



Rethinking the Adolescent Experience



November 7, 2016

A Vision for our Adolescent Learners

We envision a learning experience that will ensure school and district systems and **instructional design** are driven by the understanding that **all adolescent learners** have the need to build **relationships**, reflect on **identity**, maintain **autonomy**, and demonstrate competence within a **rigorous** and **affirming** school environment.



Purpose

Provide an overview of our short term research and exploration process that will yield recommendations for the Board to consider that will significantly improve outcomes for our adolescent learners, narrow and eliminate gaps and align with our personalized pathways system.



Our Vision for our Adolescent Learners



Why Middle Schools, Why Now

“Inconsistency in grading and academic expectations between the middle schools may contribute to difficulty in transitioning to high school. The differences between the feeder middle schools are significant.”

- MMSD Coursework Review, 2014



Key Finding in HS Coursework Study

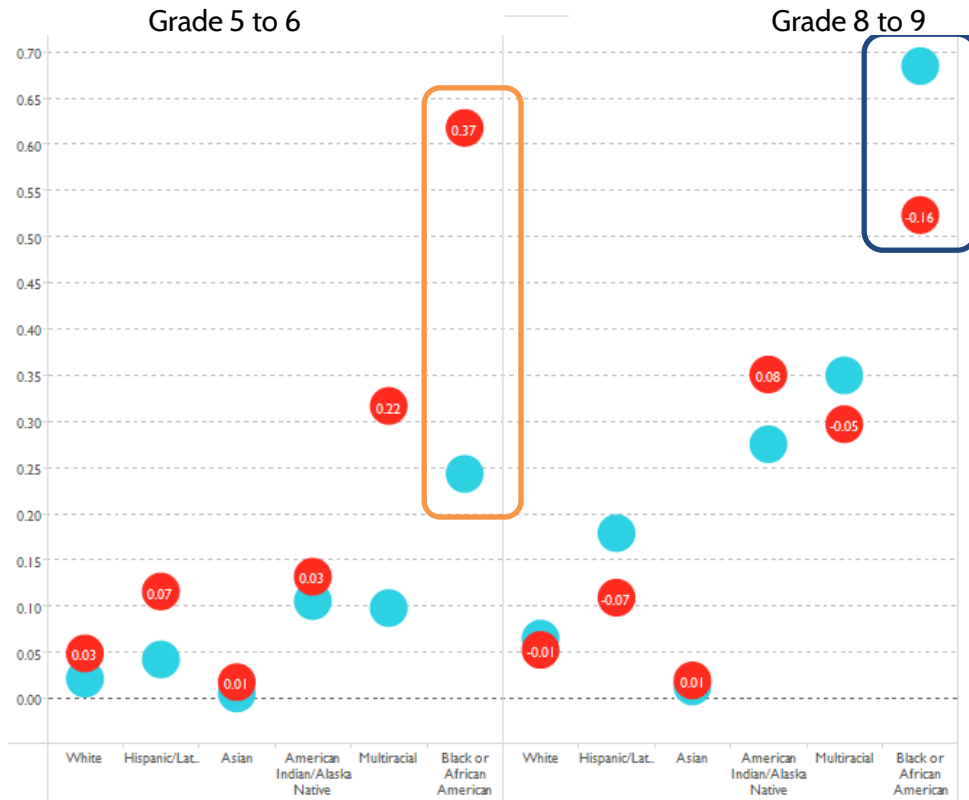
- Alignment of Curriculum and Instruction is Developing but Still Largely Incoherent
- **Misalignment Between Middle and High Schools Creates Several Problems**
- Misalignment in Grading Policies May Contribute to Freshman Year Struggles
- Student Access to Advanced World Language and Arts Coursework is Largely Determined by Middle School Attended
- Student Access to AP Coursework and Success on AP Exams Varies Considerably in MMSD by School and Race.
- There is Demand in the District for Incorporation of Life Skills into the Curriculum

Average GPA in Core Subjects in 8th and 9th Grades and Percentage of Students Receiving a D or F in a Core Course in 9th Grade, by Feeder School, 2010 - 2013

