# MADISON METROPOLITAN SCHOOL DISTRICT

# MMSD Board Presentation: Innovative and Alternative Education

March 2, 2015

# Meeting Objectives

- Provide brief overview of Innovative and Alternative Education programs
- Share the rationale and methodology for the Innovative and Alternative Education Cross Functional Team
- Share the findings and recommendations
- Discuss implications

# **Agenda**

- Overview of Innovative and Alternative Education and the Cross Functional Team
- Goals
- Key Findings
- Recommendations
- Questions and discussion

# IAE Programs Overview

# IAE Organization

- Includes 14 programs located at 12 sites across the district

- Current enrollment is approximately 400 students

- Current staff includes 43 certified
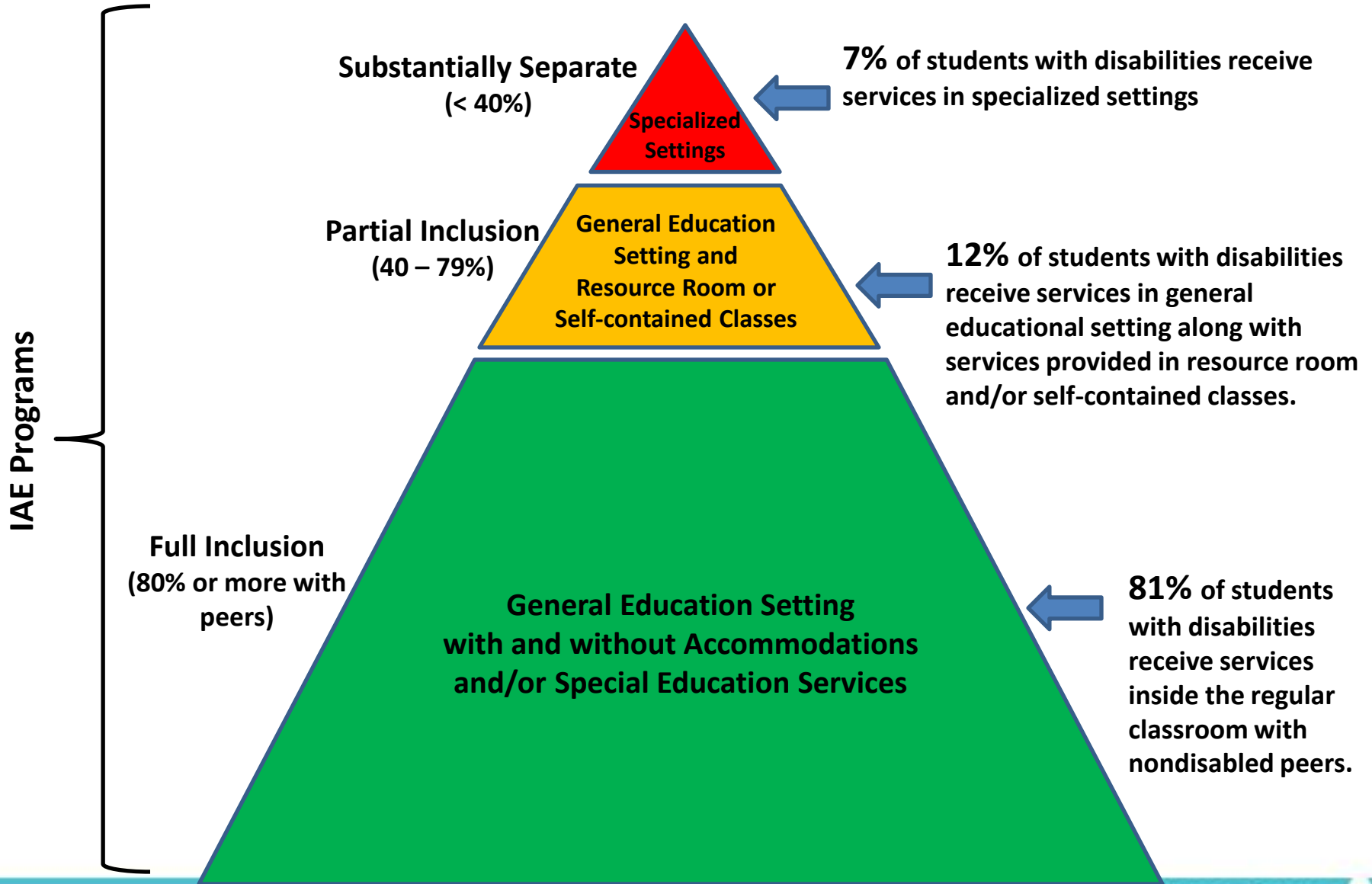
# MMSD Alternative Programs

**IAE Programs**
- AERO
- MATC HSED
- Night School (East and West)
- ROAD (East and West)
- SAPAR
- Seed to Table
- TLC
- Work & Learn (East and West)
- Horizon
- OMEGA
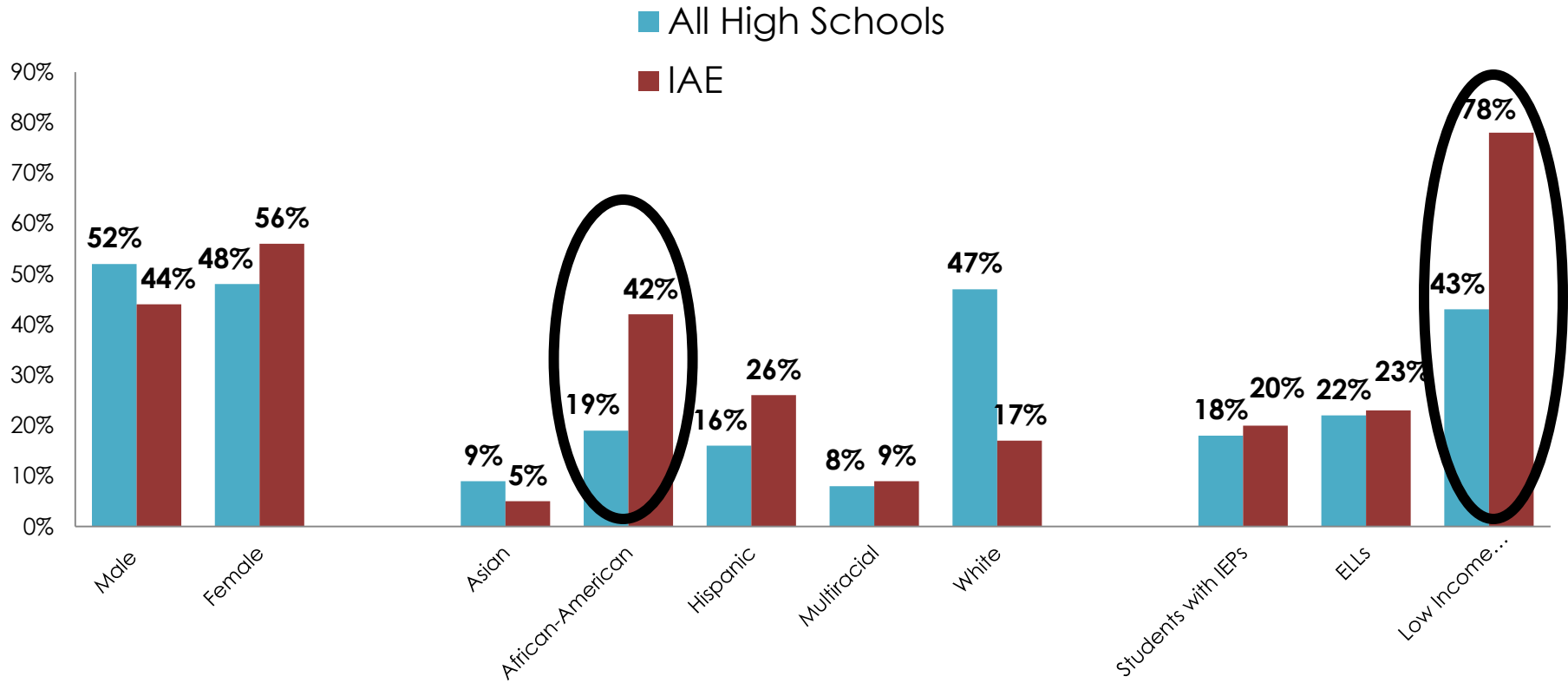- Pathways

