



***SOMSD Intentional Integration & Student Enrollment in Advanced Courses  
Dr. Kevin F. Gilbert, Assistant Superintendent of Access & Equity***

---

*December 15, 2022*



# Intentional Integration Initiative

# SOMSD Intentional Integration Journey

---

## Important Dates

- + Jan-Apr, 2020- SOMSD conducts a variety of engagements for stakeholders. These included a symposium, discussion, town hall, and webinar.
- + June, 2020- SOMSD BOE approves the Intentional Integration Initiative (III)
- + Apr, 2021- Alves Group shares III algorithm simulation with BOE
- + School Year 21-22- Year 1 of III implementation with Kindergarten
- + School Year 22-23- Year 2 of III implementation with K, 1st and 6th grade
- + **School Year 23-24- Year 3 of III implementation with K, 1st, 2nd, 6th and 7th grade**

# Modified Berkeley Model and Algorithm (Alves Group)

---

## Variables Used for Student Placement

- + Parental Education Level
- + Parental Income
- + Sibling Preference
- + Proximity

# Intentional Integration K Enrollment for the 2021-22 SY

School	Total	White	Black	Latinx	Multiracial	Asian	An/AI	HI/PI
Clinton	73	67.1%	16.4%	≤ 5%	9.6%	≤ 5%	≤ 5%	≤ 5%
Marshall	136	60%	15.4%	≤ 5%	17.6%	≤ 5%	≤ 5%	≤ 5%
Seth Boyden	51	52.9%	17.6%	≤ 5%	21.6%	≤ 5%	≤ 5%	≤ 5%
South Mountain	118	61%	9.3%	8.5%	12.7%	8.5%	≤ 5%	≤ 5%
Tuscan	96	60.4%	7.3%	11.5%	15.6%	6.3%	≤ 5%	≤ 5%
<b>Total Number Enrolled</b>	<b>474</b>	<b>60.5%</b>	<b>12.7%</b>	<b>7%</b>	<b>15.2%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>

# Intentional Integration K Enrollment for the 2022-23 SY

School	Total	White	Black	Latinx	Multiracial	Asian	AI	AN/PI
Clinton	69	56.5%	11.6%	8.7%	21.8%	≤ 5%	≤ 5%	≤ 5%
Marshall	158	55.1%	20.3%	7%	14.6%	≤ 5%	≤ 5%	≤ 5%
Seth Boyden	52	48.1%	27%	5.8%	17.3%	≤ 5%	≤ 5%	≤ 5%
South Mountain	108	57.4%	15.7%	≤ 5%	20.4%	≤ 5%	≤ 5%	≤ 5%
Tuscan	92	68.5%	13%	7.6%	8.7%	≤ 5%	≤ 5%	≤ 5%
<b>Total Number Enrolled</b>	<b>479</b>	<b>57.6%</b>	<b>16.7%</b>	<b>6.5%</b>	<b>11.9%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>

# Intentional Integration 1st Grade Enrollment\* for the 2022-23 SY

\*Data hidden to protect the identity of the 33 students who were newly enrolled in 1st grade this year.

School	Total	White	Black	Latinx	Multiracial	Asian	AN/AI	HI/PI
Clinton	*	75%	16.7%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Marshall	*	40%	30%	30%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
Seth Boyden	*	25%	50%	25%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
South Mountain	*	*	*	*	*	*	*	*
Tuscan	*	50%	50%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
<b>Total Number Enrolled</b>	<b>33</b>	<b>48.5%</b>	<b>18.2%</b>	<b>15.2%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>

# Intentional Integration 6th Grade Enrollment for the 2022-23 SY

---

School	Total	White	Black	Latinx	Multiracial	Asian	AN/AI	HI/PI
Maplewood Middle School	257	52.1%	25%	7.4%	11.7%	≤ 5%	≤ 5%	≤ 5%
South Orange Middle School	245	54.3%	22%	≤ 5%	15.1%	≤ 5%	≤ 5%	≤ 5%
<b>Total Number Enrolled</b>	<b>502</b>	<b>53.2%</b>	<b>23.5%</b>	<b>5.6%</b>	<b>13.3%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>





# Intentional Integration Sibling Preference for the 2022-23 SY

School	Total	White	Black	Latinx	Multiracial	Asian	AN/AI	HI/PI
Clinton	26	66.7%	≤ 5%	≤ 5%	27%	≤ 5%	≤ 5%	≤ 5%
Marshall	22	59.1%	≤ 5%	≤ 5%	36.4%	≤ 5%	≤ 5%	≤ 5%
Maplewood Middle	33	45.5%	24.2%	6.1%	18.2%	6.1%	≤ 5%	≤ 5%
Seth Boyden	19	42.1%	36.8%	5.3%	10.5%	5.3%	≤ 5%	≤ 5%
South Mountain	32	68.8%	12.5%	6.3%	9.4%	≤ 5%	≤ 5%	≤ 5%
South Orange Middle	46	60.9%	17.4%	≤ 5%	15.2%	≤ 5%	≤ 5%	≤ 5%
Tuscan	27	85.2%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%	≤ 5%
<b>Total Number Enrolled</b>	<b>205</b>	<b>62%</b>	<b>14.1%</b>	<b>≤ 5%</b>	<b>16.6%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>	<b>≤ 5%</b>



# Intentional Integration Initiative Yr 1 and Yr 2

---

## What is the data showing?

- + There is not much variance in the number of new Kindergarteners enrolled in Yr 1 and Yr 2
- + Student enrollment through III appears to be consistent across all schools, although Tuscan did see a larger number of students identifying as White enrolled in Yr 2 than in Yr 1
- + 6th grade enrollment through III shows equatable placement of students at both schools.
- + We will continue to monitor sibling preference and its impact on III. For example, 85% of the siblings placed at Tuscan identified as White and 37% of the siblings placed at Seth Boyden identified as Black. These percentages stand out compared to those respective groups at other schools.

# Upcoming Intentional Integration Initiative Activities

---

- + January, 2023- Family Feedback Survey (Year 1 and 2 Implementation Families)
- + February, 2023- Feedback Focus Groups with Teachers and Administrators (Year 1 and 2 Implementation Schools)
- + March, 2023- 2nd Intentional Integration Initiative Presentation
- + May, 2023- Family Feedback Survey (Year 1 and 2 Implementation Families)



## Enrollment in Advanced Courses

## Background

*“By January 31st of each year, the District will prepare a written report of course enrollments by race and gender for all courses in grades 6-8 and 9-12 for each specific school and, to the extent permitted by federal and state student data privacy laws concerning data de identification, will publicize the report on the District website and through social media. This obligation shall remain in effect for three school years following the expiration of the monitor’s term, or following the monitor’s certification of compliance as set forth in paragraph six (6), whichever comes first.”*

## Actions Taken

- Contracting with Equal Opportunity Schools to assist in identifying students of color who could be successful in higher level classes, particularly Advanced Placement courses
- Grade point average and teacher recommendations have been removed as requirements to enter honors and AP level classes
- Core Math and Science classes now have common assessments and follow same grading policy
- More intervention support provided to students in Math, Science and English classes (both regular and higher level)
- Data meetings with staff that identify students who may need additional support as both a mechanism to support movement to higher level classes and remain in higher level classes

# Equal Opportunity Schools\* (EOS)

---

\*Partnership has resulted in a year over year increase in our AP Course enrollment

- + AP enrollment is up year over year from 1282-1548 students
- + Number of students identifying as Black increased by 51 (from 161-212), which is an increase of 32%.
- + Number of students identifying as Latinx has increased by 23 (from 19-42), which is an increase of 121%.
- + Number of students identifying as Multiracial has increased by 44 (from 145-189), which is an increase of 30%.

# Columbia High School/Equal Opportunity Schools (EOS) AP Enrollment Year over Year Comparison

Group	Sept 2021-22 Enrollment	June 2021-22 Enrollment	Sept 2022-23 Enrollment	Percent Increase
Asian	74	73	73	-
Black	178	161	212	<b>32%</b>
Latinx	19	19	42	<b>121%</b>
Multiracial	154	145	189	<b>30%</b>
White	940	882	1027	<b>9%</b>

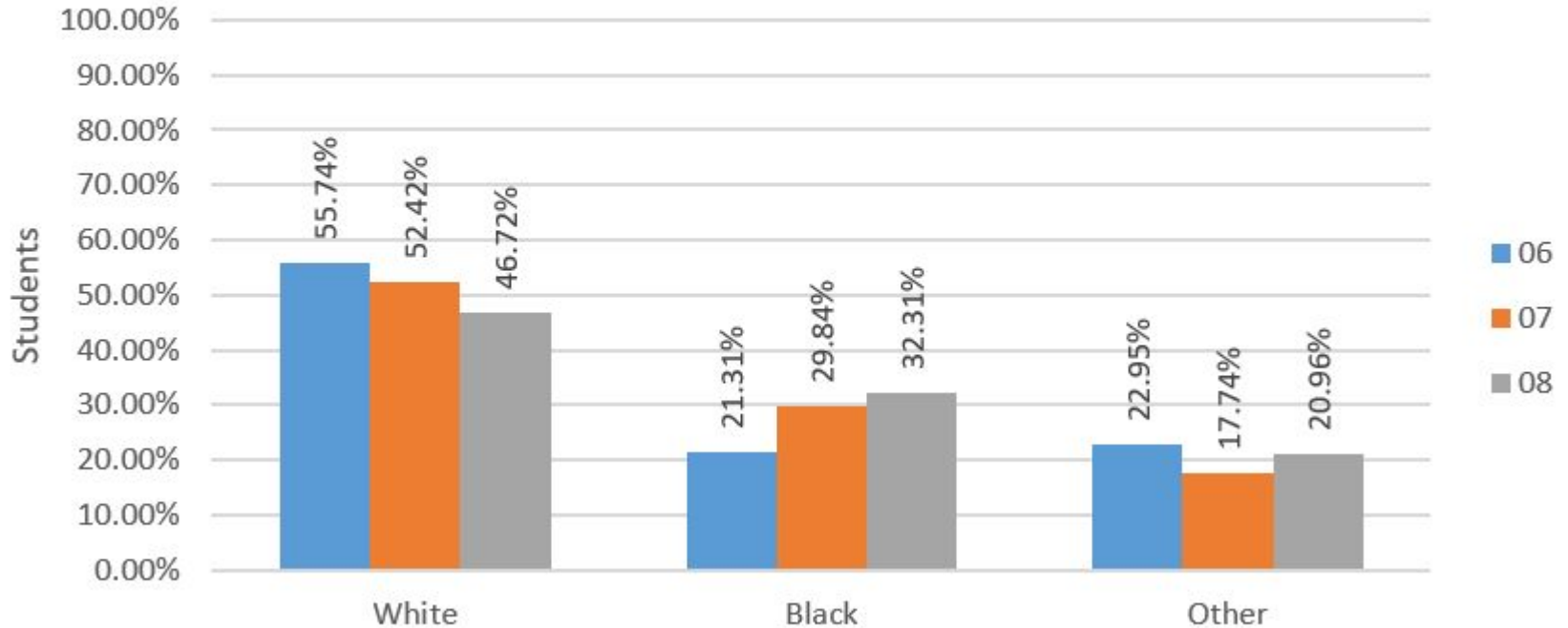


## Course Enrollment at Maplewood Middle School



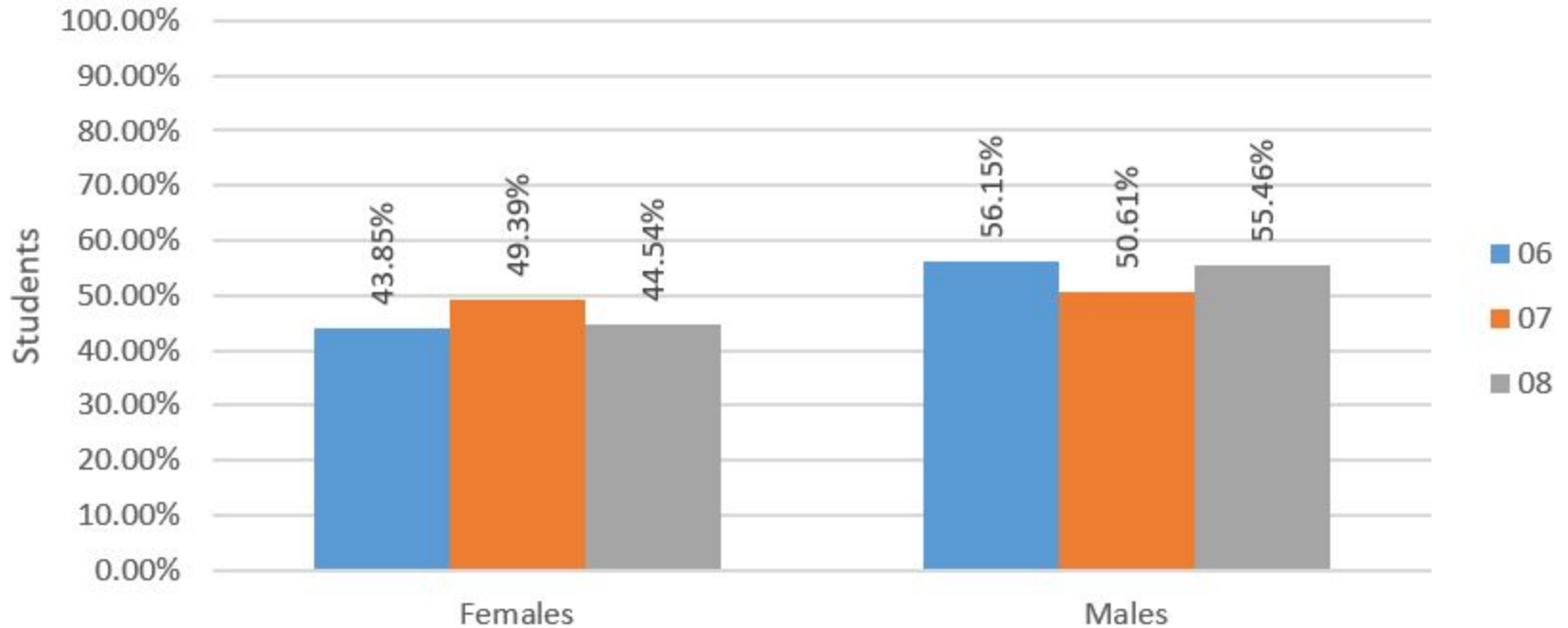
# Maplewood Middle School Enrollment

## Maplewood Middle School (22-23)



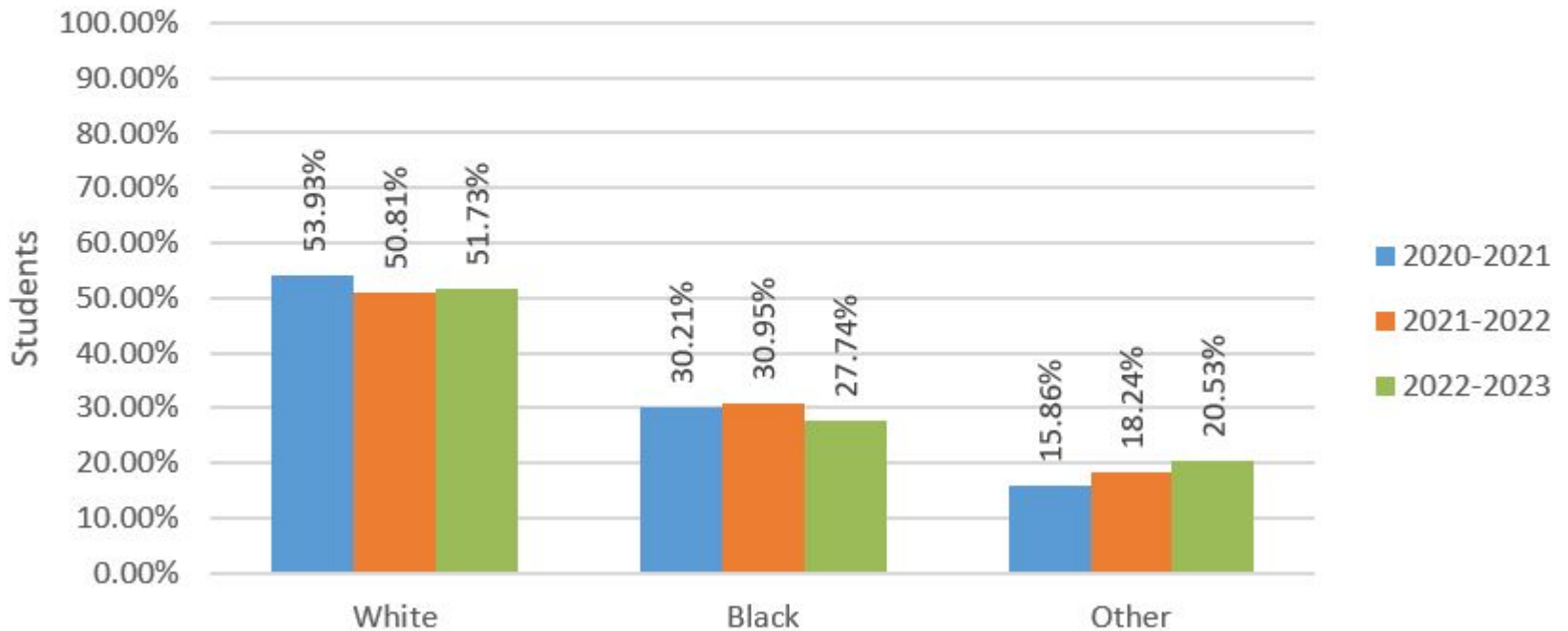
# Maplewood Middle School Enrollment

## Maplewood Middle School (22-23)



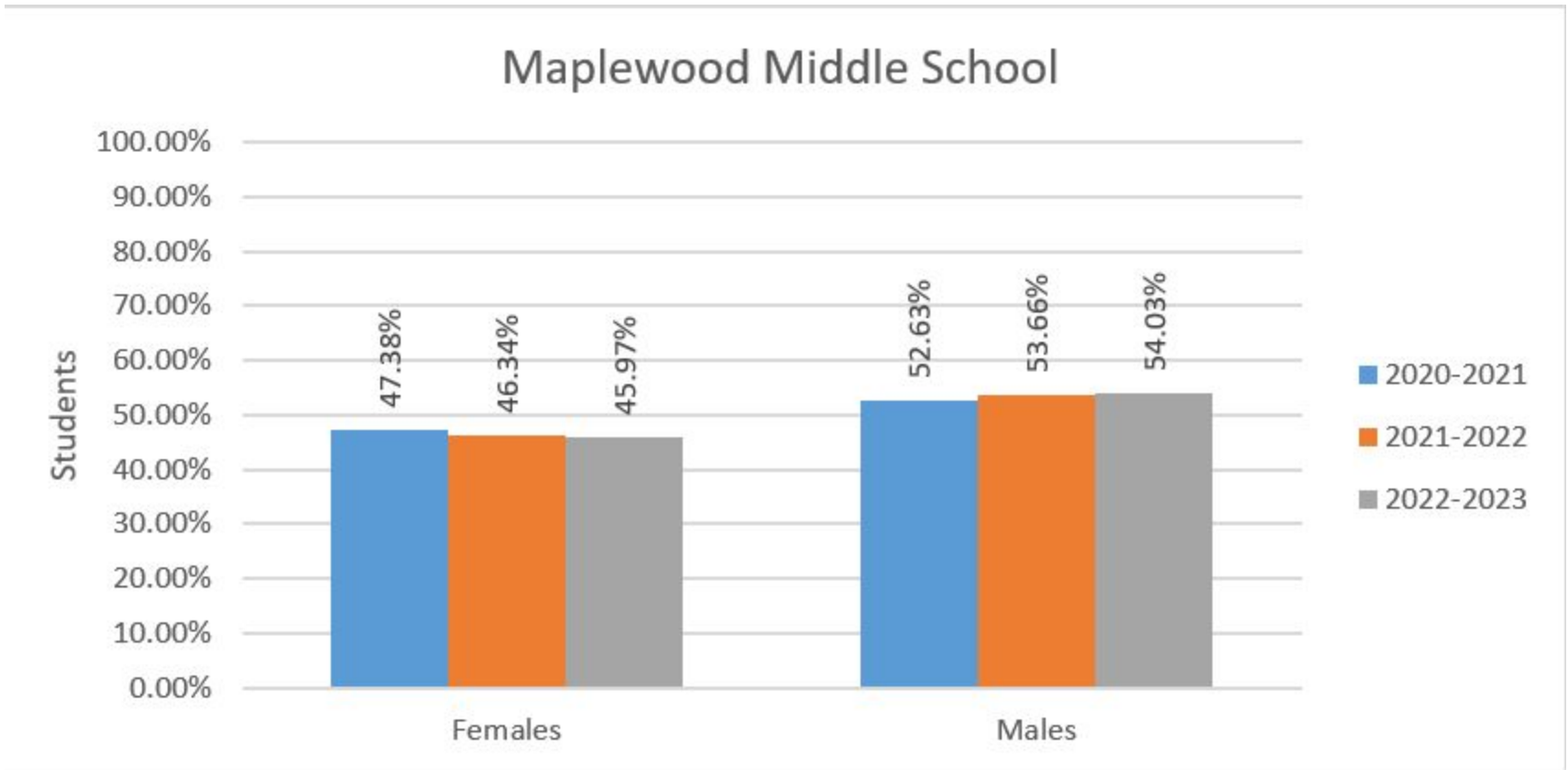
# Maplewood Middle School Enrollment

## Maplewood Middle School



# Maplewood Middle School Enrollment

\*SOMSD acknowledges that we have non-binary/gender non-conforming students within our district. Because capturing this data requires students to self identify, this data is not included in the gender slides in order to protect the identity of the students.

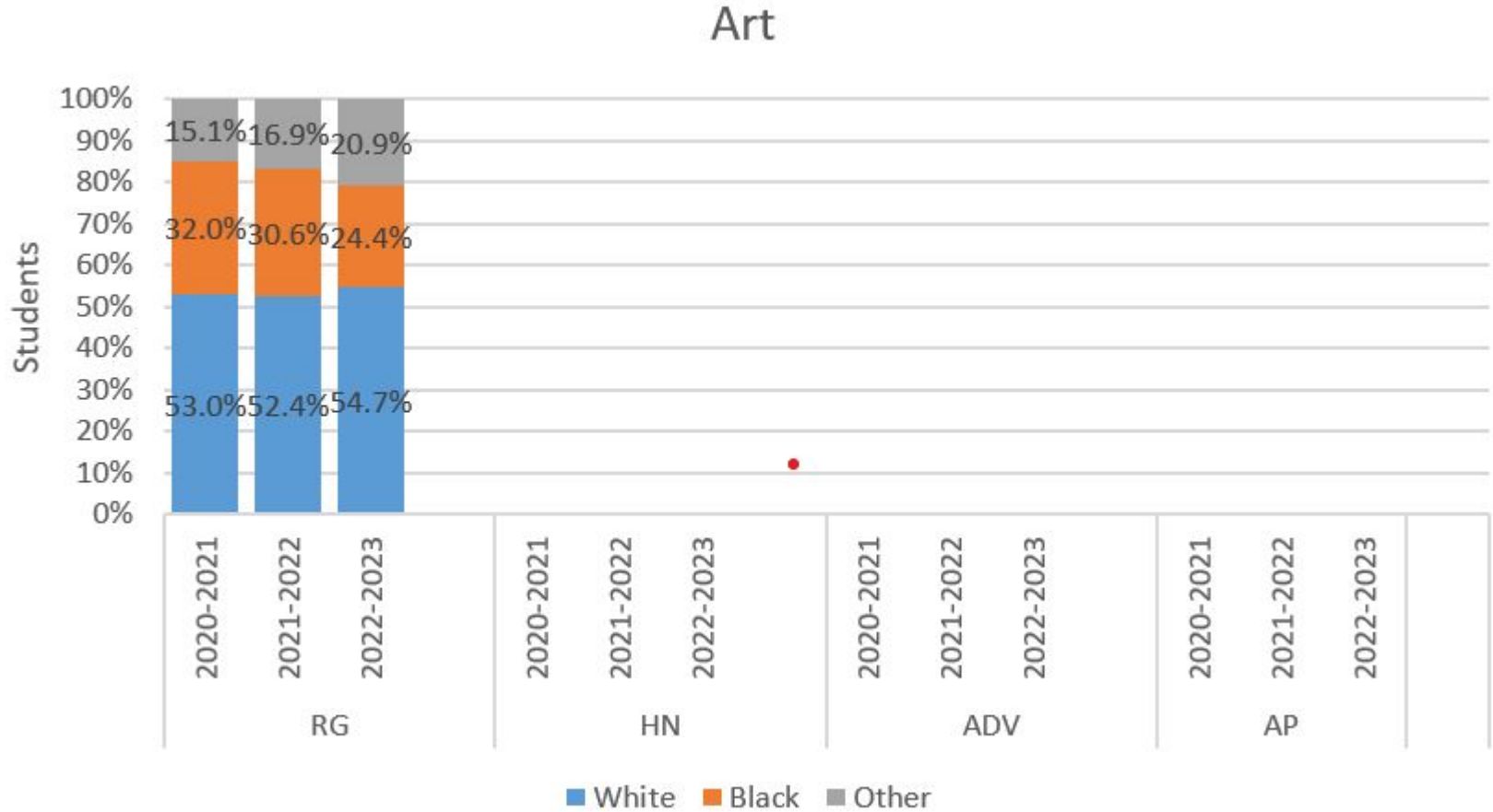


# Enrollment at Maplewood Middle School

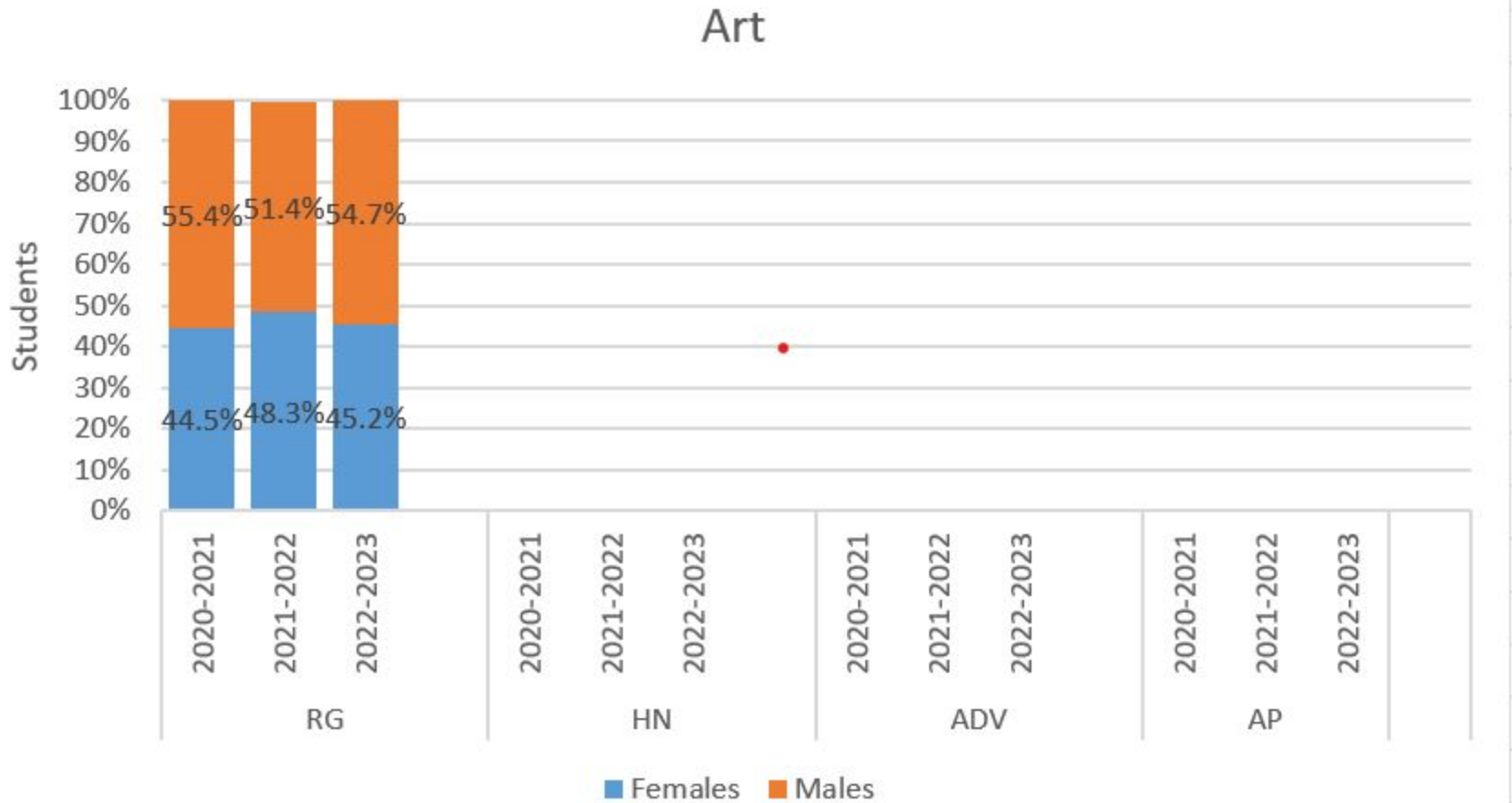
---

The three year trend data shows that overall enrollment at Maplewood Middle School remains consistent over the three years with those identifying as white making up over half the population of the school. Students identifying as Black are the next highest population group. Those identifying as multiracial make up 11% of the population and represent the third largest group in the school.

