

Board of Education Instructional Workgroup
May 4, 2015

Advanced Learner Status Update



Outcomes

- Provide a status update on state compliance
- Provide update on the work of the Advanced Learning Department
- Share 2013-2014 and 2014-2015 year to date data on advanced learners
- Identify next steps and recommendations

Who is an Advanced Learner?

“A student who **demonstrates high performance capability** or the **potential for high performance...**” (Board Policy 3555)

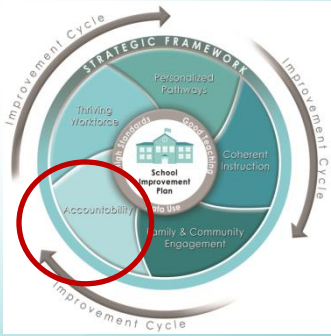




Compliance & Accountability

Historical Reference:

- Fall 2010
 - DPI notified MMSD of complaint
- Winter 2011 - Spring 2013
 - DPI conducted two visits and found MMSD not in compliance
- Spring 2014
 - MMSD developed Board Policy 3555
- Fall 2013
 - MMSD updated Advanced Learning Plan and submitted a final report to DPI
- January 2015
 - MMSD met with DPI and was found to be compliant with State law
- Winter 2015
 - Will meet with DPI as a follow-up



Data Use & Accountability

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Last Refreshed 3/27/15

The chronically absent calculation is based on the 3rd quarter of the 2015 school year. The suspensions are from the 2015 school year. The reading not met percent is based on not meeting the current MAP growth targets when available else not meeting benchmark on the current PALS, MAP, Explore 9, and ACT. The on time IEPs are based on the 2014-2015 & 2013-2014 school years.

	% Students w Disabilities	Attendance		OSS		Reading		IEPs		Avg Pts
		Chronically Absent Pct	Pts	Ratio	Pts	Not Met Percent	Pts	Pct On Time	Pts	
Wauwatosa Middle	20.40%	46.1%	3	0.95	2	84.1%	3	73.7%	1	2.25
Wauwatosa Elementary	16.88%	40.9%	2	2.16	3	50.0%	1	69.6%	2	2
Wauwatosa Middle	10.13%	38.1%	2	2.18	3	62.5%	1	70.2%	2	2
Wauwatosa High	13.31%	48.6%	3	1.52	2	41.9%	1	69.9%	2	2
Wauwatosa Elementary	17.90%	39.4%	2	1.37	2	84.0%	3	74.3%	1	2
Wauwatosa Elementary	9.61%	17.1%	1	2.83	3	44.0%	1	71.4%	2	1.75

On-going and systematic work:

Report Nbr/Version DWSp1055 / V1.04
Viewed By b727352
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Attendance		OSS		Reading		IEPs	
Chronically Absent Pct	Pts	Ratio	Pts	Not Met Pct	Pts	Pct On Time	Pts
40.9%	2	2.16	3	50.0%	1	69.6%	2

- Developing **STAT Reports** for spring 14-15

On Time

IEP School Year	On Time
2012-2013	45
2013-2014	50
2014-2015	46

Chronic Absent

Year Term	QTR 1	QTR 2	QTR 3	QTR 4
2012-2013	33	24	24	24
2013-2014	25	24	24	24
2014-2015	19	15	15	15

SPED - Chronic Absenteeism

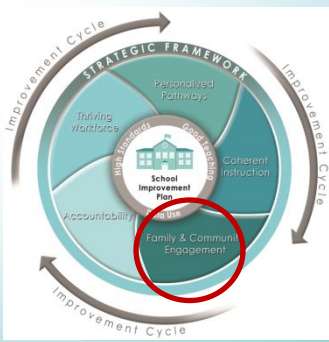
SPED - Chronic Absenteeism

This graph shows the percent of SPED students that are chronically absent at each quarter. Chronically absent is missing 5% or more.

Legend: District (red), Elementary (orange), Middle (green), High (blue)

- Migrating to **OASYS** for 15-16 school year





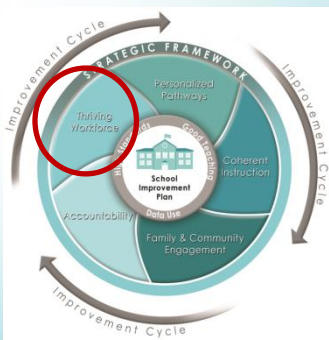
Parent Meetings & Advisory Council

- PTO/PTA Meetings
 - **7 meetings**
 - Met with parents from **16 schools**

- District-Wide Parent Meetings
 - **2 Informational Meetings**
 - Over **100 parents** attended from 35 schools
 - **2 Listening sessions** & 2 more scheduled