**Malcolm Shabazz City High School**

**Student Services' Programs**
- Campus Connect
- Detention
- Foundations
- Hospital School
- LEAP
- NEON
- New Direction
- Quest
- Replay
- RISE
- SBA
- Shelter
- Alternative Learning Environments within high schools
    - On Track (JMM)
    - Bridge Lakepoint Center (LHS)
    - SAIL (WHS)

# Continuum of Educational Environments within the MMSD

**IAE Programs**

**Substantially Separate (< 40%)**

**Specialized Settings**

7% of students with disabilities receive services in specialized settings

**Partial Inclusion (40 – 79%)**

**General Education Setting and Resource Room or Self-contained Classes**

12% of students with disabilities receive services in general educational setting along with services provided in resource room and/or self-contained classes.

**Full Inclusion (80% or more with peers)**

**General Education Setting with and without Accommodations and/or Special Education Services**

81% of students with disabilities receive services inside the regular classroom with nondisabled peers.

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# Demographics: All High Schools Compared to IAE



IAE has much higher proportions of African-American students and much lower proportions of White students

IAE disproportionately serves students who are low income compared to district high schools in general

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# Alternatives Cross Functional Team

# Ensuring options for all students

*Another set of pathways to be clarified are those available to students for whom the traditional high school setting is not ideal.* ***The Innovative and Alternative Education (IAE) programs add clear value to the district in providing several different paths to a diploma for students who, for various reasons, may not find the learning environment in their home high school to be the best fit.*** *These students may be expecting mothers, have particular emotional or behavioral needs, or have otherwise not found success in a large high school.*

High School Course Review

August 2014

# Our Purpose and Goals

Leveraging the data and findings in the **Futures Alternative Education Review**, and the **MMSD High School Coursework Review**, the Cross Functional Team is charged with:

- Aligning students' needs to programmatic offerings
- Developing a referral and transition system
- Increasing  uniformity with respect to the alignment of curriculum
- Identifying and defining measures of success for the students, as it pertains to their individual short and long term goals

# Team

The Cross Functional Team is comprised of individuals with expertise and strategic interest in at-risk learners and alternative programs, including:

- Principal, teachers and student services staff from IAE
- Administrators and student services staff from the comprehensive high schools
- Staff from Central Office

# Process

**Literature Review**

- *Futures Education Alternative Education Review*
- *MMSD High School Coursework Review*
- *Best Practices in Alternative and Career and Technical Education (Hanover Report)*

**Data Analysis**

- *MMSD High School Academic Performance data*
- *MMSD High School Behavior & Engagement data*

**Qualitative Data**

- *Student and Parent Focus Groups*

# Our Approach: Disrupt Deficit Thinking

Often our students are viewed through a deficit lens (i.e. credit deficient, disengaged, insubordinate)

We chose to view them through their assets and their potential (i.e. courageous, intelligent, hardworking, deeply committed to family and friends)

# Input from students and families

## IAE students….

- report that they are often viewed as "bad" students, and that others assume they have been kicked out of their home schools
- identify feeling lost and overlooked in larger school settings (i.e. classrooms with 25+ students)
- describe a preference for learning that is applied to real-life situations
- credit small class sizes and 1:1 support from their IAE teachers as the key to their success
- deeply appreciate learning in a positive and supportive classroom community

## IAE Families…..

- report frustration at the lack of timely attention to their students' struggles in the comprehensive high schools
- identify feeling overwhelmed by trying to identify and navigate systems of support for their students
- describe positive changes in their students' attitudes about learning in IAE classrooms
- credit IAE teachers with helping their students earn a diploma
- appreciate that the adults in IAE programs truly believe in their students

# Initial Findings and Recommendation

- The distinction between the purpose, goals and management of IAE programs versus Student Services' Alternative programs is unclear to most stakeholders
- The terms "alternative" and "at risk" carry negative connotations and promote deficit thinking

- Re-brand IAE programs as Innovation High School to accurately represent the current and future purpose and goals of the school.
- Establish better communication systems with high schools and develop materials that promote choice and the benefits of alternative learning communities

# Students and Programs

# On-Track Categories

**9th grade Far:**

attendance (<90%)

behavior (>=5 referrals, >=2 suspensions)

**9th grade Near:**

attendance (<90%)

behavior (<5 referrals, <=1 suspensions)