Middle School (n, 2010-2013)	Average GPA in Core Subjects, 8 th Grade	Average GPA in Core Subjects, 9 th Grade	% of Students with at Least One D or F in 9 th Grade
Black Hawk (225)	2.67	2.32	62%
Cherokee (303)	2.64	2.18	60%
Hamilton (426)	3.12	3.25	19%
Jefferson (317)	3.17	2.74	44%
O'Keeffe (252)	2.81	2.78	47%
Sennett (322)	2.80	2.54	58%
Sherman (214)	2.80	2.09	69%
Spring Harbor (132)	2.74	2.78	42%
Toki (256)	2.77	2.07	67%
Whitehorse (265)	2.92	2.64	51%
Wright (148)	2.27	1.83	79%
MMSD (1475)	2.84	2.54	52%



Transitions Data: Out-of-School Suspension Changes



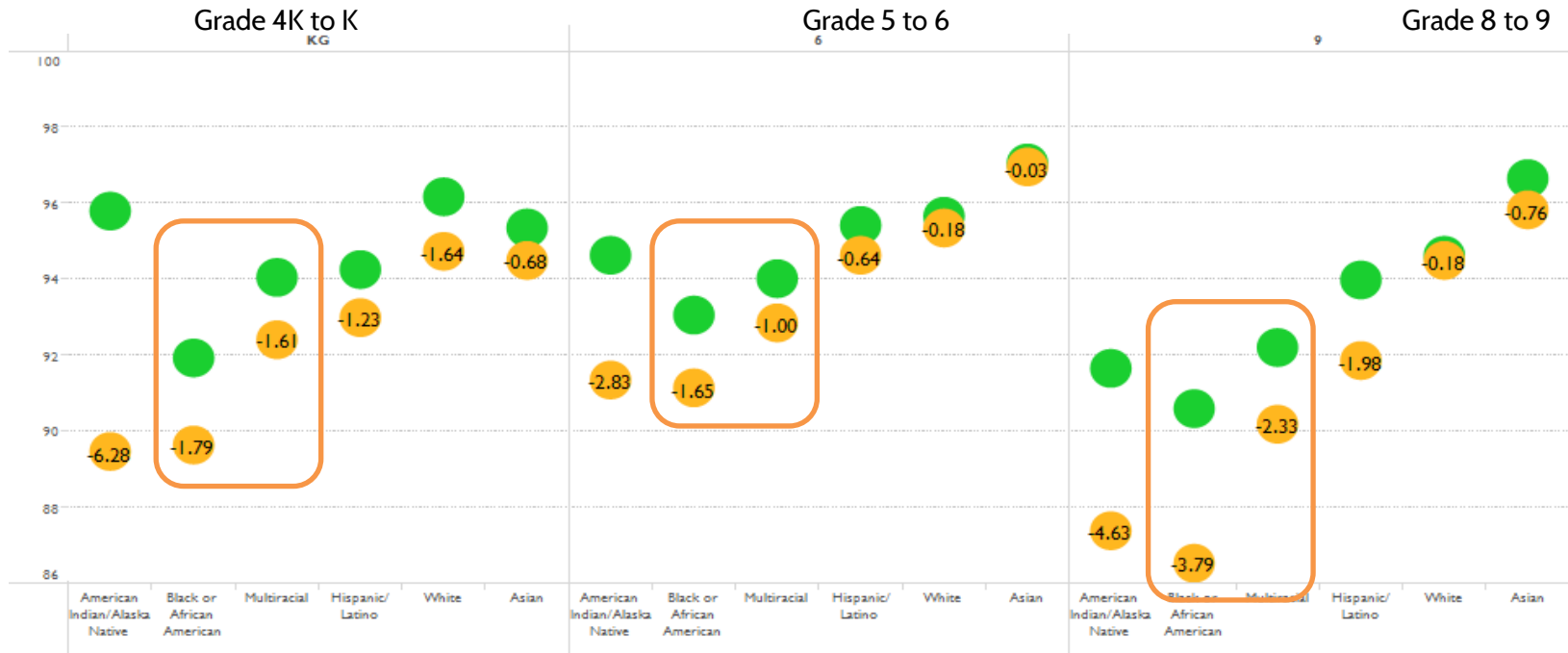
Sky blue = prior year suspensions Red = transition year suspensions

