

FAILING BROWN v. BOARD

A Continuous Struggle Against Inequity
in Public Education



JOURNEY FOR JUSTICE ALLIANCE

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Foreword

Sixty-four years after the U.S. Supreme Court's historic *Brown v. Board of Education* decision, the education system in this country remains deeply separate and unequal. Not only have Black, Brown and immigrant students been denied access to the same educational opportunities as their white counterparts; but they have been subjected to severely racialized privatization schemes that have deepened the opportunity divide and devastated thousands of public schools throughout the country.

In education, America does *everything but equity*. Alternative schools, charter schools, contract schools, online schools, credit recovery...schools run by private operators in the basement of churches, abandoned warehouses, storefronts; everything but ensuring that every child has a quality pre-k through 12th grade system of education within safe walking distance of their homes.

In 1954, the Supreme Court ruled on the landmark *Brown v. Board of Education* case, ruling that segregation of schools, commonly known as separate but equal, must end with "all deliberate speed." Unfortunately, much of the white response to this decision was not contrition for centuries of brutality, but precisely the opposite. In 1956, Senator Harry Byrd from Virginia called for "massive resistance" to *Brown v. Board*. In Prince George's County, Maryland white parents removed their children from public schools to avoid integration in an initiative that they called school choice. In Prince Edward County, Virginia the public-school system was shut down for 5 years to avoid adhering to the landmark decision.

Nowhere was the resistance to ensuring that all children had access to quality education more tangible than Little Rock, Arkansas. In 1957, nine courageous Black students, "The Little Rock 9" integrated Central High School and needed military protection as they were tormented and attacked by white students, fa-



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thers and mothers. These students endured discrimination, physical and emotional violence for their entire time at Central High School to make America honor a Supreme Court mandate. It is important to understand that the strategy of school integration was not utilized by the civil rights movement because there was an overwhelming desire to go to school with white people. Somehow, organizers had to figure out how to navigate a country's baseless hatred of Black people to make sure that all human beings had access to resources and opportunity. Today, efforts to improve education in the United States must answer the question, have we realized the true mandate of *Brown v. Board*? Have we achieved education equity?

For more than 20 years, I helped to implement leadership development programs in public schools throughout the state of Illinois. I implemented programs in schools that served middle class and low income Black and Brown communities where there were no libraries, outdated books, over-crowded classrooms and punitive discipline policies. I also worked in schools with children from working class white families that were well-resourced, where students flourished with fully stocked libraries, science labs, history clubs, art and music. This type of ineq-

uity, which runs rampant across the country is failing *Brown v. Board*. Our schools are not failing; as a public we have been failed.

Today, school closings and the spread of charters in Black and Brown communities across the country make up the soul of the “school choice movement.” Thousands of schools have been closed across the country, devastating Black and Brown communities and having a direct impact on the decline of the number of Black teachers nationwide. Cities across the United States like Chicago, DC, Detroit, New Orleans, Philadelphia, Oakland and Cleveland have seen the ranks of Black educators shrink as schools close and the teaching force in Black and Brown communities becomes younger, whiter and more transient. Recent polls have clearly indicated declining support for school privatization and that most Americans want their schools fixed, not closed. Billionaire philanthropists are abandoning the privatization movement and now elected officials are as well. Last month, the Colorado Democratic state assembly (the state’s Democratic Party convention) rejected the neoliberal privatization outfit Democrats for Education Reform and said “there is no place for them in our Democratic Party.” Elected officials are seeing through the scam called school choice.

According to the United Nations, America ranks 17th in education among Organisation for Economic Co-operation and Development (OECD) countries. Remove poverty and America rises to number 2. The facts are clear; America knows how to educate children, but refuses opportunity to the low-income, the Black and the Brown.

This report makes the point plain by examining 12 cities; sharing course offerings in high schools (and elementary in Chicago) that serve Black, Brown and white students. The results — a clear rationing of opportunity that provides greater numbers, variety and depth of courses to the wealthiest, whitest schools — should shake you to your soul. Instead of addressing these inequities, school districts create even more

segregated systems, by rolling out the red carpet to private operators who drain money from an already weakened system and make a vicious cycle even worse. In the Journey for Justice Alliance, we call this the “illusion of school choice.” As public-school parents, we don’t choose to have our schools starved and closed. We don’t choose schools with no art, music, librarians or world language. We choose equity.

The Journey for Justice Alliance is proud to be founders and members of the #WeChoose Campaign, driven by a multi-racial coalition of education organizing and policy groups such as the Alliance for Education Justice, Advancement Project, Alliance to Reclaim our Schools, Badass Teacher’s Association, Data for Black Lives, Dignity in Schools Coalition, Institute of Democratic Education in America, Network for Public Education, NAACP, Moms Rising and Save our Schools. We are actively supported by over 1.5 million Americans who demand equity in public education and are building local coalitions to advance policy to achieve that goal. We are organizing to stop school privatization, create sustainable community schools, win policy on education equity, increase the number of teachers of color in our classrooms, end appointed school boards and state takeovers, stop punitive standardized tests and utilize multiple assessments for student growth and implement restorative justice practices and student leadership development programs while ending racist zero tolerance discipline policies. As a nation, when will we have zero tolerance for inequity?

Jitu Brown

Director, Journey for Justice Alliance

#WECHOOSE

EDUCATION EQUITY, NOT THE ILLUSION OF “SCHOOL CHOICE”



Introduction

The Journey for Justice Alliance defines “education” as the experience of “inspiration and information that prepares young people for successful adulthood and to positively impact society.” We assert that all students deserve the right to a public school education that not only teaches them the basics of reading, writing and math, but also serves as a porthole to the possible: the chance to see and experience a wide range of academic and artistic paths to follow as they become productive adults. This experience has been systematically denied to Black and Brown children in the United States.

It has been more than fifty years since the U.S. Congress established a federal program—the Elementary and Secondary Education Act (ESEA)—explicitly designed to help close the gap between the educational opportunities available to white and more affluent children and those available to low-income children and children of color.

While much has changed in the interim, the gap remains. Today, children of color and those living in poverty are disproportionately denied the most challenging and engaging educational experiences. The resource disparities between predominantly white schools and those that serve majorities of low-income African American and Latino children continue to be nearly as stark as they were fifty years ago.

Today, as a new “Poor People’s Campaign” raises a national demand for moral revival, the Journey for Justice Alliance reveals the truth emerging from Black and Latino schools across the country: our children continue to be subject to systemic racism, poverty and inequities in our public schools.

The fact is, public schools in Black and Latino communities are not “failing.” They have been failed. More accurately, these schools have been sabotaged for years by policy-makers who fail to fully fund them, by ideologues who choose to experiment with

them, by “entrepreneurs” who choose to extract public taxpayer dollars from education systems for their own pockets.

Repairing this breach in opportunity will require an overdue and bold commitment from policy-makers at all levels to acknowledge and address the harm from institutional racism and racist policies that have undermined efforts to improve schools in Black and Brown communities across the nation.

We reject the age-old notion that money doesn’t matter since it’s proven to be false, or that these failings are the fault of our children or their families. We know that Black and Latino students want these schools and value their educations. A poll released just last month by the United Negro College Fund found that 70 percent of African American young people feel that school is a top priority for them, while only 65 percent feel that their own school is adequately preparing them for college.¹

We also know what successful, fully-resourced schools look like: They offer a culturally relevant, engaging and challenging curriculum, smaller class sizes, more experienced teachers, wrap-around emotional and academic supports, a student-centered school climate and meaningful parent and community engagement. These are the hallmarks of what Journey for Justice calls sustainable community schools. These schools exist by the thousands across the country. But they rarely exist in communities struggling with poverty. We are seeking these schools—the schools that *all* our children deserve—in our communities.

In the fall of 2017 through spring of 2018, members of the Journey for Justice Alliance conducted simple course comparisons between a school in our communities, serving majorities of Black and Brown students, versus nearby schools serving a majority of white students. This report reflects on our findings.

Our Course Comparisons

This fall, Journey for Justice members in 12 predominantly Black and Latino school districts conducted a simple assessment of educational opportunity. In each district or area, we chose two schools: one serving a majority of Black and/or Brown students, another more affluent and serving a larger percentage of white students. We gathered lists of the course offerings at each. Schools were either compared to others in the same district or to a school in a neighboring suburb.

In addition, we reviewed three K-8 schools in Chicago. Past research has indicated that, by the time students enter high school, some may already have been denied access to certain coursework or supports that might fully prepare them for higher-level opportunities in high school. We decided to look at a triplet of K-8 schools just to get some insight in to this possibility as well.

Our teams reviewed school websites to identify academic and enrichment offerings. Where the website did not include a complete listing, we did our best to obtain them from school staff and parents.* In the case of our three K-8 schools, we were not surprised to find that curriculum listings were less specific and the range of courses was more narrow. However, inequities did emerge, as reported below.

We recognized that the gaps in actual school offerings and learning conditions may actually be larger than is reflected in a simple listing of what the school says it offers in terms of academic and other programs. We found multiple instances where educators or administrators in the school acknowledged that certain courses listed on the website were not being offered because of a lack of staff or funding.

An additional challenge in determining access to wide-ranging opportunity is also reflected by Rich-

ard Kessler, former Executive Director of the Center for Arts Education. Despite what the school may say it offers, Kessler notes, “The disparity between what schools offer and what students actually receive can be enormous... What the data isn’t telling you is that you can have schools where there is one music teacher and 1,000 students. Some of those students are going to get music, and some of those students aren’t.”²

Despite these caveats, our “snapshot” comparisons demonstrate the daily reality for millions of students. Some attend schools with a wealth of interesting and engaging-sounding academic course options, along with a sometimes dizzying range of arts and career programs. Others attend schools that lack the courses and opportunities that allow students to find and follow their passions or to meet the requirements for a public college or university in their home state (See Appendix A).

* It is worth noting that the more affluent, white schools were much more likely to have a complete course listing on their website. Across the board, across geographies, the school websites in majority Black/Latino schools were less comprehensive and less up-to-date.

Findings

In too many of the schools we compared, Black and Latino students do not have the option of advanced or rich course offerings.

- In every pairing of high schools, majority white schools offered more—both in academic subject areas and in the arts—than majority Black and/or Brown schools.
- Most, but not all, of the majority Black schools offered calculus and/or physics to students, but generally only one course option, while the majority white schools offered several. For example, McDonough 35 High School in New Orleans offered physics. But nearby Chalmette offered a second year of advanced physics **and** a separate course in physical science.
- Most of the schools in our surveys offer at least one foreign language. But the white schools offered more: Where one school might offer three years of Spanish (Spanish I, II and III), the comparison school also offered three years of French or, in one case, any of six different languages!
- Advanced Placement (AP) opportunities varied widely. In the Milwaukee area for example, Marshall High School offers eight AP courses while Menomonee Falls High School offers more than thirty.
- In virtually every pairing that we looked at, access to art, music, dance and drama significantly varied between majority white schools and those serving students of color. While most of the schools serving Black and Brown children offered some access to arts and music, the range of opportunities in the white schools was dramatically wider, including for example, ceramics studios, photography classes, sculpture and metal working, broadcast journalism, animation and lessons in piano and guitar. Black or Latino students with a passion for music are often forced to fulfill that

passion outside of school and at a cost (if at all), whereas white students have multiple music programs offered to them as part of their school's regular programming.

- While most schools offered some visual art and music classes, 92 percent of the affluent schools we reviewed offered drama or theater, while only 53 percent of our under-resourced schools did so.
- Our snapshot showed that 38% of affluent and just 13 percent of under-resourced schools offered dance.
- At the elementary/middle school level, we found that many more options—particularly in the arts—were available at the schools serving whiter, more affluent students.
- What you see is not necessarily what you get. At Mollison Elementary School in Chicago, a teacher shared that, while the school touts a 6-8th grade International Baccalaureate (IB) program that requires instruction in a foreign language, the school currently does not offer any language instruction at all. In addition, when we asked about the school's library, the teacher wrote, "we have a library but no staff librarian or check-out system for children. We cannot get a scanner to catalog the library because they are only given to schools with librarians."

The appendices to this report include the course listings from all our pairs (and one threesome) of high schools, as well as our three-way comparison of K-8 schools in Chicago. The excerpts included here pose the central questions: In which of these schools are students offered the path to follow or acquire a passion? Which set of classes would motivate you? Which school in each pairing would you choose—for yourself or your child? What does the future hold for students in each school?

1. Milwaukee Marshall High School English offerings compared to Menomonee Falls High School English offerings:

Marshall High School 94% students of color Course Offerings in English:	Menomonee Falls High School 21% students of color Course Offerings in English:
American Authors British Authors English 9 English 10	English 9 – World Perspective English 9 – Honors English 10 – The American Experience English 11 – Contemporary Issues English 12 Options: Science Fiction and Fantasy Literature of Conflict and War Mystery and Suspense Novel and Film Honors AP Literature and Composition

2. Language and career path offerings at South Oak Cliff High School in Dallas compared to Centennial High School in Frisco, Texas

South Oak Cliff High School 100% students of color	Centennial High School 39% students of color
<p>AP Courses Offered: 7</p> <p>Language Options: Spanish, French</p> <p>Career Path Offerings: Law enforcement, STEM, Business and Industry.</p>	<p>AP Courses Offered: 22</p> <p>Language Options: Spanish, French, Chinese, American Sign Language</p> <p>Career Path Offerings: Journalism and Communications; Agriculture, food and natural resources; Floral Design/Landscaping; Architecture and Construction; Arts, Technology and Communication; Audio & Video Production; Graphic Design and Illustration; Fashion Design; Business Management and Administration; Education; Finance; Health Sciences; Hospitality and Tourism; Government and Public Administration; Human Services; Information Technology; Marketing; Law, Public Safety, Corrections and Security; Science Technology, Engineering and Math; Introduction to Welding; Transportation Distribution and Logistics.</p>

3. Languages and arts opportunities at Manual High School in Denver, compared to those at Cherry Creek High School in Greenwood Village

Manual High School 96% students of color	Cherry Creek High School 33% students of color
<p>AP Courses Offered: 7</p> <p>Foreign Languages Offered: Spanish</p> <p>Arts: Drawing and Painting; Digital Design; Drama; Music Composition; Choir</p>	<p>AP Courses Offered: 27</p> <p>Foreign Languages Offered: Spanish, French, German, Latin, Chinese</p> <p>Arts: Acting; Directing; Technical Theater; Ceramics; Drawing; Jewelry/Metal Working; Painting; Photography; Sculpture; Video Production; Broadcast Journalism; Band; Symphonic Band; Wind Ensemble; Jazz Band; Concert Orchestra; Chamber Orchestra; Symphonic Orchestra; a cappella; Jazz choir; Piano (and more).</p>

This is racism in action. There are no excuses for these discrepancies. *All* students should have access to a wide variety of interesting and engaging high school coursework that allows them to discover or pursue a lifelong passion and be prepared for college and beyond. Clearly we still do not provide that access for everyone.

Our Findings Are Corroborated by Other Research

The Journey for Justice Alliance conducted these “snapshot” comparisons in 12 cities across the country. Comprehensive research on inequities supports our findings (See Appendix A).

Under Title VI of the 1964 Civil Rights Act, states, districts and schools must not intentionally treat students differently based on race, color, or national origin in providing educational resources.

Yet, according to a US Department of Education review in 2016:³

Schools with high Black and Latino enrollment offer fewer higher level math and science classes

- African Americans and Native Americans are the least likely to be enrolled in schools that offer a full range of math and science courses;
- As of 2015-16, one out of four high schools where Black and Latino populations comprised more than 75 percent of students failed to offer Algebra II, a common requirement for college entrance. 80 percent of schools overall had Algebra II classes.
- Only about half the schools with high Black and Latino enrollment offered Physics, another common entrance requirement, compared to 60 percent of schools overall.
- Only 38 percent offered Calculus, compared to 50 percent overall.⁴

High-poverty schools offer fewer arts and music opportunities

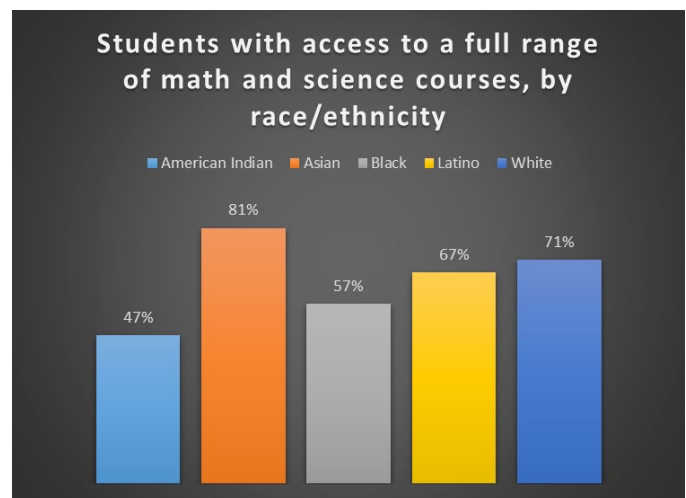
National-level data on access to arts education is older and focuses primarily on socio-economic status rather than race (although the two are linked: over 65 percent of Title I-eligible students in the U.S.

today are African American or Latino).⁵ But these data as well as our comparisons indicate that schools serving majorities of Black and Latino students are less likely to have access to a full range of opportunities in the arts.⁶

- In 2010, 97 percent of elementary schools with fewer than half of their students eligible for free-and-reduced priced lunch, offered specific music instruction, whereas 89 percent of “high-poverty schools” (those with over 75 percent eligibility for free and reduced meals) did so;
- Visual arts instruction was offered in 95 percent of the lowest poverty schools, but only 80 percent of highest poverty schools in 2008-2009.⁷
- The National Center for Education Statistics found large gaps in theater instruction, where 65 percent of the wealthiest students had access, compared to just 41 percent of the most impoverished students.⁸

Disparities in Opportunity Begin Early On

Additional research has looked at the availability of high-level opportunities such as Advanced Placement courses or International Baccalaureate pro-



grams that can prepare students for college work and allow them to earn college credit for free in high school. In 2011, researchers studied the availability of these courses and sought to determine how decisions were made on whether and where to offer them. They found that students' eighth grade test scores were the strongest predictor—outweighing school size, the number of teachers and teacher qualifications—of whether administrators decided to offer students the chance to study in advanced courses.⁹ An extensive body of research shows that standardized testing has never escaped its shameful origins in eugenics and racism, when early researchers designed “intelligence tests” to declare some recruits unfit to serve in the military.¹⁰ Administrators nationwide face similar pressures to deliver high scores and graduation rates. So it is unlikely that Florida's are unique in using this single, narrow and flawed measure to ration opportunities in high school, following the trend, for instance, of forcing students into double periods of tested subjects rather than offering more diverse, engaging classes. These decisions recreate and reinforce the discrimination that students have already suffered through years of being subjected to a biased high-stakes testing regime.