**10th grade Far:**

more than 3 credits behind grade cohort

**10th grade Near:**

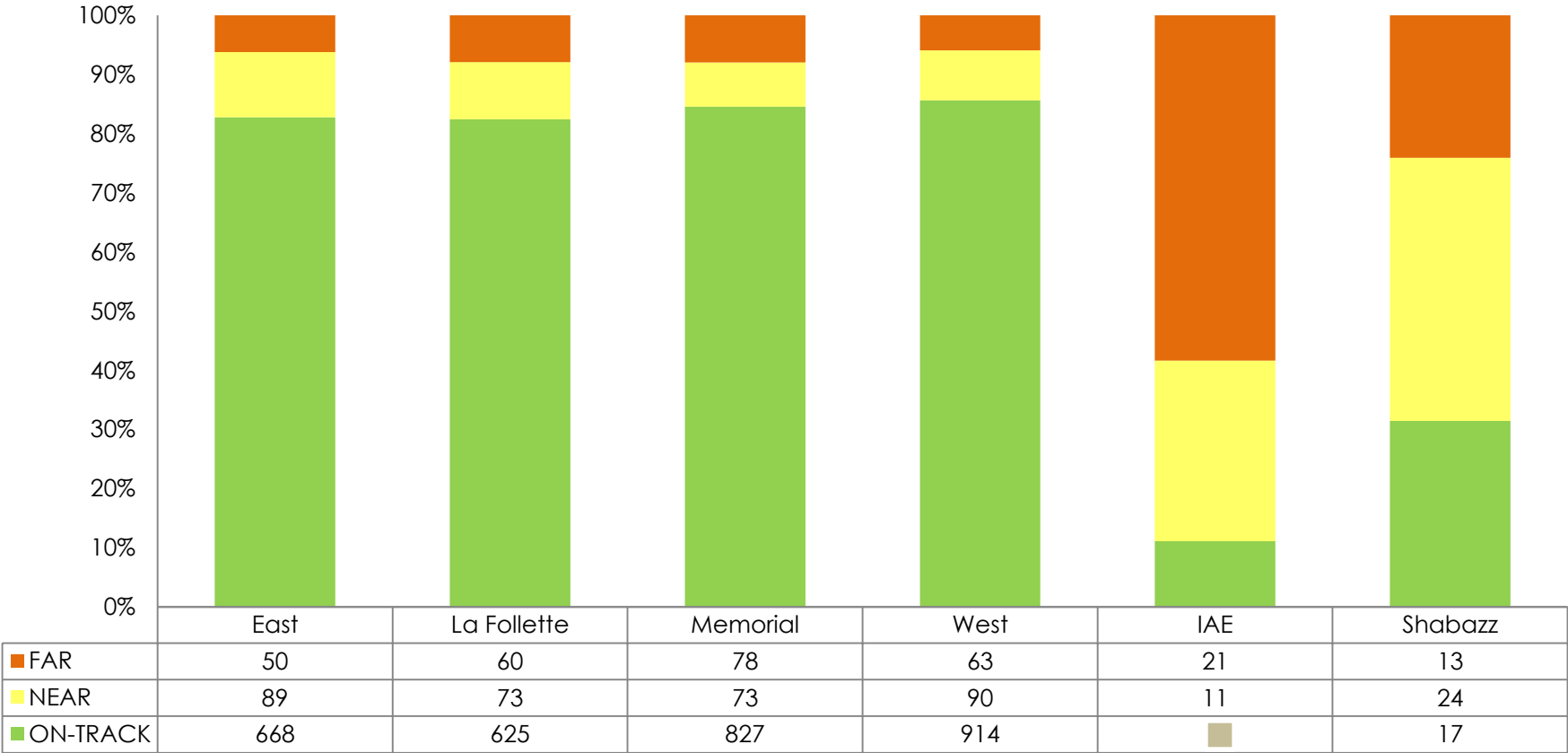credit deficient but within 3 credits of grade cohort

**11th & 12Th grade Far :**

more than 3 credits behind their grade cohort

**11th and 12th grade Near :**

credit deficient but within 3 credits of their grade cohort

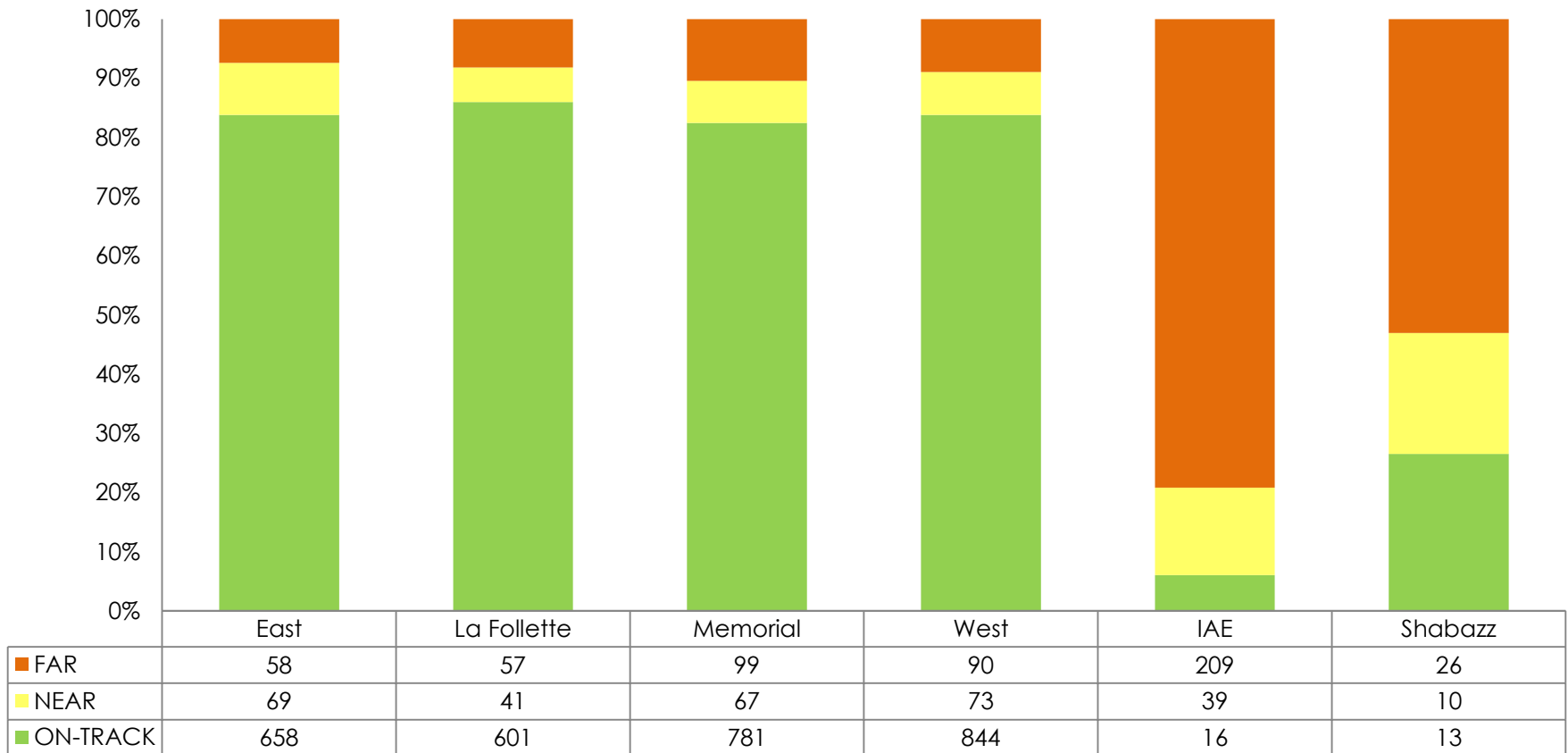# Number and Proportion of 9th and 10th Grade Students Across District