- Parent Council
 - Parents volunteered and were invited to be a **consistent voice** for the work of the Advanced Learning Department
 - **20 parents** on the council
 - 10% Asian
 - 10% Hispanic
 - 30% African-American
 - 50% White
 - Book Study on Carol Dweck's Mindset

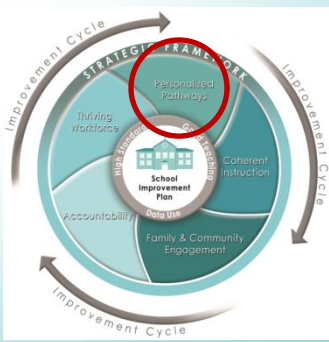




Implementation of the Advanced Learner Plan

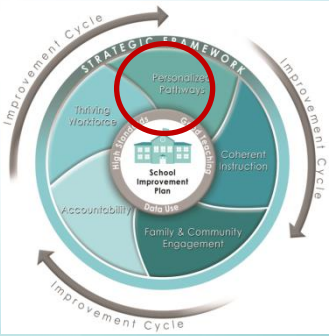
- Advanced Learning Instructional Resource Teachers (AL-IRTs)
 - 1 Teacher Leader (also supports High Schools)
 - 1 Math Itinerant (district-wide)
 - 5 Middle School AL-IRTs
 - 17 Elementary AL-IRTs

- Classroom Teachers (some schools)
 - Intervention Blocks
 - Extension Blocks
 - Differentiation of Core, Flexible Grouping, Clustering



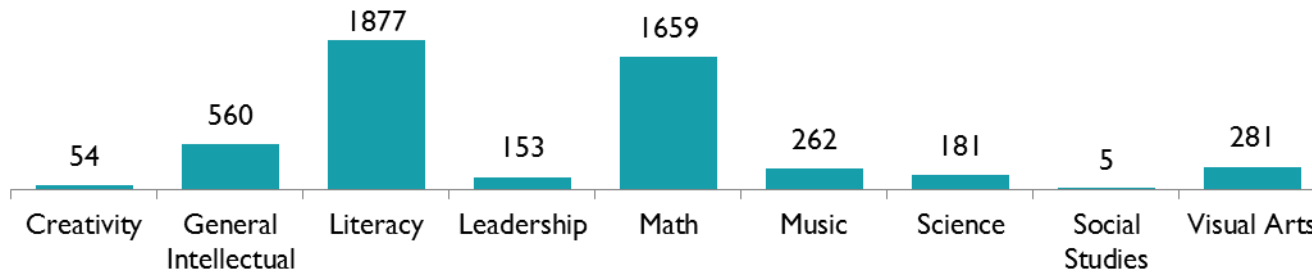
Continuum of Service

- Whole grade acceleration
- Subject level accelerations
- Differentiation/extensions in core, including the **Arts**
- Enrichment in all areas
- Development of **Leadership** and **Creativity** within the core

