Winddance-Twine & Warren, 2000). After an initial system of codes was developed, changes to this system

occurred in an iterative manner, based on discussions among members of the research team and continuous re-reading and comparison of themes within and across transcripts. These open codes eventually were collapsed into closed codes then linked together to form the major concepts in this report. The findings that will be conveyed in the remainder of this report pertain to topics that, based on the coding system described above, emerged as central themes of 75-90% of all focus groups.

FINDINGS

Micro-aggressions

Throughout the student transcripts evidence of micro-aggressions appeared regularly, with greater frequency in the interviews with college level students than with students placed in higher level classes, but they do appear at all levels. When the micro-aggression was reported by a student in a class level higher than college level, it was almost always reported as a micro-aggression against a student of color. Students report that teachers have told them they do not have the abilities to succeed in school. For example, one African American female was told by a junior high teacher, "science might be a breeze now" but she would "have a really difficult time in high school." This would be an example of a micro-insult, showing that the teacher is making an assumption about the intellectual inferiority of this particular Black student and by inference, all Black students, since there was nothing to indicate that the student would not be successful in higher level science courses. This is also an indication that all students are not given the opportunity to demonstrate the ability to think critically. By inference, this particular student was informed that she would not be able to think critically or perform well in a highly complex course.

Another student reports doing well in English as a sophomore, but, "you know when I wanted to do higher English next year, I got brought down." She was left in college level English. When speaking of the different levels and how students are treated, one student at the college level stated, "It's like they do it on purpose" referring to the separation of students by ability levels and de facto by race. Another stated, "Yeah, they don't even give us a chance. If you are in college level, then it is obvious that you cannot do AP". Along these same lines, another student reported that he is currently in an honors class, making either an A or a B, but his teacher recommended that he enroll in college level for that subject in the next year.

Other students indicate that they do not get to have input into the level of courses they will take. This is indicated with the following quotes: "Like if the teacher doesn't like you, they put you in college courses." Or "It's like sometimes we don't have a say in what level we want to be in." This also connects to the lack of access students have to counselors, as indicated below.

There also seemed to be some level of pressure in keeping students in lower level classes. While many students at the college level did not have a complete understanding of what it would take to switch levels, there were others who had fears about this process that kept them from taking steps to switch. For example, one student who is taking mostly college level classes reported: "Your parents can send a letter in saying my child deserves to be in a high honors or honors class, but once you have that letter in, you can't leave that class." This seemed to be a common perception and it led to a fear of failure if a student wanted to attempt higher-level work. If the parents forced the hand of the school to get their children into a higher level class, then the door was closed and a move back down was not going to be permitted. Yet, an examination of the 2012-2013 WHS Handbooks do not state this as policy, and the actual form used by parents entitled "Parent Request for Course Override" does not include this warning to parents.

Why are primarily African American students being warned in such a manner, despite the lack of a policy to support this practice?

Other students reported rude or sarcastic comments from teachers who were not happy with students' movement from college to honors level. One student reported that a teacher said to him, "You got in honors, you should be able to do it." The teacher basically refused to help the student when he was confused. Given the racial composition of classes at lower-levels, these student-teacher interactions have racial implications.

In addition to these individual incidences of micro-aggression, there are other indicators of racial microaggressions from the student data. One area that seemed to be systemic was the difference between college level, honors, and high honors/AP students in terms of perceived levels of access to counselors. As a caveat to the findings that follow, we would like to emphasize that across the board, the students reported a high regard for the counselors and that when they had the opportunity to interact with them, they almost always found these interactions to be helpful and the counselors to be caring. However, the students in the lower level classes perceived that they

had a more difficult time getting appointments with the counselors. Students reported that they have to wait a long time for an appointment. "And even sometimes when I try and make an appointment, they are really busy or my appointment is like two-three weeks later."

Contrary to this, students in the honors and high honors classes said it was easy to get an appointment, reporting that most times they could just walk in if the counselor was available. According to a student in high honors: "We normally just walk into the office there and the receptionist will just ask you when your study hall is and then find the next—sometimes if you're available right then, you can see them at that time…" High Honors and AP students also seemed very informed about the guidance process, and knew when to make appointments and how to use the guidance staff to switch classes. They also knew that at certain times of the year, it might be more difficult to get an appointment, but indicated that the wait might be two to three days, not two to three weeks like college level students reported.

In contrast to the knowledge held by the honors and high honors students, the college level students did not seem to have a clear idea of what the guidance staff was there for or what they could do to help them negotiate the high school curriculum. One college level junior reported, "I just started talking to someone this year." Several college level students seemed to be unaware of the role that the guidance staff played in helping them transfer into either honors or high honors classes. In one interview, there was a mix of knowledge among the college level students. When talking about the process for switching levels the following dialogue ensued:

> Student 1: Get a paper. I mean talk to your guidance counselor and then get a paper and your parents sign it.
>
> Student 2: I haven't got it.
>
> Interviewer: Ever heard of that?
>
> Student 2: I never got that.
>
> Student 1: There's a whole stack in the guidance counselor's office.
>
> Student 2: I didn't know about that.

It was not unusual for students at the college level to be somewhat confused about the process in place for switching levels. Other students reported never making an appointment, or only going to see the guidance counselor when they were called down to the office. One said, "They are saying you can go to guidance and I think fill out a sheet for it. I wasn't sure about it." In addition to knowing how to make a guidance appointment, there seemed to be a level of perseverance needed to make changes in schedules. Students needed to take responsibility and follow up to make sure the changes were made. One college level student stated, "I was supposed to be in honors science class last year, but they never put me in it and I asked them about it and they just never got back to me on it." When asked who "they" referred to, he replied, "My guidance counselor and my teacher."

In reviewing the interviews and carefully reading the transcripts, our notes indicate that the students making the statements in these examples were all African American. Because no White students reported having difficulty accessing a counselor, and in fact, several White students, students at honor, high honor and AP levels, reported that they could usually just walk in and see a counselor, or at most wait only a day or two, it is reasonable to conclude that the difficulty experienced by college level African American students lies within the area of racial microaggressions.

While some of these responses highlight the need for students to be responsible for their own education and indicates that the guidance staff is allowing students to make decisions for themselves; an alternative view is that students who are in honors, high honors and AP classes are given more frequent guidance support, the support they are given is more accessible and they are allowed to use their autonomy to make decisions that will benefit their educational careers. At the same time, students in college level classes have a less concrete idea of what guidance counselors are available for, how to make appointments and when it is important to persevere, follow up with a counselor, or engage a parent.

Another example of microaggressions on a more global scale was students' frustrations with the grading process. Many students, specifically those within the college level, voiced their dissatisfaction with how they were assigned grades. Students disclosed that they often received a C although they were never given feedback on why they received the grade as well as how to improve. Students are concerned that they are being graded based on the

type of student they are presumed to be rather than their actual academic performance on any particular assignment. One student remarked:

> You don't even know if you are doing well or not because <teacher> based on what he wants to grade on. I don't know if he is taking us seriously really like grading us but I think he just grades us on our average, like oh I know she is a C student, so.

Again, these reports of grading based on perception were made by African-American students assigned to the lowest level classes.

Another area of concern that was discussed at length by the students, mostly those on the college level, was the seemingly short temper of some of their teachers. Students disclosed that it was difficult to engage their teachers to help them on class assignments; they were often confronted with reluctance and aggression that would then result in the student being asked to leave the classroom. One student stated:

> "And when you ask him…if you ask him a question more than once he gets an attitude. So then ….the students to get an attitude, then he kicks you out."

Such actions have actually discouraged some students from asking for help, which subsequently results in them disengaging from the class work. This perpetuates the cycle of students being perceived to be non-motivated, teachers not giving them the time or instruction that they need and then students actually disengaging from classes, and becoming a discipline problem.

Student Awareness of Tracking

In their interviews, students proved acutely aware of the presence of different levels of classes. In all the interviews conducted, students were able to enumerate the four main academic levels - college, honors, high honors and AP. Numerous students additionally spoke of classes and students who were part of the STAIR and BRIDGE programs. Furthermore, many of the students across levels were critical of the recent decision of the school district to re-name "basic" level classes as "college" level. According to these students, they did not feel that college-level classes adequately prepared them for college. Moreover, numerous students noted that the school district re-labeled basic level classes as "college" level classes in order to make students at this level "feel good" and to "boost their self-esteem." One student who has been in both college and honors classes describes honors classes in this way: "Yeah, that's what it is. It is the same thing, you just get more work. I mean the teacher expects you to act better

than the college level." Another college level student indicated, "It was like to trick you. I feel like as if you are learning the thing that you are trying to get to …, college is like the bottom level." Other students stated that they had heard that the college level classes were the same as doing middle school classes. One African American male junior in all colleges classes, even recounted how his younger brother who attends a private school would ask him for help with his math homework, and he would say "we have not covered that yet" despite his brother being in middle school. The same student added "then a couple of weeks later we would get the math work that he asked about". In such a fashion, honors level students not only have more challenging work, they also are held to a higher level of behavior.

Students in the high honors classes were told repeatedly that they are "in the top 20% [of the student body] and everyone else is stupid." Another honors student who initially was placed in college classes, confirmed this attitude:

> But they college –it is not like they are doing college level of work and also when they are in a college class they teach down to the class and you not supposed to teach down but to teach up, you know what I am saying?

A third honors level student reported on a current honors class/teacher:

> One of my teachers, and it's an honors class…and she still treats it like it's' a college class, like she'll take late work whenever and she doesn't like try to push the class, and the class basically pushes her around. Like she doesn't, like seem to be strict enough but she probably should be because it's an honors class.

All of these statements reflect a clear difference between college classes and honors and high honors classes. They indicate that the school system is not offering all students a chance to demonstrate exemplary academic skills; in contrast, expectations, grading, class lessons and behavior of teachers are offered at a lower level for those students who are in college level classes.

Social and Academic Identity

Finally, in addition to the indications above, there were several data points that indicated the leveling system at Windsor High School was negatively affecting the academic and social identity of the students who were in the greatest need of a quality high school experience. For instance, students had distinct perceptions of students in STAIR (self-contained behavioral modification program), college, honors, and high honors classes with respect to

what these students cared about, how they behaved, and their academic ability. Membership in a college or honors level class carried distinct significations for students. One high honors student, reporting a sentiment that is repeated across multiple focus groups, asserted that college level students "don't really care," "just do whatever they want," and are "lazy." Other students referred to college students as "really rowdy," "disruptive," and "destructive". Additionally, college level classes were described by multiple students as an "easy way out," or as a "joke" classes in which teachers "go a lot slower" and students "watch movies often."

In focus groups college level classes were the most frequently stigmatized classes, with the exception of when students of all levels talked about STAIR students. The STAIR program was designed as a space for "students who struggled to adjust to the pace and behavioral requirements of the larger high school" according to an administrator. The program was self-contained in one wing of the school where students spend nearly the whole day, isolated from the general student body. STAIR students were portrayed as "very disrespectful" to teachers, getting rewarded for low behavioral expectations, and as "bad influences" to other students. Students in general, were upset because of the perception that despite STAIR students being "bad kids" they were allowed to go on special fields trips, and play in the program's own private lounge.

In contrast to college level and STAIR students, high honors students were consistently perceived as displaying more intrinsic motivation, as being better behaved, and as more academically competent than their counterparts. According to numerous students of different levels, high honors students "really care about learning," "act better," are "self-motivated," and "go faster" in classes. Honors students were perceived more neutrally—they were considered as academically "average," paid more attention and cared more than college level students. Overall, students felt that honors level courses simply repeated the same information as college level course but at a faster rate.

Students also talked about the social groups at Windsor and indicated that students are separated socially depending on where they are placed in the tracking hierarchy. A student described this sentiment:

> I feel like there'll be like different groups of families. It goes the high honors families, the honors families, and college and the STAIR families so that all the different groups are close to each other. But they don't really interact as much.

Another high honors student indicated that students don't hang out together because they see the students in levels above them as intellectually superior. "Sometimes college kids won't hang out with us because they think that we're too smart or like all we do is read books and stuff."

Tracking and Student/Teacher Expectations

Furthermore, certain students reported that teachers' expectations for students in each level were notably different. As one high honors student notes, she heard her teacher mention that she "expects more" from high honors students than students of lower levels. Another honors student who has taken college level classes notes that in a college level course teachers "don't expect much from you" and thus do not give college students much work. A college level student stated, "I don't think teachers are putting much effort in the college level as they are putting in the AP class or the honors class." Another student who has been in both college and honors classes has stated:

> In college classes, like they are the worse students. Like I feel like it's stupid to me…it makes you feel dumb…While I'm in a college class, I feel stupid because I feel like they are putting me in like a low class for no reason.

These feelings of inferiority are reinforced by the beliefs of students at higher levels. "Everyone says in college classes people are very stupid." Other students who take mostly AP classes described college students as "slackers" and "Dumb and lazy."

A high honors student sees this as a factor of encouragement from the teachers:

> "I feel like some kids aren't encouraged to do better in school. Because they are always at their level their entire time, and they could do better, but their teachers just don't encourage them to do better like some other kids."

These findings reflect to what Oakes et al. (1992) contends, that students in lower tracks feel that they are not as capable as students in the higher tracks. This leads to not only more discipline referrals (Dishion et al., 1999), but to both students and teachers putting in less effort. This clearly appears to be happening at Windsor High, which requires the questions:

Is a system of tracking worth maintaining, given the negative impact that it has on teachers, counselors and students? If not, how might the school be reorganized to create the optimal learning and teaching environment?

Aspirations

The differences in the way college level students are treated and in the way they perceive their education have far-reaching consequences; including, a visible continuum of responses when students were asked about their goals and aspirations after high school. Students currently in the college level track were more likely to say they had hopes of attending a two-year college or joining the military, while those in the high honors/AP track envisioned future colleges they would attend, including Harvard or the University of Connecticut. The high honors/AP students were more likely to talk about a specific profession or career, such as a pediatric surgeon, pharmacist, chemical engineer, etc., while those in the college level track, when mentioning specific careers, cited those that did not take a four-year or professional degree, such as a massage therapist, construction job or a Certified Nurse Assistant.

It could be argued that the students in each level have aspirations that align to the type of academic preparation they are receiving at their respective class level. However, the opposite argument is salient here: students who are continuously placed in lower level courses are not given the opportunities to develop the vocabulary and knowledge base about careers that require more than a two year college degree, despite coming from well-educated families, who according to college level students expected them to attend college.

Psychological & Social Implications of Tracking

The widely-acknowledged perceptions that students maintained about their peers of different class levels had implications for how students interacted socially. A high honors students summarizes this sentiment of many of her peers when she points out that students of different levels "don't really interact" much and such social separation is "kind of weird." She notes that her friends in lower level classes consider high honors students as "smart kids" and "so much different" than lower level students, a situation which creates further social segregation between class levels. An honors student describes the high honors/AP student as "think[ing] they're so smart," a perception that she feels separates high honors/AP students from the students of other levels. In both cases, salient stigmas attached to students of different class levels had a negative impact on social cohesion between groups of students. Interestingly enough, the students who exhibited the least stereotyped perceptions of their peers had contact with students at more than one class level. These students were more likely to note when perceptions based on class-level

did not match reality. In one such case a student who had taken both college level and honors level courses reported that, regardless of the stereotype that college level students were apathetic, "not all college level students do not care about learning or their grade". In contrast, students in focus groups who took classes populated by students of only one class level tended to report the most negative perceptions of students from different levels.

Multiple students noted that the pervasiveness of negative perceptions affected the way they viewed themselves. For one student who was part of college level and honors classes, the fact that "everyone says in college classes people are very stupid" and her teachers say that "college level is the lowest class" made her and other students "feel dumb" for taking such classes. Students of lower levels in more than one focus group confirmed this sense of "feeling stupid" or "dumb" because of their membership in college level classes given the salience of negative conceptions pertaining to this student group.

SUMMARY

In sum, the researchers valued students' experiences and sought to highlight their voices in this analysis. The core message is that tracking as a way of organizing the learning environment of Windsor High School is undermining the humanity of both educators and students. If not redressed, neither learning nor teaching in Windsor High School will spark the innate genius in every learner, and the Districts' new mission will conform more closely to Woodson's prophetic words:

> *The same educational process which inspires and stimulates [the White student] with the thought that he is everything and has accomplished everything worthwhile, depresses and crushes at the same time the spark of genius in the [Black student] by making him feel that his race does not amount to much and never will measure up to the standards of other peoples.* Carter G. Woodson, 1933

RECOMMENDATIONS

1. Discuss the question: Is a system of tracking worth maintaining giving the negative impact that it has on teachers, counselors and students? If not, how might the school be reorganized? Then devise a plan to end tracking in WHS.

2. Offer curricular to all students that are student centered, addresses real-world problems through hands-on or project-based learning informed by theories that support and recognize the unique expressions of genius in minority learners. An example of how this was done at an elementary school that was failing to perform is given in Peck's article (2010). In this school transformation, teachers were given the autonomy to change curriculum, had high expectations of all students and changed the lives of students in the process.
3. Explicitly challenge all educators and students to raise their expectations for achieving at the highest possible levels. Almost all students at Windsor High School have a desire to be challenged in their schoolwork. Despite the fact that the most negatively-stigmatized student groups were viewed as unruly and apathetic, many of the students from these groups reported a desire to be held to high academic and behavioral expectations. Many, primarily those in the college level classes, do not feel they are being challenged and that busy work, in the form of "boring …homework packets" was being thrown at them. By raising expectations and being critical of work, not of persons or behavior, teachers will be able to significantly raise the amount and quality of work done by students perceived to be the "lower level" students (Steele, 2003).

REFERENCES

Allensworth, E. and Easton, J. (2006) *What matters for staying on-track and graduating in Chicago Public Schools.* Chicago, IL: Consortium on Chicago School Research at the University of Chicago. Retrieved August 1, 2013, from http://ccsr.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf

Bogdan, R. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods, 5th edition.* New York: Pearson.

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling & Development*, *89*(2), 190-199.

De La Rosa, M. L. and Tierney, W. G. (2005). *Breaking through barriers to college: Empowering low income communities schools, and families for college opportunity and*

student financial aid. Los Angeles: The Center for Higher Educational Policy Analysis, Rossier School of Education, University of Southern California. Retrieved January 14, 2013, from http://www.usc.edu/dept/chepa/pdf/Breaking%20through%20Barriers%20final.pdf

Dishion , T. J. , McCord , J. , & Poulin , F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, *54* (9), 755 – 764.

Eccles , J. S. & Roeser , R. (1999). School and community influences on human development. In M. Bornstein & M. Lamb (Eds.), *Developmental psychology: An advanced textbook* 4th ed. (pp. 503 – 554). Mahwah, NJ : Lawrence Erlbaum.

Engle, J., Bermeo, A., and O'Brien, C. (2006). *Straight from the source: What works for first-generation college students.* Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education. Retrieved August 5, 2013 from http://www.pellinstitute.org/downloads/publications-Straight_from_the_Source.pdf

Fuligni , A. J. , Eccles , J. S. & Barber , B. L. (1995). The long – term effects of seventh – grade ability grouping in mathematics. *Journal of Early Adolescence, 15* (1), 58 – 89 .

Goussinsky, R., Reshef, A., Yanay-Ventura, G., & Yossour-Borochowitz, D. (2011). Teaching qualitative research for human services students: A three-phase model. *The Qualitative Report, 16*(1), 126-146.

Hallinan , M. T. & Kubitschek , W. N. (1999). Curriculum differentiation and high school achievement . *Social Psychology of Education*, *3* , 41 – 62 .

Kao , G. & Thompson , J. S. (2003). Racial and ethnic stratification in educational achievement and attainment . *Annual Review of Sociology*, *29*, 417 – 442.

Lieber, C. M. (2009). *Increasing college access through school-based models of postsecondary preparation, planning, and support*. Educators for Social Responsibility. Retrieved January 14, 2013 from http://esrnational.org/esr/wp-content/uploads/2009/05/increasing-college-access-hi-res.pdf

McConahay, J. B. (1986). Modern racism, ambivalence, and the Modern Racism Scale. In J. F. Dovidio & S. L. Gaertner (Eds.), *Prejudice, discrimination, and racism* (91-125). San Diego, CA: Academic Press.

Noguera, P., & Wing, J. (Eds.), (2008). *Unfinished business: Closing the racial achievement gap in our schools.* San Francisco, CA: Jossey-Bass.

Oakes, J. (1985). *Keeping track: How schools structure inequality*. Birmingham, N.Y.: Vail-Ballou Press.

Oakes , J. (2005). *Keeping track: How schools structure inequality* (2nd ed.). New Haven, CT: Yale University Press.

Oakes , J. , Gamoran , A. , & Page , R. N. (1992). Curriculum differentiation: Opportunities, outcomes, and meanings . In P. Jackson (Ed.), *Handbook of Research on Curriculum* (pp. 570 – 608). New York: MacMillan.

Owens, D., Simmons, R. W., Bryant, R. M., & Henfield, M. (2011). Urban African American males' perceptions of school counseling services. *Urban Education*, *46*(2), 165-177.

Peck, S. M. (2010). Not on the same page, but working together: Lessons from an award winning urban elementary school. *The Reading Teacher, 63*(5), 394-403.

Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The Future of Children*, *19*(1), 185-210.

Roeser , R. W. , Peck , S. C. & Nasir , N. S. (2006). Self and identity processes in school motivation, learning, and achievement . In P. A. Alexander & P. H. Winne , (Eds.), *Handbook of educational psychology* , 2nd ed. ; (pp. 391 – 424). Mahwah, NJ: Lawrence Erlbaum.

Solórzano, D., Ceja, M., & Yosso, T.(2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69 (1), 60-73

Steele, C. (2003). Stereotype threat and African-American student achievement. In T. Perry, C. Steele & A. Hilliard III (Eds*.) Young, gifted and black: Promoting high achievement among African –American students,* (pp. 109-130). Boston: Beacon Press.

Steele, C.M., Spencer, S. J., Aronson, J. (2002). Contending with group image. The psychology of stereotype and social identity threat. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 34, pp. 379-440). San Diego, CA: Academic Press.

Sue, D., Capodilupo, C. M., & Holder, A. B. (2008). Racial microaggressions in the life experience of Black Americans. *Professional Psychology: Research and Practice*, 39(3), 329-336. doi:10.1037/0735-7028.39.3.329

Sue, D. W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A. M. B., Nadal, K. L., & Esquilin, M., (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.

Tyson, K. (2011). *Integration interrupted: Tracking, black students and acting white after brown*. New York: Oxford University Press.

Winddance-Twine, F., & Warren, J. (Eds.). (2000). *Racing research, researching race:*

Methodological dilemmas in critical race studies. New York, NK: New York University Press.