# Maplewood Middle School

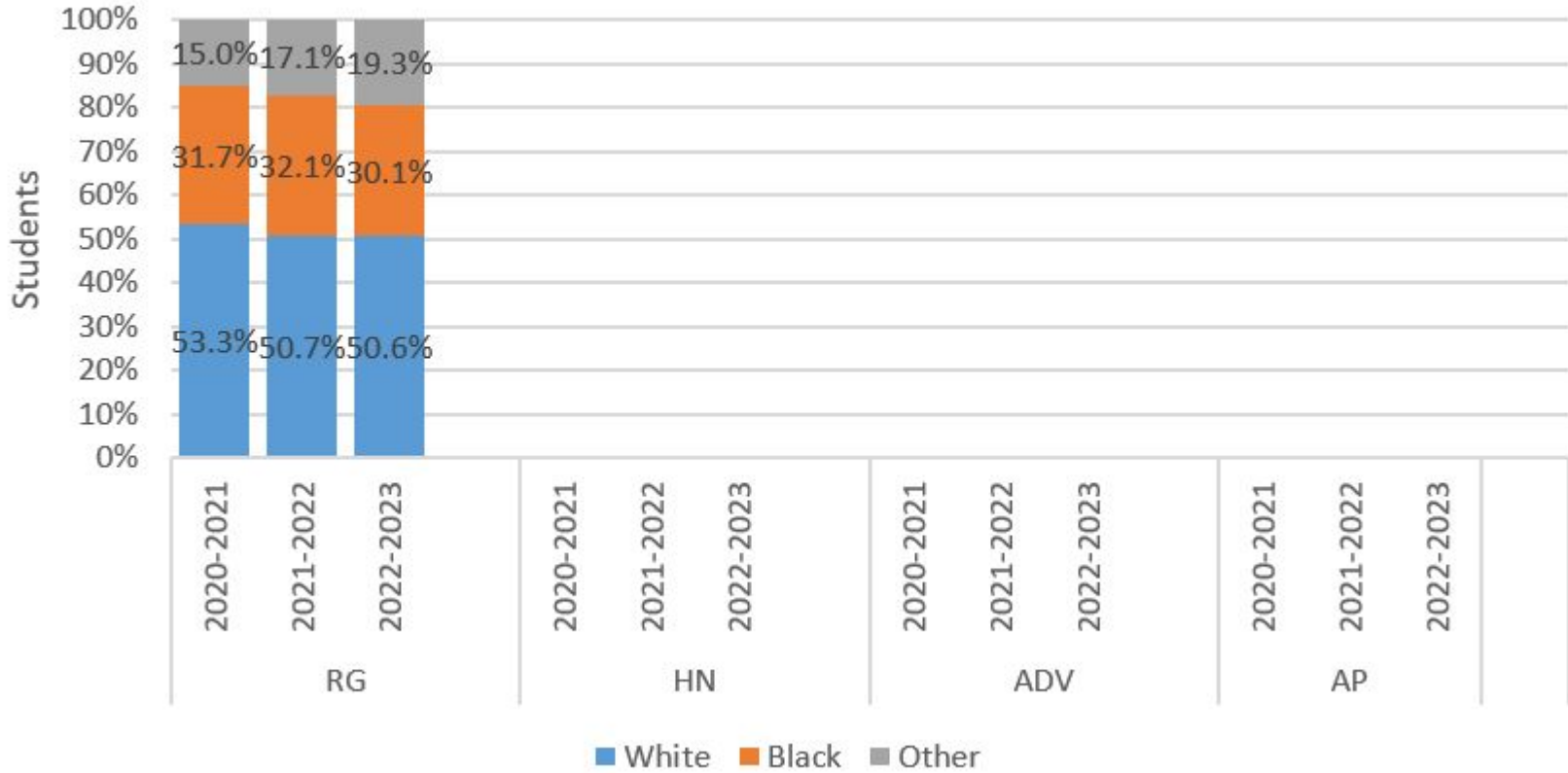


# Maplewood Middle School



# Maplewood Middle School

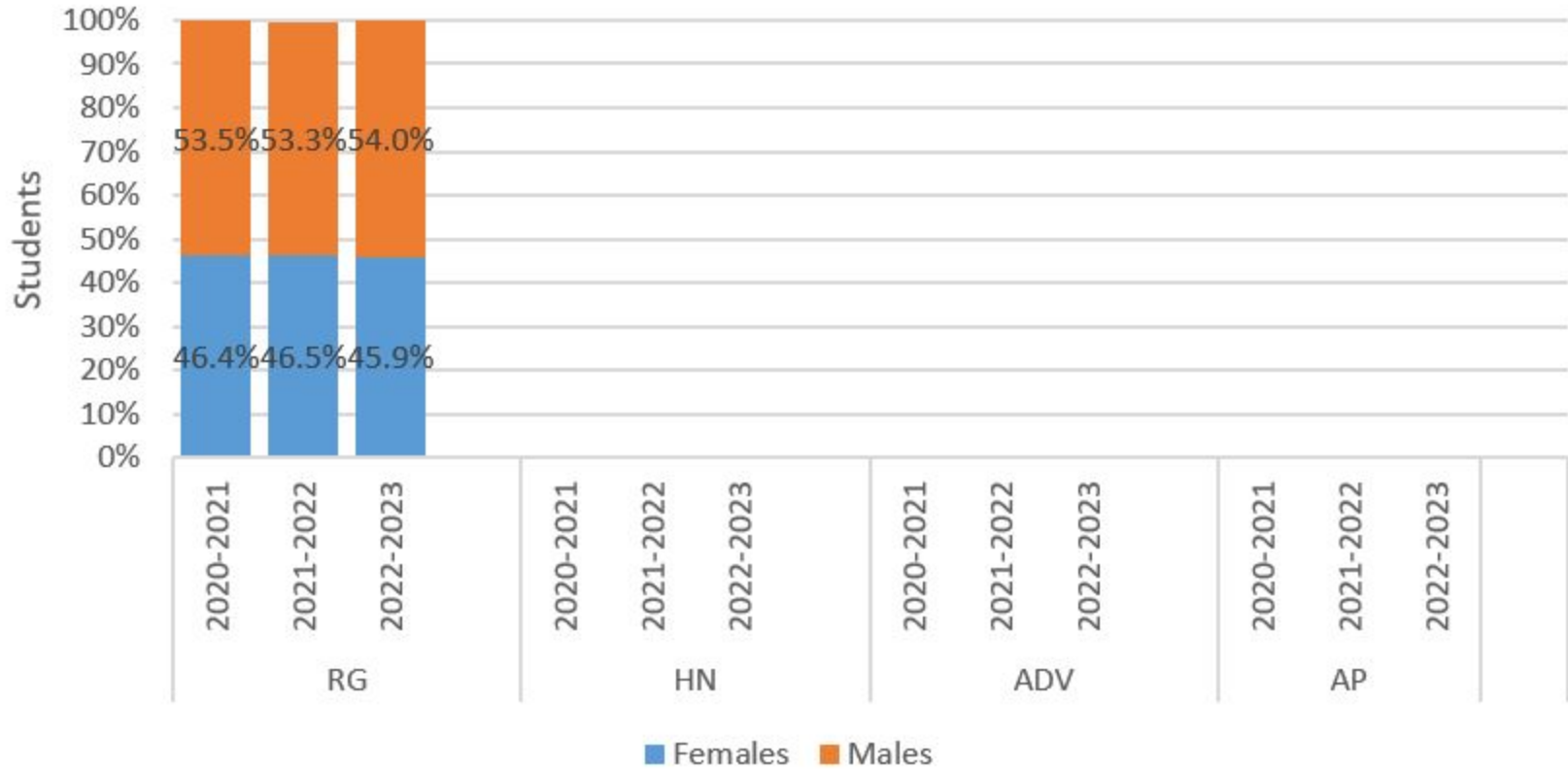
## Language Arts





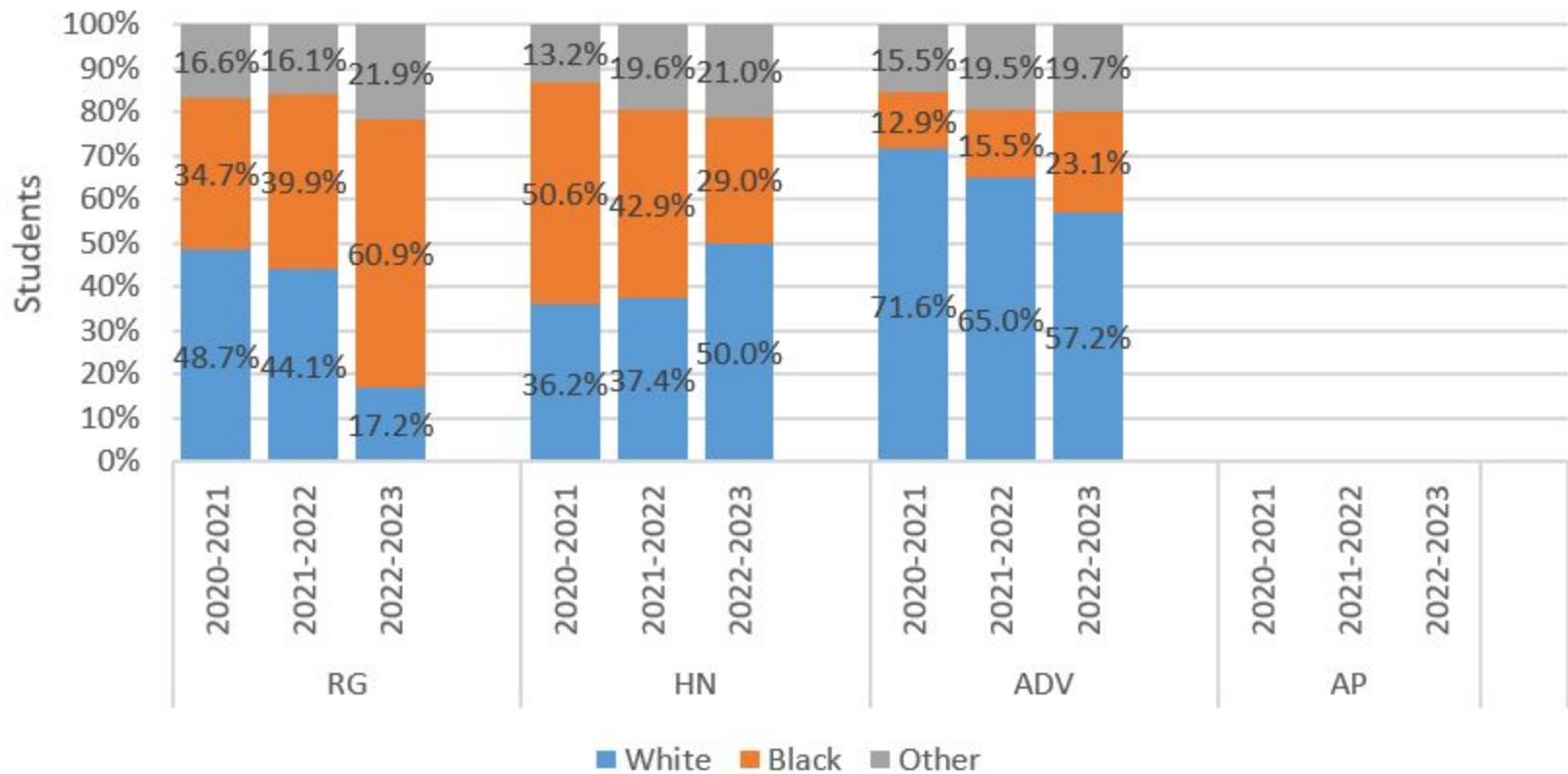
# Maplewood Middle School

## Language Arts



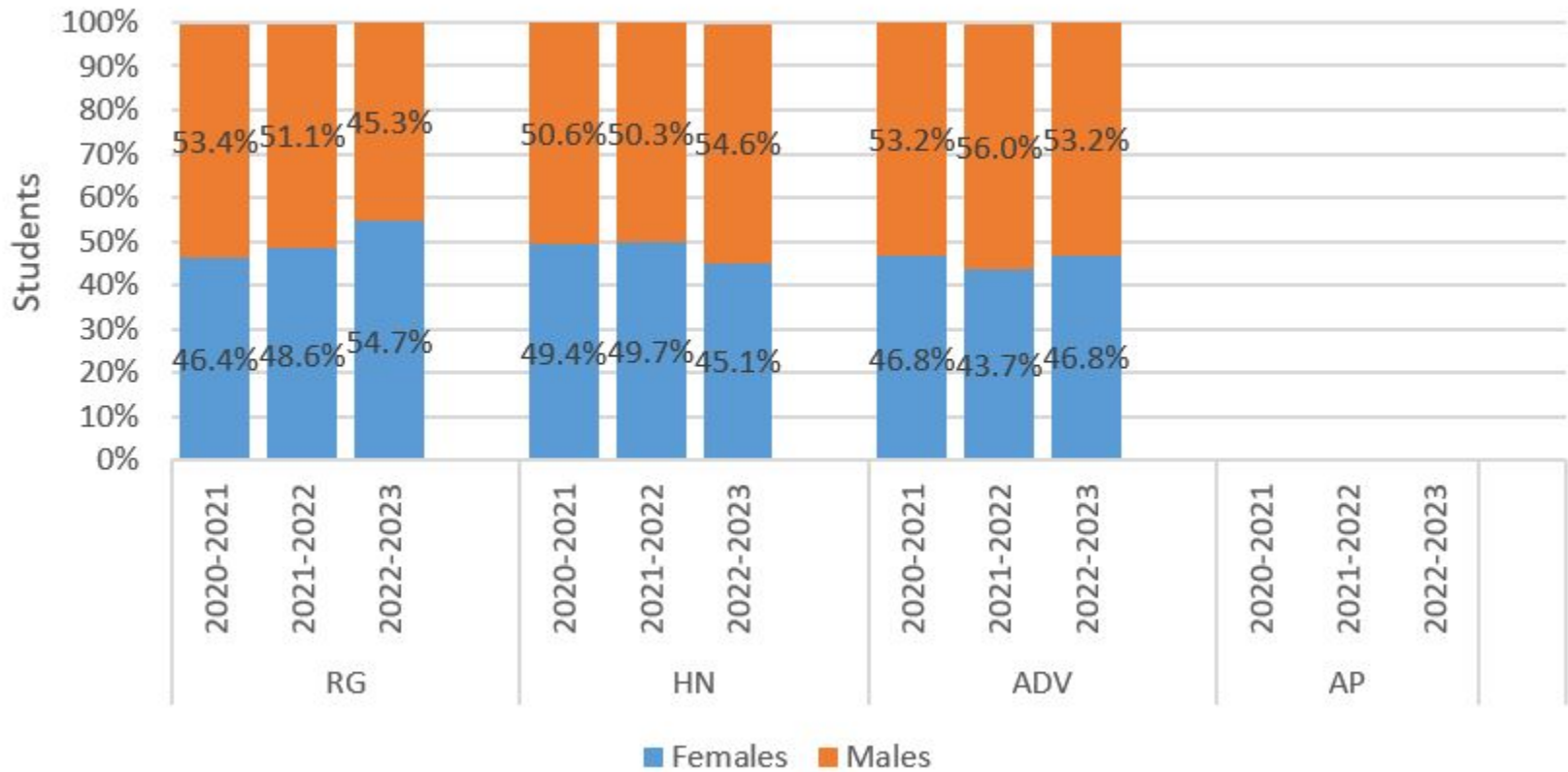
# Maplewood Middle School

## Mathematics



# Maplewood Middle School

## Mathematics



---

**A risk ratio equal to one means that the outcomes of both groups are identical.**

# How to Calculate a Risk Ratio

---

1. Decide what you want to measure
2. Decide how you want to compare
3. Calculate totals
4. Compare groups

# How to Calculate a Risk Ratio

(1.0 is our anchor)

Total students  
with ANY  
grade

Ratio of  
selected to  
total grades

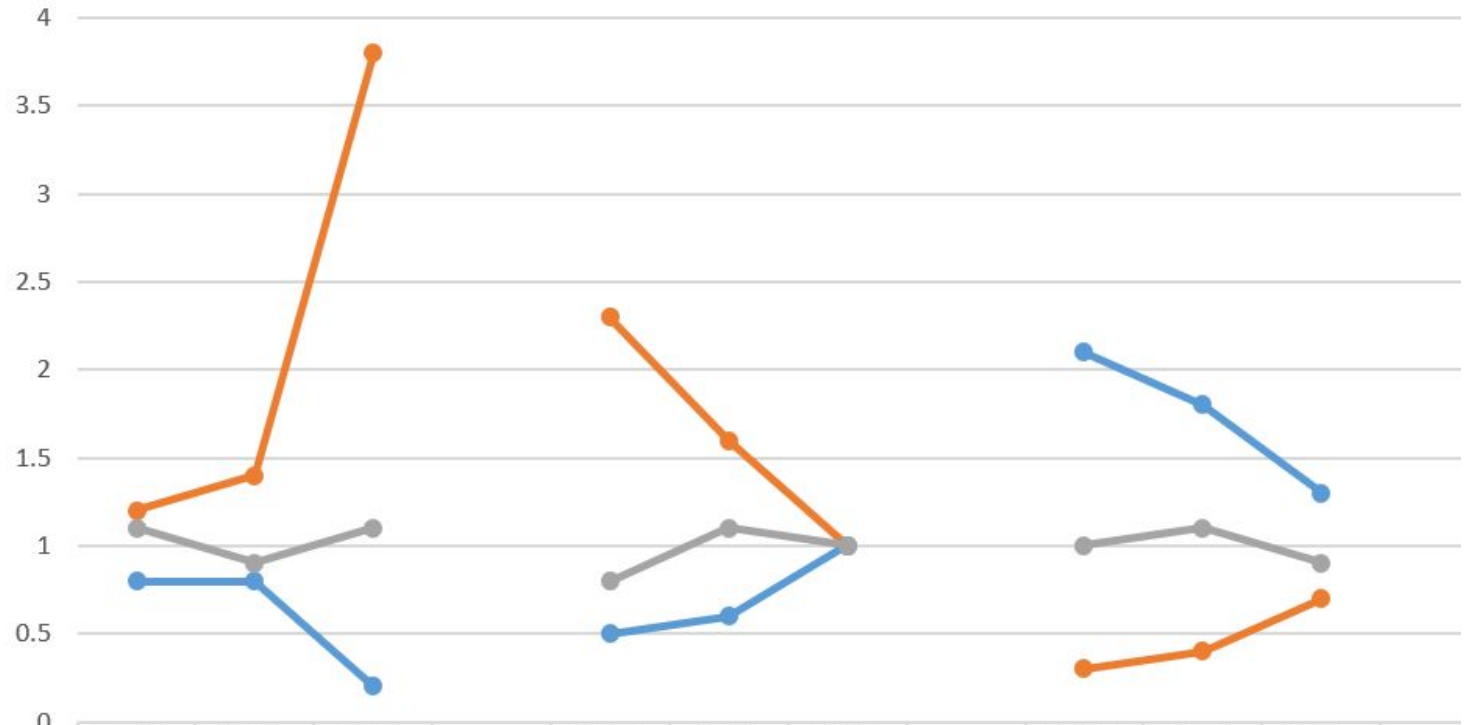
Grade Level	Total	Group Total	Group Ratio	Non-Group Ratio	Risk Ratio
9	39	27	0.69	0.81	0.85
10	71	47	0.66	0.84	0.79
11	64	53	0.83	0.79	1.05
12	105	95	0.9	0.73	1.24

Total students  
with SELECTED  
grades

Ratio for  
everyone else

# Advanced Math Course Risk Ratio

Maplewood Middle School - Risk Ratio (Mathematics)



	2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023
	RG				HN				ADV		
Black	1.2	1.4	3.8		2.3	1.6	1		0.3	0.4	0.7
White	0.8	0.8	0.2		0.5	0.6	1		2.1	1.8	1.3
Other	1.1	0.9	1.1		0.8	1.1	1		1	1.1	0.9

# Advanced Math Courses at Maplewood Middle School

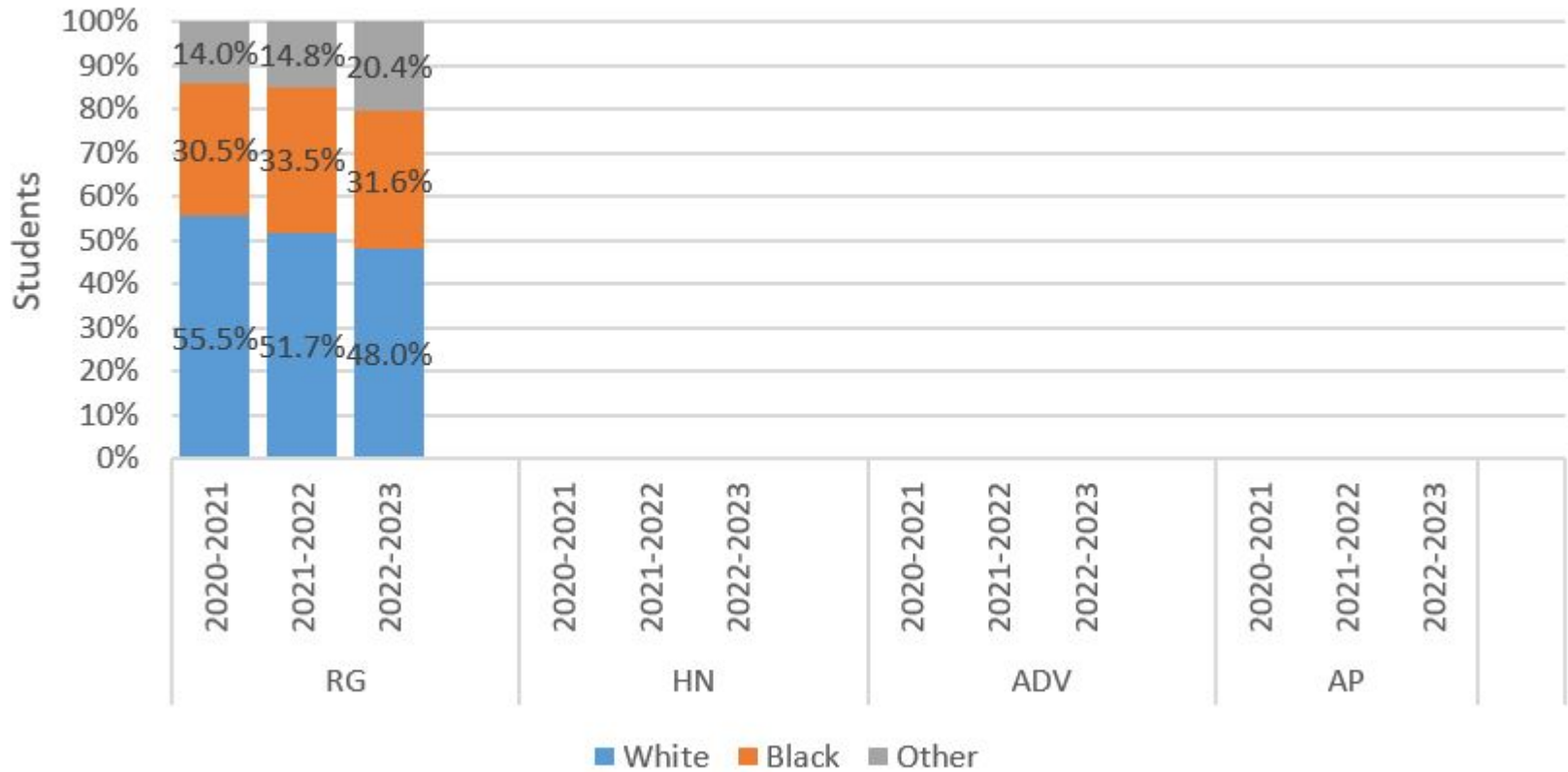
---

- + Math is the only course in middle school that has honors and advanced level courses. Grade 6, 7, and 8 Pre-algebra count as honors and Algebra I and Geometry are the advanced offerings.
- + There was about an 8% increase in the number of Black students who took an advanced mathematics course; however, there is cause for concern in that Black students are 4 times more likely to take a regular math course as opposed to an advanced course compared to their
- + All other group's enrollment remained consistent over the three years.



