

Achievement Gap Work Session 2009

In a shift to greater focus on Board governance, the Board has implemented the use of Board work sessions to gain greater understanding of critical issues facing the Division, identifying areas of need and providing staff with direction in support of the Division's Strategic Plan. The purpose of this work session is for the Board to ascertain an understanding of Division and individual school progress toward elimination of achievement gaps. Student performance data will be presented based on quarterly and annual measurement indicators. Additionally, there will be three breakout sessions to encourage greater depth of discussion and inquiry, as follows:

1. Culturally Responsive Teaching and Other Specific Teaching Strategies
2. Student Voices
3. Data-driven Teaching and Learning (School-Based).

Attachment 1 – Issues Brief

Attachment 2 – Guiding Questions for Breakout Sessions

**School Board Work Session
February 26, 2008
Eliminate the Achievement Gap**

Issues Brief

What is the achievement gap?

The achievement gap is the persistence of performance and achievement differences between students largely based on demographic differences. The definition is predicated on an underlying assumption that all students begin with the same scholastic ability and that environmental and educational factors shape the degree to which students are successful. The achievement gap was first noticed when students from similar families, who attended the same schools, were showing markedly different performance on nearly all outcome measures used. All schools and school divisions show signs of the achievement gap; however, some are beginning to abate the gap through sound curriculum and instruction and a shift in accountability.

Which students are subject to the achievement gap?

The students most likely to be subject to the achievement gap are minority, LEP, and socioeconomically disadvantaged students. The black/white achievement gap may be the most studied form of the achievement gap with studies showing African-Americans, on average, being up to four grade levels behind their white peers. Studies have also found that the gap exists as early as third grade and persists through high school and college.

The achievement gap problem also extends to socioeconomically disadvantaged children who are more likely to be retained or dropout of school before completion. These students are also more likely to be identified for special education services and underachieve across all subjects and grades. Both black and socioeconomically disadvantaged children are also more likely to be tracked into lower level courses.

For LEP students, teachers may perceive their lack of overall language proficiency as an inability to complete grade level work. To a certain extent this is true, many LEP students are capable of doing grade level work, but the language barrier prevents them from demonstrating their mastery. These students are often tracked into lower classes unnecessarily. Within lower track classes they are subject to lower expectations, less rigorous curriculum, and fewer materials, which contribute to the overall problem of the achievement gap.

What school-controlled practices enable the achievement gap?

Although schools are not able to control all the factors that contribute to the achievement gap, there are three areas where schools are largely able to either exacerbate or ameliorate the achievement gap: curriculum, instruction, and teacher expectations. Teachers may not create or use academically rigorous curriculum with students who are most likely caught in the achievement gap, and the quality of the curriculum has a direct relationship to student achievement. Administrators can facilitate this work by emphasizing the importance of high quality curriculum for all students, and fostering the development of curriculum that is developmentally and academically appropriate for all learners.

Even when teachers are using good curriculum, they may unintentionally ignore the cultural differences between students to the detriment of student learning. When teachers are unaware of how students are different in their learning styles, motivation, and behavior, they do not differentiate instruction. The majority of research on the achievement gap agrees that the first step in closing the gap is to improve the quality of curriculum and instruction in the schools, especially through differentiation.

The quality of the curriculum and the cultural relevance of instruction are both based the teachers' expectations for student success. Numerous studies have shown that when teachers have high expectations for students and provide high levels of support, learning typically improves. Unfortunately for minority and impoverished children, expectations can be too low. Much of the difference in expectations may center on teachers misunderstandings about cultural differences in learning and with increased multicultural education teachers may be able to set more equitable expectations for all students.

How does accountability relate to the achievement gap?

Low teacher expectations have a profound effect on student achievement. Research has shown that as the demographic characteristics of classrooms change so does the sense of accountability, where teachers feel more accountable for student learning if the students are middle class, white, or Asian, and teachers feel less accountable for student learning if the students are poor or African-American.

Recent shifts in accountability, from student accountability to teacher accountability, have shown a profound impact on student achievement. Schools that have held teachers accountable for all students learning, and not just those they have high expectations for, have noticed teachers revising their priorities regarding instruction to decrease the achievement gap.

Are there cultural biases in assessments?