Woodson, C. G. (1933). *Miseducation of the Negro*. Tribeca Books: USA

Yin, R. (2002). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

ANALYSIS TWO

EQUALITY WITH EQUITY: ACCESS TO ADVANCED PLACEMENT COURSES AT WINDSOR HIGH SCHOOL

INTRODUCTION AND STATEMENT OF INQUIRY

Advance Placement (AP) courses provide high school students preparatory access to collegiate materials, norms and instructional practices (College Board, 2013). Researchers Dougherty, Mellor and Jian (2006) reported that successful completion of AP courses were strong predictors of post-secondary performance and increased the likelihood of high school graduates earning a bachelor's degree. Access and successful completion of rigorous academic tracks and curricula, such as AP courses, also correlates with post-secondary aspirations and persistence patterns through college graduation, particular among African and Latino American students (Akos, Lambie, Milsom & Gilbert, 2007).

Moreover, Ohrt, Lambie and Ieva (2009) detailed barriers to AP access for African and Latino American students, which included racialized tracking systems, the lack of counseling models for individualizing supports for students, the need for culturally diverse mentors for students, and increased parental engagement and advocacy.

Supportively, College Board Reports (2007, 2008 and 2013) all identified dynamic growth in AP access nationally, but persistent opportunity gaps exist among racial minority groups and low-income students. For instance, the latest data from the College Board's 2013 *AP Report to the Nation* reveals dramatic increases spanning the past decade in both the number of students taking AP exams and the number of students scoring 3 or higher on an AP exam. Specifically, the College Board (2013) reports an increase of close to 500,000 high school students taking AP exams since 2002, and 573,472 students in 2012 scored a 3 or better on AP exams. Progress in overall AP enrollment is certain, yet not all racial groups have experienced such an increase. This report also highlights that African, Latino, and Native American students with documented AP potential in Math are enrolling in AP Math courses at significantly lower levels compared to Asian and White Americans (College Board, 2013).

Locally, access and opportunity to enroll in Advanced Placement (AP) courses has been a focus of Windsor High School (WHS), with noted successes during the past five years through their involvement with Project

Opening Doors (POD). The POD grant supported and awarded AP course development and student success on AP exams in dozens of high schools throughout the state of Connecticut since 2007. Currently, students at WHS can select from 20 AP courses in subjects like 3-D Design, Microeconomics, and France Language and Culture (WHS College Board Report, 2013). Since 2009, WHS's AP outcomes measured by the % of AP students scoring 3+ on exams have reached 73%. This outcome places WHS virtually equal to the Connecticut state average of 74.8%, but more impressively show that the school has outpaced worldwide AP outcomes of 60.8%.

Yet, this AP Access Report is born from school-level concerns about the stability of these gains given the untimely end of funding for Project Opening Doors at WHS in 2013. Informed by the College Board's ongoing concern with racial disparities in AP access and performance nationally, the Excellence and Equity Research team wanted to investigate both gender and racial access patterns to AP programming in WHS. Our hope is that such an inquiry will build awareness and provide an empirical rationale for the continuing need for targeted measures to support AP progress in the absence of Project Opening Doors. Toward this goal, the present analysis explores the following research questions:

1. What are the access patterns of various gender and racial student subgroups at WHS?
2. How representative are AP courses of the gender and cultural diversity of WHS?

METHODS

Given cohort datasets for the classes of 2011 and 2012, both 11th grade and 12th grade cohorts were combined into one dataset. This allowed for an analysis of combined patterns of course selections by grade level across both cohorts, while controlling for gender and race. Additionally, researchers calculated the average percentages for various student groups within and across tracks during each cohort's junior and senior terms. Also, an average % change in students enrolling in at least one AP course was calculated by comparing progress or regression made by the combined cohorts from their junior to senior years. Finally, the percentage of each major gender and racial subgroup taking at least one AP course was compared to that same subgroup's overall percentage of the student body to determine the degree to which subgroups were under or overrepresented in AP Access. The importance of these descriptive measures and methods to access equity are described and exemplified in Skrla, Bell-

McKenzie and Scheurich (2009) *Using Equity Audits to Create Equitable and Excellent Schools*, and within Bell-McKenzie and Skria (2011) text *Using Equity Audits in the Classroom to Reach and Teach All Students*.

RESULTS

Access Patterns in AP Courses: What are the access patterns of various gender and racial student subgroups at WHS?

Tables 1-2 detail critical patterns highlighting how accessible AP courses were for the graduating cohorts of 2011 and 2012. According to Tables 1 and 2 every student subgroup enjoyed increased access to AP courses, but not equally. The % change from junior to senior year indicates that female students of all races made gains with respect to AP enrollment, ranging from 10.5% by Black Females to 24% by Latinas. Female students achieved greater raw numbers and higher percentages of females within their cultural groups with at least one AP course when compared to males. For instance, 66 African American females took at least one AP course across both cohorts during the 11th – 12th grades, which is more than double the number of African and Hispanic American (31) males combined during the same time period.

FIGURE 1 - AVERAGE % CHANGE FROM 11TH - 12TH GRADE IN FEMALES WITH AT LEAST 1 AP COURSE BY RACE FOR 2011 & 2012 COMBINED COHORTS.

Average % and # Females with at least 1 AP Course	*% and # 11th Grade*	*% and # 12th Grade*	*Average % Change from 11th – 12th Grades*
Black	18.5% and 28	29% and 38	+10.5%
Hispanic	15% and 5	39% and 12	+24%
White	39.5% and 34	55% and 46	+15.5%

FIGURE 2 - AVERAGE % CHANGE FROM 11TH - 12TH GRADE IN MALES WITH AT LEAST 1 AP COURSE BY RACE FOR 2011 & 2012 COMBINED COHORTS.

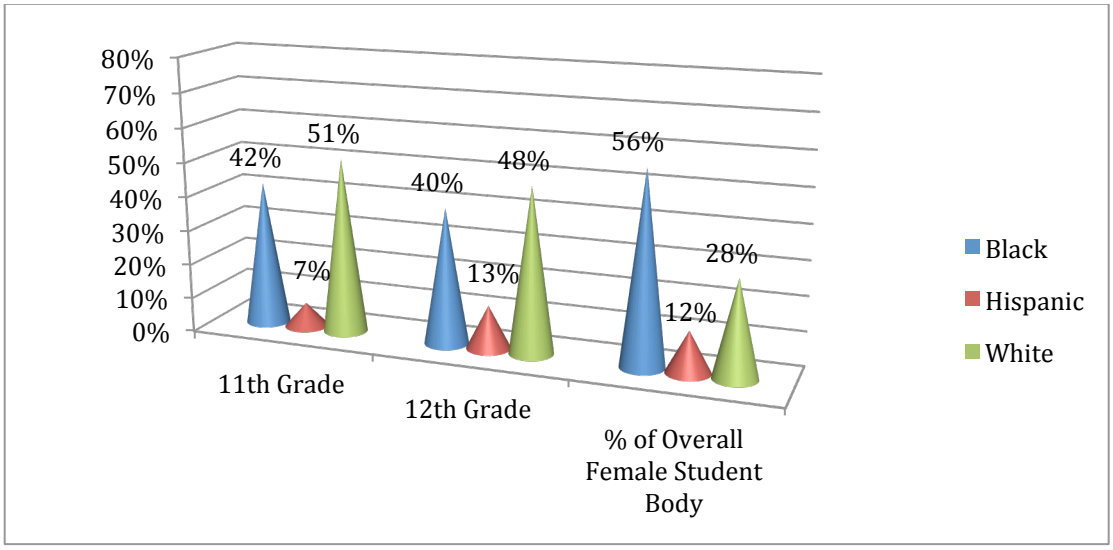
Average % and # Males with at least 1 AP Course	*% and # 11th Grade*	*% and # 12th Grade*	*Average % Change from 11th – 12th Grades*
Black	3.5% and 6	11% and 16	+6.5%
Hispanic	20.5% and 5	24% and 4	+3.5%
White	28% and 31	49% and 50	+21%

Disparities in gender access are also evident when considering that access to AP courses during junior year may have contributed to an 8-fold increase in Latinas (+24%) enrolled in at least one AP course in their senior year as compared to their male cultural peers (+3.5%). **Access pathways to AP seem most disparate for African American males at WHS, such that on average during the 2011 and 2012 cohorts 93 out of every 100 Black male students at WHS never took a single AP course**. These intra-minority group disparities only tell part of the story. Despite the progress noted, a higher percentage and number of White students enrolled in at least one AP course compared to other students. **Also, White male students (21%) enjoyed a three-fold increase in AP enrollment from junior to senior year compared to Black males (6.5%) and close to a seven-fold increase when compared to Hispanic male students increased enrollment (3.5%).** Are access patterns to AP courses among racial and gender subgroups equal at WHS? Sadly the answer is no. The AP opportunity structure appears to be differential, facilitating or limiting access along both racial and gender lines.

Who's Represented? How representative of the general student body are AP courses?

This analysis considers the question: Do AP class rosters represent the gender and cultural diversity of WHS or do AP course distributions contribute to a form of racial segregation in WHS? An exploration of this inquiry requires an understanding of the overall gender and racial composition of WHS compared to the distribution of students in AP courses during the 11th and 12th grades for the 2011 and 2012 graduating cohorts combined (represented in Figures 1 – 3). First, Figure 1 details that Hispanic females' participation in AP courses was representative of their percent in the overall student body by 12th grade. In fact, Hispanic females constituted 13% of all female students enrolled in at least 1 AP course in the 12th grade, and 12% of the overall female student body. Secondly, White females constituted an average of 28% of the WHS's female student body during the 2011 and 2012 cohorts, yet they represented **an average of 50% of all female students taking at least one AP course**. On the other hand, Black females constituted **55.5% of all female students at WHS but only 40% of female students enrolled in AP courses**.

Figure 1 - Average % 11th and 12th Grade Females with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts Compared to % in Overall Student Body.



Even more drastic disparities exist among WHS' male students, when considering the patterns detailed in Figure 2, which highlights the distribution of White, Hispanic and Black males in AP courses compared to their percent in the overall student body. Approximately, **73 out of every 100 male AP students were White,** while this subgroup only constituted **33% of the overall male student body of Windsor High.** Moreover, on average 9% of males in AP courses were Hispanic, which was representative of their percent in the overall student body. **Yet, Black males constituted 57% of WHS' male student body, but only 19% of males in AP courses.**

Figure 2 - Average % 11th and 12th Grade Males with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts Compared to % in Overall Student Body.

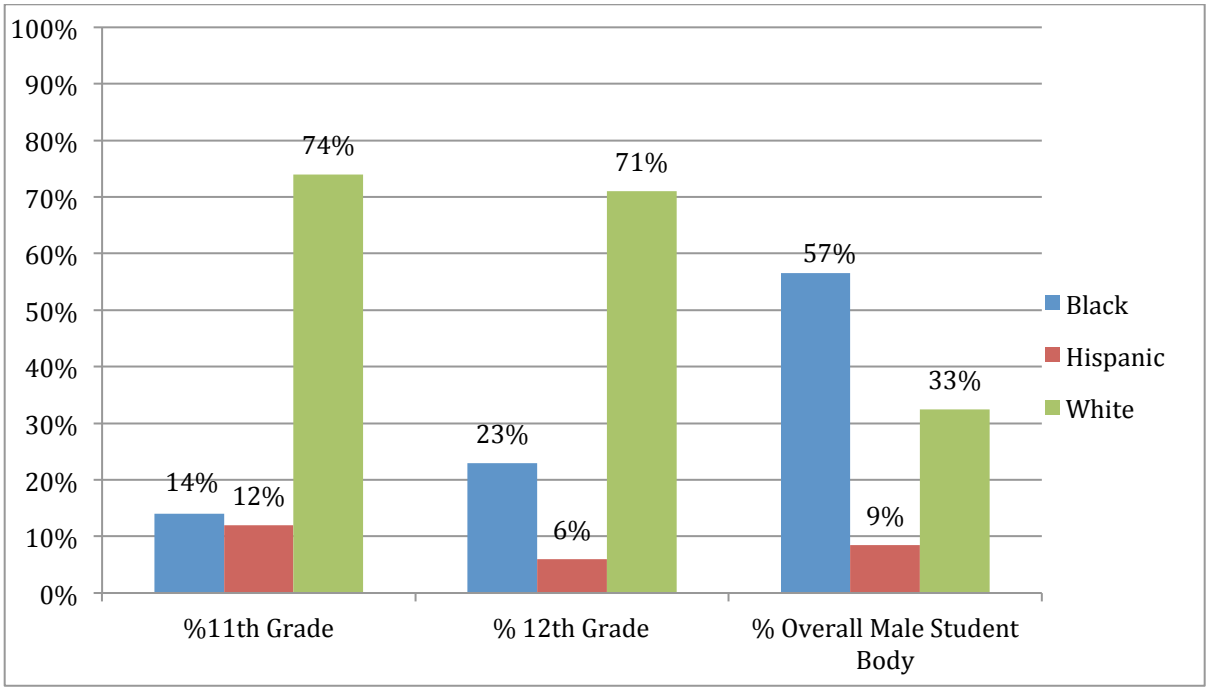
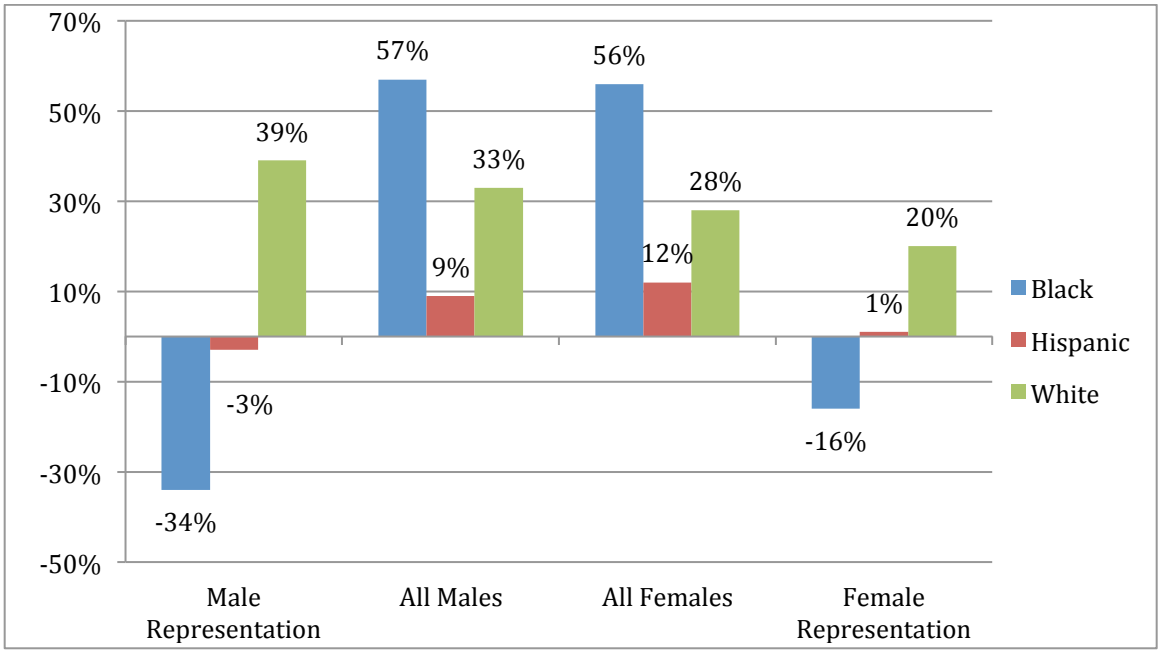


Figure 3 - Average % Underrepresentation or Overrepresentation with Overall Student Body for Males and Females in 12th Grade with at Least 1 AP Course by Race for 2011 & 2012 Combined Cohorts.



Finally, Figure 3 illustrates that by their senior year, **White females were 48% of all AP female students and only 28% of all females students at WHS, which equates to a 20% overrepresentation** when taking into account the overall racial composition of the school. However, Black females were **39.5% of all female AP students by the 12th grade, but were 55.5% of all female students at WHS**. As a result, **by the 12th grade Black females were underrepresented in AP courses by -16%.** Additionally, by the 12th grade 71% of all males in AP courses were White, which equates to a **38.5% overrepresentation compared to their proportion of the overall male student body**. On the other hand, 23% of males in AP courses were Black by the 12th grade, yet they constituted 56.5% of all males at WHS and were **underrepresented in AP courses by -33.5%.** If all things were equal, the bar charts in Figure 3 would reflect the percentages in the two "all students" bar charts, while the visual variations among the bar charts indicates differential access across gender and racial groups. In fact, to equitably redistribute genders in AP courses to reflect the student body **an 11% increase in access among Hispanics, an 90% increase in access among Black males, and an 71.5% increase in access among Black females would be required**. In sum, AP access patterns suggest that AP courses appear to funnel greater numbers and percentages of White students into college preparatory experiences, while limiting access for Black and Hispanic students attending WHS.

DISCUSSION

Segregation is a required condition for inequality, for it enables the empowered to separate those designated to receive privilege from those selected to endure varying forms of discrimination (Feagin & Feagin, 2008). Noguera and Wing (2006) provided glaring evidence that high schools often cannot provide documented evidence of how and why students are placed, and why they are tracked year after year into low-level or vocational courses. Oakes (1985) in her famed work *Keeping Track: How Schools Structure Inequality* noted that tracking is an expression of wider societal segregation manifested in schools, and "in virtually every study that has considered this question, poor and minority students have been found in disproportionately large percentages in the bottom groups" (p. 200, Reprinted in Arum, Beattie & Ford, 2011). This dampens to some degree the celebration of AP gains made during the Project Opening Doors era, but more importantly these patterns should raise critical questions.

Questions of Policy

In the light of the segregated nature of AP courses at WHS, it is plausible to ask:

Why is a structural practice namely segregation, which socially is a prerequisite to harsher forms of discrimination, found in a school in 2013?

To treat this question researchers conducted a policy analysis related to placement and access to academic programs within Windsor Public Schools. Our search pointed attention to Windsor Board of Education Policy # 6121 entitled *Affirmative Action: Non-Discrimination Instruction Program* subsection 1A and B, which supplicates that:

1) The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:
   - **A.** Equal rights and opportunities for students and employees in the school community.
   - **B.** Equal opportunity for all students to participate in the total program of the schools.

There is a glaring contradiction between the stated policy of *Non-Discrimination Instruction Program* and the outcomes of the AP analysis. Perhaps the Board and District are still grappling with how to implement, support and evaluate this policy, although it was adopted on June 16, 1992. Maybe, there is a general unawareness that the negative impact of segregated learning spaces is considered discriminatory by researchers from Oaks (1985), Noguera and Wing (2006), Reardon, Yun and Chmielwski (2012), Logan and Oakley (2012), Ellen, O'Regan, Schwartz and Stiefel (2012), and Wells, Ready, Duran, Grzeskowski, Hill, Roda, Warner and White (2012).

Moreover, the dormancy of this policy could be better understood after a review of Placier, Hall, McKendall and Cockrell's (2000) application of the *transformation of intentions theory.* Their work is key to understanding why educational policy designed to redress issues of multiculturalism in schools often do not move seamlessly from policy creation to policy implementation. The researchers contend that policy is not a "concrete thing"; rather policy is "an ambiguous, multifaceted, interactive process", "a vehicle for realizing their (policy makers) purposes" (pg. 260). As such, the process of transforming progressive multicultural purposes and goals into new organizational practices is vulnerable to:

1. The amount and nature of conflict or cooperation between policymakers;

2. Power differentials in the community, lending support or undermining implementation of a new policy;

3. Established organizational habits and systems that resists or support policy;

4. The integrity of implementation once the policy passes from designers to doers.

RECOMMENDATIONS

In this case, the question remains:

*What issues related to transformation of intentions theory need to be addressed to facilitate the implementation of the **Non-Discrimination Instructional Program** policy to create equitable access to AP programming?*

This final question frames recommendations to secure gains, and increase access to AP courses in WHS.

Resolving Ideological Conflicts among Board Members

1. By way of policy, the school Board should submit to on-going training in contemporary educational frameworks and research including: multicultural education, culturally competent leadership and the structuring of inequity in schools. While this will not resolve all conflict, it will provide a common knowledge base and language through which the Board can conduct affairs.

Resolving Power Differentials with Community

2. No policy designed to extend AP access to levels representative of the student body will be able to be implemented without accounting for and addressing the power differentials between White, and African and Latino residents in Windsor. Noguera and Wing (2006) research on the achievement gap in a diverse high school clearly establishes that schools facilitate these power differences by being more responsive to the needs' and concerns' of White students and parents. Research gathered in Windsor indicates that White community members/students benefit disproportionately from the present AP opportunity structure, traditionally used WHS' PTO to ensure their students' needs were met, and their children enjoy ample access to educators (role models) that represent their culture. Yet, each of these practices runs counter to the district's established policies. The Board and district leadership must implement policies that reflect a commitment to its professed beliefs, and that are aligned with federal and state equal protection statues.

Establish Organizational Habits and Systems

3. The Board and district must continue the process of implementing, measuring and rewarding the newly adopted mission statement and goals articulated in the newly developed policy # 0200. These policies cannot be seen as concrete objects, but are only policy when they yield intended transformations in philosophy, practice and pedagogy. If attention is not paid to the process of policy these progressive ideals will be as dormant as policy # 6121.

Integrity of Implementation

4. *Equality of access* calls for the availability of a wide array of AP courses compared to similar schools and/or State trends, and the support to enroll in and experience success in these courses. WHS's implementation of Project Open Doors has WHS among State leaders in courses offered, credits earned and minority students enrolled in AP courses. Yet, *equity of access* must also be considered, which requires preparatory systems aligned to students' developmental needs, relational and information systems to inform students and families about the benefits and requirements of an AP trajectory, and the strategic dismantling of any structural impediments to student academic and social development. Create and assign an AP task force to assess current state of systems designed to support AP matriculation, seek external funding to re-establish Project Open Doors, and to put in place a system of goals and monitoring to track progress toward equality and equity of access in AP course offerings.

REFERENCES

Arum, R., Beattie, I., & Ford, K. (Eds.), *The structure of schooling: Reading in the sociology of education*. 2nd Ed. Los Angeles: Sage.

Akos, P., Lambie, G.W., Milsom, A., & Gilbert, K. (2007). Early adolescents' aspirations and academic tracking: An exploratory investigation. Professional School Counseling, 11, 57-64.

Bell-McKenzie, K., & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students.* Thousand Oaks, Calif. : Corwin.

College Board. (2012). The 8th Annual Advanced Placement Report to the Nation. New York: Author. Retrieved June 12, 2013 from *http://research.collegeboard.org/programs/ap/data/nation/2012*

College Board. (2013). The 9th Annual Advanced Placement: Report to the nation. New York: Author. Retrieved August 25, 2013 from *http://apreport.collegeboard.org/*

Dougherty, C., Mellor, L., & Jian, S. (2006). The relationship between Advanced Placement and college graduation. National Center for Educational Accountability. Retrieved June 12, 2013, from http://www.just4thekids.org/en/files/PublicationThe%5fRelationship_between_Advanced_Placement_and_College_Graduation-02-09-06.pdf

Ellen, I., O'Regan, K., Schwartz, A., & Stiefel, L. (2012). Racial segregation in Multiethnic schools: Adding immigrants to the analysis. In W. Tate (Ed.), *Research on schools, neighborhoods, and communities: Toward civic responsibility*. (pp. 67-84). New York: Rowan & Littlefield Publishers, Inc.