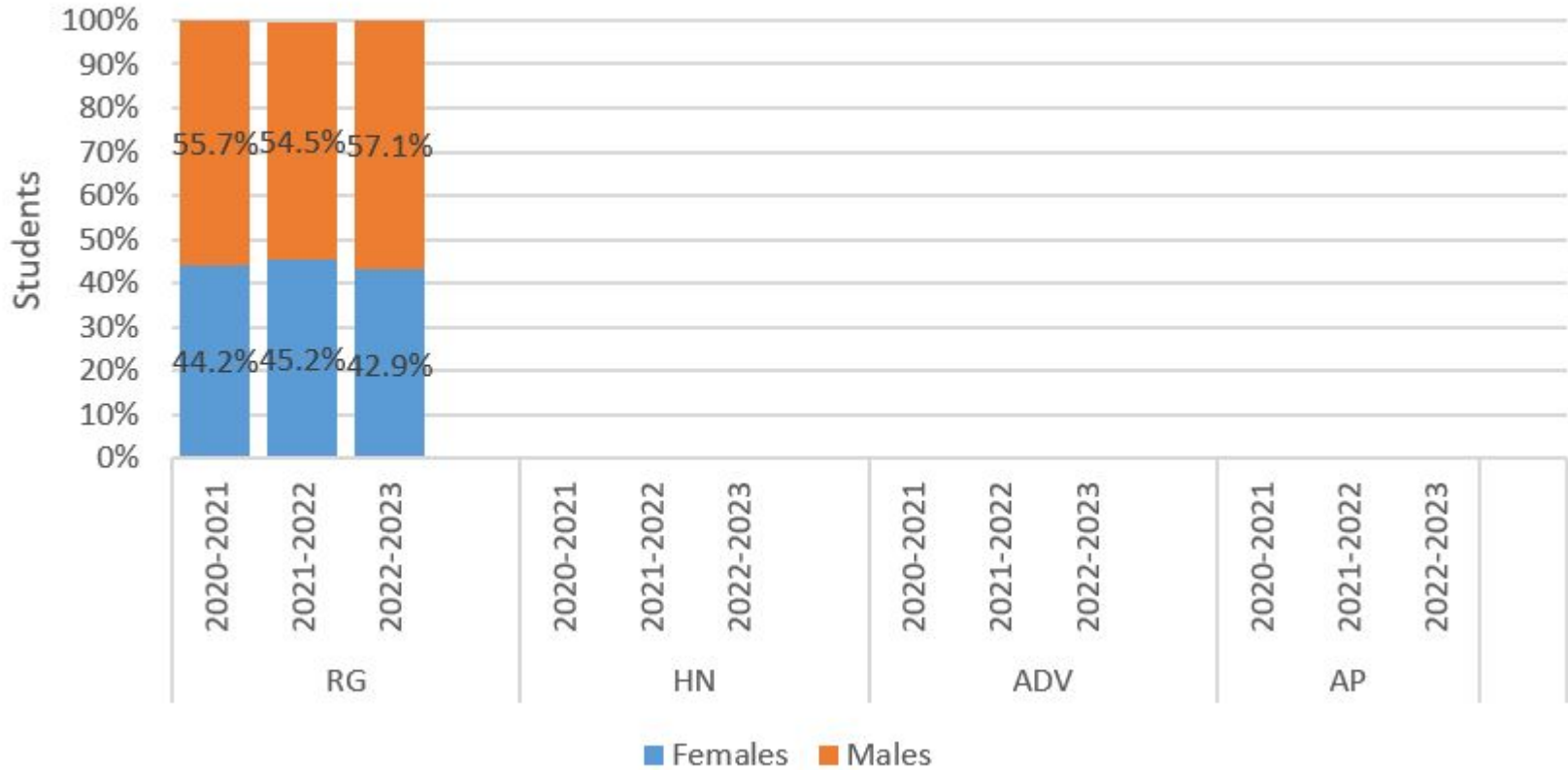
# Maplewood Middle School

## Media & Technology



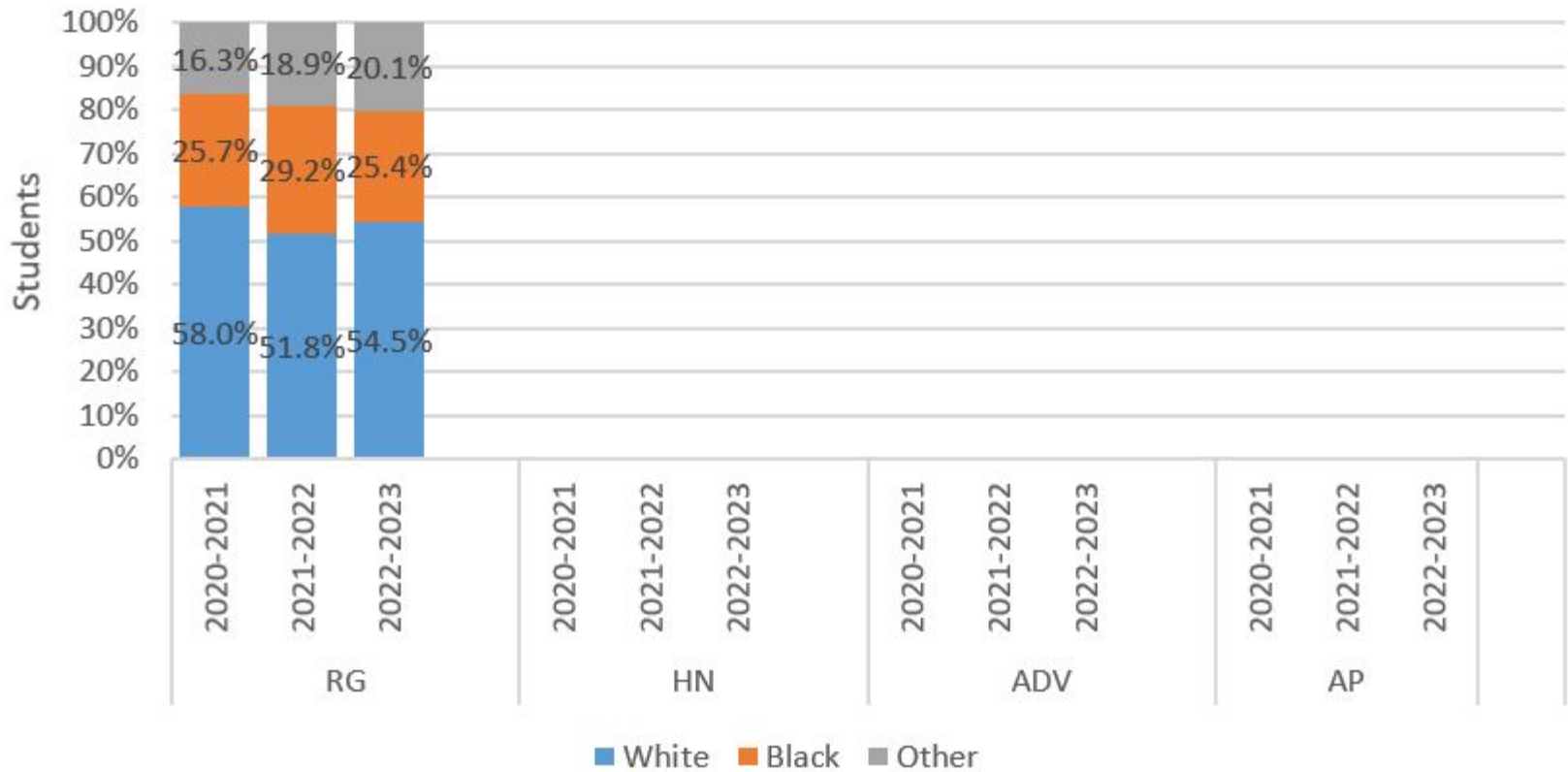
# Maplewood Middle School

## Media & Technology



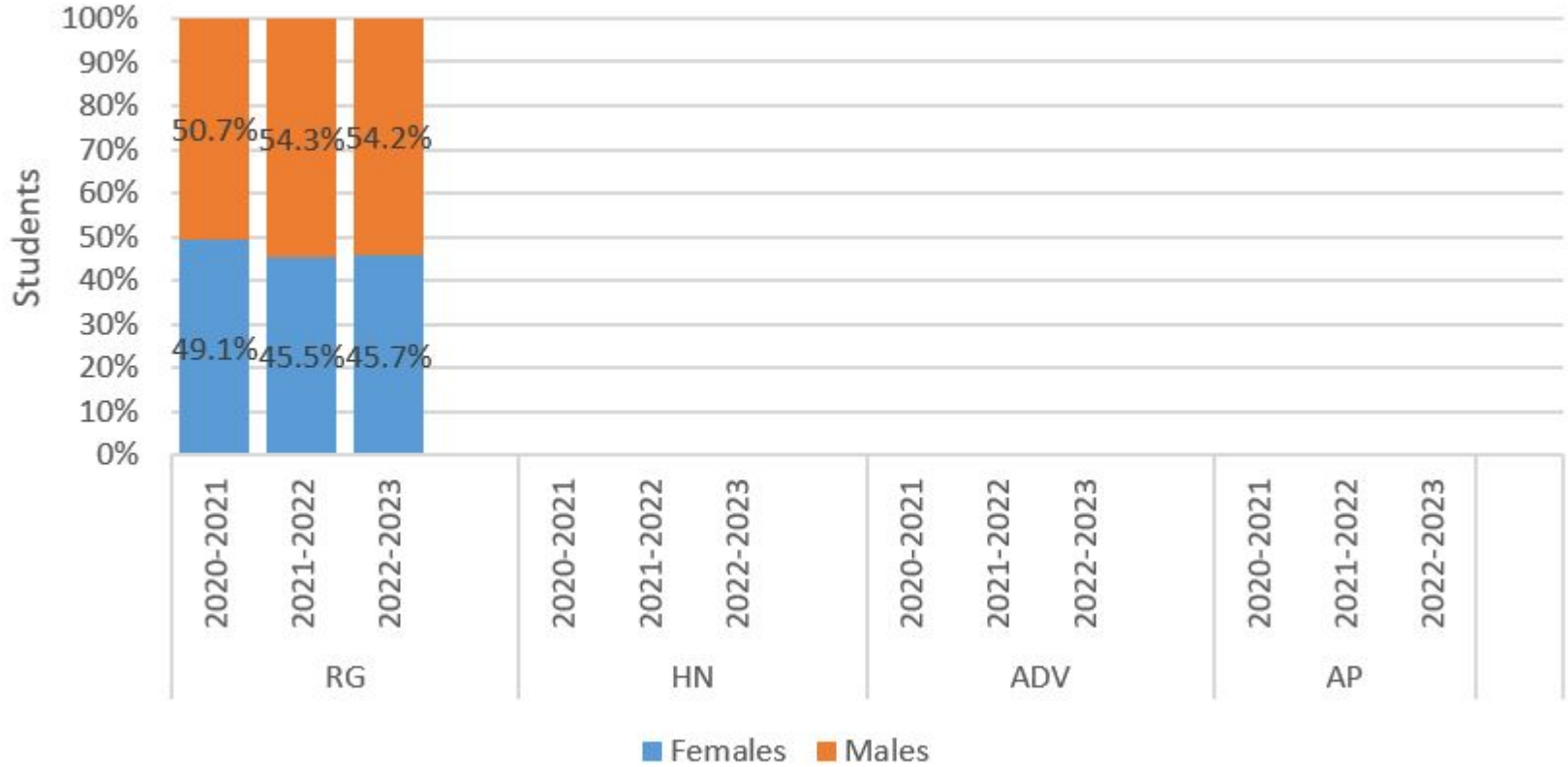
# Maplewood Middle School

## Music



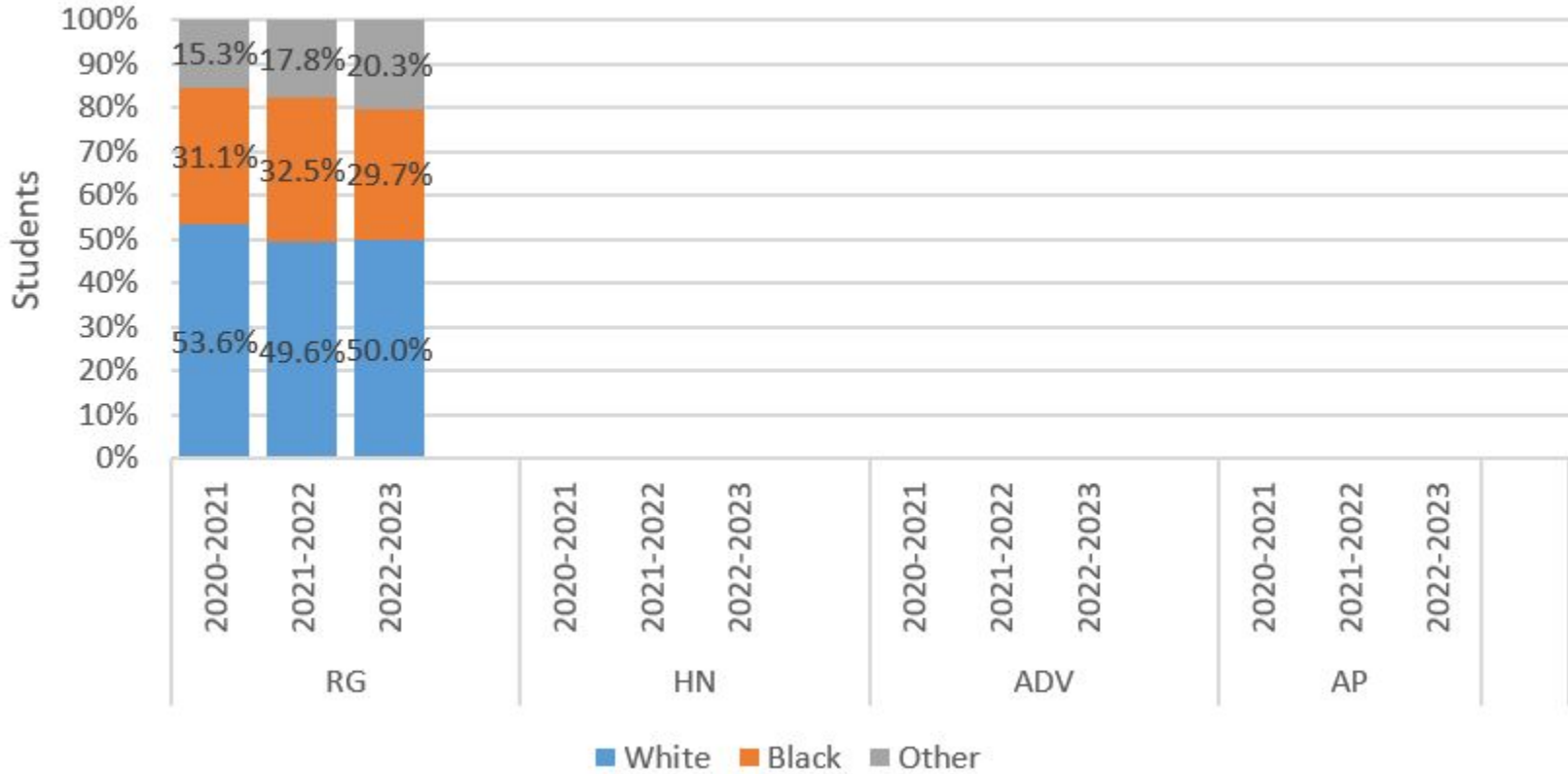
# Maplewood Middle School

## Music



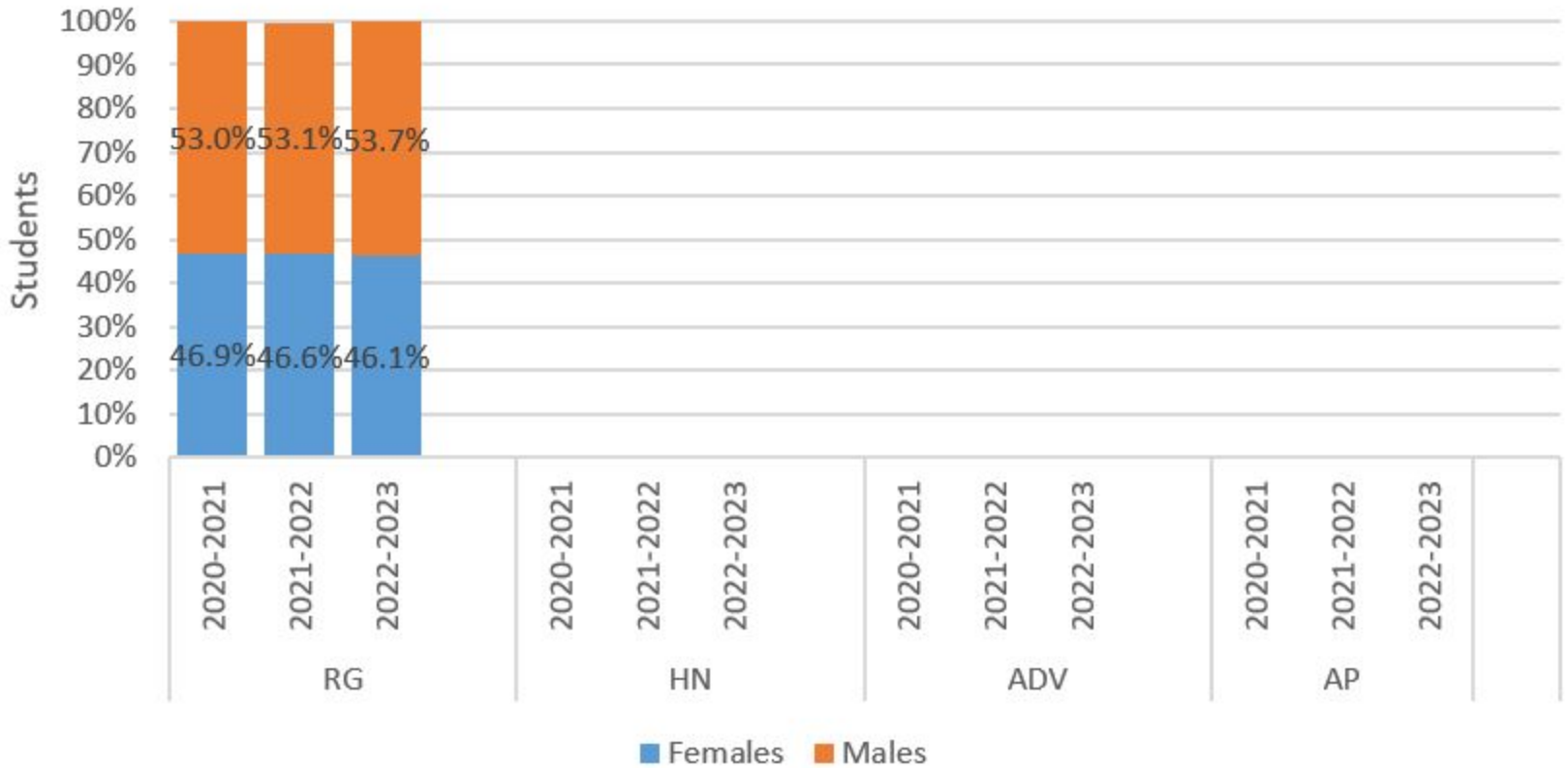
# Maplewood Middle School

## Science



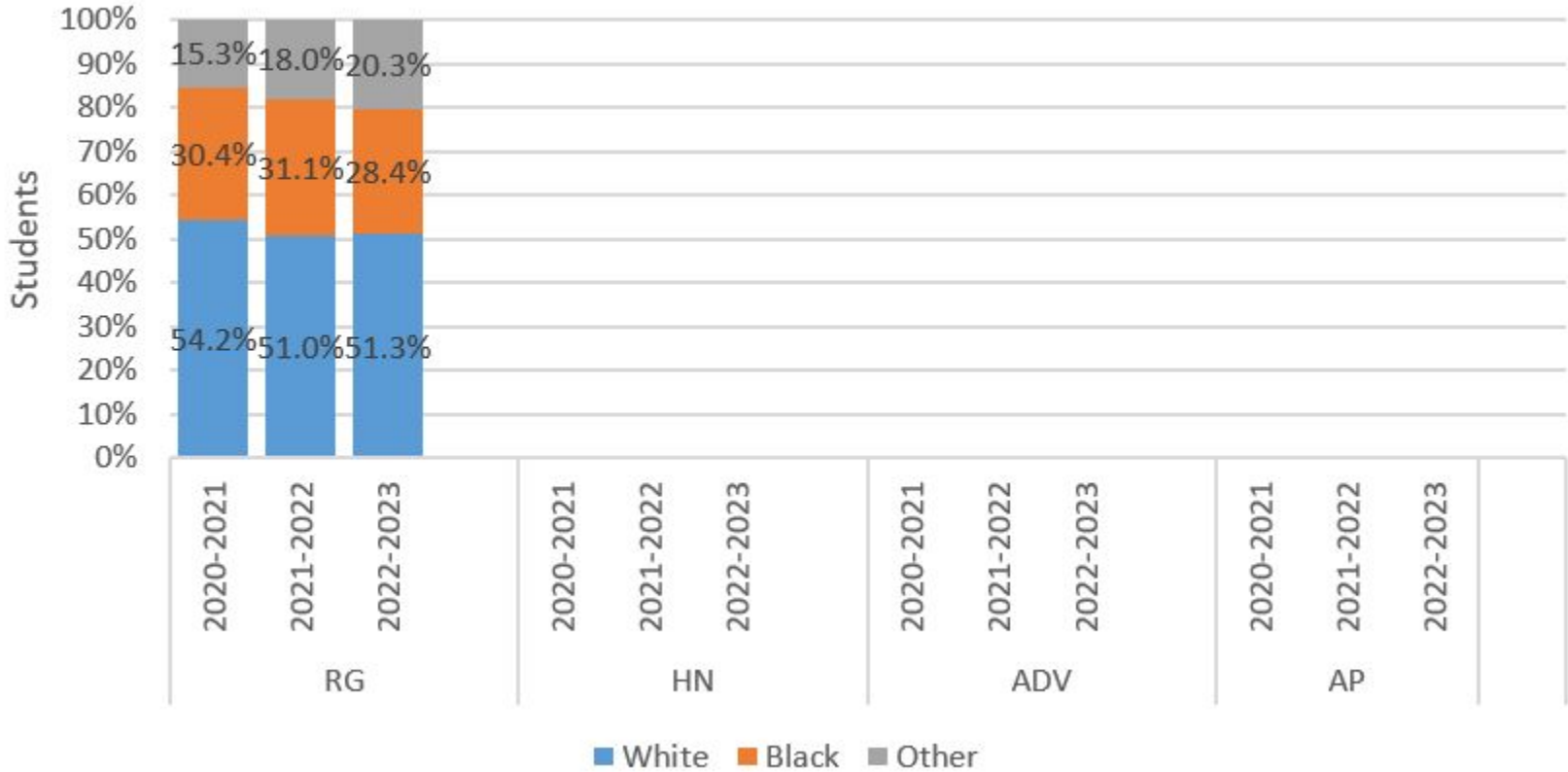
# Maplewood Middle School

## Science



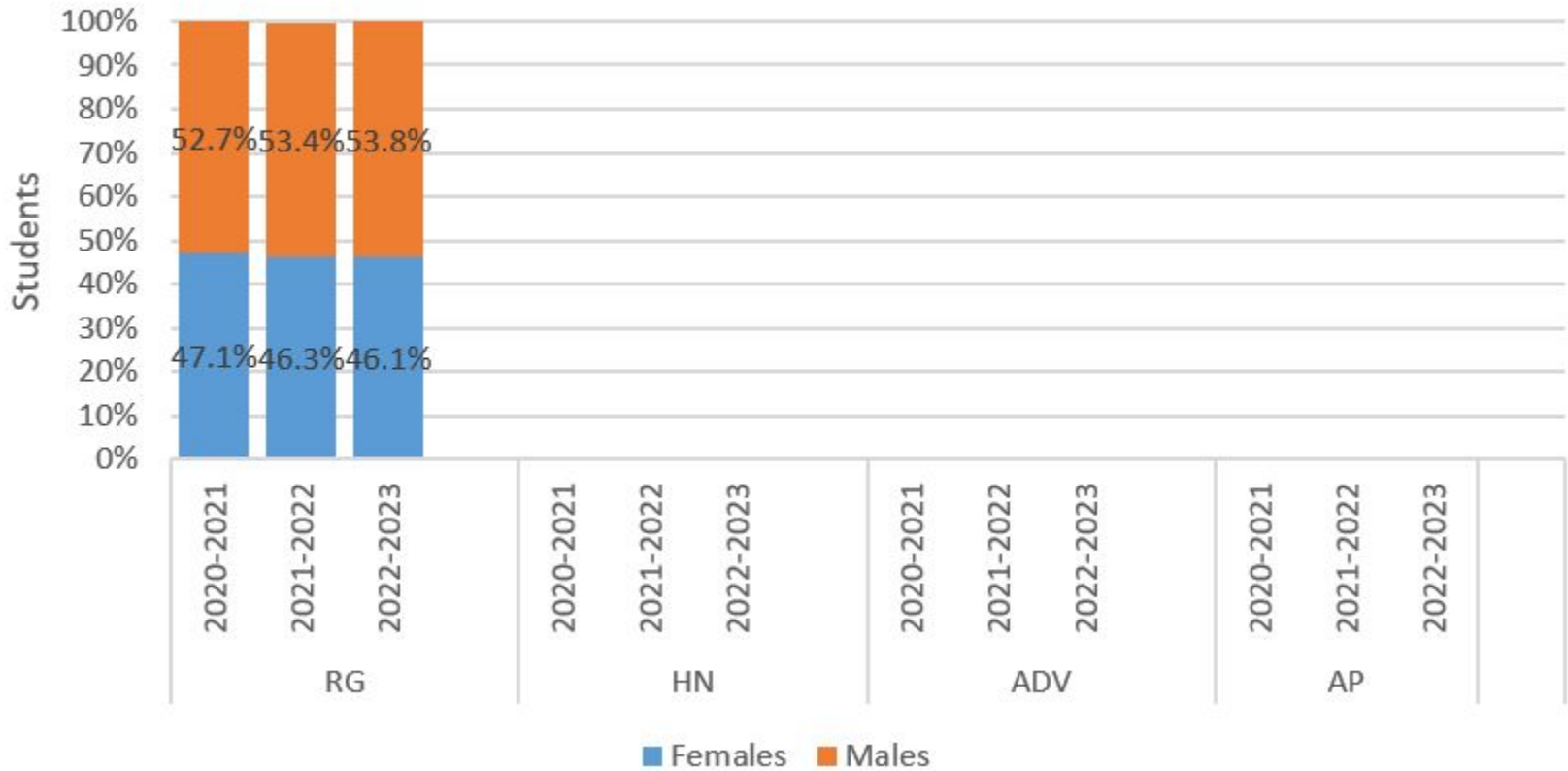
# Maplewood Middle School

## Social Studies



# Maplewood Middle School

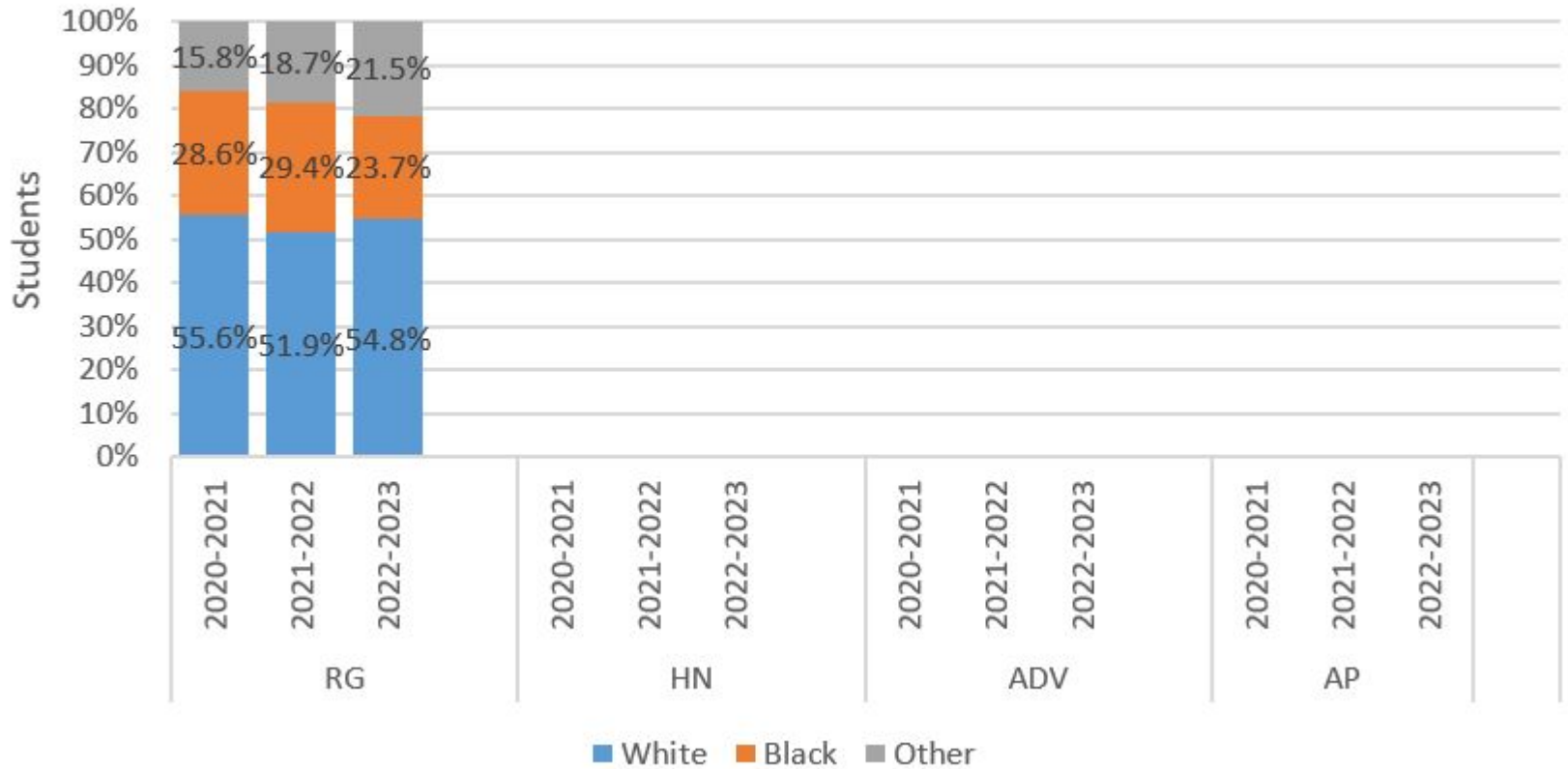
## Social Studies





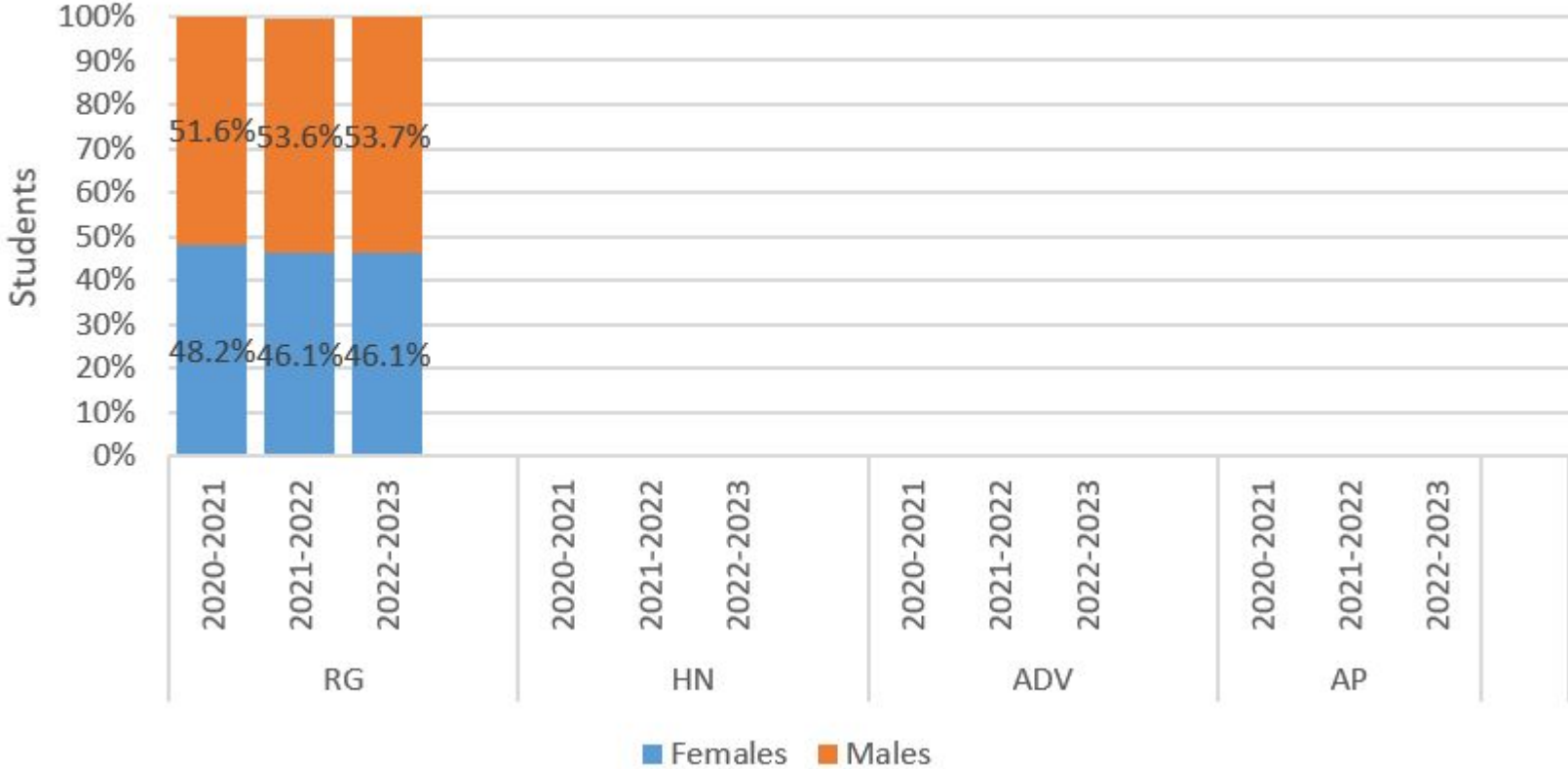
# Maplewood Middle School

## World Languages



# Maplewood Middle School

## World Languages

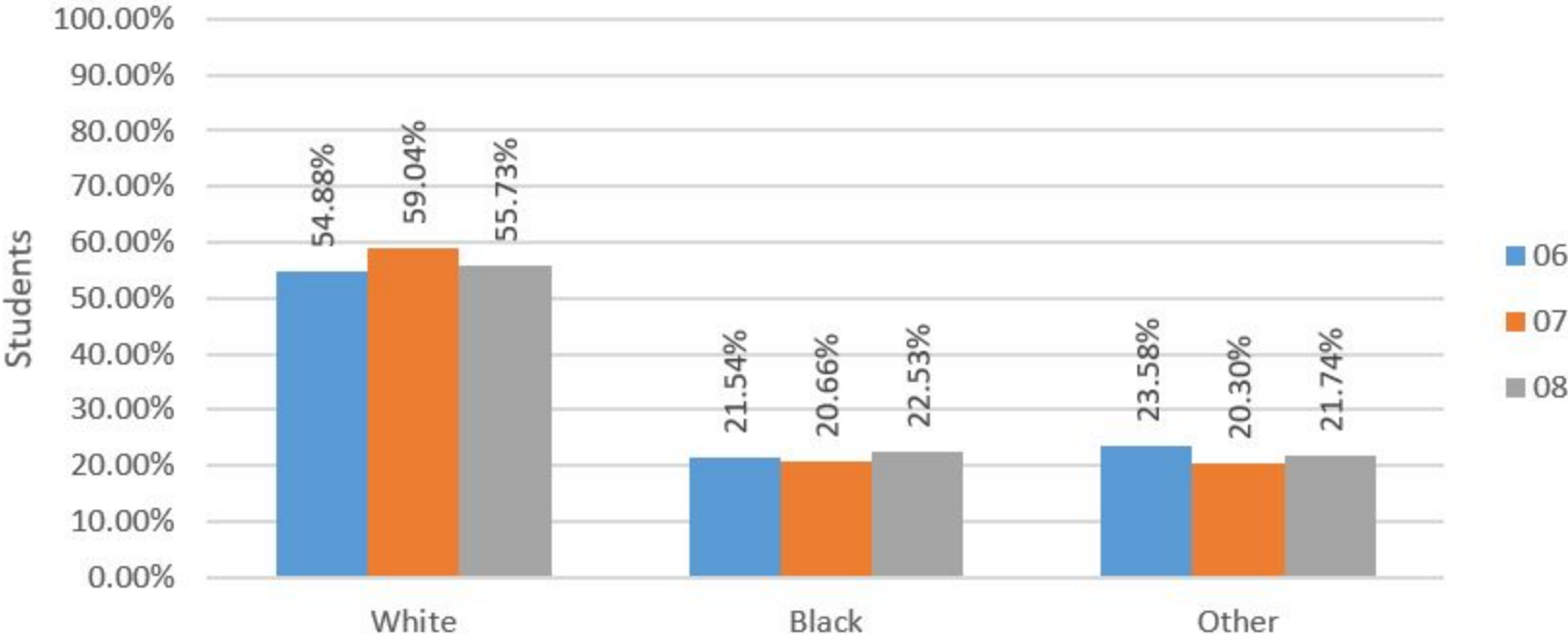




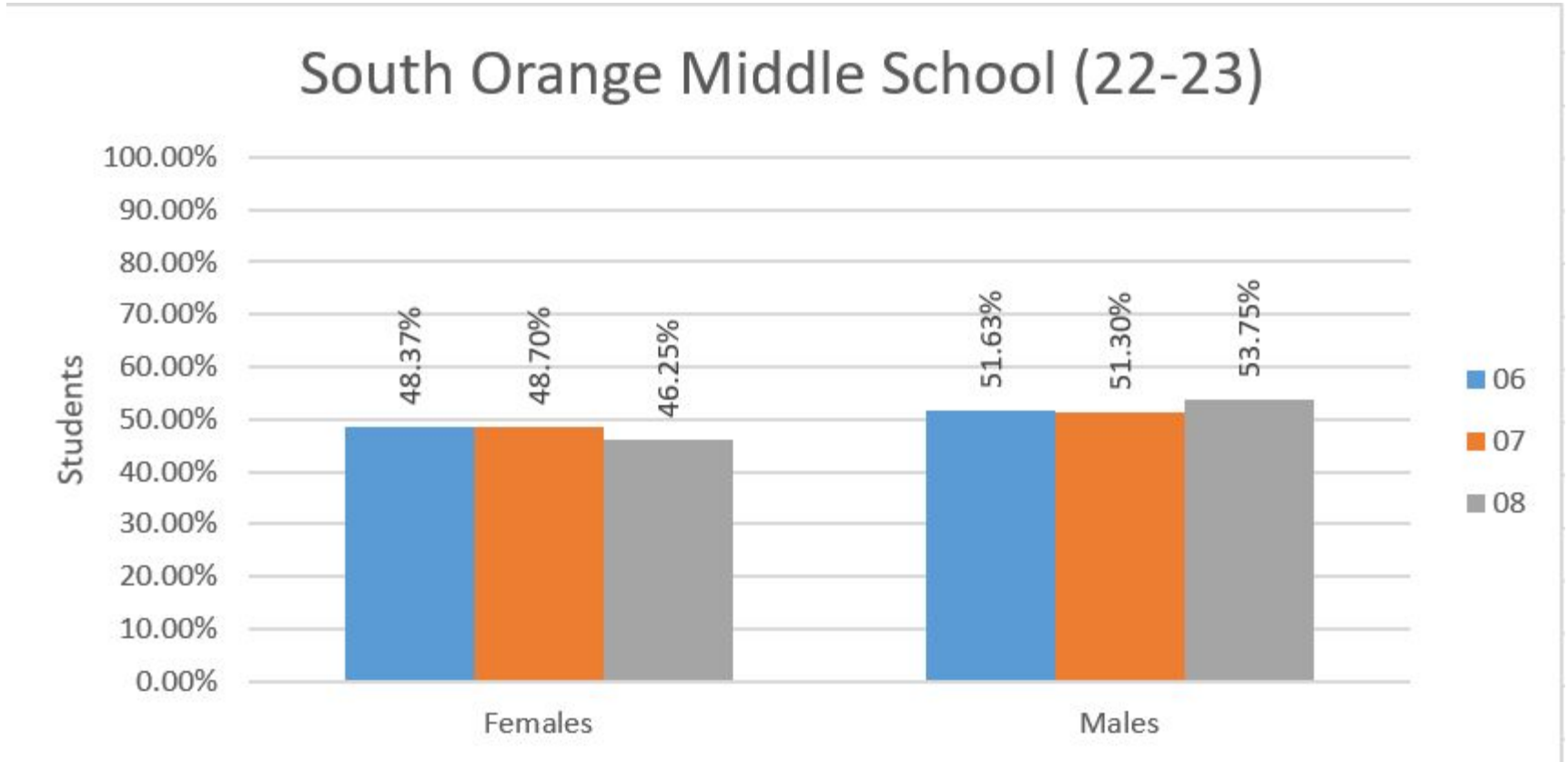
## Course Enrollment at South Orange Middle School