Educational research is clear: there are no cultural biases in assessments. During the 1990's and 2000's psychometricians put a great deal of effort into reviewing achievement, ability, and psychological tests to ensure that there were no elements of bias included within the test. From these efforts, it is reasonable to say that there are no major assessment instruments with cultural bias. Similarly, the Department of Accountability, Research, and Technology has worked to raise teacher awareness of cultural bias in assessment and helped them revise and rewrite to remove any vestiges of bias.

Is the achievement gap a self-fulfilling prophecy?

While it is impossible to determine exactly which students will fall into the achievement gap, students perceive their place in the achievement gap based on the types of courses they are enrolled in, the level of attention they receive from the teacher, and the expectations set forth for them. Research suggests that students are keenly aware of the perceptions others have of them, and they respond accordingly. For example, students who were mixed heterogeneously and told they were all at the same ability level had higher average performance than students who were leveled by readiness and made aware of their level.

Similarly, if students are given extra attention from faculty and administrators because they are labeled at-risk, they are more likely to exhibit the behaviors of risk. Both of these instances

would suggest that the achievement gap is a self-fulfilling prophecy; however, it should not be viewed as a foregone conclusion.

What is Culturally Responsive Teaching?

Gevena Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. This definition speaks to the ACPS mission of establishing communities of learners that emphasize rigor, relevance and relationships. The FQL, PLC and TPA models provide an integral approach for classroom teachers to deliver high-yield instructional strategies (FQL); monitor, judge, and dialog their delivery strategies with colleagues (PLC); and evaluate their delivery practices with an administrator against student performance (TPA).

Albemarle County Public Schools' Diversity Resource Teachers (DRTs) have studied the research of Gevena Gay and others, and in so doing, have adopted three primary characteristics of culturally responsive teaching. In congruence with the work of the DRTs, culturally responsive teaching:

1. Communicates and practices high expectations to empower all students.
2. Acknowledges and incorporates the relevance of students' cultural heritage into instructional strategies.
3. Builds positive relationships with and among students in the context of culture.

**School Board Work Session
February 26, 2008
Eliminate the Achievement Gap**

Guiding Questions for Breakout Sessions

Breakout Session 1: Culturally Responsive Teaching and Other Specific Teaching Strategies

1. What specific teaching strategies are producing high achievement among students in NCLB membership groups?
2. What does research on best practices tell us about high yield strategies for students in NCLB membership groups?
3. How are the Division levers (FQL, TPA, PLC) impacting the day-to-day instruction in classrooms?
4. How is professional development being implemented to support teachers in culturally responsive teaching and differentiation strategies?
5. How can the Division further support development and implementation of best practices related to culturally responsive teaching, differentiation, and strategies that produce high achievement for all students?

Breakout Session 2: Student Voices

1. What surprised you?
2. What pleased you?
3. What concerns you?
4. Were there common themes in the student voices?
5. What would be your next steps in response to the students' perspectives regarding teaching and learning in our schools?
6. How are these student voices different from the voices we would have heard 10 years ago? How might the voices be different 10 years from now?

Breakout Session 3: Data-driven Teaching and Learning (School-Based)

1. Where are the gaps in student achievement in our schools? How do we know where the gaps are, and when do we know it?
2. What steps should be taken to better identify (i.e., sooner, more specifically, more individually) the achievement gaps in our schools?
3. Are there strategies that have been effective in not only identifying achievement gaps, but also closing them?
4. What are we doing to systematically measure achievement, and how effective are our methods of intervention?
5. How do our intervention strategies differ based on student readiness, interest, and learning style?
6. Can we articulate the different intervention groups, what they need to do to improve their achievement, and what we expect as a result of the interventions?

Accountability & the Achievement Gap Mid-year Data 2009

In an effort to stay current with achievement gap data, it is important to think of a variety of ways that the achievement gap can be represented. In the past, the Division has relied heavily on outcome data to determine the success of students; however, the progress of students throughout the course may be just as informational, if not more, because it can alert you to students who are struggling before they fail. To this end, we have prepared some data that intends to look at student achievement at a snapshot during the year, rather than waiting until the end of year assessment results are reported.