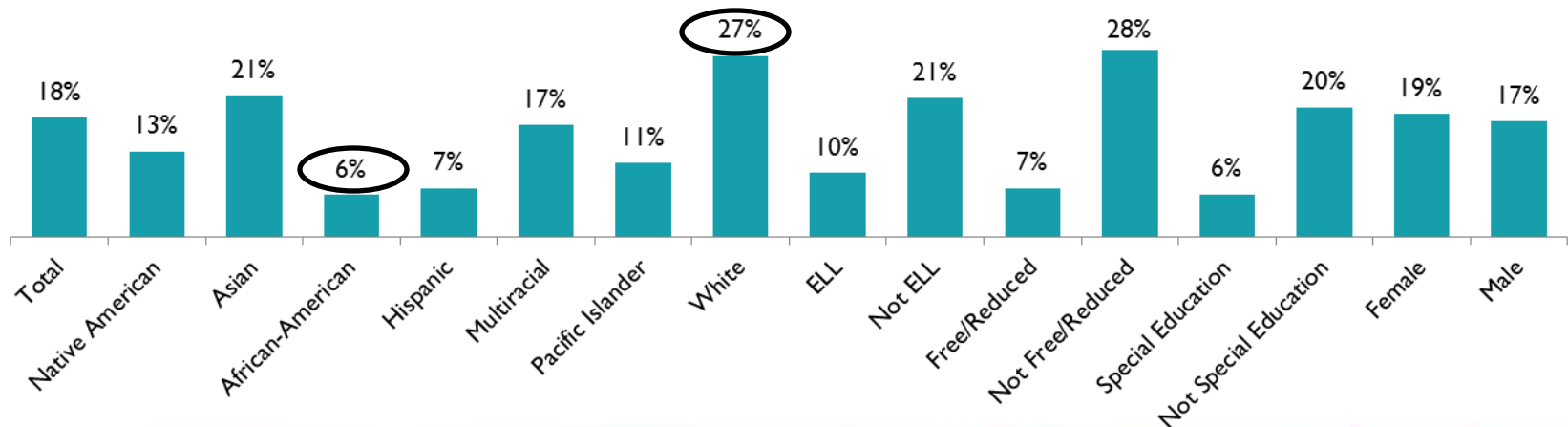


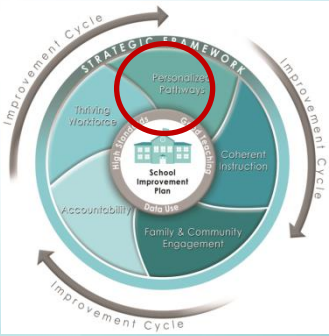
Identified Students 2013-14 (K-8)

3560 total students K-8 in 2013-14



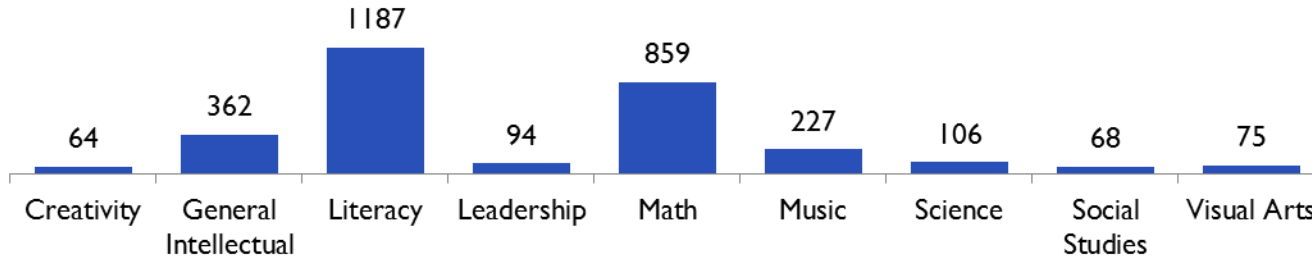
About 18% of students identified; disparities across student groups (for example, 27% of white students were identified but only 6% of African-American students)





To Date Identified Students 2014-15 (K-8)

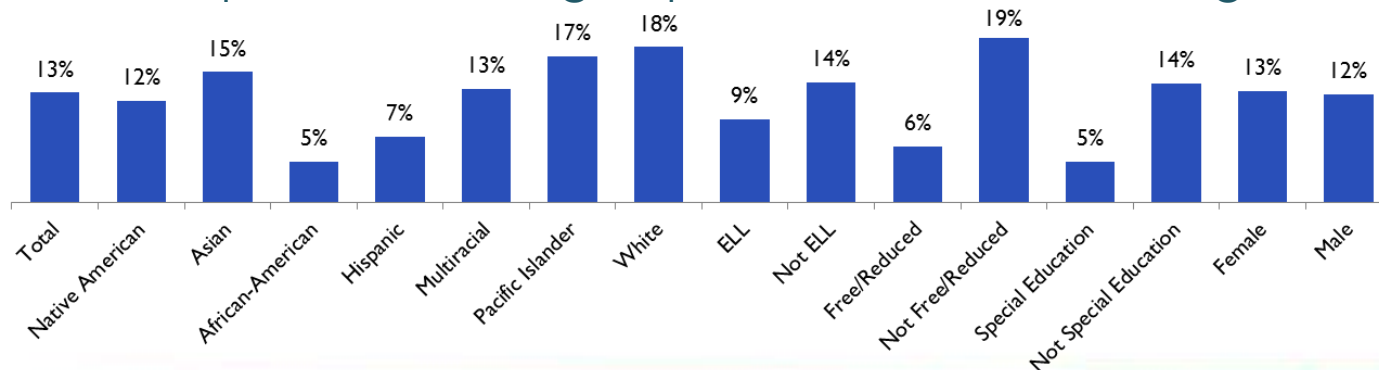
3329 total students K-8 in 2014-15

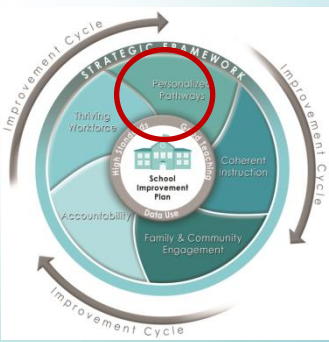


On-going Identification:

- Music and Art
- Subject-level accelerations
- Grade-level accelerations
- Spring MAP testing

About 13% of students identified, with identification work continuing; disparities across groups still exist but narrowing