# South Orange Middle School Enrollment

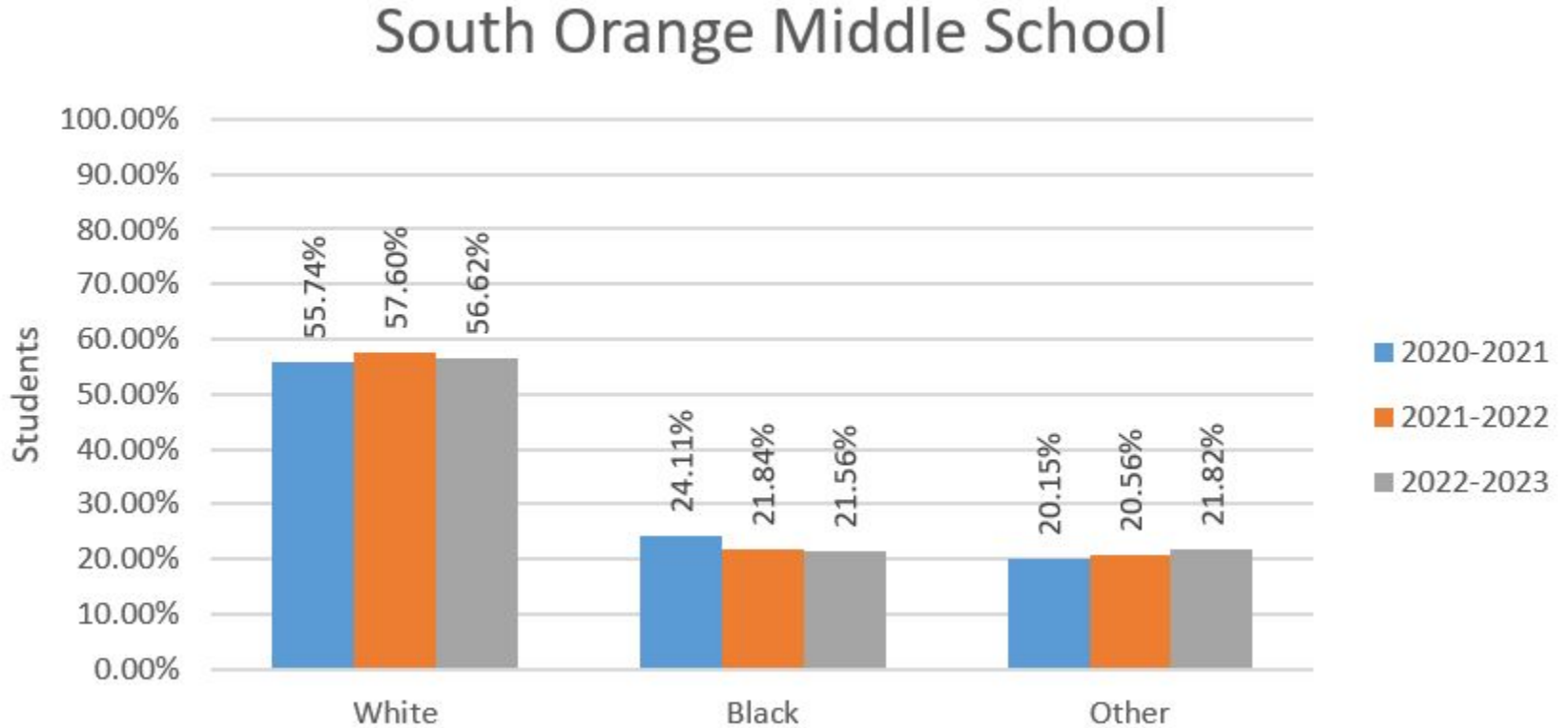
## South Orange Middle School (22-23)



# South Orange Middle School Enrollment

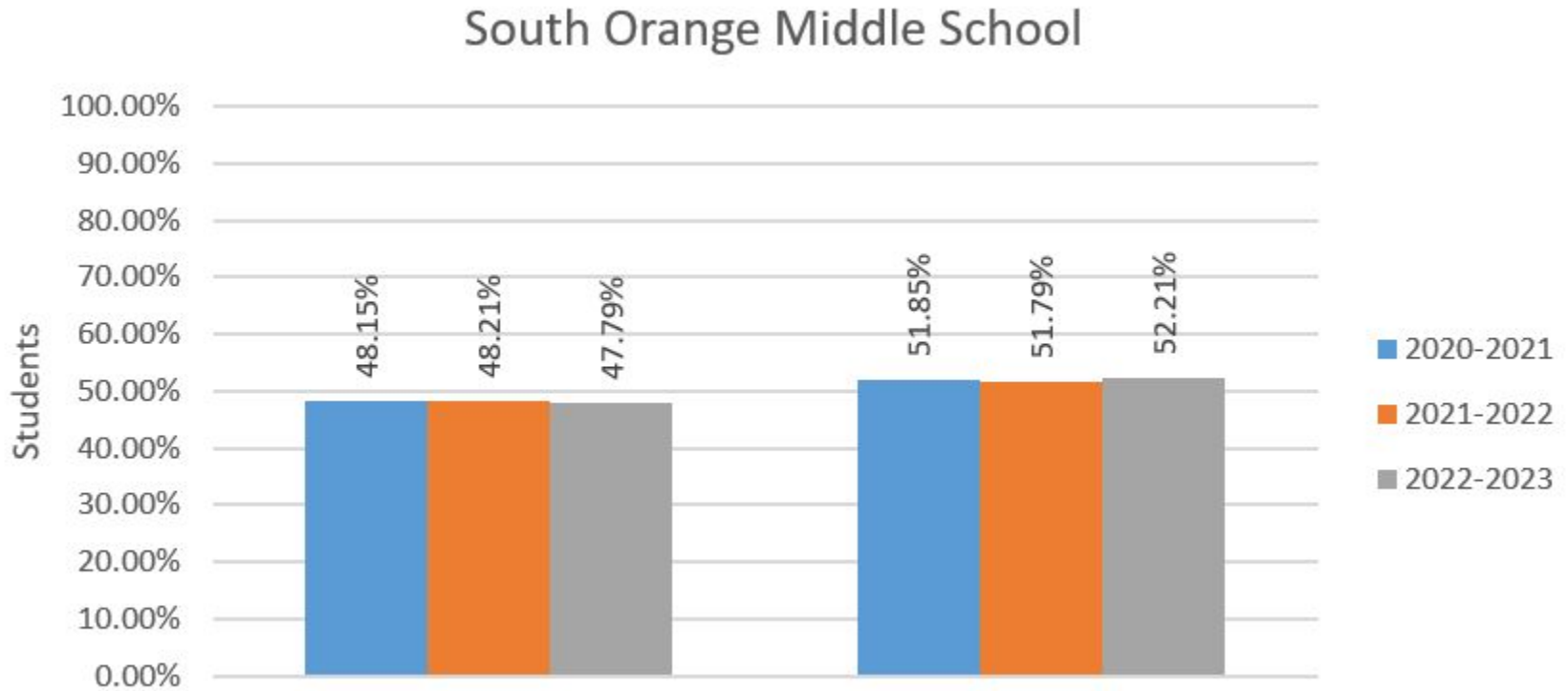


# South Orange Middle School Enrollment



# South Orange Middle School Enrollment

\*SOMSD acknowledges that we have non-binary/gender non-conforming students within our district. Because capturing this data requires students to self identify, this data is not included in the gender slides in order to protect the identity of the students.



## Enrollment at South Orange Middle School

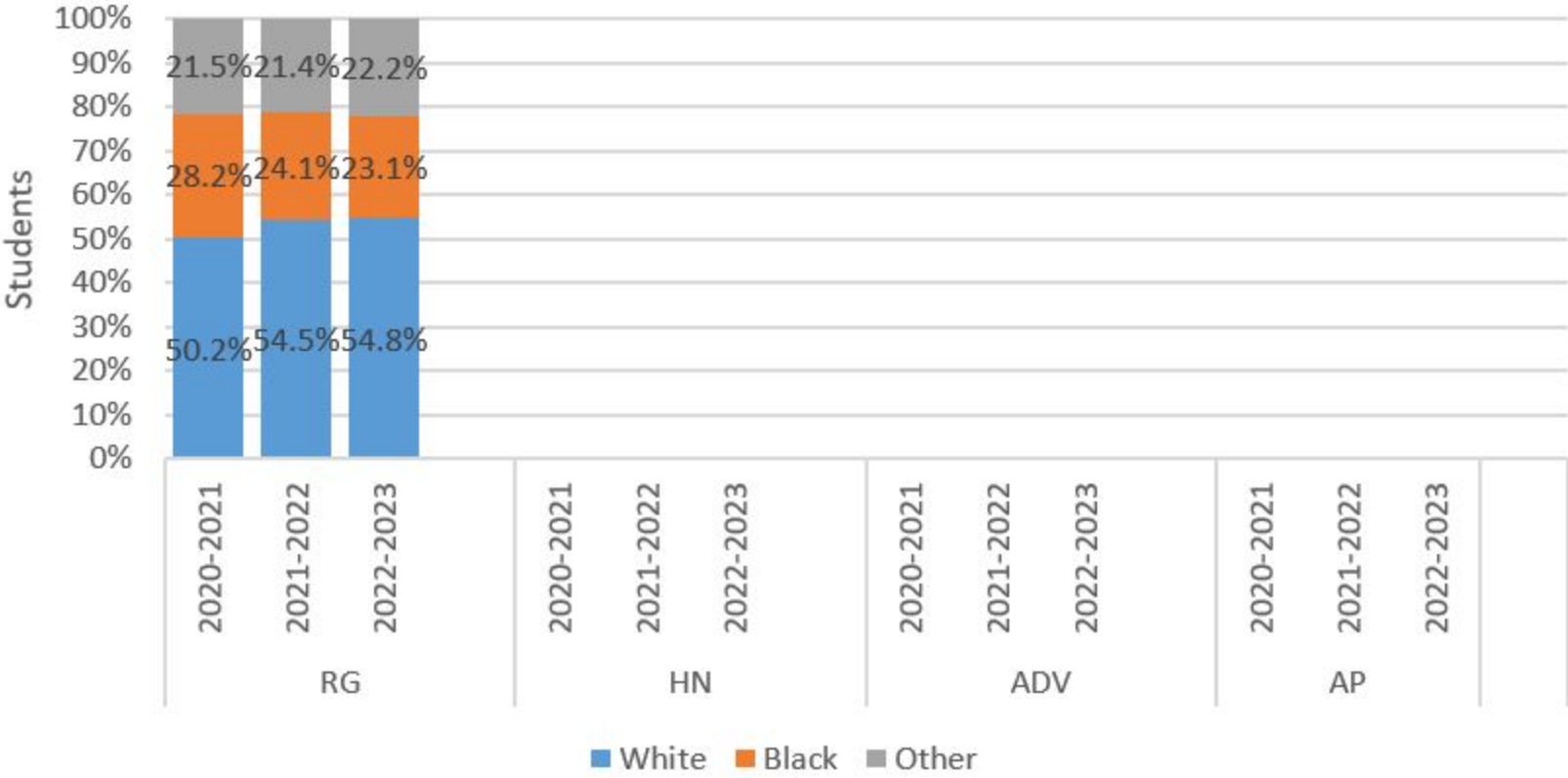
---

The three year trend data shows that overall enrollment at South Orange Middle School also remains consistent over the three years with those identifying as White making up over half the population of the school. Students identifying as Black are the next highest population group. Those identifying as multiracial make up 12.6% of the population and represent the third largest group in the school.



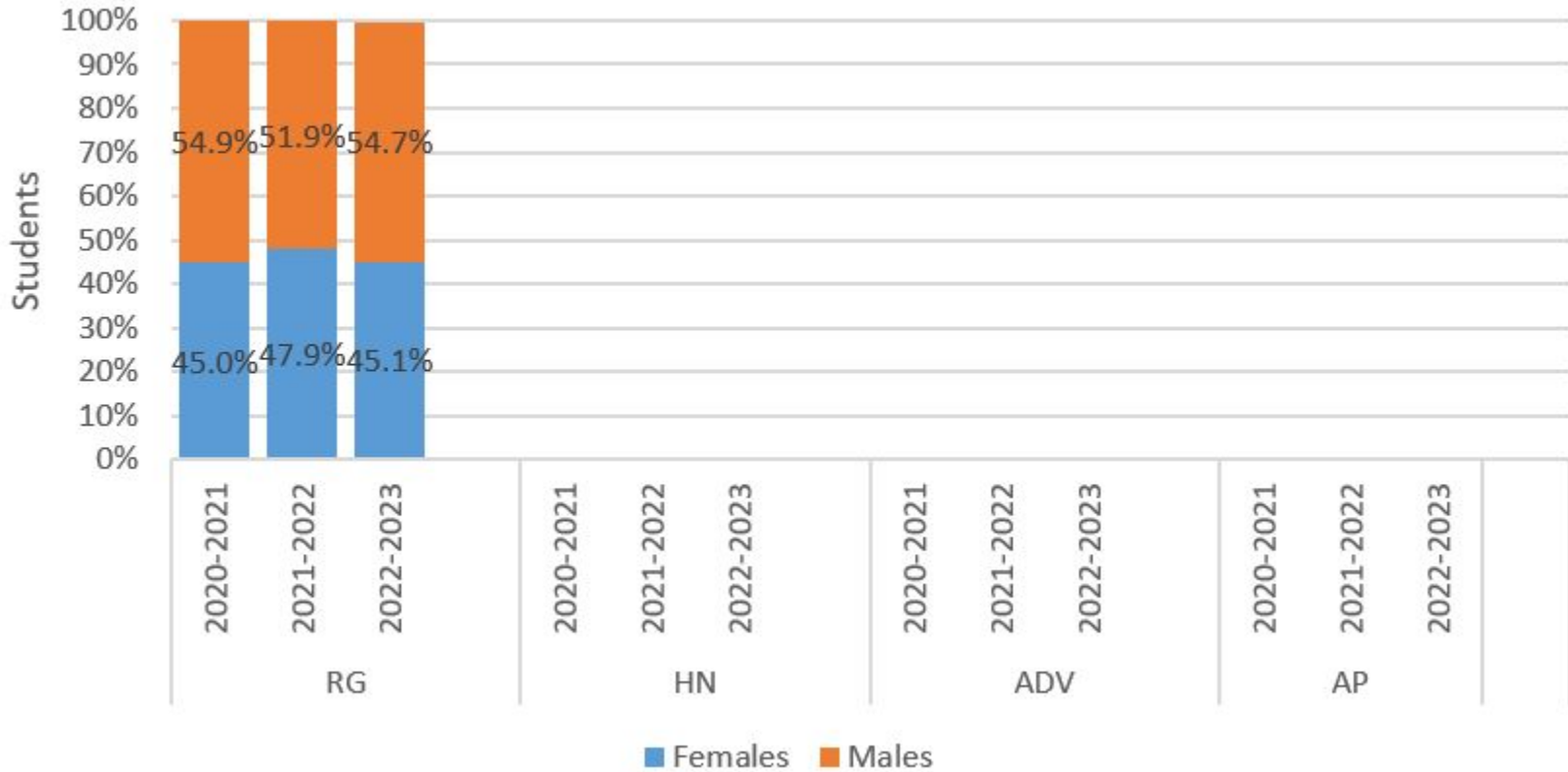
# South Orange Middle School

## Art



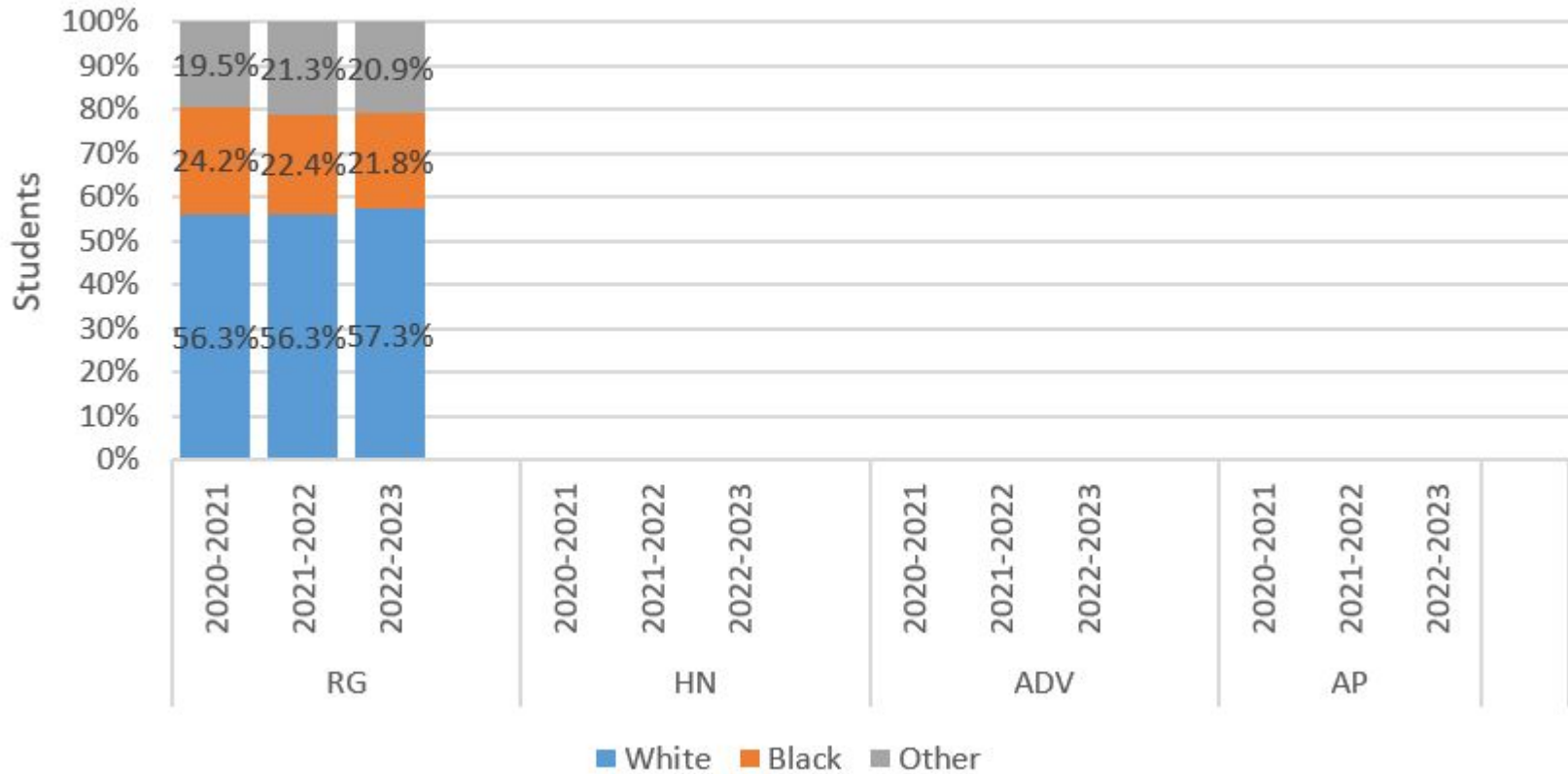
# South Orange Middle School

## Art



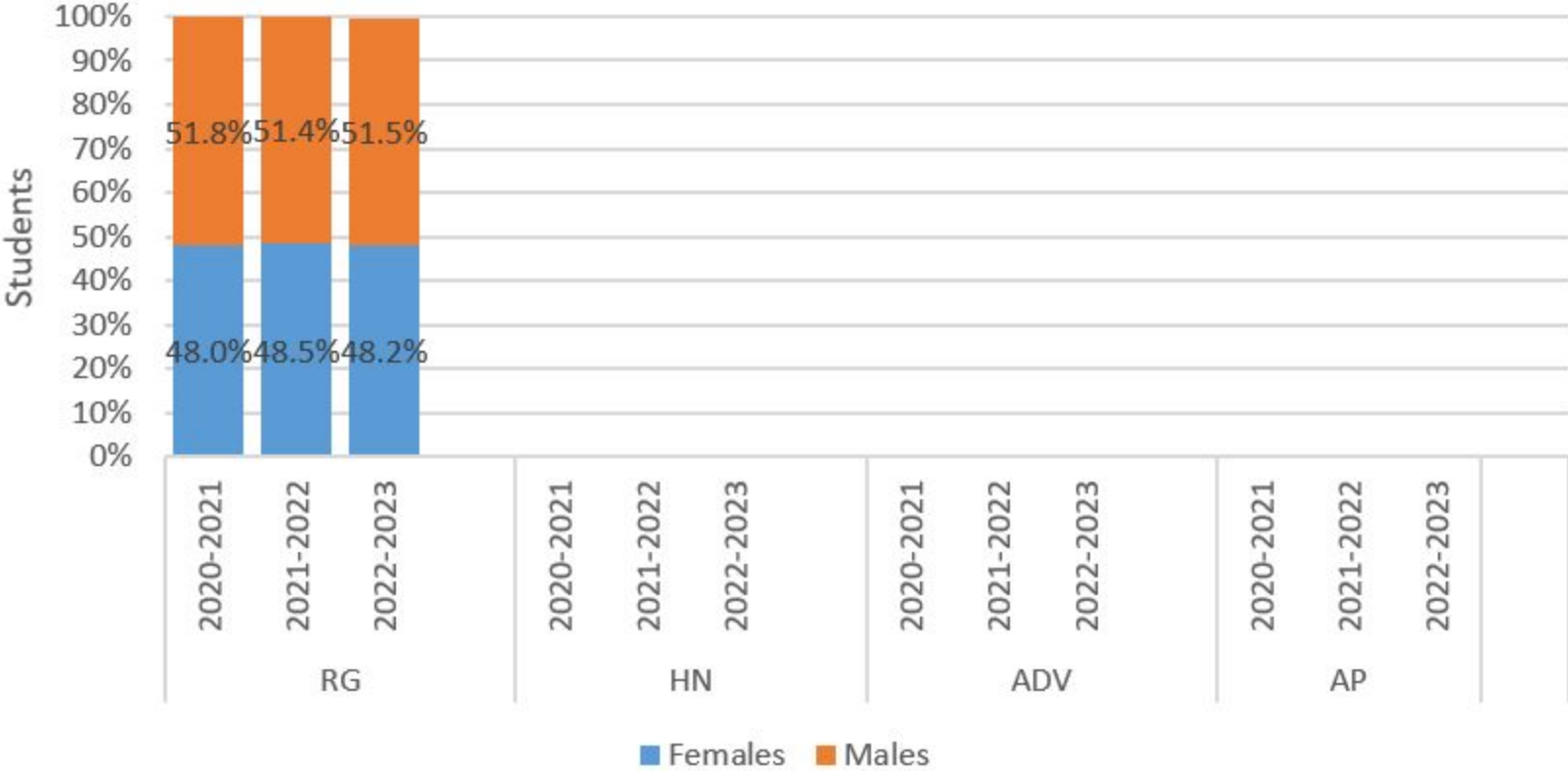
# South Orange Middle School

## Language Arts



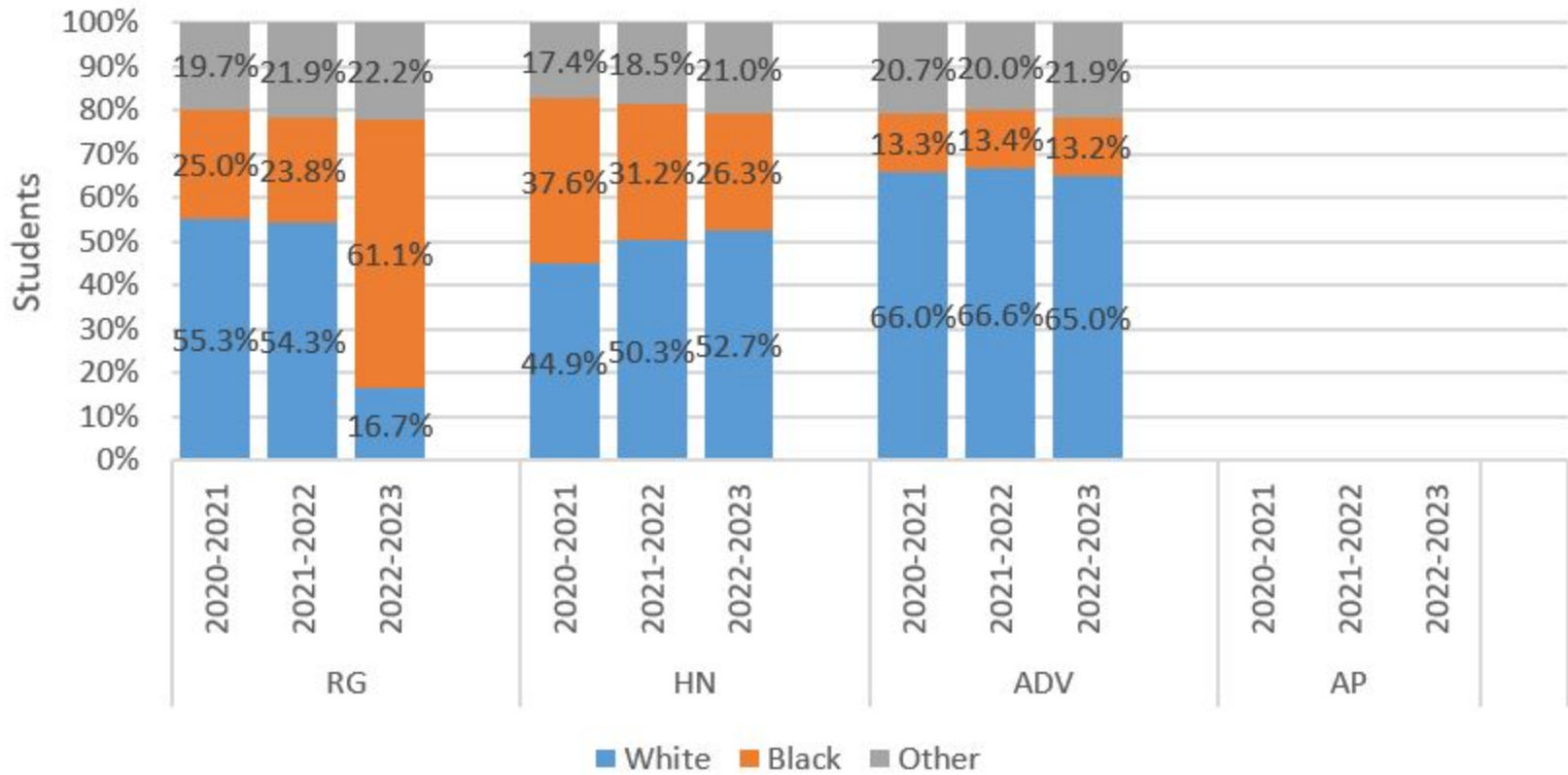
# South Orange Middle School

## Language Arts



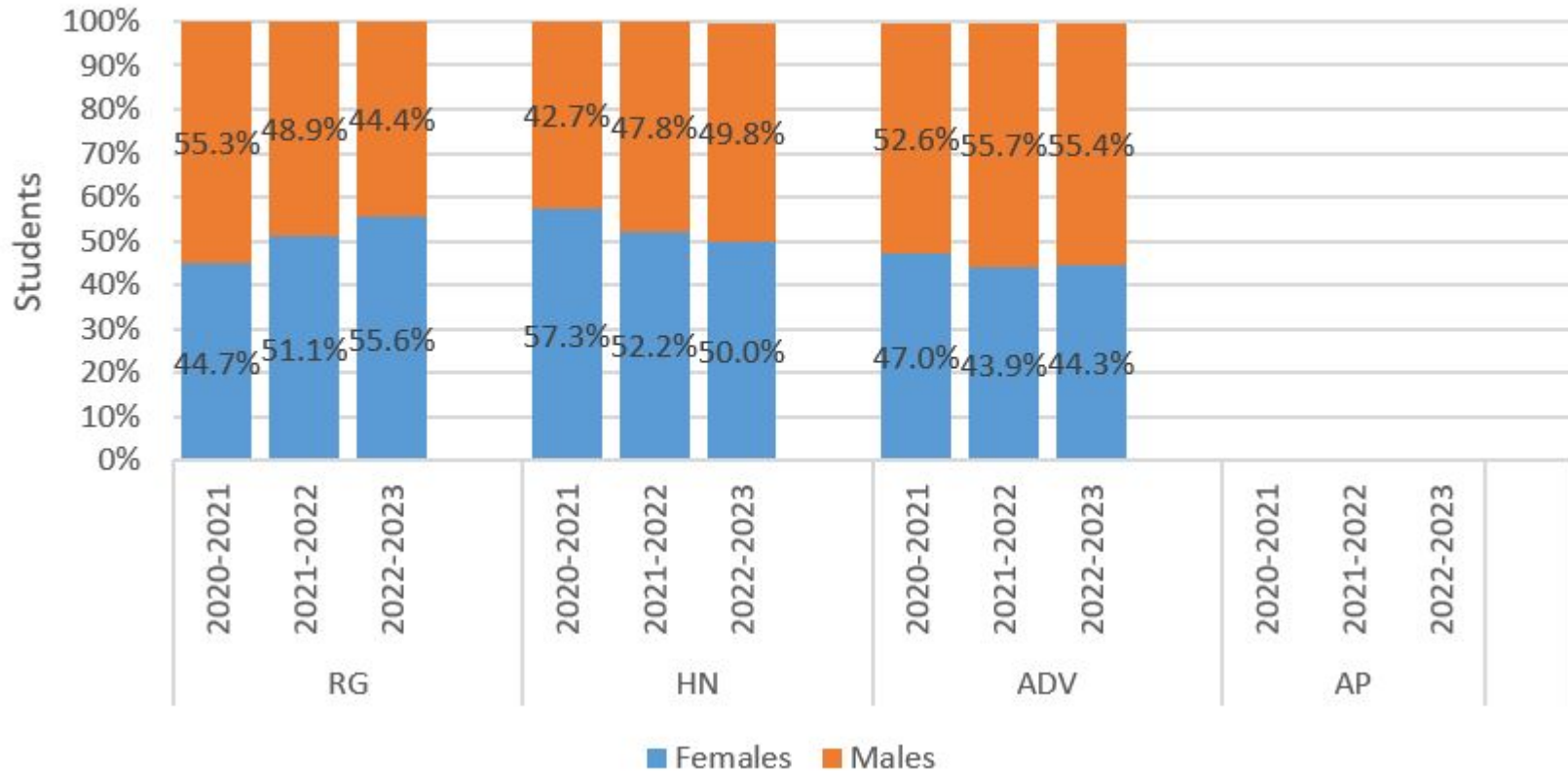
# South Orange Middle School

## Mathematics



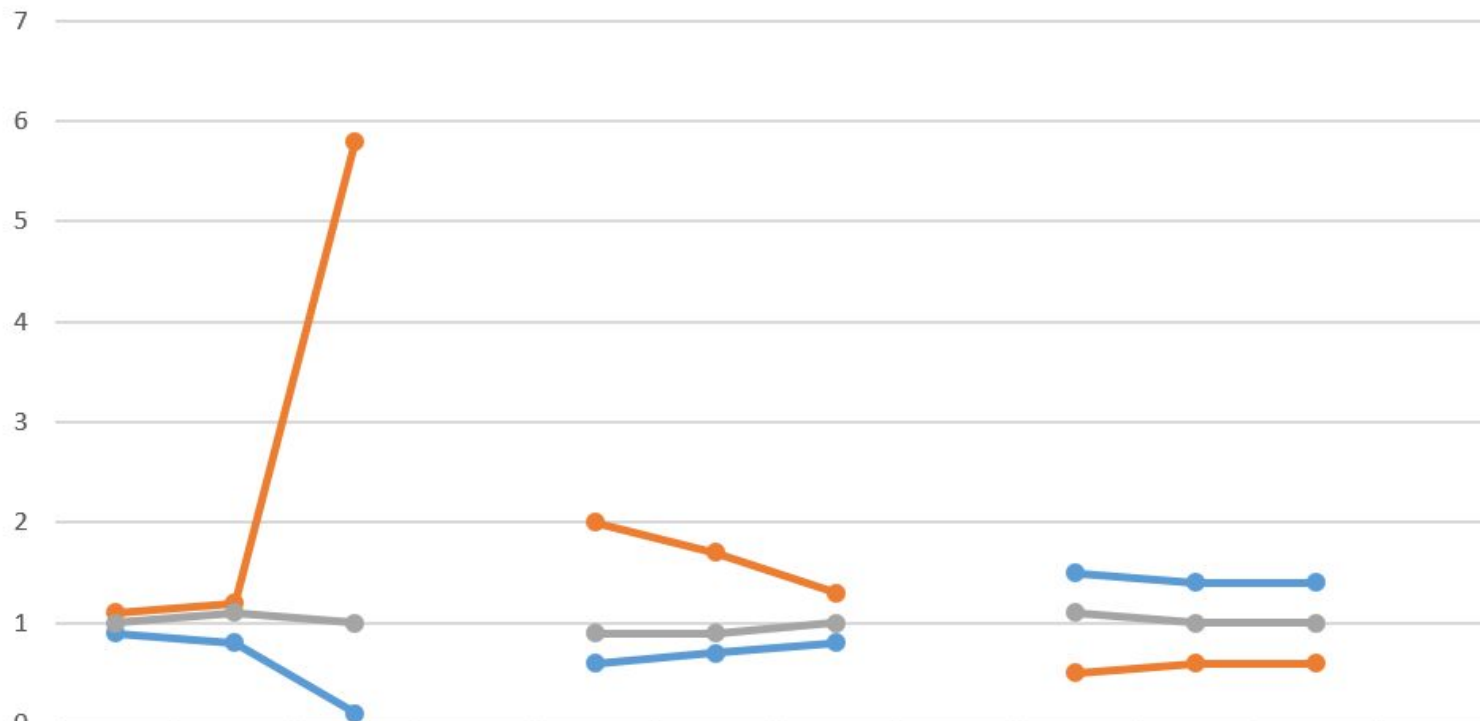
# South Orange Middle School

## Mathematics



# Advanced Math Course Risk Ratio

South Orange Middle School - Risk Ratio (Mathematics)



