

Board of Education Instructional Workgroup February 2, 2015



Goal 2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.



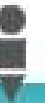


Outcomes

- Share and discuss baseline participation data related to secondary coursework:
 - Middle School Algebra and Geometry
 - Advanced Placement (AP)
 - Honors
 - Advanced
 - Dual Transcribed
 - Youth Options
- Provide Priority #2 - Personalized Pathways Update
- Identify next steps and recommendations

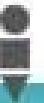


Secondary Coursework



Course Type Definitions

- **AP:** Advanced Placement are introductory college courses taken in HS and taught by HS teachers and approved through College Board; students passing exam can earn college credit
 - Examples: AP Calculus AB, AP Psychology
- **Honors:** Honors Courses
 - Examples: Chemistry Honors, English 1 Honors
- **Advanced:** Courses identified as having a high level of rigor but not AP or Honors
 - Examples: French 4, Advanced Biology, Algebra 3, Advanced Accounting
- **Dual Transcribed:** College courses, taught at the high school level by HS teachers earning both MMSD and college credits. Typically taken at grades 11-12.
 - Examples: Accounting, Computer Hardware & Software Essentials
- **Youth Options:** College courses taken at the college/university (coursework CANNOT be similar to courses taught in any MMSD high school) earning both MMSD and college credits; paid for by MMSD at the course rate (+books). Typically taken at grades 11-12. Students are limited to 18 credits over the course of their high school career
 - Examples: Medical physics, discrete math, Russian, British history



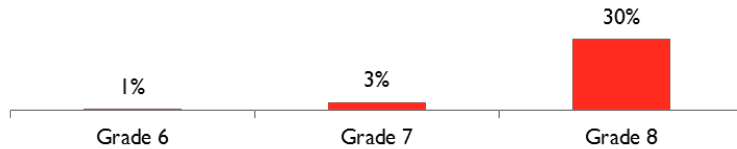
Data Notes

- Based on student list from end of **2013-14** school year
 - In-progress 2014-15 data is not good baseline because year is not complete
- Participation based on **2013-14** student transcripts
- Participation reflects at least one transcribed course in the area referenced
- Students count as participants whether or not they passed and earned credit for the course
- Overall numbers reflect high school only
 - no AP/Honors/Advanced designations in middle school

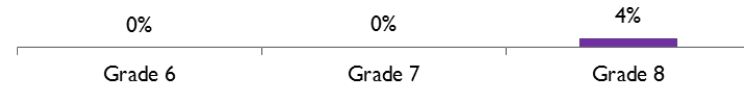


Middle School Algebra and Geometry

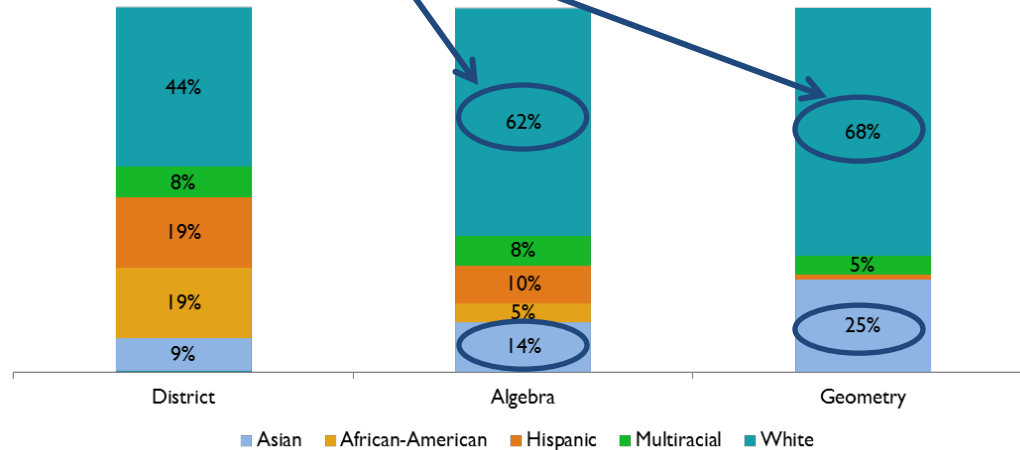
2013-14 Middle School Algebra
Participation Rate by Grade