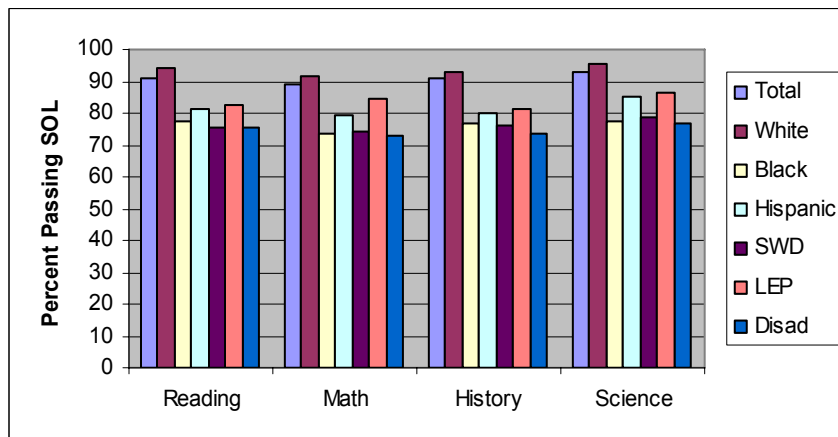
In elementary school, the majority of students are reading on grade level. Additionally, most schools have a relatively equal number of students above and below grade level. This would suggest that students are all making satisfactory progress in reading; however, there is data to suggest that these patterns are most prominent for white students and that black, Hispanic, and socio-economically disadvantaged students fall below these thresholds. Elementary math scores corroborate this point, suggesting that the achievement gap is present, even in the youngest grades, and fall along predictable boundaries related to race and socioeconomic status.

For middle school, black students fall behind their peers in reported grades. Black students are the only minority population that did not have a plurality of grades in the A column. Instead, they had the most students in the B column. Although B's are passing scores, it is problematic that they would be underperforming their peers already in the year and may be cause for intervention with this population of students.

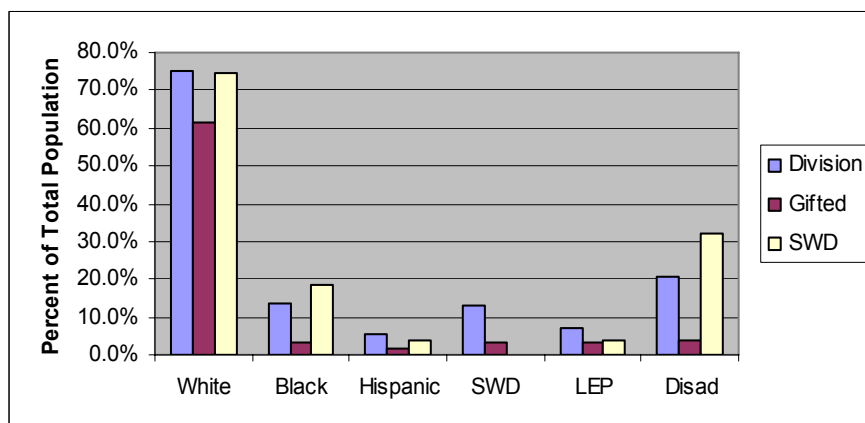
High school exhibits many of the same patterns as the middle schools, except that the pattern shifts down a grade. Hispanic and white students have the plurality of grades in the B range, while black students have the most students in the C range. This could suggest that black students continue to underperform their peers, especially as the expectations for quality performance rise. This also contributes to the wealth of data suggesting that, by high school, black students are less engaged in learning than their peers.

As you may recall from previous reports, including the Annual Progress Report:

- Black, Hispanic, and socio-economically disadvantaged students are the least likely to perform well on SOL tests.



- Students who traditionally fall into the achievement gap are underrepresented in gifted programs, but are more proportionally represented in special education.



- Achievement gap students are also less likely to enroll in higher level courses, specifically AP courses, take AP tests, and subsequently pass those tests.

Division Frequency Tables by NCLB Subgroup						
	Enrolled in AP		Took a Test		Passing Score	
	N	%	N	%	N	%
Division	1076	27.6	942	87.5	603	64
Black	45	8.5	33	73.3	10	30.3
Hispanic	18	12.1	18	100.0	16	88.9
White	934	30.9	774	82.9	504	65.1
Disadvantaged	31	4.7	25	80.6	13	52