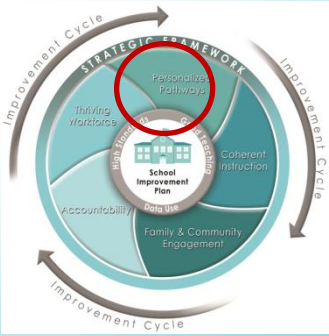




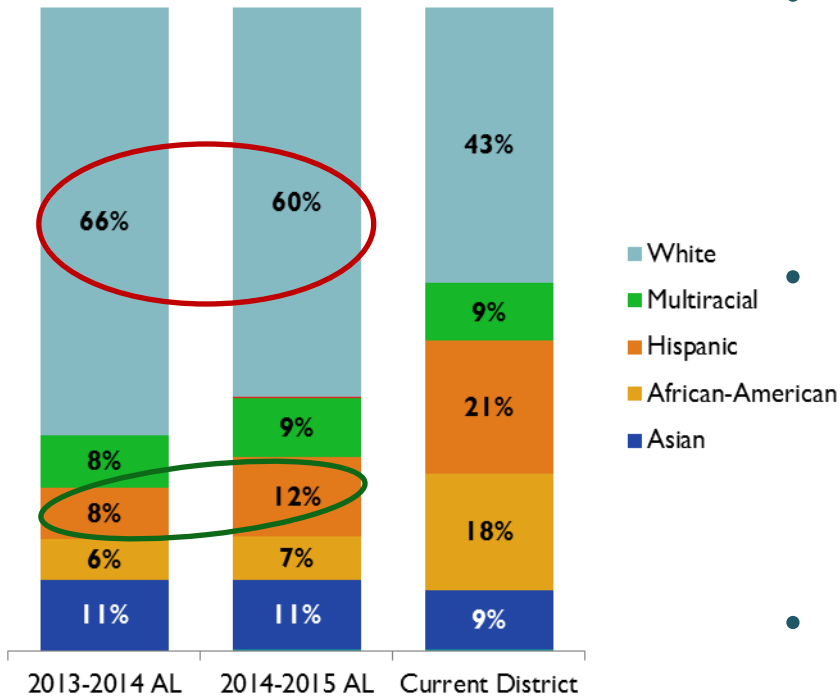
Promising Systematic Processes

Implications from 2014-2015 data

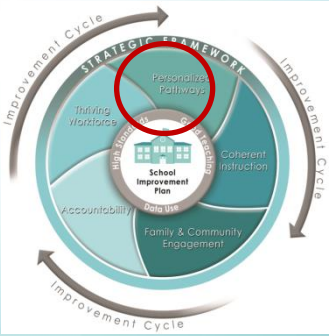
- Current (to date) data set represents a **more systematic identification process**
- Reduction in over identification – clear focus on **meeting student needs first**
- Current data entry for 14-15 will be complete at year-end
- **May Data Review Days** with AL-IRTs to complete data entry and analyze results
- Further align data with programming for 2015-2016
- **Collaborate with principals** about final data sets by school and adjust programming based on student need



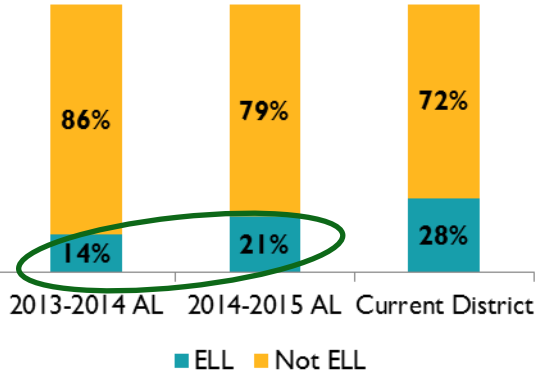
Racial/Ethnic Disproportionality (K-8)



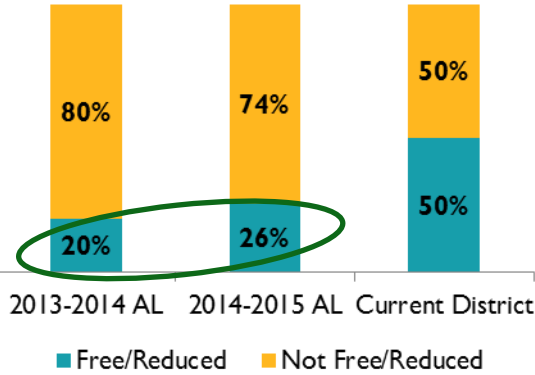
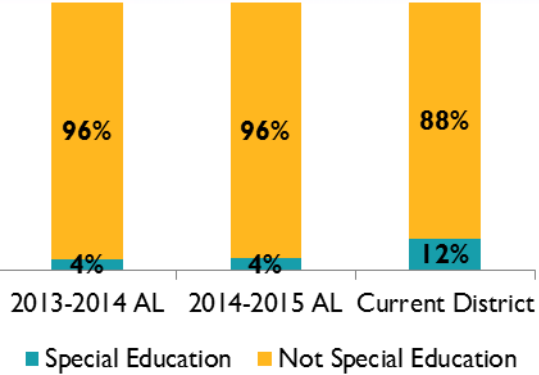
- Graphs shows racial/ethnic identification of students identified as advanced learners relative to district
- White students are still overrepresented relative to district demographics, but progress being made
- Biggest increase is seen in Hispanic students being identified



