

Secondary Curriculum ELA Audit Data Findings for Bexley Schools

Based on the CRE Scorecard and Working Group Feedback

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Student Data

Students in grades 6-12 responded to an online survey based on the CRE Scorecard indicators:

711 Total

332 Middle Schoolers

379 High Schoolers

26 students representing diverse demographics, participated in Student Working Groups to share detailed responses to selected survey questions. There were three groups:

A Middle School Group,

A High School Group, and a

Bexley Anti-Racist Project (BARP) group

Student Survey - Data Analysis Process

Books I read in English class inspire me to take action to fight inequity.

	Always	Frequently	Sometimes	Rarely	Never	Unsure	Ns
Unknown	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%	3
Not SOC	5.69%	21.21%	37.93%	18.97%	10.00%	6.21%	580
SOC	2.36%	14.17%	31.50%	36.22%	10.24%	5.51%	127
Grand Total	5.07%	19.86%					

I relate to the books we read in English class.

	Always	Frequently	Sometimes	Rarely	Never	Unsure	Ns
Unknown	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%	3
Not SOC	5.52%	20.52%	40.69%	21.72%	9.14%	2.41%	580
SOC	7.09%	11.81%	37.01%	26.77%	12.60%	4.72%	127
Grand Total	5.77%	18.87%	39.86%	22.68%	9.72%	3.10%	710

I am free to ask critical questions in English class.

	Always	Frequently
Unknown	33.33%	33.33%
Not SOC	34.14%	38.62%
SOC	34.65%	28.35%
Grand Total	34.23%	36.76%

Learning activities in English class promote equity within the school.

	Always	Frequently	Sometimes	Frequently
Unknown	0.00%	0.00%	0.00%	0.00%
Not SOC	15.52%	32.76%	31.55%	10.17%
SOC	10.24%	25.98%	29.13%	18.65%
Grand Total	14.51%	31.41%	30.99%	11.18%

I feel like I belong here.

	Always	Frequently	Sometimes	Rarely	Never	Unsure	Ns
Unknown	0.00%	66.67%	0.00%	0.00%	0.00%	33.33%	3
Not SOC	37.59%	35.52%	14.48%	7.41%	2.76%	2.24%	580
SOC	22.83%	26.77%	27.56%	9.45%	7.09%	6.30%	127
Grand Total	34.79%	34.08%	16.76%	7.75%	3.52%	3.10%	710

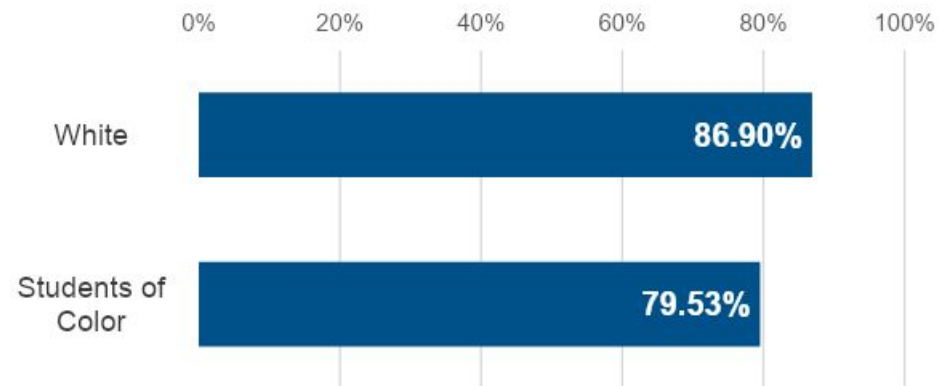
I have the opportunity to participate fully in the daily learning activities in English class.