Elementary Reading & Math Instructional Levels - First Quarter

	Black						Hispanic						White					
	Above		On		Below		Above		On		Below		Above		On		Below	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Math Instructional Level - 2	0	0.0	91	73.4	33	26.6	0	0.0	55	85.9	9	14.1	20	3.0	611	91.5	37	5.5
Math Instructional Level - 3	0	0.0	95	74.8	32	25.2	0	0.0	45	84.9	8	15.1	47	6.4	652	89.3	31	4.2
Math Instructional Level - 4	1	0.8	105	86.1	16	13.1	0	0.0	43	86.0	7	14.0	53	7.9	584	86.8	36	5.3
Math Instructional Level - 5	0	0.0	111	94.1	7	5.9	0	0.0	31	88.6	4	11.4	44	6.5	613	90.8	18	2.7
Reading Instructional Level - 2	2	1.5	78	60.0	50	38.5	1	1.5	34	52.3	30	46.2	109	16.1	458	67.8	109	16.1
Reading Instructional Level - 3	7	5.4	62	48.1	60	46.5	2	3.7	22	40.7	30	55.6	148	20.1	482	65.6	105	14.3
Reading Instructional Level - 4	4	3.2	66	52.8	55	44.0	2	3.9	26	51.0	23	45.1	110	16.2	457	67.3	112	16.5
Reading Instructional Level - 5	7	5.5	74	57.8	47	36.7	4	9.8	16	39.0	21	51.2	151	21.4	448	63.5	106	15.0

	SWD						Disadvantaged						LEP					
	Above		On		Below		Above		On		Below		Above		On		Below	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Math Instructional Level - 2	0	0.0	50	60.2	33	39.8	0	0.0	183	77.5	53	22.5	0	0.0	83	89.2	10	10.8
Math Instructional Level - 3	1	1.0	65	67.7	30	31.3	0	0.0	182	78.4	50	21.6	2	2.2	79	86.8	10	11.0
Math Instructional Level - 4	0	0.0	75	65.8	39	34.2	1	0.5	168	79.2	43	20.3	5	5.6	75	84.3	9	10.1
Math Instructional Level - 5	2	2.0	80	79.2	19	18.8	1	0.6	150	87.2	21	12.2	0	0.0	50	92.6	4	7.4
Reading Instructional Level - 2	0	0.0	33	38.8	52	61.2	4	1.6	143	58.4	98	40.0	3	3.1	54	55.1	41	41.8
Reading Instructional Level - 3	0	0.0	37	38.1	60	61.9	11	4.7	112	47.7	112	47.7	5	5.3	51	54.3	38	40.4
Reading Instructional Level - 4	4	3.4	30	25.6	83	70.9	4	1.8	102	47.0	111	51.2	9	9.6	49	52.1	36	38.3
Reading Instructional Level - 5	4	3.7	41	38.0	63	58.3	5	2.6	96	50.0	91	47.4	4	6.7	25	41.7	31	51.7

	All Students					
	Above		On		Below	
	N	%	N	%	N	%
Math Instructional Level - 2	23	2.4	828	86.2	83	8.6
Math Instructional Level - 3	52	5.3	846	85.6	71	7.2
Math Instructional Level - 4	62	6.7	777	84.5	63	6.9
Math Instructional Level - 5	49	5.3	796	85.3	30	3.2
Reading Instructional Level - 2	126	13.1	627	65.2	202	21.0
Reading Instructional Level - 3	167	16.9	609	61.6	204	20.6
Reading Instructional Level - 4	128	13.9	577	62.8	210	22.9
Reading Instructional Level - 5	172	18.4	565	60.6	185	19.8

White students are the only group that consistently beats the trend for all students

Black, Hispanic, and socioeconomically disadvantaged students have a near equal split between students on and below grade level in reading

There were only minor shifts in the total number of students above, on, and below grade level from quarter 1 to quarter 2

Black and socioeconomically disadvantaged students have nearly 25% working below level in math, and 40% (black) and 50% (disadvantaged) working below level in reading

Elementary Reading & Math Instructional Levels - Second Quarter

	Black						Hispanic						White					
	Above		On		Below		Above		On		Below		Above		On		Below	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Math Instructional Level - 2	0	0.0%	95	74.8%	32	25.5%	0	0.0%	49	86.0%	8	14.0%	18	2.7%	618	92.5%	32	4.8%
Math Instructional Level - 3	0	0.0%	97	77.0%	29	23.0%	0	0.0%	45	83.3%	9	16.7%	50	6.9%	651	89.8%	24	3.3%
Math Instructional Level - 4	1	80.0%	103	84.4%	18	14.8%	0	0.0%	40	80.0%	10	20.0%	57	8.5%	575	86.1%	36	5.4%
Math Instructional Level - 5	3	2.5%	105	89.0%	10	8.5%	0	0.0%	37	92.5%	3	7.5%	64	9.5%	597	88.2%	16	2.4%
Reading Instructional Level - 2	2	1.6%	82	64.6%	43	33.9%	4	6.7%	33	55.0%	23	38.3%	133	19.9%	464	69.3%	73	10.9%
Reading Instructional Level - 3	7	5.4%	69	53.5%	53	41.1%	2	3.8%	24	45.3%	27	50.9%	161	22.1%	480	65.9%	87	12.0%
Reading Instructional Level - 4	4	3.1%	69	53.9%	55	43.0%	1	2.0%	28	54.9%	22	43.1%	122	18.0%	451	66.6%	104	15.4%
Reading Instructional Level - 5	6	4.8%	70	55.6%	50	39.7%	4	9.8%	19	46.3%	18	43.9%	165	23.7%	445	63.9%	86	12.4%