Interestingly for our analysis, the same researchers found in a companion study that Black, Latino and Asian students were *more* likely than their white peers in similar circumstances and environments to enroll in advanced courses when they were avail-

able. Their “results suggest greater or at least equal demand for advanced courses among traditionally underrepresented minority groups.”¹¹

Access to High Level and Wide-Ranging Coursework Matters

Does access to higher level academic and enrichment opportunity matter? Absolutely. Researchers have shown that such rationing of opportunity reinforces inequities that begin in elementary and middle school, especially around testing and ability grouping, segregates peer groups by race and class and leads to lower wages for those receiving fewer, less challenging classes.¹² The courses a student takes in high school impact her likelihood of graduating, being accepted to college, succeeding in college and earning a degree.¹³ Even students who don't go to college are more economically successful and more actively engaged in civic life if they took challenging courses in high school.¹⁴

Our course comparisons put these national research findings in stark relief.

Conclusion

The refusal to offer Black and Brown and poor children the same resources and educational opportunities that are offered to white and wealthy children continues to be a national crisis that has yet to be acknowledged or addressed by those in positions of power.

The snapshot presented here and in the appendices that follow, points to stark and indefensible disparities. Black and Brown students are given fewer options, and have fewer opportunities to pursue their interests, and to take the kinds of courses in high school that would propel them to higher learning, higher-paying careers and well-rounded lives. There are no excuses.

How and why do these disparities happen? In many cases, the range of curricular and extra-curricular offerings are dictated by decisions about school budgeting. Funding for public education has declined dramatically in a number of states over the past decade.¹⁵ Resource gaps between schools with majorities of Black and Brown children and schools that are majority white are often embedded in state and local funding formulas.¹⁶ In addition, the rapid proliferation of charter schools, and so-called “student-based budgeting” –both implemented disproportionately in high-poverty districts, has led to declining enrollments in (and therefore funding for) schools serving our most vulnerable students. And federal dollars intended specifically to increase educational opportunity to disadvantaged students have never been fully funded.¹⁷ Together, public schools in Black and Brown communities have been crippled by policies that sabotage their chances of success.

In some cases, administrative decisions—often at the district level—about how to staff schools and what courses to offer where, communicate a broader message about what some young people deserve and are expected to achieve. But regardless of where the decisions lie, the impact on low-income youth and students of color could not be more harsh: Students

reviewing a course catalog with a full sequence of courses on food science, culinary arts, agribusiness and marketing might dream of running their own restaurant or catering business. Children with the opportunity to hone their understanding of music theory and skill playing an instrument might find a path to composing movie scores or becoming a recording executive. Children with a chance to take in-depth courses in government, economics and political science are being told they are expected to be engaged and active citizens (as we have seen with the mostly affluent Marjorie Stoneman-Douglas High School students from Florida, whose debate, drama and government classes have enabled them to be effective advocates for social change). When students at a 98% Black school in New Orleans could only choose a year-long survey course in multimedia production, while their peers in a neighboring parish could take four courses of television broadcasting, introduction to television production and audio engineering, we are only perpetuating generational inequality steeped in racist decisions and history.

When we offer less to Black and Brown students, we are denying them access to their future. And for those students, the disparities are in their faces on a daily basis. As NEA president Lily Eskelsen-Garcia told Journey for Justice parent and youth activists at a #WeChoose Campaign National Townhall in Detroit:

“Walk into best public school in your state. Walk through that school and just start taking inventory: writing down the stuff, the staff, the computer lab and AP chemistry and the French classes and girls’ volleyball team and swimming pool. Take that list and go walk into every school and ask, ‘where’s this sports team, that foreign language and those college prep classes?’ Because until you can say every school looks like your best public school, we have not arrived.”

The #WeChoose Campaign—led by the Journey for Justice Alliance—is a multi-racial, people-powered coalition representing thousands of American voices. Members of the coalition understand that, while Republicans and corporate Democrats may run the senate, House and ultimately the White House, they do not run our neighborhoods. As Journey for Justice director Jitu Brown says,

“We are organizing for more than a fair chance. We are organizing for equity, where each child gets what she or he needs to thrive. We know what works in public education, and we want those successful, fully-resourced schools in our communities. It is not right that Black and Brown children don’t have access to physics or trigonometry. It is not right when Black and Brown schools employ more police officers than counselors.¹⁸ It is not right when Black and Brown students don’t have access to art or music or expansive career preparation classes. Our course comparisons expose a stark series of blocked opportunities, divided clearly along race and class lines.”

It is long past time to ensure that Black and Brown students experience public schools as the place where they get inspiration and information that prepares them for successful adulthood and to positively impact society. White students take this for granted. Until all students can as well, then we have failed the mandate of *Brown v. Board*.

Demands

FEDERAL:

- ✓ States whose districts are found to offer inequitable access to learning opportunities to their disadvantaged students and/or students of color or others will be issued an equity mandate to guide their remediation. This mandate will spell out the timelines, benchmarks and oversight for states to demonstrate that every student, regardless of race or class, has equitable access to high quality learning. The mandate will also set out penalties for failure to meet its requirements.
- ✓ Congress will fund the Every Student Succeeds Act (the reauthorized ESEA) sufficiently that every district receiving federal funds gets enough money to ensure that disadvantaged students, English learners, students of color and those with disabilities access and have the supports to achieve in the courses that ESSA's Title IV defines as a well-rounded education. 2017 levels for Title IV are less than one-fourth of what Congress authorized, meaning many districts currently receive no support at all.
- ✓ Congress will fund the development by subject matter experts of Opportunity to Learn standards in each of the 17 subjects outlined in ESSA as part of a well-rounded education. These guidelines will describe the resources necessary to provide equitable access to high quality learning and support all students to achieve subject matter standards for the lower grades, and to achieve public college admissions standards at the high school level.
- ✓ The Department of Education will require all states and districts to conduct and make public the needs assessments for a well-rounded education every three years that are currently only mandated by ESSA for districts receiving grants above \$30,000.
- ✓ The curriculum audit mandated every 3 years by ESSA will require states to demonstrate that they are equalizing course offerings and opportunities to learn among the wealthiest and poorest schools and among racial and ethnic groups, or risk federal interventions, in keeping with the law's requirements of making students well-rounded.

STATE:

- ✓ States will ensure that every student has in-person access to the courses — including high quality pre-k , middle school algebra and at least a 3-course sequence of career and technical education — that allow them to graduate high school qualified for admission to a public university or a trade certification program in their state. In some places that will mean helping districts or regions to provide transportation to or dual credit arrangements with other campuses and institutions.

- ✓ States will provide templates, technical assistance, relief from testing mandates and additional, dedicated funding for districts conducting needs assessments around equitable course offerings, and for schools and districts striving to provide coursework more equitably as part of a transition to sustainable community schools district-wide. This should include assistance rethinking budgets and removing support for privatization and over-testing efforts, which drain funds from and work against greater equity in public schools.
- ✓ States will ensure district budgets include a dedicated funding stream for equity work, pooling federal, state and local sources to conduct and implement the results of Title IV needs assessments and support schools moving to a sustainable community schools model as a result of Title I and Title IV equity concerns.
- ✓ States will assume budget oversight and withhold accreditation, borrowing authority and state subsidies to districts and schools which fail to make substantial progress toward equitable course offerings via a democratic engagement process in a timely manner, among other penalties.

LOCAL DISTRICT:

- ✓ Schools not offering the full range of course offerings will be prioritized for additional funding from a dedicated revenue source and immediate technical assistance and support to transition into a sustainable community school process for the next school year.
- ✓ All schools will apply the following elements of sustainable community schools to their course selections:
 - ✓ Community committees and administrators will jointly determine course offerings, regularly reviewing enrollment demographics to guard against segregation from opportunity within buildings and within subject areas (for instance, offering AP courses but enrolling few English learners, or tracking students of color into less challenging versions of the same classes.)
 - ✓ Course offerings will be based in part on surveys of student interests and community assets, not determined solely by test scores.
 - ✓ Every district will have at least one dual enrollment arrangement with local community colleges or universities to offer advanced coursework for college credit and career technical education. These arrangements will include publicly funded transportation.
 - ✓ Every district will have arrangements with local arts organizations to augment their course offerings and allow students to earn credit toward graduation.
 - ✓ Students will have the option of selecting themselves into advanced coursework that allows them to explore their interests, and receiving supports - including in-class instruc-

tion by a certified educator and tutoring - that allow them to succeed. Faculty will receive professional development to enable these supports, coupled with anti-racist education to reduce bias.

- ✓ Schools will reallocate time and resources away from test preparation and multiple periods of the same tested subjects, and toward offering more challenging courses with greater depth of content and connection to students' lives and interests, allowing them to demonstrate learning in diverse ways.
- ✓ All schools will implement restorative practices that prevent children from losing time away from class and enable them to keep up with accelerated coursework. Suspensions and expulsions will only be used as a last resort in extremely dangerous circumstances.
- ✓ Schools will use culturally relevant and responsive instruction, coupled with ethnic studies curricula to diversify and enhance their course offerings, engage students of color and attract and retain a diverse faculty.

Elaborated Research Connections

Our findings across 12 cities echo trends in research nationwide: Black, brown and disadvantaged children are offered fewer courses, less challenging courses and less access to enrichment.

OUR NATION'S HISTORY OF INEQUITY...

- **Most states offer less funding to districts with high proportions of students in poverty and students of color, making it less likely that schools serving disadvantaged students will have rich course offerings.**¹⁹
- **Inequality baked into standardized testing is compounded when administrators decide which high school courses are offered based on prior test scores - not school size or staff.**²⁰

In 2011, one of the few recent, large-scale studies of what determines high school course offerings looked at whether schools in Florida offered Advanced Placement or International Baccalaureate courses. Performing well in these prestigious courses prepares students for the level of work they can expect in college, raises their chances for college admissions, and can earn them college credit for free while in high school. Beyond benefitting individual students who enroll, students' advanced course participation and performance are used in some places to rate and rank schools, determining whether the entire student body will receive additional resources, whether teachers will receive bonuses or whether the school will be closed altogether. With these high stakes as a backdrop, researchers found that students' eighth grade test scores were the strongest predictor of whether administrators decided to offer them the chance to study in advanced courses. And the study found that test scores outweighed school size, number of teachers and teacher qualifications in predicting which schools would offer advanced courses.

An extensive body of research shows that standardized testing has never escaped its shameful origins in eugenics and racism, when early researchers designed "intelligence tests" to declare some recruits unfit to serve in the military.²¹ Since then studies have documented bias in question selection, wording, and grading policies, all of which disadvantage students of color and those from low-wealth families. Researchers have also identified the fear of reinforcing the stereotypes and expectations of poor performance as a contributor to the poor performance of disfavored groups on these tests - creating a vicious cycle many students cannot escape to truly demonstrate their learning.

If administrators around the country behave like Florida's and use this single, narrow and flawed measure to ration opportunities in high school, then they are just recreating and reinforcing the discrimination that students have already suffered through the years of being subjected to a biased testing regime. Since high schools are also judged on graduation rates, it is possible that administrators make similar guesses about student performance based on prior test scores when deciding to offer other challenging courses, beyond AP and IB.

- **If parents and communities could help decide, schools with more students of color would offer more varied and challenging courses.**

Interestingly for our analysis, the same researchers above found in a companion study that Black, Latino and Asian students were *more likely* than their white peers in similar circumstances and environments to enroll in advanced courses when they were available. Their “results suggest **greater or at least equal demand for advanced courses among traditionally underrepresented minority groups, a finding that is consistent with other recent studies on course-taking patterns.**”²² So if student interest and demand for challenging classes were driving administrator decisions, we would expect the most diverse schools in our sample offer far more opportunities to take in-depth courses than schools serving mostly white students. Yet we observed the exact opposite across the board in our sample cities. So we can only conclude that administrators are not listening to students and families of color as they decide which classes will be offered. Instead, they are making assumptions, based on biased standardized test scores, about which students will perform well and are therefore deserving of opportunities for advanced coursework.

- **Judging which courses high school students deserve based on prior or future test scores narrows curriculum especially when students are made to double-up classes in tested subjects, leaving little room in their schedule for enrichment, acceleration, or challenging courses in other subjects — even if challenging courses in those other subjects are offered.**

It is no accident that the J4J Alliance’s #WeChoose Campaign platform opposes the over-reliance on standardized testing. Students and advocates nationwide have seen the time allotted for learning science, social studies, arts and other non-tested subjects taken away and replaced with more and more periods of test preparation to raise scores. Our snapshot suggests that a lack of rich, engaging and advanced high school course offering are yet another way that these biased tests - and the assumptions administrators make based on the tests - narrow what students are allowed to learn, do and eventually to be.

- **Large racial/ethnic and socioeconomic disparities in the number of courses and number of advanced courses are well documented. Higher income, White, and Asian students enroll in college preparatory tracks and courses at higher rates than other groups.**

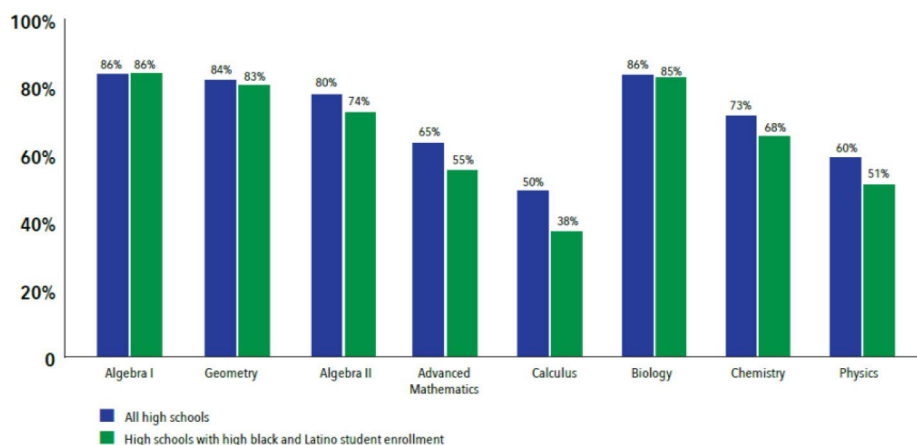
...SHAPES CURRENT COURSE DISPARITIES OBSERVED IN NATIONAL DATA AND IN OUR SAMPLE OF CITIES...

- **The students who could benefit the most from advanced coursework - Black, Hispanic and poor students - have the least access to it.** ^{23 24}

As of 2015-16, one out of four high schools with high Black and Latino populations (more than 75%) failed to offer Algebra II, a common requirement for college entrance. Only about half offered Physics, another common entrance requirement. Only 38% offered Calculus.

Black students were slightly over-represented in taking Algebra I as late as the 11th or 12 grade, at 19%, whereas they were only 16% of the high school population in 2015 and only 6% of all algebra students were high school juniors or seniors that year . Black students studied Geometry, Algebra II, Biology and Chemistry in proportions roughly equal to their population among high school students. But they were slightly under-represented in courses such as advanced math (13%), and Physics (12%). Only 8% of the students studying Calculus were Black.

Percentage of High Schools Offering Mathematics and Science Courses



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015-16.

Latinx enrollment followed a similar pattern: 24% of the high school population, they were 35% of the students taking Algebra I in their junior or senior year. Their course taking was roughly proportionate to their share of the high school population in all other math and science courses except advanced math (19%), and calculus (16%). One bright spot showed Latinx student made up 25% of physics students, about the same as you would expect based on their share of the high school population.²⁵

Hispanic, Black, and poor students appear to experience slightly higher increases in their high school graduation rates (and for poor students, increases in their 2-year college enrollment rates) when they take rigorous courses by the 10th grade,

Students in the high poverty or low ability schools experienced larger increases in their high school graduation and college enrollment rates from taking some courses than students in other schools. The size of the school had no effect on returns, however.²⁶

- **Where the wealthier, whiter schools generally had comparatively more arts offerings, those affluent schools that provide access to dance and theater are outliers even among similar schools nationwide.**

Where national data from the 2008-09 school year found that just 45% of high schools offered theater instruction,²⁷ we found that 92% of our affluent schools and 57% of our under-resourced schools did so. Students exposed to theater build skills in public speaking, critical thinking, problem-solving, teamwork, collaboration and critical social emotional skills such as empathy and emotional regulation.²⁸

Where national data found that only 12 % of high schools offered dance in 2008-09²⁹, our snapshot showed that 42 % of affluent and just 14 % of under-resourced schools did so.

One in ten of the most impoverished students in 2009-2010 never got a chance to explore their musical talent, or if music could have deepened their understanding of math. 15 percent of the poorest students that year never had the chance to develop skills in the visual arts that might have served them in careers in advertising, graphic design or publishing.

- **Students who have the opportunity to take algebra in 8th grade have more room in their schedule and are better prepared to take advantage of advanced math and science courses in high school and beyond. Yet disproportionately fewer students of color had access to this acceleration opportunity.**

In 2015 Black students were 17% of the students enrolled in schools offering algebra in 8th grade. They comprised 11% of the students enrolled in Algebra and 9% of the students who passed 9th grade algebra.

Latino students were 25% of students in these middle schools and 18% of the students in algebra and 17% of the students who passed the class in 8th grade.