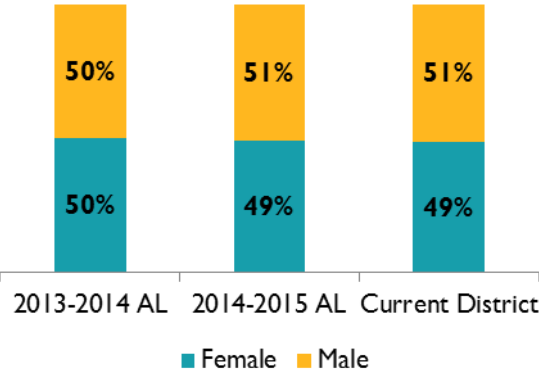
Other Groups Disproportionality (K-8)

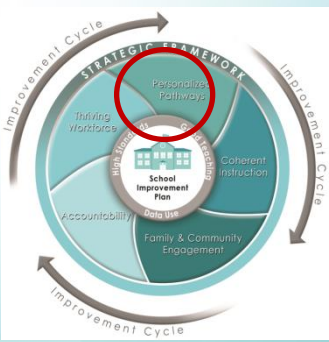


- Graphs show demographics of students identified as advanced learners (AL) relative to district
 - For example, 14% of AL in 13-14 were ELL, 21% of AL in 14-15 are ELL, and 28% of district students are ELL



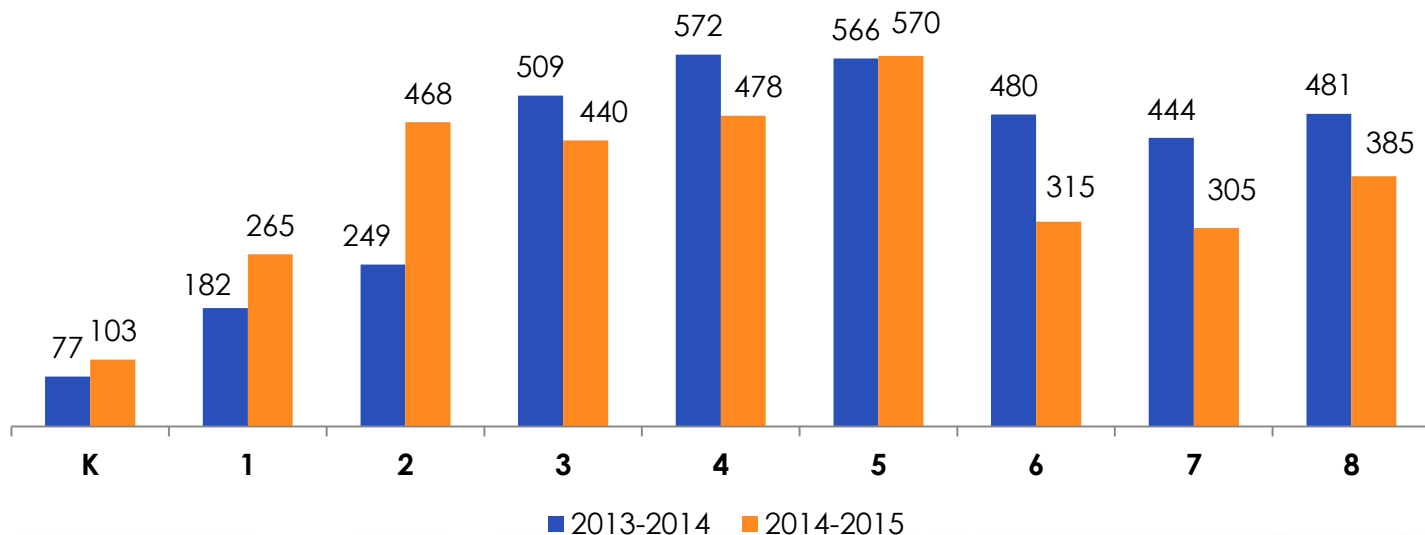
- Disparities exist across other student groups, biggest increase are in the number of free/reduced and ELLs being identified

