

# 9th Period *Opportunities for All*

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**November 17, 2021**

# Background



- NYSED requires 990 hours of instruction a year at the secondary level. We had a waiver but now it is expiring.
- MORE SCHOOL!!!! YAY!!!
- Sachem Schools is ready to implement the long awaited 9th period at our secondary schools. Generally, this allows for additional support classes to assist students to take more rigorous courses and or updated electives based on interest.
- Fall of 2018 & Spring of 2019, the District took first steps toward equity programming for all. Frost Valley became an open class trip for all 8th graders. This change was to follow by honors for all in Earth Science.

[https://www.sachem.edu/Assets/BOE\\_Presentations/041819\\_Frost\\_Valley\\_Update\\_4-17-19.pdf?t=636911843462700000](https://www.sachem.edu/Assets/BOE_Presentations/041819_Frost_Valley_Update_4-17-19.pdf?t=636911843462700000)

[https://www.sachem.edu/Assets/BOE\\_Presentations/120518\\_November\\_28\\_2018\\_BOE\\_Update.pdf?t=636796132007400000](https://www.sachem.edu/Assets/BOE_Presentations/120518_November_28_2018_BOE_Update.pdf?t=636796132007400000)

# Board of Education Goals



## Goal #2 Enhance Student Achievement, Quality of Instruction and Leadership Skills

- Continue to establish consistency in all curricula, assessments, and instructional practices K-12 with a focus on data analysis for differentiated instruction to target learning gaps from the pandemic.
- Deepen student engagement and provide opportunities for rigor: Re-engage in Project Based Learning. Expand on the district's AP Capstone program
- Expand exploratory World Languages to 6th grade and CTE exploratory units grades 6-8.
- Provide equitable support for student needs-IST process in the middle schools by expanding on Read 180 and pilot Math 180. Continue implementation of NWEA benchmarking system grades 3-8. Curriculum revisions to provide enrichment to support Earth Science and Algebra placement “for all” in 8th grade.

# Where are we now?



- We've met with directors, building leaders and chairpeople to to elicit potential courses with the goal of supporting students to take higher order classes (Algebra and Earth Science in 8th Grade for example) and or offer updated interest based electives.
- We also want to have exposure early on in the middle school years for *Civic Readiness*, *CTE pathways*, *College and Career Prep* and overall *Life Skills* to support students academically and socially emotionally.
- 9th Period Committee met to review proposed courses and to elicit additional feedback for course. Curriculum Council will also be a partner in planning.

# Sample K-12 Bell Schedules

Link :

[9 Period Day Mock Schedule](#)



# Proposed Course Selections to Date

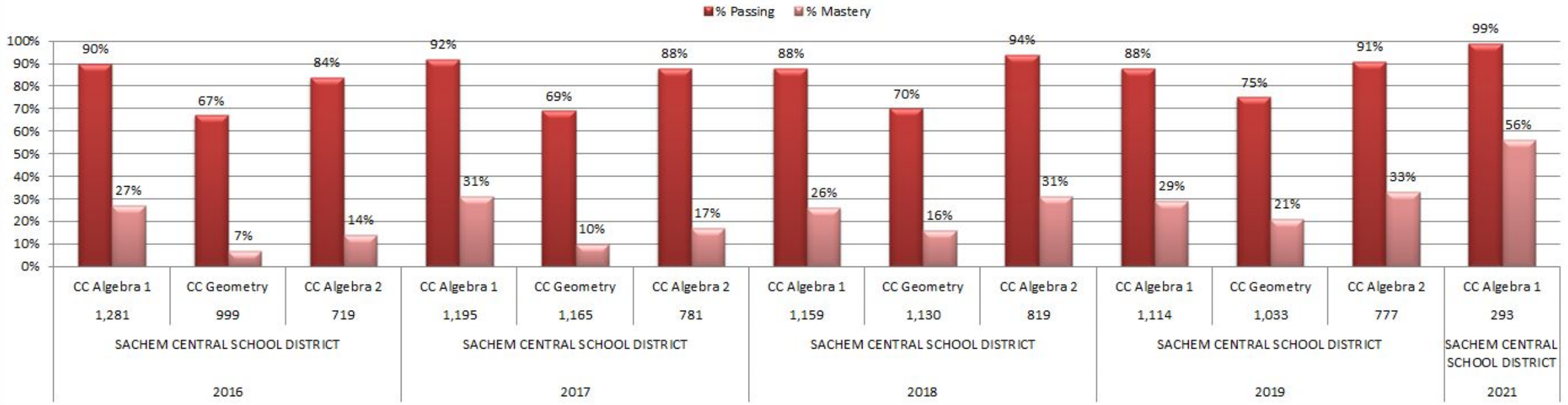
Link :