Of Latino and Black Students enrolled in algebra in 8th grade, 72% of Latinos and 65% of Black students passed.³⁰

- **Students with high absenteeism from discipline cannot catch up in challenging classes.**

In addition to the finding that being suspended predicts lower graduation rates...a well known study that tracked every 9th grader in Florida found that...59% (of students whose only off-track indicator as freshmen was being suspended) subsequently experienced course failure.³¹

Studies show missing 10% or more of the school year for any reason predicts higher levels of school drop-out and lower levels of persistence in college.³² An illness, coupled with a suspension in the same year can easily push students into a danger zone where these outcomes become more likely.

...WITH DEVASTATING LIFELONG IMPLICATIONS FOR THE STUDENTS WITH THE GREATEST NEED.

- **Students denied advance coursework are less likely to graduate high school - and the effect is heightened for students in poverty and students of color.**

The effect of taking a higher level math course on the likelihood of earning a high school diploma is 6.4 percentage points higher for poor students than for non-poor students.

Taking a rigorous course in any subject has larger positive effects on the likelihood of poor students earning a high school diploma and going to a two-year college

The positive effects on high school graduation are higher for Blacks and Hispanics relative to whites.

- **Schools offering just the state minimums for graduation are not preparing kids for college acceptance or graduation in more than 40 states. Those states are not preparing their students for post-secondary success when they set high school graduation requirements:**

Only 2 states require 15 credit college-ready curriculum (four years of English; three years in math up to Algebra II; three years of laboratory science, including biology and chemistry or physics; three years of social studies, including U.S. or World History; and two years of the same foreign language study) to graduate.

Only 4 states (and only Michigan in our survey) align graduation requirements for a regular diploma with admissions requirements to their own state's public universities.

Only 4 states require some career and technical education, but only Delaware requires a 3-course pathway.

- **Graduates with less-challenging classes on their transcript have fewer chances of going to college.**³³

If a student taking no rigorous courses early in high school adds just one rigorous course in any subject, this switch is associated with... a 7 to 11 percentage point increase in the student's likelihood of graduating high school and going to a 4-year college.

These results suggest that requiring or encouraging students to enroll in even one rigorous course in their first 2 years of school can substantially improve graduation and 4-year college enrollment rates.

Students who take a rigorous course before they graduate from high school are 5 to 6 percentage points more likely to enroll in college than students who do not take such courses. And the effect is largely on 4-year college enrollment.

- **Students who take the most challenging courses and higher numbers of challenging courses improve their chances of passing core classes as college freshmen and graduating with a degree.**³⁴

Students who enroll in college get additional value from their rigorous high school courses; college students who took a rigorous course in nearly any subject earned more college credits and higher college grade point averages and were more likely to earn a bachelor's degree.

Taking a rigorous course raises the likelihood of earning a bachelor's degree within four years by between 5 and 8.8 percentage points.³⁵

Greater numbers and higher level courses prepare kids better for college.

High School Course	Freshman English Passage Rate	High School Course	Freshman Math Passage Rate
AP English	79.3%	Algebra II	54.4%
Honors English	74.5%	Advanced Math ^	66.7%
Fewer than 2 yrs world language	59.5%	AP Science	69.1%
Four or more years of world language	77.5%	Honors Science	59.8%
Standard Prep*	48.2%	Standard Prep	20.7%
College Ready**	69.5%	College ready	47.6%
College Ready +English Honors	72.6%	College ready + 4 advanced classes (Eng & Sci,(H), Adv Math, AP Sci)	76.1%

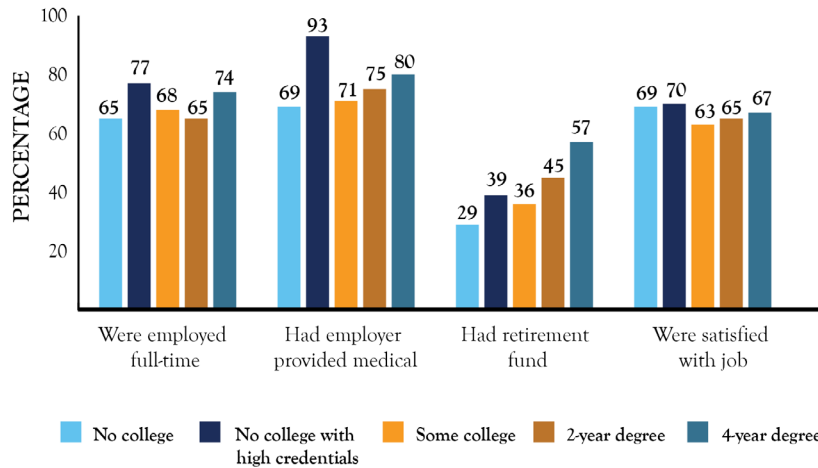
* standard preparation, = no advanced coursework

** college ready = 2 years of a world language and Algebra 2

^ advanced math includes trigonometry, precalculus, calculus, statistics, and probability

Results in the chart above from a large longitudinal study showed that a college-ready student who also

High School Graduates Without College but with High Credentials Fare as Well Economically as Four-Year Degree Holders at Age 26 with One Exception — They are Less Likely to Have a Retirement Fund.



earned English and science honors, AP science, and advanced math credit had a passing rate of 76.1%. Meanwhile, students with standard preparation had the lowest likelihood of success in their college-level English (48.2%) and math (20.7%) courses.

On average, the predicted probability of a college-ready student to pass his or her math course is 47.6%; however, completing an honors course is associated with increasing this probability to 55.4%... by our operational definition, college-ready students have already completed some advanced coursework in addition to minimal high school graduation requirements.

- **Taking the basic requirements for a standard diploma (that do not include any advanced coursework) does not predict passing introductory classes in a community college.**

Basic high school coursework is not sufficient preparation for passing introductory courses at the community college.

Two years or more than 2 years of a world language were related to passing college-level courses in both English and math.

- **Kids do better when they take challenging high school courses even if they don't go to college.³⁶**

At age 26, high credentialed* graduates outpaced all but their 4-year college graduate peers earning higher wages, benefits, job security and satisfaction.

Challenging coursework leading to a credential had the biggest impact on non-college goers, increasing their chances of having a full-time job, living wage and medical insurance. Non-college goers are the greatest beneficiaries of a challenging high school curriculum, achieving greater levels of economic success than those who attended but did not graduate from college.

* high credentials = HS diploma + 2.5-3.0 GPA + algebra 2 + Advanced Science + 3 or more vocational courses + credential

Students who took advanced courses leading to a credential were also more likely to be civically engaged, with rates of voter registration, participation and volunteerism in their community comparable to peers with two-year degrees.

- **Kids with thinner coursework make less money after graduation — whether or not they attend college.**³⁷

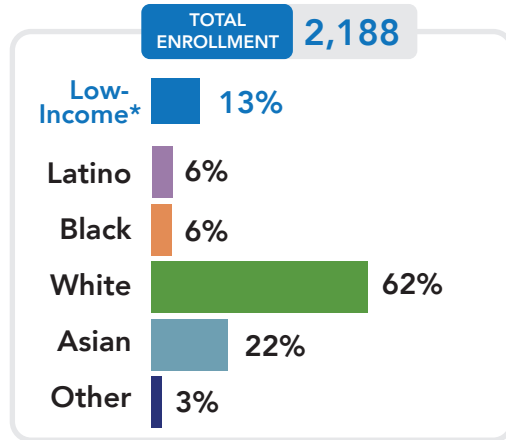
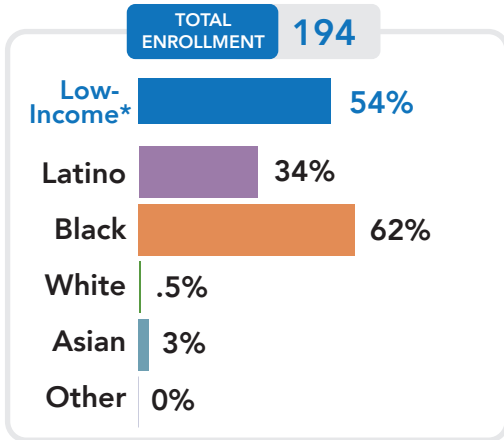
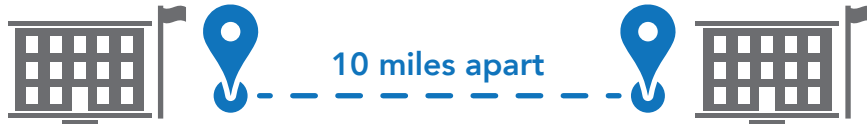
Nearly every study conducted suggests that taking more credits, and particularly more advanced credits, in a high school subject increases: (a) proficiency on high school achievement and college entrance exams, (b) high school graduation, (c) entry into and performance while in college, including college graduation, and (d) labor market earnings.³⁸

Not only is taking fewer or less challenging courses associated with lower chances of graduating high school and going to college, it is also associated with lower wages when compared to similar workers³⁹.

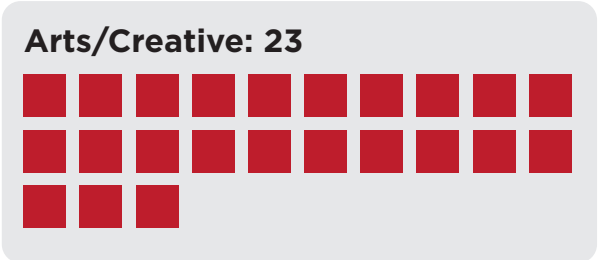
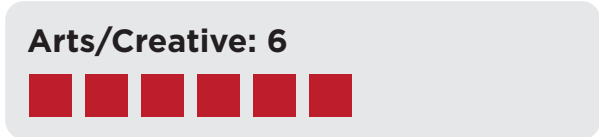
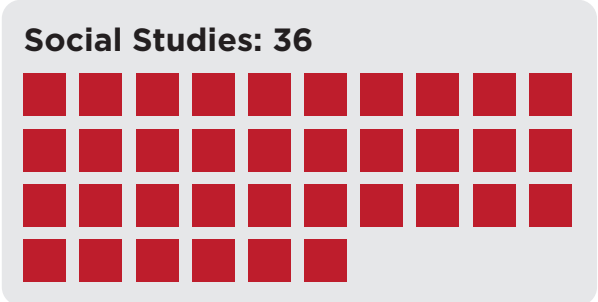
High School Course Offerings in Neighboring NJ Towns: Camden and Cherry Hill Township, NJ

Dr. Charles E. Brimm
Medical Arts High School
CAMDEN

Cherry Hill High School East
CHERRY HILL TOWNSHIP



COURSE OFFERINGS



*Percentage of children eligible for free or reduced-price lunch

<p style="text-align: center;">Dr. Charles E. Brimm Medical Arts High School</p>	<p style="text-align: center;">Cherry Hill High School East</p>
<p>AP Language and Composition Literature and Composition Calculus Statistics World History</p>	<p>AP Language and Composition Literature and Composition Statistics Calculus US History I-II Economics Psychology European History World History United States Government and Politics Seminar Biology Chemistry Physics Physics C French Language and Culture Spanish Language German Language and Culture Art History Studio Art Computer Science Music Theory</p>
<p>English: English I-IV: Regular, Honors Advanced Writing Creative Writing I- II English Language and Literature ISP College Essentials English</p>	<p>English: English I-IV English I-V: Honors & Advanced English Language Learner Beginner, Intermediate, Advanced English Concepts 9 - 12 Advanced Composition Seminar ELA 11- 12 Creative Writing Great Books Holocaust and Genocide: A search for Conscience Journalism I- II Broadcasting I- II Public Speaking Writing Workshop Film Appreciation</p>

<p>Mathematics: Algebra I-II Algebra I ISP Geometry Pre-Calculus Calculus Math Lab I-II Foundation Math College Essentials Math</p>	<p>Mathematics: Algebra I R Algebra 2A ICR, R Algebra Seminar Enriched Algebra A ICR Geometry A, H, A./ICR, R Geometry Seminar Functions, H Pre Calculus A, H Calculus A, Multivariate Calculus Trigonometry Introduction to College Math R Discrete Math A, R Algebraic Concepts I-II Geometric Concepts</p>
<p>Social Studies Global Studies Global Studies ISP US History I-II US History I-II Honors</p>	<p>Social Studies World Civilizations Advanced & Honors World Civilizations Concepts US History I-II Advanced US History Concepts I-II Psychology Advanced & Regular African American Studies African American Studies Honors & Advanced US History 1945- present Research in Humanities American Law Theory and Practice Politics of Hatred: Racism in America</p>
<p>Science Environmental Science Biology Anatomy and Physiology Intro to Human Anatomy Intro to Genetics Chemistry: Regular and Honors Algebra Based Physics Physics Honors Algebra Based Physics ISP Bio/Chem Research Forensic Science</p>	<p>Science Research In Science Biology I-II A Biology Honors Biology Concepts Chemistry I A Chemistry Honors Chemistry/Environmental Science Concepts (SpEd) Physics Environmental Studies Forensic Science Planetary Exploration Vertebrate Anatomy and Physiology Human Anatomy and Physiology Dynamics of Healthcare and Society Scientific Principles of Nutrition</p>

<p>World Languages (grades 10-11) Spanish I-III French I- II Mandarin Chinese I-II Mandarin Chinese III Honors</p>	<p>World Languages Novice French I-IV Honors & Advanced French 5A Spanish I-IV Honors & Advanced Spanish V Advanced Latin I-IV Honors & Advanced German I-III Honors & Advanced German IV Advanced</p>
<p>Arts Spanish Art and Culture Chinese Art and Culture Art I- IV</p>	<p>Arts Foundations of commercial Art Advanced Foundations of Commercial Art Advanced Commercial Art Three Dimensional Arts Advanced Three Dimensional Art Introduction to commercial Photography Intermediate Commercial Photography Advanced Commercial Photography Commercial Art Living Theater Actors Studio I- II Play Production Play Directing Public Speaking Orchestra Wind Ensemble Symphonic Band Vocal Workshop Chansons Concert Choir East Singers Music Theory Freshmen Wind Ensemble</p>

<p>Physical Education PE I-IV Health I-IV ICS</p>	<p>Physical Education Aerobics Archery Badminton Basketball Bicycling Bowling Field Hickey Games Golf Indoor Hockey Jogging Lacrosse Physical Fitness Pickelball Self Defense Slimnastics Soccer Softball Speedball Table Tennis Team Handball Track and Field Touch Football Tumbling Ultimate Frisbee Volleyball Weight Training Wrestling Stress Management CPR Certification Health 9-12 Mind-Body Connections I- II</p>
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Career & Technical Education	Career & Technical Education
Web Page Design I-II	Cooking Techniques
Office Systems I-II	World of Foods
Technology	SAT Review
Medical Technology	Introduction to Computer Programming
Spanish Medical Technology	Computer Graphics
Ex I-IV Expos In/Out Advisory	Advanced Computer Graphics
Freshman Seminar	Advanced Applications in Computer Graphics
Junior Seminar	Air Technology
Senior Seminar	Space Technology
Life Skills	Land Technology
Personal Financial Literacy	Sea Transportation
	Sustainable Design I-II
	Principles of Sustainability
	Small Engines

Demographic enrollment data from NJ Department of Education; http://www.state.nj.us/education/data/enr/enr17/stat_doc.htm

Dr. Charles E. Brimm Medical Arts High School:

Medical Arts High School Curriculum Report 11/2017

Cherry Hill High School East

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0a-hUKEwjxhvuxtL3XAhUMMSYKHVVkABEQfggrMAE&url=https%3A%2F%2Fwww.chclc.org%2Fup-loaded%2Facademics%2FCurriculum_Instruction_Assessment%2FInstruction%2Fhscourses%2Fhigh_school_course_study_2017-18_-_final.pdf&usg=AOvVaw2dF_BOLTNXaJGrKuWH7Cup

K-8 Course Offerings in Chicago

Irvin C. Mollinson
CHICAGO



Louis A. Agassiz
Elementary
CHICAGO



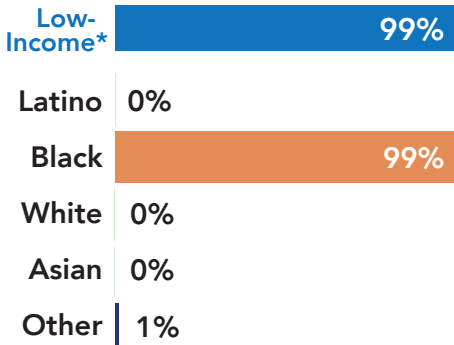
Louisa May Alcott
Preparatory Elementary
CHICAGO



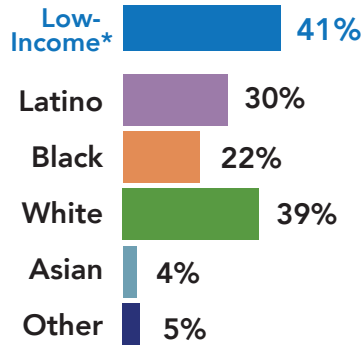
11 mi apart

1 mi apart

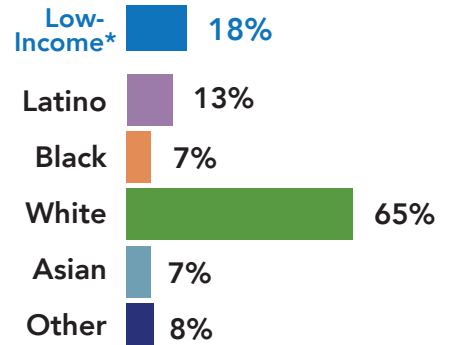
TOTAL ENROLLMENT **377**



TOTAL ENROLLMENT **503**



TOTAL ENROLLMENT **636**



COURSE OFFERINGS: SNAPSHOT

Arts/Creative: 4



Arts/Creative: 14



Arts/Creative: 17



FAILING BROWN V. BOARD

Irvin C. Mollison Elementary	Louis A. Agassiz Elementary	Louisa May Alcott College Preparatory Elementary
<p>Schoolwide Programs and Models Early Childhood Program</p>	<p>Schoolwide Programs and Models Early Childhood Program Performing Arts</p>	<p>Schoolwide Programs and Models Early Childhood Program Performing Arts Tuition- Based Preschool After-school All-Stars</p>
<p>Scholastic After-school homework help, reading and math intervention Library (<i>unstaffed and without checkout system</i>) Listening Math Supplemental Educational Services (SES) Social Science Science Science Lab Speaking Technology (<i>but no tech support so often not working</i>) Tutoring Writing</p>	<p>Scholastic Algebra 8 Bilingual Support Library with expanded service hours Listening Global Context (world cultures) Homework Club/Study Group Homework Help Math Research Science Lab Social Science Speaking Technology Writing</p>	<p>Scholastic Algebra 8 Math Math Team Bilingual Support Homework Club/Study Group Homework Help Chicago History Fair Debate Team Newspaper Science Science Lab Social Science Tutoring Writing Yearbook Club Young Authors</p>
<p>World Languages</p>	<p>World Languages Arabic Spanish</p>	<p>World Languages Mandarin</p>