| | East | La Follette | Memorial | West | IAE | Shabazz |
|---|---|---|---|---|---|---|
| ■ FAR | 50 | 60 | 78 | 63 | 21 | 13 |
| ■ NEAR | 89 | 73 | 73 | 90 | 11 | 24 |
| ■ ON-TRACK | 668 | 625 | 827 | 914 | ■ | 17 |

- Far students range from 6% to 8%  (251 total students) at high schools

- Near students range from 8% to 11% (325 total students) at high schools

- **IAE currently serves 21 Far students and 11 Near students**

# Number and Proportion of 11th and 12th Grade Students Across District

| | East | La Follette | Memorial | West | IAE | Shabazz |
|---|---|---|---|---|---|---|
| ■ FAR | 58 | 57 | 99 | 90 | 209 | 26 |
| ■ NEAR | 69 | 41 | 67 | 73 | 39 | 10 |
| ■ ON-TRACK | 658 | 601 | 781 | 844 | 16 | 13 |

- Far students range from 7% to 11%  (304 total students) at high schools

- Near students range from 6% to 9% (250 total students) at high schools

- **IAE predominantly serves students in 11th and 12th grade who are significantly credit deficient**

# Applying On Track Categories Across the Four Comprehensive High Schools by SIP Focus Groups
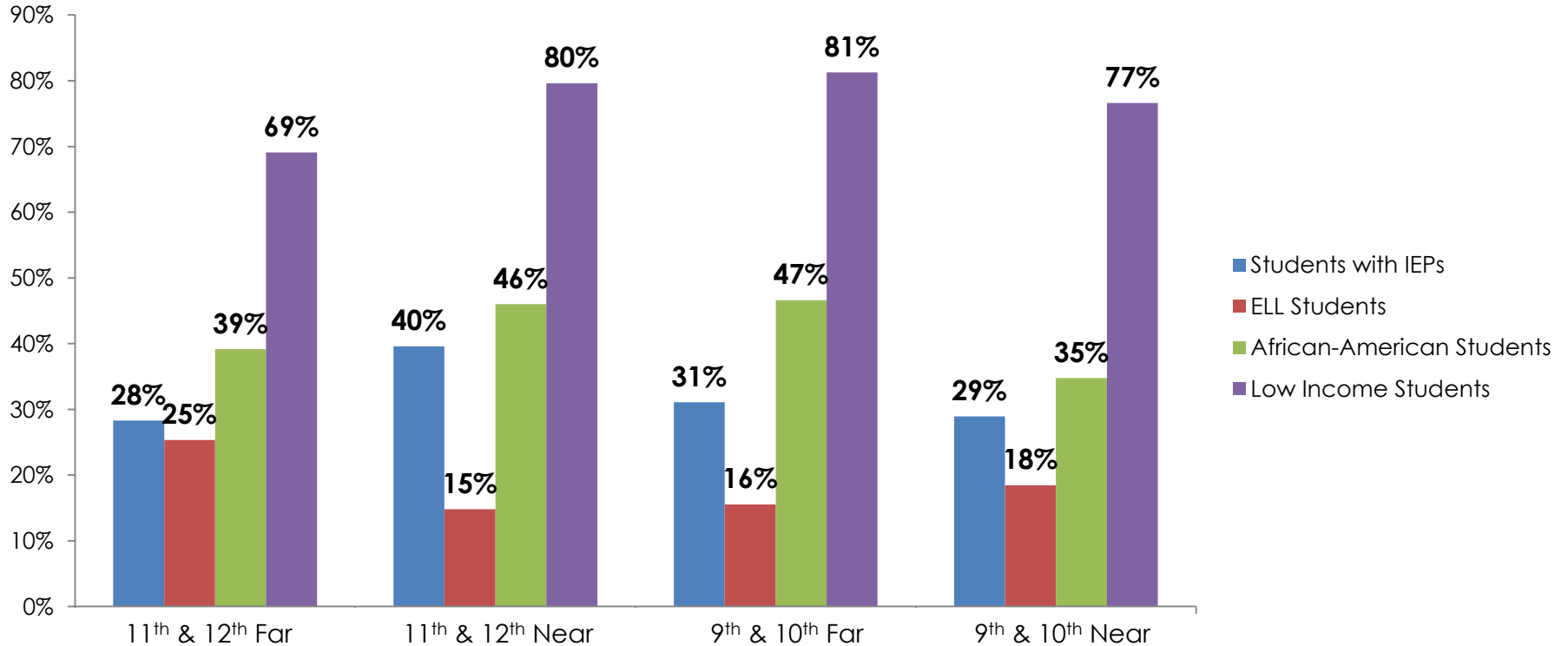


- Students with IEPs are most represented in the 11th and 12th grade Near student population
- African-American students are most represented in the 9th and 10th grade Far and 11th and 12th grade Near student populations
- Low income students are prevalent across all of the student populations

# 9th and 10th Grade Programs

| Available Seats at IAE | |
|---|---|
| 45 | |
| | |
| **Far Students currently at four comprehensive high schools** | **Near Students currently at four comprehensive high schools** |
| 251 | 325 |

**Near Programs:** AERO, Horizon, SAPAR, and Seed to Table
**Far Programs:** AERO, Horizon, and SAPAR

# 11ᵗʰ and 12ᵗʰ Grade Programs

| Available Seats at IAE | |
|---|---|
| 320 | |
| | |
| Far students currently at 4 comprehensive high schools | Near students currently at 4 comprehensive high schools |
| 304 | 250 |
| **Near Programs** : Horizon, Night School<br>**Far Programs** : Pathways, ROAD,  SAPAR, TLC, Work & Learn,  MATC HSED, OMEGA, | |

# Key Findings and Recommendations

- When On Track criteria is applied across all four comprehensive high schools, there are not enough seats within IAE to meet current needs, particularly for 9th and 10th grade students.