	2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023
	RG				HN				ADV		
Black	1.1	1.2	5.8		2	1.7	1.3		0.5	0.6	0.6
White	0.9	0.8	0.1		0.6	0.7	0.8		1.5	1.4	1.4
Other	1	1.1	1		0.9	0.9	1		1.1	1	1

# Advanced Math Courses at South Orange Middle School

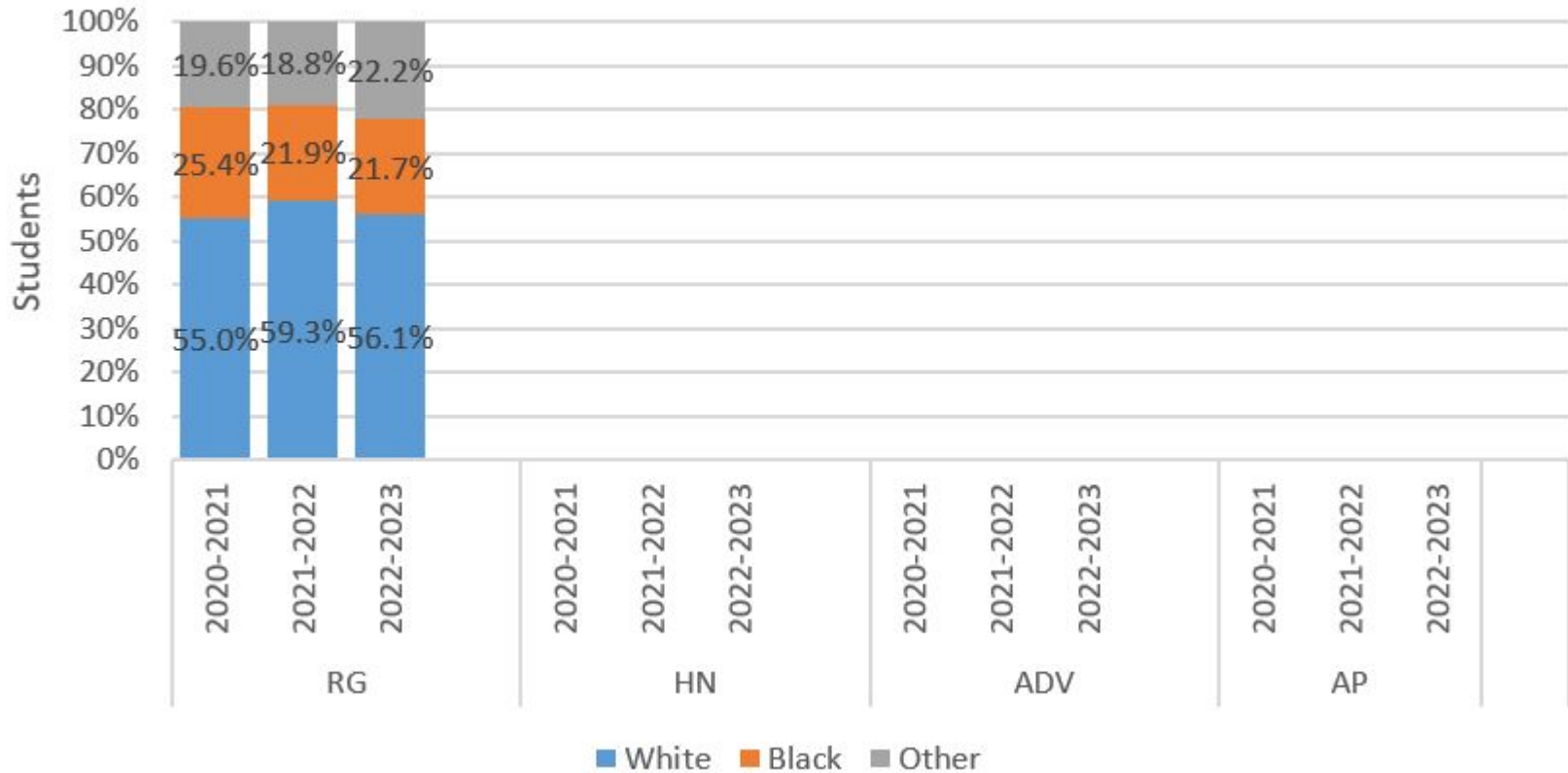
---

- + Math is the only course in middle school that has honors and advanced level courses. Grade 6, 7, and 8 Pre-algebra count as honors and Algebra I and Geometry are the advanced offerings.
- + There has been slight fluctuations across the board in the numbers of students of color who are taking advanced math course; and just as was the case in Maplewood Middle, there is cause for concern in that Black students are 6 times more likely than their peers to enroll in a regular math course as opposed to an advanced course