<p>Sports and Fitness Boys Basketball Cheerleading Flag Football Girls Tennis After school track, volleyball, basketball</p>	<p>Sports and Fitness 16" Softball Flag Football Baseball Floor Hockey Basketball Girls on the Run (* fee) Cheerleading Soccer Conditioning and Fitness Volleyball</p>	<p>Sports and Fitness Boys' Baseball Girls on Track Boys' Basketball Girls Basketball Boys' Cross Country Girls Cross Country Boys' Lacrosse Girls Soccer Boys' Soccer Girls Softball Boys' Softball Girls Volleyball Boys' Track Softball Cheerleading Volleyball Flag Football Girls on the Run</p>
<p>Life and Leadership After-school parent and student cooking class, girls mentoring</p>	<p>Life and Leadership Peer Mentors Service Learning/Community Volunteer</p>	<p>Life and Leadership Boys and Girl Scouts Service Learning/Community Volunteer</p>
<p>Health and Wellness Crisis Intervention Services Health Education Physical Education School-based Dental Services</p>	<p>Health and Wellness Health Curriculum Physical Education Recess Daily School-based Dental Services Targeted Interventions</p>	<p>Health and Wellness Crisis Intervention Services Nutrition Program Physical Education Recess Daily Targeted Interventions</p>

<p>Creative Art Design Music (<i>not funded even though mandated as IB</i>) Performing Arts (<i>teacher vacancy</i>) After-school music</p>	<p>Creative Art Band/Orchestra Dance Design Drama/Theater/Musicals Music 1-8 (<i>including band/orchestra/guitar/strings musicals</i>)</p>	<p>Creative Art Studio Recorder Bookmaking Media & Production Choir/chorus Mosaics and Murals Clay Creations Musicals and Plays Dance and Ethnic Folk Dance Drama/ Theater Student Art Club Drawing Talent Show Fundamentals/Theory of Music Guitar, Violin and Strings, Piano. Keyboard</p>
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Demographics: http://cps.edu/Schools/Find_a_school/Pages/findaschool.aspx

Course offerings from CPS School budgets, 2017-18, interviews parents and staff, and

Mollison <http://cps.edu/Schools/Pages/school.aspx?SchoolID=610276>

Agassiz <http://cps.edu/Schools/Pages/school.aspx?SchoolID=609773>

Alcott <http://cps.edu/Schools/Pages/school.aspx?SchoolID=609774>

High School Course Offerings in Chicago

Dunbar High School
CHICAGO



6 mi apart

Hyde Park High School
CHICAGO

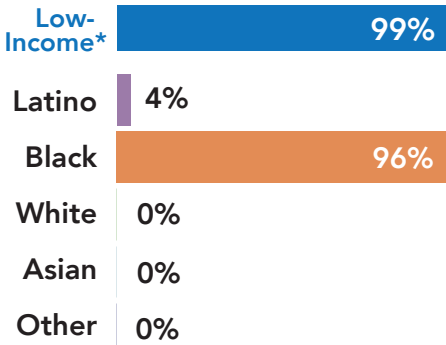


12 mi apart

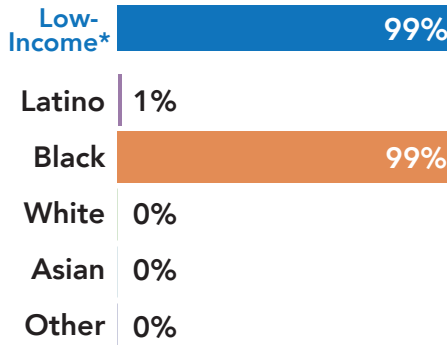
Lincoln Park High School
CHICAGO



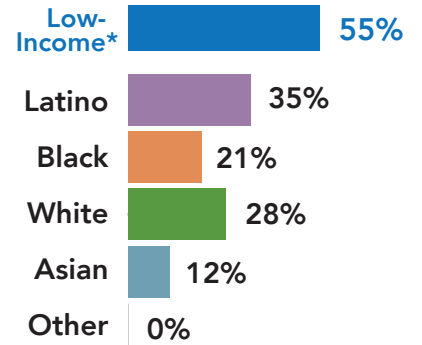
TOTAL ENROLLMENT 375



TOTAL ENROLLMENT 761



TOTAL ENROLLMENT 2,017



COURSE OFFERINGS: SNAPSHOT

Science: 4



Science: 8



Science: 17



Mathematics: 5



Mathematics: 10



Mathematics: 18



Dunbar Vocational High School	Hyde Park Academy High School 761	Lincoln Park High School
<p>AP</p>	<p>AP English Literature and Composition</p>	<p>AP English Literature and Composition Psychology US Government & Politics United States History European History Macroeconomics Human Geography Biology Physics 2 Chemistry Calculus AB Calculus BC Environmental Science Spanish Language Spanish Literature Computer Science Computer Science Principles French Language and Culture Studio Art: 3D Design Portfolio Studio Art: Drawing & Painting Portfolio Music Theory</p>
<p>English Reading in the Language Arts Argumentative Literacy I English I-IV</p>	<p>English Seminar I Drama I English Speech IB English I-II IB English A World Literature I-II English I-IV Language and Literacy I-II African American Literature</p>	<p>English Creative Writing Women in Literature IB English A - World Literature I-II IB Theory Knowledge EE I-II IB Literature and Performance II English I-IV English I-II Honors English I -II Pre-IB ESL I African American Literature Intermediate Film Study English as a Second Language I-III</p>

<p>Mathematics Algebra I Extended Algebra I Geometry Advanced Algebra with Trigonometry Pre-Calculus</p>	<p>Mathematics: Algebra I IB Algebra Integrated Math IV Geometry IB Geometry Advanced Algebra with Trigonometry College Algebra IB Math Studies I-II College Cred- A Business</p>	<p>Mathematics: Integrated Math I Algebra Geometry Adv. Algebra with Trigonometry Adv. Algebra w/Trigonometry Honors Geometry Honors Probability and Statistics Geometry - Adv. Alg. College Algebra Pre-Calculus IB Math Studies I-II IB Calculus I-II IB Math/Groups/Sets II Algebra II-Trig-PreCalc</p>
<p>Social Studies United States History Contemporary American History Law in American Society Humanities Social Studies</p>	<p>Social Studies United States History World Studies Civics IB Theory of Knowledge I-II IB Ethics and Professional Skills I-II History of Chicago IB HL History I-II IB MYP World Studies IB MYP United States History African American History</p>	<p>Social Studies World Studies World Studies Honors United States History United States History Honors IB Ethics and Professional Skills I-II IB History II IB Social and Cultural Anthropology II IB Philosophy II IB Business and Management II Law in American Society African American History Latin American History Psychology IB Psychology II Civics</p>

<p>Science Biology Chemistry Physics Forensic Science</p>	<p>Science Biology Physics Chemistry Environmental Science IB Biology I-II IB Chemistry Anatomy and Physiology</p>	<p>Science Forensic Science Biology Biology Honors Biology Pre-IB Physics Physics Honors Physics Pre-IB Chemistry Chemistry Honors Chemistry Pre-IB Environmental Science IB Biology I-II IB Physics II IB Chemistry I-II Anatomy & Physiology</p>
<p>World Languages Spanish I-IV</p>	<p>World Languages Spanish I-III IB Spanish I-II IB Spanish B I-II IB French I IB French A II IB French ab initio II- III</p>	<p>World Languages Mandarin I-III Spanish for Heritage Speakers I-II Arabic I-II Arabic I-II Pre-IB French I-IV French I -II Pre-IB Spanish I-IV Spanish I- II Pre IB IB French B I-II IB French A I-II IB French B I-II IB German B II IB Spanish B I-III IB Arabic B I-II IB Arabic B II</p>
<p>Art Theater Art</p>	<p>Art Art I-II IB Visual Arts I-II IB Art I IB Theater Academy I Digital Media I-III</p>	<p>Art Studio Sculpture I Studio Mixed-Media I Photography - Fine Arts I Graphic Arts I Art I Studio Drawing & Painting I 3D Comp Mdl II Drama I-IV IB Visual Arts II</p>

<p>Computer Science</p>	<p>Computer Science IB Information Technology I-II</p>	<p>Computer Science Exploring Computer Science Computer Science Principles IB Info Technology II</p>
<p>Music General Music</p>		<p>Music Male Chorus- Beginning & Intermediate Orchestra- beginning, intermediate, advanced Band-Beginning & Intermediate Beginning Piano Jazz Band I-III Female Chorus- Beginning, Intermediate, & Advanced I-II Advanced Orchestra II-IV Advanced String Orchestra Concert Band I-IV Chamber Singers I-II General Music Advanced Band I-IV Music Theory I Advanced Mix Chorus I-II Choir I IB Music II</p>
<p>Physical Education Physical Education I-II Physical Education Team Sports (competitive) Physical Education- individual/lifetime activity</p>	<p>Physical Education Physical Education I- Health Physical Education II Physical Education Team Sports (competitive) Physical Education-individual/lifetime activity IB Physical Education -II</p>	<p>Physical Education Physical Education I-Health Physical Education II Physical Education-individual/lifetime activity Physical Education-Strength/Condition I Physical Education-Wellness Walking I</p>
<p>JROTC JROTC- Leadership Education & Training I-IV JROTC-AI and Health</p>	<p>JROTC JROTC-Leadership Education & Training I-IV IB JROTC A I and Health IB JROTC- A II</p>	<p>JROTC JROTC-A Leadership Education and Training I-IV JROTC-AI and Health</p>

<p>Career and Tech Architectural Draft Design I-III Auto Body Repair I-III Broadcast Tech I-III Culinary Arts I-III Cosmetology I-III Intro to Health Occupations Medical Health Professions I-II Col Car Ready Found (computer)</p>	<p>Career and Tech Broadcast Tech -I-III One Goal I-II Law, Public Safety, Corrections, and Security (college credit)</p>	<p>Career and Tech Occupation Preparation I-III Occup Experience I Chicago Pol-Fire Acad I-II STEP Related I STEP Work Experience I One Goal I-II</p>
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Demographics <https://cps.edu/SchoolData/Pages/SchoolData.aspx>

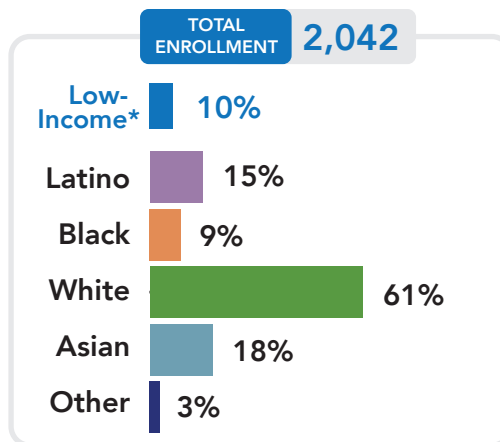
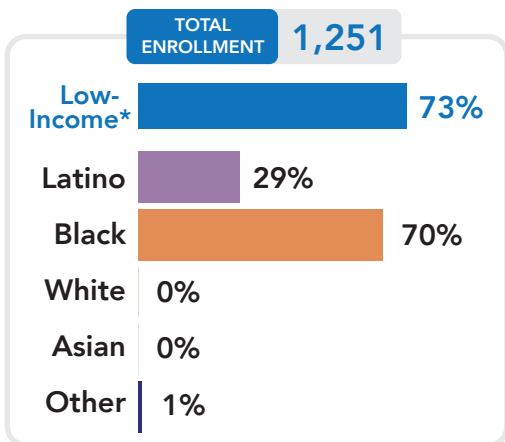
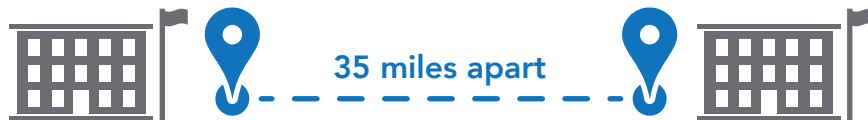
Course Offerings from:

Chicago Public Schools High Schools Course Offerings, School Year 2018. Obtained through Freedom of Information Act Request on December 27, 2017

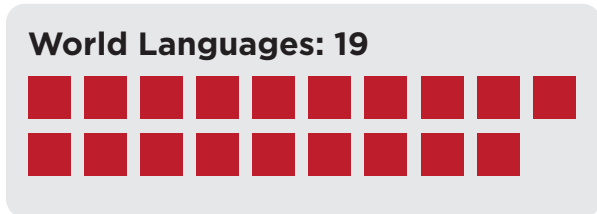
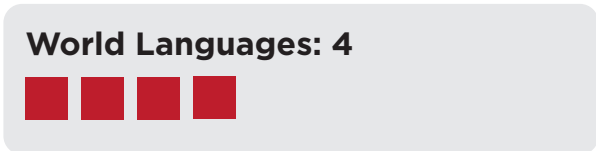
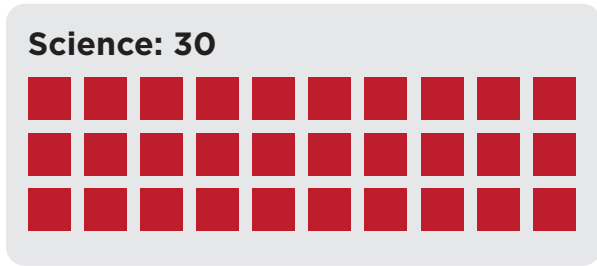
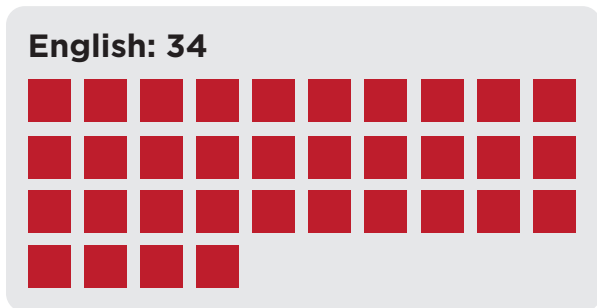
High School Course Offerings in Neighboring Texas Districts: Dallas and Frisco Public Schools

South Oak Cliff High School DALLAS

Centennial High School FRISCO



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

FAILING BROWN V. BOARD

South Oak Cliff High School	Centennial High School
<p>AP U.S History Economics Government Biology Calculus AB English III Computer Science</p>	<p>AP English Language and Composition English Literature and Composition World History Humanities II U.S Government Macroeconomics United States History European History Government and Politics Biology Human Geography Chemistry Physics 1- 2 Physics C: Mechanics Physics C: Electricity and Magnetism Environmental Science Chinese Language and Culture Art History Studio Art: 2-D Design Studio Art: 3-D Design Studio Art: Drawing Computer Science Music Theory Statistics Calculus AB Calculus BC French Language and Culture Spanish Language and Culture French III Spanish IV-V Chinese IV Psychology AP Seminar AP Research AP Capstone Program Research Course</p>

<p>English: English I-IV English I-II PAP Shlt English I-III Reading I Adv. Journalism Yearbook I-II Adv. Journalism Newspaper I-II</p>	<p>English: English I-IV Pre AP English I-II Principles English I-III Applied English I-IV College Readiness for English Principles English IV Language Arts and Reading Dual Credit English (III or IV): GT Humanities I / Pre-AP English I Reading I- III Composition I-II Creative and Imaginative Writing World Literature I-II GT Humanities II World History ESOL I Dual Credit English III-IV: Independent Study in Practical Writing Skills English IV Practical Writing English for Speakers of Other Languages ESOL II</p>
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<p>Math: Algebra 1-2 Geometry Pre AP Geometry Algebra 2 Pre AP Pre-calculus Pre AP Pre-calculus Geometry PAP</p>	<p>Math: Algebra I-II Principles Algebra I Applied Algebra 1 Pre-AP Algebra I-II Principles Geometry Mathematical Models with Applications (MMA) Applied Geometry Geometry Pre-AP Geometry Applied Math 4 Advanced Quantitative Reasoning College Readiness for Mathematics Principles Mathematical Models with Applications (MMA) Applied Mathematical Models with Applications (MMA) Statistics Pre-Calculus Pre-AP Pre-Calculus Mathematics Lab</p> <p>Dual Credit: Plane Trigonometry College Trigonometry Elementary Algebra Pre-Calculus Statistical Methods Calculus for Business & Social Sciences</p>
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Science:

Biology
Pre-AP Chemistry
Anatomy Physiology
Environmental Systems
Shlt Biology
Biology PAP
Chemistry
Shlt Chemistry
Physics
Physics Pre-AP

Science:

Advanced Animal Science
Food Science
Advanced Plant and Soil Science
Forensic Science
Integrated Physics and
Principles of Biology
Chemistry (IPC)
Principles IPC
Applied IPC
Applied Biology
Biology
Pre-AP Biology

Dual Credit:
Biology for Science Majors I-II
Principles of Chemistry
Applied Chemistry
Chemistry for Science Majors I
Pre-AP Chemistry
Biology for Non-Science Majors
Physics for Non-Science Majors I-II
Aquatics
Principles of Aquatics
Applied Aquatics
Medical Microbiology
Principles of Environmental Systems
Pathophysiology
Applied Environmental Systems
Anatomy and Physiology
Earth and Space Science
Environmental Systems