2013-14 Middle School Geometry
Participation Rate by Grade

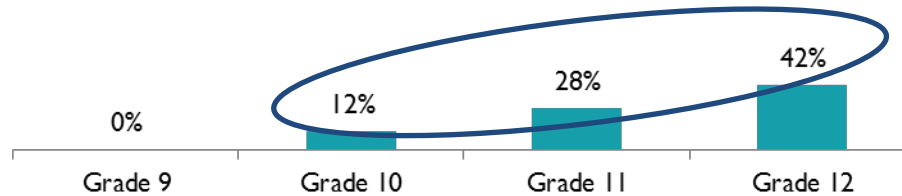


Middle school algebra and geometry taken
by white & Asian students
at disproportionately high rates



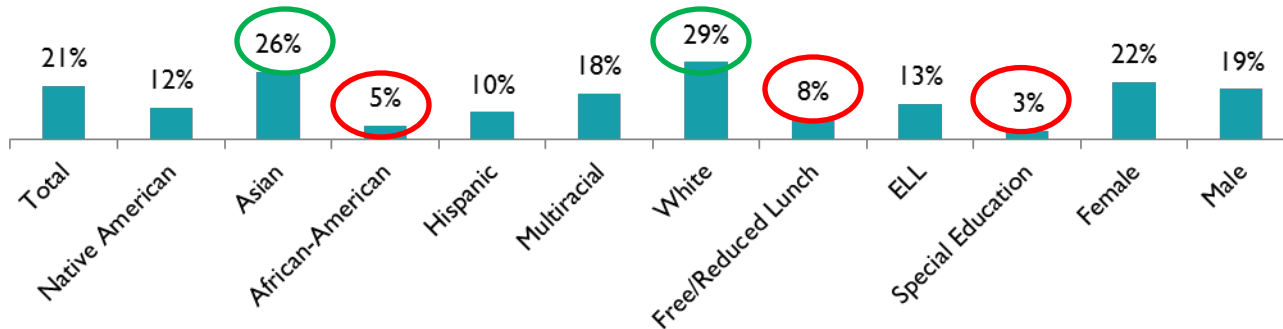
AP Course Participation

2013-14 AP Course
Participation Rate by Grade



AP participation
increases throughout
high school

2013-14 AP Course Participation Rate

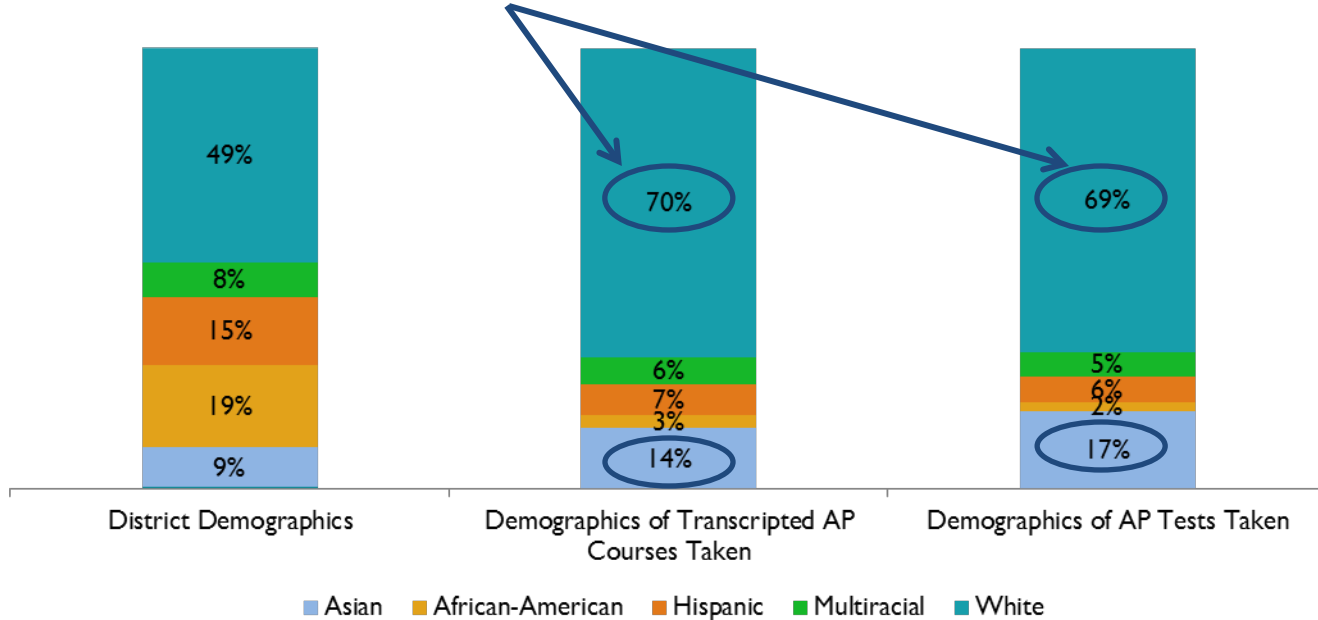


Large disparities between student groups

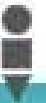


AP Participation by Race/Ethnicity

AP course and tests taken by white & Asian students at disproportionately high rates



Similar demographics between AP courses and tests taken, although African-American (34%) and Hispanic (45%) students ultimately take AP tests after taking AP courses at lower rates than Asian (70%) and white (58%) students



AP Courses by School

| AP Course | East | La Follette | Memorial | West |
|--------------------------------|------|-------------|----------|------|
| AP Art History | | | | X |
| AP Biology | | | X | |
| AP Calculus AB | X | X | X | X |
| AP Calculus BC | X | X | X | X |
| AP Chemistry | X | X | X | X |
| AP Chinese Language & Culture | | | X | |
| AP Computer Science A | | X | X | X |
| AP Environmental Science | X | X | X | X |
| AP European History | X | X | | X |
| AP French Language | X | | X | X |
| AP German Language | | X | | |
| AP Language & Composition | X | X | X | |
| AP Literature & Composition | X | X | X | |
| AP Macroeconomics | | | X | |
| AP Microeconomics | X | | X | |
| AP Music Theory | X | | | X |
| AP Physics B | | | | X |
| AP Physics C Mechanics | X | | | |
| AP Psychology | X | X | X | |