	Always	Frequently	Sometimes	Rarely	Never	Unsure	Ns
Unknown	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%	3
Not SOC	55.34%	31.55%	9.48%	2.07%	1.21%	0.34%	580
SOC	43.31%	36.22%	12.60%	3.94%	2.36%	1.57%	127
Grand Total	53.24%	32.39%	10.00%	2.39%	1.41%	0.56%	710

Most positive responses related to class participation

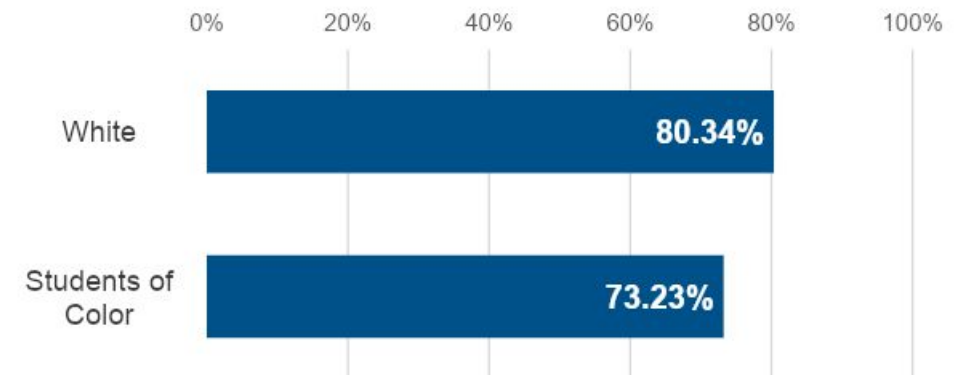
I have the opportunity to participate fully in the daily learning activities of English class.

% that Always or Frequently Agree



If I present an alternative point of view in English class, my ideas are valued equally by teachers.

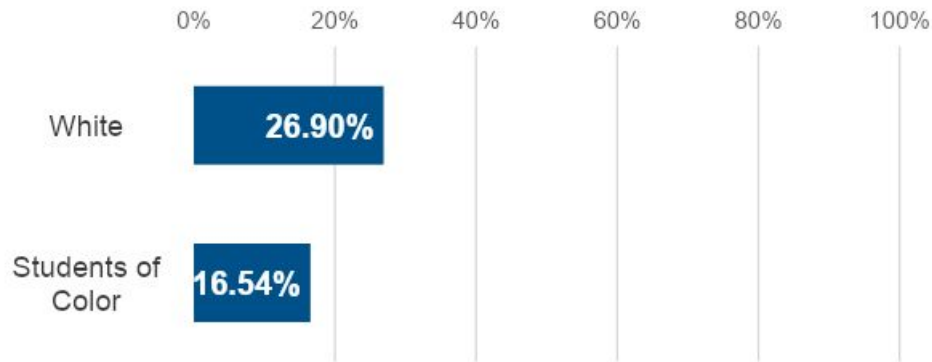
% that Always or Frequently Agree



The least positive responses were for relating to the books and being inspired to fight inequity

Books I read in English class inspire me to take action to fight inequity.

% that Always or Frequently Agree



I relate to the books we read in English class.

% that Always or Frequently Agree



Student Working Group Input: Sometimes/Not Really

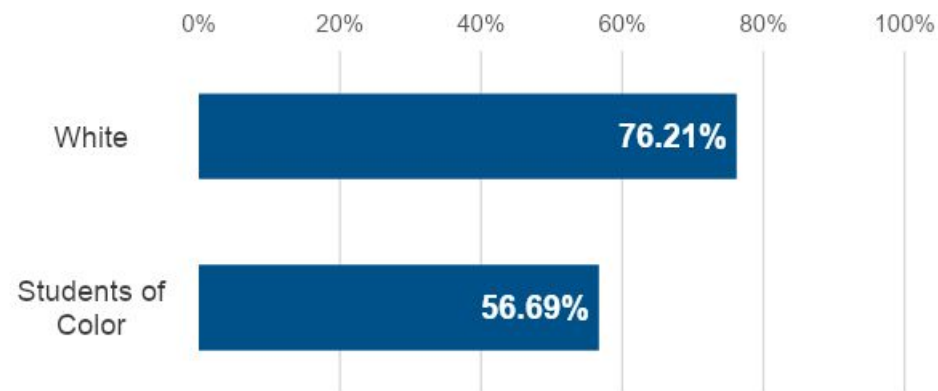
“Most of the books we read don’t talk about race or the race of the character is not told a lot and a lot of the stuff we read is **older** so we can guess that it is all **non-minority**”

“Not realistic or addressing **real world issues**.”