Feagin, J., & Feagin, C. (2008). *Race & Ethnic Relations.* Saddle Rive, NJ.: Pearson Education, Inc.

Logan, J., & Oakley, D. (2012). Schools matter: Segregation, unequal educational opportunities, and the achievement gap in the Boston region. In W. Tate (Ed.), *Research on schools, neighborhoods, and communities: Toward civic responsibility*. (pp. 103-124). New York: Rowan & Littlefield Publishers, Inc.

Noguera, P., & Wing, J. (Eds.), (2008). *Unfinished business: Closing the racial achievement gap in our schools.* San Francisco, CA: Jossey-Bass.

Oakes, J. (1985). *Keeping track: How schools structure inequality.* New Haven, CT.: Yale University.

Oakes, J. (2011). The distribution of knowledge. In R Arum, I Beattie, & K. Ford (Eds.), *The structure of schooling: Reading in the sociology of education*. 2nd Ed. (pp. 22-44). Los Angeles: Sage

Ohrt, J., Lambie, G., Ieva, K. (2009). Supporting Latino and African-American students in advanced placement courses: A school counseling program's approach. *Professional School Counseling*, 13 (1), 59-63.

Placier, M., Hall, P., McKendall, S., & Cockrell, K. (2000). Policy as the transformation of intentions: Making multicultural education policy. *Educational Policy.* 14 (2), 259-289. DOI: 10.1177/0895904800014002004

Reardon, S., Yun, J., & Chmielwski, A. (2012). Suburbanization and school segregation. In W. Tate (Ed.), *Research on schools, neighborhoods, and communities: Toward civic responsibility*. (pp. 85-102). New York: Rowan & Littlefield Publishers, Inc.

Skrla, L., Bell-McKenzie, K., & Scheurich, J. (2009). *Using equity audits to create equitable and excellent schools.* Thousand Oaks, Calif.: Corwin.

Wells, A., Ready, D., Duran, J., Grzeskowski, C., Hill, K., Roda, A., Warner, M., & White, T. (2012). Still separate, still unequal, but not always so "suburban": the changing nature of suburban school districts in the New York metropolitan area. In W. Tate (Ed.), *Research on schools, neighborhoods, and communities: Toward civic responsibility*. (pp. 103-124). New York: Rowan & Littlefield Publishers, Inc.

WHS College Board. (2013). AP Equity and Excellence Report fro Windsor High School 2013. Report Retrieved July 13, 2013. Provided by Windsor School District.

ANALYSIS THREE

OFF TRACK: AN ANALYSIS OF TRACK CLUSTERING, AND THE IMPACT OF INITIAL COURSE PLACEMENTS ON FUTURE COURSE ENROLLMENT AND STUDENT ACHIEVEMENT AT WINDSOR HIGH SCHOOL

INTRODUCTION AND STATEMENT OF INQUIRY

Tracking is the process of sorting students into different curricular tracks, such as academic, general or vocational, based on students' perceived abilities, interests, or needs. A similar idea is called ability grouping, which is the process of placing students with similar skills and academic abilities into the same course levels, such as an honors level course or a regular level course. In a high school setting, curriculum tracking and ability grouping may overlap, particularly in schools that have both multiple curriculum tracks and multiple ability groups for various academic subjects. For example, a student in an academic track may be in an honors level English class but a regular level math class (Oakes, 1987).

There is a wide range of research on the topic of tracking and ability grouping. Some of the research on tracking looks at the process for placing students into various tracks and ability groups, with a focus on either the organizational structures of schools or factors that can predict track placement of students. Other research on tracking looks at the impact it has on future outcomes. Close to 30 years of research has been conducted on the nature and impact of tracking on students, particularly among culturally and economically diverse students. Despite the overwhelming evidence of the potential harm to students' aspirations and outcomes, this practice persists in schools across the country. Windsor High has four tracks or ability groups, including college (the lowest track), honors, high honors (rigor of AP with no AP credit), and Advanced Placement Courses (10th – 12th grade). The forthcoming report will review past research on tracking, detail track placement and discipline patterns at Windsor High School (WHS); examine the link between performance gaps in reading and math scores and track placement and discipline patterns, and offer recommendations.

LITERATURE REVIEW

Factors That Impact Tracking

Studies that explore the placement process find that schools vary widely in their placement criteria for different tracks, the size of the tracks, the types of courses that are tracked, and the ability level of students in the different tracks (Oakes, 1985, 2005). Garet & DeLany (1988) found that course-taking patterns differ across schools and among the various academic departments. They suggested that these differences can be explained in part by the differences in how schools organize their curriculum and in part by the differences in the composition of the school's student population. Useem (1992) found that tracking in mathematics began at the seventh grade where placement is determined by school personnel with some parental input. Schools that do not rely on standardized test scores encourage more input from parents (Useem, 1991). Hallinan (1991, 1994) found that the likelihood of a student being assigned to a higher track varies by school, as do the characteristics of the track level to which the student is assigned. She found that the number of track levels is often decided at the district-level when a district has more than one secondary school. Student placement into a particular track is influenced by the characteristics of a school's track structure, assignment criteria, flexibility of track membership, and the school's scheduling priorities. In addition, schools were found to differ in the effect of a student's background characteristics on track placement (Hallinan, 1991, 1994). Jones, Vanfossen, & Ensminger (1995) also looked at placement criteria from an organizational perspective and found that a school's organizational and compositional characteristics affect the track placement of students, where students with similar characteristics may find themselves in different tracks depending on the schools they attend.

There is little agreement among studies regarding which academic indicators best predict track placement. Some studies report that grades exert a greater effect on track placement than standardized test scores (Hallinan, 1991), while others report that prior achievement as measured by test scores is the strongest predictor of track placement (Alexander & Cook, 1982; Alexander & McDill, 1976; Dauber, Alexander, & Entwisle, 1996; Gamoran & Mare, 1989; Oakes, Gamoran, & Page, 1992).

Several researchers found socioeconomic status (SES) to be a strong predictor of track placement (Alexander & Cook, 1982; Alexander & McDill, 1976; Gamoran, 1992; Hallinan, 1991), even though in Heyns' (1974) early research she found that SES did not have a strong impact on track placement. Alexander & McDill

(1976) followed up on Heyns' study and found that once SES was added to the model, it had a larger effect on track placement than academic ability. Specifically, they found that the higher a students' SES, the greater their chance of being enrolled in an academic track, and that lower SES students are often enrolled in general or vocational tracks. Gamoran (1992) found that in addition to test scores and other achieved characteristics, student's SES figured into the placement process. Evidence has also shown that tracking widens the gap between high and low SES students, as well as minority students, where a disproportionate number of poor and minority students are placed into lower tracks (Ballón, 2008; Gamoran, 1987, 1992; Gamoran & Mare, 1989; Kelly, 2009; Lucas & Gamoran, 2002; Oakes, 1985, 1987, 1990; Oakes, Gamoran, & Page, 1992; Oakes & Guiton, 1995; Oakes, Selvin, Karoly, & Guiton, 1992; Vanfossen, Jones, & Spade, 1985;). Gamoran & Mare (1989) reported that while tracking widens the gap between high and low SES students, it also compensates for differences between race and gender, thereby reducing any inequalities in these areas.

The issue of the effect of race on track placement is prevalent in the literature on tracking. Some studies have found a disproportionate number of minorities placed in lower tracks and have concluded that tracking widens the gap between minority and poor students (Ballón, 2008; Gamoran, 1992; Lucas & Gamoran, 2002; Oakes, 1985, 1987, 1990; Oakes, Gamoran, & Page, 1992; Oakes & Guiton, 1995; Oakes, Selvin, Karoly, & Guiton, 1992). Oakes (1985) found that tracking does not appear to be related to either overall increasing academic achievement or promoting positive attitudes and behaviors, and that poor and minority students seem to suffer the most from tracking. Oakes concluded that tracking retards academic progress, fosters low self-esteem, promotes social misbehavior, and lowers aspirations for students placed in lower tracks. Furthermore, Oakes notes that tracking separates students along socioeconomic lines so that a greater number of poor and minority students are found in the bottom tracks. Low income and minority students are more commonly enrolled in lower ability tracks (i.e. vocational and general) than their White or high-income peers who are more likely to be enrolled a higher ability, academic track (Oakes, 1985, 1990). Ballón (2008) specifically pointed out that African American and Mexican American students are underrepresented in honors mathematics track and white and Asian students are overrepresented in honors mathematics tracks. This is in large part explained by prior mathematics achievement, but that alone does not account for the variation in mathematics track placement (Ballón, 2008). On the other hand, there are some studies that do not report race/ethnicity as having an impact on track placement. For example,

Hallinan (1991) found SES to be a factor in English track placement only, but race/ethnicity was not a factor in either English or mathematics track placement.

Impact of Tracking on Future Outcomes

The process of sorting students leads to certain predictable outcomes, such as an inequality in student achievement (Hallinan, 1994; Hanushek & Wößmann, 2006; Oakes, 1987, 2005). Tracking and course-taking are found to account for a large amount of the differences in student achievement, particularly for low and average ability students (Braddock, 1990; Gamoran, 1987; Kulik & Kulik, 1982; Oakes, 1987). Other than student achievement, research has shown that tracking also has impact on future outcomes, including future track placement, opportunities, access to knowledge, likelihood of graduating from high school, goals and aspirations, attitudes, and socialization (Alexander, Cook, & McDill, 1978; Alexander & McDill, 1976; Dauber, Alexander, & Entwisle, 1996; Oakes, 1985; Oakes & Guiton, 1995; Stevenson, Schiller, & Schneider, 1994; Trusty & Niles, 2003; Vanfossen, Jones & Spade, 1985). Students placed in an academic track have more opportunities academically and beyond. Being in an academic track increases the likelihood of graduating and going to college compared to students in vocational or general tracks (Alexander & Cook, 1982; Gamoran & Berends, 1987; Gamoran & Mare, 1989; Rosenbaum, 1975; Trusty & Niles, 2003), the likelihood of having more career opportunities (Alexander, Cook, & McDill, 1978; Alexander & McDill, 1976). Cicourel & Kitsuse (1963) found that classifying students only reinforces their limitations and opportunities.

Relation of Literature to Study

The purpose of this exploratory study is to develop an understanding of and identify any relationships between discipline, track placement, and student achievement on the Connecticut Academic Performance Test (CAPT) at Windsor High School. For the purpose of this study, a track is defined as the course level in which a student is enrolled within an academic subject, such as college, honors, high honors, and Advanced Placement (AP) levels. The terms "track," "level," and "course level" are used interchangeably throughout this report. Subsequent to detailing the methodologies used in this analysis, attention will be given to track placement and discipline patterns at Windsor High School (WHS), the link between performance gaps in reading and math scores and track placement and discipline patterns, and the report will conclude with recommendations for addressing tracking.

METHODOLOGY

Sample

The data for this study comes from Windsor High School in Connecticut. The analysis looked at two graduate cohorts: 2011 and 2012. In 2010-11 school year, Windsor High School had 1301 students and the racial/ethnic breakdown for that student population was 52% Black, 30% White, 13% Hispanic, 4% Asian, and 1% two or more races.

Variables

Demographics data included gender, race/ethnicity, school lunch status (free, reduced price, regular price), a special education designation, and an English language learner designation. Student exit data identifies whether students graduated, moved, dropped out, or were still enrolled. Data included students' self-reported postsecondary plans, such as plans to attend a 2-year college, 4-year college, employment, or go into the military. Missing data was categorized as unknown. The analysis reports only postsecondary plans for students that were coded as graduated.

Discipline data was provided for the freshman 2007 and 2008 cohorts and included information on detention, suspension, expulsion, loss of privilege, reprimand, and warning. Student data represented all years in high school, and suspension data included both in-school and out-of-school suspensions combined.

Analysis of track placement was conducted using student course enrollment data for each grade level, 9th through 12th grades. Data files included course name and a code for the course level. The course levels analyzed were college level, honors level, high honors level, and Advanced Placement (AP) level courses. Data for the Connecticut Academic Performance Test (CAPT) was provided for both graduate cohorts. Data files included scale scores for the reading, writing, mathematics, and science subtests. CAPT is the Connecticut state assessment that is administered to students in their sophomore year. Students who do not meet expectations may retest in any subject in their junior or senior years.

Except for the postsecondary plan data, all data was provided for students at the start of their freshman year in 2007 and 2008, as opposed to only data for the 2011 and 2012 graduate cohort. This allowed for a more thorough

analysis of student movement through the years, and allowed for an analysis of what happened to students that did not graduate.

Data Analysis

The analysis of Windsor High School student data was mainly exploratory and descriptive. The purpose was to explore graduation rate and attrition, discipline consequences, and track placements disaggregated by gender and race/ethnicity. Descriptive statistics are provided for student demographic, graduation and attrition, self-reported postsecondary plans, number of detentions and suspensions students received, and number of college, honors, high honors, and AP courses in which students were enrolled in grades 9 through 12. Researchers also employed inferential analysis to explain relationships among variables (correlations) and to predict performance outcomes (regression analysis). These both require an explanation and guidance for proper interpretation of statistical measures.

Interpreting Correlations R^2 Values

Correlations were calculated between the number of courses students take in a given track level each year to determine if there was a relationship between enrollment in the different track levels across grades 9, 10, 11, and 12. A correlation indicates whether or not there is a relationship between two variables, how strong that relationship is, and if the relationship is positive (both variables increase or decrease together) or negative (one variable increases while the other decreases). Negative relationships are designated with a – symbol, while positive correlations will have no – symbol. For this analysis a positive correlation (R^2) indicates that a student is likely to be enrolled in a particular track in subsequent years. A negative correlation indicates enrollment in a particular track level in subsequent years is not likely. The strength of a relationship can be reported as weak (+/- 0.1 – 0.3), moderate (+/- 0.3 – 0.5), or strong (+/- 0.5 – 1.0), which is detailed as the +/- R^2 value on tables. Lastly, correlations that are statistically significant (designated with an * by statistical software) indicate a meaningful relationship that is beyond the norm. Yet, correlations do not indicate causality (cause & effect) only relatedness.

Understanding Regression Analysis

A regression analysis was conducted to identify potential significant predictors of student achievement on the CAPT reading and mathematics assessment. CAPT reading and mathematics scale scores were the dependent variables, which simply mean researchers wanted to understand which factors could explain why some students scored high or low on state assessments (variation in test scores). Students' gender, race/ethnicity, and 10th grade track level placement served as the independent variables or the factors being investigated to determine if and how they influence variations in test scores. In short, the purpose of the regression analysis conducted in this study was to determine if a student's race/ethnicity and track placement in 10th grade are significant predictors of how a student will perform on the CAPT.

Results

Demographics

Windsor High School is a majority-minority public high school. In its freshman year, the 2012 graduate cohort had 340 students, of which 55% were Black, 31% were White, 10% were Hispanic, and 4% were Asian. Windsor High does not have high levels of poverty, special education students, nor English Language Leaners. Demographics for the 2011 and 2012 graduate cohorts are similar and are presented in Table 1. Referencing these overall population demographics is important as overrepresentation figures are considered later in this analysis.

Table 1. Demographics

	2012 Cohort		**2011 Cohort**	
	n	*%*	*n*	*%*
Race/Ethnicity by Gender				
Female				
Asian	7	4%	10	5%
Black	87	55%	102	56%
Hispanic	19	12%	22	12%
White	46	29%	49	27%
Total	**159**		**183**	
Male				
Asian	8	4%	5	2%
Black	101	56%	130	57%
Hispanic	14	8%	20	9%
White	58	32%	75	33%
Total	**181**		**230**	
Meal Status				
Free Price Lunch	73	22%	78	19%
Reduced Price Lunch	29	9%	37	9%
Full Pay Lunch	238	70%	300	73%
Special Ed (Yes)	31	9%	60	15%
ELL (Yes)	18	5%	14	3.0%
Total Students	**340**		**413**	

Table 2 reports data on students' graduation and attrition for the 2011 and 2012 cohorts. A more accurate graduation rate calculation takes into account students who transferred in and deducts for students who transferred out of the district. Based on the data provided by the Windsor Public Schools, once the students who moved and non-residents were taken out of the total number of students, the adjusted graduation rate for the 2012 cohort was

100% for Asian students, 85% for Black students, 70% for Hispanic students, and 95% for White students. The adjusted graduation rate for the 2012 cohort was 86% for Black students, 94% for Hispanic students, and 89% for White students. The overall graduate rate for both the 2011 and 2012 cohorts was 88%. Table 3 shows that 79% of the students that graduated in 2012 and 68% that graduated in 2011 had plans to go to either a 2 year or 4 year college after high school.

Table 2. Graduation & Attrition

	Asian		**Black**		**Hispanic**		**White**		**Total**
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
Exit Status									
2012 Cohort									
Graduated	13	87%	131	70%	19	58%	93	89%	256
GED/Adult Ed	0	0%	4	2%	3	9%	2	2%	9
Moved/Residency	2	13%	34	18%	6	18%	6	6%	48
Drop Out/Unknown	0	0%	6	3%	3	9%	1	1%	10
Still Enrolled	0	0%	6	3%	1	3%	2	2%	9
Other	0	0%	7	4%	1	3%	0	0%	8
Total	**15**	100%	**188**	100%	**33**	100%	**104**	100%	**340**
2011 Cohort									
Graduated	12	80%	166	72%	29	69%	101	81%	308
GED/Adult Ed	0	0%	4	2%	1	2%	7	6%	12
Moved/Residency	0	0%	40	17%	11	26%	11	9%	62
Drop Out/Unknown	1	7%	12	5%	1	2%	3	2%	17
Still Enrolled	0	0%	3	1%	0	0%	1	1%	4
Other	2	13%	7	3%	0	0%	1	1%	10
Total	**15**	100%	**232**	100%	**42**	100%	**124**	100%	**413**

Table 3. Postsecondary Plans (Graduates Only)

	2012 Cohort		**2011 Cohort**	
	n	*%*	*n*	*%*
College - 2 year	72	28%	65	21%
College - 4 year	130	51%	143	46%
Vocational	5	2%	14	5%
Employment/Military	10	4%	10	3%
Other/Unknown/No Data	39	15%	76	25%
Total	**256**		**308**	

Discipline

This first analysis documents patterns in student discipline among different student racial groups, while controlling for gender. The research question is:

> *How equitable are detention and suspension assignments among various racial and gender groups at Windsor High School?*

Tables 4a and 4b report the number of detentions disaggregated by race/ethnicity and controlled for gender for the 2011 and 2012 cohorts. Tables 5a and 5b report the number of suspensions disaggregated by race/ethnicity and controlled for gender. The suspension figures include in-school and out-of-school suspensions.

Distribution of Detentions

In the 2012 cohort, 72% of all female and 84% of all male students had at least one detention during their time at Windsor High School. In the 2011 cohort, 75% of all female and 84% of all male students had at least one detention. In the 2012 cohort, over 50% of Black and Hispanic male students had more than 10 detentions, compared to 27% of White male students. Over 50% of Black males from the 2011 cohort had more than 10 detentions, compared to 21% of Hispanic and 36% of White male students. Thirty-nine percent (39%) of Black female students in the 2012 cohort and 47% of Hispanic female students had more than 10 detentions, compared to 16% of White female students. In the 2011 cohort, 42% of both Black and Hispanic female students had more than 10 detentions, compared to 25% of White female students.

Figure 1 - % of Students with +10 Detentions (Based on Tables 4a and b).

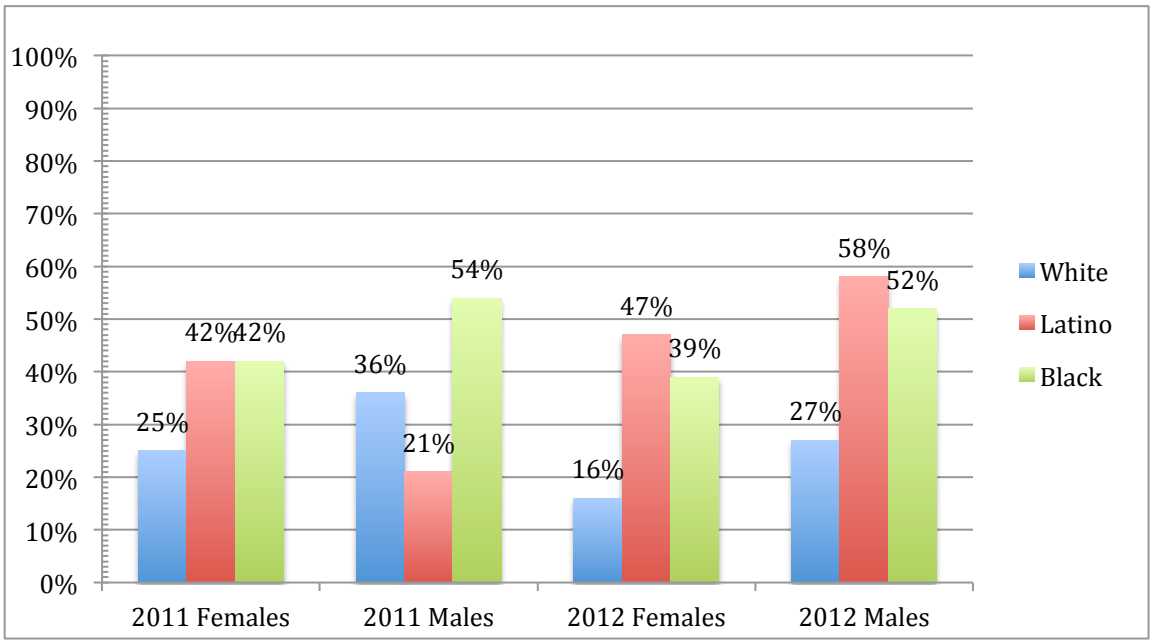


Table 4a. 2011 Cohort Discipline: Number of Detentions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1-5	40	47%	5	26%	20	63%	65	
6-10	10	12%	6	32%	4	13%	20	
11-15	9	10%	1	5%	7	22%	17	
16-20	10	12%	3	16%	0	0%	13	
21 or more	17	20%	4	21%	1	3%	22	
Total	86		19		32		137	
Percent within race/ethnicity	***102***	***84%***	***22***	***86%***	***49***	***65%***	***183***	***75%***
Males								
1-5	39	33%	10	53%	24	44%	73	
6-10	16	13%	5	26%	11	20%	32	
11-15	14	12%	2	11%	5	9%	21	
16-20	10	8%	1	5%	6	11%	17	
21 or more	40	34%	1	5%	9	16%	50	
Total	119		19		55		193	
Percent within race/ethnicity	***130***	***92%***	***20***	***95%***	***75***	***73%***	***230***	***84%***

Table 4b. 2012 Cohort Discipline: Number of Detentions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1-5	33	45%	5	33%	17	65%	55	
6-10	12	16%	3	20%	5	19%	20	
11-15	8	11%	1	7%	2	8%	11	
16-20	5	7%	3	20%	1	4%	9	
21 or more	15	21%	3	20%	1	4%	19	
Total	73		15		26		114	
Percent within race/ethnicity	***87***	***84%***	***19***	***79%***	***46***	***57%***	***159***	***72%***
Males								
1-5	29	30%	5	42%	26	59%	60	
6-10	17	18%	0	0%	6	14%	23	
11-15	11	11%	2	17%	2	5%	15	
16-20	12	13%	1	8%	5	11%	18	
21 or more	27	28%	4	33%	5	11%	36	
Total	96		12		44		152	
Percent within race/ethnicity	***101***	***95%***	***14***	***86%***	***58***	***76%***	***181***	***84%***

Distribution of Suspensions

In the 2012 cohort, 49% of the Black and 53% of the Hispanic female students had at least one suspension, compared to 28% of White female students. About three quarters of Black male (77%) and Hispanic male (71%) students had at least one suspension, compared to 33% of White male students. In the 2011 cohort, about 51% of the Black and 50% of the Hispanic female students had at least one suspension, compared to 22% of White female students. About two-three thirds of Black male (67%) students had at least one suspension, compared to 50% of Hispanic and 51% of White male students.