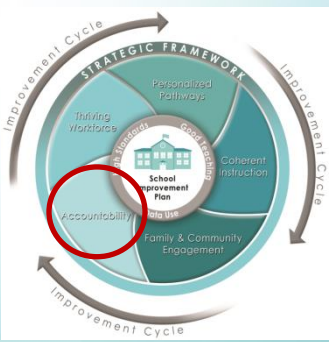




Identification by Grade

- Graph shows number of advanced learners by grade level
- The large increase in 3rd grade for 2013-14 represents the use of district-wide assessments to assist with identification process
 - CogAT (2nd Grade)
 - MAP (3rd Grade)





2013-2014 MAP Performance (Grades 3 – 8)

	Reading (% meeting growth targets from Fall to Spring)			Math (% meeting growth targets from Fall to Spring)		
	Advanced Learners	Fall Advanced	Overall	Advanced Learners	Fall Advanced	Overall
Overall	62%	48%	60%	68%	62%	62%
Asian	61%	47%	61%	66%	64%	64%
Black or African American	59%	36%	55%	62%	75%	56%
Hispanic/Latino	62%	49%	61%	59%	62%*	60%
Multiracial	64%	43%	59%	72%	65%	64%
White	62%	49%	62%	69%	61%	65%
ELL	61%	47%	61%	66%	67%	62%
Special Education	60%	39%	58%	64%	63%*	58%
Free/Reduced Lunch	62%	43%	58%	64%	53%*	59%
Female	62%	51%	60%	67%	63%	62%
Male	62%	45%	61%	68%	62%	63%

Advanced Learners are more likely to meet their growth targets than their peers, particularly when compared to students scoring Advanced in the fall

Fall Advanced 2013-2014 percentages were greater than the 2012-2013 percentages with three exceptions *

Next Steps

- Annual **Advanced Learning Department report** in the fall
- **Parent Meeting and Listening sessions** are providing valuable feedback on work for 15-16
 - **Systematic communication plan** is a priority for families and schools
 - Development of a **year-at-a-glance calendar** for enrichment opportunities and identification based on testing schedule
 - Greater focus on systems supporting **underrepresented populations**
- **Coaching** and professional development for AL-IRTs
- Train AL-IRTs to use **OASYS** and **STAT Reports**
- Work with MTSS and C&I to **develop guidance and options** for schools within a more comprehensive system
 - Provide increased online **Intervention Resources**
 - Develop and implement **Honors Guidance** Document
 - Work collaboratively with **Fine Arts** and the **Arts Rich Schools Blueprint** to identify options for Advanced Learners



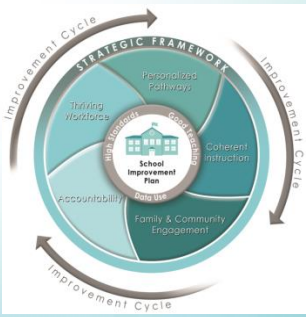
Board of Education Instructional Workgroup
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Fine Arts Education Update



Outcomes

- Update on MMSD Fine Arts and *Any Given Child Madison* accomplishments
- Understand the Arts Rich Schools Blueprint
- Understand the Arts Rich Schools Continuum for schools



Arts Education in MMSD

- Arts Education is integral to **coherent instruction**
- Arts Education provides access for students to a **challenging and well-rounded education**
- Arts Education is part of **Personalized Pathways and Family & Community Engagement**





It is the **vision** of the Any Given Child Madison Community Arts Team that **all students** have **access** to a **comprehensive arts education** with **inclusive, diverse, and integrated** learning in **all art forms** every year.





- 1. Cultivate leaders and develop and sustain systems**
- 2. Create arts-rich schools**
- 3. Cultivate a community network**
- 4. Develop an accountability system** that tracks and reports *Any Given Child Madison* relative to equity and access for all students.
- 5. Advocate for arts education**



2014-15 Highlights: Capacity Building

- **Arts Liaisons** at all K-12 schools – meet quarterly
- **Arts Education Roundtable** – meet quarterly
- 16 Kennedy Center **professional development** sessions
- Kennedy Center **training program** with 25 local teaching artists
- First ever **Arts Education Fair** – Saturday, April 25
- Strategic Planning for *Any Given Child Madison* **multi-year plan**
- 6 Arts Rich Schools **listening sessions**
- **Creation of Arts Rich Schools Blueprint and Continuum**