The biggest differences in positive responses between SOC and white students were:

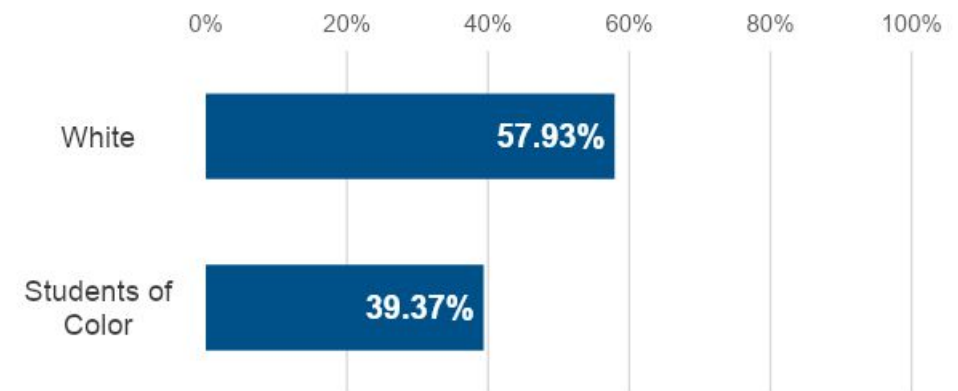
I feel like I am accepted here for who I really am.

% that Always or Frequently Agree



Activities in English class highlight minority (non-dominant) populations.

% that Always or Frequently Agree



Black/ African American Responses Only

	Always	Frequently	Sometimes	Rarely	Never	Unsure
Books I read in English class inspire me to take action to fight inequity.		5	16	20	4	2
I am free to ask critical questions in English class.	10	15	15	2		5
I relate to the books we read in English class.	3	7	17	13	6	1
Learning activities in English class promote equity within the school and community.	2	12	13	9	5	6
I feel like I belong here.	9	9	16	3	6	4
I have the opportunity to participate fully in the daily learning activities in English class.	15	22	6	1	2	1
If I present an alternative point of view in English class, my ideas are valued equally with other students.	10	15	12	4	3	3
If I present an alternative point of view in English class, my ideas are valued equally by teachers.	10	23	7	1	1	5
Activities in English class make me think about treating others equally and fairly.	9	13	14	4	4	3
I feel like I am accepted here for who I really am.	11	15	9	5	4	3
Activities in English class highlight minority (non-dominant) populations.	3	12	12	5	8	7

The darker the **green**, the higher the number of students in each row that chose that response.

Student Working Groups

Do you relate to the books?

- HS: Not usually
- MS: Sometimes
- BARP: Not really, because of lack of diversity and not modern



“If we do read **out dated or non diverse text**, should have discussion about how to make it relevant or topic specific, don’t get to hear or create other people’s story”

“Seems like we **only read about slavery** or are the same so some things I can relate to sometimes I can’t”

“No, because we only read about the **history of white Americans** and how it affected minorities but we don’t read about it from the opposite side”

Student Focus Groups

Do you feel like the texts and activities positively highlight minority/non-dominant populations?

- HS: Usually stereotypes/sad endings
- MS: Mixed responses, but too much stereotyping
- BARP: Not really



“We learn about black history through the white perspective and **not the minority perspective** and the reason may be that they think its going to be too graphic but **we need to hear** and should be trusted to handle and have the conversation and they could put it in context”

“Most books have two parents happily married or straight parents, **not representative of real families** today”

“It's like the characters **whole life is about racism** versus the character and their story”

Student Focus Groups

- Do you feel a sense of belonging in English class?
 - HS: Overall, yes. Classmates and teachers are welcoming
 - MS: Yes/often, but reading diverse work beyond Black History Month would be good
 - BARP: Sometimes, but can be uncomfortable being the only SOC in a class



“My classmates have been very welcoming and they understanding even though **there’s more they can do**”

“I always feel very uncomfortable during race discussions (all the students nod in agreement) **because they are uncomfortable**”

“Sometimes - my English teacher **tries to include everyone**, but it doesn’t always work”

Student Focus Groups

- What could teachers do to increase students' sense of belonging and relatability in the curriculum?
 - HS: Share stories of more recent people of color as role models
 - MS: Read more diverse (not just African American) and recent books
 - BARP: More diverse texts, give teachers support/training around having difficult race conversations



“We’ve always learned about the same people - Martin Luther, Rosa, there are **so many other positive people** and minorities we know nothing about”

“Almost all race conversations are around African Americans, not **other cultures**”

“Help them (teachers) have an **open and honest discussion** with students”

Parent/Community Member Data

9 Parents and Community Members completed the CRE Scorecard based on
a sample of the 6-12 ELA Curriculum

The sample included one randomly selected instructional unit and related texts

from each grade band:

6-8th grade,

9-10th grade, and

11-12th grade

Character and Author Diversity

Male > Female Authors

2X more characters were **men** than women
»»» Huge range in actual numbers counted: what counts as a character?