[9th Period MS & HS Class Proposals](#)



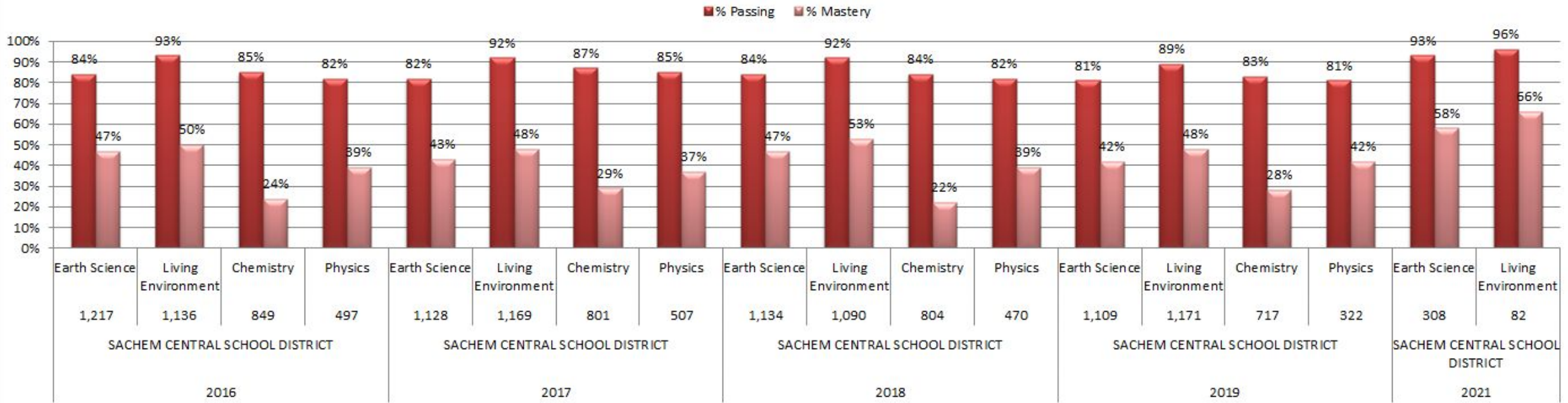
# Sachem Regents Mastery and Proficiency