FAILING BROWN V. BOARD

<p>Social Studies: World Geography</p>	<p>Social Studies and Economics: World Geography World History Studies Principles World Geography Applied World Geography Principles World History Applied World History GT Humanities I-II World History United States History Principles of U.S History Applied U.S. History</p> <p>Dual Credit: U.S. History I-II U.S. Government Principles of Government Applied Government Federal Government Texas Government Economics Principles of Economics Applied Economics Principles of Microeconomics Personal Financial Literacy Introduction to Sociology Sociology Psychology Learning Framework</p>
<p>Foreign language: Spanish I-II French I-II</p>	<p>Foreign Language: Spanish I-III French I-III Spanish II-III Pre-AP French II Pre-AP French III Pre-AP Chinese I-II Chinese III Pre-AP Spanish for Spanish Speakers American Sign Language I-II</p>
<p>Music Non-varsity Winds/Perc I Varsity Winds/Per I Varsity Jazz Ens I-IV Music Appreciation Choir Non -Varsity Treble I-IV Choir Varsity Treble I-IV Choir Varsity Tenor Bass I-IV Modern Band Non-Varsity I-IV Audio Engineering Choir Band</p>	<p>Music Band Music Theory Instrumental Ensemble Orchestra Instrumental Ensemble Band Orchestra Choir Vocal Ensemble Theatre Arts II Intermediate Theatre Arts I</p>

<p>Arts: Art I -IV Dance I-IV Theater I-IV</p>	<p>Arts: Art I -IV Pre-AP Art I-II Art II Ceramics Elements of Floral Design Intermediate Theatre Arts I-II Intermediate Technical Theatre I Technical Theatre I-IV Theatre Arts I-IV Dance Dance I -IV Dance Team Training Performing Dance Team Color Guard</p>
<p>Physical Education: Foundations of Per. Fitness Individual Team Sports Athletics I-boys Athletics I-girls Health Education</p>	<p>Physical Education: Weight Lifting Conditioning I-II Sports Medicine Foundations of Personal Fitness Health Education Aerobic Fitness I-II Partner's PE Adventure/Outdoor Education Student Athletic- Individual Sports/Team Sports I- II Trainer</p>
<p>Path to Public Service: Principles of Law, Public Safety, Corrections and Security Law Enforcement I-II JROTC I-IV Forensic Science</p> <p>STEM: Computer Software & Engineering Cybersecurity Artificial Intelligence Principles of Engineering Robotics Programming Engineering Design & Presentation</p>	<p>Journalism and Communications: Debate I-III Oral Interpretation Newspaper I Advanced Public Speaking Journalism I Advanced Journalism/Newspaper II-III Yearbook I Independent Study in Journalism Advanced Journalism/Yearbook II-III Photo journalism TV Broadcast I-II Radio Broadcast I-II Sports Broadcasting I-II Video Technology</p>

<p>Business and Industry: Principles of Business, Marketing, and Finance Principles of Information Technology Business Information Management I-II Accounting I-II Computer Maintenance Digital Interactive Media Web Technologies Networking & Telecommunications Business Law/ Banking & Finance Career Preparation (COOP) Career prep Practice Research in Information Technology solutions Computer Programming Comm. Applications</p>	<p>Agriculture, food & natural resources: Animal Science Survey of Agriculture Food & Natural Resources Wildlife, Fisheries & Ecology Management Equine Science Livestock Production Small Animal Management Veterinary Medical Applications Advanced Animal Science Practicum In Veterinary Medical Applications</p>
<p>Other: Health</p>	<p>Floral Design/or Landscape Floral Design Horticulture Science Landscape Design & Management Advanced Floral Design Greenhouse Operation & Production Advanced Plant & Soil Science Agriculture Mechanics Ag Mechanics & Metal Technologies Ag Structures Design & Fabrication Ag Equipment Design & Fabrication Introduction to Welding Practicum in Ag Structures & Equipment</p>
	<p>Architecture & Construction: Architecture & Construction I-II Architectural Design I-II Interior Design I-II</p>

	<p>Arts, Technology and Communication Professional Communications Animation 3D Modeling & Animation Web Technologies Animation I-III Practicum in Animation</p> <p>Audio & Video Production Audio/Video Production I-II</p> <p>Graphic Design & Illustration Digital Media Web Technologies Graphic Design & Illustration I-II Practicum In Graphic Design & Illustration</p> <p>Fashion Design Fashion Design I-II</p>
	<p>Business Management and Administration Survey of Business, Management & Finance Touch System Data Entry Business Management I- II Business Law Global Business</p>
	<p>Education and training Survey of Education & Training Education and Training Practicum in Education and Training Child Guidance Practicum in Child Guidance</p>
	<p>Finances Banking & Financial Services Dollars & Sense Money Matters Accounting I-II Securities & Investment</p>
	<p>Government and Public Administration Survey of Government & Public Administration Court Systems & Practice Political Science Mock Trial Foreign Services & Diplomacy Practicum in Government</p>

	<p>Hospitality and Tourism Survey of Hospitality & Tourism Hotel Management Travel & Tourism Management Hospitality Services Practicum in Hospitality Services Intro to Culinary Arts Culinary Arts Advanced Culinary Arts Fundamentals of Baking & Pastry Food Science</p>
	<p>Health Sciences Medical Terminology Anatomy & Physiology Health Science Health Science Clinical A&B Microbiology Pathophysiology Pharmacology Electrocardiography Emergency Medical Technician</p>
	<p>Human Services Interpersonal Studies Child Development</p>
	<p>Teen Leadership and Academic Decathlon Teen Leadership I- II Academic Decathlon Student Congress</p>
	<p>Transportation Distribution & Logistics Foundational Concepts of Aviation Aircraft Systems for Pilots Flight Science I Aircraft Powerplant for Pilots Science Technology Engineering and Mathematics Introduction to Engineering Design Principles of Engineering Design Civil Engineering and Architecture Digital Electronica Aerospace Engineering Engineering Design & Development</p>

	<p>Information Technology Computer Maintenance Digital Media Networking Internetworking I-II Fundamentals of Informational Security Operating Systems Security</p>
	<p>Law, Public Safety, Corrections & Security Survey of Law, Public Safety, Corrections & Security Law Enforcement I-II Forensic Science</p>
	<p>Marketing Survey of Business, Marketing & Finance Social Media Marketing Advertising Sports & Entertainment Marketing Entrepreneurship Fashion Marketing Sports & Entertainment Marketing Sports Management Practicum in Marketing I-II</p>
	<p>Manufacturing Introduction to Welding</p>
	<p>Other Academic Study Advancement Program Independent Study and Mentorship Program TRANSITION COURSES (only offered under Committee Recommendation) Occupational Preparation I- II Vocational Adjustment Course I-II Step Beyond</p>

South Oak High School:
 South Oak Cliff High School Counseling Department

Centennial High School Information: <http://www.friscoisd.org/docs/default-source/resources-information/2018-2019-academic-guide-and-course-catalog.pdf?sfvrsn=6>

Demographic Information: Texas Public School Explorer <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/srch.html?srch=C>

High School Course Offering Inequities in Ohio Towns

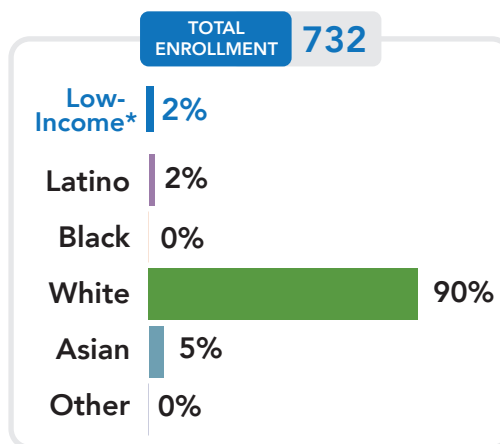
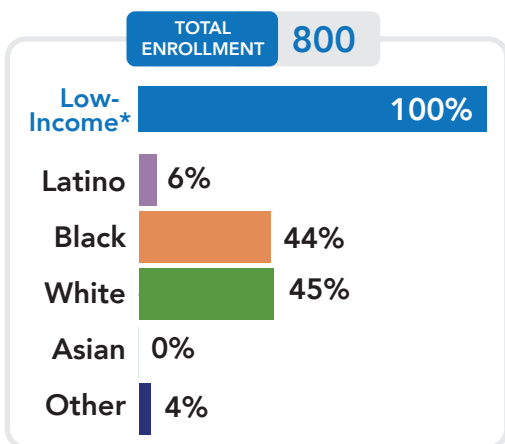
Belmont High School DAYTON



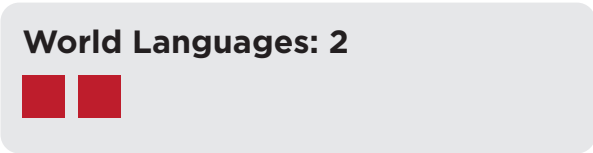
2.4 miles apart



Oakwood High School OAKWOOD



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

FAILING BROWN V. BOARD

Belmont High School	Oakwood High School
<p>AP Human Geography Biology American History</p>	<p>AP Literature and Composition Calculus AB Calculus BC Statistics American History World History European History American Government and Politics Comparative Government and Politics Biology Chemistry Physics French Spanish Studio Art Music Theory</p>
<p>English: Integrated Language Arts I-IV Honors Integrated Language Arts II-IV Reading Creative Writing I-IV Journalism Speech Honors Int LA IV (Sinclair Comm College)</p>	<p>English: English I- IV Honors English (I-IV) Yearbook Newspaper Academic Decathlon Public Speaking Dramatics Broadcast Journalism</p>
<p>Mathematics Algebra I-II Algebra Honors Geometry Probability and Statistics Algebra Applications Geometry Applications</p>	<p>Mathematics: Algebra I-II Algebra I-II Honors Geometry Geometry Honors Pre-Calculus Pre-Calculus Honors Calculus & Business Calculus Transitions to College Math</p>

<p>Social Studies American History American Government Modern World History American Government Economics Psychology Sociology</p>	<p>Social Studies American Government Modern American History Modern World Studies Economics Psychology Western Civilization The West & The World Since 1500 Age of Antiquity Comparative Religion International Politics</p>
<p>Science: Physical Science Biology Honors Biology Biology Applications Chemistry Lab Investigations Physical Geology</p>	<p>Science: Physical Science Biology Chemistry Biology in Society Physics Astronomy Forensic Science Environmental Science Human Anatomy & Physiology</p>
<p>World Languages Spanish I-II</p>	<p>World Languages: Spanish I-IV Honors Spanish II, III French I-IV Honors French I- III</p>
<p>Arts Choir Band Art I-IV Ceramics & Sculpture Ceramics I- III Film Appreciation Music Appreciation Drawing and Painting</p>	<p>Arts Concert Choir Concert Band Art I, II Art III (Ceramics, Painting & Portfolio Development) Film & Video Production Art encounters Portfolio Development Graphic Arts Advanced Graphic Arts Wind Ensemble Jazz band Concert Orchestra Symphony Orchestra Honors Orchestra Basic Guitar Symphonic Chorale Synergy/ Contemporary A Capella Music Theory</p>

<p>Physical Education/ Health Physical Education Lifetime Sports</p>	<p>Physical Education/ Health Health Education Physical Education Girls Physical Education Boys Advanced Physical Education Elective Advanced Physical Education</p>
<p>Career & Technical Education Machine Tools Computer Applications Transition to Careers JROTC I-IV Computer Gaming</p>	<p>Career & Technical Education Intro to Engineering Design Principles of Engineering Biotechnical Engineering Civil Engineering & Architecture Learn Your ABCDs in Accounting Business Basics Law and Your Life Make it Matter with Marketing Wall Street Web communications 1-2 Computer Science: Cyber Security Computer Programming Everyday Foods Advanced Foods It's all Material Rags to Runway Needle Arts My 1st Home Enrichment Independent Study</p>

Demographics: <http://reportcard.education.ohio.gov/Pages/default.aspx>

Belmont High School

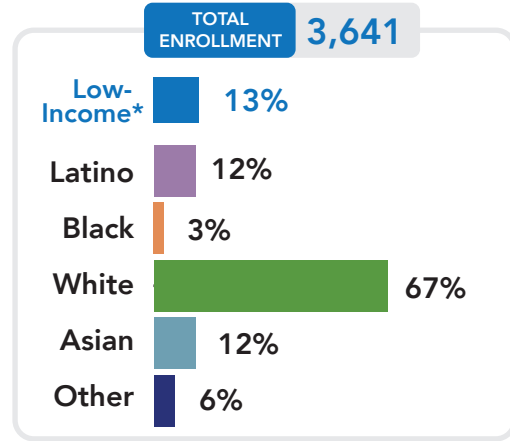
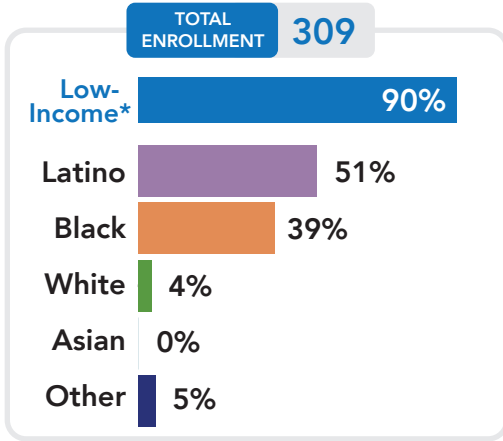
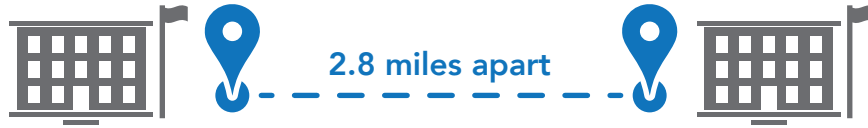
Dayton Public Schools District Program of Studies Course Selection Information 2017-18

Oakwood High School https://ohs.oakwoodschoools.org/uploaded/Harman_Elementary/Resources/Program_of_Study_2017-2018.pdf

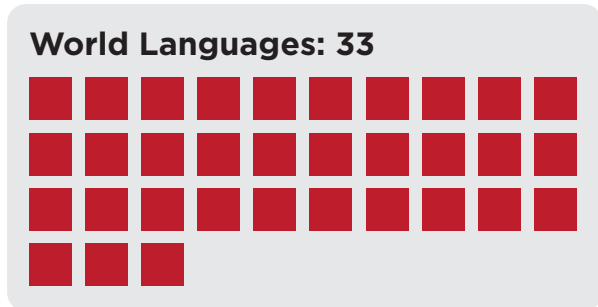
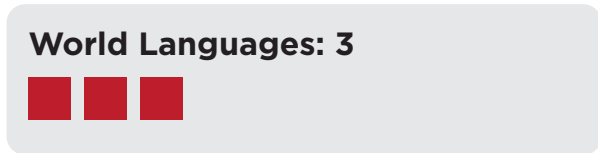
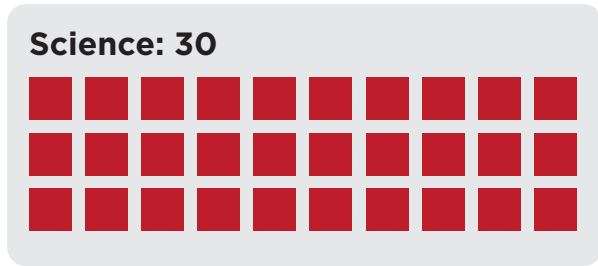
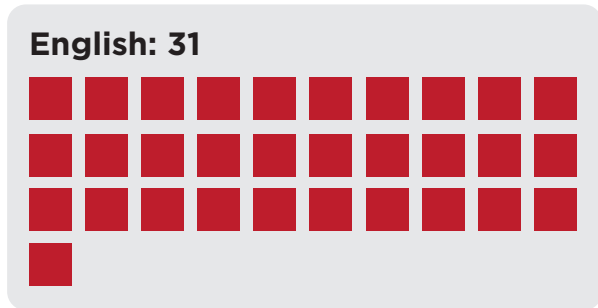
High School Course Offerings in Denver Area Schools

Manual High School
DENVER

Cherry Creek High School
GREENWOOD VILLAGE



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

FAILING BROWN V. BOARD

Manual High School	Cherry Creek High School
<p>AP Calculus AB Calculus BC Biology World History Spanish English Literature English Language</p>	<p>AP English Language and Composition English Literature and Composition United States History European History World History Microeconomics Macroeconomics Human Geography Comparative Government & Politics United States Government & Politics Statistics Calculus AB Calculus BC Computer Science Biology Chemistry Physics Environmental Science French Language Spanish Language Spanish Literature German Latin Chinese Music Theory Studio Art 3-D Studio Art Studio Art</p>
<p>English (all honors level 2017/18) English I -Intro to Literature English II-American Literature English III-World Literature English IV English comm & reading (remediation, prep for college) English 121-college level</p>	<p>English Narrative Art in Literature and Film Science Fiction Senior Seminar: Literature and Writing Shakespeare Writing on Film Basic Composition Beginning Debate Contemporary Authors Reading Essentials 1-4 Reading & Writing for Success Senior Thesis Writing Clinic ELA English Support 9-12 Newcomer English Online Language Support Reading and Writing Yearbook</p>

<p>Math (all honors level 2017/18) Integrated Math 1-2 Advanced Algebra 2 Pre-Calculus Math remediation in preparation for college algebra Algebra I Math Lab block (support for freshmen and sophomores) Math 121- college level</p>	<p>Math Abstract Math/Linear Algebra Honors Algebra I-II Accelerated Algebra I-II Trigonometry Honors Geometry Accelerated Geometry Integrated Algebra & Geometry Pre-calculus with Trigonometry Calculus III Honors Data Structures and Algorithms Differential Equations Honors Geometry Honors iOS Application Development Pre-Calculus Honors Business Calculus College Algebra College Trigonometry Probability and Statistics Statistical Analysis Introduction to Computer Science</p>
<p>Science (all honors level 2017/18) Biology Chemistry Human Body Systems Principles of Biomedical Sciences</p>	<p>Science Advanced Scientific Research Biology Biology Honors Chemistry Physical Science Physical Science Honors Physics Honors Physics Engineering Honors Astronomy Anatomy and Physiology Biochemistry Horticulture Marine Biology Physics Engineering Engineering Physics Engineering Honors Environmental Science Geology 1 Introduction to Scientific Research MAL Science 5 MAL Science Physical Science Scientific Research Online: Biology Geology</p>