FIGURE 2 - % OF STUDENTS WITH AT LEAST 1 SUSPENSION (BASED ON TABLES 5A AND B).

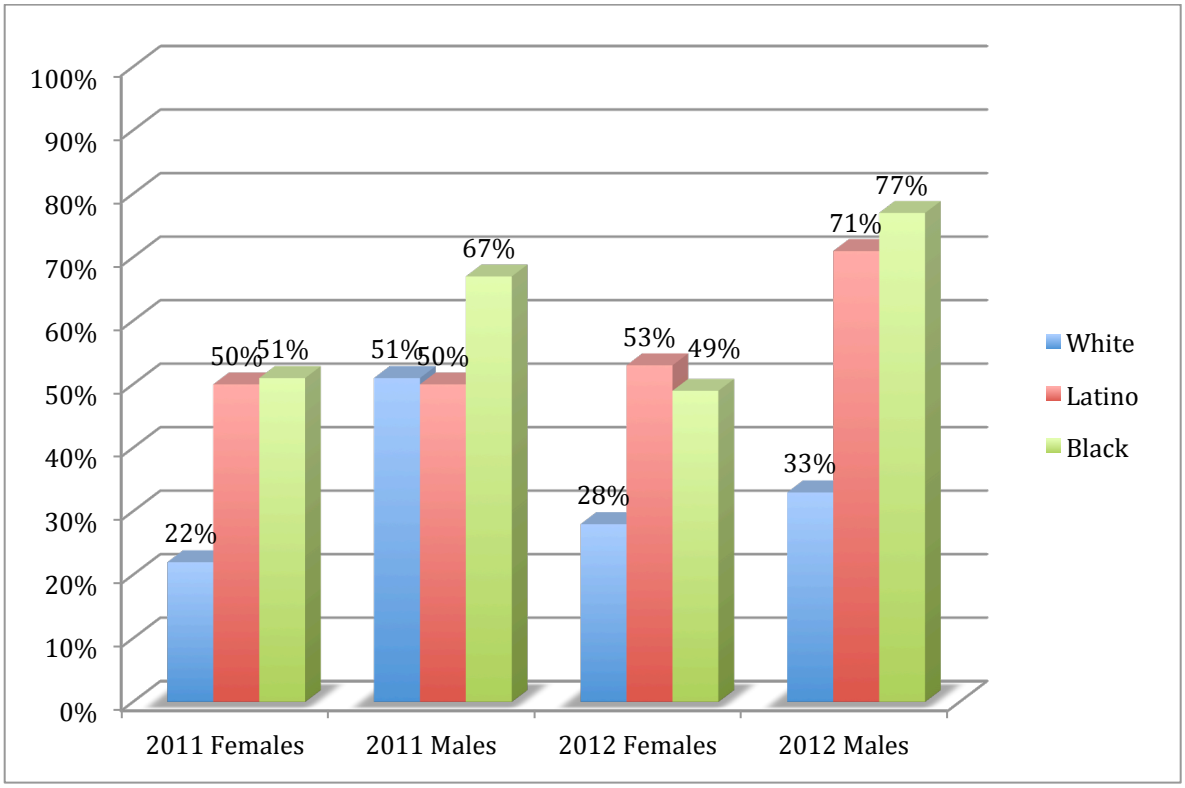


Table 5a. 2011 Cohort Discipline: Number of Suspensions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1	16	31%	2	18%	5	45%	23	
2-5	21	40%	4	36%	5	45%	30	
6-10	6	12%	1	9%	0	0%	7	
11 or more	9	17%	4	36%	1	9%	14	
Total	52		11		11		74	
Percent within race/ethnicity	***102***	***51%***	***22***	***50%***	***49***	***22%***	***183***	***40%***
Males								
1	23	26%	3	30%	11	29%	37	
2-5	24	28%	5	50%	17	45%	46	
6-10	16	18%	2	20%	5	13%	23	
11 or more	24	28%	0	0%	5	13%	29	
Total	87		10		38		135	
Percent within race/ethnicity	***130***	***67%***	***20***	***50%***	***75***	***51%***	***230***	***59%***

Table 5b. 2012 Cohort Discipline: Number of Suspensions Incurred at Windsor Public High School - By Race & Gender

	Black		Hispanic		White		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Females								
1	15	35%	3	30%	6	46%	24	
2-5	16	37%	4	40%	6	46%	26	
6-10	2	5%	2	20%	1	8%	5	
11 or more	10	23%	1	10%	0	0%	11	
Total	43		10		13		66	
Percent within race/ethnicity	***87***	***49%***	***19***	***53%***	***46***	***28%***	***159***	***42%***
Males								
1	13	17%	2	20%	6	32%	21	
2-5	29	37%	1	10%	6	32%	36	
6-10	16	21%	4	40%	3	16%	23	
11 or more	20	26%	3	30%	4	21%	27	
Total	78		10		19		107	
Percent within race/ethnicity	***101***	***77%***	***14***	***71%***	***58***	***33%***	***181***	***59%***

In sum, African and Latino American students are disproportionately assigned discipline in the form of both detentions and suspensions at WHS.

Track Placement

This second analysis considers the following research questions:

1. *What is the relationship between initial track placement and future courses taken?*
2. *How are students of various ethnicities and genders distributed throughout course tracks at WHS?*

The first question required an analysis of the relationship between initial placement of students in the 9th grade and future placements. The detailed results can be found in Tables 6a and 6b in Appendix A, which presents correlation matrixes of relationships between the number of placements in the college, honors, high honors, and Advanced Placement (AP) tracks across grades 9 through 12 for the 2011 and 2012 graduate cohorts. A summary of Table 6a and 6b highlighting major relationships are presented within the body of this analysis for convenience.

Recall that a correlation indicates whether or not there is a relationship between two variables, how strong that relationship is, and if the relationship is positive (both variables increase or decrease together) or negative (one variable increases while the other decreases). Negative relationships are designated with a – symbol, while positive correlations will have no – symbol. For this analysis a positive correlation (R^2) indicates that a student is likely to be enrolled in a particular track in subsequent years. A negative correlation indicates enrollment in a particular track level in subsequent years is not likely. The strength of a relationship can be reported as weak (+/- 0.1 – 0.3), moderate (+/- 0.3 – 0.5), or strong (+/- 0.5 – 1.0), which is detailed as the +/- R^2 value on tables. Lastly, correlations that are statistically significant (designated with an * by statistical software) indicate a meaningful relationship, yet this does not determine cause and effect. The summary table takes all these interpretation measures into account, and presents the most critical statistically significant correlations with their direction and strengths.

Finding 1: College Initial Placement

College Initial Placement. The first pattern of note is that in both cohorts there is a moderate, positive relationship between students placed in the college track in 9th grade and students placed in the college track in grades 10-12.

There is a moderate, negative relationship between students placed in the college track in 9th and 10th grade and students placed in the honors, high honors, or AP tracks in grades 11-12. Stated another way, the more college courses students enrolled in during their first two years of high school the greater the likelihood these students would remain in mostly college courses throughout high school.

Summary Table 6a & 6b – Correlations, Initial Placement and 11th & 12th Grade Courses

R Values Scale: Weak (+/- 0.1 – 0.3) Moderate (+/-0.3 – 0.5) Strong (+/- 0.5 – 1.0)	**10-12th Grade College**	**11-12th Grade Honors**	**11-12th Grade High Honors**	**11-12th Grade AP**
9th Grade College Placement	Moderate and Positive			
9th & 10th College Placement		Moderate and Negative	Moderate and Negative	Moderate and Negative
9th & 10th Honors Placement		Moderate-Strong and Positive	Weak and Positive	Weak and Positive
9th High Honors Placement				Moderate and Positive
10th High Honors Placement				Strong and Positive

Honors Initial Placement. The second critical pattern highlights the relationship between initial honors placement and future placement outcomes. According to the summary table there is a moderate to strong, positive relationship between students placed in the honors track in grades 9 and 10 and students placed in the honors track in grades 11-12. There is a weak, positive relationship between students placed in the honors track in grades 9 and 10 and students placed in the high honors or AP track in grades 11-12. In short, a 9th and 10th grade placement into honors appears to be the minimum pathway into both the high honors and AP tracks as upperclassmen.

High Honors Initial Placement. There is a moderate, positive relationship between students placed in a high honors track in 9th grade and students in an AP track in grades 11-12. There is a strong, positive relationship between students placed in a high honors track in 10th grade and students placed in an AP track in 11th and 12th grade. These results pinpoint that the most efficient pathway to AP coursework in the 11-12th grades is access to high honors courses in the 9th grade, and even more so in 10th grade.

Summary Table 6a & 6b – Correlations, Initial Placement and 11th & 12th Grade Courses

R Values Scale: Weak (+/- 0.1 – 0.3) Moderate (+/- 0.3 – 0.5) Strong (+/- 0.5 – 1.0)	**10-12th Grade College**	**11-12th Grade Honors**	**11-12th Grade High Honors**	**11-12th Grade AP**
9th Grade College Placement	Moderate and Positive			
9th & 10th College Placement		Moderate and Negative	Moderate and Negative	Moderate and Negative
9th & 10th Honors Placement		Moderate-Strong and Positive	Weak and Positive	Weak and Positive
9th High Honors Placement				Moderate and Positive
10th High Honors Placement				Strong and Positive

Overall, the initial and second year placements of students are critically related to future access to high quality courses, and collegiate preparation in the form of Advanced Placement (AP) courses. Yet, the diversity of students (ethnic and gender) must also be analyzed to determine how the distribution of students is impacted by the tracking system within Windsor High School.

Finding 2: Race-Gender Clustering and Tracking

3. How are students of various ethnicities and genders distributed throughout course tracks at WHS?

Is a student's race or gender a factor in track placement and movement in WHS? Disaggregating track placements by race/ethnicity and gender of student, and monitoring % change in track clusters over time provides critical insights to this inquiry. A closer look at track placement across the grades for the 2011 and 2012 graduate cohorts can be found in Appendix B (Tables 7a through 10b). The tables report the number of students taking 0, 1-2, 3-4, and 5 or more courses at each track (college, honors, high honors and AP). For the AP track, the greater number of courses is condensed to 3 or more, instead of 5 or more. The total column under each track level indicates the total number or students within each racial/ethnic group. Between grades 9 and 12 the total number of students within each group becomes smaller, which is an indicator of attrition over time.

Trends in the 9th Grade. In grade 9, over 70% of Black female students and over 85% of the Black male students in the 2011 and 2012 cohorts had 5 or more courses in the college track, compared to 53% of White female students in 2011 and 35% of White female students in 2012, and over 60% of White male students in both cohorts. Under 20% of Black female students and under 10% of Black male students in both cohorts have 3 or more honors courses. In the 2011 cohort, 28% of White female students have 3 or more honors courses. In the 2012 cohort 39% of White female students have 3 or more honors courses. In both cohorts, at least 27% of White male students have 3 or more honors courses.

Trends in the 10th Grade. In grade 10, between 69% and 84% of all Black students in the 2011 and 2012 cohorts respectively had 5 or more courses in the college track. Between 27% and 54% of all White students in the 2011 and 2012 cohorts respectively had 5 or more courses in the college track. Across the cohorts, 1-2% of Black female students took at least one AP course in tenth grade, compared to 22% of White female students in the 2011 cohort and 13% of White female students in the 2012 cohort. One percent (1%) of Black male students in both cohorts took at least one AP course in tenth grade, compared to 9% of White males in the 2011 cohort and 13% of White males in the 2012 cohort.

Trends in the 11th Grade. In grade 11, over three quarters of Black male (86%) and female (76%) students in the 2011 cohort had 5 or more college courses, compared to about one-half of white male (53%) and female (49%)

students. In the 2012 cohort, 78% of Black male students and 56% of Black female students had 5 or more college courses, compared to 45% of White male students and 23% of White female students. Across the two cohorts, less than 20% of Black female students and less than 5% of Black male students had at least one AP course, compared to over 30% of White female students and over 19% White male students. Regardless of gender, White students are more likely to have 3 or more honors level courses than Black students and to take at least one AP course.

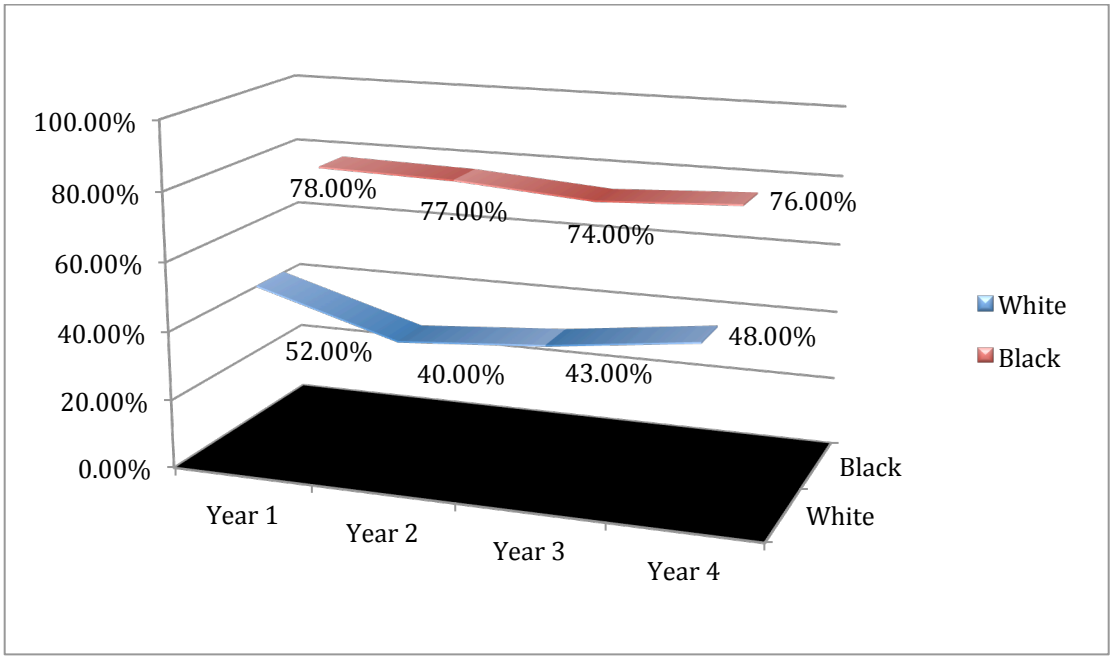
Trends in the 12th Grade. By grade 12, a greater percentage of Black male and female students continue to have 5 or more college courses, compared to white male and female students in both cohorts. In the 2011 cohort, 21% of Black female students and 14% of Black male students had at least one AP course, compared to 46% white female students and 48% of white male students. In the 2012 cohort, 37% of Black female students and 9% of Black male students had at least one AP course, compared to 64% of white female students and 50% of white male students. Consistent with the findings from the correlations, students that have 5 or more college level courses in grade 9 continue to have 5 or more college level courses in grade 12, and the majority of these students in these courses are Black and Hispanic students.

Findings 3: The Structuring of Inopportunity at WHS.

This section pulls some critical trends together from across both cohorts over four years of high school to undercover how inopportunity is structured at WHS. First, students with 5 or more college level courses will be referred to as having a college concentration. The researchers wanted to understand movement into and out of a college concentration, and if any combination of race or gender impacted movement through four years of high school, the results of this analysis are detailed in Figure 3 - % of Race in College Concentration (+5 courses) by Grade Level.

Figure 3 - % of Race in College Concentration (+5 Courses) by Grade Level

FOR 2011 AND 2012 COHORT.

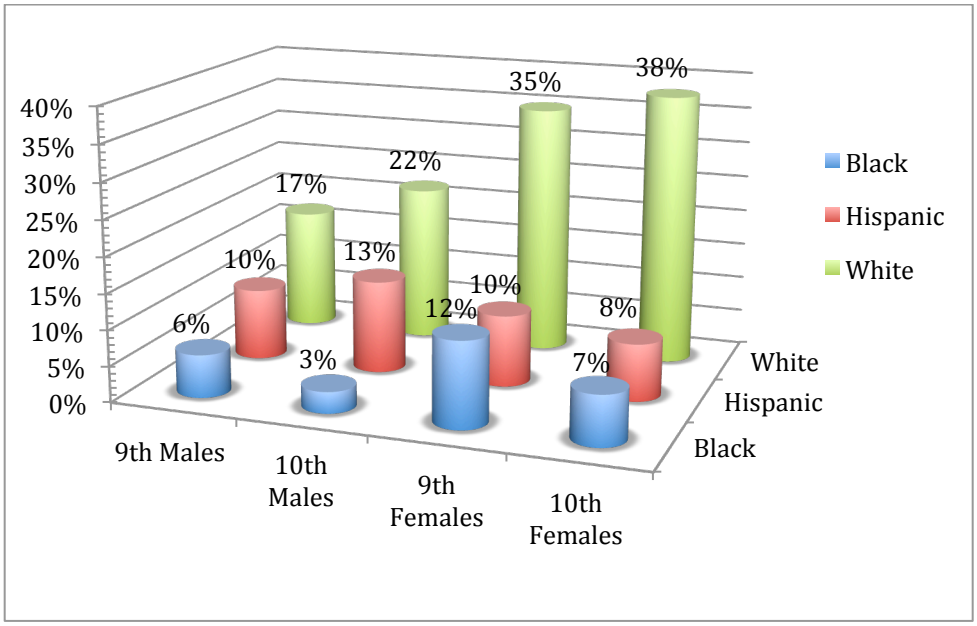


According to Figure 3, close to 8 in 10 African American incoming freshmen were placed into a college concentration, only 5 in 10 White students were. By the 10th grade White students experience a 12% exit rate from the college concentration, while African Americans were 37% overrepresented in this lower concentration. Yet, White students reentered the college concentration at higher rates through senior year, while African Americans remained by percent of ethnic group overwhelmingly concentrated in college level courses throughout their high school career. **While race of student contributes to degree of racial group clustering within a track, as the regression analysis indicates exposure to college concentration initially is an all but permanent placement.**

Another trend of inopportunity is illustrated in Figure 4, which displays the percent of students by race and gender enrolled in at least one high honors course. This figure identifies a significant gap (an average of 17% points) among White males and females in enrollment in high honors courses, which is typical of national trends since 2000. Yet, both groups are experiencing growth or increased access to high honors courses by the 10th grade, which correlations indicate will likely mean they will go on to enroll in more high honors and AP courses. This of

course is a desired outcome, and should be supported among all students. Yet, the opportunity disparities in initial placement should be highlighted, and patterns of acceleration of this inopportunity from 9th to 10th grade. **African American male 9th graders for instance, were almost three times less likely to be placed in high honors courses, and just one year later this gap accelerates exponentially to a sevenfold underrepresentation.** This acceleration of inopportunity was also noted among African and Latino American female students, such that 9th grade African and Latino American females were three times less likely to be placed into high honors courses.

FIGURE 4 - % OF RACE IN AT LEAST ONE HIGH HONORS COURSES BY GENDER AND GRADE LEVEL.

