

Perspectives on Advanced Learning:
Cedarburg School District

Strengths
Opportunities for Improvement
Potential Solutions

All before 7:30pm.....

Disclaimer

- Many of the “challenges” or “opportunities for improvement” are really wonderful things to be having to think about
- They are challenges that exist only because of many other positive things
- I’m only going to present some of the larger points – see write-up for the rest

Strengths

- Typical district student comes in already high achieving – about one grade level above
 - This levels off toward high school
- Highly-motivated and active parents
- Highly-educated staff
- Impressively-high ACT scores
- High level of AP offerings and participation

Opportunities for Improvement

1. Need for expanded, expansive "college" offerings
2. Variability in elementary buildings
3. Within grade-level student variability
4. Communication
 - District to school and staff
 - District to families
5. Planning and coordination
6. Resources
7. Proactive ID

Opportunities for Improvement

English – ACT Benchmark of 18

Test Yr	Mean	N	Std. Deviation
09	22.50	2	.707
10	28.85	20	4.069
11	25.52	412	5.316
12	24.58	125	5.142
Total	25.42	559	5.279

ACT Composite Score

Test Yr	Mean	N	Std. Deviation
09	23.00	2	2.828
10	29.25	20	3.007
11	24.99	412	4.734
12	23.77	125	4.331
Total	24.86	559	4.688

Potential Solutions

- Consider greatly expanding opportunities for college credits and college-level courses
 - Range of AP offerings likely insufficient
 - Even expanded AP is limited
 - UWW PIE and UW-O CAPP Programs
 - Attached optional credit to CSD HS courses?
- Large # of CSD students are ready for college content by sophomore / junior year. See ACT data

Potential Solutions

- Consider greatly expanding opportunities for college credits and college-level courses
 - Cost of \$394/class cost for PIE at UWW
 - \$950 for regular tuition
 - Lose about \$5000/student to open enrollment
 - Lose \$465/class to Course Options
- Take in about \$5800 for every student gained through open enrollment
- See p. 8 and p. 31

Potential Solutions

- Wide variability in elementary services
- Develop a plan for elementary-level policies, procedures, and offerings
 - Too much variability or inconsistency across buildings
 - Too much variability based on principal or teacher interests, abilities, or beliefs
- See parent survey as well as site visit notes (p.17)

Potential Solutions

- Wide within grade level variability in student readiness / prior mastery
- Cluster grouped classrooms or honors sections of courses
 - 5th graders scoring higher than most 10th graders
 - 8th graders scoring the same as average 4th grader
- See p. 22-23

Potential Solutions

Math Cross-Grade Level Variability – Fall 2011


Grade	-2SD	-1SD	Mean (SD)	+1SD	+2SD
K	126	137	148 (11)	159	170
1	145	159	173 (14)	187	201
2	164	176	188 (12)	200	212
3	179	189	199 (10)	209	219
4	189	200	211 (11)	222	233
5	201	213	225 (12)	237	249
6	201	214	227 (13)	240	253
7	205	219	233 (14)	247	261
8	211	225	239 (14)	253	267
9	216	231	246 (15)	261	276
10	215	232	249 (17)	266	283
Total					

Wisconsin Cut Scores and Performance Levels (2012 alignment)

MATH - Current Season								
Cut Scores and Percentiles for each State Performance Level								
Grade	Minimal Performance		Basic		Proficient		Advanced	
	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile	Cut Score	Percentile
2	<165	165	15	180	56	195	90	
3	<179	179	15	194	56	208	90	
4	<189	189	13	204	51	220	89	
5	<198	198	15	212	47	229	87	
6	<206	206	19	222	56	238	88	
7	<212	212	21	227	53	243	85	
8	<217	217	22	235	61	252	90	

Sample Cluster Grouping Configuration

ID Category	4 th grade Clsm 1	4 th grade Clsm 2	4 th grade Clsm 3	4 th grade Total grade
High-Achieving	6	0	0	6
Above-Average	0	7	6	13
Average	10	10	10	30
Low-Average	8	0	6	14
Low	0	8	0	8
Sp. Educ.	1*	0	3**	4
Total	25	25	25	75



*note. This student is twice-exceptional.
**note. These students see the same teacher consultant who also helps the classroom teacher.

- ## Potential Solutions
- Communication / Planning
 - District-level coordinator of advanced learning
 - Position includes FTE
 - Strategic planning of next steps
 - Work with UW on expanded college credit options
 - Coordinate offerings / policies at elementary
 - Coordinate communication
 - Supports building-level GT staff
 - See example position descriptions

Potential Solutions

- Communication / Planning
- Parent advisory group
- Website
- Newsletter
- Published policies
 - Parents were unaware of offerings
 - Vastly different experiences and expectations

- See p. 11 and p. 17

Potential Solutions

- Resources
- Staff referenced lacking training or materials to challenge students – elementary
- Specific staff training in advanced learning
- Special pot of funds for resources to be utilized for challenging advanced learners
 - More so an issue at elementary buildings

- See p. 10 & 20

Potential Solutions

- Proactive Identification

- Current systems rely too much on parent advocacy (for ID) and teacher ability (for services)
- Broaden use of assessment data to search out students who are likely to be underchallenged
- Consider wider range of services for when the gen ed teacher isn't enough

- See p. 10

Bottom Line

- You have a great district, one I would enjoy working in
- The places for improvement are really wonderful problems associated with high achievement
 - While also having wide variability
- In any district there are students who need more than the “regular” classroom or curriculum can provide

QUESTIONS?