| AP Spanish Language | X | X | X | X |
| AP Statistics | X | X | X | X |
| AP U. S. Government & Politics | X | X | X | X |
| AP U. S. History | | X | | |
| AP World History | | | X | |

X = AP course during 2013-14, reflected in data for this presentation. X = new AP course for 2015-16, AP Seminar Pilot at East course for 2015-16

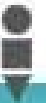


AP Test Scores 2014

| Test | 2014 Advanced Placement Test Scores | | | MMSD vs. National 3 or higher gap |
|--------------------------------|-------------------------------------|-------------|-------------------------|--------------------------------------|
| | MMSD Tests taken | 3 or higher | National 3 or higher | |
| AP Biology | 109 | 93% | 64% | +29% |
| AP Calculus AB | 149 | 95% | 59% | +36% |
| AP Calculus BC | 166 | 96% | 82% | +14% |
| AP Chemistry | 66 | 82% | 52% | +29% |
| AP Computer Science A | 30 | 80% | 61% | +19% |
| AP Economics - Micro | 103 | 83% | 64% | +18% |
| AP Economics - Macro | 42 | 93% | 57% | +36% |
| AP English Language | 198 | 77% | 56% | +21% |
| AP English Literature | 141 | 67% | 55% | +12% |
| AP Environmental Science | 70 | 70% | 47% | +23% |
| AP European History | 65 | 75% | 60% | +16% |
| AP French Language | 32 | 81% | 78% | +3% |
| AP Govt Politics United States | 69 | 84% | 51% | +33% |
| AP Physics B | 31 | 100% | 60% | +40% |
| AP Physics C - Mechanics | 26 | 85% | 76% | +9% |
| AP Psychology | 52 | 79% | 66% | +13% |
| AP Spanish Language | 120 | 92% | 89% | +2% |
| AP Statistics | 58 | 78% | 59% | +18% |
| AP U.S. History | 34 | 62% | 53% | +9% |
| AP World History | 113 | 83% | 54% | +29% |

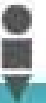
MMSD pass rates above national average on all tests!