- The majority of 11th and 12th grade students attending IAE are significantly credit deficient.

**In 2015-16:**
- Expand access for 9th and 10th grade students
  - Increase AERO's current 9th grade enrollment from 25 students to 45 students
  - Create a new Pre-Work and Learn program for 20 10th grade students
- Design and improve credit recovery programs within all high schools
- Expand Gateway to College Program for 11th and 12th grade students
- Create more efficiencies within IAE by reducing or eliminating programs based on new on-track criteria

**In 2016-17:**
- Expand the AERO and Pre-Work and Learn programs to a Westside campus for 80 students
- Expand course offerings to include online and blended learning options in all high schools
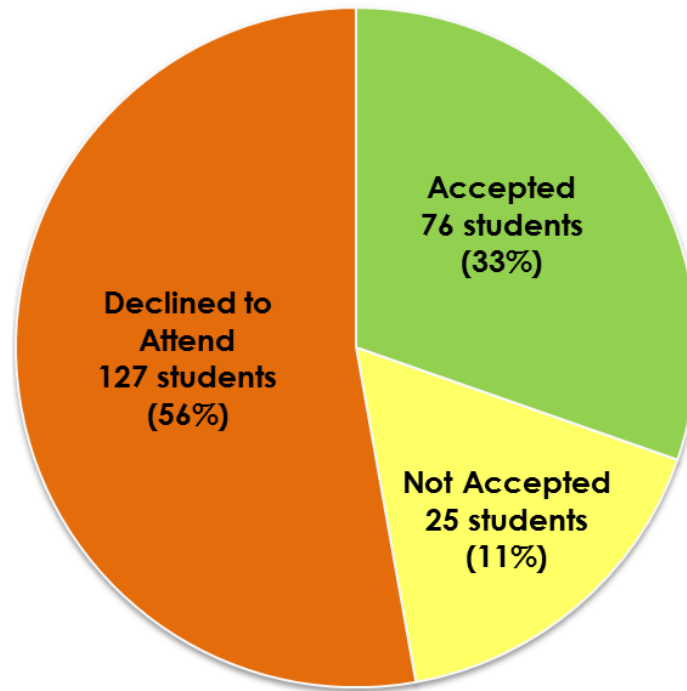
# Referrals and Transitions

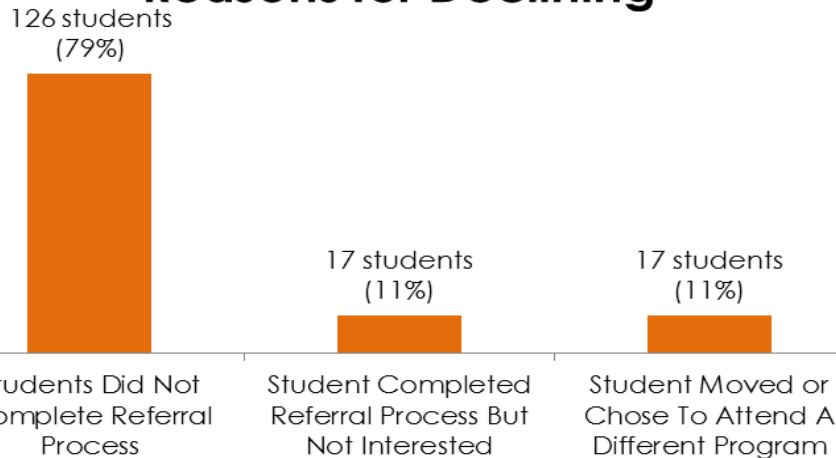# Current Practices for Referral and Enrollment at IAE

- Students are referred to IAE Programs by their home school staff.

- Students can nominate themselves for IAE programs.

- Referrals are typically based on behavioral and engagement factors, as well as course failures.

- Student placement into a program is dependent upon meeting academic and behavioral criteria, as well as a personal interview.
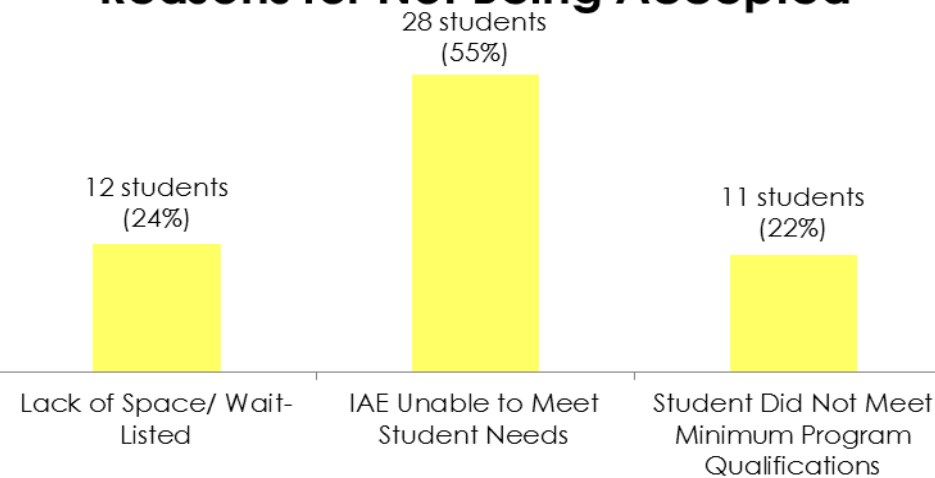
# IAE Referrals for Semester One 2014-2015



**Pie chart:**
- Accepted: 76 students (33%)
- Not Accepted: 25 students (11%)
- Declined to Attend: 127 students (56%)

## Reasons for Declining

- Students Did Not Complete Referral Process: 126 students (79%)
- Student Completed Referral Process But Not Interested: 17 students (11%)
- Student Moved or Chose To Attend A Different Program: 17 students (11%)

## Reasons for Not Being Accepted

- Lack of Space/ Wait-Listed: 12 students (24%)
- IAE Unable to Meet Student Needs: 28 students (55%)
- Student Did Not Meet Minimum Program Qualifications: 11 students (22%)

# Key Findings and Recommendations

- Referral practices are applied inconsistently and are oftentimes subjective.

- The majority of students referred to IAE did not complete the referral/application process, meaning that many students needs are going unmet

- Case management quality and placement for students with disabilities is inconsistent.

- Design and implement a comprehensive and uniform referral and enrollment process for all IAE programs.

- Design a system that aligns placement criteria to student need

- Improve systems to ensure successful student transition into IAE and back to home school, if needed.

- Hire a PST and hire more special education staff through attrition.

