

MORE RIGOR

Administrative Report
Board Meeting
May 1, 2018

RATIONALE

- GSD below state average on SAGE with increasing gap in higher level math courses
- GSD below SAGE averages in similar districts with higher poverty
- GSD below state average on ACT scores and trending down while state trending up
- Increasing number of behavioral issues among general education students

RATIONALE

- School grade includes advanced course-taking patterns
- Decreasing concurrent enrollment, AP participation and offerings
- Decreasing graduate enrollment in colleges, universities within two years
- USBE Title III monitoring report recommendations critical of rigor

RATIONALE

- Higher number identified GT students performing lower than any district
- LIA, AVID participation increasing without connection to rigorous course-taking
- USBE focus group of high schoolers: “Worst thing about my high school - teachers who don’t think I can do it.”

RESEARCH SUMMARY

Research on teacher expectations and student achievement has shown that expectations have a dramatic impact on student academic performance. Student behavioral performance is also dependent to a large degree on the expectations of significant adults in students' lives.

RESEARCH SUMMARY

The most effective strategies for increasing the likelihood that students will be connected to school include implementing high academic expectations and rigor coupled with support for learning. Likewise, there is strong evidence that a student who feels connected to school is less likely to exhibit disruptive behavior, school violence, substance and tobacco use, emotional distress. These findings apply across racial, ethnic, and income groups.

RESPONSE

Elementary

additional GT
sites

Young Scholars

Mid-level

self-selected
honors
rigorous extra-
curriculars

High School

increased CE, AP
offerings

EOS schools

ELEMENTARY LEVEL

- Two additional Advanced Learning Center sites
- Pilot of Young Scholars Program (ALL students)
 - supports social emotional development
 - incorporates interdisciplinary themes, content
 - includes open-learning experiences
 - infuses multicultural perspectives
 - develops critical, creative thinking skills
 - partners with community: after school, summer

MID-LEVEL

- Self-selecting access to honors courses
 - disclosure of expectations
 - expectation to remain in course
- Rigorous extra-curricular offerings
 - implement at least two

Debate
Future Problem Solving
Math Counts
Science and Engineering Fair
Science Olympiad
BYU Language Fair
Mock Trial
National History Day
We the People
Future Cities
Letters About Literature Competition
Lego League
Robotics
MESA
Geography Bee
Math Olympiads

HIGH SCHOOL LEVEL

- Increased honors, concurrent enrollment, AP courses
- Participation in Equal Opportunity Schools (EOS)
 - examine data (gap charts)
 - audit entry requirements
 - synthesize surveys (students, staff)
 - populate EOS portal (outreach lists, student insight cards)

ALL LEVELS

- Expanded online learning program
- Introduction to equity literacy
 - skills, understandings that enable us to recognize, respond to, and redress conditions that deny some students access to the educational opportunities enjoyed by peers and, in doing so, sustain equitable learning environments for all students
 - 10 principles based on research about congruence between what educators believe about, and their effectiveness working with, low-income students and families

QUESTIONS?