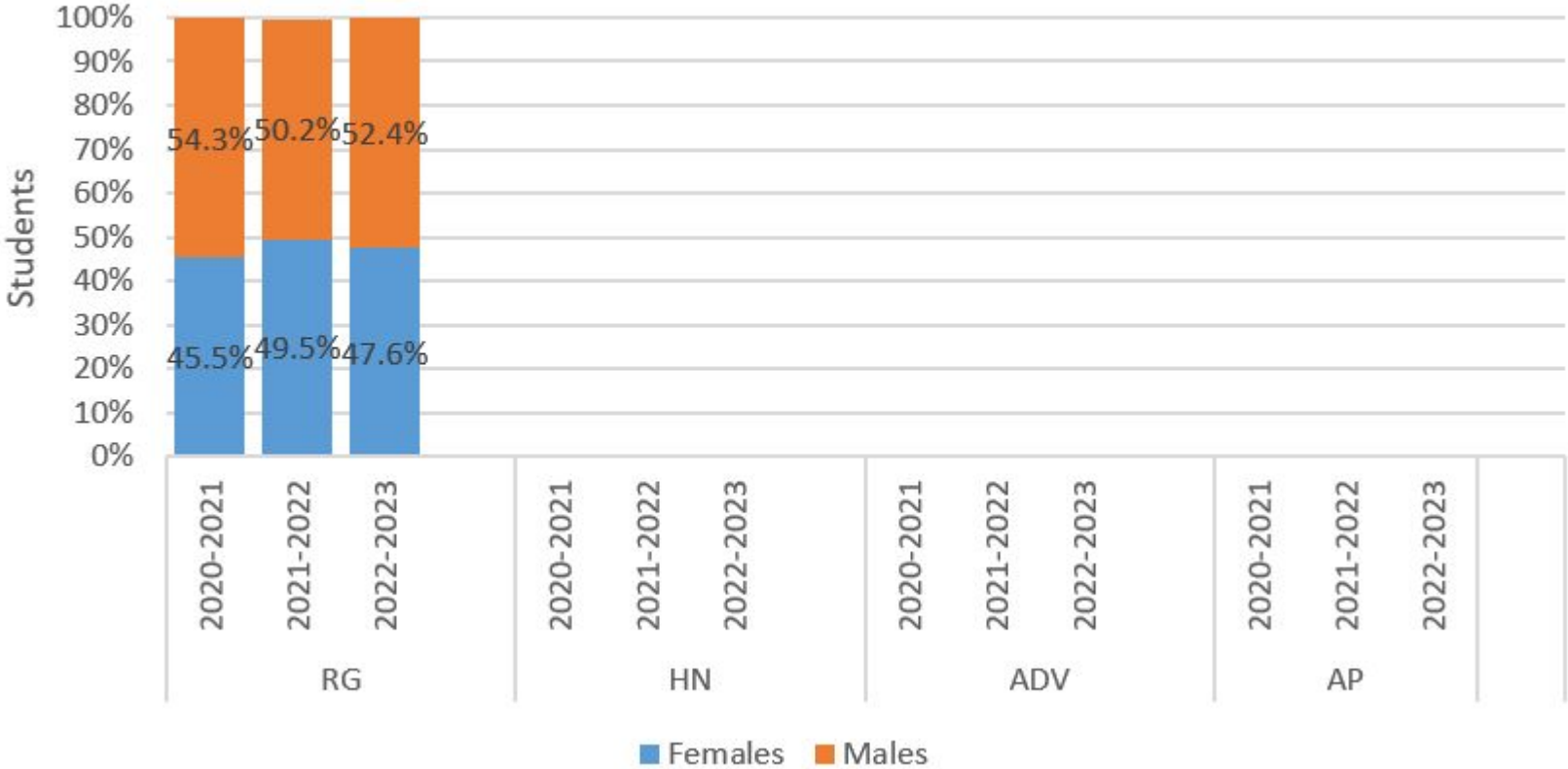
# South Orange Middle School

## Media & Technology



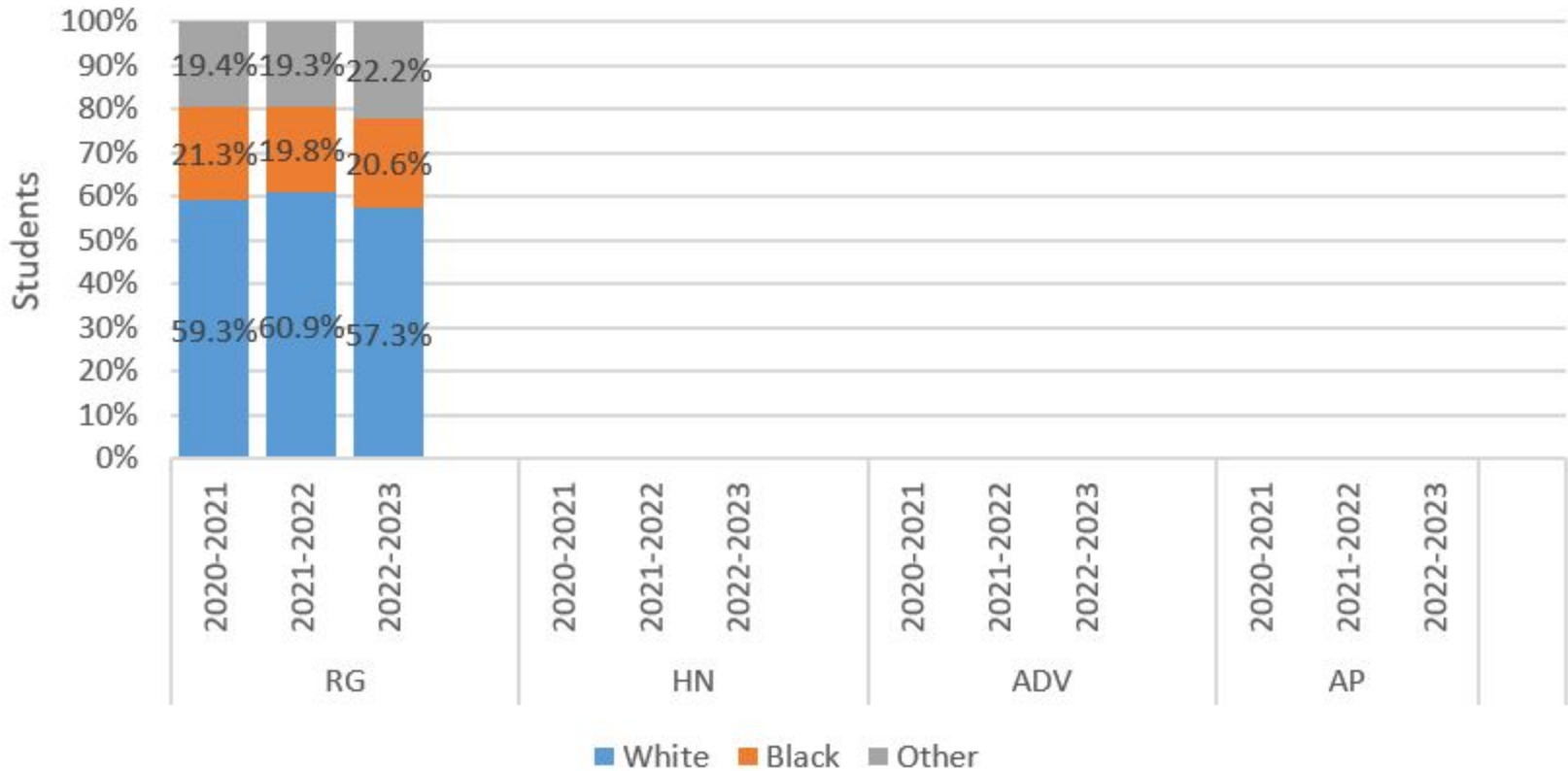
# South Orange Middle School

## Media & Technology



# South Orange Middle School

## Music



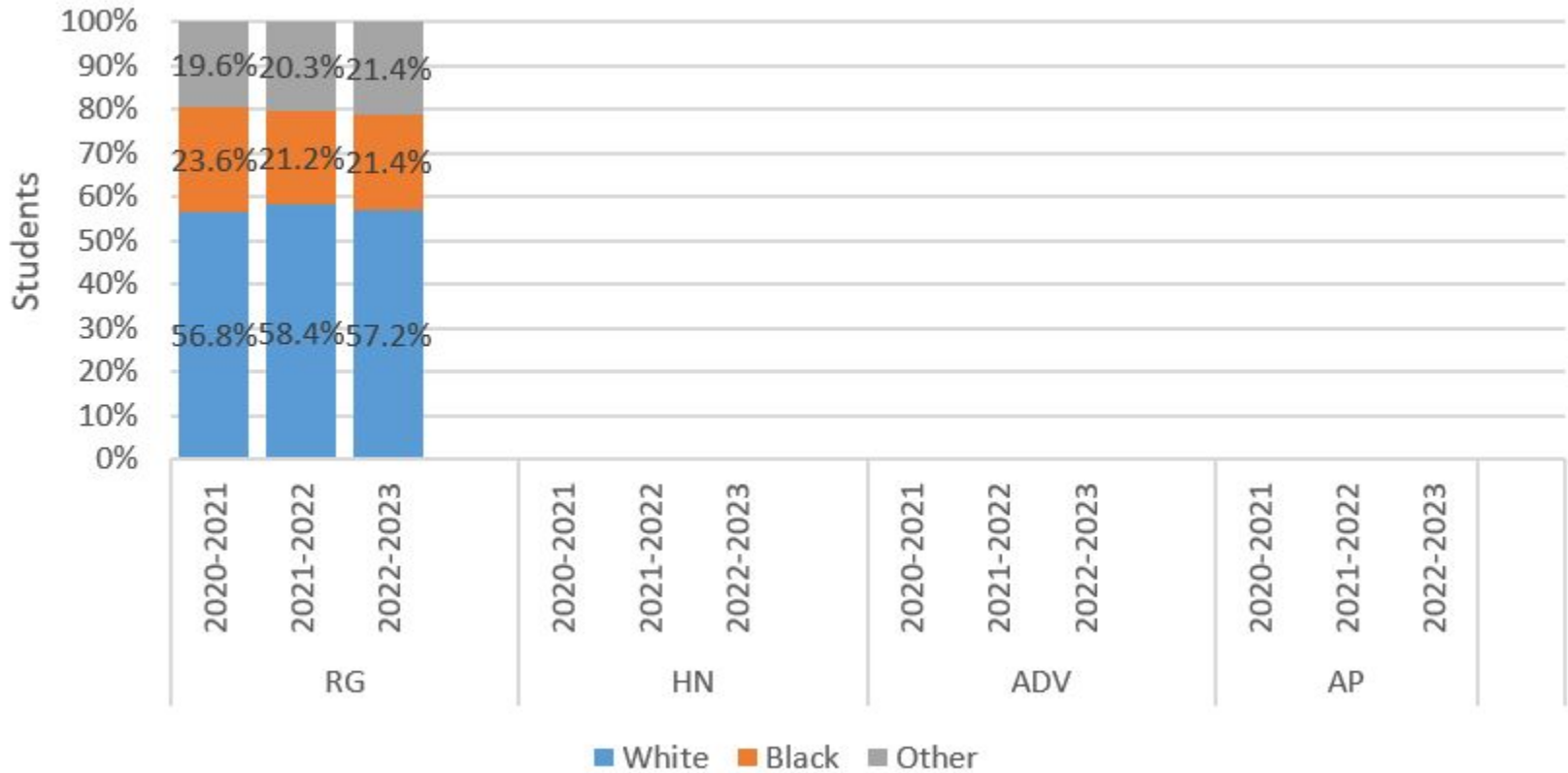
# South Orange Middle School

## Music



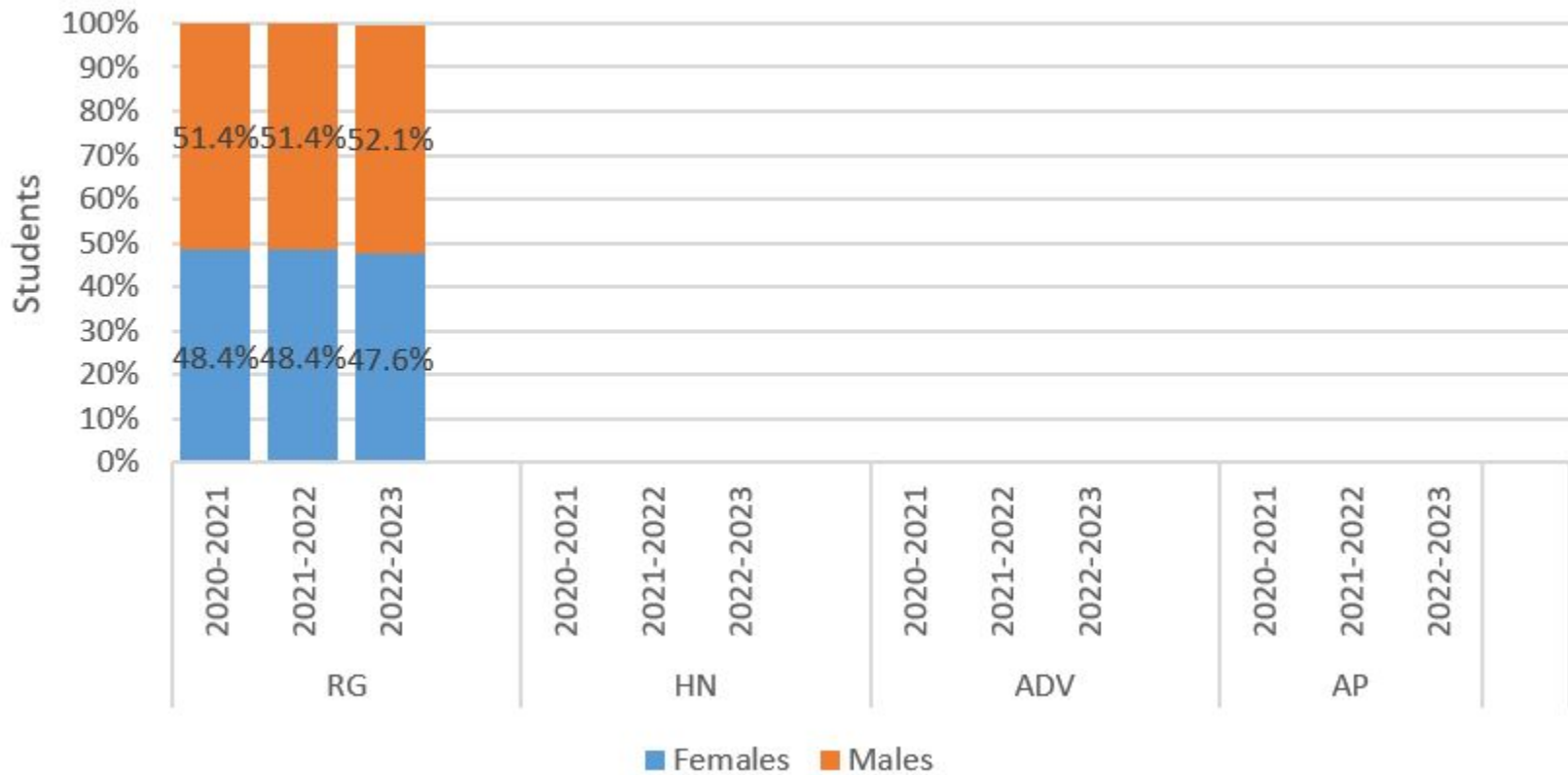
# South Orange Middle School

## Science



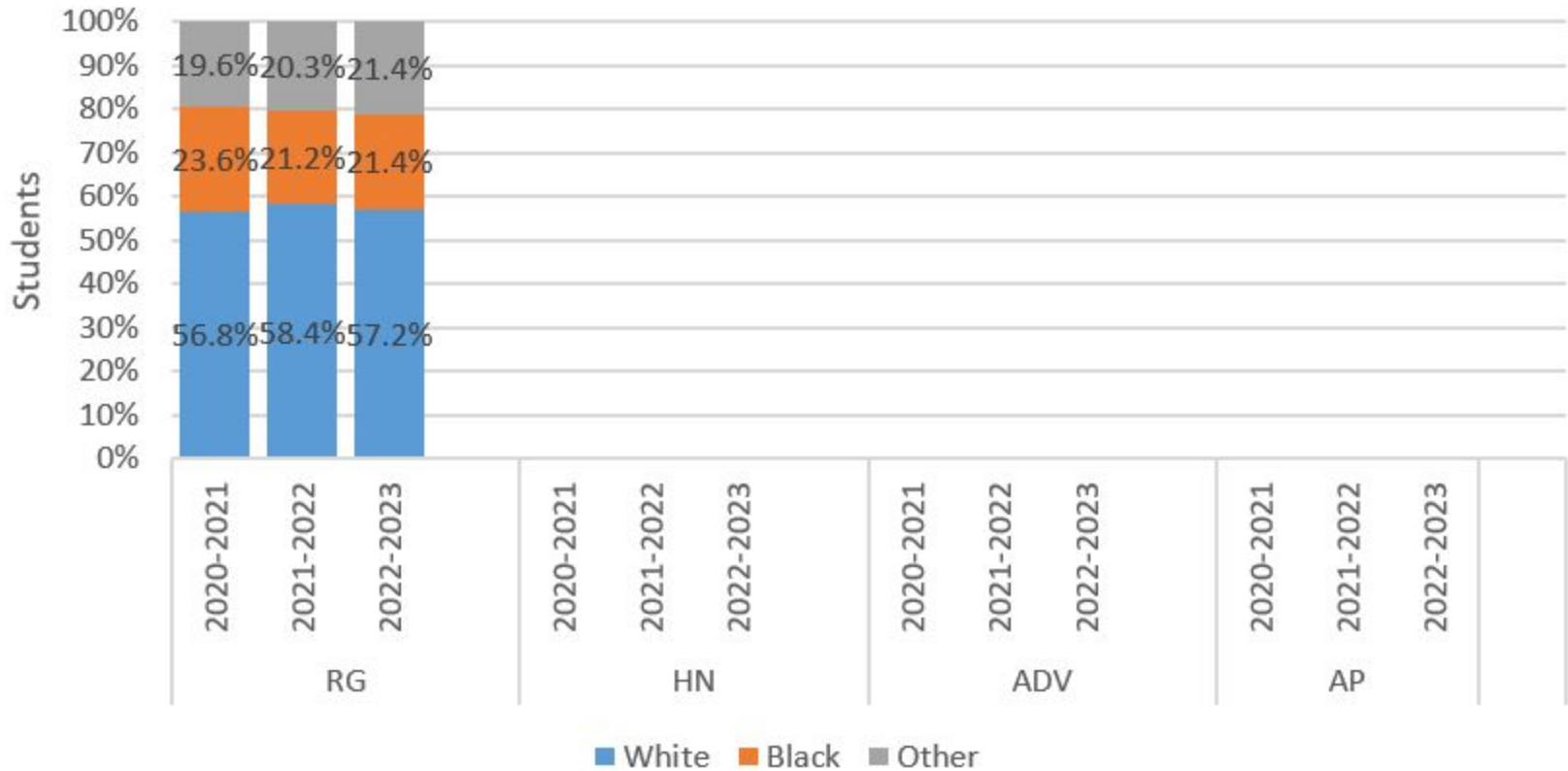
# South Orange Middle School

## Science



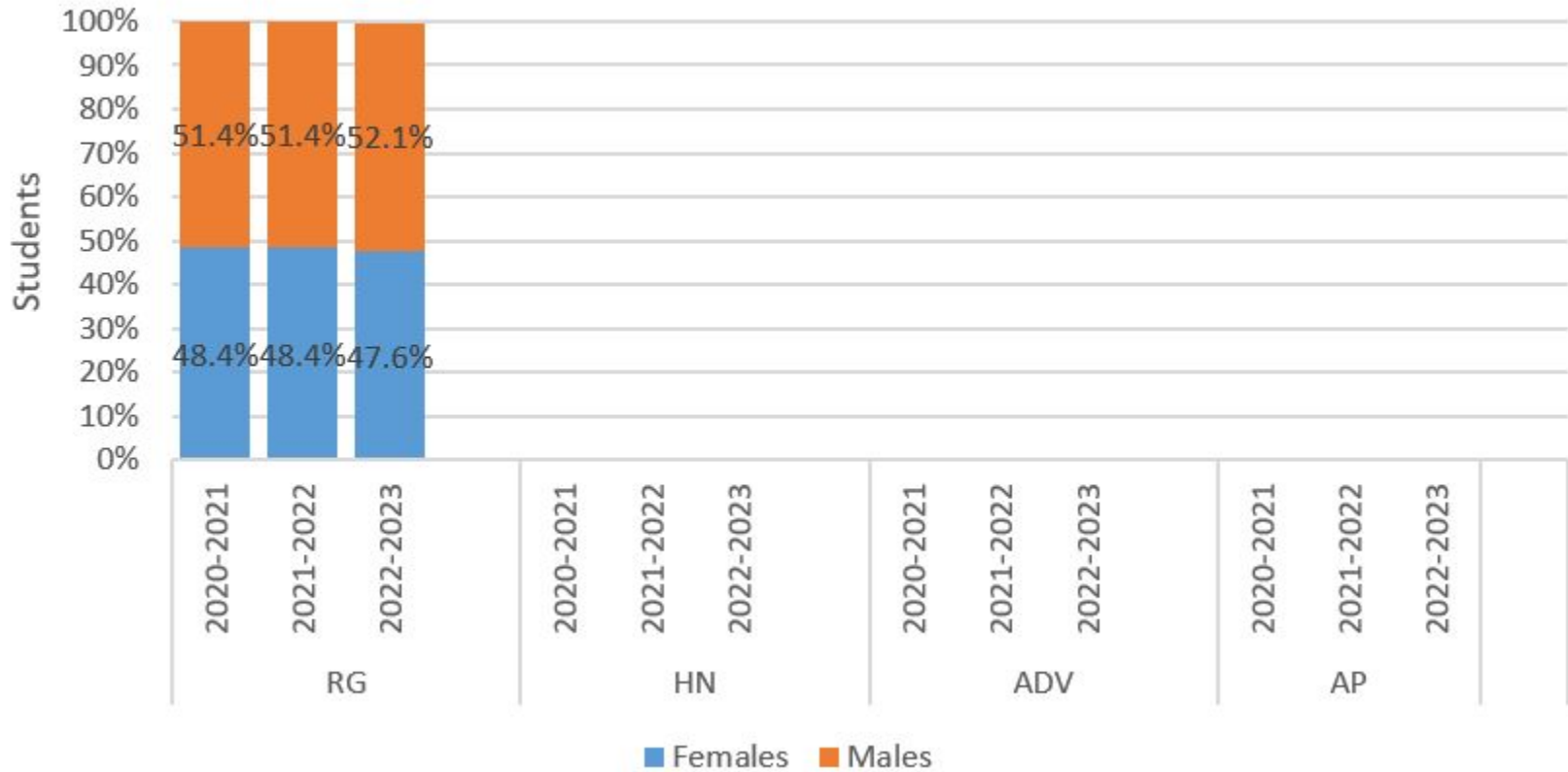
# South Orange Middle School

## Social Studies



# South Orange Middle School

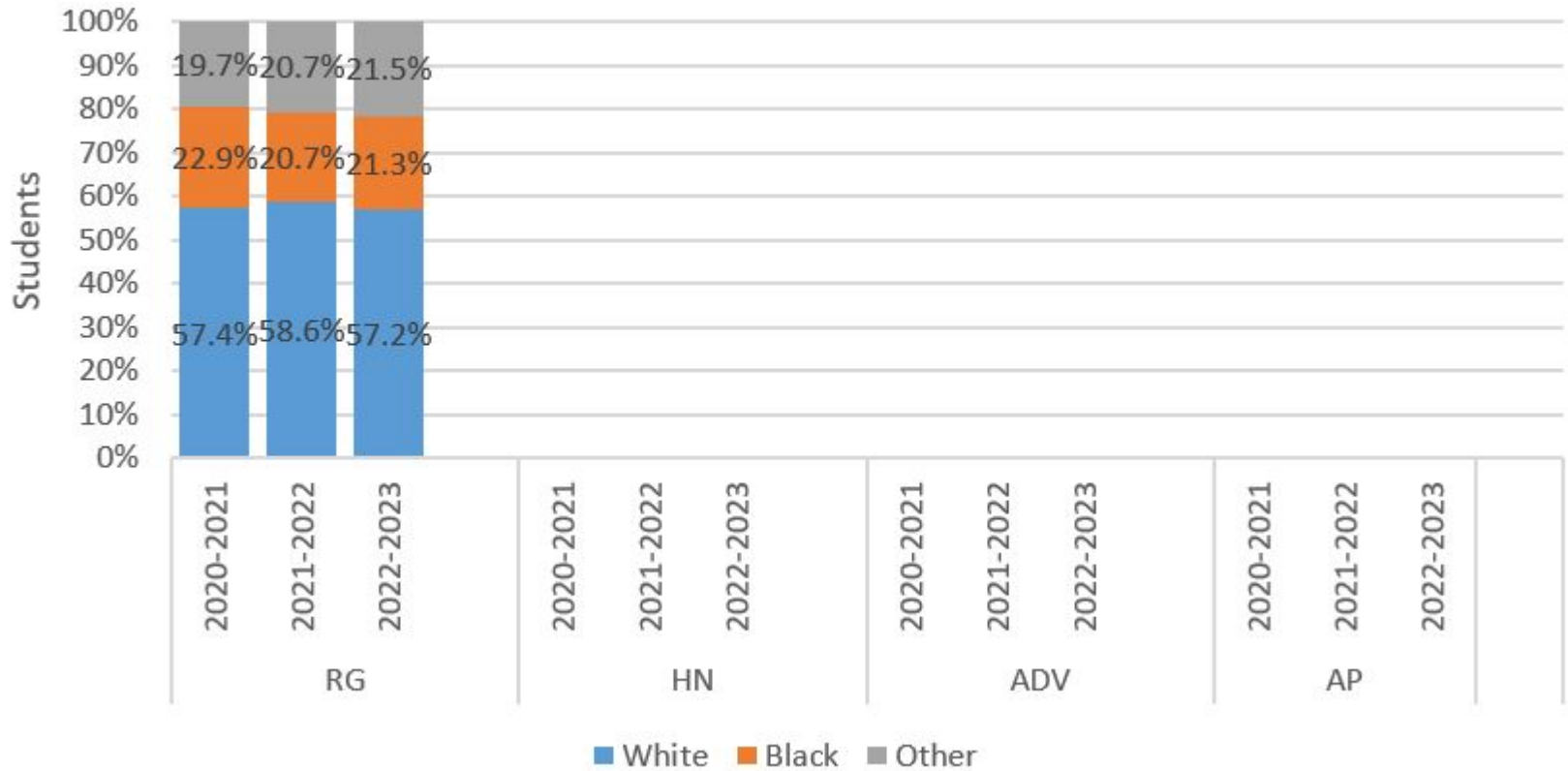
## Social Studies





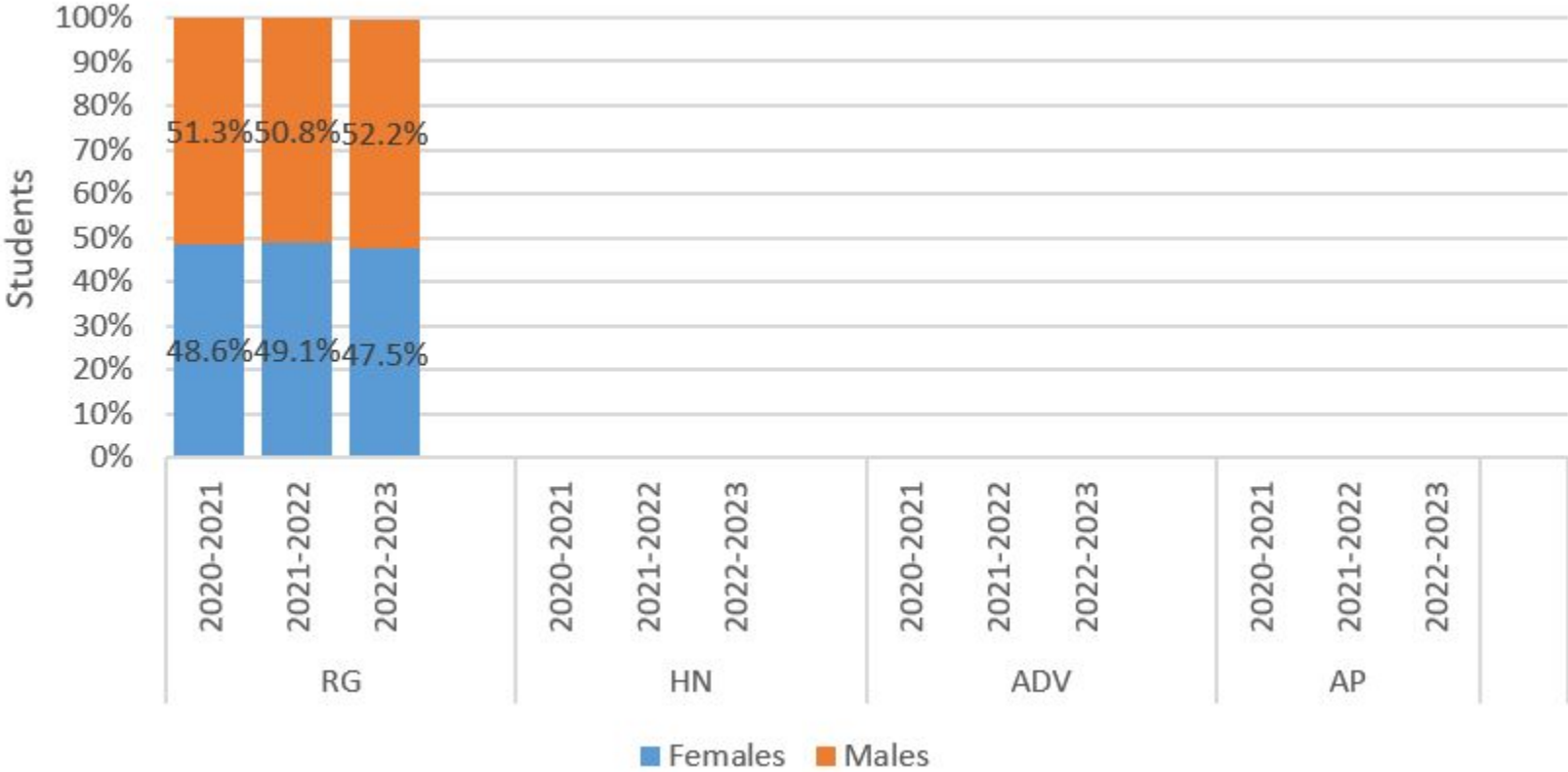
# South Orange Middle School

## World Languages



# South Orange Middle School

## World Languages

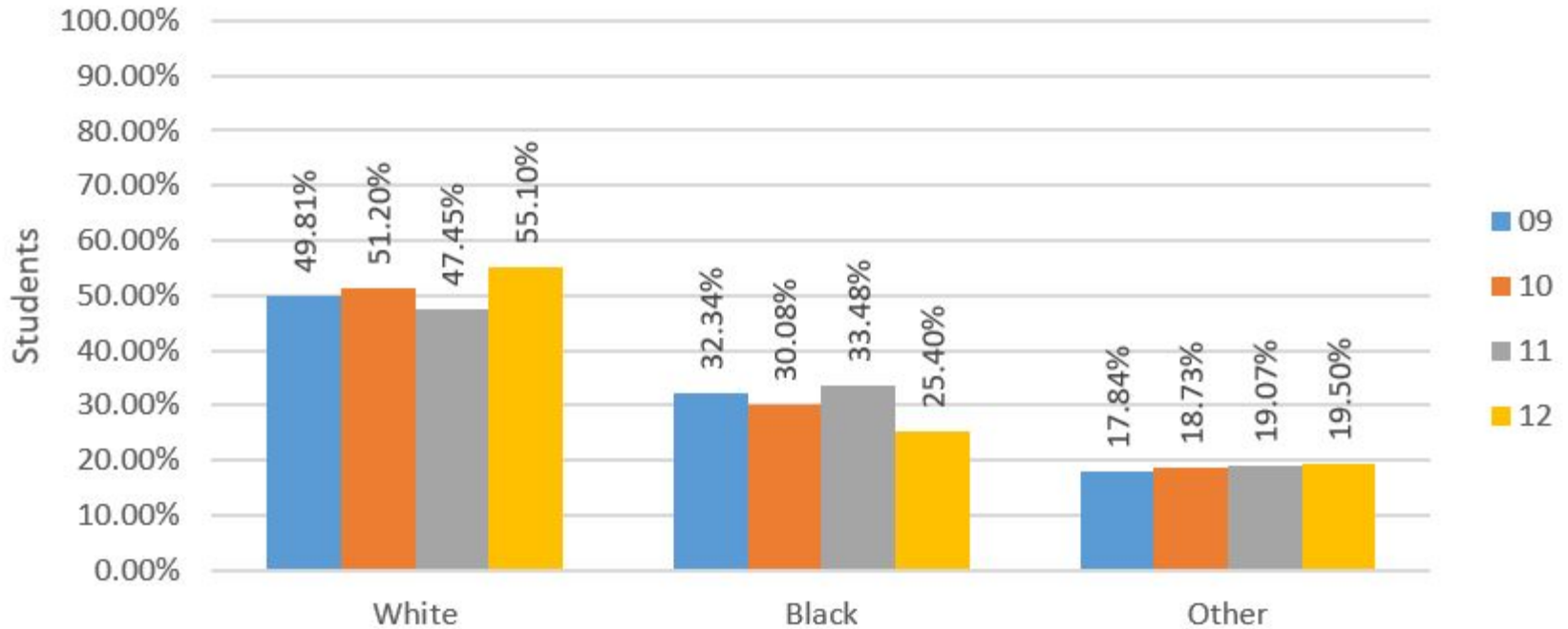




## Course Enrollment at Columbia High School

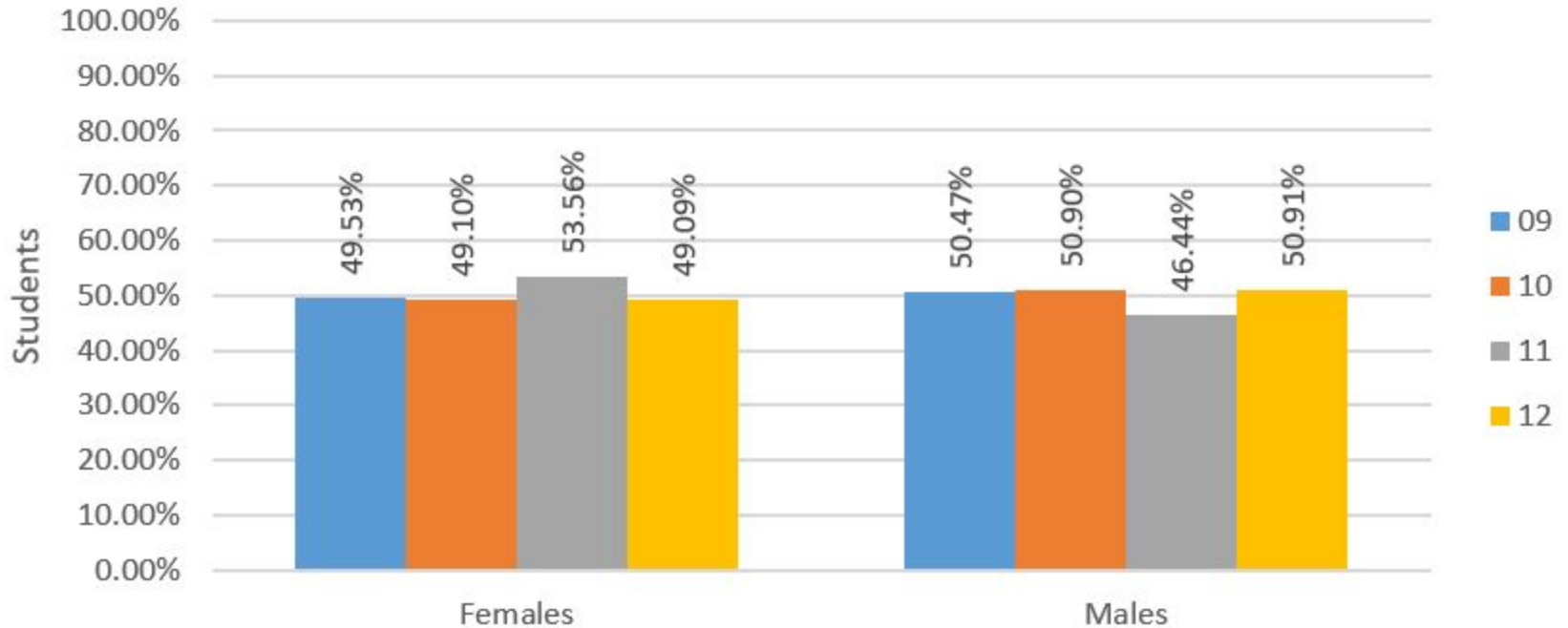
# Columbia High School Enrollment

## Columbia High School (22-23)



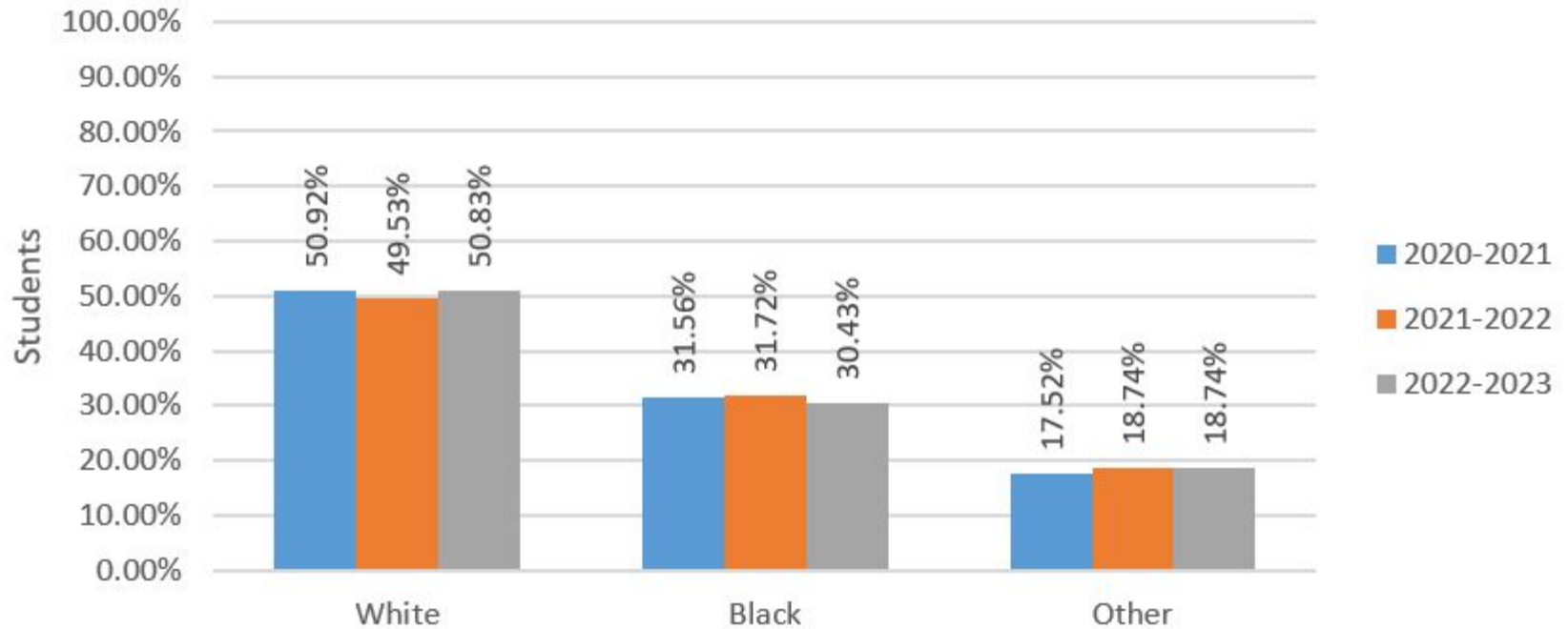
# Columbia High School Enrollment

## Columbia High School (22-23)



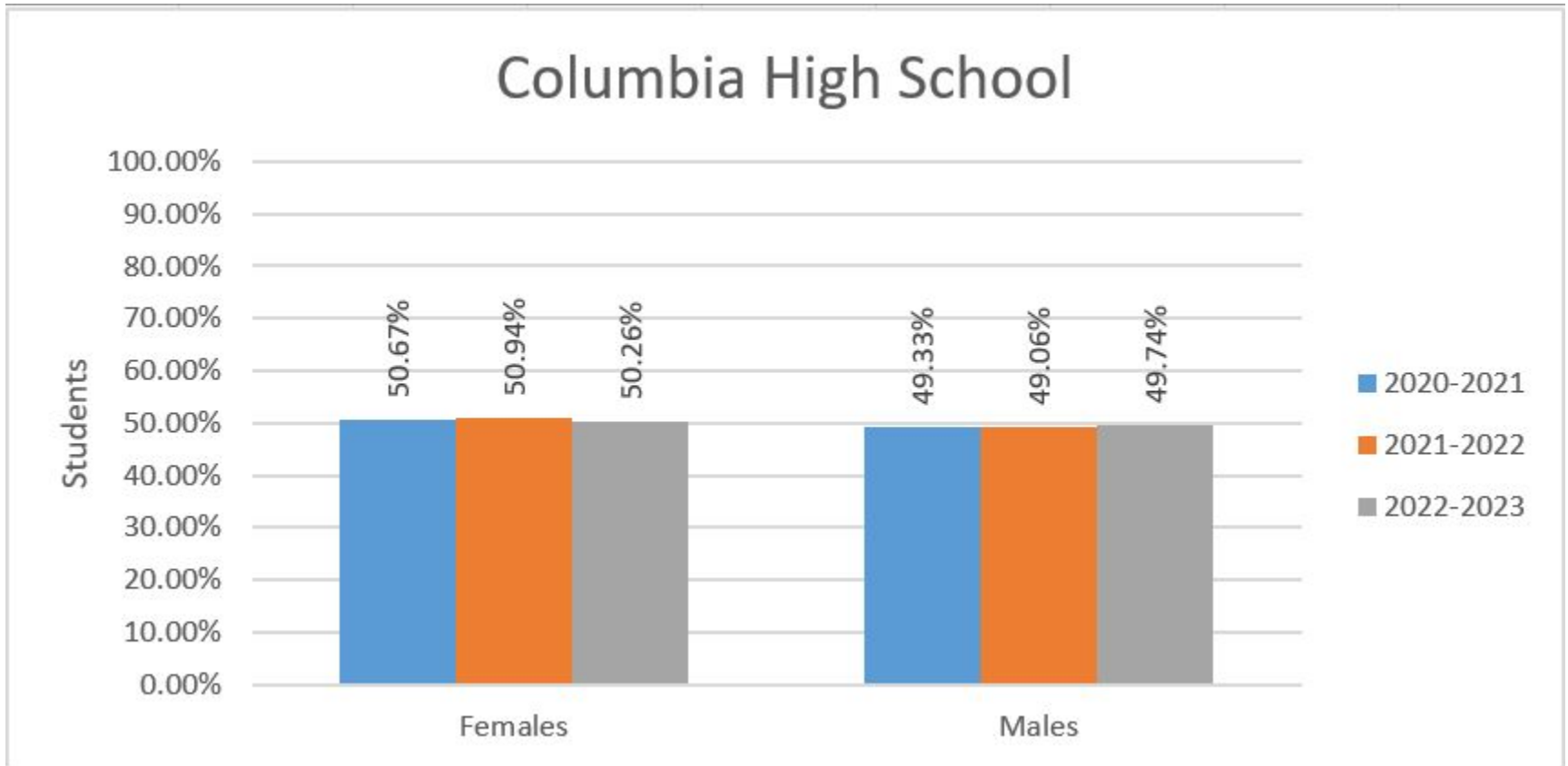
# Columbia High School Enrollment

## Columbia High School



# Columbia High School Enrollment

\*SOMSD acknowledges that we have non-binary/gender non-conforming students within our district. Because capturing this data requires students to self identify, this data is not included in the gender slides in order to protect the identity of the students.



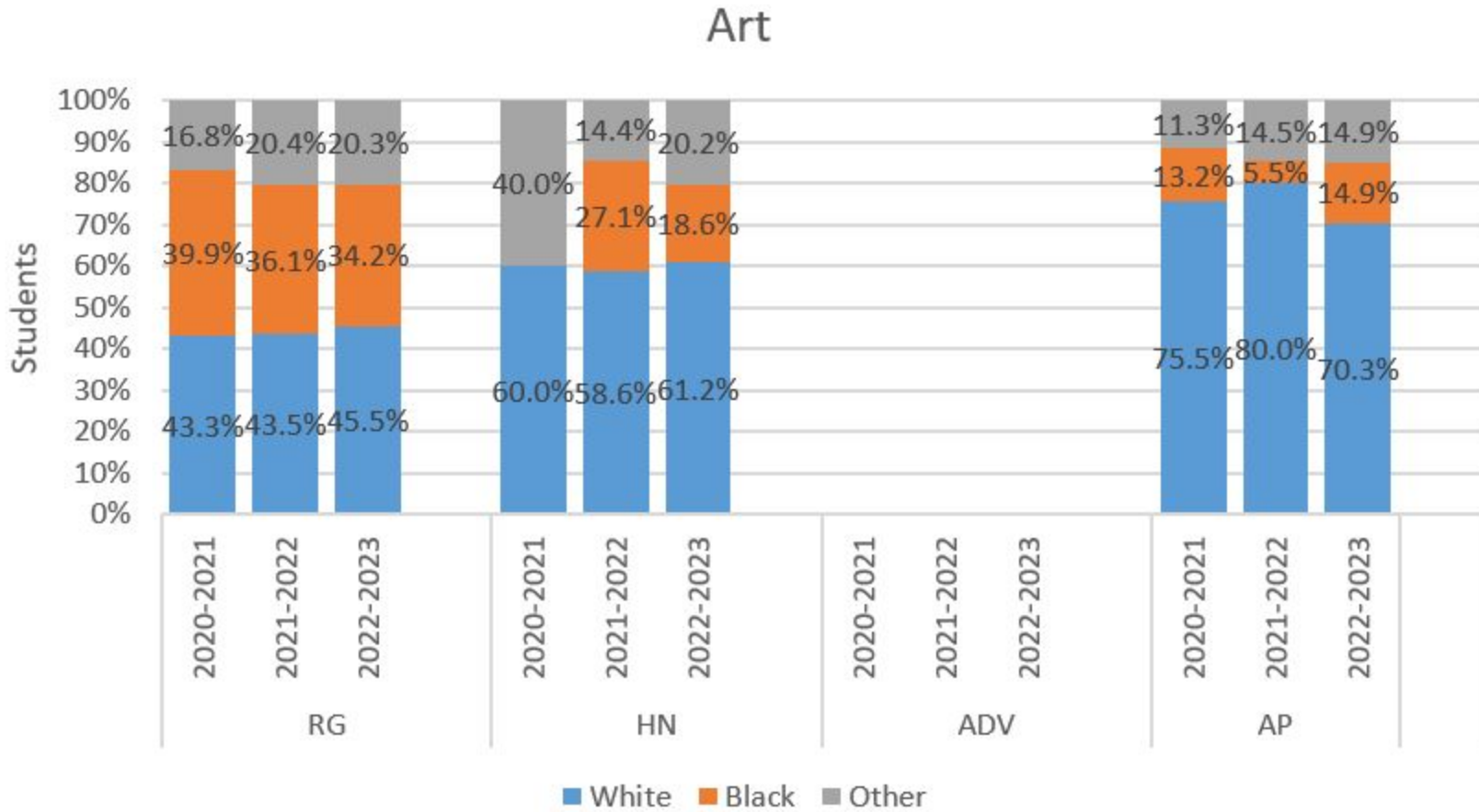
# Enrollment at Columbia High School

---

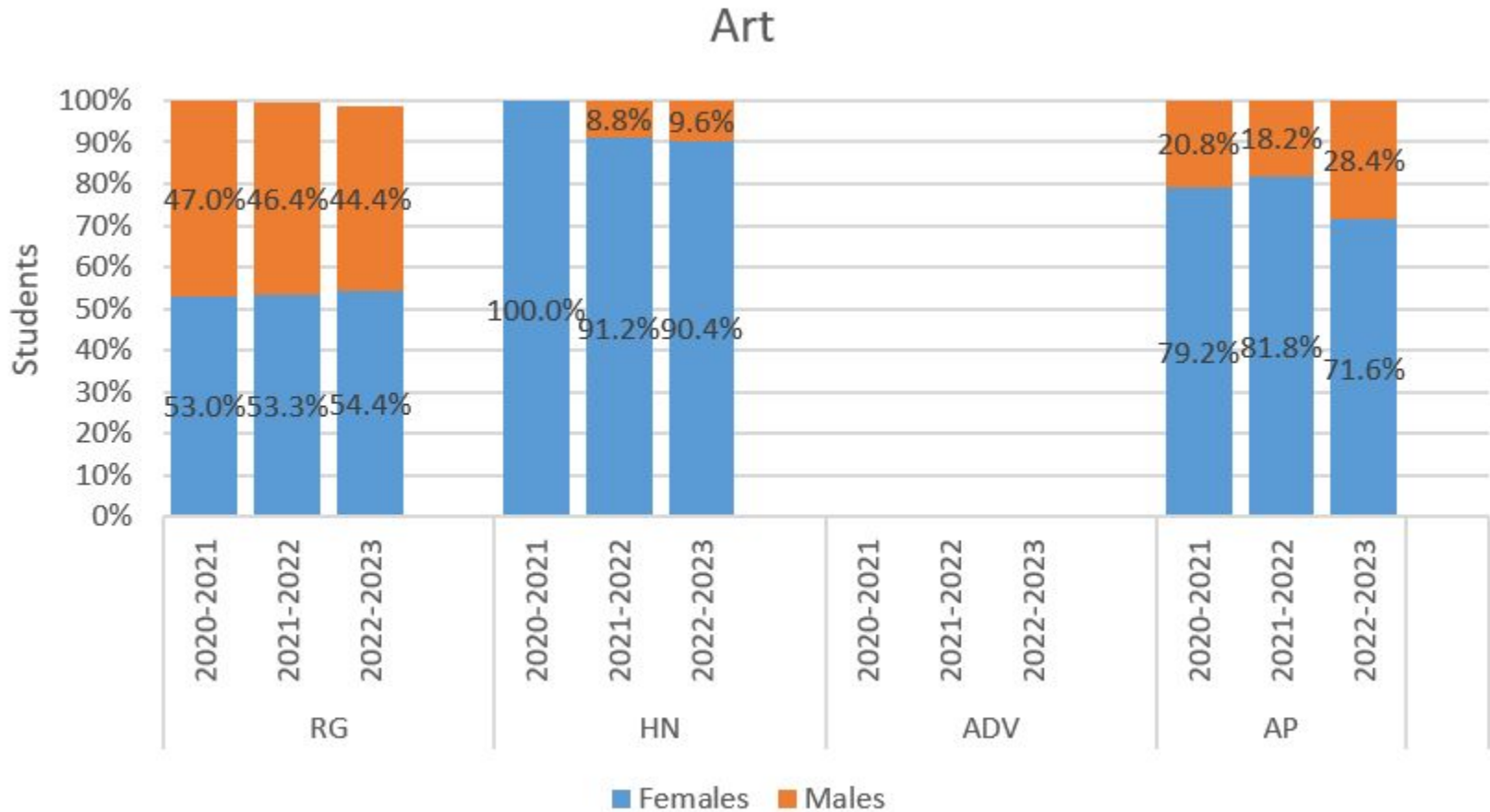
The three year trend data shows that overall enrollment at Columbia High School remains consistent over the three years with those identifying as white making up over half the population of the school. Students identifying as Black are the next highest population group. Those identifying as multiracial make up 10.6% of the population and represent the third largest group in the school.