<p>Social Studies (all honors level 2017/18) Geography US History Civics Ethnic Studies Introduction to Sociology Social Issues Social Psychology</p>	<p>Online: American Government Geography United States History</p>
<p>Foreign Languages Spanish 1-2 Heritage Spanish</p>	<p>Foreign Language Chinese 1-2 Chinese 3-4 Honors French 1-4 French Literature 6 Honors French 3-4 Honors German 1-4 German 3-4 Honors Latin 1-2 Latin 3-4 Honors Spanish 1-4 Spanish 3-4 Honors Language Diploma Prep Spanish Conversation and Composition Spanish 3 for Native Speakers</p>
<p>Arts Drawing and Painting Digital Design Drama</p>	<p>Arts Beginning Acting Intermediate Acting Advanced Acting Directing Technical Theatre 1- 2 Artisans Workshop Ceramics 1-2 Drawing/Design 1- 2 Live Figure Drawing Jewelry/Metal Workshop 1- 2 Painting 1- 2 Photography 1 - 2 Sculpture Video Production 1-2 Advanced Video Production Broadcast Journalism/TV Production 1 - 2</p>

<p>Music Music Composition Choir</p>	<p>Music Concert Band Symphonic Band 1-2 Wind Ensemble Jazz Band 1-2 Concert Orchestra Chamber Orchestra Symphonic Orchestra Statesmen Choralaires A Cappella Choir Meistersingers Girls' 21 Troubadours Union Street Jazz Choir Music and Song Writing Piano Artisans Workshop</p>
<p>Physical Education Fitness for Life Swimming Strength and Conditioning JROTC</p>	<p>Physical Education Adventure Challenge Outdoor Education Skills Adventure Water Sports Adventure Leader Training Aerobics Personal Fitness Ultimate Fitness Weight Training 1 - 2 Advanced Fitness Dance 1- 2 Swimming Fitness Tumbling Individual Sports Peer Mentor P.E Introduction to Athletic Training Lifeguard Training Springboard Diving Team Sports Health-online Personal Fitness 1& 2 -online</p>
	<p>Business Accounting 1- 2 Business Law 1 -2 Computer Applications Introduction to Business Marketing 1 -2 Marketing COOP Personal Finance</p>

	<p>Family & Consumer Science Broadcast Media Child Development Contemporary Relationships Fashion/Interiors/Culinary Design Foods and Nutrition Interior Design 1: Residential Interior Design 2: Commercial</p>
	<p>Career & Technical Educ. Automotive Technology 1 -3 Building Pathways 1 & 2 Introduction to Aviation Technology Aviation Technology 11-12 Aviation Fundamentals Intro to Criminal Justice Crime Science Career Connections Commercial Photography Digital Commercial Photography Executive Internship Fashion Design I-II Health Sciences Principles of Health Science Advanced Health Science Nurse Aide certification EPIC Medical Careers Event Industry Pro Start 1-2 Teacher Cadet</p>
<p>OTHER Intro to Computers SAT Prep Sports Medicine Debate AVID Academic Success</p>	<p>OTHER Office Assistant 9-12 Ambassadors 12 Senate 9-12 Students Supporting Students Teacher Assistant Counseling Seminars and support courses AVID 9-12 Enrichment Seminar 9-12 E.P.I.C. courses Student Athlete Leadership – Case Study Teacher Experience</p>

Manual High School Information:
 Manual High School Denver, CO 2017-2018 School Profile
 Interview with College Source Coordinator

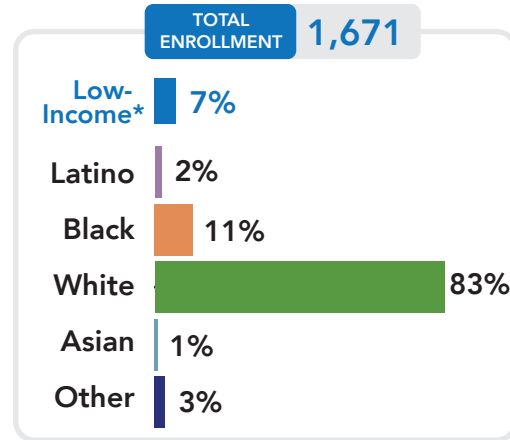
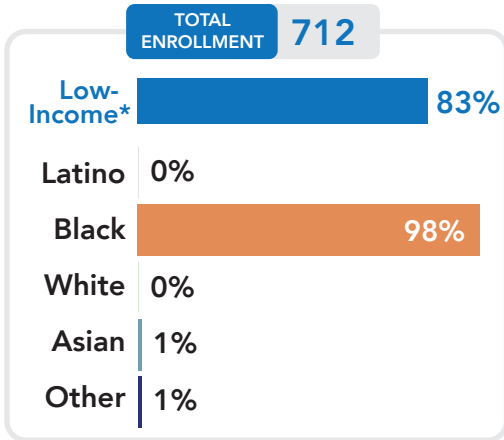
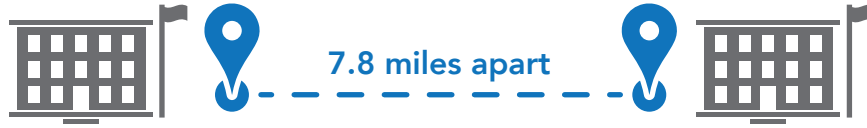
Cherry Creek High School Information: http://cherrycreek.cherrycreekschools.org/Documents/2016_2017registrationguide.pdf#search=course%20catalog

Demographics Information: <http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp>

Michigan High School Course Offerings

Osborn Collegiate Academies
DETROIT, MI

Grosse Pointe South High School
GROSSE POINTE, MI



COURSE OFFERINGS

Advanced Placement: 0

Advanced Placement: 24

English: 8

English: 28

*Percentage of children eligible for free or reduced-price lunch

Osborn Collegiate Academies	Grosse Pointe South High School
<p>AP</p>	<p>AP</p> <p>Calculus AB Calculus BC English Literature & Composition English Language & Composition United States History & Geography US Government & History European History Microeconomics Macroeconomics Psychology Biology Chemistry Physics Environmental Science French V German IV Italian IV Spanish IV Studio Art, Drawing Studio Art: 2-D Communication Design Studio Art: 2-D Photography Design Studio Art: 3-D Design Music Theory IV Advanced Programming III</p>
<p>English</p> <p>English Language Arts (ELA) 9-12 Freshman English Honors Creative Writing Yearbook Journalism</p>	<p>English</p> <p>Freshman English Freshman English Honors Classics of World Literature, grades Literature, Culture, and the Humanities Journalism Advanced Journalism Reading & Writing through Athletics Reading Workshop Explorations in Reading Honors Journalism Freshman Assist (remedial, no credit) Mythology Speech Film Literature Shakespeare Strategies for Reading and Writing Expository Writing</p>

	<p>Creative Writing Advanced Creative Writing American Literature and Composition American Literature & Composition Honors British Literature & Composition Pictorial Literature Power of Language Debate Advance Debate I-II Theory of Learning</p>
<p>Mathematics Algebra I Fundamental Algebra I - II Algebra II Algebra Lab Probability & Statistics Geometry Informal Geometry Intro to Computers Math Seminar</p>	<p>Mathematics Algebra I -II Algebra I Support Algebra I -II College Prep Geometry Geometry Support Advanced Mathematics Geometry College Prep Pre-Calculus Introduction to Calculus Honors Geometry Honors Algebra II Honors Pre-calculus Statistics</p>
<p>Social Studies World History Civics US History African American History Ethnic Studies Global Issues Economics Senior Seminar</p>	<p>Social Studies United States History & Geography Economics World History & Geography Honors World History & Geography Government Exploring Global Issues Sociology American Legal System Anthropology</p>

<p>Science</p> <p>Biology General Biology Chemistry Concepts in Chemistry Environmental Science Anatomy & Physiology Physical Science</p>	<p>Science</p> <p>Biology Honors Biology Earth Science Honors Earth Science Chemistry Honors Chemistry Physics Honors Physics Environmental Science Investigations in Medicine Physiology Microbiology Forensic Science Introduction to Organic Chemistry Geology Astronomy Advanced Topics in Astronomy</p>
<p>World Languages</p> <p>Spanish I-II</p>	<p>World Languages</p> <p>French I-V Honors French IV German I-V Italian I-IV Latin I-IV Spanish I-V Honors Spanish IV</p>

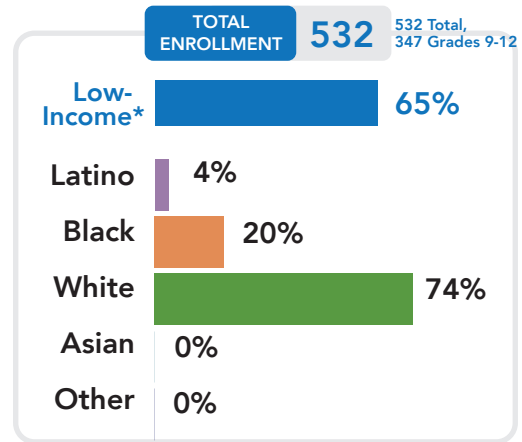
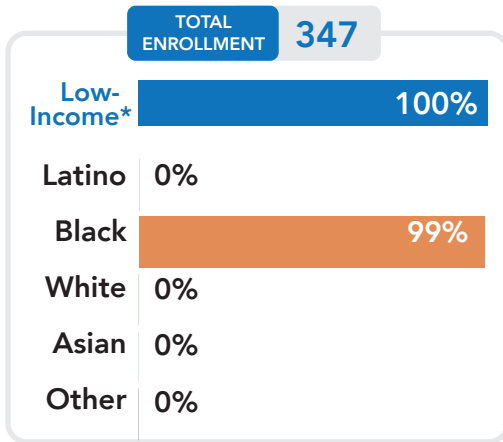
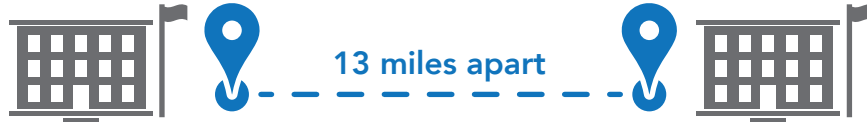
<p>Arts <i>Art</i> Drawing/Painting</p> <p><i>Instrumental Music</i> Band</p>	<p>Arts <i>Art</i> Survey of Art History Concepts and Materials in Art Art Now Ceramics I-VI Drawing and Painting I-IV Computer Graphics I- IV Communication Design I-III Design with Fibers I-II Design with Metals I-IV Photography I-II Figure Drawing I-IV Design with Sculpture I-IV</p> <p><i>Instrumental Music</i> Concert Band Symphony Orchestra Symphonic Band Jazz Lab Concert Orchestra Piano I</p> <p><i>Choral Music</i> Beginning Choir, Soprano and Alto; Tenor and Bass Choir Intermediate Mixed Choir Advanced, women Choir Advanced, mixed</p> <p><i>Music Theory and Technology</i> Music Theory I-IV Music Through Technology I-III</p> <p><i>Acting</i> Aspects of Acting Actors Workshop</p>
<p>Physical Education Physical Education ROTC I-IV</p>	<p>Physical Education/ Health Introduction to Team Sports Introduction to Lifetime & Leisure Activities Lifetime & Leisure Activities Advanced Team Sports Advanced Weight/Strength Training & Conditioning</p>

<p>Career & Technical Education</p> <p>Computer Applications Jobs for America’s Graduates (JAG) Business Practices Management Support NAF/Pathway Certification National Academy Foundation NAF/Pathway Certification</p>	<p>Business & Technology</p> <p>Business Explorations Small Business Entrepreneurship Accounting I-III Honors Accounting Business Co-op Marketing I-III Business Law Marketing Co-op Advertising Sports & Entertainment Marketing Business Management Business Finance Information Processing- Digital Technology I-II Keyboarding & Information Processing</p> <p>Technology Education</p> <p>Small Engine Repair Engineering Graphics I-IV Architecture I-III Survey of CAD (Computer Aided Drafting) Trade & Industry Co-op</p> <p>Interdepartmental</p> <p>Beginning Programming Advanced Programming I- II Computer Applications STEM: Bots, Coding and Apps (PILOT) Innovative Technology (iTech) (PILOT) Innovative Design (iDesign) (PILOT) Innovative Creation (icreate) (PILOT) Innovative Capstone (iCap) (PILOT)</p> <p>Career & Technical Education</p> <p><i>Lifeskills & Health</i> Fashion & Fabrics I-IV Commercial Foods I-II Commercial Foods Co-op Art of Pastry & Dessert Preparation Interior Design/Housing Child Development/Parenting Living on Your Own I-II Medical Aides Co-op Health Education with Family Planning</p> <p>Television Production I-VI</p>
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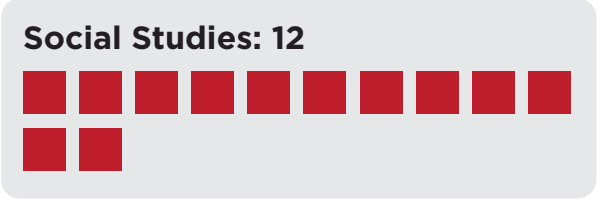
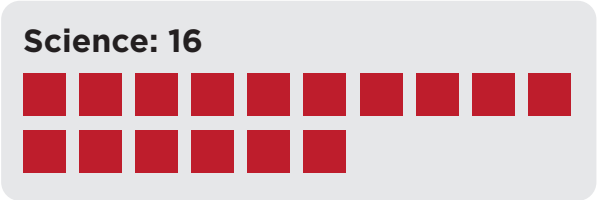
High School Course Offerings in Mississippi Towns

Lanier High School
JACKSON

McLaurin High School
FLORENCE



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

FAILING BROWN V. BOARD

Lanier High School	McLaurin High School
AP English US History	AP US History
English English I-IV Compensatory Reading Oral Communication Debate	English English I-IV Essentials of English Dual Credit American Literature I-II English Composition I-II Public Speaking Print Journalism Debate MS Writers Oral Communications
Mathematics Algebra I- III Geometry Compensatory Math Job Skills Math	Mathematics Algebra I-III Geometry Essentials of Math Dual Credit courses Intermediate Algebra College Algebra College Trigonometry
Social Studies US Government US History World History World Geography Community Service Learning Economics	Social Studies US History World History Advanced World Geography US Government Economics Problems in Democracy Law Related Education Dual Credit Courses Western Civilization I-II (online) Sociology (online) Psychology (online)

<p>Science Biology I- II Chemistry (no teacher, sub only) Physical Science Forensic Science Environmental Science Human Anatomy & Physiology (no teacher, sub)</p>	<p>Science Biology Chemistry Astronomy Botany Earth & Space Science Environmental Science Foundations of Science Genetics Human Anatomy & Physiology Marine & Aquatic Science I-II Physical Science Zoology I-II Dual Credit Biology I-II</p>
<p>World Languages Spanish I-II French I-II</p>	<p>World Languages Spanish I-IV</p>
<p>Arts Art I-Art II (no teacher, sub only) Choral Music I-II Advanced Choral Music</p>	<p>Arts Art I-III Band 9-12 Dance Team DC Music Appreciation Ensemble Percussion Photography I-II Theater I-IV</p>
<p>Physical Education/ Health Physical Education JROTC I-III</p>	<p>Physical Education/ Health Physical Education Archery Driver Education Health Family Dynamics Nutrition and Wellness Girls Basketball Girls Softball Girls Soccer Varsity Football Varsity Baseball Varsity Basketball JROTC I-IV</p>

<p>Career & Technical Education Jobs for Mississippi Graduates Career Prep Business Fundamentals Basic Cosmetology Applications of Cosmetology Automotive Service Technology Collision Repair Technician Digital Media Culinary Arts CDC/HVAC Early Childhood Education Marketing Global Marketing Simulation and Animation Design Personal Finance Foundations of Technology School Service-office work SAT and ACT Prep</p>	<p>Career & Technical Education Accounting Agriculture & Natural Resources I-II Business Finance Business Fundamentals I-II Career Pathways Exploration Child Development Graphic Design I-II Introduction to Agriculture Management Fundamentals Personal Leadership Personal Finance ACT Prep</p>
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Demographics

<http://mdereports.mdek12.org/data/>

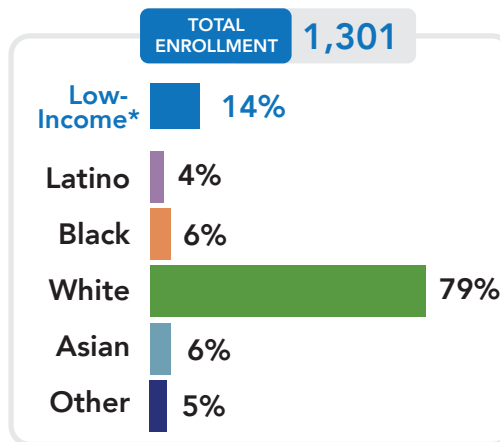
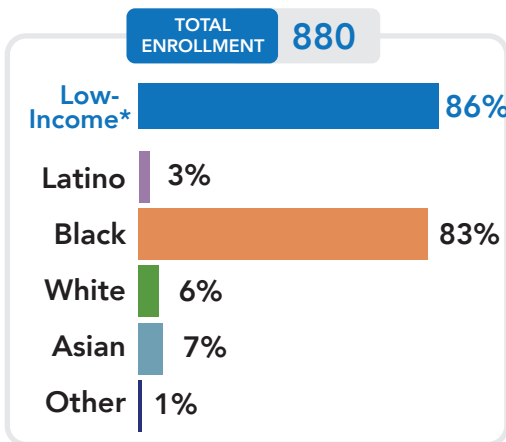
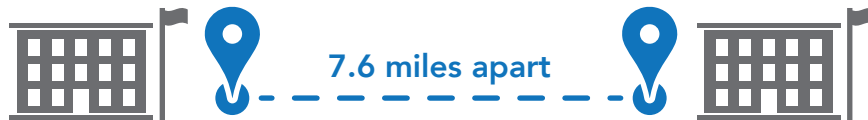
Lanier High School Jackson Public School District, Course Sequencing and Selection for High Schools, interviews staff