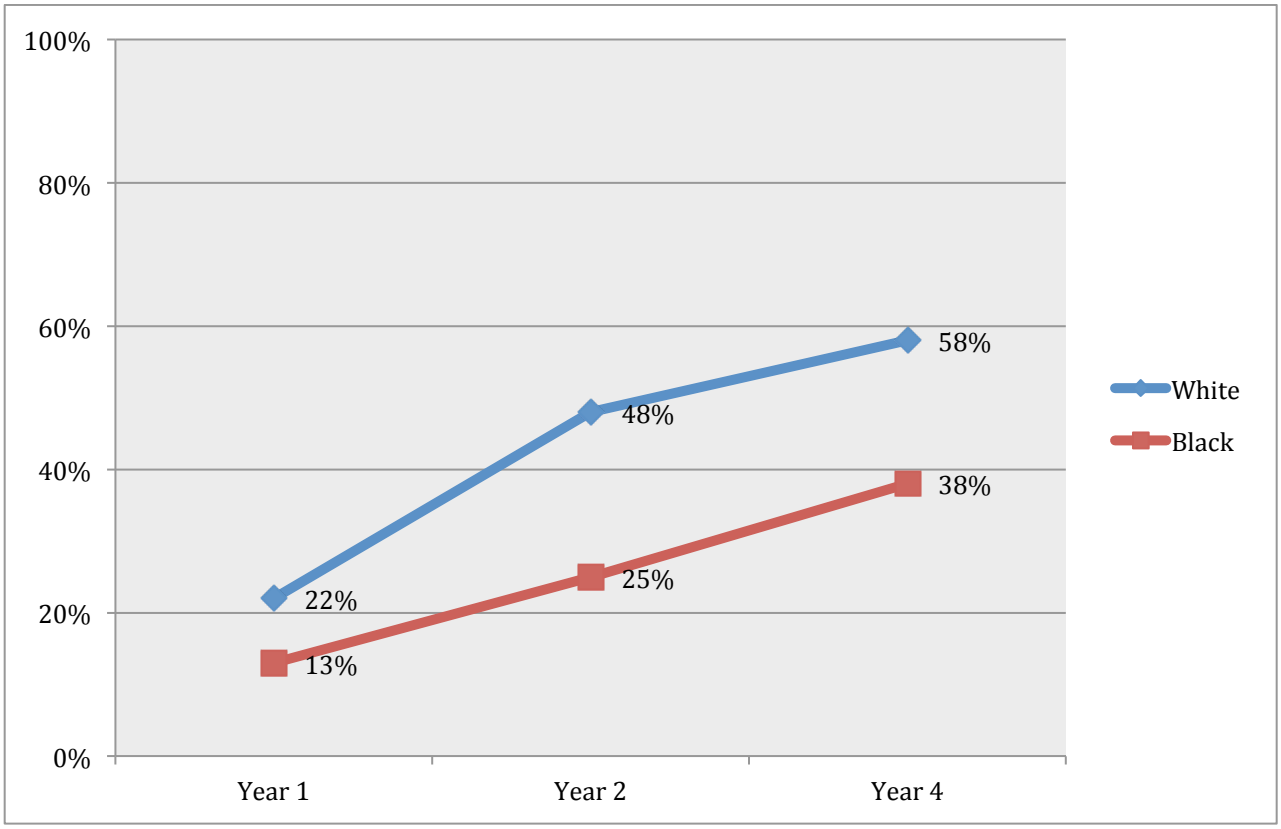


One year later, both African American males and females were approximately five times less likely to enroll in at least one high honors course in 10th grade. **Additionally, both African American males and females experienced close to a 50% attrition rate in high honors courses from 9th to 10th grade.** It is problematic that half of African Americans left high honors when all other student experienced increased enrollment. **This requires further inquiry given that 10th grade high honors access had the strongest correlation with access to AP courses for the 10th, 11th and 12th grades when compared to all other variables.**

A final indication of sustained inopportunity in WHS is access to an honors concentration for the graduating classes of 2011 and 2012, which is defined as having 3 or more honors courses each year. There is a

positive trend overall in WHS related to increasing access to an honors concentration as students matriculate. White students experienced a 26% increase in honors concentration from their freshen to sophomore years resulting in close to half of all White students being enrolled an honors concentration. **Over the same period, African American students also experienced increased access to high honor concentrations, yet by their sophomore years 75% of African American students did not have an honors concentration. This inequity of opportunity came at a critical moment in students' educational careers; during the same year in school that Connecticut issues its high stakes test, the Connecticut Academic Performance Test (CAPT).** Interviews with teachers and students confirm that honors courses are more challenging and move at a much faster rate than college level courses enabling teachers to cover more of the 10th grade curriculum before the administration of CAPT. **Could this inopportunity contribute to the achievement disparities between White and African American learners enrolled in WHS?**

Figure 5 - % of Race with Honors Concentration (+3 Courses).



Predictors of Student Achievement on Connecticut Academic Performance Test (CAPT)

For this final inquiry multiple regression analysis was conducted to investigate the impact of apparent inopportunity structures on student outcomes, namely student performance on the CAPT. Since the proceeding analyses highlighted the importance of the 10th grade placement to future placements and the point of acceleration of inopportunity, this final analysis will attempt to account for the impact of these disparities. The following is the research question:

3. *How much variation in CAPT reading and math scores can be predicted by 10th grade track placement and students' race/ethnicity?*

To begin, Table 11 presents the average (mean) CAPT mathematics and reading scores for the 2011 and 2012 cohorts, disaggregated by race/ethnicity. There is about a 40-point difference between Black and White students' average mathematics scores, and a 25-30 point difference between Hispanic and White students' average mathematics scores. Likewise, there is almost a 30-point difference in average reading scores between Black and White students. For the 2011 cohort, there was a 27-point difference in average reading scores between Hispanic and White students; and in the 2012 cohort there was a 13-point difference in average reading scores between these two groups.

Table 11. Mean CAPT Mathematics & Reading Scale Scores

	Mathematics Scale Score			Reading Scale Score		
	Mean	*SD*	*N*	*Mean*	*SD*	*N*
2011 Cohort						
Black	241.44	29.80	115	229.51	31.20	117
Hispanic	249.15	44.66	27	231.33	35.04	27
White	280.26	35.24	87	258.10	35.93	86
Total	258.90	38.99	241	241.72	36.43	242
2012 Cohort						
Black	235.08	34.01	105	219.44	27.60	104
Hispanic	251.88	30.51	17	236.47	32.72	17
White	276.92	27.70	85	249.33	30.53	84
Total	254.62	36.50	220	234.49	32.66	217

Multiple regression analysis was used to test if race/ethnicity and track placement into college, honors, or high honors in grade 10 significantly predicted student achievement in mathematics and reading on the CAPT. The

intercept group were Black students placed in a college level track. The results of the regression analysis for mathematics achievement of the 2011 cohort indicated that the predictors combined to explain 53% of the variance in students' mathematics scores (R^2=.528, F(3,240)=90.55, p<.01). The results of the regression analysis for mathematics achievement of the 2012 cohort indicated that the predictors explained 56% of the variance in students' scores (R^2=.559, F(3,206)=88.20, p<.01). Results from the regression on mathematics achievement are reported in Table 12 - Predictors of CAPT Mathematics Achievement.

Impact of Honors & High Honors Placements on Math Outcomes

The regression model found that the average mathematics score for White students was 19.14 points higher than Black or Hispanic students in the 2011 cohort, and 20.22 points higher in the 2012 cohort. The following are critical findings on the impact of track placement on CAPT mathematics performance for Black and Latino learners attending WHS:

- In the 2011 and 2012 cohorts, for every additional honors level course in 10th grade a student takes, their average mathematics score increased by 9.62 and 9.36 points over the average mathematics score for students taking college level classes in 10th grade.
- In the 2011 cohort, for every additional high honors level class at student takes in 10th grade their average mathematics score increased by 14.03 points over the average mathematics score for students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional high honors level class at student takes in 10th grade their average mathematics score increases by 10.76 points over the average mathematics score for students taking college level classes in 10th grade.

Table 12. Predictors of CAPT Mathematics Achievement

Variable	2011 Cohort	2012 Cohort
Constant	224.67**	217.90**
White	19.14**	20.22**
Honors Courses, Grade 10	9.62**	9.36**
High Honors Courses, Grade 10	14.03**	10.76**
R^2	0.528	0.559
F	90.549**	88.198**
N	240	206

**p<.05 **p<.01*

Impact of Honors & High Honors Placements on Reading Outcomes

The results of the regression analysis for reading achievement of the 2011 cohort indicated that the predictors explained 44% of the variance in students' scores (R^2=.438, F(3,229)=60.39, p<.01). The results of the regression analysis for reading achievement of the 2012 cohort indicated that the predictors explained 52% of the variance in student's reading scores (R^2=.522, F(3,204)=75.15, p<.01). Results from the regression on reading achievement are reported in Table 13 - Predictors of CAPT Reading Achievement. The regression model for reading achievement finds that the average reading score for White students was 13.58 points higher than Black or Hispanic students in the 2011 cohort, and 8.16 points higher in the 2012 cohort. The following are critical findings on the impact of track placement on CAPT Reading performance for Black and Latino learners attending WHS:

- In the 2011 cohort, for every additional honors level class a student takes in 10th grade, their average reading score increased by 9.45 points over the average reading score of students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional honors level class a student takes in 10th grade, their average reading score increased by 6.57 points over the average reading score of students taking college level classes in 10th grade.
- In the 2011 cohort, for every additional high honors class at student takes in 10th grade their average reading score increased by 10.12 points over the average reading score of students taking college level classes in 10th grade.
- In the 2012 cohort, for every additional high honors class a student takes in 10th grade their average reading score increased by 14.25 points over the average reading score of students taking college level classes in 10th grade.

Table 13. Predictors of CAPT Reading Achievement

Variable	2011 Cohort	2012 Cohort
Constant	211.24**	206.70**
White	13.58**	8.16*
Honors Courses, Grade 10	9.45**	6.57**
High Honors Courses, Grade 10	10.12**	14.25**
R^2	0.438	0.522
F	60.390**	75.146**
N	229	204

**p<.05 **p<.01*

SUMMARY

The purpose of this exploratory analysis was to understand what, if any, relationships there are between discipline, track placement, and student achievement on the Connecticut Academic Performance Test (CAPT) at Windsor High School. Overall there is a disparity among Black, Hispanic, and white students in terms of discipline, track placement, and achievement on the CAPT.

The findings from the exploratory analysis indicate that regardless of gender, there are a disproportional number of Black and Hispanic students taking multiple college level courses in grades 9 through 12. There is a positive relationship between enrollment in a college level course in grade 9 and continuing enrollment in college level courses in grades 10 through 12. Students that are enrolled in multiple college level courses in their freshman year are more likely to continue to be enrolled in college level courses throughout high school, and less likely to have many honors or AP courses by 11th and 12th grade. There are also a disproportional number of white students enrolled in AP courses in grades 10 through 12, compared to the number of Black and Hispanic students taking AP courses.

Student achievement on the CAPT reading and mathematics subtests can be predicted in part by race/ethnicity and the number of college, honors, and high honors courses that a student takes. White students have higher reading and mathematics scores than Black and Hispanic students. Students enrolled in a high honors course in 10th grade have higher reading and mathematics CAPT scores than students enrolled in honors and college level courses in 10th grade. Students enrolled in an honors course in 10th grade have higher reading and mathematics CAPT scores than students enrolled in college level courses in 10th grade. The high honors track in grade 10 has the strongest, positive relationship for placement into an AP course in grade 11, and the high honors track in grades 10 and 11 have the strongest, positive relationship for placement into an AP course in grade 12. Based on this exploratory analysis, the pathway to AP courses in grades 11 and 12 starts with enrollment in high honors courses in grade 10.

In addition to track placement, Black and Hispanic students receive more detentions and suspensions than White students, regardless of gender. Discipline and number of suspensions by 10th grade was not a significant predictor of student achievement on the CAPT. There are other factors outside of these that may help predict student achievement on the CAPT, but those factors are outside the scope of this study.

RECOMMENDATIONS

Our recommendations are provided within the context of Windsor School District's policies, particularly policy # 6121 – Affirmative Action: Non-Discrimination Instruction Program. This policy states:

1. The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:

    A. Equal rights and opportunities for students and employees in the school community.

    B. Equal opportunity for all students to participate in the total program of the schools.

    E. All educational programs of the school district shall be open to all qualified persons without regard to, "...race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, or physical disability, including, but not limited to, blindness;...".

This policy should have ensured that the sustained nature of disciplinary disparities, opportunity gaps, and the achievement gap in WHS were eradicated two decades ago. The present analysis indicates that the conditions documented are systemic; therefore, neither group (students, parents, teachers, staff, administrators nor the School Board) nor individual is directly responsible for their genesis or sustained nature. Yet, it is certain that a normative culture has developed within WHS and perhaps the district in general that normalizes failure and mediocrity, particular for African and Latino American learners. Given the political discord in Windsor over the *Excellence and Equity Review* we urge the Board, District and WHS leadership develop a social marketing plan to disseminate and discuss these results with the public, so as to avoid the tendency of scapegoating and finger-pointing that will almost surely mean that the status quo will persist. In the light of this analysis, the researchers implore consideration of the following recommendations presented collectively as the *Equal Opportunity Action Plan*.

1. The Board shall craft and execute a policy to develop a Community-School Equal Opportunity Commission, tasked with developing and ensuring the implementation of an urgent, systematic, transparent and intentional *Equal Opportunity Action Plan* as a permanent component of the district's and WHS's annual improvement plan.

2. The goals of this plan should explicitly address the barriers to opportunity structured within WHS, as a prerequisite for optimal learning and teaching.

3. The specific developmental needs of student subgroups disaggregated by race and gender shall be studied within the context of a community-school inquiry team with focus groups.

4. These expressed needs should inform and be specified in the Action Plan, and measurable support structures that require progressive changes to services offered must be included with a plan to secure external funding.

5. The plan must provide the Board, administration, teachers and staff with on-going professional development in contemporary theories and practices in multicultural education by discipline (multicultural mathematics and science for example). This PD must be integrated with the district PD calendar such that it is ongoing, year-to-year, job imbedded, and not voluntary.

6. Such sustained exposure to culturally responsive schooling and leadership practices should continue until parity in the opportunity structures of WHS and the district are achieved for five consecutive years as measured by a biannual equity reviews commissioned by the Board via a university researcher.

    a. The equity review is not a comprehensive research project, but a precise two-day collection and review of qualitative focus groups and statistical trends (gap analyses).

7. The Action Plan must also detail specific processes for dismantling and replacing pre-existing structures, practices, and services that contribute to inequality or that contradict research on effective schooling of diverse learners.

8. The plan must provide guidance for engaging diverse parents in the advocacy of their children, community organizations in support of the developmental needs of students and guidance to the district and WHS to remove existing barriers for minority parent engagement.

9. The plan must detail strategies to address potential resistance among the community, teachers, staff, and administration and within the systems of the district itself, and must publically reward efforts by individuals to redress equity issues within their sphere of influence.

10. Lastly, the plan must provide a date by which systems of inopportunity will be completely dismantled as measured by a more detailed Equity Review with similar gap and regression analysis detailed in this report. If these goals are not met, the researchers recommend that the Board submit the district to State oversight to ensure systems of inequality are eliminated.

REFERENCES

Alexander, K. L., & Cook, M. A. (1982). Curricula and coursework: A surprise ending to a familiar story. *American Sociological Review, 47*(5), 626-640.

Alexander, K. L., Cook, M.A. & McDill, E.L. (1978). Curriculum tracking and educational stratification: Some further evidence. *American Sociological Review, 43*(1), 47-66.

Alexander, K. L., & McDill, E. L. (1976). Selection and allocation within schools: Some causes and consequences of curriculum placement. *41*(6), 963-980.

Ballón, E. G. (2008). Racial differences in high school math track assignment. *Journal of Latinos and Education, 7*(4), 272-287.

Braddock, J. H., II. (1990). *Tracking: Implications for Student Race-Ethnic Subgroups. Report No. 1*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.

Cicourel, A. V., & Kitsuse, J. I. (1963). *The educational decision-makers*. Indianapolis: Bobbs-Merrill.

Dauber, S. L., Alexander, K.L., & Entwisle, D.R. (1996). Tracking and transitions through themiddle grades: Channeling educational trajectories. *Sociology of Education, 69*(4), 290-307.

Gamoran, A. (1987). The stratification of high school learning opportunities. *Sociology of Education, 60*(3), 135-155.

Gamoran, A. (1992). Access to excellence: Assignment to honors English classes in the transition from middle to high school. *Educational Evaluation and Policy Analysis, 14*(3), 185-204.

Gamoran, A., & Berends, M. (1987). The effects of stratification in secondary schools: Synthesisof survey and ethnographic research. *Review of Educational Research, 57*(4), 415-435.

Gamoran, A., & Mare, R. D. (1989). Secondary school tracking and educational inequality: Compensation, reinforcement, or neutrality? *American Journal of Sociology, 94*(5), 1146-1183.

Garet, M. S., & DeLany, B. (1988). Students, courses, and stratification. *Sociology of Education, 61*(2), 61-77.

Hallinan, M. T. (1991). School differences in tracking structures and track assignments. *Journal of Research on Adolescence, 1*(3), 251-275.

Hallinan, M. T. (1994). School differences in tracking effects on achievement. *Social Forces, 72*(3), 799-820.

Hanushek, E. A., & Wößmann, L. (2006). Does educational tracking affect performance and inequality? Differences- in-differences evidence across countries. *Economic Journal*, 116(510), C63-C76.

Heyns, B. (1974). Social selection and stratification within schools. *American Journal of Sociology, 79*(6), 1434-1451.

Jones, J. D., Vanfossen, B.E., & Ensminger, M.E. (1995). Individual and organizational predictors of high school track placement. *Sociology of Education, 68*(4), 287-300.

Kelly, S. (2009). The black-white gap in mathematics course taking. *Sociology of Education, 82*(1). 47-69.

Kulik, C.-L. C., & Kulik, J. A. (1982). Effects of ability grouping on secondary school students: A meta-analysis of evaluation findings. *American Educational Research Journal, 19*(3), 415-428.

Lucas, S., & Gamoran, A. (2002). Tracking and the achievement gap. In J. E. Chubb & T. Loveless (Eds.), *Bridging the achievement gap* (pp. 171-198). Washington, DC: Brookings Institution Press.

Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven, CT: Yale University Press.

Oakes, J. (1987). *Tracking in secondary schools: A contextual perspective* (No. RAND/P-7342). Santa Monica, CA: The RAND Corporation.

Oakes, J. (1990). Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and science. Santa Monica, CA: RAND Corp.

Oakes, J. (2005). *Keeping track: How schools structure inequality (2nd ed.)*. New Haven, CT:Yale University Press.

Oakes, J., Gamoran, A., & Page, R.N. (1992). Curriculum differentiation: Opportunities, outcomes, and meanings. In P. Jackson (Ed.), *Handbook of research on curriculum* (pp. 570-608). New York: Macmillan.

Oakes, J., & Guiton, G. (1995). Matchmaking: The dynamics of high school tracking decisions. *American Educational Research Journal, 32*(1), 3-33.

Oakes, J., Selvin, M., Karoly, L., & Guiton, G. (1992). *Educational matchmaking: Academic and vocational tracking in comprehensive high schools*. Berkeley, CA: National Center for Research in Vocational Education.

Rosenbaum, J. E. (1975). The stratification of the socialization process. *American Sociological Review, 40*(1), 48-54.

Stevenson, D. L., Schiller, K.S., & Schneider, B. (1994). Sequences of opportunities for learning. *Sociology of Education, 67*(3), 184-198.

Trusty, J., & Niles, S. G. (2003). High-school math courses and completion of the bachelor's degree. *Professional School Counseling, 7*(2), 99-107.

Useem, E. L. (1991). Student selection into course sequences in mathematics: The impact of parental involvement and school policies. *Journal of Research on Adolescence, 1*(3), 231-250.

Useem, E. L. (1992). Middle schools and math groups: Parents' involvement in children's placement. *Sociology of Education, 65*(4), 263-279.

Vanfossen, B. E., Jones, J.D., & Spade, J.Z. (1985). *Curriculum tracking: Correlates and consequences*. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

APPENDIX A

CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES

TABLE 6A. CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES: GRAD YEAR 2011, GRADES 9-12

	College Grade 9	College Grade 10	College Grade 11	College Grade 12	Honors Grade 9	Honors Grade 10	Honors Grade 11	Honors Grade 12	High Honors Grade 9	High Honors Grade 10	High Honors Grade 11	High Honors Grade 12	AP Grade 10	AP Grade 11	AP Grade 12
College Gr. 9	1	**.672	**.660	**.642	**-.676	**-.551	**-.561	**-.446	**-.548	**-.529	**-.465	-.040	**-.424	**-.542	**-.620
College Gr. 10	**.672	1	**.663	**.644	**-.544	**-.585	**-.559	**-.469	**-.498	**-.490	**-.448	-.052	**-.410	**-.499	**-.616
College Gr. 11	**.660	**.663	1	**.726	**-.581	**-.600	**-.660	**-.525	**-.494	**-.502	**-.451	-.075	**-.389	**-.530	**-.662
College Gr. 12	**.642	**.644	**.726	1	**-.519	**-.565	**-.598	**-.671	**-.505	**-.511	**-.424	-.061	**-.437	**-.561	**-.673
Honors Gr. 9	**-.676	**-.544	**-.581	-.519	1	**.785	**.637	**.488	**.259	**.304	**.290	.060	**.242	**.352	**.443
Honors Gr. 10	**-.551	**-.585	**-.600	**-.565	**.785	1	**.770	**.629	**289	**.225	**.253	.108	**.163	**.303	**.414
Honors Gr. 11	**-.561	**-.559	**-.660	**-.598	**.637	**.770	1	**.649	**.334	**.242	**.189	-.007	**.180	**.192	**.423
Honors Gr. 12	**-.446	**-.469	**-.525	**-.671	**.488	**.629	**.649	1	**.317	**.230	**.176	-.007	**.156	**.304	**.255
High Honors Gr. 9	**-.548	**-.498	**-.494	**-.505	**.259	**289	**.334	**.317	1	**.810	**.567	-.027	**.609	**.618	**.604
High Honors Gr. 10	**-.529	**-.490	**-.502	**-.511	**.304	**.225	**.242	**.230	**.810	1	**.678	-.023	**.631	**.704	**.722
High Honors Gr. 11	**-.465	**-.448	**-.451	**-.424	**.290	**.253	**.189	**.176	**.567	**.678	1	**.199	**.436	**.482	**.676
High Honors Gr. 12	-.040	-.052	-.075	-.061	.060	.108	-.007	-.007	-.027	-.023	**.199	1	0	.039	.091
AP Gr. 10	**-.424	**-.410	**-.389	**-.437	**.242	**.163	**.180	**.156	**.609	**.631	**.436	0	1	**.573	**.554
AP Gr. 11	**-.542	**-.499	**-.530	**-.561	**.352	**.303	**.192	**.304	**.618	**.704	**.482	.039	**.573	1	**.674
AP Gr. 12	**-.620	**-.616	**-.662	**-.673	**.443	**.414	**.423	**.255	**.604	**.722	**.676	.091	**.554	**.674	1

**Correlation is significant at the .01 level (2-tailed) *Correlation is significant at the .05 level (2-tailed)

TABLE 6B. CORRELATIONS BETWEEN COLLEGE, HONORS, HIGH HONORS, AND AP LEVEL COURSES: GRAD YEAR 2012, GRADES 9-12

	College Grade 9	College Grade 10	College Grade 11	College Grade 12	Honors Grade 9	Honors Grade 10	Honors Grade 11	Honors Grade 12	High Honors Grade 9	High Honors Grade 10	High Honors Grade 11	High Honors Grade 12	AP Grade 10	AP Grade 11	AP Grade 12
College Gr. 9	1	**.649	**.541	**.559	**-.637	**-.526	**-.409	**-.387	**-.639	**-.612	**-.508	*-.145	**-.343	**-.514	**-.562
College Gr. 10	**.649	1	**.675	**.653	**-.581	**-.638	**-.492	**-.507	**-.546	**-.572	**-.516	-.115	**-.367	**-.506	**-.598
College Gr. 11	**.541	**.675	1	**.685	**-.511	**-.576	**-.631	**-.562	**-.450	**-.467	**-.392	*-.139	**-.241	**-.493	**-.588
College Gr. 12	**.559	**.653	**.685	1	**-.508	**-.560	**-.574	**-.682	**-.468	**-.494	**-.449	*-.137	**-.328	**-.505	**-.660
Honors Gr. 9	**-.637	**-.581	**-.511	**-.508	1	**.751	**.656	**.530	**.201	**.262	*.122	*.138	.091	**.304	**.347
Honors Gr. 10	**-.526	**-.638	**-.576	**-.560	**.751	1	**.789	**.633	**.276	**.201	*.136	.070	.022	**.298	**.389
Honors Gr. 11	**-.409	**-.492	**-.631	**-.574	**.656	**.789	1	**.668	**.211	**.152	.056	.119	-.031	**.198	**.342
Honors Gr. 12	**-.387	**-.507	**-.562	**-.682	**.530	**.633	**.668	1	**.205	**.215	*.155	.009	.116	**.248	**.260
High Honors Gr. 9	**-.639	**-.546	**-.450	**-.468	**.201	**.276	**.211	**.205	1	**.841	**.776	**.160	**.521	**.646	**.677
High Honors Gr. 10	**-.612	**-.572	**-.467	**-.494	**.262	**.201	**.152	**.215	**.841	1	**.841	**.235	**.593	**.734	**.725
High Honors Gr. 11	**-.508	**-.516	**-.392	**-.449	*.122	*.136	.056	*.155	**.776	**.841	1	.068	**.667	**.579	**.694
High Honors Gr. 12	*-.145	-.115	*-.139	*-.137	*.138	.070	.119	.009	**.160	**.235	.068	1	-.038	**.190	**.191
AP Gr. 10	**-.343	**-.367	**-.241	**-.328	.091	.022	-.031	.116	**.521	**.593	**.667	-.038	1		
AP Gr. 11	**-.514	**-.506	**-.493	**-.505	**.304	**.298	**.198	**.248	**.646	**.734	**.579	**.190	**.514	1	**.686
AP Gr. 12	**-.562	**-.598	**-.588	**-.660	**.347	**.389	**.342	**.260	**.677	**.725	**.694	**.191	**.487	**.686	1