# Curriculum Alignment
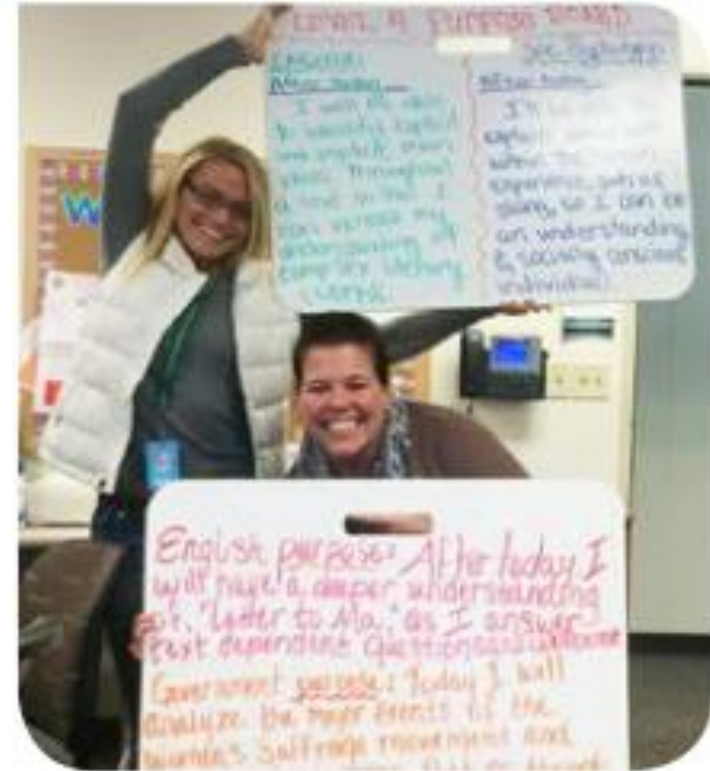
# Academic Need of Current IAE Students
## (54 students with no data as to academic need)

11%

16%

73%

- Intense
- Moderate
- Low/ Limited
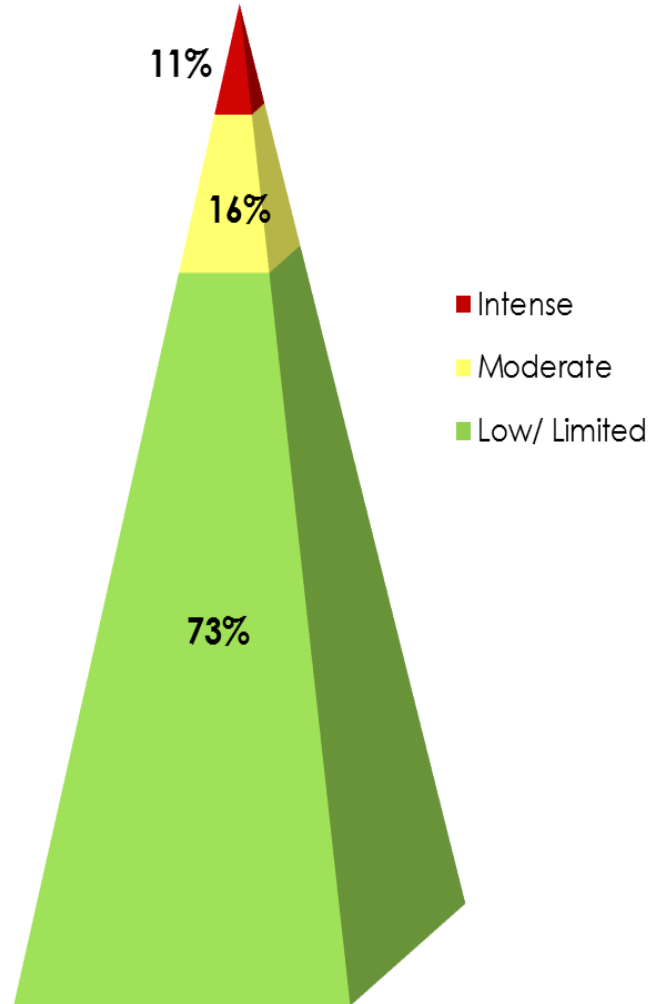
# IAE School Improvement Plan

- **Content Focus Area**: Alignment of curricula and assessments to IAE CCSS Power 8 Standards, with emphasis on Reading 1 and Writing 1

- **Instructional Practice Focus Area**: Implement Gradual Release of Responsibility framework, with emphasis on Focus Lesson and use of Purpose Boards

- **School Structure**: Develop teacher teams by grade level with focused work on the Great Teaching Matters framework

# Fall to Winter Teacher Team Self-Assessment
# Average Rating by Item

PREPARE     PLAN     TEACH     REFLECT
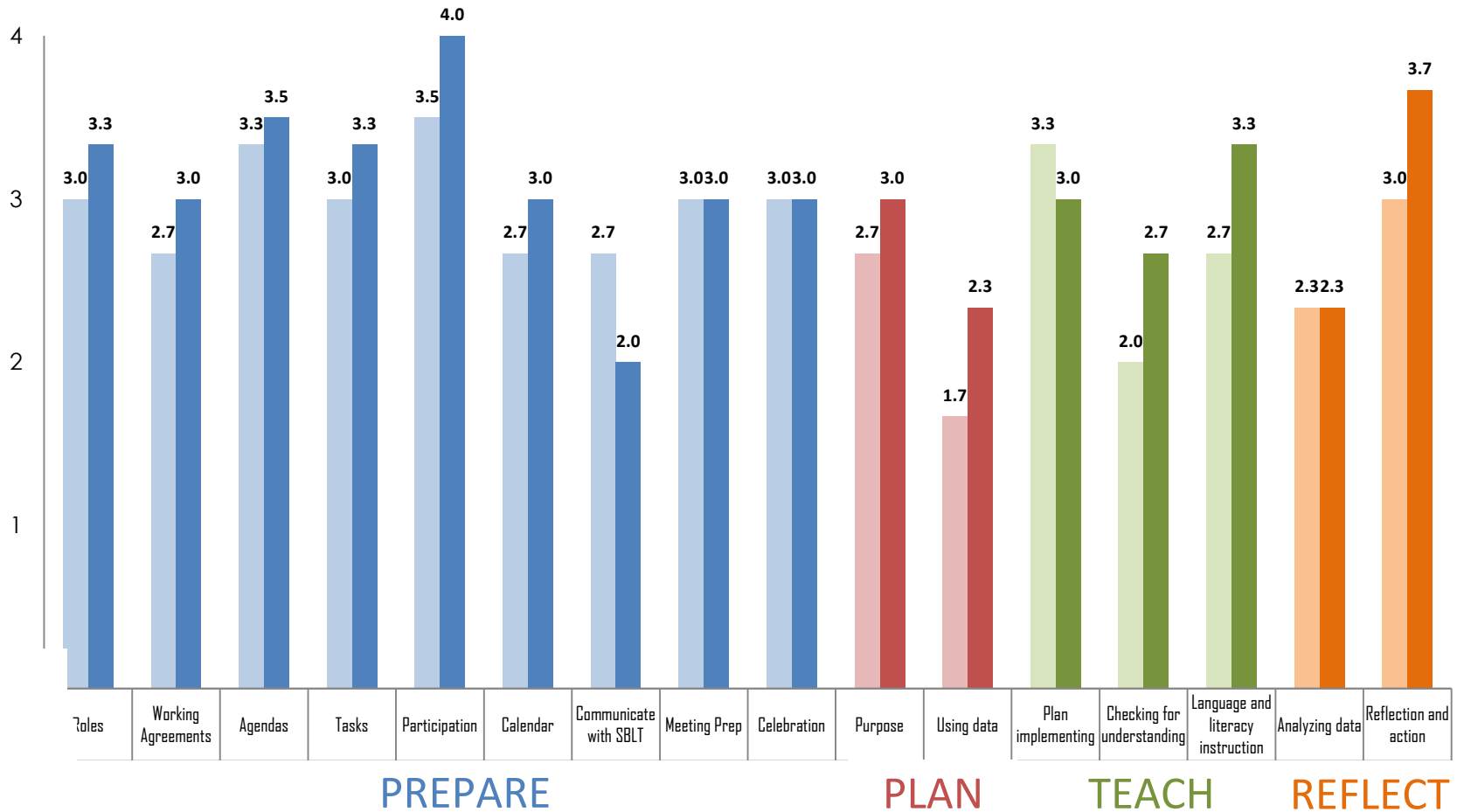
IAE Teams reported growth from fall to winter in almost all areas measured by the Teacher Team Self-Assessment