Only tests taken by 10+ students are included to protect student privacy. Scores of 3 or higher are generally considered passing.



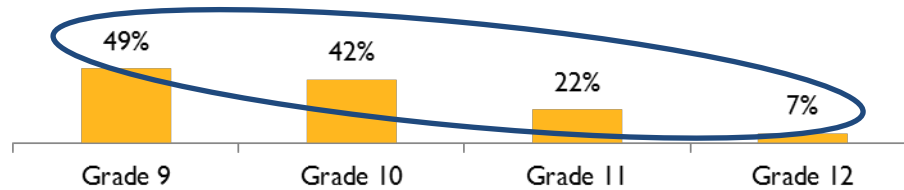
Emerging College Board Partnership

- Developing possible partnership with College Board for the 2015-16 school year through the 2017-18 school year
- Focus of the emerging partnership is aligned to Strategic Framework as well as College Board's vision to increase enrollment of students of color in AP courses
- Partnership focuses on developing a sustainable structure of instructional strategies, vertical teaming and counseling strategies in grades 6 – 12
- Partnership is limited
 - 3 years
 - Develop and build internal capacity



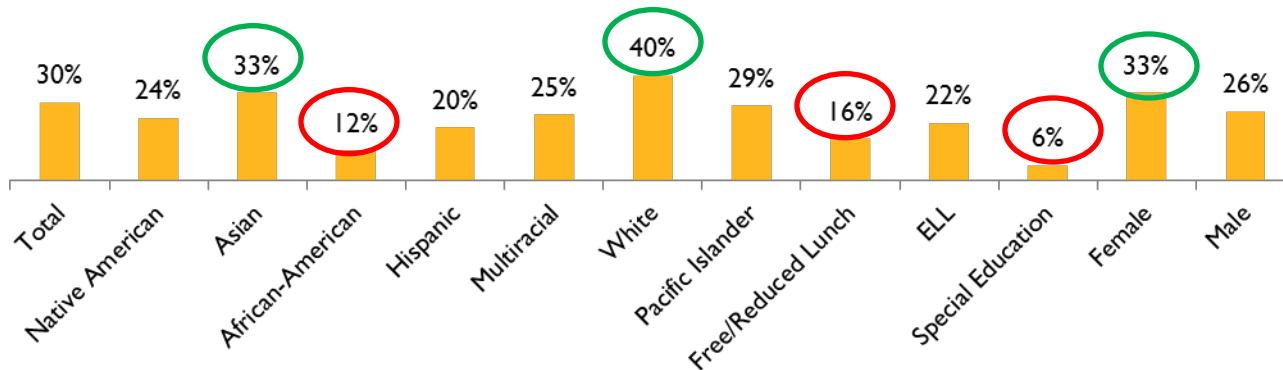
Honors Course Participation

2013-14 Honors Course Participation Rate by Grade

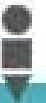


Honors participation declines throughout high school as AP participation increases; total of AP/Honors similar across grades