**Correlation is significant at the .01 level (2-tailed) *Correlation is significant at the .05 level (2-tailed)

APPENDIX B

TRACK PLACEMENT FOR GRADES 9-12, DISAGGREGATED BY RACE/ETHNICITY AND GENDER

TABLE 7A. TRACK PLACEMENT GRADE 9: BY RACE & GENDER, 2011 COHORT

	Females							Males							
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	0	0%	**0**	0	0	0%	0	0%	1	1%	**1**
1-2	4	4%	0	0%	12	24%	**16**	1-2	4	3%	4	20%	8	11%	**16**
3-4	20	20%	4	19%	11	22%	**35**	3-4	15	12%	2	10%	18	25%	**35**
5 or more	78	76%	17	81%	26	53%	**121**	5 or more	111	85%	14	70%	46	63%	**171**
College Total	**102**		**21**		**49**		**172**	**College Total**	**130**		**20**		**73**		**223**
Honors								***Honors***							
0	56	55%	12	57%	20	41%	**88**	0	103	79%	13	65%	31	42%	**147**
1-2	30	29%	7	33%	15	31%	**52**	1-2	16	12%	3	15%	21	29%	**40**
3-4	14	14%	2	10%	11	22%	**27**	3-4	10	8%	1	5%	17	23%	**28**
5 or more	2	2%	0	0%	3	6%	**5**	5 or more	1	1%	3	15%	4	5%	**8**
Honors Total	**102**		**21**		**49**		**172**	**Honors Total**	**130**		**20**		**73**		**223**
High Honors								***High Honors***							
0	88	86%	18	86%	35	71%	**141**	0	122	94%	20	100%	62	85%	**204**
1-2	9	9%	2	10%	3	6%	**14**	1-2	6	5%	0	0%	4	5%	**10**
3-4	5	5%	0	0%	9	18%	**14**	3-4	2	2%	0	0%	4	5%	**6**
5 or more	0	0%	1	5%	2	4%	**3**	5 or more	0	0%	0	0%	3	4%	**3**
High Honors Total	**102**		**21**		**49**		**172**	**High Honors Total**	**130**		**20**		**73**		**223**

TABLE 7B. TRACK PLACEMENT GRADE 9: BY RACE & GENDER, 2012 COHORT

	Females							Males							
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	3	7%	**3**	0	1	1%	1	7%	1	2%	**3**
1-2	9	10%	0	0%	17	37%	**26**	1-2	3	3%	3	21%	10	17%	**16**
3-4	10	11%	2	11%	10	22%	**22**	3-4	9	9%	2	14%	11	19%	**22**
5 or more	68	78%	17	89%	16	35%	**101**	5 or more	88	87%	8	57%	36	62%	**132**
College Total	**87**		**19**		**46**		**152**	**College Total**	**101**		**14**		**58**		**173**
Honors								***Honors***							
0	43	49%	9	47%	5	11%	**57**	0	73	72%	11	79%	16	28%	**100**
1-2	29	33%	7	37%	23	50%	**59**	1-2	20	20%	2	14%	26	45%	**48**
3-4	13	15%	3	16%	12	26%	**28**	3-4	8	8%	0	0%	14	24%	**22**
5 or more	2	2%	0	0%	6	13%	**8**	5 or more	0	0%	1	7%	2	3%	**3**
Honors Total	**87**		**19**		**46**		**152**	**Honors Total**	**101**		**14**		**58**		**173**
High Honors								***High Honors***							
0	78	90%	18	95%	27	59%	**123**	0	96	95%	11	79%	46	79%	**153**
1-2	5	6%	1	5%	4	9%	**10**	1-2	1	1%	1	7%	0	0%	**2**
3-4	3	3%	0	0%	8	17%	**11**	3-4	4	4%	2	14%	6	10%	**12**
5 or more	1	1%	0	0%	7	15%	**8**	5 or more	0	0%	0	0%	6	10%	**6**
High Honors Total	**87**		**19**		**46**		**152**	**High Honors Total**	**101**		**14**		**58**		**173**

TABLE 8A. TRACK PLACEMENT GRADE 10: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	1	1%	0	0%	4	9%	**5**	0	4	3%	1	5%	3	4%	**8**
1-2	11	12%	4	21%	11	24%	**26**	1-2	4	3%	2	11%	11	16%	**17**
3-4	17	18%	4	21%	11	24%	**32**	3-4	18	15%	3	16%	18	26%	**39**
5 or more	65	69%	11	58%	20	43%	**96**	5 or more	92	78%	13	68%	38	54%	**143**
College Total	**94**		**19**		**46**		**159**	**College Total**	**118**		**19**		**70**		**207**
Honors								***Honors***							
0	41	44%	6	32%	10	22%	**57**	0	75	64%	10	53%	24	34%	**109**
1-2	27	29%	7	37%	18	39%	**52**	1-2	25	21%	5	26%	17	24%	**47**
3-4	24	26%	5	26%	11	24%	**40**	3-4	15	13%	4	21%	20	29%	**39**
5 or more	2	2%	1	5%	7	15%	**10**	5 or more	3	3%	0	0%	9	13%	**12**
Honors Total	**94**		**19**		**46**		**159**	**Honors Total**	**118**		**19**		**70**		**207**
High Honors								***High Honors***							
0	86	91%	17	89%	31	67%	**134**	0	113	96%	17	89%	61	87%	**191**
1-2	7	7%	1	5%	6	13%	**14**	1-2	4	3%	1	5%	3	4%	**8**
3-4	1	1%	1	5%	8	17%	**10**	3-4	1	1%	1	5%	5	7%	**7**
5 or more	0	0%	0	0%	1	2%	**1**	5 or more	0	0%	0	0%	1	1%	**1**
High Honors Total	**94**		**19**		**46**		**159**	**High Honors Total**	**118**		**19**		**70**		**207**
AP								***AP Total***							
0	92	98%	18	95%	36	78%	**146**	0	117	99%	18	95%	64	91%	**199**
1-2	2	2%	1	5%	10	22%	**13**	1-2	1	1%	1	5%	6	9%	**8**
AP Total	**94**		**19**		**46**		**159**	**AP Total**	**118**		**19**		**70**		**207**

TABLE 8B. TRACK PLACEMENT GRADE 10: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	2	3%	2	11%	1	2%	**5**	0	2	2%	0	0%	3	6%	**5**
1-2	5	6%	1	6%	17	38%	**23**	1-2	1	1%	4	33%	13	25%	**18**
3-4	12	15%	5	28%	15	33%	**32**	3-4	11	12%	0	0%	14	26%	**25**
5 or more	59	76%	10	56%	12	27%	**81**	5 or more	75	84%	8	67%	23	43%	**106**
College Total	**78**		**18**		**45**		**141**	**College Total**	**89**		**12**		**53**		**154**
Honors								***Honors***							
0	25	32%	9	50%	2	4%	**36**	0	58	65%	7	58%	11	21%	**76**
1-2	23	29%	1	6%	13	29%	**37**	1-2	17	19%	3	25%	19	36%	**39**
3-4	26	33%	4	22%	23	51%	**53**	3-4	14	16%	2	17%	14	26%	**30**
5 or more	4	5%	4	22%	7	16%	**15**	5 or more	0	0%	0	0%	9	17%	**9**
Honors Total	**78**		**18**		**45**		**141**	**Honors Total**	**89**		**12**		**53**		**154**
High Honors								***High Honors***							
0	73	94%	17	94%	25	56%	**115**	0	87	98%	10	83%	38	72%	**135**
1-2	4	5%	1	6%	10	22%	**15**	1-2	2	2%	0	0%	7	13%	**9**
3-4	1	1%	0	0%	10	22%	**11**	3-4	0	0%	2	17%	6	11%	**8**
5 or more	0	0%	0	0%	0	0%	**0**	5 or more	0	0%	0	0%	2	4%	**2**
High Honors Total	**78**		**18**		**45**		**141**	**High Honors Total**	**89**		**12**		**53**		**154**
AP								***AP Total***							
0	77	99%	18	100%	39	87%	**134**	0	88	99%	11	92%	46	87%	**145**
1-2	1	1%	0	0%	6	13%	**7**	1-2	1	1%	1	8%	7	13%	**9**
AP Total	**78**		**18**		**45**		**141**	**AP Total**	**89**		**12**		**53**		**154**

TABLE 9A. TRACK PLACEMENT GRADE 11: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	0	0%	0	0%	2	5%	**2**	0	0	0%	2	13%	1	2%	**3**
1-2	9	11%	3	18%	15	35%	**27**	1-2	5	5%	3	19%	15	23%	**23**
3-4	10	13%	3	18%	5	12%	**18**	3-4	10	9%	1	6%	15	23%	**26**
5 or more	61	76%	11	65%	21	49%	**93**	5 or more	93	86%	10	63%	35	53%	**138**
College Total	**80**		**17**		**43**		**140**	**College Total**	**108**		**16**		**66**		**190**
Honors								***Honors***							
0	21	26%	5	29%	7	16%	**33**	0	59	55%	5	31%	20	30%	**84**
1-2	29	36%	4	24%	11	26%	**44**	1-2	28	26%	5	31%	15	23%	**48**
3-4	20	25%	7	41%	14	33%	**41**	3-4	15	14%	6	38%	21	32%	**42**
5 or more	10	13%	1	6%	11	26%	**22**	5 or more	6	6%	0	0%	10	15%	**16**
Honors Total	**80**		**17**		**43**		**140**	**Honors Total**	**108**		**16**		**66**		**190**
High Honors								***High Honors***							
0	78	98%	15	88%	33	77%	**126**	0	106	98%	15	94%	56	85%	**177**
1-2	2	3%	2	12%	10	23%	**14**	1-2	2	2%	1	6%	9	14%	**12**
3-4	0	0%	0	0%	0	0%	**0**	3-4	0	0%	0	0%	1	2%	**1**
High Honors Total	**80**		**17**		**43**		**140**	**High Honors Total**	**108**		**16**		**66**		**190**
AP								***AP Total***							
0	64	80%	14	82%	29	67%	**107**	0	106	98%	13	81%	54	82%	**173**
1-2	11	14%	3	18%	7	16%	**21**	1-2	2	2%	2	13%	9	14%	**13**
3 or more	5	6%	0	0%	7	16%	**12**	3 or more	0	0%	1	6%	3	5%	**4**
AP Total	**80**		**17**		**43**		**140**	**AP Total**	**108**		**16**		**66**		**190**

TABLE 9B. TRACK PLACEMENT GRADE 11: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	%	*n*	%	*n*	%	*n*		*n*	%	*n*	%	*n*	%	*n*
College								***College***							
0	3	4%	0	0%	3	7%	**6**	0	2	2%	2	22%	3	6%	**7**
1-2	8	11%	4	24%	13	30%	**25**	1-2	2	2%	4	44%	12	24%	**18**
3-4	20	28%	9	53%	18	41%	**47**	3-4	14	17%	0	0%	13	25%	**27**
5 or more	40	56%	4	24%	10	23%	**54**	5 or more	63	78%	3	33%	23	45%	**89**
College Total	**71**		**17**		**44**		**132**	**College Total**	**81**		**9**		**51**		**141**
Honors								***Honors***							
0	22	31%	4	24%	1	2%	**27**	0	40	49%	5	56%	10	20%	**55**
1-2	15	21%	3	18%	7	16%	**25**	1-2	19	23%	2	22%	17	33%	**38**
3-4	17	24%	4	24%	23	52%	**44**	3-4	15	19%	2	22%	15	29%	**32**
5 or more	17	24%	6	35%	13	30%	**36**	5 or more	7	9%	0	0%	9	18%	**16**
Honors Total	**71**		**17**		**44**		**132**	**Honors Total**	**81**		**9**		**51**		**141**
High Honors								***High Honors***							
0	70	99%	17	100%	27	61%	**114**	0	81	100%	7	78%	36	71%	**124**
1-2	0	0%	0	0%	15	34%	**15**	1-2	0	0%	2	22%	14	27%	**16**
3-4	1	1%	0	0%	2	5%	**3**	3-4	0	0%	0	0%	1	2%	**1**
5 or more	0	0%	0	0%	0	0%	**0**	5 or more	0	0%	0	0%	0	0%	**0**
High Honors Total	**71**		**17**		**44**		**132**	**High Honors Total**	**81**		**9**		**51**		**141**
AP								***AP Total***							
0	59	83%	15	88%	24	55%	**98**	0	77	95%	7	78%	32	63%	**116**
1-2	12	17%	1	6%	19	43%	**32**	1-2	3	4%	1	11%	15	29%	**19**
3 or more	0	0%	1	6%	1	2%	**2**	3 or more	1	1%	1	11%	4	8%	**6**
AP Total	**71**		**17**		**44**		**132**	**AP Total**	**81**		**9**		**51**		**141**

TABLE 10A. TRACK PLACEMENT GRADE 12: BY RACE & GENDER, 2011 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	2	3%	0	0%	3	8%	**5**	0	0	0%	0	0%	1	2%	**1**
1-2	4	6%	0	0%	10	25%	**14**	1-2	3	4%	2	14%	9	17%	**14**
3-4	17	25%	5	31%	3	8%	**25**	3-4	8	10%	3	21%	14	26%	**25**
5 or more	46	67%	11	69%	24	60%	**81**	5 or more	69	86%	9	64%	30	56%	**108**
College Total	**69**		**16**		**40**		**125**	**College Total**	**80**		**14**		**54**		**148**
Honors								***Honors***							
0	16	23%	6	38%	3	8%	**25**	0	35	44%	5	36%	12	22%	**52**
1-2	18	26%	5	31%	15	38%	**38**	1-2	27	34%	4	29%	18	33%	**49**
3-4	21	30%	2	13%	17	43%	**40**	3-4	12	15%	3	21%	16	30%	**31**
5 or more	14	20%	3	19%	5	13%	**22**	5 or more	6	8%	2	14%	8	15%	**16**
Honors Total	**69**		**16**		**40**		**125**	**Honors Total**	**80**		**14**		**54**		**148**
High Honors								***High Honors***							
0	69	100%	16	100%	40	100%	**125**	0	80	100%	14	100%	53	98%	**147**
1-2	0	0%	0	0%	0	0%	**0**	1-2	0	0%	0	0%	1	2%	**1**
High Honors Total	**69**		**16**		**40**		**125**	**High Honors Total**	**80**		**14**		**54**		**148**
AP								***AP Total***							
0	55	80%	11	69%	22	55%	**88**	0	70	88%	12	86%	28	52%	**110**
1-2	8	12%	4	25%	7	18%	**19**	1-2	6	8%	0	0%	14	26%	**20**
3 or more	6	9%	1	6%	11	28%	**18**	3 or more	4	5%	2	14%	12	22%	**18**
AP Total	**69**		**16**		**40**		**125**	**AP Total**	**80**		**14**		**54**		**148**

TABLE 10B. TRACK PLACEMENT GRADE 12: BY RACE & GENDER, 2012 COHORT

	Females								Males						
	Black		Hispanic		White		Total		Black		Hispanic		White		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*		*n*	*%*	*n*	*%*	*n*	*%*	*n*
College								***College***							
0	1	2%	1	7%	2	5%	**4**	0	2	3%	1	17%	2	4%	**5**
1-2	10	15%	1	7%	14	32%	**25**	1-2	3	4%	1	17%	14	29%	**18**
3-4	10	15%	4	27%	13	30%	**27**	3-4	7	10%	1	17%	13	27%	**21**
5 or more	44	68%	9	60%	15	34%	**68**	5 or more	57	83%	3	50%	19	40%	**79**
College Total	**65**		**15**		**44**		**124**	**College Total**	**69**		**6**		**48**		**123**
Honors								***Honors***							
0	18	28%	4	27%	2	5%	**24**	0	27	39%	1	17%	4	8%	**32**
1-2	17	26%	4	27%	14	32%	**35**	1-2	22	32%	2	33%	12	25%	**36**
3-4	14	22%	5	33%	16	36%	**35**	3-4	14	20%	1	17%	22	46%	**37**
5 or more	16	25%	2	13%	12	27%	**30**	5 or more	6	9%	2	33%	10	21%	**18**
Honors Total	**65**		**15**		**44**		**124**	**Honors Total**	**69**		**6**		**48**		**123**
High Honors								***High Honors***							
0	64	98%	14	93%	42	95%	**120**	0	69	100%	6	100%	47	98%	**122**
1-2	1	2%	1	7%	2	5%	**4**	1-2	0	0%	0	0%	1	2%	**1**
3-4	0	0%	0	0%	0	0%	**0**	3-4	0	0%	0	0%	0	0%	**0**
High Honors Total	**65**		**15**		**44**		**124**	**High Honors Total**	**69**		**6**		**48**		**123**
AP								***AP Total***							
0	41	63%	8	53%	16	36%	**65**	0	63	91%	4	67%	24	50%	**91**
1-2	23	35%	7	47%	18	41%	**48**	1-2	6	9%	1	17%	14	29%	**21**
3 or more	1	2%	0	0%	10	23%	**11**	3 or more	0	0%	1	17%	10	21%	**11**
AP Total	**65**		**15**		**44**		**124**	**AP Total**	**69**		**6**		**48**		**123**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: J. Villar **PRESENTED BY:** D. Richardson

ATTACHMENT:

SUBJECT: Appointment of Personnel Search Committee for Superintendent Search

---

BACKGROUND:

Dr. Jeffrey A. Villar will leave his position as Superintendent of Schools on October 29, 2013.

STATUS:

The Board wishes to discuss the hiring process for an Interim Superintendent. The Board also wishes to discuss the selection process for an executive search firm to assist the Board in the hiring of a new Superintendent.

RECOMMENDATION:

The Board of Education appoint the entire Board as a Personnel Search Committee for the Superintendent search. This allows the Board to meet as a body in private to discuss the search process. The Board can conduct its Superintendent search business in non-meetings.

Recommended by the Superintendent: JAV

Agenda Item # 5c.

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 17, 2013

Prepared by: Craig Cooke **Presenter:** Craig Cooke

Attachments: Human Resources Staffing Update for Opening of the 2013-2014 School Year

SUBJECT: Update on Staffing at Start of the 2013-2014 School Year

---

BACKGROUND: For the September Board of Education meeting, information is provided on all of the personnel actions that have taken place since the June Board of Education meeting. The report includes information on all new teachers and administrators.

Elementary Head Teachers

The position of elementary head teacher was created (job description is attached). This position was discussed with the Windsor Teachers' Association and has received their approval. The position is designed to provide support to the building principal in the administration of the building and to teachers in classroom management and teaching strategies.

Our two largest elementary schools, JFK and Oliver Ellsworth will have full time vice-principals for the 2013/14 school year. An elementary head teacher has been hired for Clover and Poquonock Elementary Schools. Two nonclassroom teaching positions were not filled to allow for the creation of these two teaching positions. The two positions that were reduced were from Clover and Poquonock therefore the number of teachers at those buildings and for the district has not changed as a result of this action. We feel this staffing provides the best use of our resources for the 2013/14 school year.

Recruitment Fairs

As has been the district's practice, Human Resources actively recruited new teachers and administrators at recruitment fairs. It is our belief that one of the most effective ways to recruit is to talk to people *face to face*. To that end, Windsor Public Schools administrators have actively recruited at the following teacher/administrator job fairs: University of Connecticut, CREC Minority Teacher Recruitment Fair, Suburban Hartford Area Recruitment Consortium Fair, and the Massachusetts Education Recruitment Consortium (Boston). We also participated in the National Minority Careers in Education Online Expo and Job Fair.

Administrators accompany the Assistant Superintendent for Human Resources to fairs. Not only do the fairs provide us with the opportunity to spend time talking with each person and receive a copy of each person's resume, but we also can do mini-interviews on the spot. As a result of Windsor's recruitment efforts, resumes and applications were received from over 1,500 candidates. For our elementary positions alone, we received over 300 applications. Of note, the on-line application system has facilitated not only the application process for the candidate but also the tracking and review of applications. With the requirement to keep application materials for three years, if we had not moved to on-line applications, we would be beyond our storage capacity.

Advertisements

We advertise our teacher/administrator openings in the *Hartford Courant, Northeast Minority News,* CT REAP (State of CT website open to anyone in the U.S.), Connecticut Education Association, and the Windsor Public Schools Website. Depending on the position (usually administration), we may also advertise in the *Boston Globe, New Haven Register*, *Waterbury Republican*, *Springfield Republican, Education Week (*nationally distributed), *La Voz Hispana*, and the *Journal Inquirer.*

Hiring Process

The following is a few comments on the hiring process. The hiring process for Windsor is extremely comprehensive. Candidates participate in multiple rounds of interviews which typically include representation from teachers, curriculum supervisors, building administrators and central office administrators. We also conduct a writing sample for all positions and an authentic assessment (such as teaching a lesson) whenever possible. The authentic assessment portion is another tool for the district to differentiate candidates. All interview processes for teachers end with an interview with the Assistant Superintendent for Human Resources. Interview processes for administrators below the rank of cabinet or building principal end with an interview with the Superintendent

Another important piece of the process is the reference check. Administrators complete a district reference check form by personally contacting at least three (3) of the candidates' references. A detailed conversation ensues focusing on areas that are important to Windsor in its new hires.

New Teacher Orientation

All new teachers, including those hired during last school year, took part in a comprehensive two day new teacher orientation held on August 19th and 20th. The orientation focused heavily on instructional strategies that the teachers new to Windsor could put into use immediately. The orientation included a lunch put on by the Windsor Chamber of Commerce and completion of Module 5 of the State of Connecticut's new TEAM program. TEAM stands for Teacher Education and Mentoring Program and is a five module program for new teachers. Completion of Module 5 prior to the start of the school year puts Windsor's teachers ahead of schedule for this program.