White Characters  # Racially Ambiguous Characters

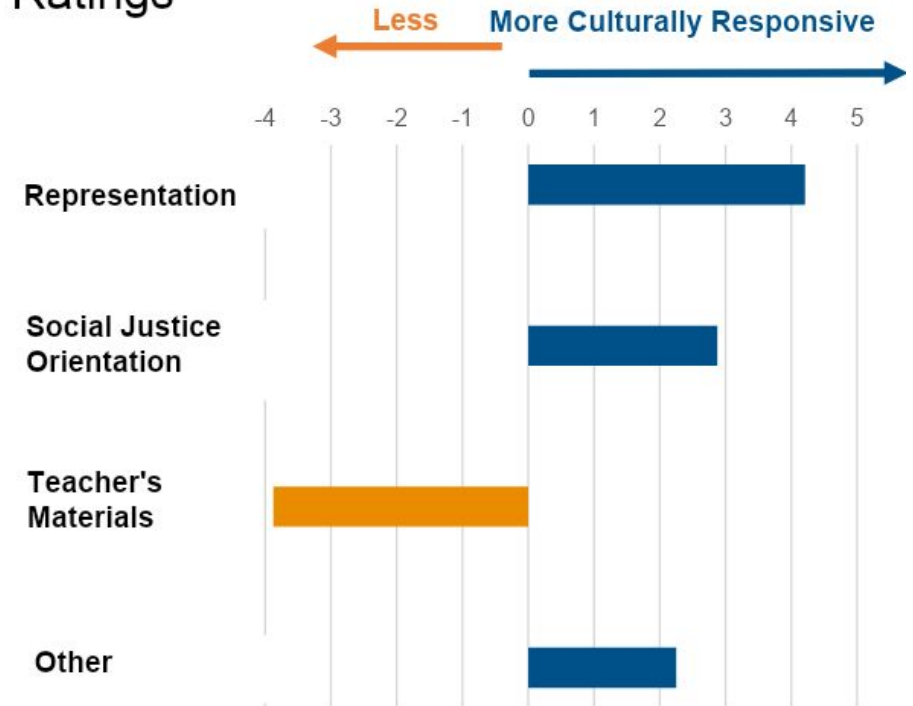
High Level Parent/Community Member Summary

Parent/Community Ratings

	Person 1	2	3	4	5	6	7	8	9	AVG
Representation	-2.0	-2.3	3.5	0.3	9.0	4.7	11.3	9.7	6.7	4.2
Social Justice Orientation	0.0	3.7	4.5	-6.3	2.0	4.3	9.0	6.0	2.7	2.9
Teacher's Materials	-9.7	-2.0	-6.0	-12.0	9.0	7.3	5.0	-9.0	-8.3	-3.9
Other	1.7	0.3	3.0	2.0	6.0	4.7	5.0	0.7	-0.3	2.3