2013-14 Honors Course Participation Rate

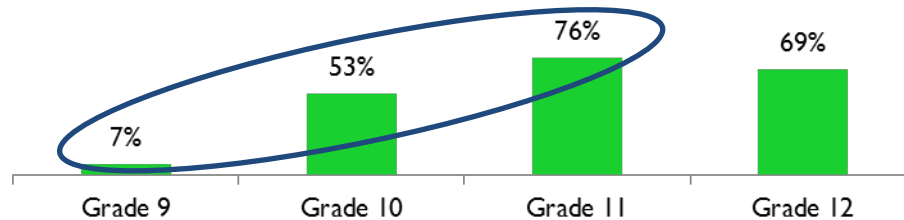


Large disparities between student groups, similar to AP participation



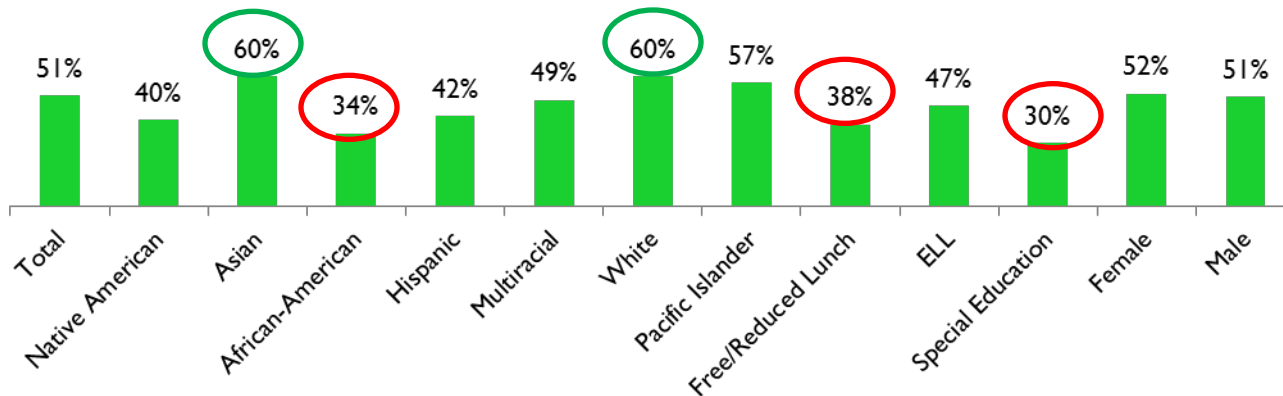
Advanced Course Participation

2013-14 Advanced Course Participation Rate by Grade



Advanced course participation increases through grades 9-11; declines slightly for grade 12

2013-14 Advanced Course Participation Rate

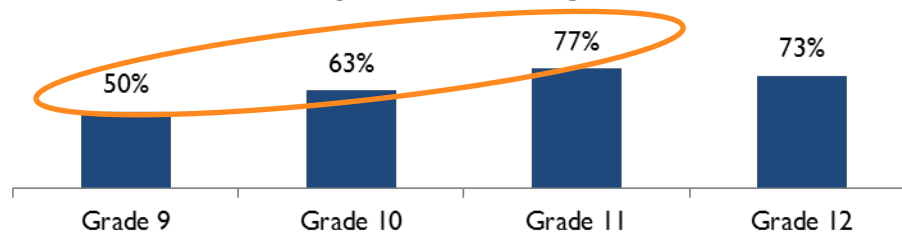


Large disparities between student groups, similar to AP and Honors participation



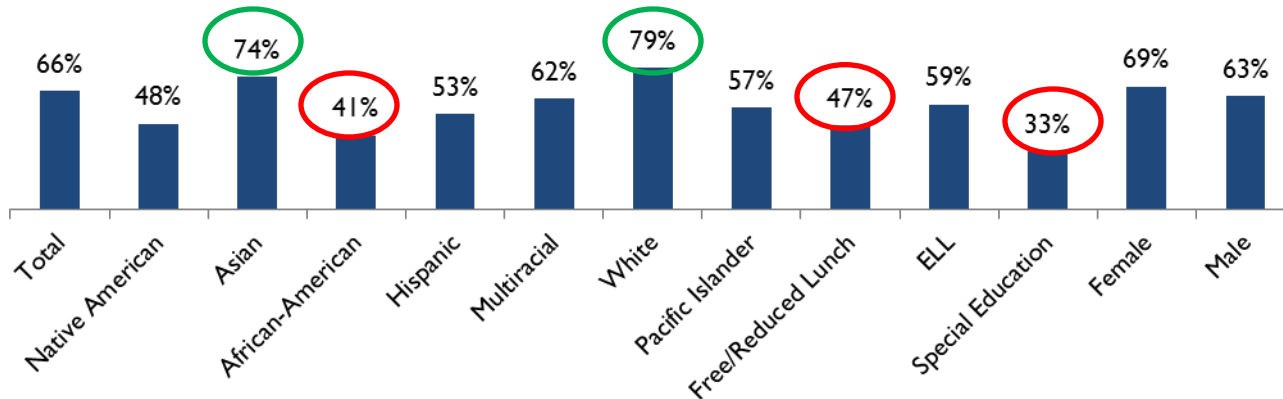
Any AP/Honors/Advanced Course Participation