McLaurin High School, McLaurin High School Course Offerings 2018-2019

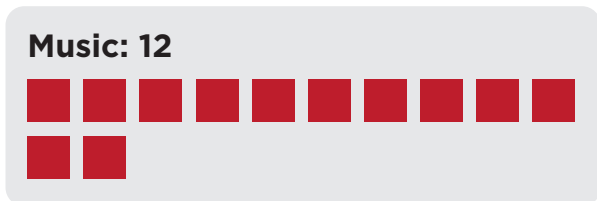
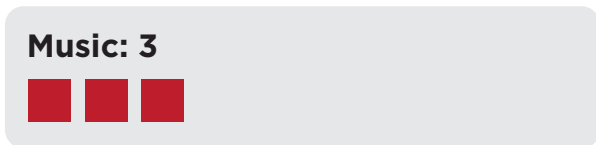
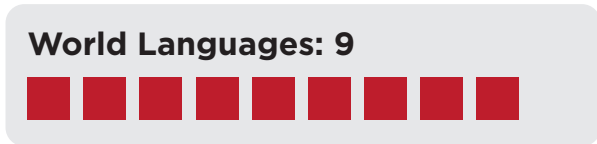
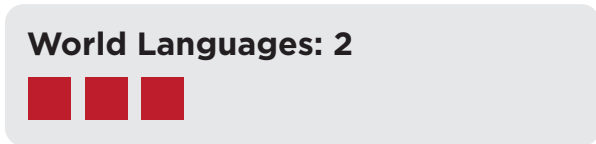
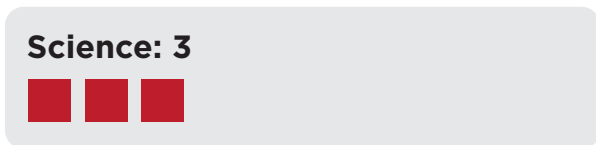
High School Course Offerings: Neighboring Wisconsin Districts

Milwaukee Marshall High School MILWAUKEE

Menomonee Falls High School FALLS



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

Marshall High School, Milwaukee, WI	Menomonee Falls High School, Menomonee, WI
<p>AP English Language and Composition Biology Chemistry Psychology Studio Art</p>	<p>AP Language and Composition 11 Literature & Composition 12 Honors Literature & Composition Statistics Statistics – Honors Zero Hour Microeconomics/Macroeconomics Calculus AB Calculus BC Biology Biology Honors Chemistry Chemistry Honors Environmental Science Environmental Science - Honors Physics Physics Honors Psychology Human Geography U.S. History US Government and Politics Comparative Government and Politics - Honors German V Spanish V Studio Art – 2D Design Studio Art- 3D Design Studio Art- Drawing Art History Online Studio Art 2D Design Photography Studio Art 3-S Design Photography- Honors Music Theory Computer Science – JAVA Computer Science Principles</p>

<p>English: American Authors British Authors English 9-10</p>	<p>English: English 9: The World Perspective Honors English 9 English 10: The American Experience Honors English 10-Healthcare Academy English 11: Contemporary Issues English 12: Choices Science Fiction/Fantasy Mystery & Suspense Novel & Film Literature of Conflict & War Media Studies I-II Media Production III</p>
<p>Math Algebra 1 Algebra 2 & Trig Geometry Statistics Algebra 2A, 2B & Trig Pre-calculus Calculus Exploring Computer Science</p>	<p>Math Algebra 1-2 Pre-Calculus - Honors Business Math College Prep Math Algebra/Geometry Digital Electronics-Honors Functions, Statistics & Trig – Honors Geometry Pre-Calculus Prep Algebra Prep 1-2</p>
<p>Science Biology Chemistry Conceptual Physics</p>	<p>Science: Biology Biology-Honors Earth & Space Science Earth & Space Science-Honors Chemistry Physics Physics of Everyday Life – Honors Principles of Engineering, Honors Human Anatomy/Physiology Human Anatomy/Physiology-Honors Forensic Science I-II (Online) Veterinary Science- Care of Animals (Online)</p>
<p>Social Studies: Citizenship Economics World History U.S History</p>	<p>Social Studies World History Contemporary Issues United States History Introduction to Social Sciences Economics Sociology US Government Criminology (Online)</p>

Path to Engineering Program

Principles of Engineering
Introduction to Engineering Design
Civil Engineering and Architecture
Digital Electronics
Aerospace

Biomedical Science Program

Principles of Biomedical Science
Human Body System
Medical Interventions

Computer Science

Computer Science 1- 2
Computer Science Honors

Advanced Programming-Honors

Business and Information Technology

Information technology- Honors
Information Technology Management - Honors
Professional Design and Publishing
Web Design and Social Media Management
Business Ventures
Healthcare Customer Relationship Management –
Honors

Accounting I-II

Accounting I Honors

College Accounting II-Honors

Managerial Accounting-Honors

Personal Finance

Honors Personal Finance

Business Communication

Marketing Principles

Entrepreneurship-Honors Business and Personal
Law

International Business

Business Academy Capstone

Supervised Occupational Experience

Technology Education and Engineering

Introduction to Manufacturing & Metal

Introduction to Manufacturing & Wood

Advanced Manufacturing & Metals

Construction & Building Technology

Manufacturing/Construction/Engineering Youth

Apprenticeship

WCTC Dual Enrollment

GPS Manufacturing

Independent Study

Introduction to Engineering Design-Honors

Principles of Engineering-Honors

Civil Engineering & Architecture

Digital Electronics-Honors

Environmental Sustainability

STEM Academy Capstone

Engineering Youth Apprenticeship

	<p>Other AVID 9-12 YA-Youth Apprenticeship Introduction to Sports & Entertainment Marketing (online) Introduction to Foods Careers Foods for Wellness Regional and Foreign Foods Food Service-Honors Introduction to Human Services Child Development Assistant Child Care Teacher-Honors Relationships Introduction to Healthcare-Honors Introduction to Health Records-Honors Medical Terminology-Honors Healthcare Academy: -Principles of Healthcare/HCA-Honors TC -Medical Terminology/HCA-Honors TC -Healthcare Academy Capstone Supervised Occupational Experience</p>
<p>Physical Education Physical Education Fit for Life 1-2 Health Lifetime Sports 4-6</p>	<p>Physical Education Foundations of Fitness Aerobic Conditioning and Strength Training Advanced Aerobic Conditioning and Strength Training Lifeguard Training Lifetime Fitness I-II Team Sports and Leadership 21st Century Wellness Racquet Sports Adventure/Outdoor education Physical Education 12</p>
<p>Foreign Languages Spanish I-II</p>	<p>Foreign Language Spanish I -II Spanish III-IV Honors French I-III Online Japanese I-II Online German II German III -IV Honors Latin I-III Online Chinese I -II Online Exploring World Cultures</p>

<p>Arts Image Tech 1-2 Commercial Art Yearbook</p>	<p>Arts Art Metals/Jewelry 1-2 Drawing & Design 1- 2 Ceramics 1 -2 Digital Photography 1-2 Fine Crafts Painting 1-2 Sculpture/3D Advanced Painting Computer Design 1-2</p>
<p>Music Audio Engineering Choir Band</p>	<p>Music Freshman Choir Symphonic Band Honors Freshman Choir Honors Wind Symphony Honors Concert Choir Master Singers-Honors Freshman Band Freshman Band-Honors Symphonic Band Symphonic Orchestra Symphonic Orchestra Honors Intro to Recording Technology and Audio Engineering</p>

Web page for Marshall:

<http://www5.milwaukee.k12.wi.us/school/marshall/academics/>

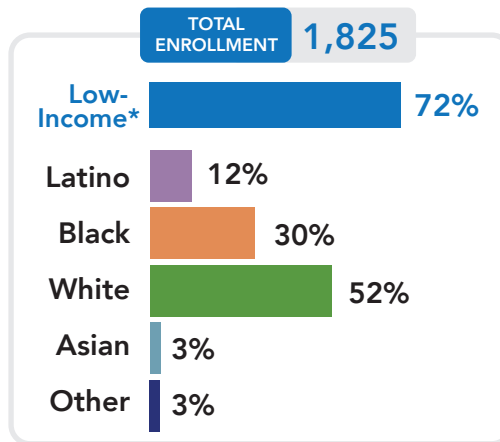
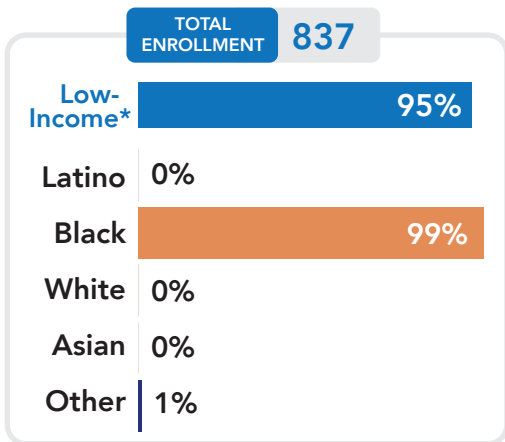
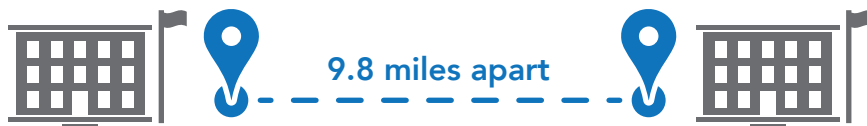
Menomonee Falls High School: <http://mfhs.sdmf.schoolfusion.us/modules/cms/pages.phtml?pageid=258164&sessionid=8425cf0bd86cecd59afc3d85c8bd2188>

Demographic Information: <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

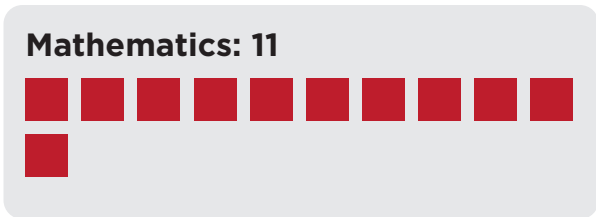
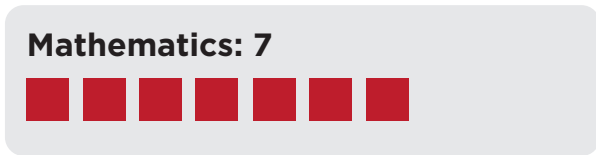
High School Course Offerings in New Orleans and Chalmette, LA

McDonogh 35
NEW ORLEANS

Chalmette High School
CHALMETTE



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

McDonogh 35 High School	Chalmette High School
AP	AP Literature and Composition Language and Composition Calculus US History Human Geography Psychology Biology
English English I-IV Technical Writing Business English ACT Prep Business Communications	English English I-V Technical reading and writing Technical writing Business English Creative Writing Speech I-II
Mathematics Technical Math Algebra I-II Math Essentials Geometry Advanced Math/Pre-Calculus Financial Literacy	Mathematics Technical Math Calculus Algebra I-III Financial Literacy Math Essentials Business Math Geometry Functions and Statistics Pre-calculus
Social Studies World Geography Civics US History World History	Social Studies World Geography Civics US History Psychology World History
Science Environmental Science Biology I-II Chemistry Physics	Science Environmental Science Biology I-II Chemistry I-II Physical Science Physics II
World Languages French I-II Spanish I-II	World Languages Latin I-IV Spanish I-IV Japanese I- II

<p>Arts Art I- II Fine Art Survey Advanced Band Woodwind Advanced Band Brass Talented Art I-III Jazz Ensemble Talented Theater I-III Marching Band Talented Music I-III Piano Percussion Advanced Chorus Beginning Choir Percussion Intermediate Choir</p>	<p>Arts Art I- IV Show Choir Fine Arts Survey Applied Music I, II Dance I-IV Theater I- IV Instrumental Music I- IV Introduction to Vocal Music Vocal Music I-IV</p>
<p>Physical Education Health Education Physical Education I-II</p>	<p>Physical Education Physical Education I-IV Health Education Electives</p>

Career & Technical Education	Career & Technical Education
Business Computer Applications	Education for Careers
Basic Career Readiness	Basic Career Readiness
Advanced Career Readiness	Advanced Career Readiness
Desktop Publishing	Customer Service
Digital Media	Law Studies
Multimedia Productions	General Technology Education
Customer Service	Basic Technical Drafting (CAD)
Introduction to Business Computer Applications	Architectural Drafting (AutoCAD II)
Publications I- II Yearbook/Newspaper	NCEER Carpentry I-II
Speech I-II	Construction Technology
Introduction to Engineering Design	Welding I-II
Principles of Engineering	Heating AC and Ventilation I-II
Digital Electronics	Electrical I-II
Engineering Design and Development	Computer Repair Technician I-II
Introduction to Health Occupations	Computer Systems/Networking
Health Sciences I	Fundamentals of Computer Programming
Medical Terminology	Introduction to Engineering
First Responder	Principles of Engineering
Emergency Medical Technician Basic	Digital Electronics (Robotics)
ACT Prep	Introduction to Health Occupations
	Medical Terminology (Dual enrollment)
	Certified Nursing Assistant (Dual Enrollment)
	Emergency Medical Technician (Dual Enrollment)
	Food and Nutrition (Dual Enrollment)
	Pro Start I-II (Culinary Skills Dual Enrollment)
	Introduction to Television Production
	Television Broadcasting I-IV
	Audio Engineering
	Desktop Publishing
	Publications I-II (Yearbook)
	Digital media I-II
	Introduction to Business Computer Applications
	Business Computer Applications (Dual Enrollment)
	Principles of Marketing (Dual Enrollment/Work Experience)
	Cooperative Marketing Education (Dual Enrollment/Work Experience)

Demographic Information: “Louisiana School Finder” 2016-2017 data. Louisiana Department of Education <http://louisianaschools.com/>

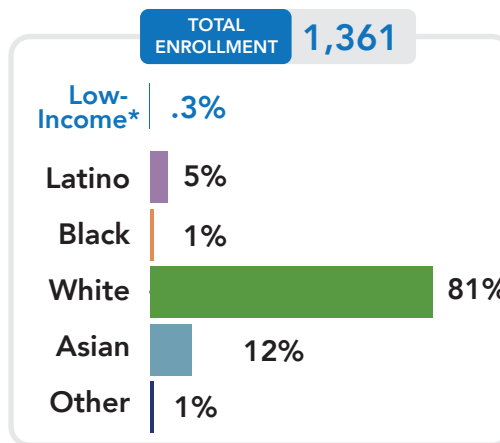
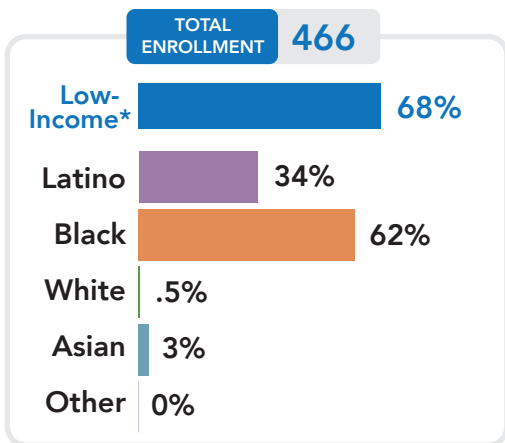
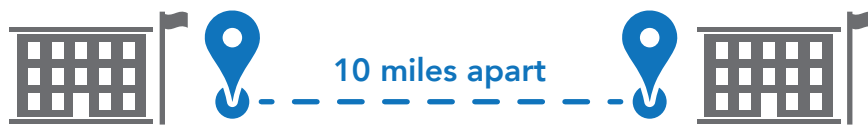
McDonogh 35 High School, New Orleans Parish Information: http://images.pcmac.org/SiSFiles/Schools/LA/OrleansParish/McDonoghCollegPrep/Uploads/Publications/McDonogh_35_High_School_Scheduling_Guide.pdf

Chalmette High School Information: <https://www.sbpb.org/Page/9294>

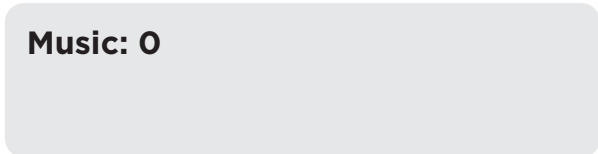
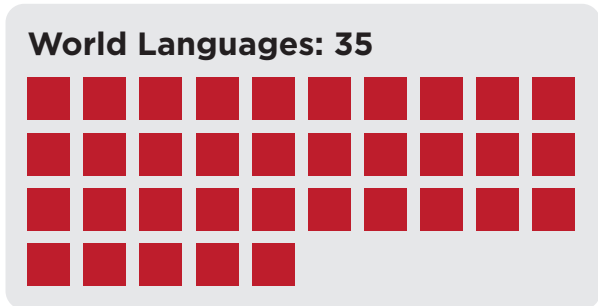
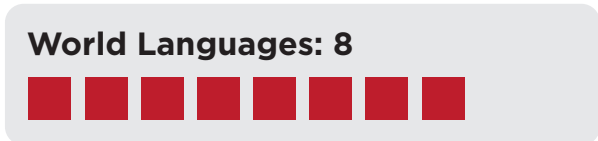
High School Course Offerings in Neighboring NJ Cities: Newark, NJ and Allendale, NJ

Malcolm X Shabazz High School
NEWARK

Northern Highlands High School
ALLENDALE



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

Malcolm X Shabazz High School	Northern Highlands Regional High School
<p>AP English (Literature Calculus (AB) Physics B</p>	<p>AP English Calculus AB Calculus CD Statistics Biology Lab Chemistry Lab Physics Physics C/Lab Environmental Science US History US Government & Politics World History Psychology European History French Language Spanish language Art History Studio Art: Drawing and Paining Studio Art: 2 D Design (Photography) Music Theory Computer Science Economics</p>
<p>English English I-IV Honors English I-III Online English I-IV EC College Composition EC College English Foundations</p>	<p>English English 9 Foundations in Literacy and Technology American Literature Honors American Literature Modern Fiction and Nonfiction Literature and the Individual Literature About Society Honors Modern Fiction and Nonfiction Honors British Literature Honors Humanities Senior English Seminar Honors Writing Studio/Gender and Literary Texts (Syracuse) Creative Writing I-III Journalism</p>