# Columbia High School

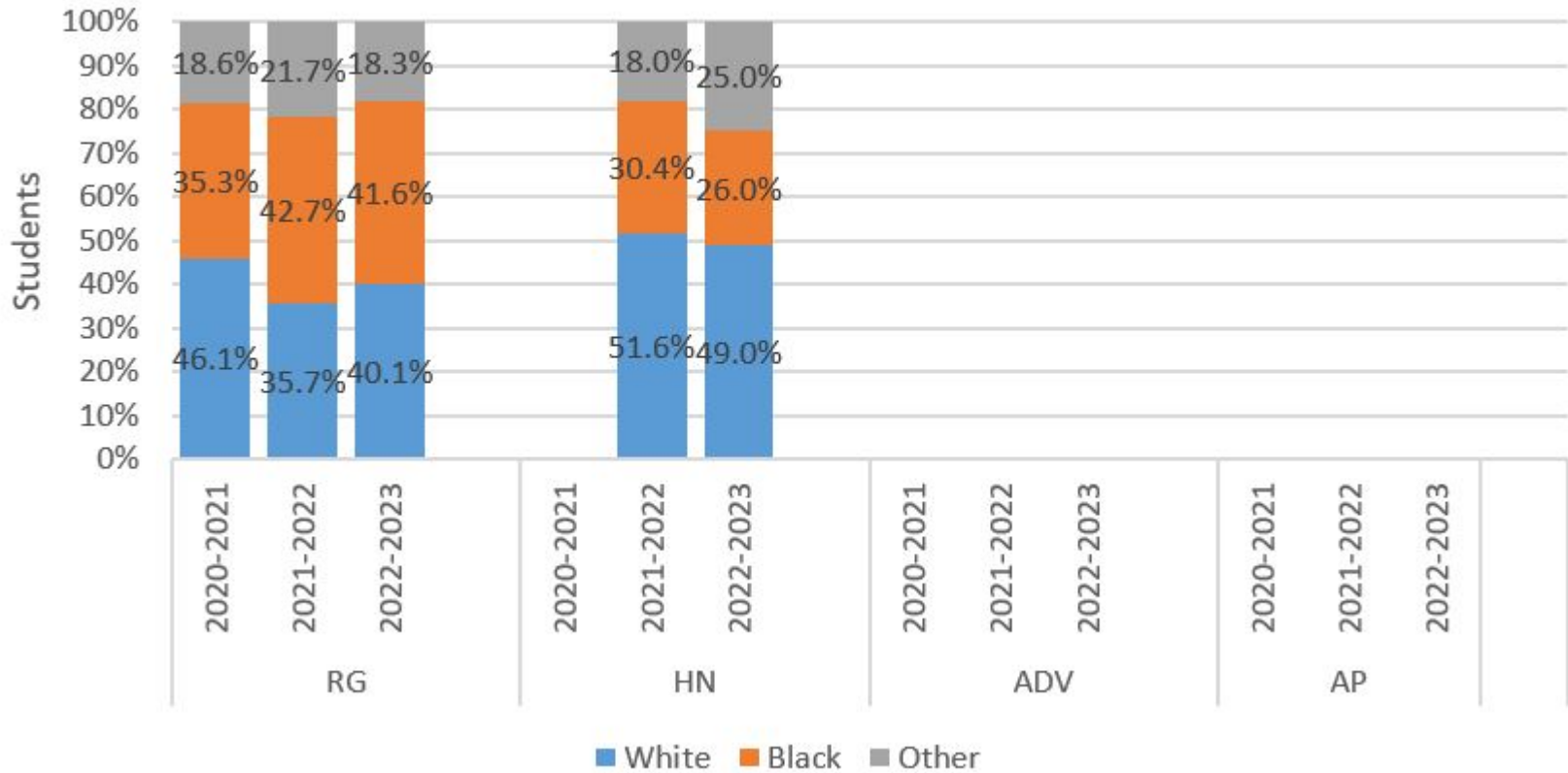


# Columbia High School

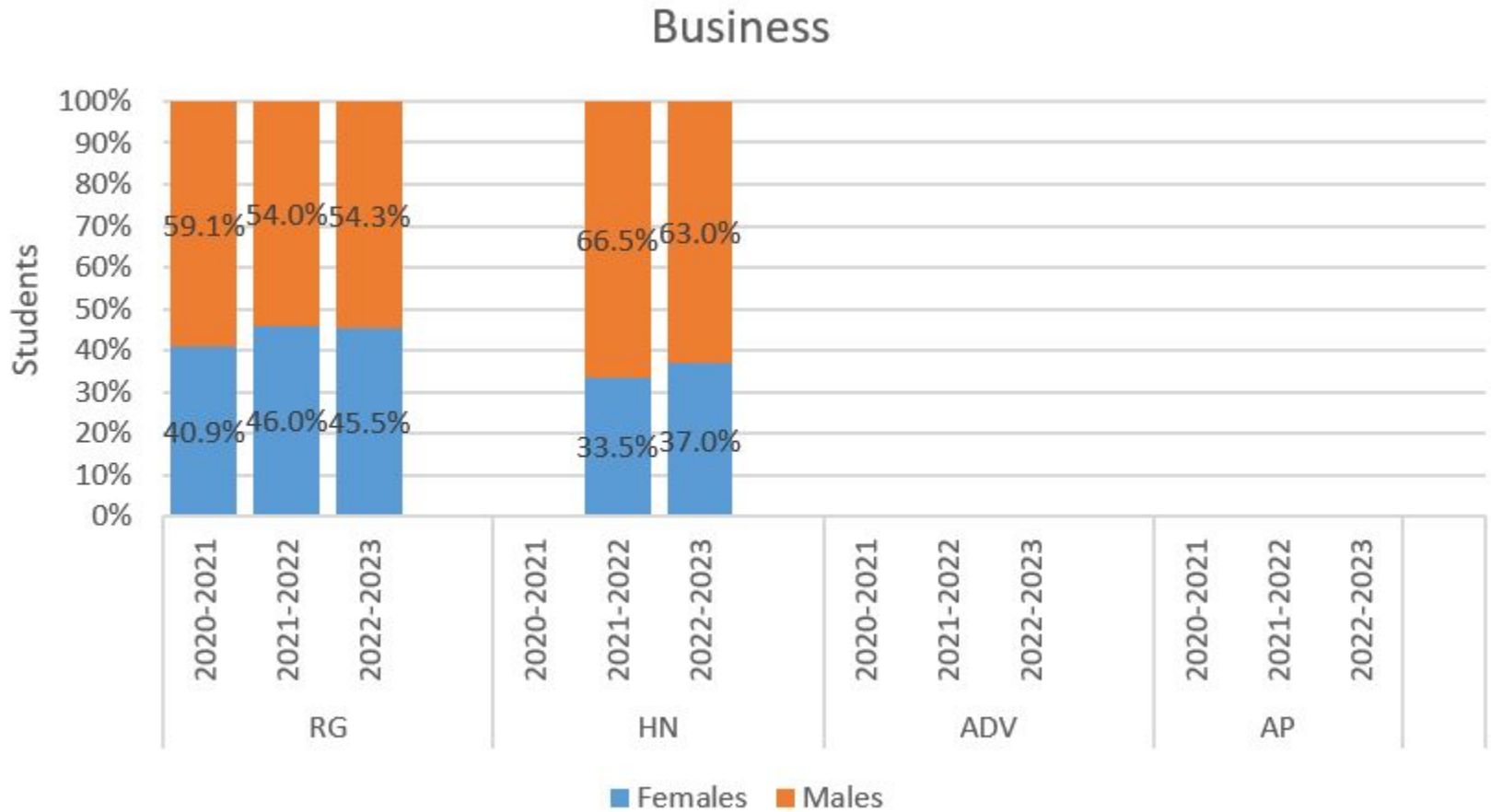


# Columbia High School

## Business

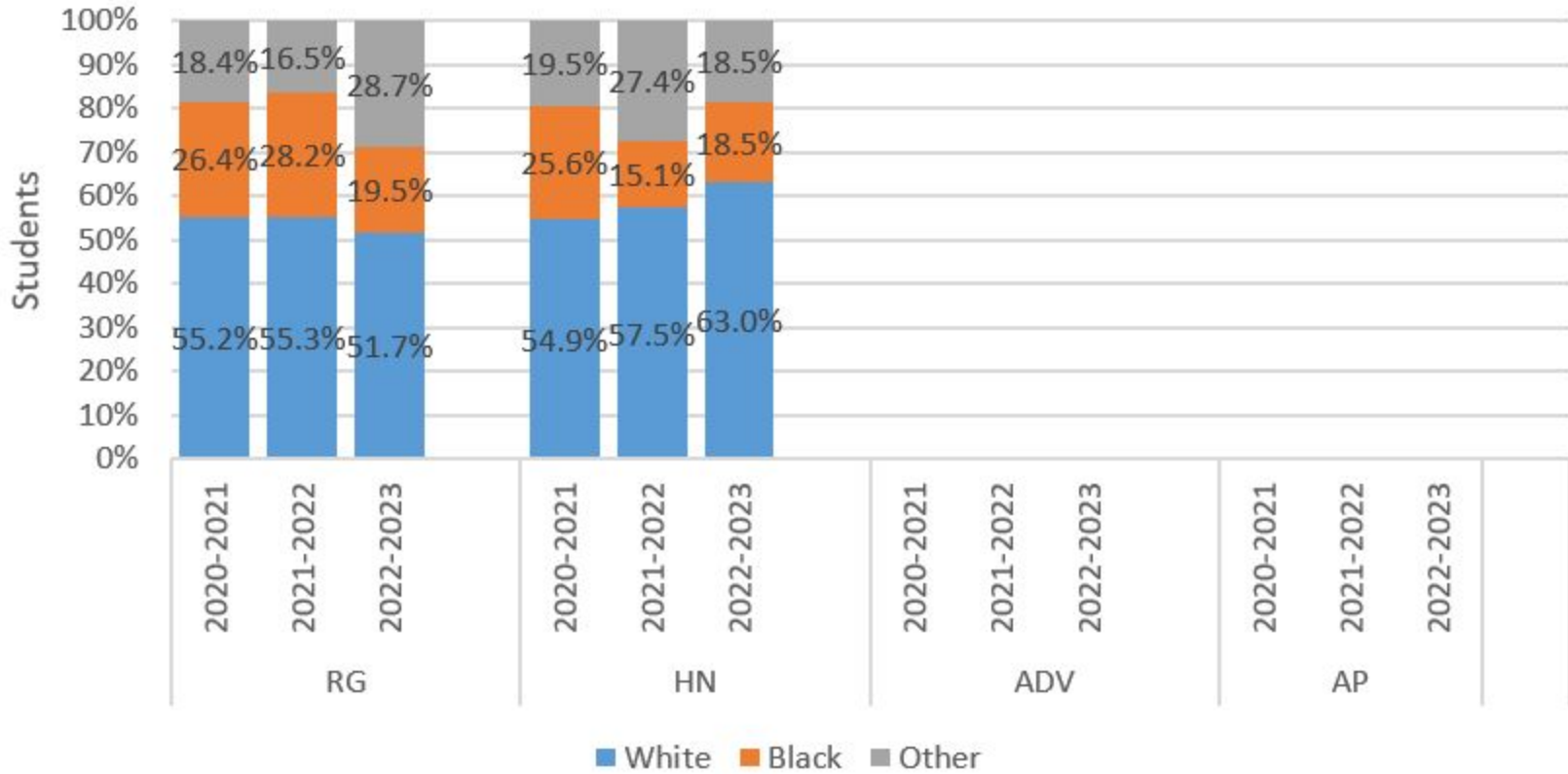


# Columbia High School



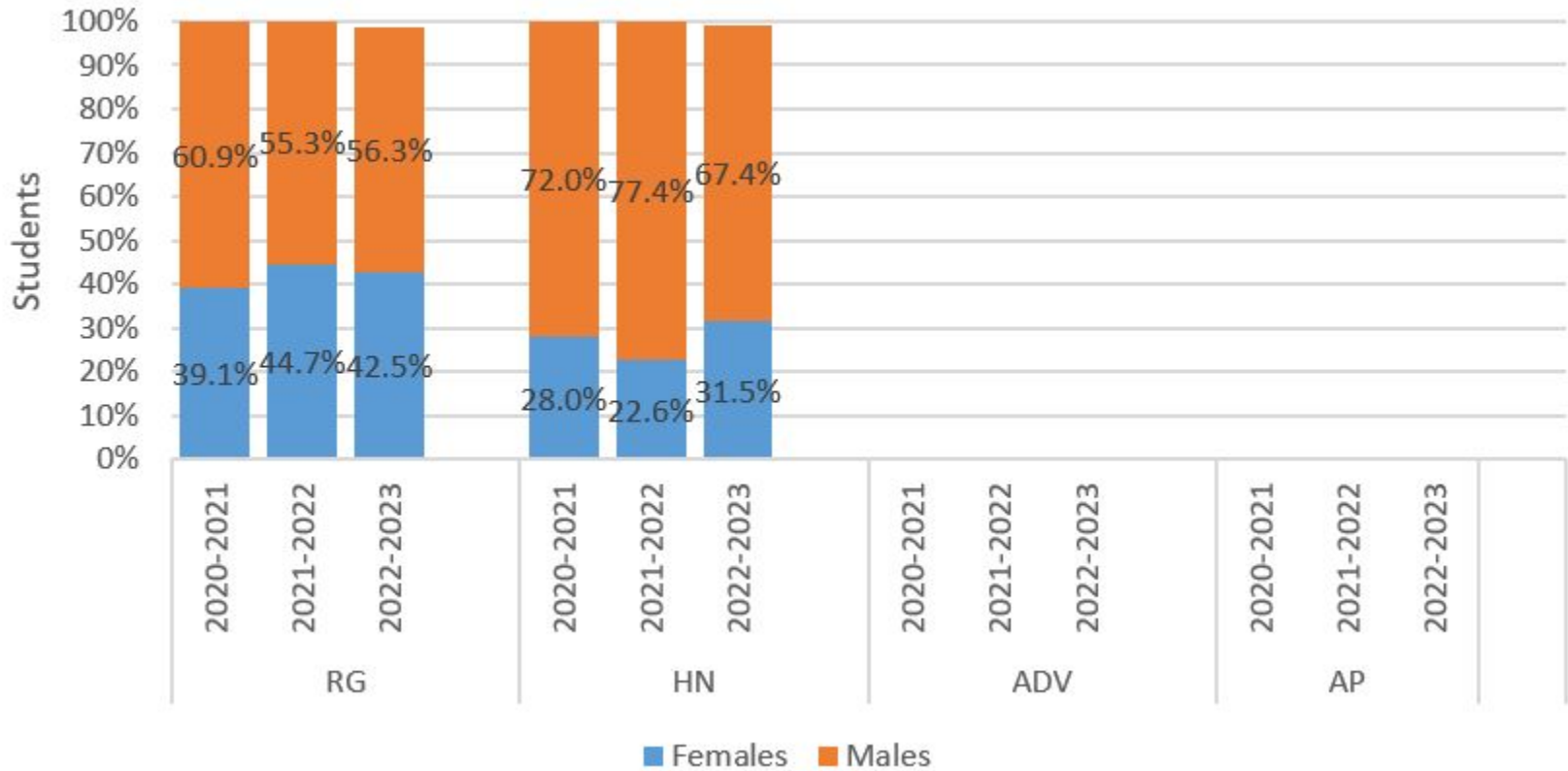
# Columbia High School

## Industrial Arts



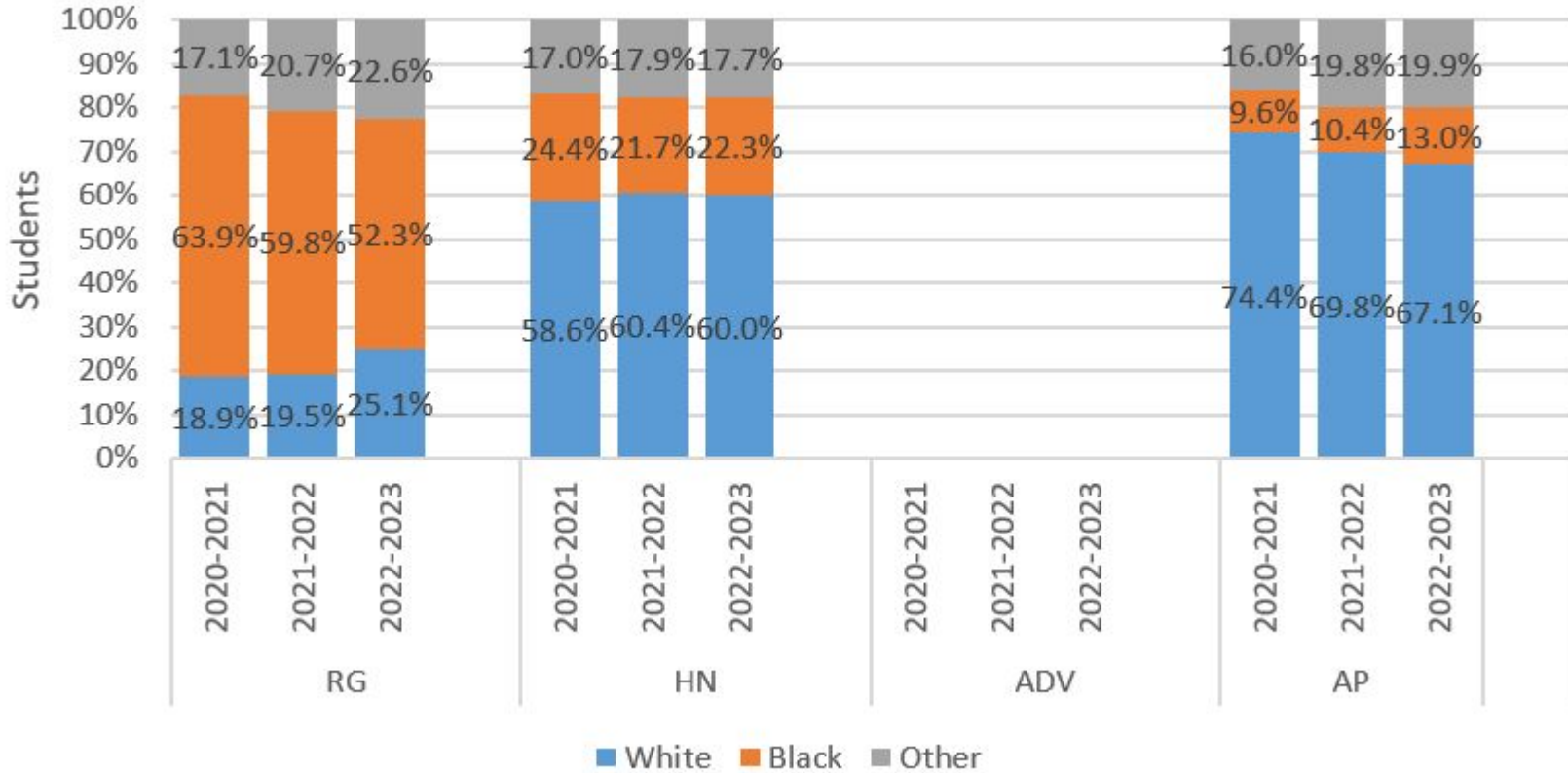
# Columbia High School

## Industrial Arts



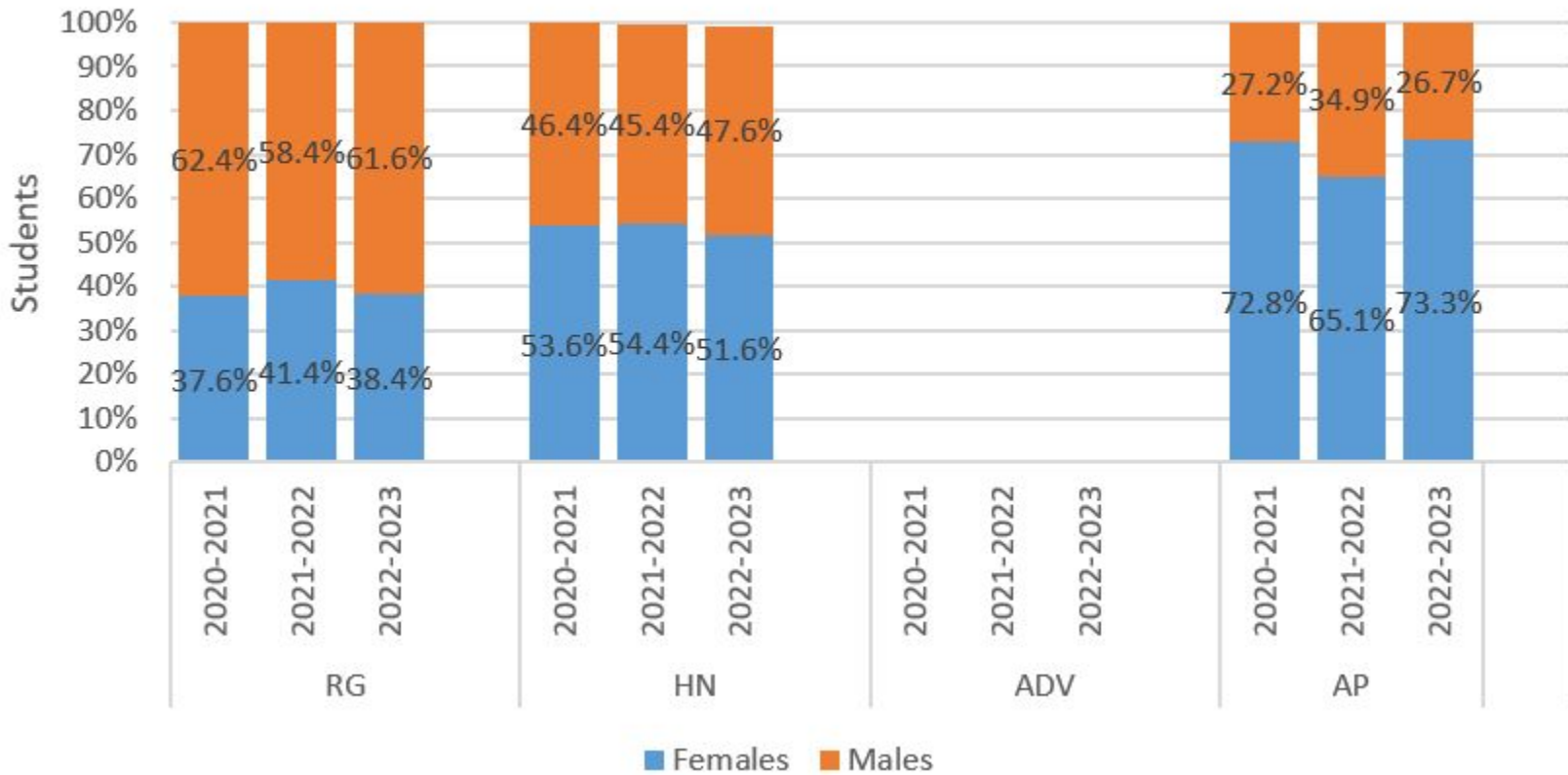
# Columbia High School

## Language Arts



# Columbia High School

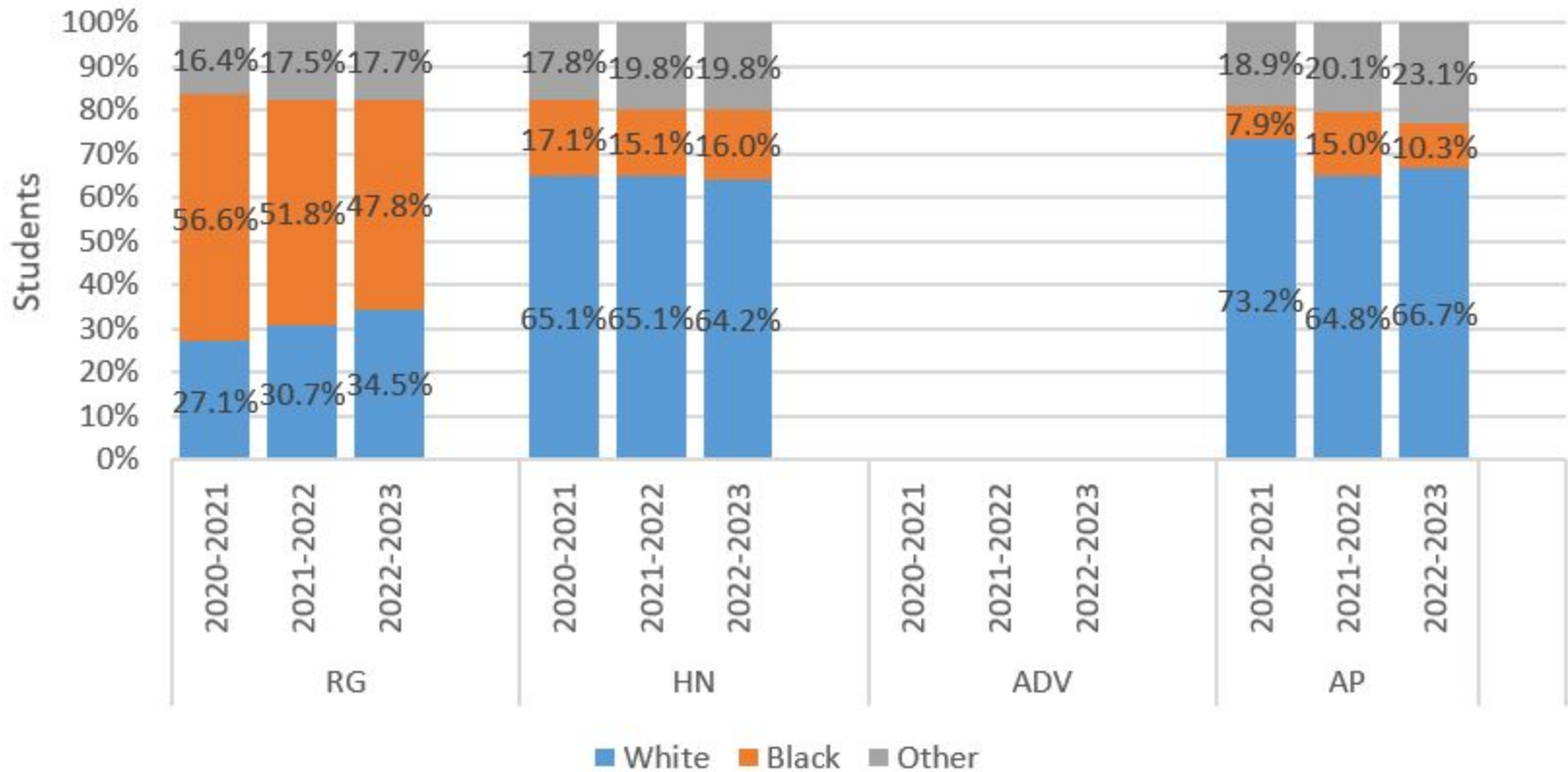
## Language Arts





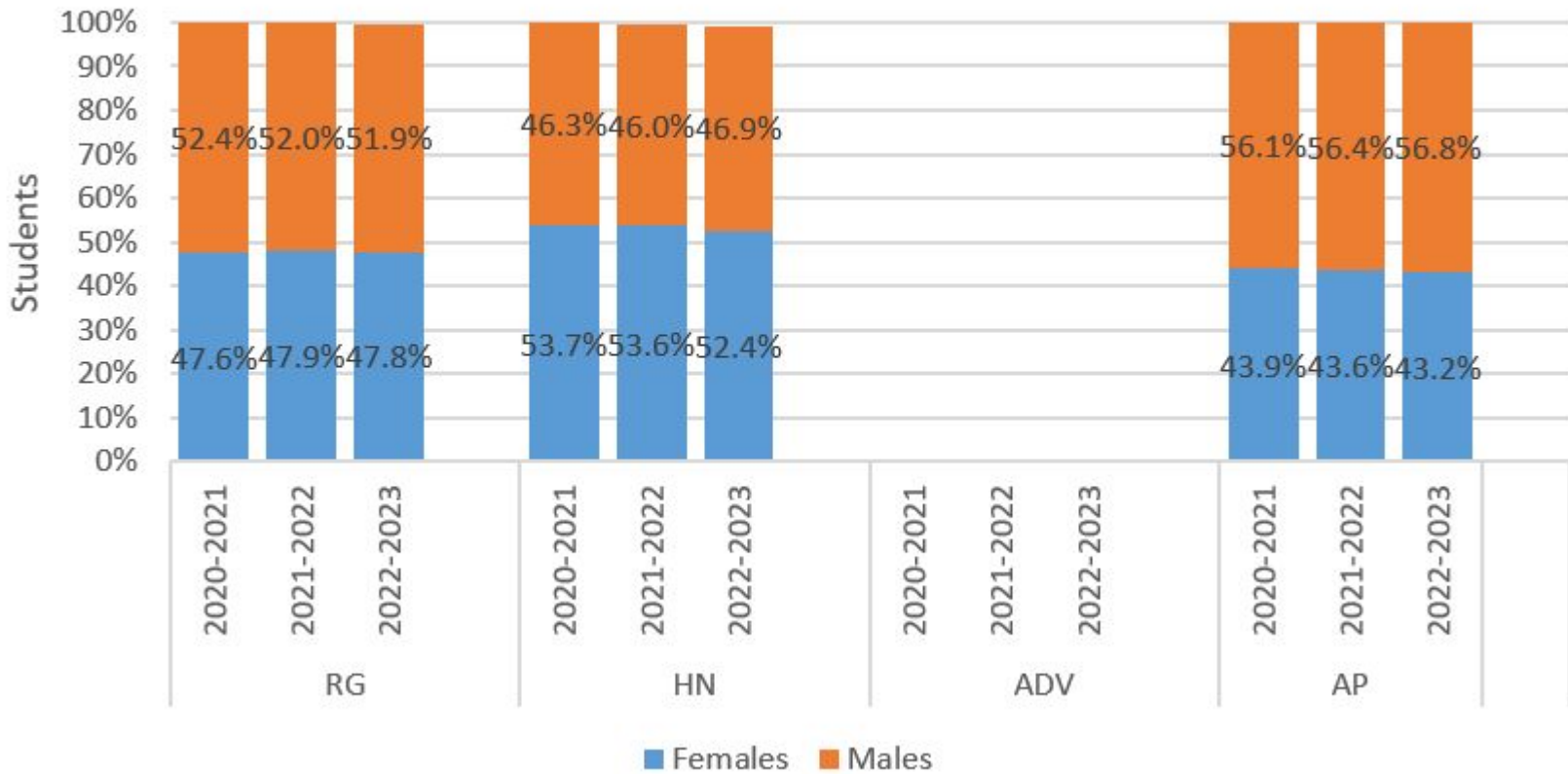
# Columbia High School

## Mathematics



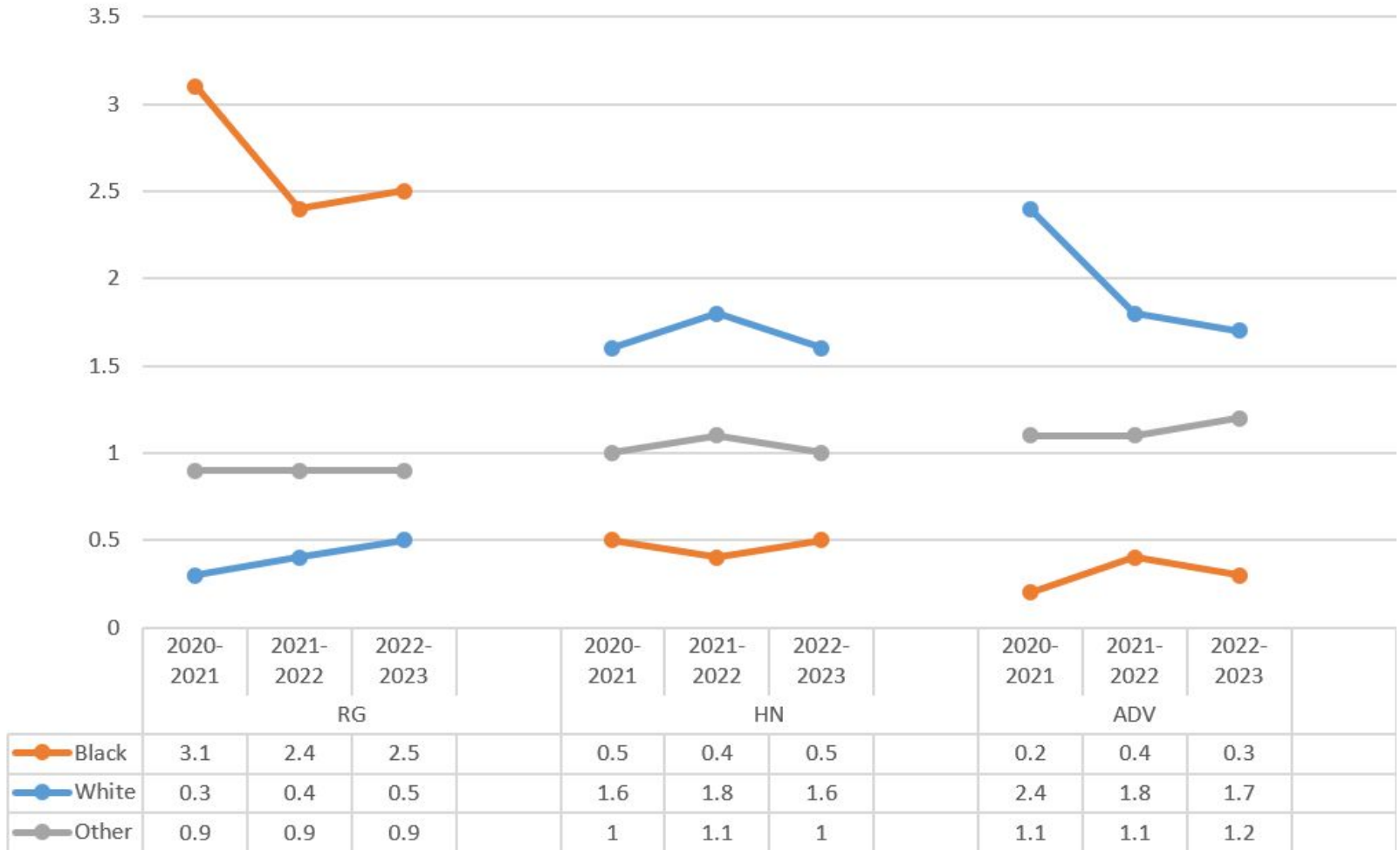
# Columbia High School

## Mathematics



# Advanced Placement Math Risk Ratio

Columbia High School - Risk Ratio (Mathematics)



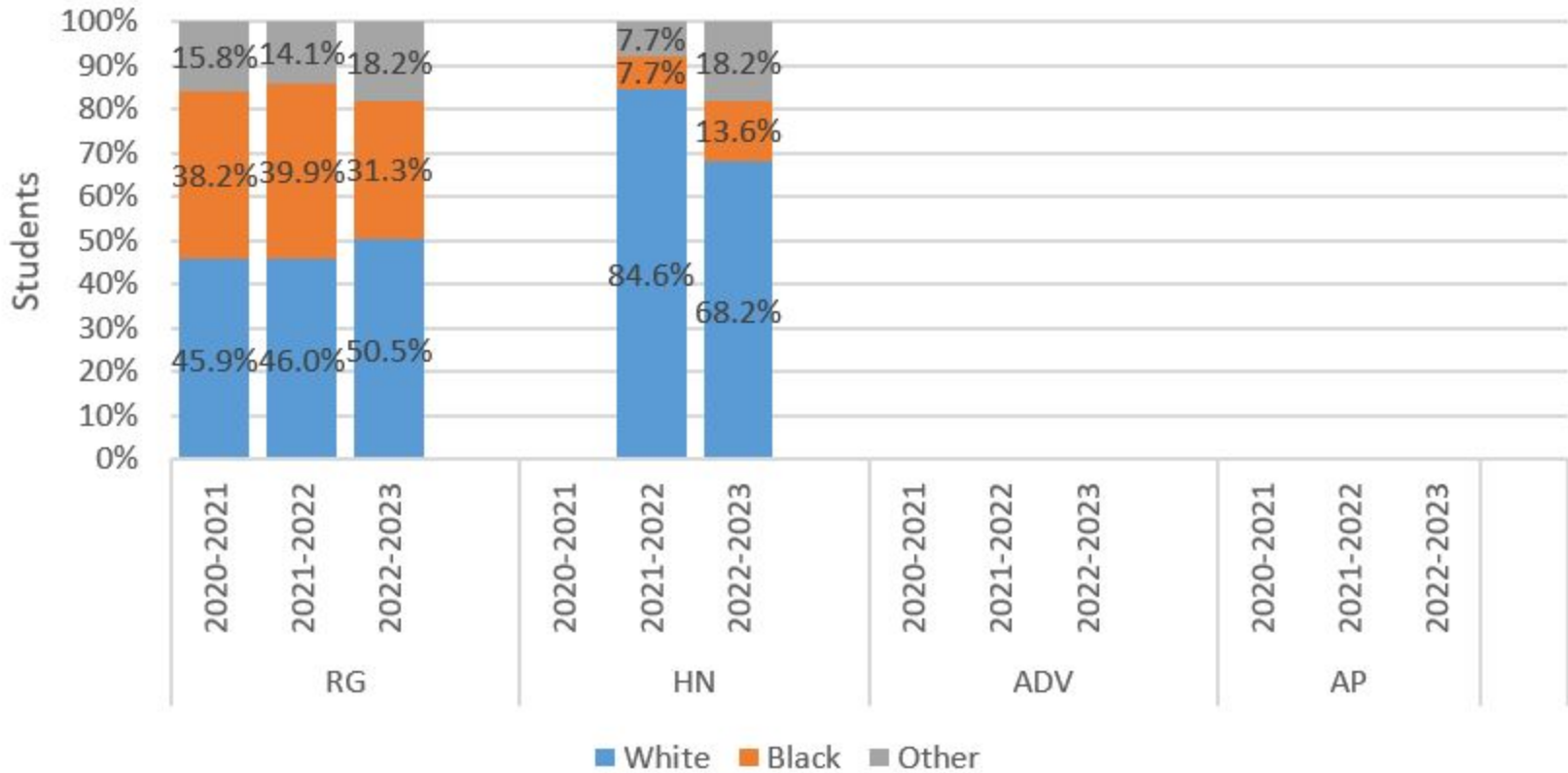
# Advanced Placement Math at Columbia High School

---

- + As previously mentioned, our work in this area has resulted in a significant increase in the student enrollment of our AP Courses. Particularly for historically marginalized populations. Now speaking specifically to mathematics-
  - The trend data shows that there was large increase in AP math enrollment for students of color from SY 20-21 to SY 21-22, with Black students seeing about a 7% increase. Although students of color continue to enroll at the same pace, Black student enrollment did decline by 5% in SY 22-23 in AP Math.
  - Math does give a good indication that equity in AP enrollment is heading in the right direction. In SY 20-21, those identifying as White were nearly 2.5 times likely to enroll in AP Math than their peers, this has now dropped to a ratio of 1.7.