2013-14 Any AP/Honors/Advanced Participation Rate by Grade



Participation increases through grades 9-11; declines slightly for grade 12

2013-14 Any AP/Honors/Advanced Participation Rate



Large disparities between student groups still observed when aggregating course types together



Dual Transcribed Courses

- **154 students total**
 - Demographics similar to district overall with the exception of gender (66% male); 113 of 154 students were in grade 12
- **3 different courses taken**
 - Algebra Concepts, Computer Hardware & Software Essentials, Accounting
- **Total of 240 transcribed courses across the 154 students**
 - Memorial – 104, East – 94, La Follette – 26, West – 16
- **84% pass rate**
 - 79% for Algebra Concepts, above 90% for Computer Hardware & Software Essentials and Accounting

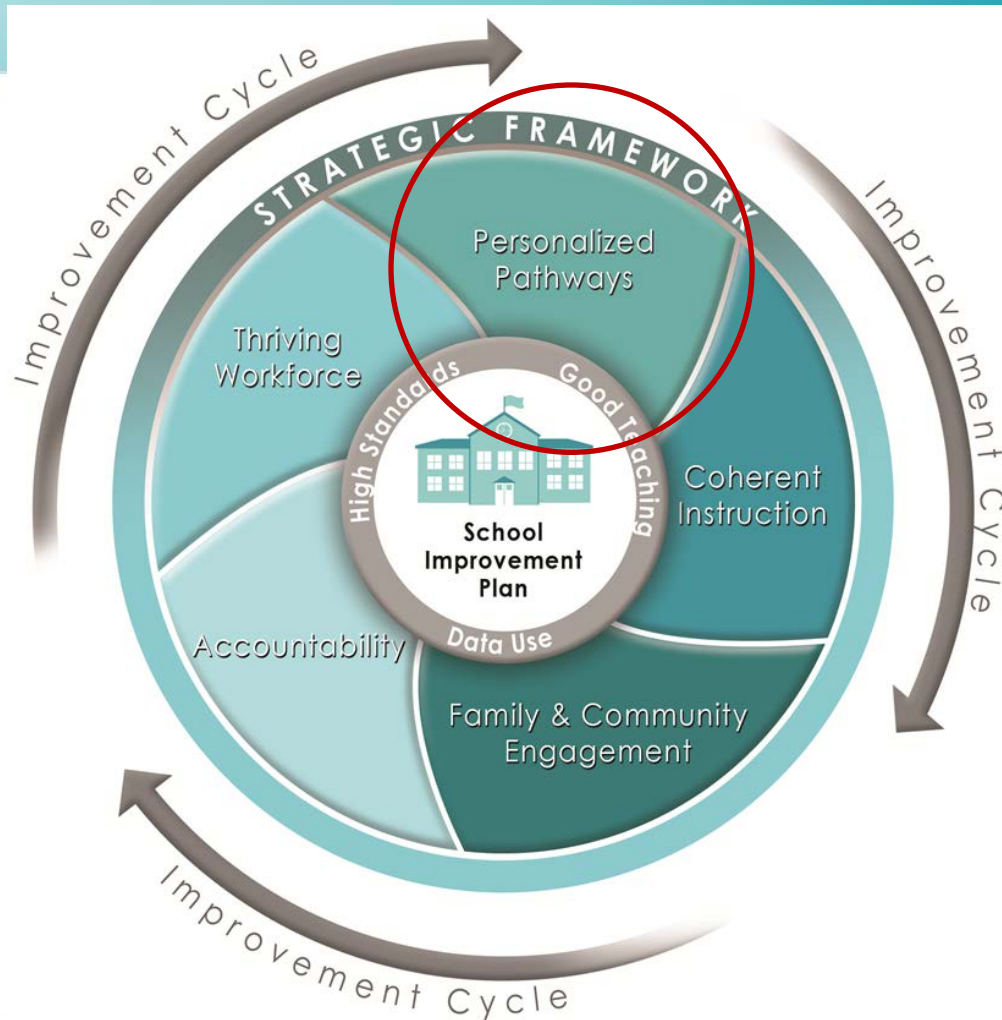


Youth Options

- 50 students total
 - 45 white and Asian; fewer than 6 ELL, special education, and/or free/reduced lunch; 38 in grade 12
- 46 different courses taken
- Total of 81 transcribed courses across the 50 students
 - West – 31, Memorial – 25, East – 11, La Follette – 11, Other programs – 3
 - 75 at UW-Madison, 6 at MATC
- High grades – 60 of 81 are As, no courses failed



Personalized Pathways Update



Priority 2: Personalized Pathways

| Task | Status | Status Detail |
|--|----------|---|
| Establishing long-term partnerships with local higher education institutions and business community to develop pathways, increase dual credit and work-based learning opportunities. | On Track | <ul style="list-style-type: none">• Joined Pathways to Prosperity Network and attended Fall Institute with representatives from MMSD, Madison College, Chamber of Commerce, UW-Madison, Workforce Development Board and Centro Hispano.• Developed Regional Anchor Partner Team with Madison College, Chamber of Commerce, and Workforce Development Board. Developing MOA to outline our partnership.• Conducted five days of asset mapping with staff from Pathways to Prosperity Network. Report will be completed in late-January.• Convened Personalized Pathways Cross functional team to assist with development of a 3 – 5 years plan for the implementation of personalized pathways.• Best practice site visit to Long Beach Unified School District. |