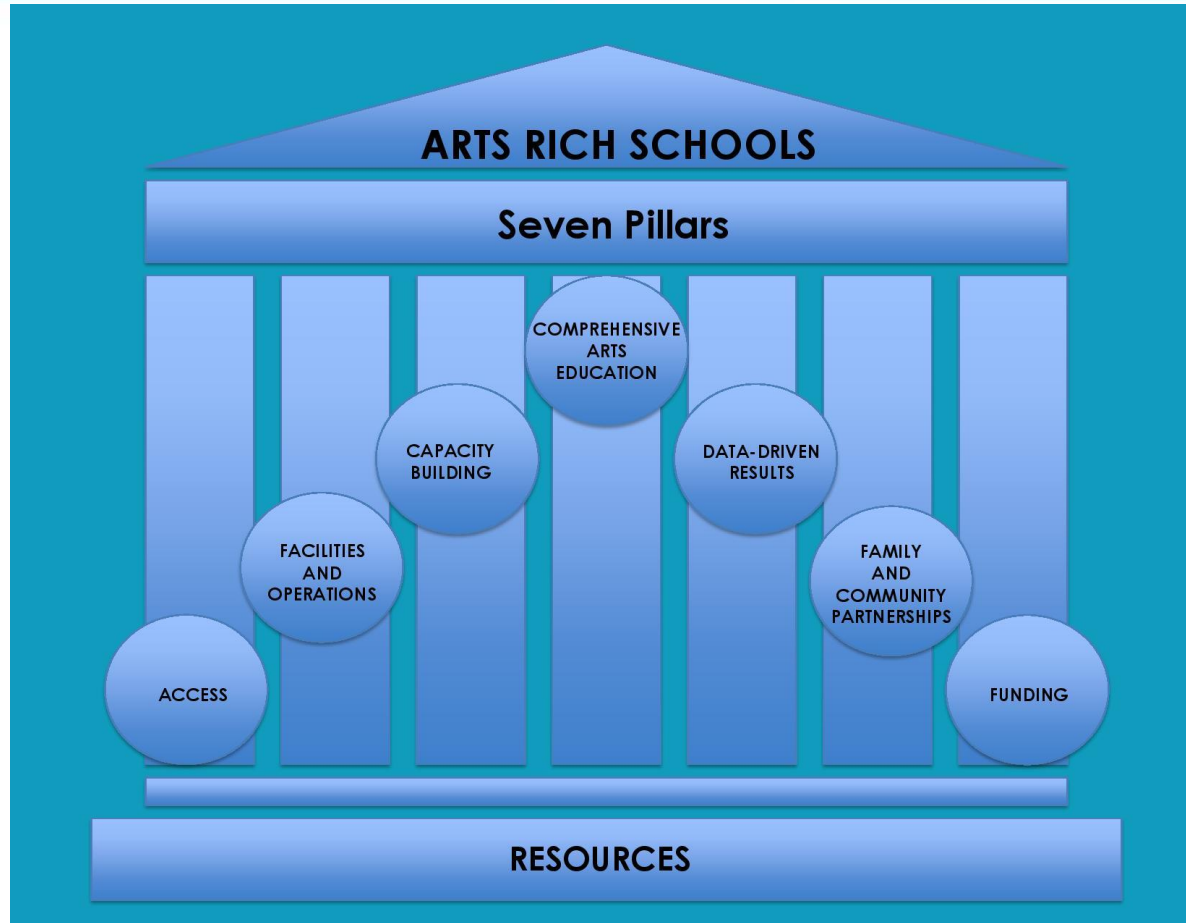
What is the Arts Rich Schools Blueprint?

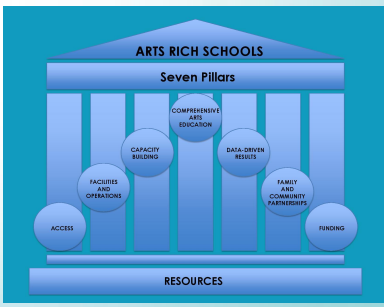
- Identifies the foundation of arts education in MMSD through seven pillars
- Creates a multi-year roadmap that will support equity and access in the arts
- Defines areas of responsibility for the District and schools
- Provides structure for *Any Given Child Madison* alignment

What is the Arts Rich Schools Continuum?

- Provides a four-point rubric for each of the seven pillars
- Allows schools to measure the current state of arts education for their students
- Supports goal-setting in the School Improvement Planning process
- Facilitates connections between school needs and *Any Given Child Madison* related to resources

Seven Pillars of Arts Education in MMSD

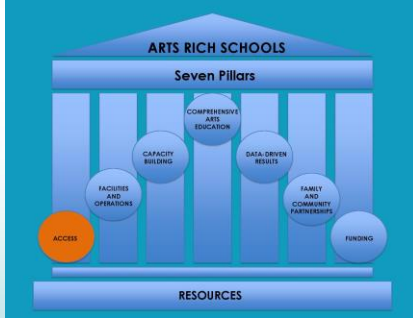




Seven Pillars of Arts Education

- Access
- Facilities and Operations
- Comprehensive Arts Education
- Capacity Building in the Arts
- Data-Driven Results for Arts Education
- Family and Community Arts Partnerships
- Funding for Arts Education