The largest average gains were reported on items having to do with teaching and reflecting.

# Teachers' Voices

*"Our work has allowed us to become more intentional about our instruction. We are better at planning and delivering lessons for our students."*

*"We have a common language about our practice."*

*"I believe that I am a much better teacher because of this work."*

# Key Findings and Recommendations

- Twenty-seven percent of IAE students qualify for Tier 2 and Tier 3 interventions in literacy

- Aligning to CCSS within and across programs is beginning to have impact on instructional practices

- Teacher Teams showed progress this school year leading to positive outcomes for students

- Implement a multi-tiered system of support within and across IAE programs to better address students' needs.
- Continue the work on curriculum alignment within and across IAE programs.
- Hire more mathematics teachers through attrition.
- Create opportunities to ensure that IAE students have greater access to electives and extra curricular activities.

# Measures of Success

# Graduation Rates for Students in 2010 Cohort

| | # of Students | Outcome | # of Students | % of Students |
|---|---|---|---|---|
| IAE (all programs) | 237 | Early High School Completion | 6 | 2.5% |
| | | 4 Year High School Completion | 61 | 26% |
| | | 4 to 5 Year High School Completion | 30 | 13% |
| | | 5+ Year High School Completion | 29 | 12% |
| | | Still Enrolled, Not Graduated | 6 | 2.5% |
| | | Transferred Out of District | 33 | 14% |
| | | Dropped Out | 66 | 28% |
| | | Expelled, Did Not Return to MMSD | 4 | 2% |
| | | Reached Maximum Age | 1 | <1% |
| | | Deceased | 1 | <1% |

53.5% of cohort graduated

# 2014-15 SIP Achievement Goals

**Attendance Goal**

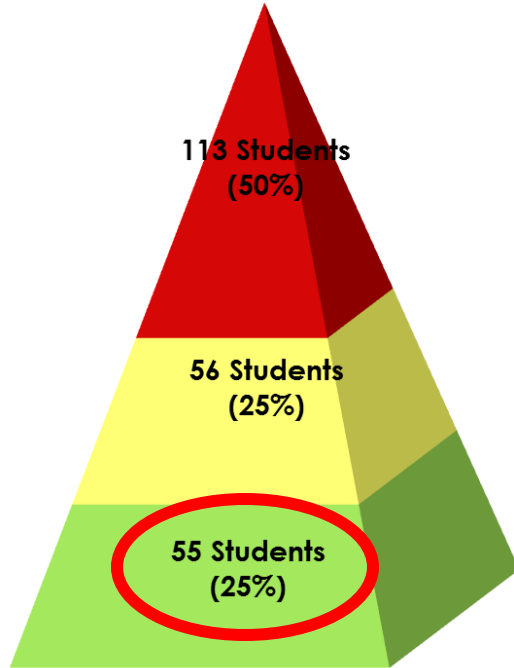- Every student in IAE is expected to attend 94% of the time.

**Credit Goals**

- Every student in IAE is progressing towards the next educational setting by earning 1.5 credits per quarter.

- By 12th grade/4th year in HS, students score at or above credit bearing classes on COMPASS.
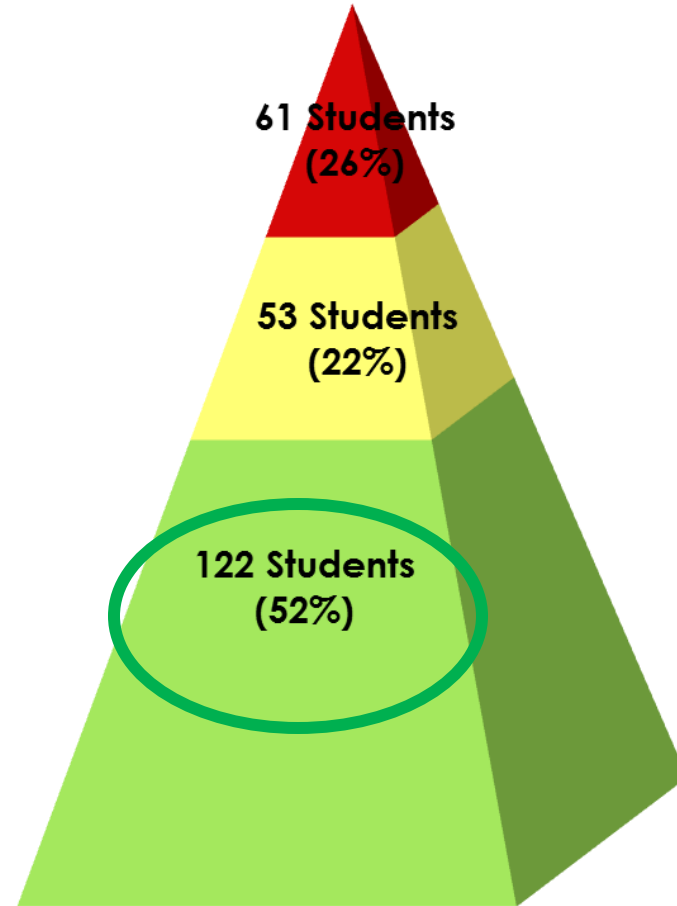
# Success With Attendance