| Launching Academic Career Plan 8th Grade Foundational course and plan 9th -12th grade ACP for implementation for 2015-16. | On Track | <ul style="list-style-type: none">• Convened High School ACP Cross-Functional Team to develop 9th grade ACP experience for 2015-16.• Began 8th grade ACP foundations experience and supported with school visits and professional development.• Developing a 3 – 5 Year ACP plan as part of a broader 3 – 5 year Personalized Pathways Plan. |



Priority 2: Personalized Pathways

| Task | Status | Status Detail |
|---|----------|---|
| Begin vetting, modifying, and aligning high school coursework in preparation for implementation of personalized pathways. | On Track | <ul style="list-style-type: none">• Developed a course vetting tool and process• Created space for identified content areas, budget for between meeting work, align expectations, etc.• Aligning curriculum for English 9, Algebra 1, CTE, Health and Ceramics.• Developed and reviewed options for 3rd year of Math and Science for graduation requirements.• Approved new course proposals |
| Establishing system for identifying and sharing AVID best practices and sites that align to resources and supports for schools. | On Track | <ul style="list-style-type: none">• Convened AVID cross-functional team• In collaboration with WISCAPE completed 2013-14 AVID report and conducting resource mapping of AVID implementation and resources used to assist with determining best practices.• Developing criteria and rubric for best-practices |
| Continuing implementation and professional learning for the adoption of the Comprehensive School Counseling Model. | On Track | <ul style="list-style-type: none">• Provided 2 of 3 full-day training sessions with ASCA National Model trainer• Convened CSCM Implementation Team• Create professional development plan for monthly school counseling team meetings |

Next Steps

- Analyze the barriers to access and participation across course types
- Identify programmatic implications and how data informs SIP development
- Provide guidance for middle schools to appropriately staff advanced level math courses
- Provide guidance for middle and high school counselors to increase student enrollment from underrepresented group in courses across all course types
- Include AP Courses within Phase 2 of Curriculum and Instruction course vetting and alignment
- Explore partnership with College Board to increase enrollment for students of color in Advanced Placement coursework
- Develop a district definition of Honors and Advanced Coursework
- Expand Dual Credit options with Madison College
- Monitor growth of Youth Options and determine budget implications
- Provide Priority #2 updated timeline to Board of Education