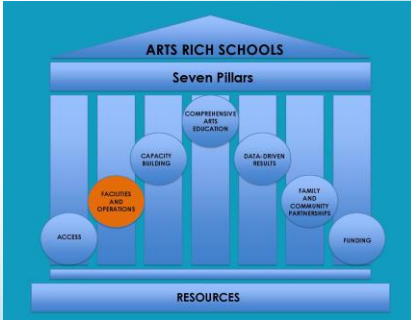




Seven Pillars of Arts Education

1. ACCESS

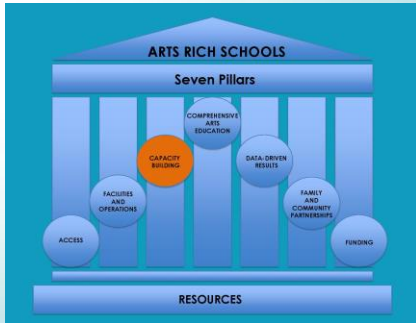
Create district-level systems that support the arts in every child's K-12 education experience, and create conditions throughout the District that utilize the arts to support student success.



Seven Pillars of Arts Education

2. FACILITIES & OPERATIONS

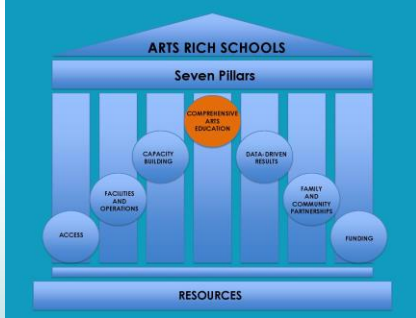
Ensure arts education is delivered in facilities that support student learning and growth and that the arts are part of asset management planning and implementation at the District level.



Seven Pillars of Arts Education

3. CAPACITY BUILDING IN THE ARTS

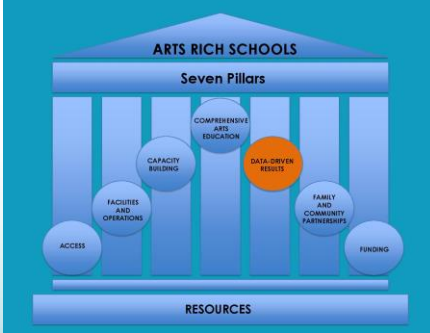
Provide relevant professional development and support schools through alignment with the Arts Rich Schools Continuum Rubric to build capacity for all stakeholders to improve student learning in and through the arts.



Seven Pillars of Arts Education

4. COMPREHENSIVE ARTS EDUCATION

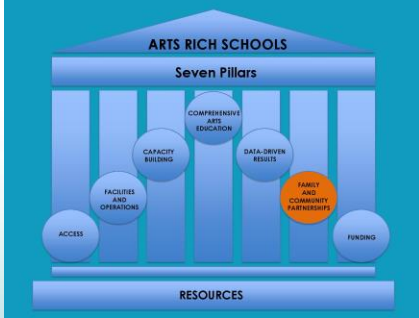
Ensure District arts instruction is sequential, skill-based, culturally & linguistically responsive, and supports arts learning objectives from preschool to Grade 12



Seven Pillars of Arts Education

5. DATA-DRIVEN RESULTS FOR ARTS EDUCATION

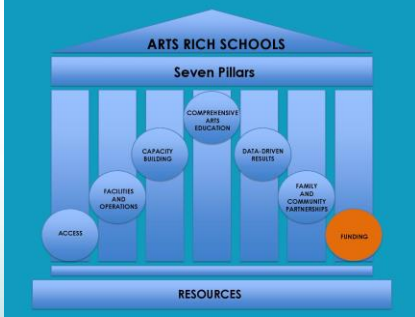
Build a sustainable system infrastructure to track, analyze, and disseminate standardized data on arts access, instruction, and programming.



Seven Pillars of Arts Education

6. FAMILY AND COMMUNITY ARTS PARTNERSHIPS

Facilitate and support external partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and ensure culturally and linguistically diverse opportunities in the arts.



Seven Pillars of Arts Education

7. FUNDING FOR ARTS EDUCATION

Ensure that adequate and sustainable arts education funding is equitably distributed across the District and additional funds are available to support arts integration and school improvement plans.

Next Steps

- Provide Arts Rich Schools Blueprint and continuum rubric as resources to support schools
- Complete strategic planning with *Any Given Child Madison* informed by the Arts Rich Schools Blueprint
- Create specific action plans for each Pillar
- Secure endorsements from community arts organizations and stakeholder groups for publication of the Arts Rich Schools Blueprint