Statistics

As of September 4, 2013, there are 32 new certified employees in the district. This number includes teachers and administrators. Of the "newly hired", 6 employees actually began contracted employment during the 2012-2013 school year. Approximately 25 percent of the teacher openings were due to teacher retirements.

For all newly hired certified employees, the division between male and female is approximately 22% male and 78% female. Of the newly hired teachers and administrators approximately 10% of them are people of color.

Of the newly hired teachers:

- 69% have taught previously in another school district
- 31% are teachers new to the profession.

RECOMMENDATION: N/A

Reviewed by _____ Recommended by Superintendent JAV

Agenda Item # 6b.

WINDSOR PUBLIC SCHOOL DISTRICT
Windsor, Connecticut

JOB DESCRIPTION

ELEMENTARY HEAD TEACHER

Job Role:
The Elementary Head Teacher Specialist is a teacher who has both content and instructional expertise particularly in reading, writing and/or math. The Head Teacher works closely with the Principal to guide teachers in planning, developing, and using appropriate instructional procedures and materials.

QUALIFICATIONS:

1. Connecticut elementary teaching certification.
2. Master's degree required and Sixth level preferred.
3. Minimum 5 years successful teaching experience
4. Demonstrated knowledge of CCSS, PBIS, and Smarter Balance
5. Deep knowledge of reading, writing, literacy development, and/or math
6. Deep knowledge of and experience in content, instructional strategies, conditions of learning and assessment driven instruction
7. Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
8. Ability to support teachers in development of differentiated lessons
9. Ability to model lessons demonstrating best instructional practice
10. Experience in analyzing data to plan for instruction
11. Demonstrated strength in organization, communication skills and efficiency in meeting deadlines
12. Demonstrated excellence in teaching

REPORTS TO: Building Principal

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Assists teachers in developing programs to meet the needs of specific pupils.
2. Assists teachers in applying techniques of classroom management.
3. Assists teachers in developing teaching strategies which are appropriate for the student(s) and consistent with current educational research.
4. Assists principal in the implementation of the Positive Behavior Intervention Supports (PBIS) school initiative.
5. Assists teachers in using student assessment results to determine student needs.
6. Provides teachers with information relative to professional conferences, workshops, and meetings.
7. Conducts meeting periodically which are specifically focus on the teaching and learning process.
8. Co-teaches and models instructional techniques in the classroom.
9. Assists teachers to increase their knowledge and to improve their teaching skills.
10. Assists in planning and conducting meetings for the staff, such as in grade level meetings or PLC meetings.
11. Works closely with the school's parent community and provides resources to parents.
12. Assists the principal in communicating information of curriculum, instruction, and assessment to the school community, staff, and central office.

13. Confers with parents, teachers, support services personnel and students on matters of discipline and problem solving.
14. Assist teachers, parents and students in resolving non-academic student issues in the school, such as behavioral problems.
15. Assists administrators, teachers, and school attendance staff in addressing student attendance problems.
16. Maintains records of any student disciplinary actions taken in accordance with applicable laws and regulations, and District policies.
17. Arranges meetings as directed with students, parents, teachers, and administrators regarding disciplinary problems in schools.
18. Instructs and advises students regarding their responsibility to adhere to school rules and policies, to foster a safe school environment, and to respect other individuals and property.

SUPPORTING DUTIES AND RESPONSIBILITES:

1. Perform other related duties as assigned.

STIPEND FOR POSITION: $5,250

5/17/13

WINDSOR PUBLIC SCHOOLS
HUMAN RESOURCES
Windsor, CT

To: Members of the Board of Education
From: Craig Cooke, Assistant Superintendent for Human Resources
RE: Personnel Staffing Update for Opening 2013-2014 School Year
Date: September 17, 2013

CERTIFIED NEW HIRES

NAME	SCHOOL	POSITION	SALARY
1. Barillaro, Christine	Kennedy	Special Education	MA2
2. Bellizzi, Danielle	Kennedy	Vice Principal	WSASA1
3. Blanchfield, David	Windsor High	English	BA5
4. Berry, Michael	Windsor High	English	MA9
5. Bowman, Kate	Kennedy	Grade 5	MA2
6. Bramucci, Caitlin	Clover (.5) Poquonock (.5)	Special Education	BA2
7. Carras, Michelle	Windsor High	Special Education	MA10
8. Caselli, Anne Marie	Kennedy	Grade 4	MA6
9. Clarke, Michael	Windsor High	English (.6)	MA5
10. Cunningham, Lia	Windsor High	Biology	MA5
11. Folsom, Andrew	Windsor High	Social Studies	MA2
12. Graveline, James	Sage Park	Technology Education	MA14
13. Kozlak, Lisa	Sage Park	Special Education	MA2
14. Lazlo, Lauren	Sage Park	Mathematics	MA2
15. Lemere, Jessica	Sage Park	Language Arts, Grade 8	MA2
16. LePage, Kelly	Clover Street	Grade 4	MA2
17. Mason, Andrea	Ellsworth	Psychologist	6th year 5
18. Mercier, Nicholas	Kennedy (.8) Poquonock (.2)	Music	MA7
19. Moody, Beverly	District	ELL Interventionist	MA10
20. Paige, Elisabeth	Ellsworth (.9) LP Wilson SPARK (.1)	Music	BA2

CERTIFIED NEW HIRES (Cont'd)

21. Pierce, Paul	Ellsworth (.6)	Strings	Doc.14
22. Pratt, Jessica	Clover (.6) Poquonock (.4)	Music	BA2
23. Ryan, Leigh Ann	Kennedy	Library Media Specialist	MA10
24. Sandsmark, Katryn	Ellsworth	Grade 2	BA2
25. Tolbert, Claudine	Windsor High	English	MA3
26. Urwin, Leah	Ellsworth	Pre-School Special Education	BA2
27. Vaicunas, Valerie	Kennedy	Grade 3	BA2
28. Velez, Ericka	Poquonock	Grade 1	BA2
29. Veneziano, Kristen	Sage Park	Language Arts Grade 6	MA2
30. Wenner, Laura	Sage Park	Language Arts Grade 8 (.6)	BA2

CERTIFIED STAFF APPOINTMENTS WITH PRIOR WINDSOR EXPERIENCE

NAME	ASSIGNMENT	SCHOOL
Crilly-Kirk, Nancy	Social Studies Department Chair .6, Social Studies .4	Windsor High
Durost, Phaedra	Science Department Chair .6, Science .4	Windsor High
Fishman, Ingrid	School Psychologist 1.0	Kennedy
Mains, Meagan	Math Department Chair .6, Math .4	Windsor High
Schneider, Jonathan	Vice Principal .6, Art .4	Sage Park
Serfass, Joseph	Physical Education 1.0	Windsor High
Weston, John Paul	Gifted .6	Sage Park

CERTIFIED LEAVES

NAME	ASSIGNMENT	REASON FOR LEAVE
Brigandi, Carla	Seminar Teacher (.8)	Personal Leave
Loveland, Jennifer	Mathematics Teacher	Childrearing
Moeller, Cynthia	English Teacher (.8)	Personal Leave
Palombizio, Eleanor	Language Arts	Childrearing

CERTIFIED RETIREMENTS (FROM JUNE)

NAME	ASSIGNMENT/SCHOOL	YEARS IN WINDSOR
Johnson, Cynthia	Reading (.5) Kennedy	25

CERTIFIED RESIGNATIONS (FROM JUNE)

NAME	SCHOOL	ASSIGNMENT	REASON	YRS IN WIND.
Brochu, Kelly	Ellsworth	Special Education	Teach in another district	6
Deacon, Colleen	Kennedy	Elementary	Teach in another district	14
Ernst, Catherine	Windsor High	Psychologist	Teach in another district	8
Kastelein, Ashley	Sage Park	Language Arts	Teach in another district	5
Lawson, Karen	Kennedy	Social Worker	Personal	3
Mace, Patricia	Ellsworth	Psychologist	Teach in another district	12
Olearczyk, Gina	Pupil Services	Secondary Sp. Ed. Supervisor	Administration in another district	2
Pascale, Caryn	Sage Park	Special Education	Personal	2
Reitman, Lynda	Windsor High	English	Administration in another district	13
Romeo, Kathryn	Windsor High	English	Enter another profession	5
Semyanko, Eugenia	Kennedy	Special Education	Teach in another district	5
Stanco, Kurt	Clover/Ken.	Vice Principal	Administration in another district	3
Tringali, Lindsay	Windsor High	Dean of Students	Administration in another district	13

CERTIFIED TRANSFERS/REASSIGNMENTS

NAME	FROM	TO	FTE
Anderson, Shannon	Kennedy Speech	Ken. .6, Ells. .2 (Speech) Dist. Assist. Tech .2	1.0
Boysen, Dona	Ken. .9, PPS .1 (Speech)	Kennedy Speech	1.0
Bress, Lisa	Poquonock Math Teacher Leader	Poquonock Head Teacher	1.0
Delskey, Jennifer	Poquonock Kindergarten	Poquonock Grade 2	1.0
Fangiullo, Ericka	WHS Physical Education	WHS Dean of Students	1.0
Grace, Andrea	Poq. .5, Clov. .5 (Special Education)	Ellsworth Special Education	1.0
Lafayette, Melissa	Poquonock Grade 1	Ellsworth Reading	1.0
Lenihan, Michelle	Ells. .5, Poq. .5 (Speech)	Ellsworth .6, Poquonock .4 (Speech)	1.0

CERTIFIED TRANSFERS/REASSIGNMENTS

NAME	FROM	TO	FTE
O'Brien, Meghan	Clover Grade 4	Clover Head Teacher	1.0
Roebelen, Julie	Ellsworth Grade 1	Kennedy Challenge Resource	1.0
Scott, Frank	Clover Street Psychologist	Windsor High Psychologist	1.0
Smith, Emma	Clover Street Speech	Clover Street .9, Non-Public .1 (Speech)	1.0
Smith, Michelle	Poquonock Social Worker	Poquonock .8, Ellsworth .2 (Social Worker)	1.0
Szwed, Melissa	Sage Park Language Arts 1.0	Sage Park Language Arts .6	0.6
Vandermeid, Mary	Kennedy Challenge Resource	Windsor High Seminar	1.0
Windsor-Post, E.	Windsor High Spanish 1.0	Windsor High Spanish .6	0.6
Wood, Kimberly	Ellsworth .6, Poq. .4 (Vice Principal)	Ellsworth Vice Principal	1.0
Yeterian, Joanne	Sage Park Language Arts .6	Sage Park Language Arts	1.0

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D. Asst. Superintendent for Human Resources **PRESENTED BY:** Craig Cooke, Ph.D.

SUBJECT: Recent Safety Initiatives

ATTACHMENTS: List of Recent Initiatives

BACKGROUND: Windsor Public Schools has had comprehensive safety audits conducted on each of our seven (7) buildings by the Windsor Police Department. These audits, our own review, and several meetings with the Windsor Police Department have resulted in initiatives being put in place for August 2013.

STATUS: The district has completed extensive work on safety recommendations from the Windsor Police Department. We will continue our work and update the Board of Education periodically.

RECOMMENDATION: The Board of Education receive this information as a report only. No action required.

Reviewed by: _____ Recommended by the Superintendent: JAN

Agenda Item # 6c

Windsor Public Schools
Recent Security Initiatives
August 2013

- The positions of school security, corridor monitors and safety assistants have been combined into one position, **Safety Monitor**. Safety monitors will be on duty at all six school locations and the alternative program at LPW.
- A three hour training was conducted for all safety monitors with the assistance of the Windsor Police Department and building administration.
- Staff such as safety monitors and lunch room monitors will be wearing shirts or vests depending on their position and grade level to clearly identify their role in the building.
- School buildings have been directed to keep all classroom doors in the locked position to ensure the quick and simple locking of classrooms.
- The School Facilities Department has installed additional cameras both inside and outside school buildings.
- School administrators and other key personnel have been directed to carry portable radios at all times.
- School Public Announcement systems have been tested to ensure that they can be heard in all areas of the building.
- We continue to work on adding additional signage to the exterior of our buildings.
- We are following the Windsor Police Department recommendation of leaving classroom blinds open as much as possible.
- Panic buttons have been provided to each school and LPW to expedite communication from the school office to the Windsor Police Department. School radios are also able to reach the Windsor Police Department. All phones in the district are clearly marked on how to contact emergency services.
- Windsor Police Department has been provided site maps of our buildings as well as key fobs to provide easy access to the buildings in case of an emergency.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D.
Asst. Superintendent for Human Resources

PRESENTED BY: Craig Cooke, Ph.D. and Lyn Holzman, WHS Vice Principal

SUBJECT: H.B. 5113 – An Act Concerning Pool Safety at Public Schools

ATTACHMENTS: CT Association of Athletic Directors Fact Sheet

BACKGROUND: The Connecticut General Assembly has passed a pool safety law which places several new mandated requirements on schools for the use of pools in physical education class and swim team meets and practices.

Whenever a school aquatic activity takes place there must be a lifeguard or qualified teacher present in addition to the person conducting the activity who is solely responsible for monitoring swimmers.

STATUS: The district has hired lifeguards to be employed during swim classes as well as swim meets and practices. The rate of pay for lifeguards is $12.50 per hour.

The district is in the process of drafting a pool safety plan that is required by July 1, 2014.

RECOMMENDATION: The Board of Education receive this information as a report only. No action required.

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 6d

New Connecticut Law (effective 7/1/13) - Pool Safety for Public Schools

The state legislature recently passed a pool safety law which now puts several mandated requirements on schools. In attempt to help our schools we have developed this document to assist with the interpretation and implementation of the new requirements. This document does not intend to replace or mislead anyone about the new law and all concerned should read House Bill 5113 to get a greater understanding of the law. House Bill 5113- **AN ACT CONCERNING POOL SAFETY AT PUBLIC SCHOOLS can be found at:** caadinc.org/PoolBill.pdf

Effective July 1, 2013 whenever a school aquatic activity is taking place (i.e. PE class, swim team practice or contest, extracurricular activities) there must be someone present in addition to the person conducting the activity who is "qualified" and who is solely responsible for monitoring the aquatic activity for swimmers who may be in distress and need assistance. A "qualified" person can be:

- A "qualified" swimming coach, who holds a current Connecticut coaching permit and one of the following: (i)is a certified lifeguard,(ii) has completed a safety training course for coaches and instructors or (iii)was certified as a lifeguard for at least 5 years of the last 10 years they were a swimming coach.
- A "qualified" educator, who is a certified teacher in Connecticut with an endorsement in Physical education and one of the following: (i) is a certified lifeguard, (ii) has completed a safety training course for coaches and instructors or (iii) or was certified as a lifeguard for at least 5 years of the last 10 years they were a swimming coach or pool instructor and has completed an approved CPR and first aid course.
- A "qualified" lifeguard, who is at least 16 years of age, is a certified lifeguard, is certified in First Aid and CPR.

Not Later than July 1, 2014 any schools district that offers aquatic activities shall adopt a school swimming pool safety plan that insure compliance with the new law and ensuring the safety of their students.

Effective July 1, 2014 whenever a school aquatic activity is taking place (i.e. PE class, swim team practice or contest, extracurricular activities) the person conducting the activity must be one of the "qualified" people mentioned above.

Effective July 1, 2014 whenever a school aquatic activity is taking place (i.e. PE class, swim team practice or contest, extracurricular activities) there must be someone present in addition to the person conducting the activity who is "qualified" and who is primary responsibility is for monitoring the aquatic activity for swimmers who may be in distress and need assistance and is responsible for the implementation of the school swimming pool safety plan.

1. Q. What training do teachers and or coaches need to get immediately?
   A. None at all as long as there is an additional person on duty who is "qualified" under the law. Note: While no additional training is required until 2014 it would be prudent for a coach or teacher to seek certifications which can enhance the safety of their students.

2. Q. What training is required for any PE teachers/coaches effective on July 2014?
A. Effective July 1, 2014 a coach and or a PE teacher conducting aquatic activities in a school pool must become "qualified" by either- (i) Obtaining life guard certification, or, (ii) Completing safety training course for coaches and instructors, or, (iii) Was a certified lifeguard for 5 years within the last 10 years of their experience as a teacher/coach. Teachers must also acquire current first aid and CPR.
Note: there are plans to develop a safety training course for coaches and instructors by the CIAC and offer it as part of the Connecticut Coaching Education Program to assist with a coach becoming qualified. Currently, the American Red Cross and USA Swimming offer such a course.

3. Q. Does a school district have to hire a certified life guard for all swimming pool aquatic activities?
A. No, the additional person on duty does not have to be a certified life guard nor do they have to be compensated. They certainly can be a certified life guard but they can also be a qualified educator or can be a qualified coach.

4. Q. Can a member of the swim team who is also a certified life guard serve as the additional person in the pool?
A. Yes, provided their sole responsibility is monitoring the safety of those in the pool and to provide assistance to anyone in distress. Also, this responsibility can be rotated among several individuals provided each are qualified.

5. Q. Can an assistant coach serve as the additional person in the pool?
A. Yes, prior to July 1, 2014 it must be their sole responsibility to monitor the safety of those in the pool and to provide assistance to anyone in distress. After July 1, 2014 it must be their primary responsibility

6. Q. After July 1, 2014 can an assistant coach, whose primary responsibility is to monitor the safety of those in the pool, assist in the instruction of a swimmer?
A. Yes, A coach who is monitoring swimmers in the pool for safety as his primary responsibility may also observe an inefficient stroke and offer corrections to swimmers when they stop swimming or ask another coach to correct the swimmer's stroke.

7. Q. What responsibility does the school district have for hiring a certified lifeguard for a town recreation program using a school pool in the evening?
A. None, the law only pertains to programs offered by the school district. However, the school district may require outside groups to hire a lifeguard as a condition for using their pool.

8. Q. Does the law pertain to us if we do not own a pool and use the local YMCA for a swim team practices.
A. Yes, The activity is being offered by the school district and therefor is subject to the law.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 17, 2013

Prepared by: Jeanne Woodstock **Presented by:** Frank Williams

Attachments: Student Enrollment Summary

A preliminary report on student enrollment as of September 12, 2013 is attached. Official enrollment figures are based on the October 1 enrollment, but we wanted to provide the Board with a status report.

Recommended by the Superintendent: JAV

Agenda Item # 8a

Windsor Public Schools
Student Enrollment Report Recap
September 12, 2013

Enrollment in Windsor Public Schools	
Grades PreK-5	1,379
Grades 6-8	726
Grades 9-12	1,140
Total District Enrollment	**3,245**

Windsor Students not in district schools	
Outside Placement/Private Placement(SPED)	56
Montessori Hartford CREC	29
Metropolitan Learning Center CREC	172
CREC Misc MAGNET SCHOOLS	150
Hartford Host Magnets	169
Misc Magnet Schools	17
Prince Tech	15
Cheny Tech	12
	620
Total Windsor	**3,865**

Windsor Public Schools
Student Enrollment Report
September 12, 2013

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				43		43
K		72		134		206
1		89		136		225
2		86		133		219
3			83		138	221
4			79		148	227
5			101		137	238
Subtotal K-5						1336
Total	**0**	**247**	**263**	**446**	**423**	**1,379**

Grade	Sage Park MS
6	234
7	229
8	263
Total	**726**

Grade	Windsor High
9	288
10	261
11	295
12	296
Total	**1,140**

Total District Enrollment	**3,245**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2013-2014

	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**309**		288									
Grade 10	**260**		261									
Grade 11	**291**		295									
Grade 12	**278**		296									
Windsor High Total	**1138**		**1140**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2013-2014

		Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Red Team				113										5	28.25
Orange Team				119										5	23.8
	Total	**222**		**232**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Grade 7															
Yellow Team				117										5	23.4
Green Team				107										5	21.4
	Total	**234**		**224**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Grade 8															
Blue Team				85										5	17
Indigo Team				89										5	17.8
Violet Team				86										5	17.2
	Total	**249**		**260**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
SPARK				10											
Sage Park	**Total**	**705**		**726**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		

POQUONOCK SCHOOL

ENROLLMENT REPORT
2013-14

RM	Teacher	Grade	Project		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann				18									
2	A Hopkins				18									
3	M Scott				18									
22	I Hilbert				18									
		Total	**85**		**72**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 1												
15	E Velez				17									
16	L Bishop				17									
17	S Raupach				19									
18	M Macaluso				19									
19	K Blume				17									
		Total	**91**		**89**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 2												
8	L King				17									
9	S Trummel				16									
11	J Delsky				18									
12	K Richards				18									
13	L Huntington				17									
		Total	**83**		**86**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Poquonock	**Totals**	**259**		**247**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2013-2014

Room#	Teacher		Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
8	A Sanchez				15									
9	S Michalic				16									
11	J Darrell				18									
12	J Murray				16									
14	S Podgurski				17									
		Total	93		82	0	0	0	0	0	0	0	0	0
		Grade 4												
13	K LePage				16									
15	K Sutton				18									
16	L Schoenwolff				17									
17	C Nowsch				14									
18	D Williams				15									
		Total	90		80	0	0	0	0	0	0	0	0	0
		Grade 5												
20	P Reale				20									
22	S Smith				21									
24	S Lewis				20									
26	C Lindsley				19									
27	E Chartier				21									
		Total	100		101	0	0	0	0	0	0	0	0	0
	CLOVER	TOTAL	283		263	0	0	0	0	0	0	0	0	0

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT

2013-2014

Room#	Teacher	Grade	Projected		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	**Kindergarten**			18									
20	L Butterick				18									
21	J Addie				19									
22	A Zawistowski				19									
24	A Bartholomew				20									
25	K Lehn				20									
26	S Marcello				**20**									
		Total	**127**		**134**									
11	K Stoll	**Grade 1**			20									
12	K Freeman				20									
13	B O'Rourke				18									
14	K Furie				20									
15	T Strickland				**19**									
16	L Rumrill				**20**									
17	S Paley				19									
		Total	138		136									
		Grade 2												
1	V Golec				19									
2	R Brown				**19**									
3	K Sandsmark				**20**									
4	D Ghanesh-May				20									
6	S Martinson				18									
7	L Neil				19									
8	D Jaworski				18									
		Total	**137**		**133**									
5 & 10	Pre K Sped													
	& Peer				43									
		Total	**46**		**43**									
	Ellsworth	**Total**	**448**		**446**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2013-2014

Room#	Teacher	Grade	Projecte		12-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
1	K Mazur				20									
2	J Herner				20									
3	A Johnson				19									
4	S Schreiber				19									
5	S Silliman				20									
6	M Johnston				20									
8	V Vaicunas				20									
		Total	**148**		**138**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 4												
7	M Pettebone-Johnson				19									
9	R Tomkowit				21									
10	C Romero				22									
12	B Emerson				22									
14	M Murzak				23									
15	N Donzella				20									
18	A Caselli				21									
		Total	**147**		**148**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 5												
19	S Fye				24									
20	M Herman				24									
24	G Hoerle				21									
25	D Mosher				21									
26	K Bowman				23									
28	O Walker				24									
		Total	**140**		**137**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Kennedy	**Total**	**435**		**423**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

PRESENTED BY: Craig Cooke, Ph.D.