<p>Math Algebra II Honors Algebra I-II Honors Pre-calculus Discrete Mathematics EC College Elementary Algebra EC College Intro to Algebra Online Algebra I-II Geometry Math Applications Online Geometry Honors Geometry Intensified Algebra</p>	<p>Mathematics Concepts of Algebra and Mathematical Patterns Concepts of Geometry and Mathematical Reasoning Applied Math Algebra I-II Algebra II/Trigonometry Advanced Algebra/Trigonometry Geometry Honors Geometry Honors Math Analysis Honors Multivariate Calculus (Seton Hall) Pre-Calculus Honors Pre-Calculus Honors Calculus Statistics and Probability</p>
<p>Social Studies African American History Honors United States History I Online US History I-II, World History</p>	<p>Social Studies World History US History I-II Honors US History I-II Honors Model UN Honors American Studies Sociology Psychology</p>
<p>Science Biology With Lab Chemistry With Lab Physics With Lab Earth Science Environmental Science Forensic Science Honors Chemistry With Lab Sociology Online Biology, Chemistry, Earth/Space, Environmental Science, Physics, Sociology</p>	<p>Science Astronomy Honors Anatomy & Physiology I-II Biology Biology Lab Honors Biology Lab Chemistry Honors Chemistry Lab Environmental Science Forensics Honors Forensic Science Physics Physics Lab Honors Physics Lab Oceanography Science Matters Sports Medicine</p>

<p>World Languages (grades 10-11) French I- II Spanish I- II Online French II-III and Spanish I-II</p>	<p>World Languages Exploring Languages and Cultures Chinese I-IV French I – V French II Advanced Honors French III-IV Honors French V Italian I-V CP Italian IV Honors Italian III-V Italian II Advanced Spanish I- V Spanish II Advanced Honors Spanish III- IV Honors Spanish V (Syracuse)</p>
<p>Arts Art II Studio Art Drama Online Art History and Intro to Art</p>	<p>Arts Art Experiences Ceramics I-II Photography I-II Do It Yourself Design Digital Arts Graphic Design Ensemble Honors Drawing and Painting Technology Honors Studio Photography Introduction to Theater and Acting Actors’ Workshop I-III</p>
	<p>Music Chorus Chorus/Symphonic Band Concert Choir/Wind Honors Concert Choir Honors Music Theory Recording/Audio Symphonic Band Honors Wind Ensemble</p>
<p>Physical Education/ Health Physical Education I-IV Health I- IV Teen Pep grade 12 peer mentor training</p>	<p>Physical Education/ Health PE I- IV Project Adventure Health/Family Living Health/Drivers Education Health/First Aid and Nutrition Health/Sexuality and Parenting</p>

<p>Career & Technical Education</p> <p>Computer Applications Computer Science I Cosmetology II Culinary Arts II Digital Image Processing Fashion Careers III Financial Literacy Introduction to Culinary Arts Principles of Cosmetology I Video Production II-III Online Career Explorations Online Career Planning, Development Online Economics Online Intro to Business Online Intro to Information Technology Online Personal Finance</p>	<p>Career & Technical Education</p> <p>Child Development Foundations in Literacy and Technology Furniture Design Woodworking Introduction to Business Project Woodworking Personal Finance and Investment Accounting Robotics Marketing: Promotion and Selling Digital Media & Filmmaking Honors Advertising and Branding Video Storytelling Honors Business Seminar Film Studies Honors Management Digital Filmmaking Entrepreneurship Food and Nutrition Financial Management Introduction to Computer Science International Foods Honors Computer Science JAVA Culinary Arts Computer Aided Drafting & Design I-II Honors Architectural Design Honors Engineering Design Real World Engineering (CAD) Interior Architectural Design Exploration Honors Tomorrow's Teachers (Fairleigh Dickinson) Honors Dynamics of Health Care (Rutgers) (Dual Enrollment) Honors Emergency and Clinical care (Rutgers) Honors Medical Terminology (Rutgers)</p>
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Demographic information: NJ Department of Education: <http://www.state.nj.us/education/data/enr/enr17/>

Malcolm X Shabazz High School

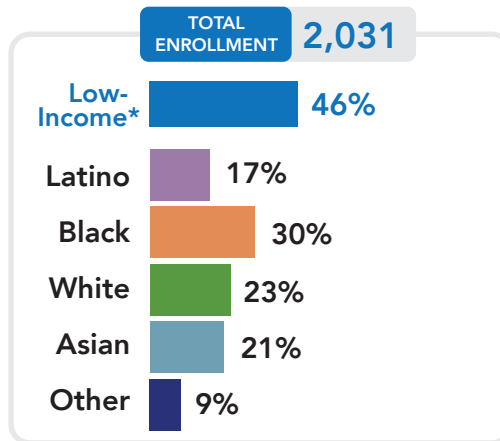
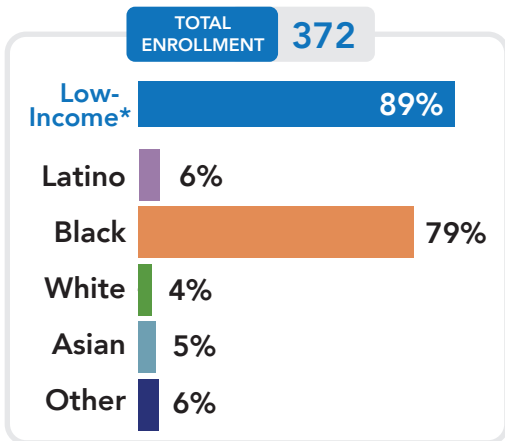
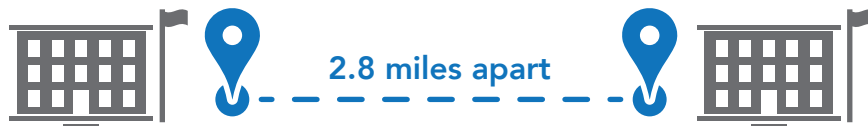
<http://www.nps.k12.nj.us/departments/family-community-engagement/powerschool-parent-portal/>

Northern Highlands Regional High School: <https://www.northernhighlands.org/cms/lib/NJ01000179/Centricity/Domain/174/Curriculum%20Guide%20with%20cover%20new%20.pdf>

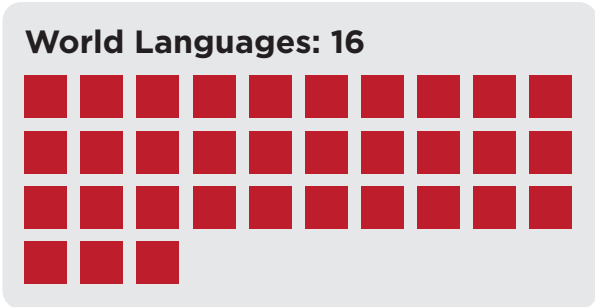
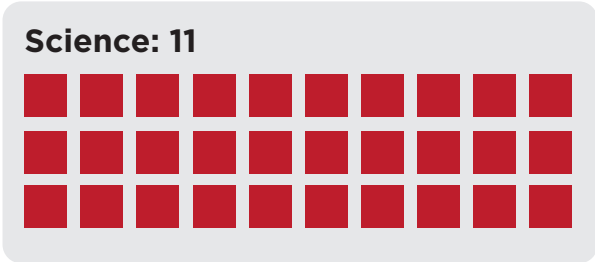
High School Course Offerings in Oakland, CA

McClymonds High School
OAKLAND

Oakland Technical High School
OAKLAND



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

McClymonds High School	Oakland Technical High School
<p>AP English Language and Composition English Literature and Composition Calculus AB Biology Chemistry US Government and Politics US History World History</p>	<p>AP English Language and Composition English Literature and Composition Calculus AB Calculus BC Statistics Biology Chemistry Environmental Science Physics C US Government & Politics US History Spanish Language and Culture Chinese Language and Culture Computer Science Principles Computer Science A</p>
<p>English English I-IV Creative Writing <i>Online</i> English I0 English I, III, & IV</p>	<p>English English I-4 IV Creative Writing Honors English III-IV <i>Online</i> English I0 English I, III, & IV</p>
<p>Mathematics Algebra I-II Math Analysis Geometry <i>Online</i> Algebra I -II Geometry</p>	<p>Mathematics Algebra I-II Math Analysis Geometry Honors Math Analysis Honors Probability and Statistics <i>Online</i> Algebra I - II Geometry</p>

<p>Science Biology Chemistry Physics Biology – NGSS</p>	<p>Science Biology Physiology Chemistry Physics Advanced Biology Honors Biology NGSS Chemistry Honors Medical Chemistry Biotechnology 1/2 and 3/4 Physics Honors</p>
<p>Social Studies American Government Economics Ethnic Studies World History Mastering Our Cultural Identity <i>Online</i> U.S. History Core U.S. and Global Economics Core</p>	<p>World Studies American Government Economics World History Law and Society U.S. History Mastering our Cultural Identity Honors U.S. History BUILD Entrepreneurship California History Civic Engagement and Social Movement Comparative Government Honors <i>Online</i> U.S. History Core U.S. and Global Economics Core</p>
<p>World Languages Spanish 1-3 French 2 <i>Online</i> Spanish I-III French I-II</p>	<p>World Languages Chinese 1-3 French 1- 3 Spanish 1-4 Spanish 3 Honors Prepare a Servir: Advanced Spanish for Patient Care <i>Online</i> Spanish I-II French I-II</p>

<p>Art and Music Graphic Design Drama Choir</p>	<p>Art and Music Architectural Design Art Drama Advanced Drama Art – Advanced Fashion Design and History Art of Animation Fashion, Textiles and Apparel Band Fashion Merchandising + Marketing Jazz Band Graphic Design Ceramics Guitar Dance Orchestra Dance – Intermediate & Advanced Piano</p>
<p>Computer Science Exploring Computer Science Introduction to Engineering Design Principles of Engineering Engineering Design and Development</p> <p>Other AVID 9-12</p>	<p>Computer Science Exploring Computer Science</p> <p>Family and Consumer Sciences Mathematics, Engineering, Science Achievement</p>

Sources: McClymonds High School website:

<https://hs-articulation.ucop.edu/agcourselist#/list/details/426/>

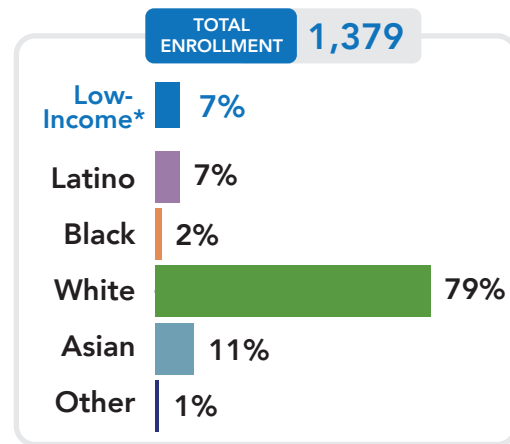
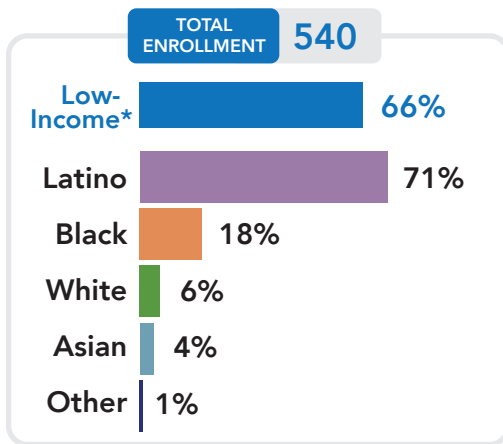
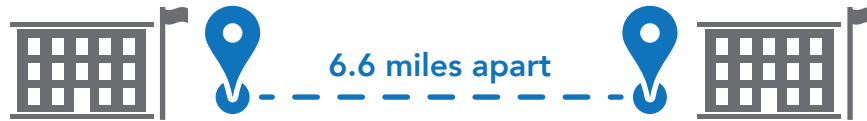
Oakland Technology HS website: <https://hs-articulation.ucop.edu/agcourselist#/list/details/395/>

Enrollment: California Department of Education. <https://dq.cde.ca.gov/dataquest/SearchName.asp?rb-TimeFrame=oneyear&rYear=2016-17&cName=McClymonds&Topic=Enrollment&Level=School&submit1=Submit>

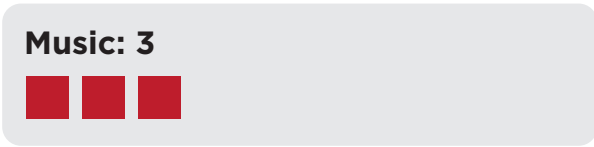
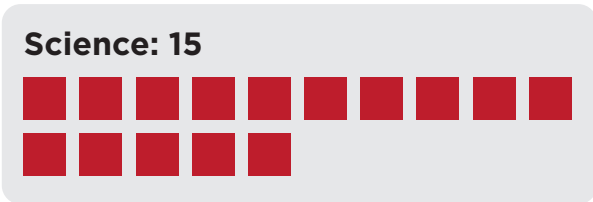
High School Course Offerings: Neighboring NJ Towns Paterson, NJ and Wayne, NJ

School of Architecture and Construction Trades PATERSON

Wayne Hills High School WAYNE



COURSE OFFERINGS: SNAPSHOT



*Percentage of children eligible for free or reduced-price lunch

School of Architecture and Construction Trades	Wayne Hills High School
<p>AP Language and Composition Literature and Composition Calculus AB Chemistry B Lecture & Lab United States History II</p>	<p>AP English 12 Language and Composition Calculus AB Calculus BC Statistics Biology Chemistry Environmental Science Physics I, II and C United States History I and II European History American Government and Politics Psychology Art History Studio Art Music Theory Computer Science Principles Computer Science A</p>
<p>English English 9-12 general Strategic Reading (9th grade) English 10-12 Honors College Guide Publications and Production Yearbook Publication and Production Dual Enrollment English Comp 1 and 2 (with POCC)</p>	<p>English English 9-12 general English 9-11 Enriched and Honors Theater Arts and Composition Philosophy Journalism Film Studies Publication Seminar War in Literature and Film Writing Workshop College Composition I and II</p>
<p>Mathematics Algebra I - II Algebra I- II Honors Business Math Pre-calculus Calculus Pre-calculus Honors Geometry Geometry Honors Statistics</p>	<p>Mathematics Algebra I -II Geometry Pre-calculus College Algebra & Discrete Math Calculus Multi-variable Calculus Unified Mathematics III and IV</p>

<p>Science Forensic Science Biology Lecture & Lab Biology Lab Honors Chemistry Lecture & Lab Environmental Lecture Lab Anatomy 7 Physiology Lecture & Lab Honors Dual enrollment Chemistry with POCC</p>	<p>Science Biology I Biology E Chemistry Chemistry I and E Physics I and Physics E Biology for Allied Health Environmental Science AstroBiology BioGeology Forensic Science Science Research Science Technology & Society Anatomy and Physiology</p>
<p>Social Studies United States History I- II World History Social Studies Elective Economics Sociology US History I - II Honors Dual Enrollment Economics</p>	<p>World Studies World History Philosophy United States History I Economics American Government Legal Studies Sociology AP Human Geography International Relations Psychology World Geography Middle Eastern Studies</p>
<p>World Languages Arabic I - II Spanish I-IV French I- II</p>	<p>World Languages French I -III French IV - V Honors Italian I-III Italian IV -V Honors Latin I-III Latin IV -V Honors Spanish I- III Spanish IV -V Honors</p>
<p>Art Fine Art Woodworking Construction I-III Language of Architecture & Construction</p>	<p>Art Visual Foundations Three-Dimension Design Design and Composition Fashion Figure Drawing Drawing and Painting Advanced Drawing and Painting/Portfolio Prep Survey of Art History</p>

<p>Music Music Theory Band Orchestra</p>	<p>Music Chorus Chamber Choir Symphonic Band Instrumental Instruction Woodwind Ensemble Jazz/Rock Improvisation Material of Music I-IV Music Perspectives</p>
<p>Computer Science & Other Drafting General Auto Services Auto Comprehensive C-ROM I Principles of Engineering Intro to Engineering Design Civil Engineering & Architecture Drafting Architectural Graphic Design Intro to TV Production JROTC I-IV Printing Technology GRADS SAT Prep</p>	<p>Computer Science Visual Basic Programming in C++ Honors Java Advanced Computer Science with Java Web Development</p> <p>Technology Education Intro to Drafting Design and Problem Solving Architectural and Engineering Design Advanced Design/Portfolio Preparation Independent Design Experience Introduction to Automotive Systems Auto Occupations: Suspensions and Brakes Auto Occupations: Electrical/Electronics and Heating/Air Conditioning Auto Occupations: Automotive Engine Performance Fabrication Technology Graphic Design I-II Graphic Design Occupations Graphic Design Layout/Publications Photography I -III Robotics I-III Television Production I-IV</p>
<p>Physical Education Physical Education I-IV Health I -IV Health III- Drivers Education Health IV- Human Sexuality</p>	<p>Physical Education Physical Education 9-12 Health 9-12 Sports Medicine I-II</p>

	Family and Consumer Sciences: Foods I Intro Foods II International Foods II Regional Interior Decorating Fashion Clothing Design I-III Fashion Marketing Child Development I-III Foods IV Culinary Arts
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Demographic information from the NJ State Department of Education: <http://www.state.nj.us/education/data/enr/enr17/>

Web page and Interview with Principal, School of Architecture and Construction Trades (ACT)
<https://act-pps-nj.schoolloop.com/>

Web page Wayne Hills High School
<http://wh.wayneschools.com/?sessionid=f62f16ef4a1b8c04d8eeb2fb73e06acc&t>

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