	SWD						Disadvantaged						LEP					
	Above		On		Below		Above		On		Below		Above		On		Below	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Math Instructional Level - 2	0	0.0%	52	65.0%	28	35.0%	0	0.0%	188	79.3%	49	20.7%	0	0.0%	81	91.0%	8	9.0%
Math Instructional Level - 3	0	0.0%	67	72.0%	26	28.0%	0	0.0%	195	80.6%	47	19.4%	2	2.2%	81	87.1%	10	10.8%
Math Instructional Level - 4	0	0.0%	74	64.3%	41	35.7%	1	50.0%	166	77.6%	47	22.0%	3	3.4%	74	83.1%	12	13.5%
Math Instructional Level - 5	2	1.9%	86	82.7%	16	15.4%	2	1.1%	160	86.5%	23	12.4%	2	3.3%	55	91.7%	3	5.0%
Reading Instructional Level - 2	0	0.0%	34	43.0%	45	57.0%	10	4.2%	147	61.3%	83	34.6%	4	4.3%	56	60.2%	33	35.5%
Reading Instructional Level - 3	1	1.1%	36	37.9%	58	61.1%	17	6.9%	124	50.6%	104	42.4%	7	7.5%	53	57.0%	33	35.5%
Reading Instructional Level - 4	2	1.7%	32	27.6%	82	70.7%	4	1.8%	104	47.7%	110	50.5%	8	8.7%	48	52.2%	36	39.1%
Reading Instructional Level - 5	5	4.6%	44	40.4%	60	55.0%	5	2.5%	105	52.8%	89	44.7%	5	8.2%	29	47.5%	27	44.3%

	All Students					
	Above		On		Below	
	N	%	N	%	N	%
Math Instructional Level - 2	23	2.4%	846	89.5%	76	8.0%
Math Instructional Level - 3	54	5.5%	857	6.7%	65	6.7%
Math Instructional Level - 4	65	7.2%	771	85.3%	68	7.5%
Math Instructional Level - 5	77	8.6%	784	88.0%	30	3.4%
Reading Instructional Level - 2	156	16.4%	642	67.6%	152	16.0%
Reading Instructional Level - 3	180	18.3%	625	18.3%	179	18.2%
Reading Instructional Level - 4	138	15.0%	580	62.8%	205	22.2%
Reading Instructional Level - 5	186	20.2%	567	61.6%	168	18.2%

White students are the only group that consistently beats the trend for all students

There are far more black, Hispanic, and disadvantaged students below grade level than above, which is consistent with the first quarter data

The number of students below grade level in math decreases as students move up in grades (8.6% in 2nd to 3.2% in 5th)