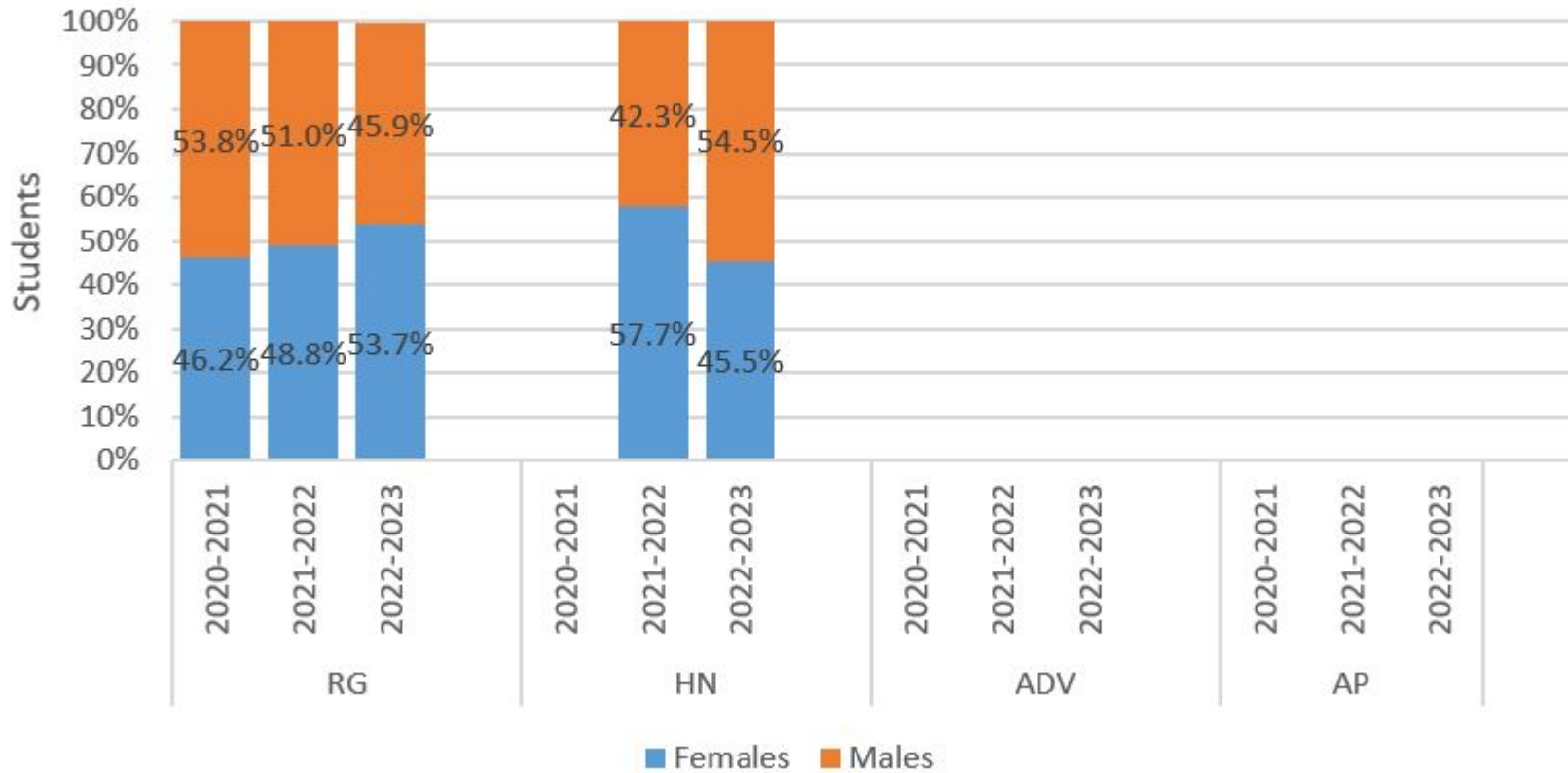
# Columbia High School

## Media & Technology



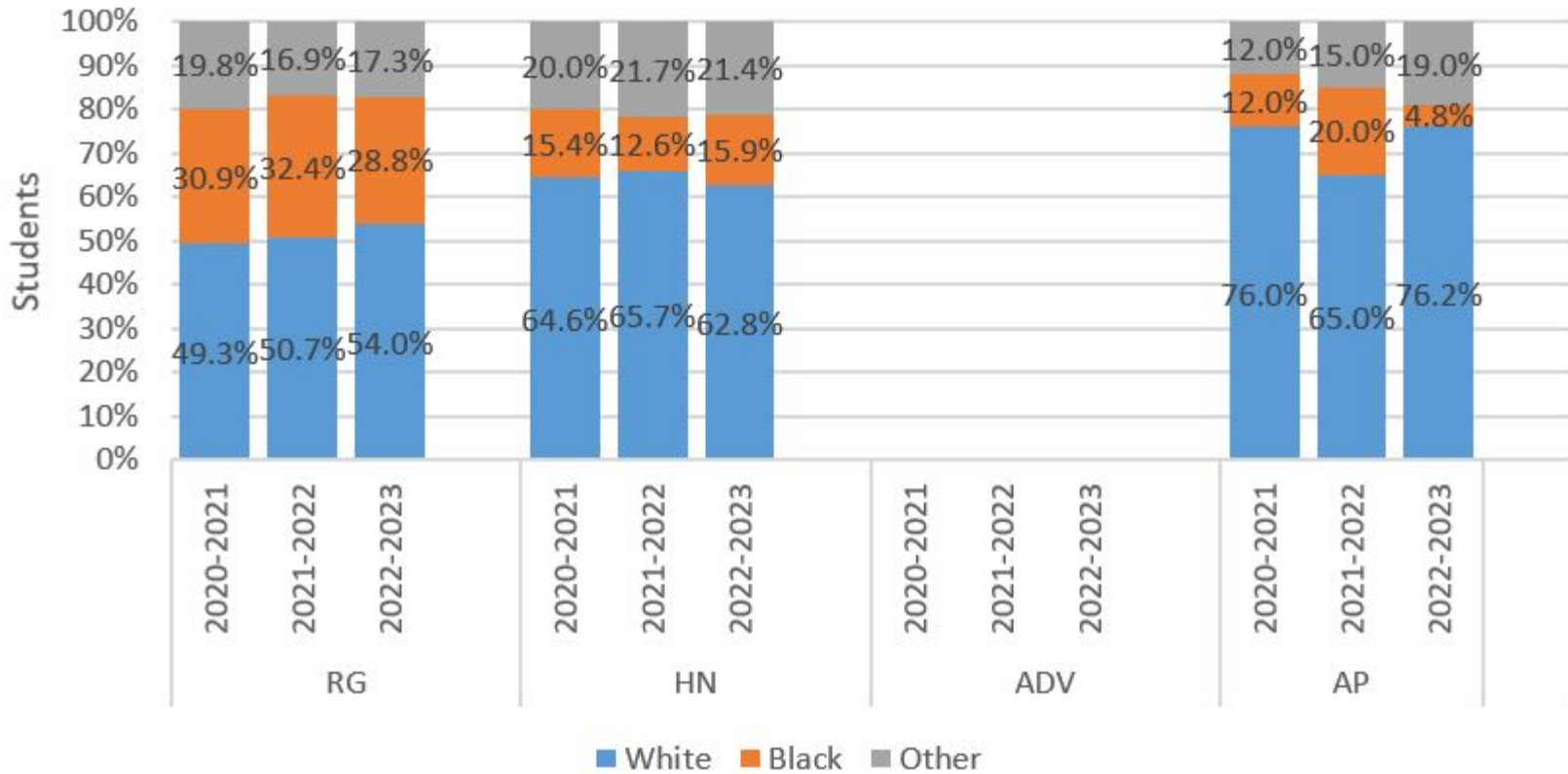
# Columbia High School

## Media & Technology



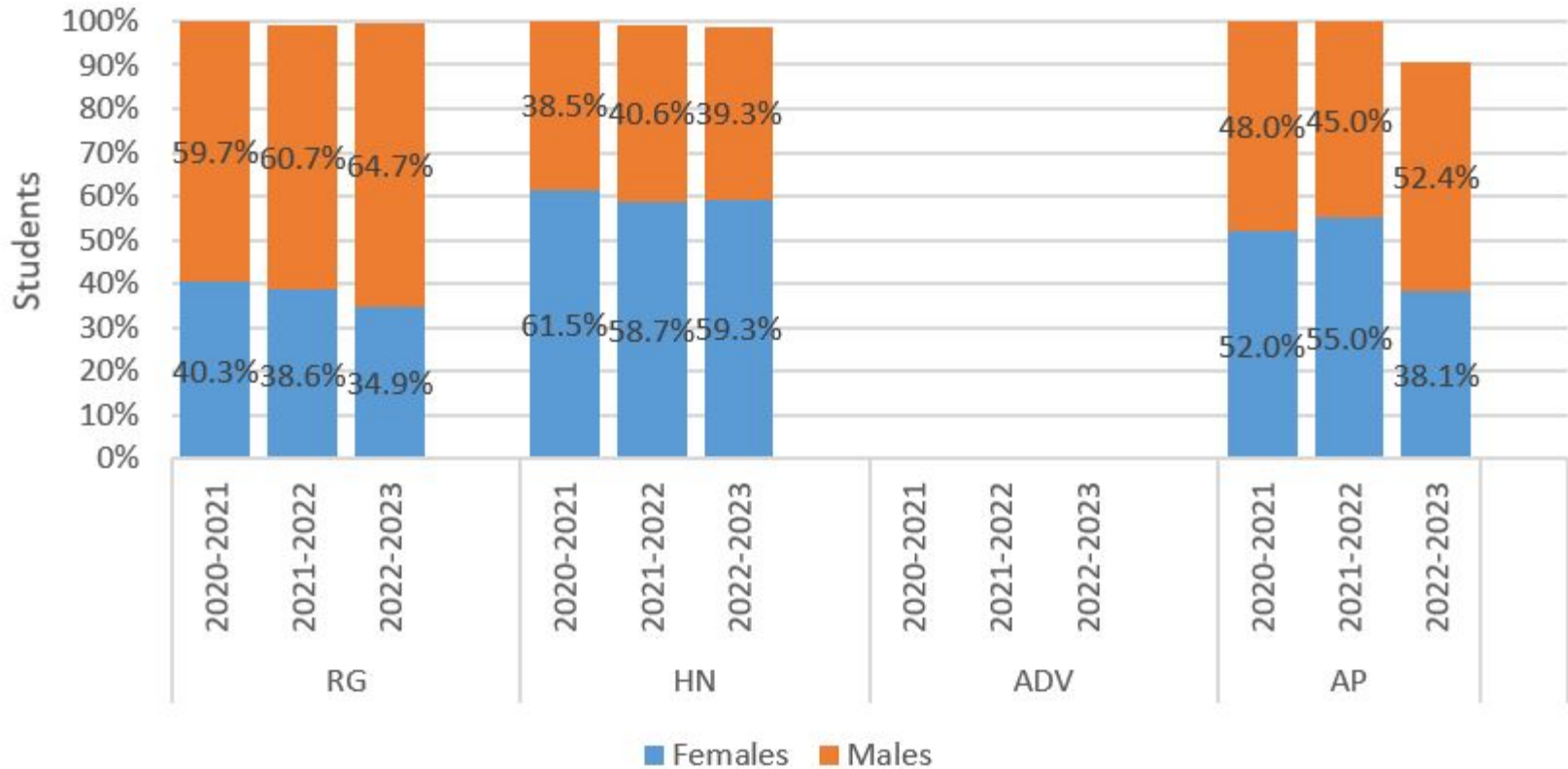
# Columbia High School

## Music



# Columbia High School

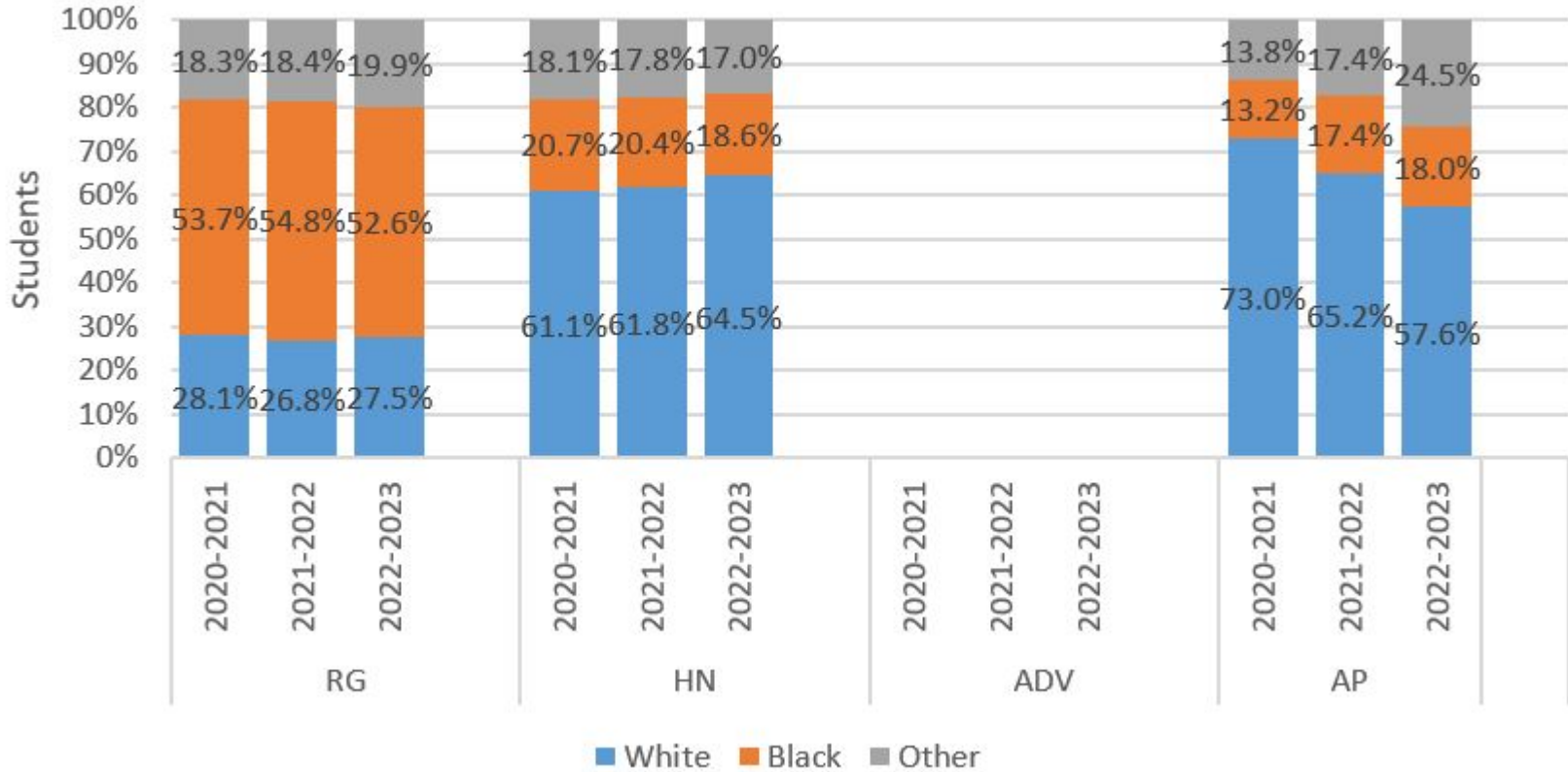
## Music





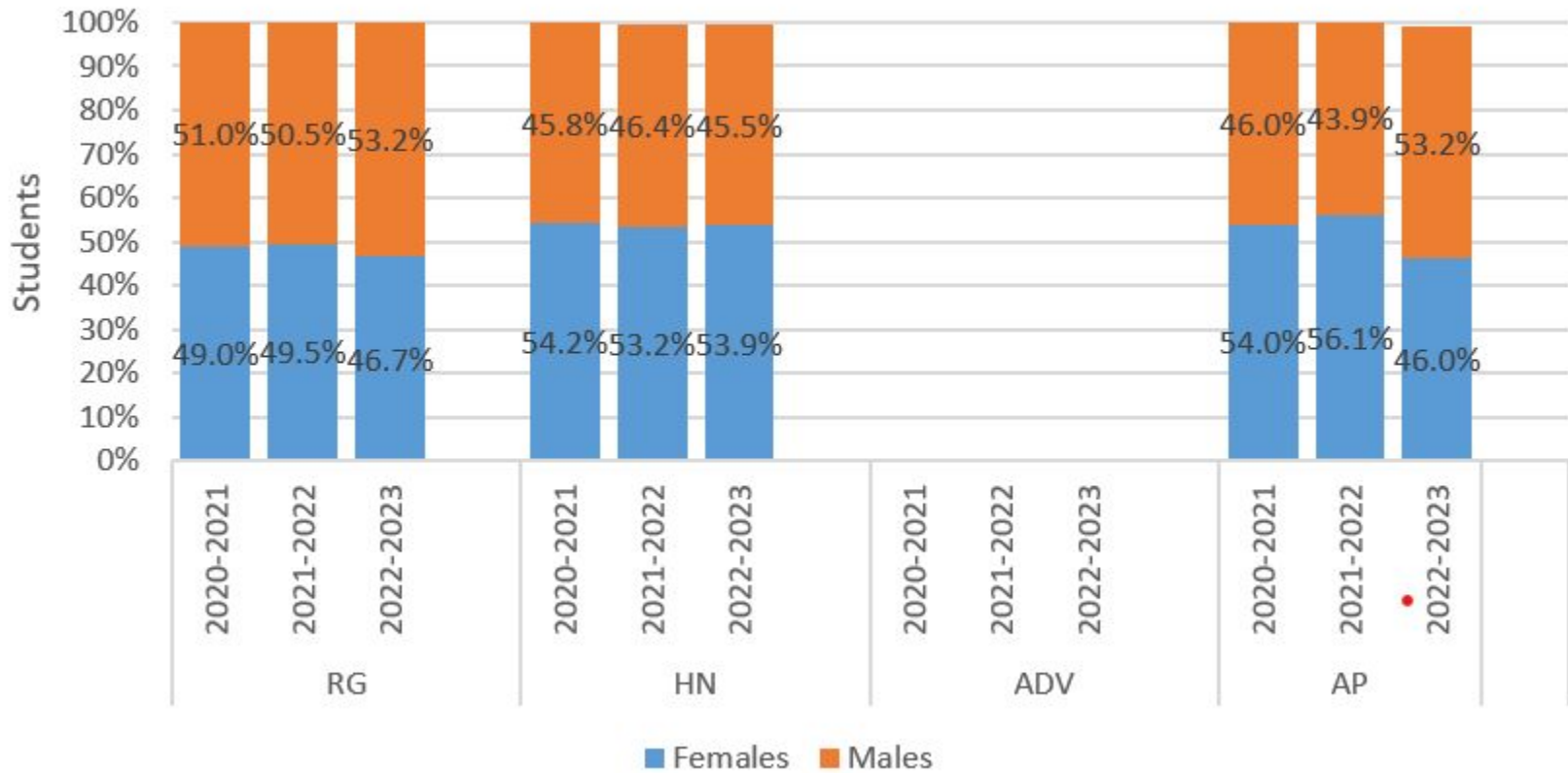
# Columbia High School

## Science



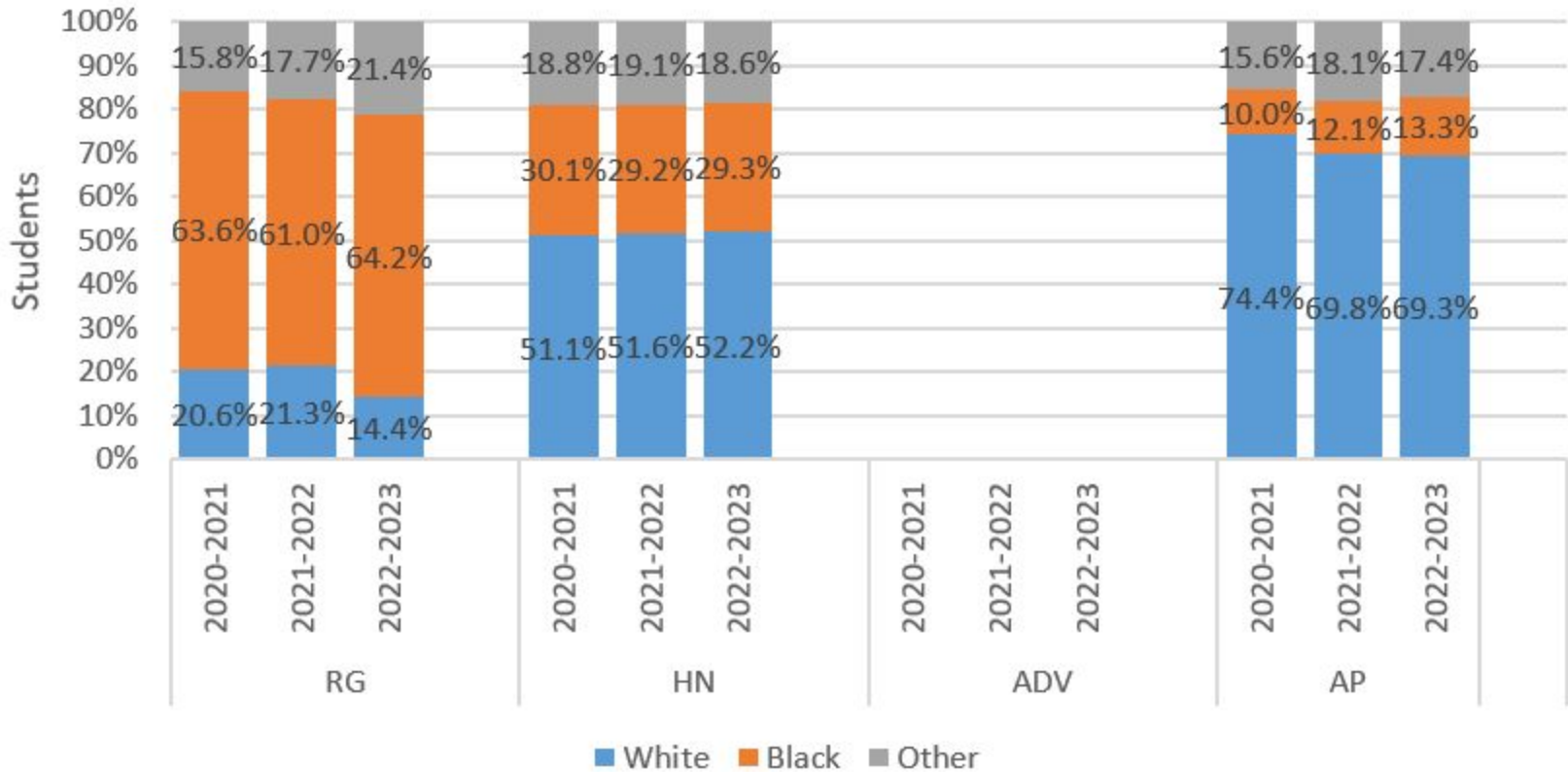
# Columbia High School

## Science



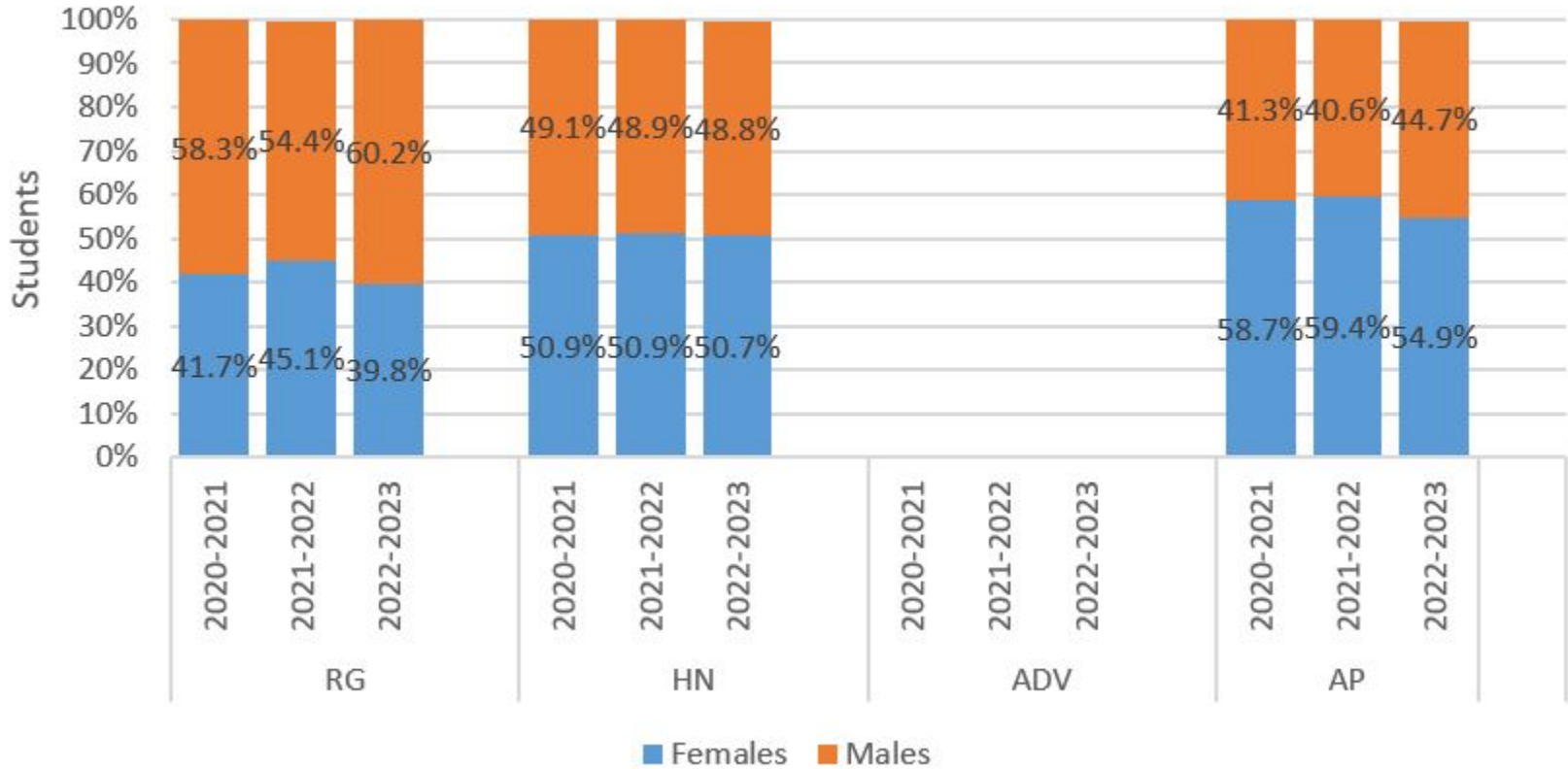
# Columbia High School

## Social Studies



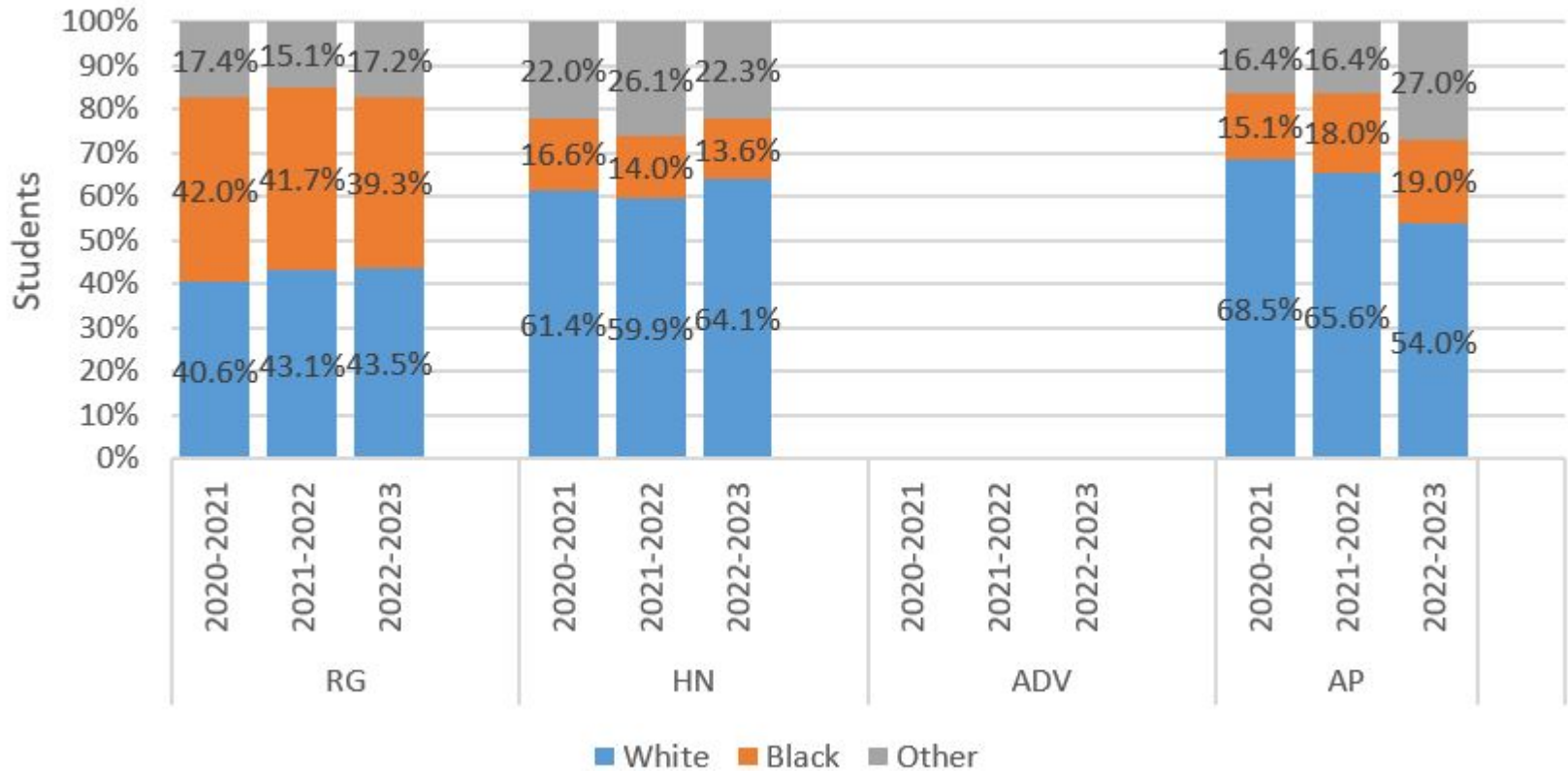
# Columbia High School

## Social Studies



# Columbia High School

## World Languages



# Concluding Thoughts

---

- + In terms of enrollment, we appear to be trending in the right direction through our intentional integration initiative in creating diverse learning communities throughout South Orange and Maplewood School District
- + The changes instituted in helping correct the disparities in students of color participation in Advanced Placement courses appear to be working. In particular the partnership with Equal Opportunity Schools has been valuable.
- + There is work to be done in some areas, especially in middle school math, where the numbers show a huge disparity in who is taking advance level math.