SUBJECT: Human Resources Report – June 18, 2013 – September 10, 2013

See Attached Report

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 8b.

II. NON-CERTIFIED STAFF

NON-CERTIFIED NEW HIRES

NAME	ASSIGNMENT	SCHOOL
Ahern, Leslie	Treehouse Bookkeeper	LP Wilson
Asteriades, Constance	Special Education Paraprofessional	Sage Park
Bailey, Sandra	Special Education Paraprofessional	Windsor High
Barnes, Steven	Special Education Paraprofessional	Kennedy
Brown, Jowelle	Special Education Paraprofessional	Sage Park
Broxterman, Paul	Safety Monitor	Windsor High
Cintron, Christina	Special Education Paraprofessional	Clover Street
Curtis, Anne Marie	Regular Education Paraprofessional	Sage Park
Durafourt, Jessica	Food Service Worker	Windsor High/Floater
Felix, Juan Ruiz	Custodian II	Ellsworth
Jepsen, Erin	Special Education Paraprofessional	Sage Park
Morin, Michelle	Food Service Worker	Clover Street
Manson, Chyna	Food Service Worker	Metropolitan Learning Center
Marrett, Melinda	Food Service Worker	Poquonock
Nash, Michelle	Special Education Paraprofessional	Clover Street
Pecora, Peter	Safety Monitor	Clover Street
Ramos, Rosa	ABA Paraprofessional	Ellsworth
Reilly, Sukanya	Special Education Paraprofessional	Ellsworth
Rivera, Zoretha	Special Education Paraprofessional	Kennedy
Scott, Dawn	ABA Paraprofessional	Ellsworth
Scott, Steven	Safety Monitor	Sage Park
Stewart, Latonya	Food Service Worker	Windsor High
Szepanski, Lisa	Food Service Worker	Kennedy
Tringali, Rachel	Special Education Paraprofessional	Sage Park
Wallace, Ann	Administrative Support Clerk	Windsor High
Wilks, Eleanor	Special Education Paraprofessional	Windsor High

NON-CERTIFIED APPOINTMENTS WITH PRIOR WINDSOR EXPERIENCE

NAME	ASSIGNMENT	SCHOOL
Lishnak, Valerie	Special Education Paraprofessional	Sage Park
Marlins-Jones, Bridget	Administrative Support Clerk	Windsor High
Oliver, Marie	Human Resources Specialist	LP Wilson

NON-CERTIFIEDTRANSFERS/REASSIGNMENTS

NAME	FROM	TO
Kelley, Karen	Kennedy ABA Paraprofessional	Sage Park ABA Paraprofessional
O'Brien, Mary	Global Exper. Magnet School Sp. Ed. Paraprofessional	Windsor High Sp. Ed. Paraprofessional
Shufelt, Jennifer	Ellsworth ABA Paraprofessional	Ellsworth Sp. Ed. Paraprofessional
Stewart, Carolyn	Poquonock Reg. Ed. Paraprofessional	Kennedy Sp. Ed. Paraprofessional
Story, Elizabeth	Ellsworth ABA Paraprofessional	Kennedy ABA Paraprofessional

RESIGNATIONS/RETIREMENTS/LEAVES (FROM JUNE)

NAME	ASSIGNMENT	SCHOOL
Bianchi, Mary	Special Education Paraprofessional	Sage Park
Brown, Audrey	Executive Secretary, Pupil Personnel	LP Wilson
Caffyn, Tammy	Food Service	Poquonock
Christensen, Carol	Food Service	Clover Street
D'Agata, Marjorie	Regular Education Paraprofessional	Windsor High
Duthrie, Lindsey	Special Education Paraprofessional	Clover Street
Evans, Carolyn	Part-time Safety Assistant	Clover Street
Fonfara, Kristen	Special Education Paraprofessional	Clover Street (October 31, 2013)
Griffith, Roxanne	Food Service	Kennedy
Jandrok, Claudette	Food Service	Windsor High
Joseph, Willie	Corridor Monitor	Sage Park
Kopacz, Kathryn	Parent Educator	Ellsworth
Shephard, Gloria	Human Resources Specialist	LP Wilson (October 31, 2013)
Soto, Nilsa	Food Service	Windsor High
Sullivan, Judith	Special Education Paraprofessional	Ellsworth
Swaroopa, Ira	Special Education Paraprofessional	Windsor High

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 17, 2013.

Prepared by: Craig Cooke
Assistant Superintendent for Human Resources

Presenter: Craig Cooke

Attachments: None

SUBJECT: Childrearing Leave

BACKGROUND: The Agreement with the Windsor Education Association provides that unit members may request childrearing leave for one or two years to commence at the conclusion of their childbearing leave.

STATUS: We have one request for childrearing leave.

RECOMMENDATION: A proposed motion to grant the childrearing leave follows: Move that childrearing leave be approved for the individual mentioned in the Superintendent's Confidential Memorandum #13-02 dated September 17, 2013.

Reviewed by: _____ Recommended by Superintendent JAN

Agenda Item # 8c

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Jeffrey A. Villar, Ph.D. **PRESENTED BY:** Jeffrey A. Villar, Ph.D.

ATTACHMENTS:

SUBJECT: Board of Education Regular Meetings for 2014 Calendar Year

---

BACKGROUND:

In accordance with the Freedom of Information Act, the Board of Education must establish a schedule for its regular meetings for the 2014 calendar year and submit it to the Town Clerk.

The meetings are held on the third Tuesday of the month, with the exception of July and August, unless there is a holiday or special event at Town Hall in Council Chambers. In that case, an alternative available date has been chosen. The last approved Regular Meetings in the current year are:

Tuesday, October 15
Tuesday, November 12 (to be held at L.P. Wilson Community Center, Board Room)**
Tuesday, December 17

STATUS:

The following dates have been held by the Town Manager's office for the 2014 calendar year:

Tuesday, January 14, 2014 (to be held at L.P. Wilson Community Center, Board Room)**

	Reason for Change
Wednesday, February 12, 2014	**TPZ on 11th; School Vacation on 18th**
Tuesday, March 18, 2014	
Tuesday, April 22, 2014	**School Vacation on 15th**
Tuesday, May 20, 2014	
Tuesday, June 17, 2014	
Tuesday, September 16, 2014	
Tuesday, October 21, 2014	
Tuesday, November 18, 2014	
Tuesday, December 16, 2014	

First meeting of 2015 – Thursday, January 22, 2015 TPZ on 21st

**On October 16, 2012, the Board voted to hold the November 12, 2013 and January 14, 2014 meetings at the L.P. Wilson Community Center, Board Room.

RECOMMENDATION:

Move the Board of Education approve the regular meeting schedule for the 2014 calendar year.

Recommended by the Superintendent: JAV

Agenda Item # 8d

Windsor Board of Education Regular Meeting
Unapproved Minutes

Tuesday, June 18, 2013 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the June 18, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos

Absent Board Members:
Mr. Kenneth Williams
Updated Attendance:
Mr. Kenneth Williams was updated to present at: 7:21 PM

1. Call to Order, Pledge to the Flag and Moment of Silence

Discussion:
The meeting was called to order at 7:00 p.m. by Ms. Richardson with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources Craig Cooke, Director of Business Services Frank Williams, Assistant Superintendent for Instructional Services Mary Anne Butler, and Director of Pupil and Special Education Services Jody Lefkowitz.

2. Recognitions/Acknowledgements
2.a. Recognition--WHS Boys' and Girls' Outdoor Track and Field Teams, 2013 CIAC Class L Outdoor Track State Champions
Discussion:
Dr. Villar and Mr. Russell Sills, Principal of Windsor High School, and Mr. Steve Risser, Athletic Director at Windsor High School, recognized the WHS Boys' and Girls' Outdoor Track and Field teams and their coaches, 2013 CIAC Class L State Champions.

2.b. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Ashod May for "Self-Portrait" and Superintendent's Purchase Prize to John Moran for "Japan"
Discussion:
Ms. Richardson and Dr. Villar presented the Board of Education Purchase Prize to Ashod May for his piece "Self-Portrait" and the Superintendent's Purchase Prize to John Moran for his piece "Japan."

2.c. Recognition--Jonathan Rush, BOE Student Representative
Discussion:
Ms. Richardson recognized Jonathan Rush, BOE Student Representative for the 2nd semester, for student service and his service to the Board.

2.d. Announcement--Teacher of the Year

Discussion:
Dr. Cooke outlined the selection process used for Windsor Teacher of the Year and announced the selection for 2013-14, Mr. Christopher Todd, Social Studies teacher at Windsor High School.

3. Audience to Visitors
Discussion:
Julia Hoffmann, 1003 Windsor Ave, Clover Street School, 5th grade, addressed the budget, the Challenge Program and the Strings program.

Al Simon, 66 Wilton Road, addressed the achievement gap and encouraged board to move ahead with solutions.

George Slate, 74 Ethan Drive, addressed possible NAACP lawsuit and its potential impact on the budget, the Equity and Excellence Review, and other initiatives in place to address achievement gap.

Rosi Miskavitch, 20 Coach Circle, addressed a reported FOI request, the Equity Audit and her FOI request to the Superintendent and Board of Education members; also, culturally responsive education, the achievement gap and opportunities available to the town to gain training and assistance in culturally responsive education.

Sandra Gustafson, 21 Darwin Drive, turned over her 3 minutes to Ms. Miskavitch.

Jill Jenkins, address unstated, encouraged board to take advantage of programs available and outlined by prior speaker; also, the Equity Audit and the NAACP press conference. She asked audience members to step forward, state their name, that they support the EER and will vote yes on the budget.

The following audience members did so:

Laura Lagonyer Hudson, 10 Graham Road
Tammy Jackson Bolden, 857 Delilah Drive
Paula Wright, 39 Graham Road
Ivette Scoulater, 22 Seymour
Kim Clark, 39 Remington Road
Carol Jackson Longhorn, 205 West Street
Brooke Jackson, 87 Brookview Road
Lorraine Kearse, 418 Pond Bridge Road
Marla Knight, 142 Rood Avenue
Cynthia James, 36 Kendrick Lane
Catherine Nazario, 640 Matianuck Avenue
Lisa Clemons, 114 Winthrop Road
Jackie Baker, 283 Preston Street
Nicole Richards Williams, 103 Capen Street
Lisa Hall 16 Eagleton Drive
Amoke Bigalow, 816-C Windsor Avenue
Donna Douglas, 35 Lancaster Drive
M. Johnson, 201 Castlewood
Mattye Ellis, 75 Deerfield Road
Dierdra Chambers, 145 Rood Avenue

LeighAnn Tyson, 141 Giddings Avenue, addressed the Equity and Excellence Review, student achievement, parental involvement in their education.

Mohammed Ansari, President of the Greater Hartford branch of the NAACP addressed the press conference, the Excellence and Equity Review, and the achievement gap.

Carolee Jones, 1171 Matianuck Avenue, congratulated the students recognized and addressed the Excellence and Equity Review and student achievement.

Joni Lambert ,7 Jay Circle, addressed the division in the community around the EER, stated it hurts all children and encouraged efforts to solve the problem.

Kimberly Monroe, 45 Mary Catherine Circle, spoke in support of the EER and addressed concerns around racial inequity.

Ronnie Suggs, 33 Canterbury Lane, spoke in support of the EER and the budget.

Debbie Samson, 604 Stone Road, addressed the study, encouraged it covering K-12, concerns about students with IEPs and 504s, and L. P. Wilson.

Kimberly McNamara, 15 Phelps Street, addressed learning theory, the achievement gap and communication and connections between teachers, parents and students.

Teresa Tillett, Indian Hill Road, addressed the EER, graduation rates and student achievement.

4. Student Representative Report
Discussion:
Jonathan Rush gave the Student Representative report that included a recap of end of year activities at Windsor High School and for the Class of 2013. He thanked Mr. Sills for selecting him to serve as Student Representative, stating it was an honor and a privilege.

5. Board of Education
5.a. President's Report
Discussion:
Ms. Richardson reported the Board had not yet completed the self-evaluation process. Discussion ensued about scheduling meetings to complete the process and goal setting for the following year.

Motion Passed: Motion to move Items 5B and 6 to the to the top of Item 5 on the agenda passed with a motion by Ms. Darleen Klase and a second by Ms. Cristina Santos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

5.b. Update from State Legislators on Legislative Issues and Initiatives That Impact Education with Representative Elaine O'Brien, Representative Brandon McGee
Discussion:
Representatives Brandon McGee, Elaine O'Brien and Douglas McCrory gave updates on legislative action impacting education.

5.c. Budget FY 2013-2014
Discussion:
Dr. Villar recommended that the Board restore the programs that had been eliminated at the May 31 meeting: The two teaching positions for foreign language at elementary schools and the maintenance of Roger Wolcott.

Discussion ensued; it was entered into the record that Student Representative Jonathan Rush expressed support of the FLESS program.

Motion Passed: Motion to restore two Foreign Language in the Elementary Schools positions and the maintenance of Roger Wolcott to the budget for the 2013-2014 school year passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore No
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

Motion Failed: Motion to enter a substitute motion that FLESS not be included and that equipment that was going to be pre-purchased be put in its place failed with a motion by Mr. Paul Panos and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram No
Ms. Darleen Klase No
Mr. Leonard Lockhart No
Mr. Richard O'Reilly No
Mr. Paul Panos Yes
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

5.d. Discussion of Loyola Contract
Discussion:
Dr. Villar outlined the correspondence received from Loyola University.

Motion Failed: Motion that the contract be terminated as soon as practical, ending the year one work being currently conducted within the next few weeks failed with a motion by Mr. Paul Panos and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram No
Ms. Darleen Klase No
Mr. Leonard Lockhart No
Mr. Richard O'Reilly No
Mr. Paul Panos Yes
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

6. Superintendent's Report
Discussion:
Dr. Villar reported on his new blog called "News from the Superintendent" and encouraged everyone to look at the website and follow it. It will be used to communicate factual information to the community, and today shows the results of full day kindergarten: last year 33% were reaching benchmark, this year 66% reached benchmark with the full day and new curriculum implementation.

6.a. Report on Academic Eligibility Standards
Discussion:
Dr. Villar introduced Mr. Steve Risser, Athletic Director at Windsor High School, who gave a wrap up report on the year in sports at the high school, and the numerous achievements of teams and athletes, and a report on athletes and academic eligibility.

6.b. Policy Adoption, 2nd Reading
Motion Passed: Motion to adopt the following policies on 2nd Reading:
P-4115.1 Policy Regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)
P-5145.5 Policy Regarding Sex Discrimination and Sexual Harassment (Students)
P-5131.911 Bullying Prevention and Intervention Policy
P-5113 Student Attendance and TruancyP-5114 Student Discipline
P-41181.11 Non-Discrimination (Personnel)
P-5145.4 Non-Discrimination (Students)

The motion passed with a motion by Mr. Paul Panos and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Motion to accept the following curriculum presented at the June 5 Curriculum Committee meeting be accepted on 1st Reading, waiving the 2nd reading: Anatomy/Physiology; Language Arts Grades 2, 3, 4; Introduction to Spanish; Spanish 4, Conversational Spanish (Semester 1); Military History; Fashion Merchandising; CAD/CAM, Young Adult Literature; Math-Grade 6; Geometry; Algebra II passed with a motion by Ms. Cristina Santos and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Motion that the Board approve the following curriculum on 2nd reading: Math, 1, 3, 4, 5; Language Arts, 6, 9, 10, 11; Forensic Science passed with a motion by Ms. Cristina Santos and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

7. Committee Reports
7.a. Curriculum Committee
Discussion:
Ms. Santos reported that the Curriculum Committee met for the last time this school year on June 5 and that the public needs to realize that teachers will be writing a significant amount of curriculum, re-doing and assess their prior year.

Motion Passed: Motion to extend the meeting by 15 minutes passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8. Consent Agenda
Motion Passed: Motion to accept items c, d and e on the Consent Agenda passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

Motion Passed: Motion to accept items a, b, f and g on the Consent Agenda passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

8.a. Financial Report
Discussion:
Mr. Williams gave a Financial Report and answered questions from the Board.

9. Approval of Minutes
Discussion:
Mr. Lockhart requested a correction to the minutes on item b, May 31 on Page 3: the Motion to accept the budget as presented with the elimination of two FLESS positions and Roger Wolcott as well as reducing surplus; Mr. Lockhart voted no, the record reflects yes.

Motion Passed: Motion to accept the minutes as corrected passed with a motion by Mr. Richard O'Reilly and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes

Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

10. Other Matters/Announcements/Regular BOE Meetings
10.a. WHS Class of 2013 Graduation, Monday, June 24, 2013, 6:30 PM, Bushnell Memorial, Hartford, CT
Mr. O'Reilly announced that the Sage Park Middle School PTO is having trouble finding officers; all officers moving on and no one has stepped up. If you have children at SPMS contact Mr. Cavaliere or Deb Gozzo.

Ms. Richardson announced the Board is in the process of starting negotiations with the Windsor Administrators union and she has asked Mr. O'Reilly, Mr. Lockhart and Mr. Panos to serve on that committee.

11. Audience to Visitors
George Slate asked that Alliance Grant initiatives be posted on the website for the community and addressed professional development for teachers.

Rosi Miskivitch addressed the achievement gap.

Timothy Branner, 56 Giddings Avenue, spoke on board interactions.

12. Adjournment
The meeting adjourned at 10:47 p.m.

_____
Richard T. O'Reilly, Secretary
Windsor Board of Education

Revised 8/26/13

Windsor Board of Education
Special Meeting
Unapproved Minutes

Wednesday, August 7, 2013 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the August 07, 2013 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Ms. Cristina Santos

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:
The meeting was called to order by Ms. Richardson at 6:32 p.m. with the Pledge of Allegiance and a moment of silence.

Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources Craig Cooke, Director of Business Services Frank Williams, Director of Pupil and Special Education Services Jody Lefkowitz.

2. Audience to Visitors
Discussion:
None

3. Budget FY 2013-2014--The Board of Education will discuss the reduction of $200,000 and take action to adopt the final 2013-2014 spending plan
Discussion:
Dr. Villar presented an outline of proposed budget cuts for each referendum. His recommendation to the Board of Education is to reduce the 2013-14 operating budget by $200,000 by eliminating two Foreign Language in the Elementary Schools positions and $65,000 for the maintenance and upkeep of the Roger Wolcott building.

Discussion ensued.

Motion Passed: Motion by Ms. Klase that the Board of Education reduce the 2013-2014 operating budget by $208,000 eliminating 2 Foreign Language in the Elementary School (FLES) positions and $65,000 for the maintenance and upkeep of Roger Wolcott, with $8,000 to be applied to major maintenance passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes

Mr. Leonard Lockhart No
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams No

4. Roger Wolcott Building--Discussion of returning control of facility to Town of Windsor--action anticipated
Discussion:
Discussion on the motion ensued.

Motion Passed: That the Board of Education cease the use of Roger Wolcott as an educational facility and return control of the building to the Town of Windsor passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart No
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams No

5. Announcements
None.

6. Adjournment
Motion Passed: Motion to adjourn at 7:10 p.m. passed with a motion by Mr. Kenneth Williams and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

_____
Richard T. O'Reilly, Secretary
Windsor Board of Education

RTO/av

Windsor Board of Education
Special Meeting/Workshop
Unapproved Minutes

Thursday, August 29, 2013 5:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the August 29, 2013 Special Meeting/Workshop. Any additions or corrections will be made at a future meeting.

Attendance Taken at 5:07 PM:

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:

The meeting was called to order by Ms. Richardson at 5:10 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance was Superintendent Jeffrey A. Villar, Ph.D.

2. Audience to Visitors
Discussion:

George Slate, 74 Ethan Drive, addressed the Equity and Excellence Review Report. He also stated two Audiences to Visitors are required for a Board meeting.

Bradshaw Smith addressed the Equity and Excellence Review Report.

Ken Sinkwitz, 892 Phaeton Street, addressed the Equity and Excellence Review and Report.

Rosi Miskavitch, 20 Coach Circle, addressed the Equity and Excellence Review and Report.

Mikaela Fissel addressed the Equity and Excellence Report.

Ms. Richardson clarified this is a workshop of the Board thus only one Audience to Visitors.

3. Loyola Excellence and Equity Study--Presentation of Findings

Motion Failed: Motion to table Item 3 on the Agenda to a meeting in the near future to give the Board an opportunity to review the report failed with a motion by Mr. Leonard Lockhart and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore No
Mrs. Kristin Ingram Yes

Ms. Darleen Klase No
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly No
Mr. Paul Panos No
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

Discussion:

Discussion on the motion ensued.

After the vote, Mr. Lockhart, Ms. Santos and Ms. Ingram asked to be excused from the meeting.

Dr. James and the research team presented the findings of the Equity and Excellence Review.

4. Adjournment
Discussion:

The meeting adjourned at 7:04 pm.

Motion Passed: Motion to adjourn by passed with a motion by Mr. Kenneth Williams and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

_____
Richard T. O'Reilly, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D. **PRESENTED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

SUBJECT: Ratification of the Collective Bargaining Agreement between the Windsor School Employees' Union (Custodians, Maintenance, and Food Service Employees) and the Windsor Board of Education

ATTACHMENTS: Details of Agreement – Provided in Executive Session

---

BACKGROUND: The Windsor Board of Education and the Windsor School Employees' Union reached agreement for a successor three year contract covering July 1, 2013 through June 30, 2016. Details of the Agreement are attached.

STATUS: The Union has ratified the tentative three year Agreement.

RECOMMENDATION: The Board of Education should ratify this Agreement. A suggested motion: "Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Windsor School Employees' Union covering the period July 1, 2013 to June 30, 2016.

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 11

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 17, 2013

PREPARED BY: Craig Cooke, Ph.D. **PRESENTED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

SUBJECT: Ratification of the Collective Bargaining Agreement between the SEIU Local 2001, CSEA, Administrative Professionals and the Windsor Board of Education

ATTACHMENTS: Details of Agreement – Provided in Executive Session

---

BACKGROUND: The Windsor Board of Education and SEIU Local 2001, CSEA, Administrative Professionals' Union reached agreement for a successor four year contract covering July 1, 2013 through June 30, 2017. Details of the Agreement are attached.

STATUS: The Union has ratified the tentative four year Agreement.

RECOMMENDATION: The Board of Education should ratify this Agreement. A suggested motion: "Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and SEIU Local 2001, CSEA, Administrative Professionals covering the period July 1, 2013 to June 30, 2017.

Reviewed by: _____ Recommended by the Superintendent: JAV

Agenda Item # 11