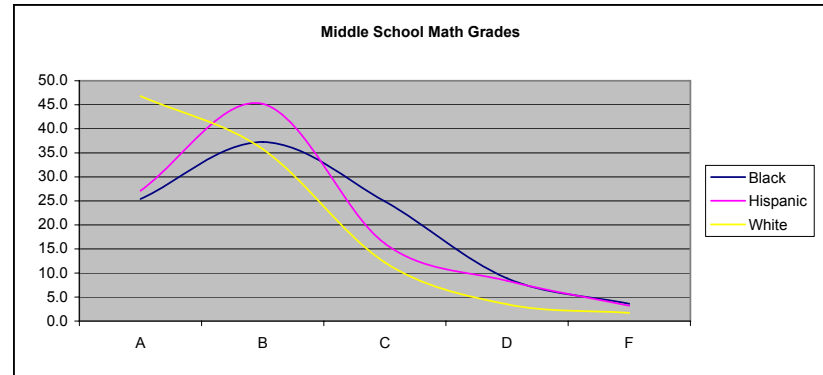
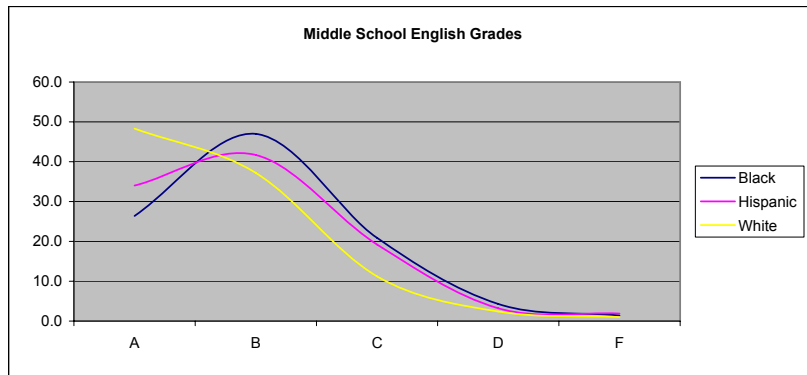
Black and socioeconomically disadvantaged students have nearly 25% working below level in math, but the percent decreases as students move up in grades

Middle School English Grades

		A						B						C						D						F					
		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Middle Schools	Advanced/Honors	40	37.0%	16	39.0%	771	56.2%	43	39.8%	17	41.5%	464	33.8%	18	16.7%	3	7.3%	107	7.8%	6	5.6%	3	7.3%	21	1.5%	1	0.9%	2	4.9%	8	0.6%
	Standard	40	19.9%	21	24.7%	156	28.5%	100	49.8%	38	44.7%	249	45.4%	48	23.9%	24	28.2%	109	19.9%	9	4.5%	1	1.2%	24	4.4%	4	2.0%	1	1.2%	10	1.8%
	Language	11	30.6%	16	53.3%	21	46.7%	19	52.8%	10	33.3%	17	37.8%	6	16.7%	3	10.0%	4	8.9%	0	0.0%	1	3.3%	2	4.4%	0	0.0%	0	0.0%	1	2.2%
	Division Total	91		53		948		162		65		730		72		30		220		15		5		47		5		3		19	

Middle School Math Grades

		A						B						C						D						F					
		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Middle Schools	Honors	14	42.4%	5	33.3%	412	56.1%	12	36.4%	8	53.3%	245	33.4%	4	12.1%	2	13.3%	64	8.7%	3	9.1%	0	0.0%	8	1.1%	0	0.0%	0	0.0%	5	0.7%
	Advanced	32	35.2%	9	27.3%	437	52.8%	35	38.5%	17	51.5%	289	34.9%	21	23.1%	5	15.2%	81	9.8%	2	2.2%	2	6.1%	14	1.7%	1	1.1%	0	0.0%	7	0.8%
	Standard	40	18.7%	28	26.2%	173	27.8%	79	36.9%	45	42.1%	248	39.8%	59	27.6%	18	16.8%	122	19.6%	25	11.7%	11	10.3%	55	8.8%	11	5.1%	5	4.7%	25	4.0%
Division Total		86		42		1022		126		70		782		84		25		267		30		13		77		12		5		37	



In both English and math, white students have their peak as an 'A'. Black and Hispanic students have their peak as a 'B'

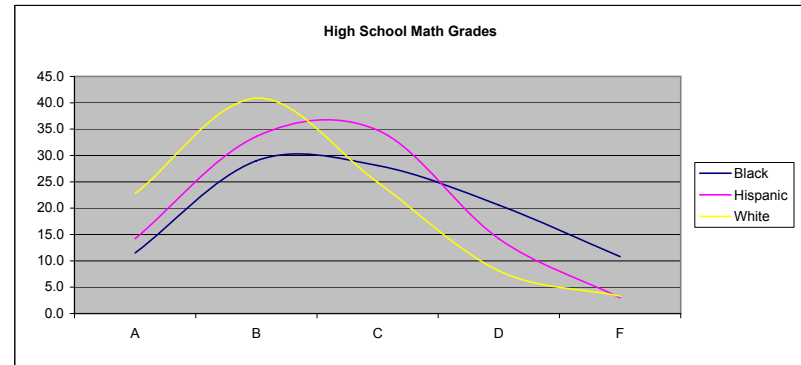
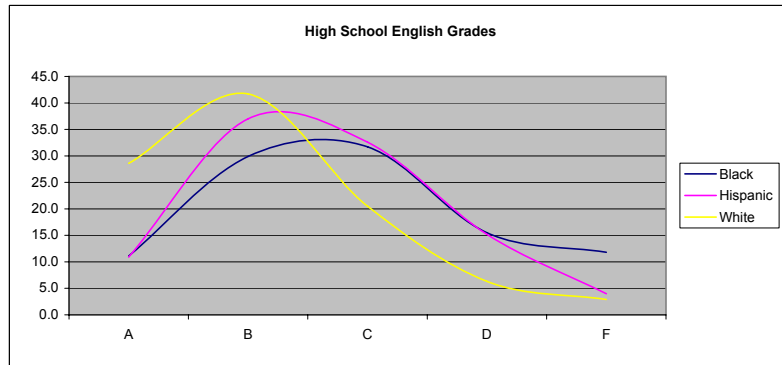
White students have a lower percentage of failing students in middle school math than their black and Hispanic peers; however, this does not occur in English