**Attendance for 90-Days Prior to Starting at IAE**
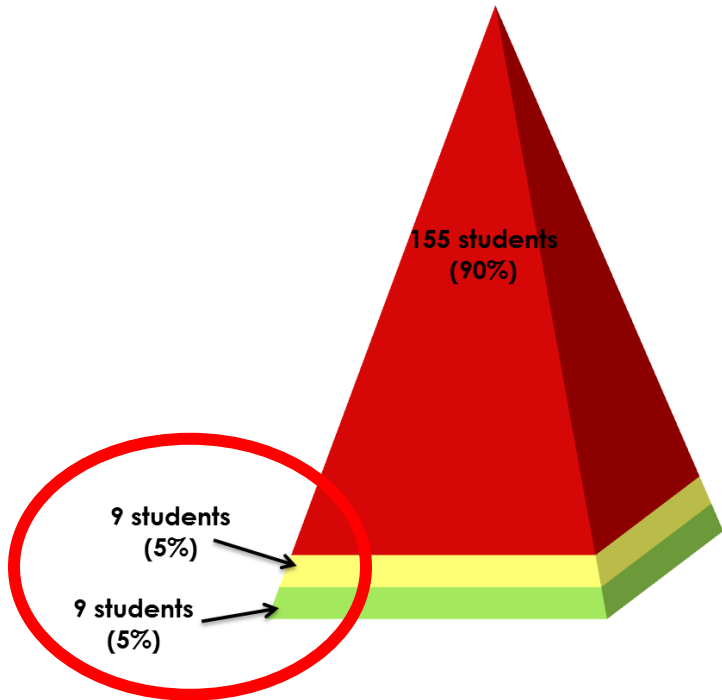(12 students did not attend MMSD prior to IAE Enrollment)

113 Students (50%)

56 Students (25%)

55 Students (25%)

**Semester 1 Attendance at IAE**

61 Students (26%)

53 Students (22%)

122 Students (52%)

■ <80% Attendance
■ 80-89% Attendance
■ >=90% Attendance

# Success with Credit Attainment

**Percent of Credits Earned Prior to Starting IAE**

155 students
(90%)

9 students
(5%)

9 students
(5%)

■ Earned <80% of Credits Attempted

■ Earned 80%-90% of Credits Attempted

■ Earned 90% or More of Credits Attempted

**Percent of Credits Earned At IAE**

58 students
(34%)

12 students
(7%)

103 students
(60%)

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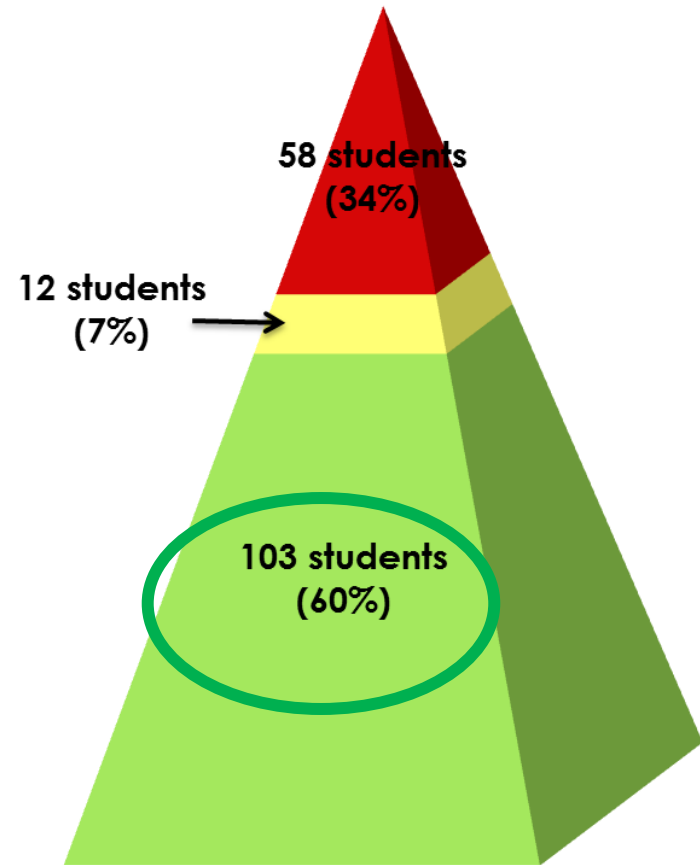
# Fall 2014 Compass Scores



| | Reading | eWrite | Writing | Math |
|---|---|---|---|---|
| Eligible for Non-Credit Skill Building Course | 34 (24%) | 34 (25%) | 63 (46%) | 93 (67%) |
| Eligible for Credit Bearing Course | 105 (76%) | 103 (75%) | 74 (54%) | 45 (33%) |

■ Eligible for Non-Credit Skill Building Course at Madison College

■ Eligible for Credit Bearing Course at Madison College

# Key Findings and Recommendations

- Forty-eight percent of IAE "Old and Far" students lack any assessment data on record, going back to 8th grade.

- Students currently attending IAE show an increase in attendance and credit attainment in comparison to their performance at their home school.

- Align IAE assessment system with district assessments.

- Develop an IAE comprehensive assessment system for measuring quarterly student progress in literacy and mathematics.

- Create a coordinator position that designs, implements and assesses systems (MTSS, Assessments, Referrals & Inter-school coordination).

# Recommendations Budget Implications

| Recommendation | Implication | Cost |
|---|---|---|
| Expand 9th and 10th Grade Seats 2015-2017 | Reduce allocation per student at High Schools | $0 – FTE $5000 – Start Up costs |
| Design and improve credit recovery programs at HS | Purchase online resources | $20-$40/student |
| Expand Gateway to College | Reduce allocation per student at high schools | $0 |
| Expand more online/blended learning opportunities | Purchase online resources and devices (see tech plan) | $20-$40/student |
| Hire a PST for case management /instructional support | Repurpose allocation for certified Special Education Teacher | 1 FTE |
| Create a coordinator position that designs, implements and assesses systems | Repurpose existing allocation and roles | 1 FTE |

# Questions and Discussion