## Mathematics Mastery and Proficiency Percentages



# Sachem Regents Mastery and Proficiency

## Science Mastery and Proficiency Percentages





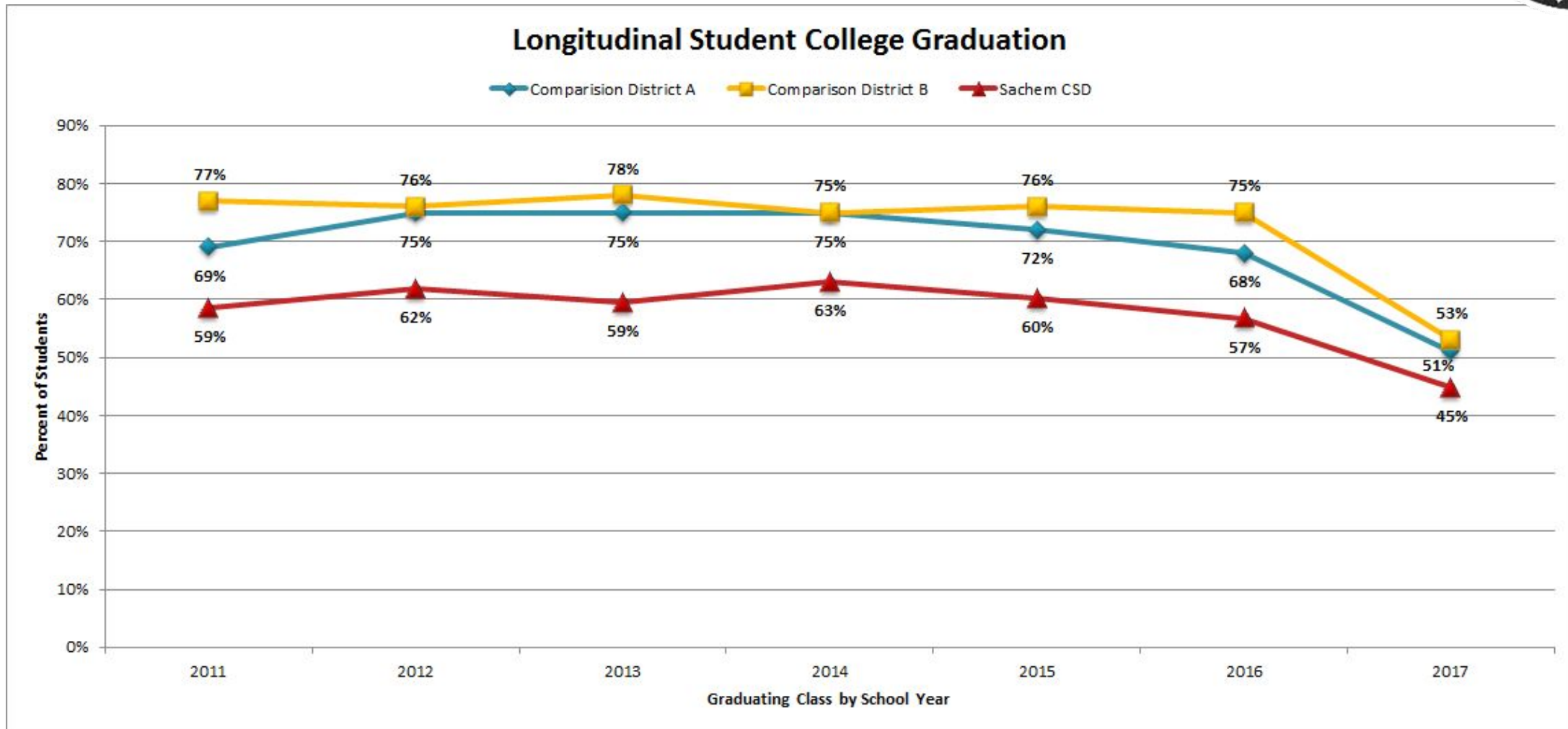


# AP Course Enrollment

	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
AP Calculus AB	115	138	121
AP Calculus BC	50	54	38
AP Statistics	82	104	151
AP Biology	126	112	115
AP Chemistry	146	121	110
AP Physics 1	140	179	170



# College Graduation Comparison



# Research Supports Our Work

2002 Report on Educational Experience; Authors Ali, Russlynn; Jenkins, Gabe

[college preparedness.pdf](#)

Abstract: To have any real chance of success in the workplace or in college, high school students must regularly engage in more rigorous, intellectually challenging work and must make more progress during their high school years than they do now.

The report goes on to examine the expected impact of implementing a high-rigor college-readiness curriculum as the default curriculum in California's high schools. The report also presents data that show how school districts in California that have implemented college readiness curriculum as the default curriculum have recorded higher assessment scores, lower achievement gaps, and increases in students' desire to attend college.



# Research Supports Our Work

**2018 study From High School Access to Postsecondary Success: An Exploratory Study of the Impact of High-Rigor Coursework** Authors T. Lee Morgan ,Diana Zakhem and Wendy Loloff Cooper

<https://www.mdpi.com/2227-7102/8/4/191>

**Abstract:** Educators and policymakers are keenly aware of the need to prepare students to compete in an increasingly global society. It is widely accepted that a high school diploma is not sufficient and that secondary schools have a responsibility to prepare students to be college and career ready.

The results from this study confirmed that a positive relationship exists between high-rigor courses and college success. This relationship was evident even after controlling for relevant student demographics including gender, ethnicity, and socioeconomic status.



# New York State Education Department's Initiative to Review Graduation Measures

- In July 2019, then-Chancellor Betty A. Rosa and the Board of Regents announced they will create a Blue Ribbon Commission to review the State's high school graduation measures and explore what it means to obtain a diploma in New York State. The Commission will consider whether adding other measures of learning and achievement could better serve New York's diverse student population as indicators of what they know and if they are ready for college, careers and civic engagement.
- To help inform the work of the Blue Ribbon Commission, the Board of Regents and the State Education Department are gathering input from many partners, including parents, educators, administrators, school support staff, representatives of higher education, the business community and the general public.
- Meetings started prior to the pandemic and will now continue virtually.
- To allow for a transparent and meaningful information gathering process, NYSED has created a Graduation Measures website which will feature updates throughout the process. From the site, you will soon be able to submit public comments via ThoughtExchange and subscribe to receive email updates.

**Graduation Measures Website:** ([www.nysed.gov/grad-measures](http://www.nysed.gov/grad-measures))

**Public Comment email:** [GradMeasures@nysed.gov](mailto:GradMeasures@nysed.gov)

**Hashtag:** #NYSGradMeasures on Twitter, Facebook and LinkedIn.



# Some Next Steps

- Craft sample schedules for the various categories of students 6-12.
- Survey secondary students to gather additional feedback.
- Solidify bell schedule and bussing K-12.
- Consider staffing needs.
- Curriculum writing for new courses.



Questions?

**Thank you!**

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