African-American suspensions increase from grade 5 to 6 at a rate **more than 12 times** that of white students

African-American suspensions **decline most from grade 8 to 9** but remain high

Dots represent averages for the year indicated; labels on transition year dots indicate average change from year to year

Transitions Data: Attendance Changes



Green = prior year attendance Gold = transition year attendance

Groups **starting with lower attendance** also have **larger attendance declines** in transition years

Dots represent averages for the year indicated; labels on transition year dots indicate average change from year to year

Needs of an Adolescent Learner

Opportunities to choose	Learning through the Body
Self-awareness activities	Metacognitive Strategies
Peer Learning Connections	Expressive Arts Activities
Affective Learning	Real-World Experiences

Armstrong, T. (2016). *The power of the adolescent brain: strategies for teaching middle and high school students*. Alexandria, VA: ASCD.

Middle School Change Factors

- 1. Curriculum and Instruction:** What do we teach and how do we teach it?
- 2. Schedule:** How do we allocate time to reflect what our students need?
- 3. Structures:** How are students, staff, teams and leadership structured to support the needs of our students and our district priorities?
- 4. Systems:** What district level policies and/or practices are serving as accelerates vs barriers to adolescent learning needs?



Project Goals and Timeline

Phase	Goals	Deadline	Actions
Phase 1: Project Plan Development	<ul style="list-style-type: none">● Develop a common understanding of the goals and parameters of the middle school model (DPI requirements, District expectations, etc)● Finalize project plan for	October 2016	<p>Develop a best practice report summarizing best practice middle school models across the United States.</p> <p>Convene Cross Functional Team.</p>
Phase 2: Analysis of Current MMSD MS experience	Review the current MMSD middle school experience based on interviews, focus groups with middle school students, teachers and parents.	November 2016	Cross functional team reviews key findings from focus groups and best practices

MS Cross Functional Team

- 2 Middle School Principals
- Middle School Teacher
- Middle School Special Education Teacher
- Middle School Instructional Coach
- School Counselor
- 4 Parents
- 2 Middle School Improvement Partners
- MSCR Secondary Director
- MTI Representative
- Chief of Schools, Secondary
- Chief of Schools, Elementary
- Chief of Operations
- Director of Student Physical, Mental, and Behavioral Health
- Executive Director of Human Resources
- Executive Director of Curriculum & Instruction
- Coordinator of Academic and Career Planning
- Director of Multi-Tiered System of Supports (MTSS) and Data Use
- Coordinator of Dual Language Immersion and Biliteracy
- Family, Youth, and Community Engagement Coordinator

Phase 2: Engagement

Group	Who	When
Cross Functional Team	Central Office Staff, Representative school staff (principal, coach, teacher), parent, community	Beginning Nov 1, 2016 through the 2016-17 school year.
Parental Focus Group	<ul style="list-style-type: none">● East side - O'Keefe● West side - Wright● Selected parents invited based on principal/MTI designation	Completed week of November 14, 2016
Student Focus Group	Cherokee, Sherman, Sennett and Toki	Completed week of October 18, 2016
Staff Focus Group	Whitehorse, Jefferson, and Black Hawk	Completed the week of October 18, 2016



Project Goals and Timeline

Phase	Goals	Deadline	Actions
Phase 3: Recommendations	Based on data review, best-practice summary and focus group findings, recommendations are formed.	December 2016	Cross-functional team develops recommendations and begins gathering feedback from key stakeholder groups. Budget considerations are formulated
Phase 4: Vetting and Feedback	BOE and other stakeholders provides feedback on initial recommendations.	March, 2017	BOE provides feedback and input on initial recommendations.
Phase 5: Develop MS Improvement Implementation Plan	Based on feedback, develop a short and long term plan	May 2017	Publish plan

Short Term Timeline

October 2016:
Finalize MS
Improvement
Project Outline and
Timeline

March 2017:
Present to BOE
and gather
feedback

November 2016:
Engage various
stakeholders to
identify strengths
and areas of growth.

**April - May
2017:**
Develop long-
term
implementation
plan



Thank You!



 MADISON METROPOLITAN
SCHOOL DISTRICT