High School English Grades

		A						B						C						D						F					
		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High Schools	AP/Dual Enrollment	4	10.8%	1	7.1%	202	35.6%	12	32.4%	9	64.3%	235	41.4%	13	35.1%	1	7.1%	91	16.0%	6	16.2%	3	21.4%	30	5.3%	2	5.4%	0	0.0%	9	1.6%
	Honors	14	24.1%	5	26.3%	373	39.9%	20	34.5%	6	31.6%	414	44.3%	16	27.6%	7	36.8%	126	13.5%	7	12.1%	1	5.3%	21	2.2%	1	1.7%	0	0.0%	1	0.1%
	Advanced/Academic	10	4.8%	3	5.9%	143	16.6%	48	23.1%	13	25.5%	340	39.6%	67	32.2%	22	43.1%	252	29.3%	44	21.2%	9	17.6%	74	8.6%	39	18.8%	4	7.8%	50	5.8%
	Practical	16	24.2%	3	10.7%	11	12.6%	27	40.9%	10	35.7%	37	42.5%	18	27.3%	6	21.4%	20	23.0%	2	3.0%	7	25.0%	12	13.8%	3	4.5%	2	7.1%	7	8.0%
	English 9	4	6.3%	3	11.5%	69	20.0%	22	34.9%	13	50.0%	139	40.3%	23	36.5%	9	34.6%	84	24.3%	8	12.7%	1	3.8%	39	11.3%	6	9.5%	0	0.0%	14	4.1%
Total Unique		48		15		798		129		51		1165		137		45		573		67		21		176		51		6		81	

High School Math Grades

		A						B						C						D						F					
		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White		Black		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High Schools	AP/Dual Enrollment	2	33.3%	2	40.0%	117	39.7%	2	33.3%	2	40.0%	106	35.9%	2	33.3%	1	20.0%	57	19.3%	0	0.0%	0	0.0%	11	3.7%	0	0.0%	0	0.0%	4	1.4%
	Honors	13	39.4%	2	11.8%	265	34.0%	11	33.3%	9	52.9%	377	48.4%	6	18.2%	5	29.4%	119	15.3%	1	3.0%	1	5.9%	16	2.1%	2	6.1%	0	0.0%	2	0.3%
	Advanced	17	18.9%	5	19.2%	132	16.5%	27	30.0%	7	26.9%	338	42.3%	25	27.8%	10	38.5%	226	28.3%	13	14.4%	3	11.5%	69	8.6%	8	8.9%	1	3.8%	35	4.4%
	No Level	6	20.0%	3	15.8%	64	19.8%	10	33.3%	7	36.8%	145	44.8%	10	33.3%	8	42.1%	95	29.3%	2	6.7%	1	5.3%	18	5.6%	2	6.7%	0	0.0%	2	0.6%
	Standard	10	4.4%	9	11.3%	51	9.3%	61	26.9%	22	27.5%	161	29.5%	67	29.5%	30	37.5%	188	34.4%	63	27.8%	15	18.8%	103	18.9%	26	11.5%	4	5.0%	43	7.9%
Division Total		49		22		637		124		52		1141		120		54		693		88		22		225		46		5		92	



Similar to the middle school trend, white students' grades skew higher than black or Hispanic students, but the peaks are closer in high school
 White students have lowest percentage of failing students and black students have the highest percentage of failing students in both English and math