2 people said that they just couldn't tell from the materials

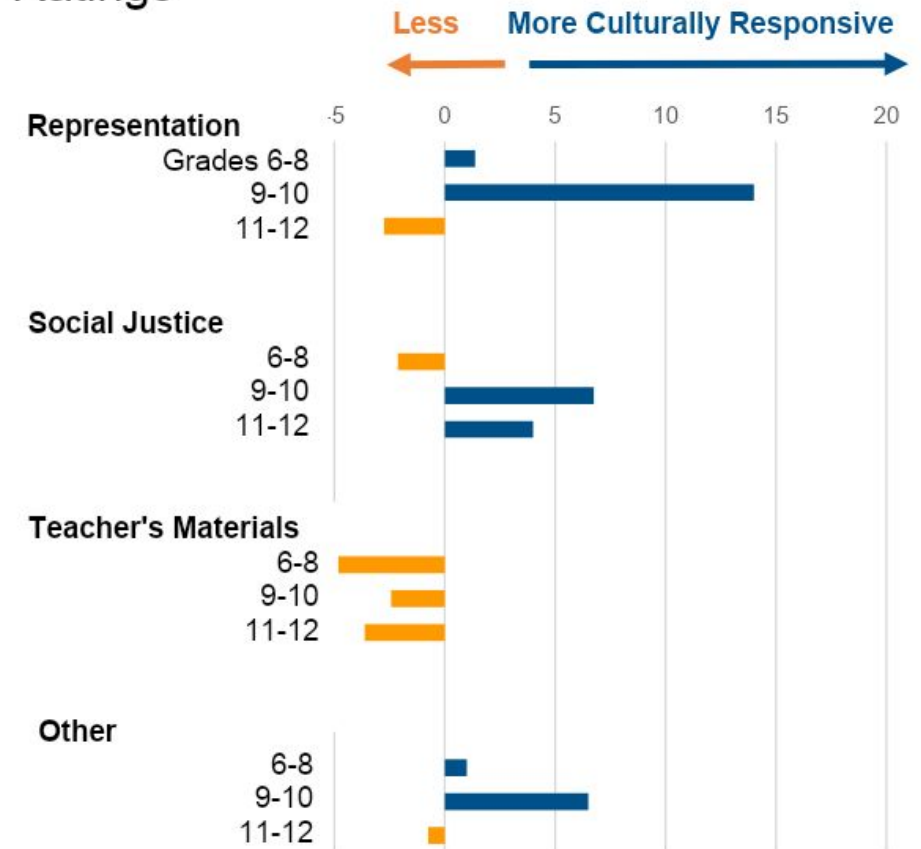
Average Parent/Community Member Ratings



Detailed Parent/Community Member Summary

	Person 1	2	3	4	5	6	7	8	9	AVG
Representation										
6-8 Unit:	-2	-12		-4	9	0	10	12	-2	1.375
9-10 Unit:	-10	21	13	14		12	24	20	18	14
11-12 Unit:	6	-16	-6	-9		2	0	-3	4	-2.75
Social Justice Orientation										
6-8 Unit:	3	-11		-16	2	-1	4	3	-1	-2.1
9-10 Unit:	-7	16	6	-4		7	16	9	11	6.8
11-12 Unit:	4	6	3	1		7	7	6	-2	4
Teacher's Materials										
6-8 Unit:	-15			-15	9	-1	1	-11	-7	-5.6
9-10 Unit:	-7		-11	-6		7	15	-6	-9	-2.4
11-12 Unit:	-7	-2	-1	-15		16	-1	-10	-9	-3.6
Other										
6-8 Unit:	0	-2		-2	6	8	5	-4	-3	1
9-10 Unit:	1	8	8	8		7	8	8	4	6.5
11-12 Unit:	4	-5	-2	0		-1	2	-2	-2	-0.8

Average Parent/Community Member Ratings



Teacher Data

Middle and High School teachers completed the CRE Scorecard based on a review of the randomly selected units per grade band and their own personal self-reflection of their entire scope and sequence. ELA staff also participated in an initial survey identifying their hopes and desires for ELA Audit process.

Teacher Ratings Summary

	Grade 6	7	8	9-10	11-12	AVG
Representation						9.2
	8	-1	4			3.7
			19			19
				5		5
Social Justice Orientation						8.7
	5	0	1			2
			13			13
				11		11
Teacher's Materials						4.1
	0	0	1			0.3
			5			5
				7		7
Other						4.4
	-2	1	5			1.3
			8			8
				4		4

Source: Teacher CRE Scorecards, March 2021



ELA Teachers' Hopes

- Diversity curriculum materials and texts
- Widened choice and opportunity for all students
- Texts that represent the lives of all students



Source: Teacher Preliminary Survey, January/February 2021

Links to Data

- [Bexley Working Group Data Folder](#)
 - [Student Survey Data](#)
 - [Middle School Student Work Group Feedback](#)
 - [High School Student Work Group Feedback](#)
 - [ELA Teacher Preliminary Survey Feedback](#)
 - [Parent & Community Feedback](#)
 - [CRE Data Summary Slides](#)